

Texas Education Agency
2024 Federal Report Card
 YES PREP AIRLINE EL (101845107) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

Part (i): Description of State Accountability System

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

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

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%

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Campus ESSA Goals (HS/K-12 & AEA)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
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%

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

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

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

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

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

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, and AEAs	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status 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.

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

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

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

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

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

Part (ii): Student Achievement by Proficiency Level

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

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

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	72%	69%	76%	50%	79%	*	-	-	-	-	77%	60%	83%	75%	74%	77%	74%	-	*	-	-
	CWD	48%	46%	83%	*	90%	-	-	-	-	-	91%	*	83%	-	*	80%	*	-	-	-	-
	CWOD	78%	73%	75%	50%	77%	*	-	-	-	-	75%	*	-	75%	70%	77%	72%	-	*	-	-
	EL	62%	60%	74%	-	74%	-	-	-	-	-	73%	*	*	70%	74%	81%	62%	-	-	-	-
	Male	70%	67%	77%	38%	84%	*	-	-	-	-	78%	*	80%	77%	81%	77%	-	-	*	-	-
	Female	75%	71%	74%	*	71%	*	-	-	-	-	74%	*	*	72%	62%	-	74%	-	-	-	-
Mathematics	All Students	68%	72%	75%	50%	80%	*	-	-	-	-	74%	80%	83%	73%	68%	75%	74%	-	*	-	-
	CWD	46%	58%	83%	*	90%	-	-	-	-	-	91%	*	83%	-	*	80%	*	-	-	-	-
	CWOD	74%	75%	73%	50%	79%	*	-	-	-	-	72%	*	-	73%	67%	74%	72%	-	*	-	-
	EL	61%	70%	68%	-	68%	-	-	-	-	-	67%	*	*	67%	68%	71%	62%	-	-	-	-
	Male	70%	76%	75%	50%	81%	*	-	-	-	-	76%	*	80%	74%	71%	75%	-	-	*	-	-
	Female	66%	68%	74%	*	79%	*	-	-	-	-	71%	*	*	72%	62%	-	74%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	47%	41%	48%	33%	51%	*	-	-	-	-	48%	60%	25%	52%	44%	49%	47%	-	*	-	-
	CWD	25%	26%	25%	*	30%	-	-	-	-	-	27%	*	25%	-	*	20%	*	-	-	-	-
	CWOD	52%	43%	52%	40%	54%	*	-	-	-	-	51%	*	-	52%	47%	56%	47%	-	*	-	-
	EL	34%	27%	44%	-	44%	-	-	-	-	-	42%	*	*	47%	44%	52%	31%	-	-	-	-
	Male	44%	37%	49%	25%	53%	*	-	-	-	-	49%	*	20%	56%	52%	49%	-	-	*	-	-
	Female	50%	45%	47%	*	46%	*	-	-	-	-	45%	*	*	47%	31%	-	47%	-	-	-	-
Mathematics	All Students	41%	36%	34%	33%	37%	*	-	-	-	-	33%	60%	33%	35%	32%	40%	26%	-	*	-	-
	CWD	24%	27%	33%	*	30%	-	-	-	-	-	36%	*	33%	-	*	30%	*	-	-	-	-
	CWOD	44%	38%	35%	30%	38%	*	-	-	-	-	32%	*	-	35%	37%	42%	25%	-	*	-	-
	EL	32%	36%	32%	-	32%	-	-	-	-	-	30%	*	*	37%	32%	38%	23%	-	-	-	-
	Male	44%	42%	40%	38%	42%	*	-	-	-	-	39%	*	30%	42%	38%	40%	-	-	*	-	-
	Female	37%	30%	26%	*	29%	*	-	-	-	-	23%	*	*	25%	23%	-	26%	-	-	-	-
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	20%	17%	20%	8%	23%	*	-	-	-	-	18%	40%	0%	23%	24%	19%	21%	-	*	-	-
	CWD	6%	5%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	23%	20%	23%	10%	26%	*	-	-	-	-	21%	*	-	23%	27%	23%	22%	-	*	-	-
	EL	13%	15%	24%	-	24%	-	-	-	-	-	21%	*	*	27%	24%	24%	23%	-	-	-	-
	Male	18%	17%	19%	0%	23%	*	-	-	-	-	20%	*	0%	23%	24%	19%	-	-	*	-	-
	Female	22%	18%	21%	*	21%	*	-	-	-	-	16%	*	*	22%	23%	-	21%	-	-	-	-
Mathematics	All Students	15%	10%	7%	8%	7%	*	-	-	-	-	7%	0%	0%	8%	9%	8%	6%	-	*	-	-
	CWD	7%	6%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	17%	11%	8%	10%	8%	*	-	-	-	-	8%	*	-	8%	10%	9%	6%	-	*	-	-
	EL	10%	11%	9%	-	9%	-	-	-	-	-	9%	*	*	10%	9%	10%	8%	-	-	-	-
	Male	17%	14%	8%	13%	7%	*	-	-	-	-	8%	*	0%	9%	10%	8%	-	-	*	-	-
	Female	12%	6%	6%	*	7%	*	-	-	-	-	6%	*	*	6%	8%	-	6%	-	-	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	74%	75%	50%	80%	75%	-	-	-	-	76%	70%	83%	74%	71%	76%	74%	-	*	-	-
	CWD	46%	44%	83%	*	90%	-	-	-	-	-	91%	*	83%	-	88%	80%	*	-	-	-	-
	CWOD	77%	78%	74%	50%	78%	75%	-	-	-	-	73%	88%	-	74%	68%	76%	72%	-	*	-	-
	EL	61%	73%	71%	-	71%	-	-	-	-	-	70%	*	88%	68%	71%	76%	62%	-	-	-	-
	Male	71%	72%	76%	44%	83%	*	-	-	-	-	77%	*	80%	76%	76%	76%	-	-	*	-	-
	Female	74%	77%	74%	63%	75%	*	-	-	-	-	73%	83%	*	72%	62%	-	74%	-	-	-	-
Reading	All Students	74%	76%	76%	50%	79%	*	-	-	-	-	77%	60%	83%	75%	74%	77%	74%	-	*	-	-
	CWD	44%	40%	83%	*	90%	-	-	-	-	-	91%	*	83%	-	*	80%	*	-	-	-	-
	CWOD	80%	80%	75%	50%	77%	*	-	-	-	-	75%	*	-	75%	70%	77%	72%	-	*	-	-
	EL	59%	73%	74%	-	74%	-	-	-	-	-	73%	*	*	70%	74%	81%	62%	-	-	-	-
	Male	70%	72%	77%	38%	84%	*	-	-	-	-	78%	*	80%	77%	81%	77%	-	-	*	-	-
	Female	78%	81%	74%	*	71%	*	-	-	-	-	74%	*	*	72%	62%	-	74%	-	-	-	-
Mathematics	All Students	70%	71%	75%	50%	80%	*	-	-	-	-	74%	80%	83%	73%	68%	75%	74%	-	*	-	-
	CWD	45%	46%	83%	*	90%	-	-	-	-	-	91%	*	83%	-	*	80%	*	-	-	-	-
	CWOD	75%	74%	73%	50%	79%	*	-	-	-	-	72%	*	-	73%	67%	74%	72%	-	*	-	-
	EL	62%	70%	68%	-	68%	-	-	-	-	-	67%	*	*	67%	68%	71%	62%	-	-	-	-
	Male	71%	70%	75%	50%	81%	*	-	-	-	-	76%	*	80%	74%	71%	75%	-	-	*	-	-
	Female	70%	71%	74%	*	79%	*	-	-	-	-	71%	*	*	72%	62%	-	74%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	46%	41%	33%	44%	25%	-	-	-	-	40%	60%	29%	43%	38%	44%	37%	-	*	-	-
	CWD	22%	18%	29%	*	30%	-	-	-	-	-	32%	*	29%	-	13%	25%	*	-	-	-	-
	CWOD	51%	49%	43%	35%	46%	25%	-	-	-	-	42%	75%	-	43%	42%	49%	36%	-	*	-	-
	EL	31%	43%	38%	-	38%	-	-	-	-	-	36%	*	13%	42%	38%	45%	27%	-	-	-	-
	Male	45%	43%	44%	31%	48%	*	-	-	-	-	44%	*	25%	49%	45%	44%	-	-	*	-	-
	Female	48%	48%	37%	38%	38%	*	-	-	-	-	34%	67%	*	36%	27%	-	37%	-	-	-	-
Reading	All Students	52%	55%	48%	33%	51%	*	-	-	-	-	48%	60%	25%	52%	44%	49%	47%	-	*	-	-
	CWD	23%	21%	25%	*	30%	-	-	-	-	-	27%	*	25%	-	*	20%	*	-	-	-	-
	CWOD	58%	60%	52%	40%	54%	*	-	-	-	-	51%	*	-	52%	47%	56%	47%	-	*	-	-
	EL	34%	50%	44%	-	44%	-	-	-	-	-	42%	*	*	47%	44%	52%	31%	-	-	-	-
	Male	48%	49%	49%	25%	53%	*	-	-	-	-	49%	*	20%	56%	52%	49%	-	-	*	-	-
	Female	57%	62%	47%	*	46%	*	-	-	-	-	45%	*	*	47%	31%	-	47%	-	-	-	-
Mathematics	All Students	42%	37%	34%	33%	37%	*	-	-	-	-	33%	60%	33%	35%	32%	40%	26%	-	*	-	-
	CWD	22%	18%	33%	*	30%	-	-	-	-	-	36%	*	33%	-	*	30%	*	-	-	-	-
	CWOD	46%	39%	35%	30%	38%	*	-	-	-	-	32%	*	-	35%	37%	42%	25%	-	*	-	-
	EL	31%	36%	32%	-	32%	-	-	-	-	-	30%	*	*	37%	32%	38%	23%	-	-	-	-
	Male	43%	37%	40%	38%	42%	*	-	-	-	-	39%	*	30%	42%	38%	40%	-	-	*	-	-
	Female	40%	36%	26%	*	29%	*	-	-	-	-	23%	*	*	25%	23%	-	26%	-	-	-	-

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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
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	18%	14%	13%	8%	15%	0%	-	-	-	-	13%	20%	0%	15%	16%	13%	13%	-	*	-	-
	CWD	6%	3%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD	21%	16%	15%	10%	17%	0%	-	-	-	-	15%	25%	-	15%	18%	16%	14%	-	*	-	-
	EL	9%	13%	16%	-	16%	-	-	-	-	-	15%	*	0%	18%	16%	17%	15%	-	-	-	-
	Male	18%	13%	13%	6%	15%	*	-	-	-	-	14%	*	0%	16%	17%	13%	-	-	*	-	-
	Female	19%	16%	13%	13%	14%	*	-	-	-	-	11%	33%	*	14%	15%	-	13%	-	-	-	-
Reading	All Students	21%	19%	20%	8%	23%	*	-	-	-	-	18%	40%	0%	23%	24%	19%	21%	-	*	-	-
	CWD	6%	3%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	24%	20%	23%	10%	26%	*	-	-	-	-	21%	*	-	23%	27%	23%	22%	-	*	-	-
	EL	10%	15%	24%	-	24%	-	-	-	-	-	21%	*	*	27%	24%	24%	23%	-	-	-	-
	Male	18%	16%	19%	0%	23%	*	-	-	-	-	20%	*	0%	23%	24%	19%	-	-	*	-	-
	Female	24%	22%	21%	*	21%	*	-	-	-	-	16%	*	*	22%	23%	-	21%	-	-	-	-
Mathematics	All Students	17%	12%	7%	8%	7%	*	-	-	-	-	7%	0%	0%	8%	9%	8%	6%	-	*	-	-
	CWD	6%	3%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	19%	13%	8%	10%	8%	*	-	-	-	-	8%	*	-	8%	10%	9%	6%	-	*	-	-
	EL	10%	12%	9%	-	9%	-	-	-	-	-	9%	*	*	10%	9%	10%	8%	-	-	-	-
	Male	18%	13%	8%	13%	7%	*	-	-	-	-	8%	*	0%	9%	10%	8%	-	-	*	-	-
	Female	15%	11%	6%	*	7%	*	-	-	-	-	6%	*	*	6%	8%	-	6%	-	-	-	-

- 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)

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)

Total EL in Class	Proficiency of EL	Rate of Proficiency
191	13	7%

- 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	43	30	46	33	-	-	-	-	43	37	42
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)

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	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	Y						Y	N	Y
Interim Goals (2028-2032)	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
Target Met	N	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%
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	Y	N						N	Y	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											

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

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

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

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 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%	-
	CWD	100%	*	100%	-	-	-	-	-	100%	* 100%	-	100%	100%	*	-	-
	CWOD	100%	100%	100%	100%	-	-	-	-	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	* 100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	*	-	-	-	-	100%	* 100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	*	-	-	-	-	100%	100%	* 100%	100%	100%	-	100%	-
Reading	All Students	100%	100%	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	-	-	-	-	-	100%	* 100%	-	100%	100%	*	-	-
	CWOD	100%	100%	100%	*	-	-	-	-	100%	*	-	100%	100%	100%	100%	-
	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%	-
Mathematics	All Students	100%	100%	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	-	-	-	-	-	100%	* 100%	-	100%	100%	*	-	-
	CWOD	100%	100%	100%	*	-	-	-	-	100%	*	-	100%	100%	100%	100%	-
	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%	-
Science	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Science	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	
All Subjects	All Students	0%	0%	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-
	CWOD	0%	0%	0%	0%	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	*	-	-	-	-	0%	0%	*	0%	0%	-	0%	-
Reading	All Students	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	0%	-	-	-	-	-	0%	*	0%	-	*	0%	*	-
	CWOD	0%	0%	0%	*	-	-	-	-	0%	*	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%	-	-
	Female	0%	*	0%	*	-	-	-	-	0%	*	*	0%	0%	-	0%	-
Mathematics	All Students	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	0%	-	-	-	-	-	0%	*	0%	-	*	0%	*	-
	CWOD	0%	0%	0%	*	-	-	-	-	0%	*	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%	-	-
	Female	0%	*	0%	*	-	-	-	-	0%	*	*	0%	0%	-	0%	-
Science	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

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

There is no data for this campus.

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

There is no data for this campus.

Part (ix): Teacher Quality Data

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

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High Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	3.6	10.2%
Teachers Teaching with Emergency or Provisional Credentials	1.0	3.1%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- Indicates there are no data available in the group.

Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2025.

		State & Local and Federal	State & Local			Federal		
	Enrollment	Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$1,913	\$268	\$929	\$1,197	\$444	\$272	\$716
Food services		\$1,129	\$8	\$0	\$8	\$1,086	\$35	\$1,121
Instruction		\$9,375	\$6,311	\$26	\$6,337	\$2,907	\$131	\$3,038
Support services, general administration		\$64		\$64	\$64			
Support services, instructional staff		\$923	\$471	\$4	\$475	\$179	\$269	\$448
Support services, operation and maintenance of plant		\$2,208	\$1,925	\$81	\$2,006	\$134	\$68	\$202
Support services, pupils		\$776	\$433	\$56	\$489	\$249	\$38	\$287
Support services, school administration		\$2,842	\$2,730	\$2	\$2,732	\$68	\$43	\$111
Support services, student transportation		\$827	\$722	\$45	\$767	\$51	\$9	\$60
Total	255	\$20,057	\$12,868	\$1,207	\$14,075	\$5,117	\$865	\$5,982

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%	8	1%	*	1%
Mathematics	6,620	2%	8	1%	*	1%
Grade 4						
Reading	6,491	2%	*	1%	-	-
Mathematics	6,491	2%	*	1%	-	-
Grade 5						
Reading	6,033	1%	*	1%	-	-
Mathematics	6,033	2%	*	1%	-	-
Science	6,033	2%	*	1%	-	-
Grade 6						
Reading	5,586	1%	20	1%	-	-
Mathematics	5,586	1%	20	1%	-	-
Grade 7						
Reading	5,233	1%	18	1%	-	-
Mathematics	5,227	2%	18	1%	-	-
Grade 8						
Reading	4,985	1%	12	1%	-	-
Mathematics	4,985	1%	12	1%	-	-
Science	4,984	1%	12	1%	-	-
End of Course						
English I	5,119	1%	11	0%	-	-
English II	4,683	1%	7	0%	-	-
Algebra I	5,112	1%	11	0%	-	-
Biology	5,027	1%	11	0%	-	-
All Grades						
All Subjects	100,862	1%	183	1%	*	1%
Reading	44,764	1%	82	1%	*	1%
Mathematics	40,054	1%	75	1%	*	1%
Science	16,044	1%	26	1%	-	-

- Indicates there are no students in the group.

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

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

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

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

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

* Indicates reporting standards not met.

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

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

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

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

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	30%	53%	28%	13%	-	-	-	*	29%	41%	28%

- Indicates there are no students in the group.

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

Part (xv): Section 1003 Fund

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

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

There is no data for this campus.

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

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

There is no data for this campus.

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Part (i): Description of State Accountability System

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

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

State & District ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
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%

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Campus ESSA Goals (HS/K-12 & AEA)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
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%

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

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

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

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

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

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, and AEAs	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status 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.

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

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

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

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

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

Part (ii): Student Achievement by Proficiency Level

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

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

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	75%	73%	76%	80%	77%	*	-	*	-	-	77%	60%	55%	78%	74%	73%	79%	-	*	-	-
	CWD	43%	40%	55%	-	60%	*	-	-	-	-	60%	*	55%	-	50%	44%	*	-	*	-	-
	CWOD	81%	77%	78%	80%	78%	*	-	*	-	-	78%	67%	-	78%	77%	77%	78%	-	*	-	-
	EL	61%	72%	74%	-	75%	*	-	*	-	-	76%	43%	50%	77%	74%	69%	79%	-	*	-	-
	Male	71%	70%	73%	*	74%	*	-	*	-	-	76%	*	44%	77%	69%	73%	-	-	*	-	-
	Female	79%	77%	79%	*	80%	*	-	-	-	-	78%	86%	*	78%	79%	-	79%	-	*	-	-
Mathematics	All Students	70%	70%	72%	80%	72%	*	-	*	-	-	72%	60%	55%	73%	71%	68%	75%	-	*	-	-
	CWD	44%	45%	55%	-	50%	*	-	-	-	-	60%	*	55%	-	50%	44%	*	-	*	-	-
	CWOD	75%	72%	73%	80%	73%	*	-	*	-	-	73%	67%	-	73%	73%	71%	75%	-	*	-	-
	EL	60%	69%	71%	-	71%	*	-	*	-	-	72%	57%	50%	73%	71%	64%	77%	-	*	-	-
	Male	70%	69%	68%	*	67%	*	-	*	-	-	69%	*	44%	71%	64%	68%	-	-	*	-	-
	Female	70%	70%	75%	*	76%	*	-	-	-	-	76%	71%	*	75%	77%	-	75%	-	*	-	-
Grade 7																						
Reading	All Students	72%	77%	83%	69%	84%	*	*	*	-	-	83%	75%	50%	87%	86%	77%	90%	-	80%	-	-
	CWD	39%	40%	50%	*	53%	*	-	-	-	-	50%	*	50%	-	44%	45%	57%	-	*	-	-
	CWOD	78%	80%	87%	82%	87%	-	*	*	-	-	87%	83%	-	87%	89%	81%	93%	-	*	-	-
	EL	57%	75%	86%	-	85%	-	-	*	-	-	86%	*	44%	89%	86%	80%	91%	-	*	-	-
	Male	67%	72%	77%	57%	78%	-	-	*	-	-	78%	*	45%	81%	80%	77%	-	-	*	-	-
	Female	78%	82%	90%	83%	90%	*	*	-	-	-	89%	*	57%	93%	91%	-	90%	-	*	-	-
Mathematics	All Students	54%	57%	65%	69%	63%	*	*	*	-	-	66%	50%	33%	69%	63%	65%	64%	-	60%	-	-
	CWD	31%	28%	33%	*	33%	*	-	-	-	-	31%	*	33%	-	22%	36%	29%	-	*	-	-
	CWOD	58%	59%	69%	82%	67%	-	*	*	-	-	70%	50%	-	69%	66%	70%	68%	-	*	-	-
	EL	42%	55%	63%	-	62%	-	-	*	-	-	63%	*	22%	66%	63%	64%	61%	-	*	-	-
	Male	55%	57%	65%	71%	64%	-	-	*	-	-	68%	*	36%	70%	64%	65%	-	-	*	-	-
	Female	53%	56%	64%	67%	63%	*	*	-	-	-	64%	*	29%	68%	61%	-	64%	-	*	-	-
Grade 8																						
Reading	All Students	79%	81%	88%	80%	89%	-	-	-	-	-	88%	100%	50%	91%	88%	84%	92%	*	*	-	-
	CWD	48%	47%	50%	*	56%	-	-	-	-	-	50%	-	50%	-	50%	25%	*	-	*	-	-
	CWOD	83%	85%	91%	100%	91%	-	-	-	-	-	91%	100%	-	91%	90%	90%	92%	*	*	-	-
	EL	64%	81%	88%	*	88%	-	-	-	-	-	88%	*	50%	90%	88%	83%	93%	*	*	-	-
	Male	74%	76%	84%	67%	85%	-	-	-	-	-	84%	*	25%	90%	83%	84%	-	-	*	-	-
	Female	84%	87%	92%	*	92%	-	-	-	-	-	92%	*	*	92%	93%	-	92%	*	*	-	-
Mathematics	All Students	70%	72%	69%	38%	71%	-	-	-	-	-	69%	*	25%	74%	72%	66%	73%	-	*	-	-
	CWD	45%	46%	25%	*	33%	-	-	-	-	-	25%	-	25%	-	17%	13%	*	-	*	-	-
	CWOD	74%	75%	74%	60%	74%	-	-	-	-	-	73%	*	-	74%	76%	73%	75%	-	*	-	-
	EL	62%	74%	72%	*	72%	-	-	-	-	-	72%	-	17%	76%	72%	71%	73%	-	*	-	-
	Male	69%	70%	66%	20%	69%	-	-	-	-	-	65%	*	13%	73%	71%	66%	-	-	*	-	-
	Female	71%	74%	73%	*	73%	-	-	-	-	-	73%	-	*	75%	73%	-	73%	-	*	-	-

Texas Education Agency
2024 Federal Report Card
 YES PREP - BRAYS OAKS (101845006) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	68%	63%	81%	80%	81%	-	-	-	-	-	80%	100%	33%	84%	80%	78%	84%	*	*	-	-
	CWD	39%	26%	33%	*	33%	-	-	-	-	-	33%	-	33%	-	33%	25%	*	-	*	-	-
	CWOD	72%	67%	84%	100%	84%	-	-	-	-	-	84%	100%	-	84%	83%	83%	85%	*	*	-	-
	EL	51%	62%	80%	*	80%	-	-	-	-	-	80%	*	33%	83%	80%	75%	84%	*	*	-	-
	Male	70%	65%	78%	67%	78%	-	-	-	-	-	77%	*	25%	83%	75%	78%	-	-	*	-	-
	Female	66%	62%	84%	*	83%	-	-	-	-	-	83%	*	*	85%	84%	-	84%	*	*	-	-
End of Course																						
English I	All Students	67%	72%	81%	80%	81%	*	-	-	*	*	81%	79%	50%	86%	80%	76%	89%	-	83%	-	*
	CWD	35%	37%	50%	*	50%	-	-	-	-	-	50%	*	50%	-	53%	47%	57%	-	*	-	-
	CWOD	73%	77%	86%	91%	85%	*	-	-	*	*	86%	83%	-	86%	84%	81%	92%	-	*	-	*
	EL	47%	68%	80%	*	80%	*	-	-	*	-	80%	75%	53%	84%	80%	73%	91%	-	80%	-	*
	Male	62%	67%	76%	100%	74%	-	-	-	*	*	76%	70%	47%	81%	73%	76%	-	-	*	-	-
	Female	74%	79%	89%	67%	92%	*	-	-	-	-	88%	*	57%	92%	91%	-	89%	-	*	-	*
English II	All Students	74%	81%	86%	82%	86%	*	*	*	-	-	85%	89%	47%	90%	83%	80%	94%	-	71%	-	-
	CWD	39%	37%	47%	*	46%	-	-	-	-	-	50%	*	47%	-	30%	42%	*	-	*	-	-
	CWOD	78%	86%	90%	89%	90%	*	*	*	-	-	89%	100%	-	90%	89%	86%	95%	-	83%	-	-
	EL	52%	75%	83%	-	83%	*	-	*	-	-	83%	86%	30%	89%	83%	74%	98%	-	*	-	-
	Male	69%	77%	80%	*	80%	*	*	-	-	-	79%	86%	42%	86%	74%	80%	-	-	*	-	-
	Female	79%	84%	94%	88%	95%	-	-	*	-	-	94%	*	*	95%	98%	-	94%	-	*	-	-
Algebra I	All Students	79%	81%	85%	100%	84%	*	-	-	-	*	84%	100%	67%	88%	81%	80%	92%	*	80%	-	*
	CWD	54%	56%	67%	*	62%	-	-	-	-	-	64%	*	67%	-	56%	68%	60%	-	*	-	-
	CWOD	83%	84%	88%	100%	87%	*	-	-	-	*	87%	100%	-	88%	85%	83%	94%	*	*	-	*
	EL	72%	82%	81%	*	81%	*	-	-	-	-	81%	100%	56%	85%	81%	76%	88%	*	80%	-	*
	Male	77%	78%	80%	100%	79%	-	-	-	-	*	79%	100%	68%	83%	76%	80%	-	-	*	-	-
	Female	81%	84%	92%	100%	91%	*	-	-	-	-	91%	100%	60%	94%	88%	-	92%	*	*	-	*
Biology	All Students	90%	91%	92%	100%	92%	*	-	*	-	*	93%	87%	81%	94%	91%	91%	95%	-	80%	-	*
	CWD	75%	74%	81%	*	78%	-	-	-	-	-	83%	*	81%	-	76%	80%	83%	-	*	-	-
	CWOD	92%	93%	94%	100%	94%	*	-	*	-	*	94%	92%	-	94%	93%	93%	96%	-	*	-	*
	EL	84%	89%	91%	*	92%	*	-	-	-	-	92%	78%	76%	93%	91%	89%	95%	-	80%	-	*
	Male	89%	89%	91%	100%	90%	-	-	*	-	*	92%	82%	80%	93%	89%	91%	-	-	*	-	-
	Female	91%	92%	95%	100%	96%	*	-	-	-	-	94%	*	83%	96%	95%	-	95%	-	*	-	*
STAAR Percent at Meets Grade Level or Above																						
Grade 6																						
Reading	All Students	55%	54%	55%	60%	55%	*	-	*	-	-	56%	30%	27%	57%	53%	47%	61%	-	*	-	-
	CWD	24%	23%	27%	-	30%	*	-	-	-	-	30%	*	27%	-	20%	33%	*	-	*	-	-
	CWOD	61%	57%	57%	60%	57%	*	-	*	-	-	58%	33%	-	57%	56%	49%	63%	-	*	-	-
	EL	38%	51%	53%	-	53%	*	-	*	-	-	55%	14%	20%	56%	53%	44%	61%	-	*	-	-
	Male	51%	49%	47%	*	48%	*	-	*	-	-	49%	*	33%	49%	44%	47%	-	-	*	-	-
	Female	59%	58%	61%	*	61%	*	-	-	-	-	63%	43%	*	63%	61%	-	61%	-	*	-	-

Texas Education Agency
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 YES PREP - BRAYS OAKS (101845006) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	38%	34%	31%	40%	30%	*	-	*	-	-	32%	20%	27%	31%	30%	39%	24%	-	*	-	-
	CWD	19%	19%	27%	-	30%	*	-	-	-	-	30%	*	27%	-	20%	33%	*	-	*	-	-
	CWOD	42%	35%	31%	40%	30%	*	-	*	-	-	32%	22%	-	31%	31%	40%	24%	-	*	-	-
	EL	27%	33%	30%	-	30%	*	-	*	-	-	31%	14%	20%	31%	30%	38%	23%	-	*	-	-
	Male	40%	37%	39%	*	39%	*	-	*	-	-	41%	*	33%	40%	38%	39%	-	-	*	-	-
	Female	36%	31%	24%	*	23%	*	-	-	-	-	23%	29%	*	24%	23%	-	24%	-	*	-	-
Grade 7																						
Reading	All Students	53%	55%	63%	62%	62%	*	*	*	-	-	63%	63%	39%	66%	61%	58%	68%	-	0%	-	-
	CWD	21%	23%	39%	*	40%	*	-	-	-	-	38%	*	39%	-	22%	36%	43%	-	*	-	-
	CWOD	58%	58%	66%	73%	65%	-	*	*	-	-	66%	67%	-	66%	64%	61%	70%	-	*	-	-
	EL	34%	50%	61%	-	60%	-	-	*	-	-	60%	*	22%	64%	61%	54%	67%	-	*	-	-
	Male	47%	48%	58%	57%	57%	-	-	*	-	-	58%	*	36%	61%	54%	58%	-	-	*	-	-
	Female	59%	62%	68%	67%	67%	*	*	-	-	-	68%	*	43%	70%	67%	-	68%	-	*	-	-
Mathematics	All Students	33%	34%	40%	38%	39%	*	*	*	-	-	40%	25%	33%	40%	37%	42%	37%	-	20%	-	-
	CWD	17%	17%	33%	*	33%	*	-	-	-	-	31%	*	33%	-	22%	36%	29%	-	*	-	-
	CWOD	36%	35%	40%	45%	39%	-	*	*	-	-	41%	17%	-	40%	38%	43%	38%	-	*	-	-
	EL	22%	31%	37%	-	36%	-	-	*	-	-	38%	*	22%	38%	37%	38%	35%	-	*	-	-
	Male	35%	36%	42%	29%	42%	-	-	*	-	-	43%	*	36%	43%	38%	42%	-	-	*	-	-
	Female	31%	31%	37%	50%	36%	*	*	-	-	-	38%	*	29%	38%	35%	-	37%	-	*	-	-
Grade 8																						
Reading	All Students	55%	57%	72%	70%	72%	-	-	-	-	-	71%	100%	42%	75%	69%	62%	83%	*	*	-	-
	CWD	23%	19%	42%	*	44%	-	-	-	-	-	42%	-	42%	-	33%	13%	*	-	*	-	-
	CWOD	59%	61%	75%	86%	74%	-	-	-	-	-	74%	100%	-	75%	71%	67%	82%	*	*	-	-
	EL	35%	55%	69%	*	69%	-	-	-	-	-	69%	*	33%	71%	69%	56%	82%	*	*	-	-
	Male	49%	50%	62%	50%	63%	-	-	-	-	-	61%	*	13%	67%	56%	62%	-	-	*	-	-
	Female	60%	65%	83%	*	82%	-	-	-	-	-	83%	*	*	82%	82%	-	83%	*	*	-	-
Mathematics	All Students	41%	33%	27%	25%	27%	-	-	-	-	-	26%	*	8%	29%	26%	27%	27%	-	*	-	-
	CWD	21%	15%	8%	*	11%	-	-	-	-	-	8%	-	8%	-	0%	13%	*	-	*	-	-
	CWOD	44%	36%	29%	40%	28%	-	-	-	-	-	28%	*	-	29%	27%	29%	29%	-	*	-	-
	EL	30%	34%	26%	*	25%	-	-	-	-	-	26%	-	0%	27%	26%	27%	24%	-	*	-	-
	Male	41%	31%	27%	20%	27%	-	-	-	-	-	26%	*	13%	29%	27%	27%	-	-	*	-	-
	Female	41%	36%	27%	*	27%	-	-	-	-	-	27%	-	*	29%	24%	-	27%	-	*	-	-
Science	All Students	42%	33%	47%	20%	48%	-	-	-	-	-	45%	100%	8%	50%	42%	48%	46%	*	*	-	-
	CWD	20%	13%	8%	*	11%	-	-	-	-	-	8%	-	8%	-	0%	13%	*	-	*	-	-
	CWOD	46%	35%	50%	29%	51%	-	-	-	-	-	48%	100%	-	50%	45%	51%	48%	*	*	-	-
	EL	24%	31%	42%	*	42%	-	-	-	-	-	42%	*	0%	45%	42%	42%	43%	*	*	-	-
	Male	45%	35%	48%	17%	50%	-	-	-	-	-	46%	*	13%	51%	42%	48%	-	-	*	-	-
	Female	40%	30%	46%	*	47%	-	-	-	-	-	43%	*	*	48%	43%	-	46%	*	*	-	-
End of Course																						

Texas Education Agency
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 YES PREP - BRAYS OAKS (101845006) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English I	All Students	50%	55%	67%	67%	66%	*	-	-	*	*	66%	79%	29%	72%	65%	61%	75%	-	50%	-	*
	CWD	19%	19%	29%	*	25%	-	-	-	-	-	27%	*	29%	-	26%	35%	14%	-	*	-	-
	CWOD	55%	60%	72%	73%	72%	*	-	-	*	*	71%	83%	-	72%	70%	66%	81%	-	*	-	*
	EL	27%	50%	65%	*	64%	*	-	-	*	-	64%	75%	26%	70%	65%	57%	77%	-	60%	-	*
	Male	43%	48%	61%	83%	59%	-	-	-	*	*	59%	70%	35%	66%	57%	61%	-	-	*	-	-
	Female	57%	64%	75%	56%	77%	*	-	-	-	-	74%	*	14%	81%	77%	-	75%	-	*	-	*
English II	All Students	57%	63%	68%	73%	67%	*	*	*	-	-	67%	78%	20%	73%	64%	60%	80%	-	57%	-	-
	CWD	23%	19%	20%	*	23%	-	-	-	-	-	21%	*	20%	-	10%	25%	*	-	*	-	-
	CWOD	61%	69%	73%	89%	72%	*	*	*	-	-	72%	88%	-	73%	70%	65%	84%	-	67%	-	-
	EL	30%	53%	64%	-	64%	*	-	*	-	-	64%	71%	10%	70%	64%	53%	83%	-	*	-	-
	Male	51%	58%	60%	*	59%	*	*	-	-	-	59%	71%	25%	65%	53%	60%	-	-	*	-	-
	Female	63%	69%	80%	75%	80%	-	-	*	-	-	79%	*	*	84%	83%	-	80%	-	*	-	-
Algebra I	All Students	41%	41%	42%	54%	41%	*	-	-	-	*	41%	54%	29%	44%	39%	36%	49%	*	20%	-	*
	CWD	17%	17%	29%	*	19%	-	-	-	-	-	27%	*	29%	-	22%	26%	40%	-	*	-	-
	CWOD	45%	44%	44%	40%	44%	*	-	-	-	*	43%	55%	-	44%	42%	38%	50%	*	*	-	*
	EL	29%	42%	39%	*	39%	*	-	-	-	-	40%	33%	22%	42%	39%	34%	47%	*	20%	-	*
	Male	39%	38%	36%	67%	34%	-	-	-	-	*	36%	38%	26%	38%	34%	36%	-	-	*	-	-
	Female	43%	45%	49%	43%	51%	*	-	-	-	-	47%	80%	40%	50%	47%	-	49%	*	*	-	*
Biology	All Students	54%	47%	54%	62%	53%	*	-	*	-	*	52%	67%	24%	58%	50%	55%	52%	-	40%	-	*
	CWD	26%	16%	24%	*	17%	-	-	-	-	-	22%	*	24%	-	18%	33%	0%	-	*	-	-
	CWOD	58%	51%	58%	60%	57%	*	-	*	-	*	56%	75%	-	58%	55%	59%	57%	-	*	-	*
	EL	33%	44%	50%	*	50%	*	-	-	-	-	51%	44%	18%	55%	50%	50%	51%	-	40%	-	*
	Male	54%	47%	55%	83%	52%	-	-	*	-	*	54%	64%	33%	59%	50%	55%	-	-	*	-	-
	Female	54%	47%	52%	43%	54%	*	-	-	-	-	51%	*	0%	57%	51%	-	52%	-	*	-	*
STAAR Percent at Masters Grade Level																						
Grade 6																						
Reading	All Students	25%	21%	26%	40%	26%	*	-	*	-	-	28%	10%	0%	28%	25%	24%	28%	-	*	-	-
	CWD	6%	4%	0%	-	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	*	-	*	-	-
	CWOD	28%	23%	28%	40%	28%	*	-	*	-	-	29%	11%	-	28%	27%	28%	29%	-	*	-	-
	EL	12%	19%	25%	-	25%	*	-	*	-	-	26%	0%	0%	27%	25%	20%	29%	-	*	-	-
	Male	21%	19%	24%	*	25%	*	-	*	-	-	25%	*	0%	28%	20%	24%	-	-	*	-	-
	Female	28%	23%	28%	*	28%	*	-	-	-	-	29%	14%	*	29%	29%	-	28%	-	*	-	-
Mathematics	All Students	13%	9%	9%	0%	9%	*	-	*	-	-	9%	0%	9%	9%	10%	15%	4%	-	*	-	-
	CWD	5%	5%	9%	-	10%	*	-	-	-	-	10%	*	9%	-	10%	11%	*	-	*	-	-
	CWOD	15%	9%	9%	0%	9%	*	-	*	-	-	9%	0%	-	9%	11%	15%	4%	-	*	-	-
	EL	7%	8%	10%	-	10%	*	-	*	-	-	11%	0%	10%	11%	10%	17%	5%	-	*	-	-
	Male	14%	10%	15%	*	14%	*	-	*	-	-	15%	*	11%	15%	17%	15%	-	-	*	-	-
	Female	12%	7%	4%	*	4%	*	-	-	-	-	4%	0%	*	4%	5%	-	4%	-	*	-	-
Grade 7																						

Texas Education Agency
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 YES PREP - BRAYS OAKS (101845006) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	28%	26%	33%	46%	31%	*	*	*	-	-	34%	25%	0%	38%	28%	30%	37%	-	0%	-	-
	CWD	6%	3%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	31%	29%	38%	55%	35%	-	*	*	-	-	38%	33%	-	38%	31%	34%	41%	-	*	-	-
	EL	13%	22%	28%	-	27%	-	-	*	-	-	28%	*	0%	31%	28%	22%	33%	-	*	-	-
	Male	23%	21%	30%	29%	28%	-	-	*	-	-	31%	*	0%	34%	22%	30%	-	-	*	-	-
	Female	33%	31%	37%	67%	34%	*	*	-	-	-	36%	*	0%	41%	33%	-	37%	-	*	-	-
Mathematics	All Students	11%	9%	12%	38%	10%	*	*	*	-	-	12%	13%	0%	13%	9%	14%	10%	-	0%	-	-
	CWD	5%	2%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	12%	10%	13%	45%	11%	-	*	*	-	-	13%	17%	-	13%	9%	16%	11%	-	*	-	-
	EL	5%	8%	9%	-	9%	-	-	*	-	-	9%	*	0%	9%	9%	10%	7%	-	*	-	-
	Male	12%	11%	14%	29%	13%	-	-	*	-	-	14%	*	0%	16%	10%	14%	-	-	*	-	-
	Female	9%	7%	10%	50%	7%	*	*	-	-	-	9%	*	0%	11%	7%	-	10%	-	*	-	-
Grade 8																						
Reading	All Students	28%	25%	35%	20%	36%	-	-	-	-	-	33%	100%	0%	38%	32%	32%	38%	*	*	-	-
	CWD	7%	3%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	*	-	-
	CWOD	31%	27%	38%	29%	39%	-	-	-	-	-	36%	100%	-	38%	34%	36%	41%	*	*	-	-
	EL	12%	21%	32%	*	32%	-	-	-	-	-	32%	*	0%	34%	32%	28%	37%	*	*	-	-
	Male	25%	21%	32%	17%	33%	-	-	-	-	-	30%	*	0%	36%	28%	32%	-	-	*	-	-
	Female	32%	29%	38%	*	39%	-	-	-	-	-	36%	*	*	41%	37%	-	38%	*	*	-	-
Mathematics	All Students	15%	6%	3%	0%	3%	-	-	-	-	-	3%	*	0%	4%	4%	3%	3%	-	*	-	-
	CWD	6%	2%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	*	-	-
	CWOD	17%	7%	4%	0%	4%	-	-	-	-	-	4%	*	-	4%	5%	3%	4%	-	*	-	-
	EL	8%	7%	4%	*	5%	-	-	-	-	-	4%	-	0%	5%	4%	4%	4%	-	*	-	-
	Male	16%	5%	3%	0%	3%	-	-	-	-	-	3%	*	0%	3%	4%	3%	-	-	*	-	-
	Female	14%	7%	3%	*	4%	-	-	-	-	-	3%	-	*	4%	4%	-	3%	-	*	-	-
Science	All Students	16%	9%	18%	0%	19%	-	-	-	-	-	16%	80%	0%	20%	14%	16%	20%	*	*	-	-
	CWD	5%	4%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	*	-	-
	CWOD	18%	9%	20%	0%	21%	-	-	-	-	-	18%	80%	-	20%	15%	18%	21%	*	*	-	-
	EL	6%	7%	14%	*	15%	-	-	-	-	-	15%	*	0%	15%	14%	13%	16%	*	*	-	-
	Male	18%	10%	16%	0%	18%	-	-	-	-	-	14%	*	0%	18%	13%	16%	-	-	*	-	-
	Female	15%	8%	20%	*	21%	-	-	-	-	-	18%	*	*	21%	16%	-	20%	*	*	-	-
End of Course																						
English I	All Students	15%	15%	16%	13%	16%	*	-	-	*	*	16%	21%	0%	18%	14%	11%	23%	-	17%	-	*
	CWD	4%	1%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	17%	17%	18%	18%	19%	*	-	-	*	*	18%	25%	-	18%	16%	13%	25%	-	*	-	*
	EL	4%	11%	14%	*	14%	*	-	-	*	-	13%	25%	0%	16%	14%	11%	19%	-	20%	-	*
	Male	11%	12%	11%	0%	12%	-	-	-	*	*	11%	10%	0%	13%	11%	11%	-	-	*	-	-
	Female	19%	19%	23%	22%	23%	*	-	-	-	-	21%	*	0%	25%	19%	-	23%	-	*	-	-

Texas Education Agency
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YES PREP - BRAYS OAKS (101845006) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English II	All Students	8%	6%	5%	9%	5%	*	*	*	-	-	5%	11%	0%	6%	1%	4%	6%	-	0%	-	-
	CWD	3%	1%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-	*	-	-
	CWOD	9%	7%	6%	11%	6%	*	*	*	-	-	5%	13%	-	6%	1%	5%	7%	-	0%	-	-
	EL	1%	1%	1%	-	1%	*	-	*	-	-	1%	0%	0%	1%	1%	2%	0%	-	*	-	-
	Male	7%	6%	4%	*	5%	*	*	-	-	-	4%	14%	0%	5%	2%	4%	-	-	*	-	-
	Female	10%	6%	6%	13%	5%	-	-	*	-	-	6%	*	*	7%	0%	-	6%	-	*	-	-
Algebra I	All Students	23%	20%	19%	38%	18%	*	-	-	-	*	18%	38%	8%	21%	16%	12%	28%	*	20%	-	*
	CWD	7%	4%	8%	*	0%	-	-	-	-	-	5%	*	8%	-	0%	5%	20%	-	*	-	-
	CWOD	25%	22%	21%	30%	20%	*	-	-	-	*	19%	36%	-	21%	18%	14%	28%	*	*	-	*
	EL	13%	20%	16%	*	15%	*	-	-	-	-	16%	17%	0%	18%	16%	9%	25%	*	20%	-	*
	Male	22%	18%	12%	50%	10%	-	-	-	-	*	11%	25%	5%	14%	9%	12%	-	-	*	-	-
	Female	23%	22%	28%	29%	28%	*	-	-	-	-	26%	60%	20%	28%	25%	-	28%	*	*	-	*
Biology	All Students	18%	8%	9%	15%	8%	*	-	*	-	*	8%	13%	0%	10%	7%	7%	11%	-	20%	-	*
	CWD	5%	2%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	19%	9%	10%	20%	9%	*	-	*	-	*	9%	17%	-	10%	8%	9%	12%	-	*	-	*
	EL	5%	6%	7%	*	7%	*	-	-	-	-	6%	11%	0%	8%	7%	6%	7%	-	20%	-	*
	Male	18%	9%	7%	0%	7%	-	-	*	-	*	6%	18%	0%	9%	6%	7%	-	-	*	-	-
	Female	17%	8%	11%	29%	9%	*	-	-	-	-	11%	*	0%	12%	7%	-	11%	-	*	-	*
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	74%	80%	80%	80%	54%	*	82%	*	*	80%	80%	52%	83%	79%	77%	84%	*	72%	-	*
	CWD	46%	44%	52%	44%	52%	*	-	-	-	-	52%	50%	52%	-	48%	47%	63%	-	37%	-	-
	CWOD	77%	78%	83%	90%	83%	44%	*	82%	*	*	83%	86%	-	83%	83%	81%	86%	*	94%	-	*
	EL	61%	73%	79%	100%	79%	38%	-	100%	*	-	80%	71%	48%	83%	79%	75%	84%	*	82%	-	*
	Male	71%	72%	77%	74%	77%	67%	*	80%	*	*	77%	72%	47%	81%	75%	77%	-	-	56%	-	-
	Female	74%	77%	84%	85%	84%	43%	*	*	-	-	84%	91%	63%	86%	84%	-	84%	*	88%	-	*
Reading	All Students	74%	76%	83%	79%	83%	43%	*	83%	*	*	83%	80%	50%	86%	82%	78%	88%	*	76%	-	*
	CWD	44%	40%	50%	36%	52%	*	-	-	-	-	51%	33%	50%	-	46%	42%	70%	-	38%	-	-
	CWOD	80%	80%	86%	90%	86%	40%	*	83%	*	*	86%	87%	-	86%	85%	83%	90%	*	94%	-	*
	EL	59%	73%	82%	*	82%	*	-	*	*	-	82%	69%	46%	85%	82%	75%	89%	*	81%	-	*
	Male	70%	72%	78%	74%	78%	*	*	80%	*	*	78%	68%	42%	83%	75%	78%	-	-	58%	-	-
	Female	78%	81%	88%	83%	89%	*	*	*	-	-	88%	95%	70%	90%	89%	-	88%	*	92%	-	*
Mathematics	All Students	70%	71%	74%	74%	73%	80%	*	*	-	*	73%	75%	48%	76%	73%	71%	76%	*	63%	-	*
	CWD	45%	46%	48%	38%	47%	*	-	-	-	-	47%	60%	48%	-	42%	47%	50%	-	29%	-	-
	CWOD	75%	74%	76%	84%	76%	*	*	*	-	*	76%	78%	-	76%	76%	75%	78%	*	89%	-	*
	EL	62%	70%	73%	*	72%	*	-	*	-	-	73%	69%	42%	76%	73%	70%	76%	*	82%	-	*
	Male	71%	70%	71%	68%	71%	*	-	*	-	*	71%	69%	47%	75%	70%	71%	-	-	50%	-	-
	Female	70%	71%	76%	80%	76%	*	*	-	-	-	76%	81%	50%	78%	76%	-	76%	*	75%	-	*

Texas Education Agency
2024 Federal Report Card
 YES PREP - BRAYS OAKS (101845006) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	73%	77%	87%	91%	86%	*	-	*	-	*	86%	90%	64%	89%	86%	85%	89%	*	78%	-	*
	CWD	49%	51%	64%	67%	63%	-	-	-	-	-	63%	*	64%	-	65%	61%	70%	-	*	-	-
	CWOD	77%	79%	89%	100%	89%	*	-	*	-	*	89%	94%	-	89%	88%	88%	90%	*	100%	-	*
	EL	61%	75%	86%	*	86%	*	-	-	-	-	86%	80%	65%	88%	86%	83%	89%	*	86%	-	*
	Male	74%	77%	85%	83%	84%	-	-	*	-	*	85%	85%	61%	88%	83%	85%	-	-	60%	-	-
	Female	72%	77%	89%	100%	89%	*	-	-	-	-	88%	100%	70%	90%	89%	-	89%	*	*	-	*
SAT/ACT All Subjects	All Students	88%	94%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
	CWD	61%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	88%	100%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
	EL	64%	100%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	89%	90%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	87%	100%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	46%	52%	54%	51%	31%	*	82%	*	*	51%	60%	27%	55%	49%	49%	55%	*	42%	-	*
	CWD	22%	18%	27%	32%	26%	*	-	-	-	-	26%	36%	27%	-	19%	28%	24%	-	11%	-	-
	CWOD	51%	49%	55%	60%	54%	22%	*	82%	*	*	54%	64%	-	55%	52%	52%	57%	*	61%	-	*
	EL	31%	43%	49%	83%	49%	0%	-	100%	*	-	49%	44%	19%	52%	49%	45%	53%	*	47%	-	*
	Male	45%	43%	49%	50%	49%	33%	*	80%	*	*	49%	56%	28%	52%	45%	49%	-	-	36%	-	-
	Female	48%	48%	55%	57%	55%	29%	*	*	-	-	54%	65%	24%	57%	53%	-	55%	*	48%	-	*
Reading	All Students	52%	55%	65%	68%	65%	29%	*	83%	*	*	65%	69%	31%	69%	62%	58%	73%	*	48%	-	*
	CWD	23%	21%	31%	27%	31%	*	-	-	-	-	31%	33%	31%	-	22%	30%	35%	-	13%	-	-
	CWOD	58%	60%	69%	79%	68%	20%	*	83%	*	*	68%	74%	-	69%	66%	62%	75%	*	65%	-	*
	EL	34%	50%	62%	*	62%	*	-	*	*	-	62%	58%	22%	66%	62%	53%	73%	*	50%	-	*
	Male	48%	49%	58%	61%	57%	*	*	80%	*	*	57%	64%	30%	62%	53%	58%	-	-	33%	-	-
	Female	57%	62%	73%	73%	73%	*	*	*	-	-	73%	75%	35%	75%	73%	-	73%	*	62%	-	*
Mathematics	All Students	42%	37%	36%	41%	35%	40%	*	*	-	*	36%	38%	26%	37%	33%	36%	35%	*	31%	-	*
	CWD	22%	18%	26%	38%	24%	*	-	-	-	-	25%	40%	26%	-	19%	28%	22%	-	14%	-	-
	CWOD	46%	39%	37%	42%	36%	*	*	*	-	*	37%	37%	-	37%	35%	38%	36%	*	44%	-	*
	EL	31%	36%	33%	*	33%	*	-	*	-	-	34%	19%	19%	35%	33%	34%	32%	*	36%	-	*
	Male	43%	37%	36%	37%	36%	*	-	*	-	*	37%	31%	28%	38%	34%	36%	-	-	25%	-	-
	Female	40%	36%	35%	45%	34%	*	*	-	-	-	34%	44%	22%	36%	32%	-	35%	*	38%	-	*
Science	All Students	42%	39%	50%	43%	50%	*	-	*	-	*	49%	75%	18%	54%	47%	51%	49%	*	44%	-	*
	CWD	21%	14%	18%	33%	15%	-	-	-	-	-	17%	*	18%	-	13%	26%	0%	-	*	-	-
	CWOD	45%	42%	54%	47%	54%	*	-	*	-	*	52%	82%	-	54%	50%	55%	52%	*	80%	-	*
	EL	24%	37%	47%	*	46%	*	-	-	-	-	47%	50%	13%	50%	47%	47%	47%	*	57%	-	*
	Male	44%	40%	51%	50%	51%	-	-	*	-	*	50%	69%	26%	55%	47%	51%	-	-	60%	-	-
	Female	40%	38%	49%	36%	50%	*	-	-	-	-	47%	86%	0%	52%	47%	-	49%	*	*	-	*

Texas Education Agency
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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
SAT/ACT All Subjects	All Students	59%	67%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
	CWD	35%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	60%	71%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
	EL	19%	80%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	64%	70%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	55%	63%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	18%	14%	17%	22%	17%	0%	*	45%	*	*	17%	25%	2%	19%	15%	15%	20%	*	16%	-	*
	CWD	6%	3%	2%	8%	1%	*	-	-	-	-	1%	7%	2%	-	1%	2%	2%	-	0%	-	-
	CWOD	21%	16%	19%	26%	19%	0%	*	45%	*	*	18%	28%	-	19%	16%	17%	21%	*	26%	-	*
	EL	9%	13%	15%	25%	15%	0%	-	60%	*	-	15%	12%	1%	16%	15%	12%	17%	*	24%	-	*
	Male	18%	13%	15%	15%	15%	0%	*	50%	*	*	15%	19%	2%	17%	12%	15%	-	-	16%	-	-
	Female	19%	16%	20%	28%	19%	0%	*	*	-	-	19%	33%	2%	21%	17%	-	20%	*	16%	-	*
Reading	All Students	21%	19%	23%	25%	23%	0%	*	50%	*	*	23%	27%	0%	26%	20%	19%	27%	*	16%	-	*
	CWD	6%	3%	0%	0%	0%	*	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-	0%	-	-
	CWOD	24%	20%	26%	31%	25%	0%	*	50%	*	*	25%	31%	-	26%	22%	22%	29%	*	24%	-	*
	EL	10%	15%	20%	*	20%	*	-	*	*	-	20%	15%	0%	22%	20%	15%	25%	*	25%	-	*
	Male	18%	16%	19%	13%	20%	*	*	60%	*	*	20%	16%	0%	22%	15%	19%	-	-	17%	-	-
	Female	24%	22%	27%	33%	27%	*	*	*	-	-	27%	40%	0%	29%	25%	-	27%	*	15%	-	*
Mathematics	All Students	17%	12%	12%	26%	11%	0%	*	*	-	*	11%	19%	5%	12%	11%	11%	12%	*	6%	-	*
	CWD	6%	3%	5%	25%	2%	*	-	-	-	-	3%	20%	5%	-	2%	4%	6%	-	0%	-	-
	CWOD	19%	13%	12%	26%	12%	*	*	*	-	*	12%	19%	-	12%	11%	12%	13%	*	11%	-	*
	EL	10%	12%	11%	*	10%	*	-	*	-	-	11%	6%	2%	11%	11%	11%	11%	*	9%	-	*
	Male	18%	13%	11%	26%	10%	*	-	*	-	*	11%	13%	4%	12%	11%	11%	-	-	0%	-	-
	Female	15%	11%	12%	25%	11%	*	*	-	-	-	11%	25%	6%	13%	11%	-	12%	*	13%	-	*
Science	All Students	15%	9%	13%	9%	14%	*	-	*	-	*	12%	30%	0%	15%	10%	11%	16%	*	33%	-	*
	CWD	5%	3%	0%	0%	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	17%	9%	15%	12%	15%	*	-	*	-	*	14%	35%	-	15%	11%	13%	17%	*	60%	-	*
	EL	5%	7%	10%	*	10%	*	-	-	-	-	10%	10%	0%	11%	10%	9%	12%	*	43%	-	*
	Male	16%	9%	11%	0%	12%	-	-	*	-	*	10%	31%	0%	13%	9%	11%	-	-	40%	-	-
	Female	14%	8%	16%	18%	15%	*	-	-	-	-	15%	29%	0%	17%	12%	-	16%	*	*	-	*
SAT/ACT All Subjects	All Students	12%	6%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
	CWD	7%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	12%	6%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
	EL	1%	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	15%	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	9%	13%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	77	73	77	50	*	105	-	*	77	56	76
CWD	56	50	57	*	-	-	-	-	58	56	52
CWOD	79	78	79	*	*	105	-	*	79	-	78
EL ◇	76	*	76	*	-	*	-	-	77	52	76
Male	72	70	72	*	*	*	-	*	73	53	69
Female	82	75	82	*	*	*	-	-	81	64	83
Mathematics											
All Students	64	69	63	*	*	*	-	*	64	58	62
CWD	58	64	58	*	-	-	-	-	57	58	57
CWOD	64	70	64	*	*	*	-	*	64	-	62
EL ◇	62	*	61	*	-	*	-	-	62	57	62
Male	64	56	64	*	-	*	-	*	64	57	66
Female	63	79	62	*	*	-	-	-	63	61	58

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

Part (iii)(II): Graduation Rate

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

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

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2023.													
All Students	96.3%	100.0%	95.8%	*	*	*	-	-	96.0%	100.0%	95.3%	100.0%	-
CWD	100.0%	*	100.0%	-	-	-	-	-	100.0%	100.0%	*	*	-
CWOD	96.1%	100.0%	95.7%	*	*	*	-	-	95.8%	-	94.9%	100.0%	-
EL	95.3%	-	95.2%	-	*	-	-	-	95.2%	*	95.3%	*	-
Male	93.4%	100.0%	92.5%	-	*	*	-	-	93.1%	*	91.7%	100.0%	-
Female	98.6%	100.0%	98.5%	*	-	*	-	-	98.5%	*	100.0%	100.0%	-

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

Part (iv): English Language Proficiency

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
674	211	31%

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	50	52	49	28	*	77	*	*	49	27	48
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	66%	60%	67%	*	*	*	-	-	67%	100%	37%

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

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
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
Interim Goals (2028-2032)	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
Target Met	Y	Y	Y						Y	Y	Y
Interim Goals (2033-2037)	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
Target Met	Y	Y	Y						Y	N	Y
Long-Term Goals	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Target Met	N	Y	N						N	N	Y
Mathematics											
Interim Goals (2023-2027)	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
Target Met	N	Y	Y						Y	Y	Y
Interim Goals (2028-2032)	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
Target Met	N	Y	N						N	N	N
Interim Goals (2033-2037)	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
Target Met	N	N	N						N	N	N
Long-Term Goals	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
Target Met	N	N	N						N	N	N
English Learner Language Proficiency Status											
Interim Goals (2023-2027)											34%
Target Met											Y
Interim Goals (2028-2032)											36%
Target Met											Y
Interim Goals (2033-2037)											48%
Target Met											Y
Long-Term Goals											40%
Target Met											Y
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%

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

		Campus	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%	99%	100%	100%	*	91%	*	*	100%	99%	100%	99%	100%	99%	100%	*
	CWD	100%	100%	100%	*	-	-	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	99%	99%	100%	100%	*	91%	*	*	100%	99%	-	99%	100%	99%	100%	*
	EL	100%	100%	100%	100%	*	100%	*	-	100%	100%	100%	100%	100%	99%	100%	*
	Male	99%	100%	99%	100%	*	90%	*	*	99%	98%	100%	99%	99%	99%	-	-
	Female	100%	98%	100%	100%	*	*	-	-	100%	100%	100%	100%	100%	-	100%	*
Reading	All Students	100%	98%	100%	100%	*	83%	*	*	100%	98%	100%	100%	100%	100%	100%	*
	CWD	100%	100%	100%	*	-	-	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	98%	100%	100%	*	83%	*	*	100%	98%	-	100%	100%	100%	100%	*
	EL	100%	100%	100%	*	*	*	*	-	100%	100%	100%	100%	100%	100%	100%	*
	Male	100%	100%	100%	*	*	80%	*	*	100%	96%	100%	100%	100%	100%	-	-
	Female	100%	97%	100%	*	*	*	-	-	100%	100%	100%	100%	100%	-	100%	*
Mathematics	All Students	100%	100%	99%	100%	*	*	-	*	100%	100%	100%	99%	99%	99%	100%	*
	CWD	100%	100%	100%	*	-	-	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	99%	100%	99%	*	*	*	-	*	99%	100%	-	99%	99%	99%	100%	*
	EL	99%	*	99%	*	-	*	-	-	99%	100%	100%	99%	99%	99%	100%	*
	Male	99%	100%	99%	*	-	*	-	*	99%	100%	100%	99%	99%	99%	-	-
	Female	100%	100%	100%	*	*	-	-	-	100%	100%	100%	100%	100%	-	100%	*

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Science	All Students	99%	100%	99%	*	-	*	-	*	99%	100%	100%	99%	99%	99%	99%	*
	CWD	100%	100%	100%	-	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	99%	100%	99%	*	-	*	-	*	99%	100%	-	99%	99%	99%	99%	*
	EL	99%	*	99%	*	-	-	-	-	99%	100%	100%	99%	99%	99%	99%	*
	Male	99%	100%	99%	-	-	*	-	*	99%	100%	100%	99%	99%	99%	-	-
	Female	99%	100%	99%	*	-	-	-	-	99%	100%	100%	99%	99%	-	99%	*
SAT/ACT All Subjects	All Students	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-
Non-Participation Rate																	
All Subjects	All Students	0%	1%	0%	0%	*	9%	*	*	0%	1%	0%	1%	0%	1%	0%	*
	CWD	0%	0%	0%	*	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	1%	1%	0%	0%	*	9%	*	*	0%	1%	-	1%	0%	1%	0%	*
	EL	0%	0%	0%	0%	*	0%	*	-	0%	0%	0%	0%	0%	1%	0%	*
	Male	1%	0%	1%	0%	*	10%	*	*	1%	2%	0%	1%	1%	1%	-	-
	Female	0%	2%	0%	0%	*	*	-	-	0%	0%	0%	0%	0%	-	0%	*
Reading	All Students	0%	2%	0%	0%	*	17%	*	*	0%	2%	0%	0%	0%	0%	0%	*
	CWD	0%	0%	0%	*	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	2%	0%	0%	*	17%	*	*	0%	2%	-	0%	0%	0%	0%	*
	EL	0%	0%	0%	*	*	*	*	-	0%	0%	0%	0%	0%	0%	0%	*
	Male	0%	0%	0%	*	*	20%	*	*	0%	4%	0%	0%	0%	0%	-	-
	Female	0%	3%	0%	*	*	*	-	-	0%	0%	0%	0%	0%	-	0%	*
Mathematics	All Students	0%	0%	1%	0%	*	*	-	*	0%	0%	0%	1%	1%	1%	0%	*
	CWD	0%	0%	0%	*	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	1%	0%	1%	*	*	*	-	*	1%	0%	-	1%	1%	1%	0%	*
	EL	1%	*	1%	*	-	*	-	-	1%	0%	0%	1%	1%	1%	0%	*
	Male	1%	0%	1%	*	-	*	-	*	1%	0%	0%	1%	1%	1%	-	-
	Female	0%	0%	0%	*	*	-	-	-	0%	0%	0%	0%	0%	-	0%	*
Science	All Students	1%	0%	1%	*	-	*	-	*	1%	0%	0%	1%	1%	1%	1%	*
	CWD	0%	0%	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	1%	0%	1%	*	-	*	-	*	1%	0%	-	1%	1%	1%	1%	*
	EL	1%	*	1%	*	-	-	-	-	1%	0%	0%	1%	1%	1%	1%	*
	Male	1%	0%	1%	-	-	*	-	*	1%	0%	0%	1%	1%	1%	-	-

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Science	Female	1%	0%	1%	*	-	-	-	-	1%	0%	0%	1%	1%	-	1%	*
SAT/ACT All Subjects	All Students	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

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

		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	74	10	62	1	0	1	0	0	46		
	Female	29	5	23	0	1	0	0	0	14		
	Total	103	15	85	1	1	1	0	0	60		
Out-of-School Suspensions												
	Male	36	2	33	1	0	0	0	0	22		
	Female	5	2	3	0	0	0	0	0	0		
	Total	41	4	36	1	0	0	0	0	22		
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		

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
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	3	10	0	0	0	0	0	10		5
	Female	4	1	3	0	0	0	0	0	0		0
	Total	17	4	13	0	0	0	0	0	10		5
Out-of-School Suspensions												
	Male	7	1	6	0	0	0	0	0	8		3
	Female	0	0	0	0	0	0	0	0	0		0
	Total	7	1	6	0	0	0	0	0	8		3
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												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism												
	Male	82	7	70	4	1	-8	-8	-8	44	9	1
	Female	58	8	48	-8	-8	1	-8	1	25	7	2
	Total	140	15	118	4	1	1	-8	1	69	16	3

	Total
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	5
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack without a weapon	6
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	13
On the basis of race	40
On the basis of disability	4
On the basis of sexual orientation	0
On the basis of religion	0

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

Preschool Programs

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

Accelerated Coursework

	Total Students		African American		Hispanic		White		Indian or Alaska Native		Asian		Pacific Islander		Two or More Races		EL		Students with Disabilities	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Advanced Placement Courses																				
Male	79	16	11	23	65	16	3	43	0	0	0	0	0	-	0	0	18	7	5	12
Female	117	22	12	19	101	22	0	0	0	0	4	50	0	-	0	0	17	8	3	13
Total	196	19	23	21	166	19	3	27	0	0	4	36	0	-	0	0	35	7	8	13
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.

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High Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	23.8	36.6%
Teachers Teaching with Emergency or Provisional Credentials	3.0	4.8%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- Indicates there are no data available in the group.

Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2025.

		State & Local and Federal	State & Local			Federal		
	Enrollment	Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$1,278	\$41	\$929	\$970	\$36	\$272	\$308
Food services		\$366	\$16	\$0	\$16	\$315	\$35	\$350
Instruction		\$5,869	\$4,832	\$26	\$4,858	\$880	\$131	\$1,011
Support services, general administration		\$64		\$64	\$64			
Support services, instructional staff		\$968	\$452	\$4	\$456	\$243	\$269	\$512
Support services, operation and maintenance of plant		\$847	\$665	\$81	\$746	\$33	\$68	\$101
Support services, pupils		\$818	\$319	\$56	\$375	\$405	\$38	\$443
Support services, school administration		\$1,211	\$1,086	\$2	\$1,088	\$81	\$43	\$124
Support services, student transportation		\$467	\$411	\$45	\$456	\$2	\$9	\$11
Total	1,032	\$11,888	\$7,821	\$1,207	\$9,028	\$1,995	\$865	\$2,860

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%	8	1%	-	-
Mathematics	6,620	2%	8	1%	-	-
Grade 4						
Reading	6,491	2%	*	1%	-	-
Mathematics	6,491	2%	*	1%	-	-
Grade 5						
Reading	6,033	1%	*	1%	-	-
Mathematics	6,033	2%	*	1%	-	-
Science	6,033	2%	*	1%	-	-
Grade 6						
Reading	5,586	1%	20	1%	*	1%
Mathematics	5,586	1%	20	1%	*	1%
Grade 7						
Reading	5,233	1%	18	1%	5	3%
Mathematics	5,227	2%	18	1%	5	3%
Grade 8						
Reading	4,985	1%	12	1%	*	1%
Mathematics	4,985	1%	12	1%	*	1%
Science	4,984	1%	12	1%	*	1%
End of Course						
English I	5,119	1%	11	0%	*	2%
English II	4,683	1%	7	0%	-	-
Algebra I	5,112	1%	11	0%	*	2%
Biology	5,027	1%	11	0%	*	2%
All Grades						
All Subjects	100,862	1%	183	1%	26	1%
Reading	44,764	1%	82	1%	11	1%
Mathematics	40,054	1%	75	1%	11	2%
Science	16,044	1%	26	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										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24
		Pacific Islander	*	50	*	50	*	23	*	6
		Two or More Races	28	32	72	68	41	38	8	11
		EcoDis	54	52	46	48	18	19	3	3
		Students with Disabilities	77	73	23	27	7	10	1	2
		English Language Learners	57	67	43	33	16	10	2	1
	Mathematics	Overall	22	25	78	75	38	36	8	8
		Black	33	45	67	55	21	15	2	1
		Hispanic	27	36	73	64	27	22	3	3
		White	10	14	90	86	57	48	13	10
		American Indian	*	41	*	59	*	22	*	4
		Asian	3	9	97	91	73	63	27	24
		Pacific Islander	*	38	*	62	*	22	*	3
		Two or More Races	10	22	90	78	58	38	23	9
		EcoDis	31	38	69	62	24	20	3	2
		Students with Disabilities	51	56	49	44	18	14	2	2
		English Language Learners	31	48	69	52	26	14	3	2
Grade 8	Reading	Overall	34	30	66	70	23	31	2	4
		Black	45	47	55	53	17	16	1	1
		Hispanic	41	39	59	61	16	21	1	2
		White	24	22	76	78	30	38	2	5
		American Indian	*	45	*	55	*	18	*	2
		Asian	8	14	92	86	60	56	11	12
		Pacific Islander	*	35	*	65	*	25	*	2
		Two or More Races	28	27	72	73	32	35	5	6
		EcoDis	42	42	58	58	16	19	1	1
		Students with Disabilities	74	69	26	31	5	7	1	n/a
		English Language Learners	53	68	47	32	10	5	n/a	n/a
	Mathematics	Overall	39	38	61	62	24	26	5	7
		Black	54	62	46	38	11	9	2	1
		Hispanic	46	51	54	49	16	14	2	2
		White	28	26	72	74	36	35	8	9
		American Indian	*	55	*	45	*	13	*	2

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

* Indicates reporting standards not met.

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

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	61%	67%	60%	*	-	*	-	-	61%	*	47%
In-State Private Institutions	6%	-	7%	-	-	-	-	-	6%	*	*
Out-of-State Institutions	5%	*	*	-	-	-	-	-	4%	*	*

- 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	30%	23%	32%	20%	50%	14%	*	*	29%	36%	27%

- Indicates there are no students in the group.

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

Part (xv): Section 1003 Fund

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

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

There is no data for this campus.

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

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

There is no data for this campus.

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Part (i): Description of State Accountability System

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

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

State & District ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
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%

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Campus ESSA Goals (HS/K-12 & AEA)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
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%

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Campus ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Mathematics	Baseline Rates	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2022-23 through 2026-27	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2027-28 through 2031-32	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
	2032-33 through 2036-37	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
	2037-38	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
EL Progress												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%
Campus ESSA Goals (Elementary Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2022-23 through 2026-27	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2027-28 through 2031-32	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
	2032-33 through 2036-37	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
	2037-38	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Mathematics	Baseline Rates	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2022-23 through 2026-27	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2027-28 through 2031-32	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
	2032-33 through 2036-37	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
	2037-38	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
EL Progress												
	Baseline Rates											49%
	2022-23 through 2026-27											49%
	2027-28 through 2031-32											51%
	2032-33 through 2036-37											53%
	2037-38											55%

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

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

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

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, and AEAs	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status 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.

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

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

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

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

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

Part (ii): Student Achievement by Proficiency Level

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

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

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Reading	All Students	72%	69%	76%	*	75%	*	-	-	-	-	75%	80%	43%	80%	62%	82%	67%	-	38%	-	-	
	CWD	48%	46%	43%	-	33%	*	-	-	-	-	33%	*	43%	-	*	40%	*	-	*	-	-	
	CWOD	78%	73%	80%	*	80%	-	-	-	-	-	80%	*	-	80%	68%	88%	68%	-	50%	-	-	
	EL	62%	60%	62%	-	62%	-	-	-	-	-	59%	*	*	68%	62%	67%	59%	-	17%	-	-	
	Male	70%	67%	82%	-	81%	*	-	-	-	-	83%	*	40%	88%	67%	82%	-	-	*	-	-	
	Female	75%	71%	67%	*	65%	-	-	-	-	-	64%	*	*	68%	59%	-	67%	-	*	-	-	
Mathematics	All Students	68%	72%	74%	*	73%	*	-	-	-	-	74%	80%	43%	78%	69%	84%	58%	-	50%	-	-	
	CWD	46%	58%	43%	-	33%	*	-	-	-	-	33%	*	43%	-	*	40%	*	-	*	-	-	
	CWOD	74%	75%	78%	*	78%	-	-	-	-	-	78%	*	-	78%	76%	91%	59%	-	67%	-	-	
	EL	61%	70%	69%	-	69%	-	-	-	-	-	67%	*	*	76%	69%	83%	59%	-	50%	-	-	
	Male	70%	76%	84%	-	84%	*	-	-	-	-	86%	*	40%	91%	83%	84%	-	-	*	-	-	
	Female	66%	68%	58%	*	57%	-	-	-	-	-	55%	*	*	59%	59%	-	58%	-	*	-	-	
STAAR Percent at Meets Grade Level or Above																							
Grade 3																							
Reading	All Students	47%	41%	34%	*	33%	*	-	-	-	-	33%	40%	29%	35%	31%	29%	42%	-	13%	-	-	
	CWD	25%	26%	29%	-	33%	*	-	-	-	-	17%	*	29%	-	*	20%	*	-	*	-	-	
	CWOD	52%	43%	35%	*	33%	-	-	-	-	-	35%	*	-	35%	32%	30%	41%	-	17%	-	-	
	EL	34%	27%	31%	-	31%	-	-	-	-	-	30%	*	*	32%	31%	25%	35%	-	17%	-	-	
	Male	44%	37%	29%	-	30%	*	-	-	-	-	31%	*	20%	30%	25%	29%	-	-	*	-	-	
	Female	50%	45%	42%	*	39%	-	-	-	-	-	36%	*	*	41%	35%	-	42%	-	*	-	-	
Mathematics	All Students	41%	36%	29%	*	28%	*	-	-	-	-	30%	20%	29%	29%	28%	37%	17%	-	13%	-	-	
	CWD	24%	27%	29%	-	17%	*	-	-	-	-	17%	*	29%	-	*	20%	*	-	*	-	-	
	CWOD	44%	38%	29%	*	30%	-	-	-	-	-	31%	*	-	29%	28%	39%	14%	-	17%	-	-	
	EL	32%	36%	28%	-	28%	-	-	-	-	-	26%	*	*	28%	28%	33%	24%	-	17%	-	-	
	Male	44%	42%	37%	-	35%	*	-	-	-	-	40%	*	20%	39%	33%	37%	-	-	*	-	-	
	Female	37%	30%	17%	*	17%	-	-	-	-	-	14%	*	*	14%	24%	-	17%	-	*	-	-	
STAAR Percent at Masters Grade Level																							
Grade 3																							
Reading	All Students	20%	17%	16%	*	17%	*	-	-	-	-	18%	0%	0%	18%	24%	13%	21%	-	13%	-	-	
	CWD	6%	5%	0%	-	0%	*	-	-	-	-	0%	*	0%	-	*	0%	*	-	*	-	-	
	CWOD	23%	20%	18%	*	19%	-	-	-	-	-	20%	*	-	18%	28%	15%	23%	-	17%	-	-	
	EL	13%	15%	24%	-	24%	-	-	-	-	-	26%	*	*	28%	24%	25%	24%	-	17%	-	-	
	Male	18%	17%	13%	-	14%	*	-	-	-	-	14%	*	0%	15%	25%	13%	-	-	*	-	-	
	Female	22%	18%	21%	*	22%	-	-	-	-	-	23%	*	*	23%	24%	-	21%	-	*	-	-	
Mathematics	All Students	15%	10%	10%	*	10%	*	-	-	-	-	9%	20%	14%	9%	14%	11%	8%	-	0%	-	-	
	CWD	7%	6%	14%	-	17%	*	-	-	-	-	0%	*	14%	-	*	0%	*	-	*	-	-	
	CWOD	17%	11%	9%	*	9%	-	-	-	-	-	10%	*	-	9%	12%	12%	5%	-	0%	-	-	
	EL	10%	11%	14%	-	14%	-	-	-	-	-	11%	*	*	12%	14%	17%	12%	-	0%	-	-	
	Male	17%	14%	11%	-	11%	*	-	-	-	-	11%	*	0%	12%	17%	11%	-	-	*	-	-	
	Female	12%	6%	8%	*	9%	-	-	-	-	-	5%	*	*	5%	12%	-	8%	-	*	-	-	

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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
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	74%	75%	*	74%	*	-	-	-	-	75%	80%	43%	79%	66%	83%	63%	-	44%	-	-
	CWD	46%	44%	43%	-	33%	*	-	-	-	-	33%	*	43%	-	25%	40%	*	-	*	-	-
	CWOD	77%	78%	79%	*	79%	-	-	-	-	-	79%	75%	-	79%	72%	89%	64%	-	58%	-	-
	EL	61%	73%	66%	-	66%	-	-	-	-	-	63%	*	25%	72%	66%	75%	59%	-	33%	-	-
	Male	71%	72%	83%	-	82%	*	-	-	-	-	84%	67%	40%	89%	75%	83%	-	-	50%	-	-
	Female	74%	77%	63%	*	61%	-	-	-	-	-	59%	*	*	64%	59%	-	63%	-	38%	-	-
Reading	All Students	74%	76%	76%	*	75%	*	-	-	-	-	75%	80%	43%	80%	62%	82%	67%	-	38%	-	-
	CWD	44%	40%	43%	-	33%	*	-	-	-	-	33%	*	43%	-	*	40%	*	-	*	-	-
	CWOD	80%	80%	80%	*	80%	-	-	-	-	-	80%	*	-	80%	68%	88%	68%	-	50%	-	-
	EL	59%	73%	62%	-	62%	-	-	-	-	-	59%	*	*	68%	62%	67%	59%	-	17%	-	-
	Male	70%	72%	82%	-	81%	*	-	-	-	-	83%	*	40%	88%	67%	82%	-	-	*	-	-
	Female	78%	81%	67%	*	65%	-	-	-	-	-	64%	*	*	68%	59%	-	67%	-	*	-	-
Mathematics	All Students	70%	71%	74%	*	73%	*	-	-	-	-	74%	80%	43%	78%	69%	84%	58%	-	50%	-	-
	CWD	45%	46%	43%	-	33%	*	-	-	-	-	33%	*	43%	-	*	40%	*	-	*	-	-
	CWOD	75%	74%	78%	*	78%	-	-	-	-	-	78%	*	-	78%	76%	91%	59%	-	67%	-	-
	EL	62%	70%	69%	-	69%	-	-	-	-	-	67%	*	*	76%	69%	83%	59%	-	50%	-	-
	Male	71%	70%	84%	-	84%	*	-	-	-	-	86%	*	40%	91%	83%	84%	-	-	*	-	-
	Female	70%	71%	58%	*	57%	-	-	-	-	-	55%	*	*	59%	59%	-	58%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	46%	31%	*	31%	*	-	-	-	-	32%	30%	29%	32%	29%	33%	29%	-	13%	-	-
	CWD	22%	18%	29%	-	25%	*	-	-	-	-	17%	*	29%	-	25%	20%	*	-	*	-	-
	CWOD	51%	49%	32%	*	31%	-	-	-	-	-	33%	13%	-	32%	30%	35%	27%	-	17%	-	-
	EL	31%	43%	29%	-	29%	-	-	-	-	-	28%	*	25%	30%	29%	29%	29%	-	17%	-	-
	Male	45%	43%	33%	-	32%	*	-	-	-	-	36%	0%	20%	35%	29%	33%	-	-	0%	-	-
	Female	48%	48%	29%	*	28%	-	-	-	-	-	25%	*	*	27%	29%	-	29%	-	25%	-	-
Reading	All Students	52%	55%	34%	*	33%	*	-	-	-	-	33%	40%	29%	35%	31%	29%	42%	-	13%	-	-
	CWD	23%	21%	29%	-	33%	*	-	-	-	-	17%	*	29%	-	*	20%	*	-	*	-	-
	CWOD	58%	60%	35%	*	33%	-	-	-	-	-	35%	*	-	35%	32%	30%	41%	-	17%	-	-
	EL	34%	50%	31%	-	31%	-	-	-	-	-	30%	*	*	32%	31%	25%	35%	-	17%	-	-
	Male	48%	49%	29%	-	30%	*	-	-	-	-	31%	*	20%	30%	25%	29%	-	-	*	-	-
	Female	57%	62%	42%	*	39%	-	-	-	-	-	36%	*	*	41%	35%	-	42%	-	*	-	-
Mathematics	All Students	42%	37%	29%	*	28%	*	-	-	-	-	30%	20%	29%	29%	28%	37%	17%	-	13%	-	-
	CWD	22%	18%	29%	-	17%	*	-	-	-	-	17%	*	29%	-	*	20%	*	-	*	-	-
	CWOD	46%	39%	29%	*	30%	-	-	-	-	-	31%	*	-	29%	28%	39%	14%	-	17%	-	-
	EL	31%	36%	28%	-	28%	-	-	-	-	-	26%	*	*	28%	28%	33%	24%	-	17%	-	-
	Male	43%	37%	37%	-	35%	*	-	-	-	-	40%	*	20%	39%	33%	37%	-	-	*	-	-
	Female	40%	36%	17%	*	17%	-	-	-	-	-	14%	*	*	14%	24%	-	17%	-	*	-	-

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 YES PREP EAST END EL (101845106) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	18%	14%	13%	*	13%	*	-	-	-	-	13%	10%	7%	14%	19%	12%	15%	-	6%	-	-
	CWD	6%	3%	7%	-	8%	*	-	-	-	-	0%	*	7%	-	13%	0%	*	-	*	-	-
	CWOD	21%	16%	14%	*	14%	-	-	-	-	-	15%	0%	-	14%	20%	14%	14%	-	8%	-	-
	EL	9%	13%	19%	-	19%	-	-	-	-	-	19%	*	13%	20%	19%	21%	18%	-	8%	-	-
	Male	18%	13%	12%	-	12%	*	-	-	-	-	13%	0%	0%	14%	21%	12%	-	-	0%	-	-
	Female	19%	16%	15%	*	15%	-	-	-	-	-	14%	*	*	14%	18%	-	15%	-	13%	-	-
Reading	All Students	21%	19%	16%	*	17%	*	-	-	-	-	18%	0%	0%	18%	24%	13%	21%	-	13%	-	-
	CWD	6%	3%	0%	-	0%	*	-	-	-	-	0%	*	0%	-	*	0%	*	-	*	-	-
	CWOD	24%	20%	18%	*	19%	-	-	-	-	-	20%	*	-	18%	28%	15%	23%	-	17%	-	-
	EL	10%	15%	24%	-	24%	-	-	-	-	-	26%	*	*	28%	24%	25%	24%	-	17%	-	-
	Male	18%	16%	13%	-	14%	*	-	-	-	-	14%	*	0%	15%	25%	13%	-	-	*	-	-
	Female	24%	22%	21%	*	22%	-	-	-	-	-	23%	*	*	23%	24%	-	21%	-	*	-	-
Mathematics	All Students	17%	12%	10%	*	10%	*	-	-	-	-	9%	20%	14%	9%	14%	11%	8%	-	0%	-	-
	CWD	6%	3%	14%	-	17%	*	-	-	-	-	0%	*	14%	-	*	0%	*	-	*	-	-
	CWOD	19%	13%	9%	*	9%	-	-	-	-	-	10%	*	-	9%	12%	12%	5%	-	0%	-	-
	EL	10%	12%	14%	-	14%	-	-	-	-	-	11%	*	*	12%	14%	17%	12%	-	0%	-	-
	Male	18%	13%	11%	-	11%	*	-	-	-	-	11%	*	0%	12%	17%	11%	-	-	*	-	-
	Female	15%	11%	8%	*	9%	-	-	-	-	-	5%	*	*	5%	12%	-	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)

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)

Total EL in Class	Proficiency of EL	Rate of Proficiency
134	9	7%

- 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	40	*	39	*	-	-	-	-	40	26	38
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)

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	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						Y		Y
Interim Goals (2028-2032)	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
Target Met	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
Long-Term Goals	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Target Met	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
Interim Goals (2028-2032)	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
Target Met	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
Long-Term Goals	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
Target Met	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											

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

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

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

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 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%	-
	CWD	100%	-	100%	*	-	-	-	-	100%	* 100%	-	100%	100%	*	-	-
	CWOD	100%	*	100%	-	-	-	-	-	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	* 100%	100%	100%	100%	100%	100%	-
	Male	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	*	100%	-	-	-	-	-	100%	* *	100%	100%	-	100%	-	-
Reading	All Students	100%	*	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	-	100%	*	-	-	-	-	100%	* 100%	-	* 100%	*	-	-	-
	CWOD	100%	*	100%	-	-	-	-	-	100%	*	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	* *	100%	100%	100%	100%	100%	-
	Male	100%	-	100%	*	-	-	-	-	100%	* 100%	100%	100%	100%	100%	-	-
	Female	100%	*	100%	-	-	-	-	-	100%	* *	100%	100%	-	100%	-	-
Mathematics	All Students	100%	*	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	-	100%	*	-	-	-	-	100%	* 100%	-	* 100%	*	-	-	-
	CWOD	100%	*	100%	-	-	-	-	-	100%	*	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	* *	100%	100%	100%	100%	100%	-
	Male	100%	-	100%	*	-	-	-	-	100%	* 100%	100%	100%	100%	100%	-	-
	Female	100%	*	100%	-	-	-	-	-	100%	* *	100%	100%	-	100%	-	-
Science	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Science	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	
All Subjects	All Students	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	-	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	*	-
	CWOD	0%	*	0%	-	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-
	Male	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	*	0%	-	-	-	-	-	0%	*	*	0%	0%	-	0%	-
Reading	All Students	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	-	0%	*	-	-	-	-	0%	*	0%	-	*	0%	*	-
	CWOD	0%	*	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-
	Male	0%	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%	-	-
	Female	0%	*	0%	-	-	-	-	-	0%	*	*	0%	0%	-	0%	-
Mathematics	All Students	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	-	0%	*	-	-	-	-	0%	*	0%	-	*	0%	*	-
	CWOD	0%	*	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-
	Male	0%	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%	-	-
	Female	0%	*	0%	-	-	-	-	-	0%	*	*	0%	0%	-	0%	-
Science	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

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

There is no data for this campus.

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

There is no data for this campus.

Part (ix): Teacher Quality Data

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

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High Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	10.8	40.0%
Teachers Teaching with Emergency or Provisional Credentials	1.0	4.2%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- Indicates there are no data available in the group.

Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2025.

		State & Local and Federal	State & Local			Federal		
	Enrollment	Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$1,868	\$196	\$929	\$1,125	\$471	\$272	\$743
Food services		\$1,073	\$6	\$0	\$6	\$1,032	\$35	\$1,067
Instruction		\$10,188	\$7,789	\$26	\$7,815	\$2,242	\$131	\$2,373
Support services, general administration		\$64		\$64	\$64			
Support services, instructional staff		\$1,029	\$756	\$4	\$760		\$269	\$269
Support services, operation and maintenance of plant		\$2,137	\$1,898	\$81	\$1,979	\$90	\$68	\$158
Support services, pupils		\$912	\$514	\$56	\$570	\$304	\$38	\$342
Support services, school administration		\$3,053	\$2,922	\$2	\$2,924	\$86	\$43	\$129
Support services, student transportation		\$1,563	\$1,509	\$45	\$1,554		\$9	\$9
Total	219	\$21,888	\$15,591	\$1,207	\$16,798	\$4,225	\$865	\$5,090

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%	8	1%	-	-
Mathematics	6,620	2%	8	1%	-	-
Grade 4						
Reading	6,491	2%	*	1%	-	-
Mathematics	6,491	2%	*	1%	-	-
Grade 5						
Reading	6,033	1%	*	1%	-	-
Mathematics	6,033	2%	*	1%	-	-
Science	6,033	2%	*	1%	-	-
Grade 6						
Reading	5,586	1%	20	1%	-	-
Mathematics	5,586	1%	20	1%	-	-
Grade 7						
Reading	5,233	1%	18	1%	-	-
Mathematics	5,227	2%	18	1%	-	-
Grade 8						
Reading	4,985	1%	12	1%	-	-
Mathematics	4,985	1%	12	1%	-	-
Science	4,984	1%	12	1%	-	-
End of Course						
English I	5,119	1%	11	0%	-	-
English II	4,683	1%	7	0%	-	-
Algebra I	5,112	1%	11	0%	-	-
Biology	5,027	1%	11	0%	-	-
All Grades						
All Subjects	100,862	1%	183	1%	-	-
Reading	44,764	1%	82	1%	-	-
Mathematics	40,054	1%	75	1%	-	-
Science	16,044	1%	26	1%	-	-

- Indicates there are no students in the group.

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

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

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

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

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

* Indicates reporting standards not met.

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

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

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

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

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	31%	50%	28%	*	-	-	-	-	32%	46%	23%

- Indicates there are no students in the group.

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

Part (xv): Section 1003 Fund

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

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

There is no data for this campus.

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

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

There is no data for this campus.

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Part (i): Description of State Accountability System

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

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

State & District ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
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%

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Campus ESSA Goals (HS/K-12 & AEA)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
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%

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

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

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

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

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

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, and AEAs	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status 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.

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

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

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

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

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

Part (ii): Student Achievement by Proficiency Level

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

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

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Reading	All Students	75%	73%	80%	*	80%	-	-	-	-	-	80%	78%	44%	84%	80%	72%	85%	-	77%	-	-	
	CWD	43%	40%	44%	-	44%	-	-	-	-	-	47%	*	44%	-	60%	25%	63%	-	*	-	-	
	CWOD	81%	77%	84%	*	84%	-	-	-	-	-	84%	82%	-	84%	81%	79%	87%	-	79%	-	-	
	EL	61%	72%	80%	-	80%	-	-	-	-	-	80%	80%	60%	81%	80%	72%	84%	-	70%	-	-	
	Male	71%	70%	72%	*	72%	-	-	-	-	-	73%	60%	25%	79%	72%	72%	-	-	69%	-	-	
	Female	79%	77%	85%	-	85%	-	-	-	-	-	85%	85%	63%	87%	84%	-	85%	-	82%	-	-	
Mathematics	All Students	70%	70%	81%	*	81%	-	-	-	-	-	83%	61%	69%	82%	84%	78%	83%	-	83%	-	-	
	CWD	44%	45%	69%	-	69%	-	-	-	-	-	73%	*	69%	-	80%	63%	75%	-	*	-	-	
	CWOD	75%	72%	82%	*	82%	-	-	-	-	-	85%	65%	-	82%	84%	81%	83%	-	86%	-	-	
	EL	60%	69%	84%	-	84%	-	-	-	-	-	84%	80%	80%	84%	84%	81%	86%	-	79%	-	-	
	Male	70%	69%	78%	*	78%	-	-	-	-	-	80%	60%	63%	81%	81%	78%	-	-	92%	-	-	
	Female	70%	70%	83%	-	83%	-	-	-	-	-	86%	62%	75%	83%	86%	-	83%	-	71%	-	-	
Grade 7																							
Reading	All Students	72%	77%	78%	-	78%	-	-	-	-	*	78%	86%	36%	83%	76%	73%	84%	-	*	-	-	
	CWD	39%	40%	36%	-	36%	-	-	-	-	-	38%	*	36%	-	44%	38%	33%	-	-	-	-	
	CWOD	78%	80%	83%	-	82%	-	-	-	-	*	82%	92%	-	83%	79%	77%	88%	-	*	-	-	
	EL	57%	75%	76%	-	76%	-	-	-	-	-	76%	71%	44%	79%	76%	70%	83%	-	*	-	-	
	Male	67%	72%	73%	-	73%	-	-	-	-	*	73%	75%	38%	77%	70%	73%	-	-	-	-	-	
	Female	78%	82%	84%	-	84%	-	-	-	-	-	82%	100%	33%	88%	83%	-	84%	-	*	-	-	
Mathematics	All Students	54%	57%	65%	-	66%	-	-	-	-	*	65%	71%	36%	68%	63%	65%	66%	-	*	-	-	
	CWD	31%	28%	36%	-	36%	-	-	-	-	-	38%	*	36%	-	33%	50%	17%	-	-	-	-	
	CWOD	58%	59%	68%	-	69%	-	-	-	-	*	67%	77%	-	68%	66%	66%	70%	-	*	-	-	
	EL	42%	55%	63%	-	63%	-	-	-	-	-	63%	57%	33%	66%	63%	64%	62%	-	*	-	-	
	Male	55%	57%	65%	-	65%	-	-	-	-	*	65%	63%	50%	66%	64%	65%	-	-	-	-	-	
	Female	53%	56%	66%	-	66%	-	-	-	-	-	64%	83%	17%	70%	62%	-	66%	-	*	-	-	
Grade 8																							
Reading	All Students	79%	81%	73%	*	73%	*	-	-	-	-	72%	92%	37%	78%	76%	64%	82%	-	78%	-	-	
	CWD	48%	47%	37%	-	39%	*	-	-	-	-	37%	-	37%	-	38%	31%	50%	-	*	-	-	
	CWOD	83%	85%	78%	*	78%	*	-	-	-	-	77%	92%	-	78%	81%	70%	85%	-	88%	-	-	
	EL	64%	81%	76%	-	75%	*	-	-	-	-	74%	100%	38%	81%	76%	67%	84%	-	83%	-	-	
	Male	74%	76%	64%	*	65%	*	-	-	-	-	62%	100%	31%	70%	67%	64%	-	-	*	-	-	
	Female	84%	87%	82%	-	82%	*	-	-	-	-	82%	86%	50%	85%	84%	-	82%	-	100%	-	-	
Mathematics	All Students	70%	72%	58%	*	58%	*	-	-	-	-	58%	67%	17%	65%	57%	59%	57%	-	67%	-	-	
	CWD	45%	46%	17%	-	18%	*	-	-	-	-	17%	-	17%	-	15%	23%	0%	-	*	-	-	
	CWOD	74%	75%	65%	*	64%	*	-	-	-	-	64%	67%	-	65%	65%	68%	62%	-	75%	-	-	
	EL	62%	74%	57%	-	58%	*	-	-	-	-	56%	80%	15%	65%	57%	54%	61%	-	67%	-	-	
	Male	69%	70%	59%	*	58%	*	-	-	-	-	57%	*	23%	68%	54%	59%	-	-	*	-	-	
	Female	71%	74%	57%	-	58%	*	-	-	-	-	58%	40%	0%	62%	61%	-	57%	-	80%	-	-	

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Science	All Students	68%	63%	49%	*	49%	*	-	-	-	-	49%	58%	5%	55%	48%	51%	47%	-	44%	-	-	
	CWD	39%	26%	5%	-	6%	*	-	-	-	-	5%	-	5%	-	0%	0%	17%	-	*	-	-	
	CWOD	72%	67%	55%	*	55%	*	-	-	-	-	55%	58%	-	55%	56%	61%	50%	-	50%	-	-	
	EL	51%	62%	48%	-	47%	*	-	-	-	-	46%	83%	0%	56%	48%	48%	49%	-	33%	-	-	
	Male	70%	65%	51%	*	51%	*	-	-	-	-	49%	80%	0%	61%	48%	51%	-	-	*	-	-	
	Female	66%	62%	47%	-	47%	*	-	-	-	-	48%	43%	17%	50%	49%	-	47%	-	40%	-	-	
End of Course																							
English I	All Students	67%	72%	73%	*	73%	*	-	-	-	-	72%	100%	30%	78%	62%	69%	77%	-	63%	-	-	
	CWD	35%	37%	30%	-	32%	*	-	-	-	-	30%	-	30%	-	29%	25%	33%	-	-	-	-	
	CWOD	73%	77%	78%	*	78%	-	-	-	-	-	77%	100%	-	78%	67%	73%	83%	-	63%	-	-	
	EL	47%	68%	62%	-	63%	*	-	-	-	-	61%	*	29%	67%	62%	61%	64%	-	56%	-	-	
	Male	62%	67%	69%	*	69%	*	-	-	-	-	68%	*	25%	73%	61%	69%	-	-	45%	-	-	
	Female	74%	79%	77%	-	77%	-	-	-	-	-	76%	100%	33%	83%	64%	-	77%	-	88%	-	-	
English II	All Students	74%	81%	78%	-	79%	*	-	-	-	-	77%	100%	39%	84%	73%	74%	84%	-	88%	-	-	
	CWD	39%	37%	39%	-	41%	*	-	-	-	-	35%	*	39%	-	40%	30%	50%	-	-	-	-	
	CWOD	78%	86%	84%	-	84%	-	-	-	-	-	82%	100%	-	84%	78%	80%	88%	-	88%	-	-	
	EL	52%	75%	73%	-	74%	*	-	-	-	-	72%	*	40%	78%	73%	71%	76%	-	71%	-	-	
	Male	69%	77%	74%	-	75%	*	-	-	-	-	72%	100%	30%	80%	71%	74%	-	-	75%	-	-	
	Female	79%	84%	84%	-	84%	-	-	-	-	-	83%	*	50%	88%	76%	-	84%	-	100%	-	-	
Algebra I	All Students	79%	81%	85%	*	85%	*	-	-	-	-	84%	91%	74%	86%	81%	86%	84%	-	89%	-	-	
	CWD	54%	56%	74%	-	78%	*	-	-	-	-	74%	-	74%	-	67%	83%	69%	-	*	-	-	
	CWOD	83%	84%	86%	*	86%	-	-	-	-	-	86%	91%	-	86%	82%	86%	86%	-	88%	-	-	
	EL	72%	82%	81%	-	81%	*	-	-	-	-	81%	*	67%	82%	81%	85%	76%	-	86%	-	-	
	Male	77%	78%	86%	*	87%	*	-	-	-	-	86%	80%	83%	86%	85%	86%	-	-	89%	-	-	
	Female	81%	84%	84%	-	84%	-	-	-	-	-	83%	100%	69%	86%	76%	-	84%	-	89%	-	-	
Biology	All Students	90%	91%	90%	*	90%	*	-	-	-	-	89%	100%	59%	93%	87%	88%	91%	-	94%	-	-	
	CWD	75%	74%	59%	-	63%	*	-	-	-	-	59%	-	59%	-	55%	43%	70%	-	*	-	-	
	CWOD	92%	93%	93%	*	93%	-	-	-	-	-	93%	100%	-	93%	91%	93%	94%	-	100%	-	-	
	EL	84%	89%	87%	-	88%	*	-	-	-	-	86%	*	55%	91%	87%	85%	88%	-	89%	-	-	
	Male	89%	89%	88%	*	89%	*	-	-	-	-	88%	*	43%	93%	85%	88%	-	-	100%	-	-	
	Female	91%	92%	91%	-	91%	-	-	-	-	-	90%	100%	70%	94%	88%	-	91%	-	88%	-	-	
STAAR Percent at Meets Grade Level or Above																							
Grade 6																							
Reading	All Students	55%	54%	61%	*	61%	-	-	-	-	-	62%	50%	31%	64%	58%	55%	65%	-	57%	-	-	
	CWD	24%	23%	31%	-	31%	-	-	-	-	-	33%	*	31%	-	20%	25%	38%	-	*	-	-	
	CWOD	61%	57%	64%	*	64%	-	-	-	-	-	66%	53%	-	64%	60%	60%	67%	-	59%	-	-	
	EL	38%	51%	58%	-	58%	-	-	-	-	-	60%	20%	20%	60%	58%	53%	61%	-	55%	-	-	
	Male	51%	49%	55%	*	55%	-	-	-	-	-	58%	20%	25%	60%	53%	55%	-	-	54%	-	-	
	Female	59%	58%	65%	-	65%	-	-	-	-	-	65%	62%	38%	67%	61%	-	65%	-	59%	-	-	

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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	38%	34%	43%	*	43%	-	-	-	-	-	46%	17%	25%	45%	42%	43%	43%	-	34%	-	-
	CWD	19%	19%	25%	-	25%	-	-	-	-	-	27%	*	25%	-	20%	38%	13%	-	*	-	-
	CWOD	42%	35%	45%	*	45%	-	-	-	-	-	48%	18%	-	45%	44%	44%	46%	-	36%	-	-
	EL	27%	33%	42%	-	42%	-	-	-	-	-	45%	0%	20%	44%	42%	42%	43%	-	32%	-	-
	Male	40%	37%	43%	*	42%	-	-	-	-	-	45%	20%	38%	44%	42%	43%	-	-	31%	-	-
	Female	36%	31%	43%	-	43%	-	-	-	-	-	47%	15%	13%	46%	43%	-	43%	-	35%	-	-
Grade 7																						
Reading	All Students	53%	55%	59%	-	59%	-	-	-	-	*	57%	79%	14%	63%	53%	51%	66%	-	*	-	-
	CWD	21%	23%	14%	-	14%	-	-	-	-	-	15%	*	14%	-	11%	25%	0%	-	-	-	-
	CWOD	58%	58%	63%	-	63%	-	-	-	-	*	61%	85%	-	63%	57%	54%	71%	-	*	-	-
	EL	34%	50%	53%	-	53%	-	-	-	-	-	52%	71%	11%	57%	53%	47%	60%	-	*	-	-
	Male	47%	48%	51%	-	52%	-	-	-	-	*	50%	63%	25%	54%	47%	51%	-	-	-	-	-
	Female	59%	62%	66%	-	66%	-	-	-	-	-	63%	100%	0%	71%	60%	-	66%	-	*	-	-
Mathematics	All Students	33%	34%	40%	-	40%	-	-	-	-	*	40%	36%	21%	42%	36%	43%	37%	-	*	-	-
	CWD	17%	17%	21%	-	21%	-	-	-	-	-	23%	*	21%	-	22%	25%	17%	-	-	-	-
	CWOD	36%	35%	42%	-	42%	-	-	-	-	*	42%	38%	-	42%	37%	45%	38%	-	*	-	-
	EL	22%	31%	36%	-	36%	-	-	-	-	-	37%	29%	22%	37%	36%	42%	30%	-	*	-	-
	Male	35%	36%	43%	-	44%	-	-	-	-	*	44%	38%	25%	45%	42%	43%	-	-	-	-	-
	Female	31%	31%	37%	-	37%	-	-	-	-	-	37%	33%	17%	38%	30%	-	37%	-	*	-	-
Grade 8																						
Reading	All Students	55%	57%	51%	*	52%	*	-	-	-	-	50%	67%	11%	56%	51%	46%	56%	-	56%	-	-
	CWD	23%	19%	11%	-	11%	*	-	-	-	-	11%	-	11%	-	8%	8%	17%	-	*	-	-
	CWOD	59%	61%	56%	*	57%	*	-	-	-	-	55%	67%	-	56%	57%	54%	59%	-	63%	-	-
	EL	35%	55%	51%	-	51%	*	-	-	-	-	49%	67%	8%	57%	51%	46%	55%	-	50%	-	-
	Male	49%	50%	46%	*	48%	*	-	-	-	-	43%	100%	8%	54%	46%	46%	-	-	*	-	-
	Female	60%	65%	56%	-	56%	*	-	-	-	-	57%	43%	17%	59%	55%	-	56%	-	60%	-	-
Mathematics	All Students	41%	33%	25%	*	26%	*	-	-	-	-	26%	22%	0%	29%	22%	22%	29%	-	44%	-	-
	CWD	21%	15%	0%	-	0%	*	-	-	-	-	0%	-	0%	-	0%	0%	0%	-	*	-	-
	CWOD	44%	36%	29%	*	30%	*	-	-	-	-	30%	22%	-	29%	26%	27%	32%	-	50%	-	-
	EL	30%	34%	22%	-	23%	*	-	-	-	-	22%	20%	0%	26%	22%	20%	24%	-	33%	-	-
	Male	41%	31%	22%	*	23%	*	-	-	-	-	20%	*	0%	27%	20%	22%	-	-	*	-	-
	Female	41%	36%	29%	-	30%	*	-	-	-	-	32%	0%	0%	32%	24%	-	29%	-	40%	-	-
Science	All Students	42%	33%	22%	*	23%	*	-	-	-	-	22%	25%	5%	24%	16%	20%	24%	-	22%	-	-
	CWD	20%	13%	5%	-	6%	*	-	-	-	-	5%	-	5%	-	0%	0%	17%	-	*	-	-
	CWOD	46%	35%	24%	*	25%	*	-	-	-	-	24%	25%	-	24%	19%	24%	25%	-	25%	-	-
	EL	24%	31%	16%	-	16%	*	-	-	-	-	15%	33%	0%	19%	16%	13%	20%	-	17%	-	-
	Male	45%	35%	20%	*	21%	*	-	-	-	-	20%	20%	0%	24%	13%	20%	-	-	*	-	-
	Female	40%	30%	24%	-	25%	*	-	-	-	-	24%	29%	17%	25%	20%	-	24%	-	40%	-	-
End of Course																						

Texas Education Agency
2024 Federal Report Card
 YES PREP - EAST END (101845003) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
English I	All Students	50%	55%	58%	*	58%	*	-	-	-	-	57%	67%	20%	62%	45%	53%	63%	-	47%	-	-	
	CWD	19%	19%	20%	-	21%	*	-	-	-	-	20%	-	20%	-	14%	25%	17%	-	-	-	-	
	CWOD	55%	60%	62%	*	62%	-	-	-	-	-	62%	67%	-	62%	49%	55%	69%	-	47%	-	-	
	EL	27%	50%	45%	-	45%	*	-	-	-	-	45%	*	14%	49%	45%	43%	48%	-	44%	-	-	
	Male	43%	48%	53%	*	53%	*	-	-	-	-	52%	*	25%	55%	43%	53%	-	-	27%	-	-	
	Female	57%	64%	63%	-	63%	-	-	-	-	-	63%	60%	17%	69%	48%	-	63%	-	75%	-	-	
English II	All Students	57%	63%	61%	-	61%	*	-	-	-	-	58%	100%	11%	67%	51%	56%	66%	-	63%	-	-	
	CWD	23%	19%	11%	-	12%	*	-	-	-	-	6%	*	11%	-	10%	0%	25%	-	-	-	-	
	CWOD	61%	69%	67%	-	67%	-	-	-	-	-	65%	100%	-	67%	57%	64%	71%	-	63%	-	-	
	EL	30%	53%	51%	-	52%	*	-	-	-	-	49%	*	10%	57%	51%	52%	50%	-	43%	-	-	
	Male	51%	58%	56%	-	57%	*	-	-	-	-	53%	100%	0%	64%	52%	56%	-	-	63%	-	-	
	Female	63%	69%	66%	-	66%	-	-	-	-	-	64%	*	25%	71%	50%	-	66%	-	63%	-	-	
Algebra I	All Students	41%	41%	39%	*	39%	*	-	-	-	-	38%	55%	32%	40%	34%	42%	35%	-	17%	-	-	
	CWD	17%	17%	32%	-	33%	*	-	-	-	-	32%	-	32%	-	17%	50%	23%	-	*	-	-	
	CWOD	45%	44%	40%	*	39%	-	-	-	-	-	39%	55%	-	40%	36%	42%	38%	-	18%	-	-	
	EL	29%	42%	34%	-	34%	*	-	-	-	-	34%	*	17%	36%	34%	35%	33%	-	29%	-	-	
	Male	39%	38%	42%	*	42%	*	-	-	-	-	41%	60%	50%	42%	35%	42%	-	-	22%	-	-	
	Female	43%	45%	35%	-	35%	-	-	-	-	-	34%	50%	23%	38%	33%	-	35%	-	11%	-	-	
Biology	All Students	54%	47%	51%	*	51%	*	-	-	-	-	51%	56%	18%	55%	42%	56%	46%	-	22%	-	-	
	CWD	26%	16%	18%	-	19%	*	-	-	-	-	18%	-	18%	-	9%	29%	10%	-	*	-	-	
	CWOD	58%	51%	55%	*	54%	-	-	-	-	-	55%	56%	-	55%	46%	59%	51%	-	24%	-	-	
	EL	33%	44%	42%	-	42%	*	-	-	-	-	42%	*	9%	46%	42%	47%	36%	-	22%	-	-	
	Male	54%	47%	56%	*	57%	*	-	-	-	-	55%	*	29%	59%	47%	56%	-	-	30%	-	-	
	Female	54%	47%	46%	-	46%	-	-	-	-	-	46%	40%	10%	51%	36%	-	46%	-	13%	-	-	
STAAR Percent at Masters Grade Level																							
Grade 6																							
Reading	All Students	25%	21%	29%	*	29%	-	-	-	-	-	32%	11%	6%	32%	24%	23%	33%	-	40%	-	-	
	CWD	6%	4%	6%	-	6%	-	-	-	-	-	7%	*	6%	-	0%	0%	13%	-	*	-	-	
	CWOD	28%	23%	32%	*	32%	-	-	-	-	-	34%	12%	-	32%	25%	26%	35%	-	41%	-	-	
	EL	12%	19%	24%	-	24%	-	-	-	-	-	25%	0%	0%	25%	24%	17%	28%	-	35%	-	-	
	Male	21%	19%	23%	*	23%	-	-	-	-	-	25%	0%	0%	26%	17%	23%	-	-	31%	-	-	
	Female	28%	23%	33%	-	33%	-	-	-	-	-	36%	15%	13%	35%	28%	-	33%	-	47%	-	-	
Mathematics	All Students	13%	9%	8%	*	8%	-	-	-	-	-	8%	6%	0%	9%	8%	9%	7%	-	10%	-	-	
	CWD	5%	5%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-	
	CWOD	15%	9%	9%	*	9%	-	-	-	-	-	9%	6%	-	9%	8%	11%	8%	-	11%	-	-	
	EL	7%	8%	8%	-	8%	-	-	-	-	-	8%	0%	0%	8%	8%	8%	7%	-	16%	-	-	
	Male	14%	10%	9%	*	9%	-	-	-	-	-	10%	0%	0%	11%	8%	9%	-	-	15%	-	-	
	Female	12%	7%	7%	-	7%	-	-	-	-	-	7%	8%	0%	8%	7%	-	7%	-	6%	-	-	
Grade 7																							

Texas Education Agency
2024 Federal Report Card
 YES PREP - EAST END (101845003) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	28%	26%	27%	-	27%	-	-	-	-	*	27%	29%	0%	29%	23%	19%	34%	-	*	-	-
	CWD	6%	3%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	31%	29%	29%	-	30%	-	-	-	-	*	29%	31%	-	29%	25%	21%	37%	-	*	-	-
	EL	13%	22%	23%	-	23%	-	-	-	-	-	24%	14%	0%	25%	23%	15%	32%	-	*	-	-
	Male	23%	21%	19%	-	19%	-	-	-	-	*	17%	38%	0%	21%	15%	19%	-	-	-	-	-
	Female	33%	31%	34%	-	34%	-	-	-	-	-	36%	17%	0%	37%	32%	-	34%	-	*	-	-
Mathematics	All Students	11%	9%	13%	-	13%	-	-	-	-	*	13%	14%	7%	13%	12%	16%	9%	-	*	-	-
	CWD	5%	2%	7%	-	7%	-	-	-	-	-	8%	*	7%	-	11%	13%	0%	-	-	-	-
	CWOD	12%	10%	13%	-	13%	-	-	-	-	*	13%	15%	-	13%	12%	17%	10%	-	*	-	-
	EL	5%	8%	12%	-	12%	-	-	-	-	-	12%	14%	11%	12%	12%	15%	9%	-	*	-	-
	Male	12%	11%	16%	-	17%	-	-	-	-	*	15%	25%	13%	17%	15%	16%	-	-	-	-	-
	Female	9%	7%	9%	-	9%	-	-	-	-	-	10%	0%	0%	10%	9%	-	9%	-	*	-	-
Grade 8																						
Reading	All Students	28%	25%	20%	*	20%	*	-	-	-	-	19%	25%	5%	22%	14%	13%	27%	-	22%	-	-
	CWD	7%	3%	5%	-	6%	*	-	-	-	-	5%	-	5%	-	0%	0%	17%	-	*	-	-
	CWOD	31%	27%	22%	*	22%	*	-	-	-	-	21%	25%	-	22%	16%	15%	27%	-	25%	-	-
	EL	12%	21%	14%	-	14%	*	-	-	-	-	13%	33%	0%	16%	14%	8%	20%	-	17%	-	-
	Male	25%	21%	13%	*	14%	*	-	-	-	-	13%	20%	0%	15%	8%	13%	-	-	*	-	-
	Female	32%	29%	27%	-	27%	*	-	-	-	-	26%	29%	17%	27%	20%	-	27%	-	40%	-	-
Mathematics	All Students	15%	6%	3%	*	3%	*	-	-	-	-	3%	0%	0%	3%	1%	0%	6%	-	22%	-	-
	CWD	6%	2%	0%	-	0%	*	-	-	-	-	0%	-	0%	-	0%	0%	0%	-	*	-	-
	CWOD	17%	7%	3%	*	4%	*	-	-	-	-	4%	0%	-	3%	1%	0%	7%	-	25%	-	-
	EL	8%	7%	1%	-	1%	*	-	-	-	-	1%	0%	0%	1%	1%	0%	2%	-	17%	-	-
	Male	16%	5%	0%	*	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%	-	-	*	-	-
	Female	14%	7%	6%	-	6%	*	-	-	-	-	7%	0%	0%	7%	2%	-	6%	-	40%	-	-
Science	All Students	16%	9%	3%	*	3%	*	-	-	-	-	3%	0%	5%	3%	2%	4%	3%	-	0%	-	-
	CWD	5%	4%	5%	-	6%	*	-	-	-	-	5%	-	5%	-	0%	0%	17%	-	*	-	-
	CWOD	18%	9%	3%	*	3%	*	-	-	-	-	3%	0%	-	3%	2%	4%	1%	-	0%	-	-
	EL	6%	7%	2%	-	2%	*	-	-	-	-	2%	0%	0%	2%	2%	2%	2%	-	0%	-	-
	Male	18%	10%	4%	*	4%	*	-	-	-	-	4%	0%	0%	4%	2%	4%	-	-	*	-	-
	Female	15%	8%	3%	-	3%	*	-	-	-	-	3%	0%	17%	1%	2%	-	3%	-	0%	-	-
End of Course																						
English I	All Students	15%	15%	16%	*	16%	*	-	-	-	-	16%	33%	0%	18%	14%	19%	14%	-	11%	-	-
	CWD	4%	1%	0%	-	0%	*	-	-	-	-	0%	-	0%	-	0%	0%	0%	-	-	-	-
	CWOD	17%	17%	18%	*	18%	-	-	-	-	-	17%	33%	-	18%	15%	20%	16%	-	11%	-	-
	EL	4%	11%	14%	-	14%	*	-	-	-	-	13%	*	0%	15%	14%	13%	14%	-	11%	-	-
	Male	11%	12%	19%	*	19%	*	-	-	-	-	16%	*	0%	20%	13%	19%	-	-	9%	-	-
	Female	19%	19%	14%	-	14%	-	-	-	-	-	15%	0%	0%	16%	14%	-	14%	-	13%	-	-

Texas Education Agency
2024 Federal Report Card
 YES PREP - EAST END (101845003) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English II	All Students	8%	6%	5%	-	5%	*	-	-	-	-	4%	18%	0%	6%	1%	2%	8%	-	6%	-	-
	CWD	3%	1%	0%	-	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	9%	7%	6%	-	6%	-	-	-	-	-	5%	20%	-	6%	1%	3%	9%	-	6%	-	-
	EL	1%	1%	1%	-	1%	*	-	-	-	-	1%	*	0%	1%	1%	2%	0%	-	14%	-	-
	Male	7%	6%	2%	-	2%	*	-	-	-	-	3%	0%	0%	3%	2%	2%	-	-	13%	-	-
	Female	10%	6%	8%	-	8%	-	-	-	-	-	6%	*	0%	9%	0%	-	8%	-	0%	-	-
Algebra I	All Students	23%	20%	13%	*	13%	*	-	-	-	-	12%	27%	11%	13%	11%	16%	10%	-	11%	-	-
	CWD	7%	4%	11%	-	11%	*	-	-	-	-	11%	-	11%	-	8%	17%	8%	-	*	-	-
	CWOD	25%	22%	13%	*	13%	-	-	-	-	-	12%	27%	-	13%	11%	16%	10%	-	12%	-	-
	EL	13%	20%	11%	-	11%	*	-	-	-	-	10%	*	8%	11%	11%	12%	10%	-	14%	-	-
	Male	22%	18%	16%	*	17%	*	-	-	-	-	14%	60%	17%	16%	12%	16%	-	-	11%	-	-
	Female	23%	22%	10%	-	10%	-	-	-	-	-	10%	0%	8%	10%	10%	-	10%	-	11%	-	-
Biology	All Students	18%	8%	11%	*	11%	*	-	-	-	-	10%	33%	0%	12%	10%	15%	7%	-	0%	-	-
	CWD	5%	2%	0%	-	0%	*	-	-	-	-	0%	-	0%	-	0%	0%	0%	-	*	-	-
	CWOD	19%	9%	12%	*	12%	-	-	-	-	-	11%	33%	-	12%	12%	17%	8%	-	0%	-	-
	EL	5%	6%	10%	-	10%	*	-	-	-	-	9%	*	0%	12%	10%	11%	10%	-	0%	-	-
	Male	18%	9%	15%	*	16%	*	-	-	-	-	12%	*	0%	17%	11%	15%	-	-	0%	-	-
	Female	17%	8%	7%	-	7%	-	-	-	-	-	7%	0%	0%	8%	10%	-	7%	-	0%	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	74%	74%	75%	74%	50%	-	-	-	*	74%	80%	40%	78%	71%	71%	77%	-	79%	-	-
	CWD	46%	44%	40%	-	42%	0%	-	-	-	-	41%	20%	40%	-	38%	33%	48%	-	14%	-	-
	CWOD	77%	78%	78%	75%	78%	89%	-	-	-	*	78%	83%	-	78%	75%	76%	80%	-	82%	-	-
	EL	61%	73%	71%	-	72%	50%	-	-	-	-	71%	81%	38%	75%	71%	69%	74%	-	73%	-	-
	Male	71%	72%	71%	75%	71%	46%	-	-	-	*	70%	82%	33%	76%	69%	71%	-	-	74%	-	-
	Female	74%	77%	77%	-	77%	*	-	-	-	-	77%	79%	48%	80%	74%	-	77%	-	83%	-	-
Reading	All Students	74%	76%	76%	*	77%	50%	-	-	-	*	75%	89%	37%	81%	73%	70%	82%	-	76%	-	-
	CWD	44%	40%	37%	-	38%	*	-	-	-	-	37%	*	37%	-	39%	30%	45%	-	*	-	-
	CWOD	80%	80%	81%	*	81%	*	-	-	-	*	80%	92%	-	81%	77%	76%	86%	-	78%	-	-
	EL	59%	73%	73%	-	73%	*	-	-	-	-	72%	88%	39%	77%	73%	67%	79%	-	70%	-	-
	Male	70%	72%	70%	*	71%	40%	-	-	-	*	69%	86%	30%	76%	67%	70%	-	-	61%	-	-
	Female	78%	81%	82%	-	82%	*	-	-	-	-	81%	91%	45%	86%	79%	-	82%	-	90%	-	-
Mathematics	All Students	70%	71%	73%	*	74%	40%	-	-	-	*	74%	71%	49%	76%	72%	73%	74%	-	82%	-	-
	CWD	45%	46%	49%	-	51%	*	-	-	-	-	51%	*	49%	-	44%	49%	50%	-	*	-	-
	CWOD	75%	74%	76%	*	76%	*	-	-	-	*	76%	74%	-	76%	75%	76%	77%	-	85%	-	-
	EL	62%	70%	72%	-	72%	*	-	-	-	-	72%	71%	44%	75%	72%	71%	72%	-	79%	-	-
	Male	71%	70%	73%	*	73%	*	-	-	-	*	73%	73%	49%	76%	71%	73%	-	-	85%	-	-
	Female	70%	71%	74%	-	74%	*	-	-	-	-	75%	70%	50%	77%	72%	-	74%	-	81%	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	73%	77%	70%	*	70%	60%	-	-	-	-	69%	76%	31%	75%	66%	69%	70%	-	78%	-	-
	CWD	49%	51%	31%	-	32%	*	-	-	-	-	31%	-	31%	-	25%	15%	50%	-	*	-	-
	CWOD	77%	79%	75%	*	74%	*	-	-	-	-	74%	76%	-	75%	73%	77%	72%	-	84%	-	-
	EL	61%	75%	66%	-	66%	*	-	-	-	-	65%	89%	25%	73%	66%	66%	67%	-	67%	-	-
	Male	74%	77%	69%	*	70%	*	-	-	-	-	68%	89%	15%	77%	66%	69%	-	-	86%	-	-
	Female	72%	77%	70%	-	70%	*	-	-	-	-	71%	67%	50%	72%	67%	-	70%	-	69%	-	-
SAT/ACT All Subjects	All Students	88%	94%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	CWD	61%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	88%	100%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	EL	64%	100%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	89%	90%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Female	87%	100%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	46%	47%	63%	47%	6%	-	-	-	*	46%	50%	17%	50%	41%	45%	49%	-	41%	-	-
	CWD	22%	18%	17%	-	17%	0%	-	-	-	-	17%	20%	17%	-	11%	17%	17%	-	0%	-	-
	CWOD	51%	49%	50%	63%	51%	11%	-	-	-	*	50%	52%	-	50%	45%	48%	52%	-	43%	-	-
	EL	31%	43%	41%	-	41%	10%	-	-	-	-	41%	39%	11%	45%	41%	40%	42%	-	38%	-	-
	Male	45%	43%	45%	63%	45%	8%	-	-	-	*	44%	57%	17%	48%	40%	45%	-	-	37%	-	-
	Female	48%	48%	49%	-	49%	*	-	-	-	-	49%	45%	17%	52%	42%	-	49%	-	45%	-	-
Reading	All Students	52%	55%	58%	*	58%	17%	-	-	-	*	57%	70%	17%	62%	51%	52%	63%	-	56%	-	-
	CWD	23%	21%	17%	-	18%	*	-	-	-	-	17%	*	17%	-	12%	15%	20%	-	*	-	-
	CWOD	58%	60%	62%	*	63%	*	-	-	-	*	62%	72%	-	62%	56%	57%	67%	-	58%	-	-
	EL	34%	50%	51%	-	52%	*	-	-	-	-	51%	58%	12%	56%	51%	48%	55%	-	51%	-	-
	Male	48%	49%	52%	*	53%	20%	-	-	-	*	51%	72%	15%	57%	48%	52%	-	-	47%	-	-
	Female	57%	62%	63%	-	63%	*	-	-	-	-	62%	69%	20%	67%	55%	-	63%	-	64%	-	-
Mathematics	All Students	42%	37%	37%	*	38%	0%	-	-	-	*	38%	31%	19%	40%	34%	38%	37%	-	30%	-	-
	CWD	22%	18%	19%	-	20%	*	-	-	-	-	20%	*	19%	-	13%	23%	16%	-	*	-	-
	CWOD	46%	39%	40%	*	40%	*	-	-	-	*	40%	32%	-	40%	37%	40%	39%	-	31%	-	-
	EL	31%	36%	34%	-	34%	*	-	-	-	-	35%	19%	13%	37%	34%	35%	33%	-	30%	-	-
	Male	43%	37%	38%	*	38%	*	-	-	-	*	38%	41%	23%	40%	35%	38%	-	-	31%	-	-
	Female	40%	36%	37%	-	37%	*	-	-	-	-	38%	23%	16%	39%	33%	-	37%	-	29%	-	-
Science	All Students	42%	39%	37%	*	37%	0%	-	-	-	-	37%	38%	11%	40%	28%	38%	36%	-	22%	-	-
	CWD	21%	14%	11%	-	12%	*	-	-	-	-	11%	-	11%	-	4%	10%	13%	-	*	-	-
	CWOD	45%	42%	40%	*	40%	*	-	-	-	-	40%	38%	-	40%	32%	42%	38%	-	24%	-	-
	EL	24%	37%	28%	-	29%	*	-	-	-	-	28%	33%	4%	32%	28%	29%	27%	-	20%	-	-
	Male	44%	40%	38%	*	38%	*	-	-	-	-	37%	44%	10%	42%	29%	38%	-	-	21%	-	-
	Female	40%	38%	36%	-	36%	*	-	-	-	-	36%	33%	13%	38%	27%	-	36%	-	23%	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
SAT/ACT All Subjects	All Students	59%	67%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	CWD	35%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	60%	71%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	EL	19%	80%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	64%	70%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Female	55%	63%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	18%	14%	14%	0%	14%	0%	-	-	-	*	13%	17%	3%	15%	11%	13%	15%	-	15%	-	-
	CWD	6%	3%	3%	-	3%	0%	-	-	-	-	3%	0%	3%	-	2%	2%	5%	-	0%	-	-
	CWOD	21%	16%	15%	0%	15%	0%	-	-	-	*	15%	17%	-	15%	12%	14%	16%	-	16%	-	-
	EL	9%	13%	11%	-	11%	0%	-	-	-	-	11%	13%	2%	12%	11%	10%	13%	-	16%	-	-
	Male	18%	13%	13%	0%	13%	0%	-	-	-	*	12%	25%	2%	14%	10%	13%	-	-	12%	-	-
	Female	19%	16%	15%	-	15%	*	-	-	-	-	15%	10%	5%	16%	13%	-	15%	-	18%	-	-
Reading	All Students	21%	19%	19%	*	20%	0%	-	-	-	*	19%	22%	2%	21%	15%	15%	24%	-	23%	-	-
	CWD	6%	3%	2%	-	2%	*	-	-	-	-	2%	*	2%	-	0%	0%	5%	-	*	-	-
	CWOD	24%	20%	21%	*	22%	*	-	-	-	*	21%	23%	-	21%	17%	17%	25%	-	23%	-	-
	EL	10%	15%	15%	-	15%	*	-	-	-	-	15%	17%	0%	17%	15%	11%	20%	-	23%	-	-
	Male	18%	16%	15%	*	15%	0%	-	-	-	*	14%	24%	0%	17%	11%	15%	-	-	17%	-	-
	Female	24%	22%	24%	-	24%	*	-	-	-	-	24%	20%	5%	25%	20%	-	24%	-	28%	-	-
Mathematics	All Students	17%	12%	9%	*	10%	0%	-	-	-	*	9%	12%	4%	10%	8%	11%	8%	-	12%	-	-
	CWD	6%	3%	4%	-	5%	*	-	-	-	-	5%	*	4%	-	5%	6%	3%	-	*	-	-
	CWOD	19%	13%	10%	*	10%	*	-	-	-	*	10%	12%	-	10%	9%	12%	9%	-	13%	-	-
	EL	10%	12%	8%	-	8%	*	-	-	-	-	8%	10%	5%	9%	8%	9%	7%	-	15%	-	-
	Male	18%	13%	11%	*	11%	*	-	-	-	*	10%	23%	6%	12%	9%	11%	-	-	12%	-	-
	Female	15%	11%	8%	-	8%	*	-	-	-	-	8%	3%	3%	9%	7%	-	8%	-	13%	-	-
Science	All Students	15%	9%	7%	*	7%	0%	-	-	-	-	7%	14%	3%	8%	6%	9%	5%	-	0%	-	-
	CWD	5%	3%	3%	-	3%	*	-	-	-	-	3%	-	3%	-	0%	0%	6%	-	*	-	-
	CWOD	17%	9%	8%	*	8%	*	-	-	-	-	7%	14%	-	8%	7%	11%	5%	-	0%	-	-
	EL	5%	7%	6%	-	6%	*	-	-	-	-	6%	11%	0%	7%	6%	6%	5%	-	0%	-	-
	Male	16%	9%	9%	*	10%	*	-	-	-	-	8%	33%	0%	11%	6%	9%	-	-	0%	-	-
	Female	14%	8%	5%	-	5%	*	-	-	-	-	5%	0%	6%	5%	5%	-	5%	-	0%	-	-
SAT/ACT All Subjects	All Students	12%	6%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	CWD	7%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	12%	6%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	EL	1%	0%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	15%	0%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Female	9%	13%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	72	*	72	*	-	-	-	*	72	51	70
CWD	51	-	52	*	-	-	-	-	52	51	58
CWOD	74	*	74	*	-	-	-	*	74	-	72
EL ◇	70	-	71	*	-	-	-	-	71	58	70
Male	69	*	69	*	-	-	-	*	69	46	70
Female	74	-	74	*	-	-	-	-	74	56	71
Mathematics											
All Students	69	*	69	*	-	-	-	*	69	55	69
CWD	55	-	56	*	-	-	-	-	56	55	58
CWOD	71	*	71	*	-	-	-	*	71	-	70
EL ◇	69	-	69	*	-	-	-	-	69	58	69
Male	69	*	70	*	-	-	-	*	70	55	70
Female	69	-	69	*	-	-	-	-	69	54	68

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

Part (iii)(II): Graduation Rate

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

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

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2023.													
All Students	92.0%	-	92.0%	-	-	-	-	-	91.5%	86.7%	86.5%	95.7%	-
CWD	86.7%	-	86.7%	-	-	-	-	-	83.3%	86.7%	81.8%	*	-
CWOD	92.9%	-	92.9%	-	-	-	-	-	92.7%	-	88.5%	95.2%	-
EL	86.5%	-	86.5%	-	-	-	-	-	84.4%	81.8%	86.5%	100.0%	-
Male	89.3%	-	89.3%	-	-	-	-	-	88.9%	87.5%	84.2%	88.9%	-
Female	94.7%	-	94.7%	-	-	-	-	-	93.9%	85.7%	88.9%	100.0%	-

- Indicates there are no students in the group.

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

◇ Ever in grades 9-12.

Part (iv): English Language Proficiency

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
509	140	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	45	46	45	19	-	-	-	*	44	20	41
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	70%	-	70%	-	-	-	-	-	73%	67%	50%

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

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
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
Interim Goals (2028-2032)	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
Target Met	Y		Y						Y	N	Y
Interim Goals (2033-2037)	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
Target Met	N		Y						Y	N	Y
Long-Term Goals	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Target Met	N		N						N	N	N
Mathematics											
Interim Goals (2023-2027)	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
Target Met	Y		Y						Y	Y	Y
Interim Goals (2028-2032)	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
Target Met	N		N						N	N	N
Interim Goals (2033-2037)	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
Target Met	N		N						N	N	N
Long-Term Goals	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
Target Met	N		N						N	N	N
English Learner Language Proficiency Status											
Interim Goals (2023-2027)											34%
Target Met											Y
Interim Goals (2028-2032)											36%
Target Met											Y
Interim Goals (2033-2037)											48%
Target Met											Y
Long-Term Goals											40%
Target Met											Y
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%

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met	Y		Y						Y	Y	Y
Interim Goals (2028-2032)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86%
Target Met	N		Y						Y	Y	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
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met	N		N						N	N	N

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

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

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 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%	-
	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%	-
Reading	All Students	100%	*	100%	100%	*	-	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	-	100%	*	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	*	100%	*	*	-	-	*	100%	100%	-	100%	100%	100%	100%	-
	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%	-
Mathematics	All Students	100%	*	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	-	100%	*	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	*	100%	*	-	-	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	99%	-
	Male	100%	*	100%	*	-	-	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	99%	-	100%	-

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Science	All Students	100%	*	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	99%	-
	CWD	100%	-	100%	*	-	-	-	-	100%	-	100%	-	100%	100%	100%	-
	CWOD	100%	*	100%	*	-	-	-	-	100%	100%	-	100%	100%	100%	99%	-
	EL	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	*	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	-	-
	Female	99%	-	99%	*	-	-	-	-	99%	100%	100%	99%	100%	-	99%	-
SAT/ACT All Subjects	All Students	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-
	Male	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-
	Female	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-
Non-Participation Rate																	
All Subjects	All Students	0%	0%	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	-	0%	0%	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	-	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	0%	*	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	-	0%	*	*	-	-	-	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	0%	*	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	-	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	*	0%	*	*	-	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	*	*	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	-	0%	*	*	-	-	-	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	-	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	*	0%	*	-	-	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	1%	-
	Male	0%	*	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	1%	-	0%	-
Science	All Students	0%	*	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	1%	-
	CWD	0%	-	0%	*	-	-	-	-	0%	-	0%	-	0%	0%	0%	-
	CWOD	0%	*	0%	*	-	-	-	-	0%	0%	-	0%	0%	0%	1%	-
	EL	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	-	-

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Science	Female	1%	-	1%	*	-	-	-	-	1%	0%	0%	1%	0%	-	1%	-
SAT/ACT All Subjects	All Students	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-
	Male	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-
	Female	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

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

		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	15	0	15	0	0	0	0	0	3		
	Female	17	0	17	0	0	0	0	0	4		
	Total	32	0	32	0	0	0	0	0	7		
Out-of-School Suspensions												
	Male	16	0	16	0	0	0	0	0	7		
	Female	8	0	8	0	0	0	0	0	2		
	Total	24	0	24	0	0	0	0	0	9		
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		

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
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	0	0	0	0	0	0	0	0	0		0
	Female	2	0	2	0	0	0	0	0	2		1
	Total	2	0	2	0	0	0	0	0	2		1
Out-of-School Suspensions												
	Male	3	0	3	0	0	0	0	0	2		1
	Female	0	0	0	0	0	0	0	0	0		0
	Total	3	0	3	0	0	0	0	0	2		1
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												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism												
	Male	102	-8	101	-8	-8	-8	1	-8	39	13	6
	Female	83	-8	82	1	-8	-8	-8	-8	24	9	1
	Total	185	-8	183	1	-8	-8	1	-8	63	22	7

	Total
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	2
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack without a weapon	3
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	2
On the basis of race	3
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

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

Preschool Programs

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

Accelerated Coursework

	Total Students		African American		Hispanic		White		Indian or Alaska Native		Asian		Pacific Islander		Two or More Races		EL		Students with Disabilities	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Advanced Placement Courses																				
Male	144	29	0	0	143	30	1	100	0	0	0	-	0	0	0	0	21	13	5	12
Female	173	35	0	0	170	35	2	100	0	0	0	-	0	-	1	100	25	17	5	14
Total	317	32	0	0	313	32	3	100	0	0	0	-	0	0	1	50	46	15	10	13
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.

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High Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	16.5	25.0%
Teachers Teaching with Emergency or Provisional Credentials	3.7	5.8%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- Indicates there are no data available in the group.

Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2025.

		State & Local and Federal	State & Local			Federal		
	Enrollment	Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$1,274	\$44	\$929	\$973	\$29	\$272	\$301
Food services		\$452	\$10	\$0	\$10	\$407	\$35	\$442
Instruction		\$5,773	\$4,594	\$26	\$4,620	\$1,022	\$131	\$1,153
Support services, general administration		\$64		\$64	\$64			
Support services, instructional staff		\$915	\$510	\$4	\$514	\$132	\$269	\$401
Support services, operation and maintenance of plant		\$956	\$774	\$81	\$855	\$33	\$68	\$101
Support services, pupils		\$890	\$442	\$56	\$498	\$354	\$38	\$392
Support services, school administration		\$1,292	\$1,155	\$2	\$1,157	\$92	\$43	\$135
Support services, student transportation		\$274	\$211	\$45	\$256	\$9	\$9	\$18
Total	982	\$11,892	\$7,740	\$1,207	\$8,947	\$2,079	\$865	\$2,944

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%	8	1%	-	-
Mathematics	6,620	2%	8	1%	-	-
Grade 4						
Reading	6,491	2%	*	1%	-	-
Mathematics	6,491	2%	*	1%	-	-
Grade 5						
Reading	6,033	1%	*	1%	-	-
Mathematics	6,033	2%	*	1%	-	-
Science	6,033	2%	*	1%	-	-
Grade 6						
Reading	5,586	1%	20	1%	*	1%
Mathematics	5,586	1%	20	1%	*	1%
Grade 7						
Reading	5,233	1%	18	1%	*	1%
Mathematics	5,227	2%	18	1%	*	1%
Grade 8						
Reading	4,985	1%	12	1%	-	-
Mathematics	4,985	1%	12	1%	-	-
Science	4,984	1%	12	1%	-	-
End of Course						
English I	5,119	1%	11	0%	*	1%
English II	4,683	1%	7	0%	*	1%
Algebra I	5,112	1%	11	0%	*	1%
Biology	5,027	1%	11	0%	*	1%
All Grades						
All Subjects	100,862	1%	183	1%	13	1%
Reading	44,764	1%	82	1%	7	1%
Mathematics	40,054	1%	75	1%	5	1%
Science	16,044	1%	26	1%	*	0%

- Indicates there are no students in the group.

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

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

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

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

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

* Indicates reporting standards not met.

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

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	68%	-	69%	-	-	-	-	-	66%	*	64%
In-State Private Institutions	7%	-	7%	-	-	-	-	-	7%	*	-
Out-of-State Institutions	7%	-	7%	-	-	-	-	-	5%	-	*

- Indicates there are no students in the group.

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

Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 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	24%	60%	24%	22%	*	-	-	*	26%	30%	23%

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

Part (xv): Section 1003 Fund

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

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

There is no data for this campus.

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

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

There is no data for this campus.

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Part (i): Description of State Accountability System

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

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

State & District ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
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%

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Campus ESSA Goals (HS/K-12 & AEA)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
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%

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

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

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

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

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

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, and AEAs	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status 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.

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

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

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

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

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

Part (ii): Student Achievement by Proficiency Level

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

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

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Reading	All Students	75%	73%	72%	88%	71%	*	-	-	-	-	71%	100%	44%	76%	69%	67%	76%	-	77%	-	-	
	CWD	43%	40%	44%	*	41%	-	-	-	-	-	44%	-	44%	-	44%	43%	45%	-	80%	-	-	
	CWOD	81%	77%	76%	86%	75%	*	-	-	-	-	75%	100%	-	76%	71%	70%	79%	-	77%	-	-	
	EL	61%	72%	69%	-	69%	-	-	-	-	-	66%	100%	44%	71%	69%	69%	68%	-	80%	-	-	
	Male	71%	70%	67%	*	68%	-	-	-	-	-	65%	*	43%	70%	69%	67%	-	-	75%	-	-	
	Female	79%	77%	76%	100%	74%	*	-	-	-	-	75%	*	45%	79%	68%	-	76%	-	80%	-	-	
Mathematics	All Students	70%	70%	65%	50%	65%	*	-	-	-	-	63%	100%	33%	69%	63%	74%	59%	-	69%	-	-	
	CWD	44%	45%	33%	*	35%	-	-	-	-	-	33%	-	33%	-	44%	29%	36%	-	40%	-	-	
	CWOD	75%	72%	69%	57%	69%	*	-	-	-	-	67%	100%	-	69%	65%	80%	62%	-	73%	-	-	
	EL	60%	69%	63%	-	63%	-	-	-	-	-	60%	100%	44%	65%	63%	72%	58%	-	65%	-	-	
	Male	70%	69%	74%	*	75%	-	-	-	-	-	72%	*	29%	80%	72%	74%	-	-	70%	-	-	
	Female	70%	70%	59%	50%	59%	*	-	-	-	-	58%	*	36%	62%	58%	-	59%	-	67%	-	-	
Grade 7																							
Reading	All Students	72%	77%	74%	57%	75%	-	-	-	-	-	75%	67%	29%	79%	71%	78%	69%	-	67%	-	-	
	CWD	39%	40%	29%	*	33%	-	-	-	-	-	23%	*	29%	-	13%	50%	13%	-	*	-	-	
	CWOD	78%	80%	79%	80%	79%	-	-	-	-	-	80%	64%	-	79%	76%	81%	77%	-	78%	-	-	
	EL	57%	75%	71%	-	71%	-	-	-	-	-	72%	56%	13%	76%	71%	77%	64%	-	73%	-	-	
	Male	67%	72%	78%	*	80%	-	-	-	-	-	78%	83%	50%	81%	77%	78%	-	-	64%	-	-	
	Female	78%	82%	69%	*	70%	-	-	-	-	-	71%	50%	13%	77%	64%	-	69%	-	70%	-	-	
Mathematics	All Students	54%	57%	58%	29%	59%	-	-	-	-	-	58%	58%	29%	61%	57%	67%	47%	-	62%	-	-	
	CWD	31%	28%	29%	*	33%	-	-	-	-	-	23%	*	29%	-	25%	50%	13%	-	*	-	-	
	CWOD	58%	59%	61%	40%	61%	-	-	-	-	-	61%	55%	-	61%	59%	68%	52%	-	72%	-	-	
	EL	42%	55%	57%	-	57%	-	-	-	-	-	57%	56%	25%	59%	57%	72%	42%	-	67%	-	-	
	Male	55%	57%	67%	*	69%	-	-	-	-	-	67%	67%	50%	68%	72%	67%	-	-	64%	-	-	
	Female	53%	56%	47%	*	48%	-	-	-	-	-	47%	50%	13%	52%	42%	-	47%	-	60%	-	-	
Grade 8																							
Reading	All Students	79%	81%	81%	60%	82%	-	-	-	-	*	81%	83%	62%	83%	79%	74%	90%	-	88%	-	-	
	CWD	48%	47%	62%	*	80%	-	-	-	-	-	62%	-	62%	-	80%	56%	*	-	*	-	-	
	CWOD	83%	85%	83%	86%	82%	-	-	-	-	*	83%	83%	-	83%	79%	76%	90%	-	100%	-	-	
	EL	64%	81%	79%	-	79%	-	-	-	-	-	80%	*	80%	79%	79%	74%	87%	-	*	-	-	
	Male	74%	76%	74%	40%	76%	-	-	-	-	-	74%	*	56%	76%	74%	74%	-	-	88%	-	-	
	Female	84%	87%	90%	80%	90%	-	-	-	-	*	89%	*	*	90%	87%	-	90%	-	-	-	-	
Mathematics	All Students	70%	72%	74%	70%	74%	-	-	-	-	*	76%	33%	50%	77%	75%	64%	86%	-	71%	-	-	
	CWD	45%	46%	50%	*	56%	-	-	-	-	-	50%	-	50%	-	*	50%	*	-	*	-	-	
	CWOD	74%	75%	77%	86%	76%	-	-	-	-	*	79%	33%	-	77%	76%	66%	89%	-	*	-	-	
	EL	62%	74%	75%	-	75%	-	-	-	-	-	78%	*	*	76%	75%	64%	90%	-	*	-	-	
	Male	69%	70%	64%	60%	65%	-	-	-	-	-	66%	*	50%	66%	64%	64%	-	-	71%	-	-	
	Female	71%	74%	86%	80%	86%	-	-	-	-	*	89%	*	*	89%	90%	-	86%	-	-	-	-	

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	68%	63%	54%	40%	55%	-	-	-	-	*	55%	33%	23%	57%	58%	58%	49%	-	75%	-	-
	CWD	39%	26%	23%	*	30%	-	-	-	-	-	23%	-	23%	-	40%	33%	*	-	*	-	-
	CWOD	72%	67%	57%	57%	56%	-	-	-	-	*	58%	33%	-	57%	59%	61%	52%	-	100%	-	-
	EL	51%	62%	58%	-	58%	-	-	-	-	-	59%	*	40%	59%	58%	57%	58%	-	*	-	-
	Male	70%	65%	58%	20%	60%	-	-	-	-	-	59%	*	33%	61%	57%	58%	-	-	75%	-	-
	Female	66%	62%	49%	60%	48%	-	-	-	-	*	50%	*	*	52%	58%	-	49%	-	-	-	-
End of Course																						
English I	All Students	67%	72%	70%	75%	70%	-	*	-	-	-	70%	67%	38%	74%	64%	66%	75%	-	100%	-	-
	CWD	35%	37%	38%	*	31%	-	-	-	-	-	38%	-	38%	-	38%	36%	40%	-	*	-	-
	CWOD	73%	77%	74%	78%	74%	-	*	-	-	-	74%	67%	-	74%	67%	70%	77%	-	100%	-	-
	EL	47%	68%	64%	-	64%	-	-	-	-	-	64%	67%	38%	67%	64%	60%	69%	-	100%	-	-
	Male	62%	67%	66%	71%	67%	-	*	-	-	-	65%	70%	36%	70%	60%	66%	-	-	100%	-	-
	Female	74%	79%	75%	80%	74%	-	-	-	-	-	75%	*	40%	77%	69%	-	75%	-	*	-	-
English II	All Students	74%	81%	81%	*	81%	*	-	-	-	*	81%	*	44%	86%	73%	82%	81%	-	78%	-	-
	CWD	39%	37%	44%	-	44%	-	-	-	-	-	44%	-	44%	-	45%	50%	*	-	*	-	-
	CWOD	78%	86%	86%	*	86%	*	-	-	-	*	87%	*	-	86%	78%	89%	84%	-	88%	-	-
	EL	52%	75%	73%	-	73%	-	-	-	-	-	74%	*	45%	78%	73%	74%	72%	-	*	-	-
	Male	69%	77%	82%	*	80%	*	-	-	-	-	81%	*	50%	89%	74%	82%	-	-	*	-	-
	Female	79%	84%	81%	*	82%	-	-	-	-	*	82%	*	*	84%	72%	-	81%	-	71%	-	-
Algebra I	All Students	79%	81%	84%	82%	85%	-	*	-	-	-	85%	82%	47%	88%	86%	79%	90%	-	89%	-	-
	CWD	54%	56%	47%	*	42%	-	-	-	-	-	47%	-	47%	-	57%	50%	40%	-	*	-	-
	CWOD	83%	84%	88%	88%	89%	-	*	-	-	-	89%	82%	-	88%	88%	83%	94%	-	88%	-	-
	EL	72%	82%	86%	-	86%	-	-	-	-	-	86%	83%	57%	88%	86%	81%	92%	-	100%	-	-
	Male	77%	78%	79%	86%	79%	-	*	-	-	-	78%	89%	50%	83%	81%	79%	-	-	83%	-	-
	Female	81%	84%	90%	*	91%	-	-	-	-	-	92%	*	40%	94%	92%	-	90%	-	*	-	-
Biology	All Students	90%	91%	93%	100%	92%	-	-	-	-	*	93%	92%	80%	95%	92%	91%	96%	-	100%	-	-
	CWD	75%	74%	80%	*	75%	-	-	-	-	-	80%	-	80%	-	83%	80%	80%	-	*	-	-
	CWOD	92%	93%	95%	100%	94%	-	-	-	-	*	95%	92%	-	95%	92%	92%	97%	-	100%	-	-
	EL	84%	89%	92%	-	92%	-	-	-	-	-	92%	83%	83%	92%	92%	88%	95%	-	100%	-	-
	Male	89%	89%	91%	100%	90%	-	-	-	-	-	91%	88%	80%	92%	88%	91%	-	-	100%	-	-
	Female	91%	92%	96%	100%	95%	-	-	-	-	*	95%	*	80%	97%	95%	-	96%	-	100%	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 6																						
Reading	All Students	55%	54%	51%	63%	50%	*	-	-	-	-	50%	71%	17%	55%	46%	44%	55%	-	54%	-	-
	CWD	24%	23%	17%	*	18%	-	-	-	-	-	17%	-	17%	-	22%	14%	18%	-	40%	-	-
	CWOD	61%	57%	55%	71%	54%	*	-	-	-	-	54%	71%	-	55%	49%	48%	60%	-	57%	-	-
	EL	38%	51%	46%	-	46%	-	-	-	-	-	45%	67%	22%	49%	46%	38%	51%	-	50%	-	-
	Male	51%	49%	44%	*	44%	-	-	-	-	-	44%	*	14%	48%	38%	44%	-	-	35%	-	-
	Female	59%	58%	55%	67%	54%	*	-	-	-	-	54%	*	18%	60%	51%	-	55%	-	80%	-	-

Texas Education Agency
2024 Federal Report Card
 YES PREP - 5TH WARD (101845008) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	38%	34%	31%	25%	31%	*	-	-	-	-	28%	86%	11%	33%	31%	39%	26%	-	40%	-	-
	CWD	19%	19%	11%	*	12%	-	-	-	-	-	11%	-	11%	-	11%	14%	9%	-	20%	-	-
	CWOD	42%	35%	33%	29%	33%	*	-	-	-	-	31%	86%	-	33%	34%	43%	28%	-	43%	-	-
	EL	27%	33%	31%	-	31%	-	-	-	-	-	28%	83%	11%	34%	31%	34%	30%	-	40%	-	-
	Male	40%	37%	39%	*	39%	-	-	-	-	-	37%	*	14%	43%	34%	39%	-	-	35%	-	-
	Female	36%	31%	26%	17%	25%	*	-	-	-	-	23%	*	9%	28%	30%	-	26%	-	47%	-	-
Grade 7																						
Reading	All Students	53%	55%	53%	43%	53%	-	-	-	-	-	53%	50%	14%	57%	51%	52%	54%	-	57%	-	-
	CWD	21%	23%	14%	*	17%	-	-	-	-	-	8%	*	14%	-	13%	33%	0%	-	*	-	-
	CWOD	58%	58%	57%	60%	57%	-	-	-	-	-	58%	45%	-	57%	54%	53%	61%	-	67%	-	-
	EL	34%	50%	51%	-	51%	-	-	-	-	-	53%	33%	13%	54%	51%	55%	47%	-	60%	-	-
	Male	47%	48%	52%	*	53%	-	-	-	-	-	52%	50%	33%	53%	55%	52%	-	-	64%	-	-
	Female	59%	62%	54%	*	54%	-	-	-	-	-	55%	50%	0%	61%	47%	-	54%	-	50%	-	-
Mathematics	All Students	33%	34%	37%	29%	38%	-	-	-	-	-	38%	25%	14%	39%	38%	43%	31%	-	48%	-	-
	CWD	17%	17%	14%	*	17%	-	-	-	-	-	15%	*	14%	-	13%	33%	0%	-	*	-	-
	CWOD	36%	35%	39%	40%	39%	-	-	-	-	-	40%	27%	-	39%	40%	44%	34%	-	56%	-	-
	EL	22%	31%	38%	-	38%	-	-	-	-	-	39%	22%	13%	40%	38%	49%	26%	-	53%	-	-
	Male	35%	36%	43%	*	44%	-	-	-	-	-	45%	17%	33%	44%	49%	43%	-	-	55%	-	-
	Female	31%	31%	31%	*	30%	-	-	-	-	-	30%	33%	0%	34%	26%	-	31%	-	40%	-	-
Grade 8																						
Reading	All Students	55%	57%	55%	40%	55%	-	-	-	-	*	55%	50%	15%	58%	55%	48%	63%	-	63%	-	-
	CWD	23%	19%	15%	*	20%	-	-	-	-	-	15%	-	15%	-	20%	22%	*	-	*	-	-
	CWOD	59%	61%	58%	57%	58%	-	-	-	-	*	59%	50%	-	58%	57%	51%	67%	-	100%	-	-
	EL	35%	55%	55%	-	55%	-	-	-	-	-	57%	*	20%	57%	55%	50%	63%	-	*	-	-
	Male	49%	50%	48%	40%	49%	-	-	-	-	-	49%	*	22%	51%	50%	48%	-	-	63%	-	-
	Female	60%	65%	63%	40%	64%	-	-	-	-	*	63%	*	*	67%	63%	-	63%	-	-	-	-
Mathematics	All Students	41%	33%	39%	10%	42%	-	-	-	-	*	40%	17%	8%	43%	45%	36%	44%	-	57%	-	-
	CWD	21%	15%	8%	*	11%	-	-	-	-	-	8%	-	8%	-	*	13%	*	-	*	-	-
	CWOD	44%	36%	43%	14%	45%	-	-	-	-	*	44%	17%	-	43%	48%	39%	47%	-	*	-	-
	EL	30%	34%	45%	-	45%	-	-	-	-	-	46%	*	*	48%	45%	33%	62%	-	*	-	-
	Male	41%	31%	36%	20%	37%	-	-	-	-	-	36%	*	13%	39%	33%	36%	-	-	57%	-	-
	Female	41%	36%	44%	0%	49%	-	-	-	-	*	46%	*	*	47%	62%	-	44%	-	-	-	-
Science	All Students	42%	33%	19%	0%	20%	-	-	-	-	*	19%	0%	15%	19%	20%	25%	10%	-	38%	-	-
	CWD	20%	13%	15%	*	20%	-	-	-	-	-	15%	-	15%	-	20%	22%	*	-	*	-	-
	CWOD	46%	35%	19%	0%	20%	-	-	-	-	*	20%	0%	-	19%	20%	25%	11%	-	60%	-	-
	EL	24%	31%	20%	-	20%	-	-	-	-	-	20%	*	20%	20%	20%	24%	13%	-	*	-	-
	Male	45%	35%	25%	0%	26%	-	-	-	-	-	26%	*	22%	25%	24%	25%	-	-	38%	-	-
	Female	40%	30%	10%	0%	11%	-	-	-	-	*	11%	*	*	11%	13%	-	10%	-	-	-	-
End of Course																						

Texas Education Agency
2024 Federal Report Card
 YES PREP - 5TH WARD (101845008) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English I	All Students	50%	55%	56%	67%	56%	-	*	-	-	-	57%	42%	19%	60%	48%	48%	66%	-	78%	-	-
	CWD	19%	19%	19%	*	8%	-	-	-	-	-	19%	-	19%	-	13%	9%	40%	-	*	-	-
	CWOD	55%	60%	60%	67%	61%	-	*	-	-	-	62%	42%	-	60%	51%	54%	68%	-	75%	-	-
	EL	27%	50%	48%	-	48%	-	-	-	-	-	49%	33%	13%	51%	48%	40%	58%	-	83%	-	-
	Male	43%	48%	48%	57%	49%	-	*	-	-	-	49%	40%	9%	54%	40%	48%	-	-	67%	-	-
	Female	57%	64%	66%	80%	65%	-	-	-	-	-	66%	*	40%	68%	58%	-	66%	-	*	-	-
English II	All Students	57%	63%	67%	*	67%	*	-	-	-	*	67%	*	31%	72%	54%	62%	72%	-	78%	-	-
	CWD	23%	19%	31%	-	31%	-	-	-	-	-	31%	-	31%	-	36%	33%	*	-	*	-	-
	CWOD	61%	69%	72%	*	72%	*	-	-	-	*	72%	*	-	72%	57%	68%	75%	-	88%	-	-
	EL	30%	53%	54%	-	54%	-	-	-	-	-	53%	*	36%	57%	54%	49%	58%	-	*	-	-
	Male	51%	58%	62%	*	61%	*	-	-	-	-	60%	*	33%	68%	49%	62%	-	-	*	-	-
	Female	63%	69%	72%	*	72%	-	-	-	-	*	73%	*	*	75%	58%	-	72%	-	71%	-	-
Algebra I	All Students	41%	41%	54%	27%	56%	-	*	-	-	-	55%	36%	20%	57%	57%	52%	56%	-	89%	-	-
	CWD	17%	17%	20%	*	17%	-	-	-	-	-	20%	-	20%	-	29%	20%	20%	-	*	-	-
	CWOD	45%	44%	57%	25%	60%	-	*	-	-	-	59%	36%	-	57%	59%	56%	59%	-	88%	-	-
	EL	29%	42%	57%	-	57%	-	-	-	-	-	57%	50%	29%	59%	57%	55%	59%	-	100%	-	-
	Male	39%	38%	52%	43%	54%	-	*	-	-	-	53%	44%	20%	56%	55%	52%	-	-	83%	-	-
	Female	43%	45%	56%	*	59%	-	-	-	-	-	58%	*	20%	59%	59%	-	56%	-	*	-	-
Biology	All Students	54%	47%	42%	42%	42%	-	-	-	-	*	43%	33%	7%	46%	39%	43%	41%	-	58%	-	-
	CWD	26%	16%	7%	*	0%	-	-	-	-	-	7%	-	7%	-	0%	10%	0%	-	*	-	-
	CWOD	58%	51%	46%	44%	47%	-	-	-	-	*	47%	33%	-	46%	42%	48%	44%	-	55%	-	-
	EL	33%	44%	39%	-	39%	-	-	-	-	-	41%	17%	0%	42%	39%	35%	43%	-	83%	-	-
	Male	54%	47%	43%	57%	41%	-	-	-	-	-	42%	50%	10%	48%	35%	43%	-	-	67%	-	-
	Female	54%	47%	41%	20%	44%	-	-	-	-	*	44%	*	0%	44%	43%	-	41%	-	50%	-	-
STAAR Percent at Masters Grade Level																						
Grade 6																						
Reading	All Students	25%	21%	17%	0%	17%	*	-	-	-	-	16%	29%	0%	19%	15%	15%	18%	-	17%	-	-
	CWD	6%	4%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	-	0%	-	-
	CWOD	28%	23%	19%	0%	20%	*	-	-	-	-	19%	29%	-	19%	16%	17%	21%	-	20%	-	-
	EL	12%	19%	15%	-	15%	-	-	-	-	-	13%	33%	0%	16%	15%	9%	18%	-	10%	-	-
	Male	21%	19%	15%	*	15%	-	-	-	-	-	16%	*	0%	17%	9%	15%	-	-	20%	-	-
	Female	28%	23%	18%	0%	19%	*	-	-	-	-	17%	*	0%	21%	18%	-	18%	-	13%	-	-
Mathematics	All Students	13%	9%	8%	13%	7%	*	-	-	-	-	7%	14%	0%	9%	8%	10%	6%	-	11%	-	-
	CWD	5%	5%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	-	0%	-	-
	CWOD	15%	9%	9%	14%	8%	*	-	-	-	-	8%	14%	-	9%	9%	11%	7%	-	13%	-	-
	EL	7%	8%	8%	-	8%	-	-	-	-	-	7%	17%	0%	9%	8%	9%	7%	-	15%	-	-
	Male	14%	10%	10%	*	10%	-	-	-	-	-	9%	*	0%	11%	9%	10%	-	-	20%	-	-
	Female	12%	7%	6%	17%	4%	*	-	-	-	-	6%	*	0%	7%	7%	-	6%	-	0%	-	-
Grade 7																						

Texas Education Agency
2024 Federal Report Card
 YES PREP - 5TH WARD (101845008) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	28%	26%	19%	14%	19%	-	-	-	-	-	19%	17%	0%	21%	17%	14%	25%	-	19%	-	-
	CWD	6%	3%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	31%	29%	21%	20%	21%	-	-	-	-	-	21%	18%	-	21%	18%	15%	28%	-	22%	-	-
	EL	13%	22%	17%	-	17%	-	-	-	-	-	18%	11%	0%	18%	17%	13%	21%	-	13%	-	-
	Male	23%	21%	14%	*	13%	-	-	-	-	-	14%	17%	0%	15%	13%	14%	-	-	18%	-	-
	Female	33%	31%	25%	*	26%	-	-	-	-	-	26%	17%	0%	28%	21%	-	25%	-	20%	-	-
Mathematics	All Students	11%	9%	9%	0%	9%	-	-	-	-	-	9%	8%	7%	9%	8%	15%	1%	-	10%	-	-
	CWD	5%	2%	7%	*	8%	-	-	-	-	-	8%	*	7%	-	0%	17%	0%	-	*	-	-
	CWOD	12%	10%	9%	0%	9%	-	-	-	-	-	9%	9%	-	9%	9%	15%	2%	-	11%	-	-
	EL	5%	8%	8%	-	8%	-	-	-	-	-	8%	11%	0%	9%	8%	17%	0%	-	13%	-	-
	Male	12%	11%	15%	*	16%	-	-	-	-	-	15%	17%	17%	15%	17%	15%	-	-	18%	-	-
	Female	9%	7%	1%	*	1%	-	-	-	-	-	2%	0%	0%	2%	0%	-	1%	-	0%	-	-
Grade 8																						
Reading	All Students	28%	25%	16%	10%	17%	-	-	-	-	*	16%	33%	8%	17%	18%	14%	19%	-	13%	-	-
	CWD	7%	3%	8%	*	10%	-	-	-	-	-	8%	-	8%	-	20%	11%	*	-	*	-	-
	CWOD	31%	27%	17%	14%	18%	-	-	-	-	*	17%	33%	-	17%	18%	14%	21%	-	20%	-	-
	EL	12%	21%	18%	-	18%	-	-	-	-	-	18%	*	20%	18%	18%	17%	21%	-	*	-	-
	Male	25%	21%	14%	20%	14%	-	-	-	-	-	13%	*	11%	14%	17%	14%	-	-	13%	-	-
	Female	32%	29%	19%	0%	21%	-	-	-	-	*	19%	*	*	21%	21%	-	19%	-	-	-	-
Mathematics	All Students	15%	6%	6%	0%	6%	-	-	-	-	*	6%	0%	0%	6%	6%	6%	5%	-	14%	-	-
	CWD	6%	2%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	*	0%	*	-	*	-	-
	CWOD	17%	7%	6%	0%	7%	-	-	-	-	*	6%	0%	-	6%	6%	6%	6%	-	*	-	-
	EL	8%	7%	6%	-	6%	-	-	-	-	-	6%	*	*	6%	6%	5%	7%	-	*	-	-
	Male	16%	5%	6%	0%	6%	-	-	-	-	-	6%	*	0%	6%	5%	6%	-	-	14%	-	-
	Female	14%	7%	5%	0%	6%	-	-	-	-	*	6%	*	*	6%	7%	-	5%	-	-	-	-
Science	All Students	16%	9%	1%	0%	1%	-	-	-	-	*	1%	0%	8%	1%	2%	2%	0%	-	0%	-	-
	CWD	5%	4%	8%	*	10%	-	-	-	-	-	8%	-	8%	-	20%	11%	*	-	*	-	-
	CWOD	18%	9%	1%	0%	1%	-	-	-	-	*	1%	0%	-	1%	1%	1%	0%	-	0%	-	-
	EL	6%	7%	2%	-	2%	-	-	-	-	-	2%	*	20%	1%	2%	4%	0%	-	*	-	-
	Male	18%	10%	2%	0%	3%	-	-	-	-	-	2%	*	11%	1%	4%	2%	-	-	0%	-	-
	Female	15%	8%	0%	0%	0%	-	-	-	-	*	0%	*	*	0%	0%	-	0%	-	-	-	-
End of Course																						
English I	All Students	15%	15%	13%	17%	13%	-	*	-	-	-	14%	0%	0%	15%	11%	11%	16%	-	44%	-	-
	CWD	4%	1%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	-	*	-	-
	CWOD	17%	17%	15%	22%	14%	-	*	-	-	-	16%	0%	-	15%	12%	12%	18%	-	50%	-	-
	EL	4%	11%	11%	-	11%	-	-	-	-	-	12%	0%	0%	12%	11%	11%	11%	-	50%	-	-
	Male	11%	12%	11%	14%	11%	-	*	-	-	-	12%	0%	0%	12%	11%	11%	-	-	33%	-	-
	Female	19%	19%	16%	20%	16%	-	-	-	-	-	17%	*	0%	18%	11%	-	16%	-	*	-	-

Texas Education Agency
2024 Federal Report Card
 YES PREP - 5TH WARD (101845008) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English II	All Students	8%	6%	8%	*	7%	*	-	-	-	*	7%	*	6%	8%	1%	11%	4%	-	11%	-	-
	CWD	3%	1%	6%	-	6%	-	-	-	-	-	6%	-	6%	-	0%	8%	*	-	*	-	-
	CWOD	9%	7%	8%	*	7%	*	-	-	-	*	7%	*	-	8%	2%	11%	5%	-	13%	-	-
	EL	1%	1%	1%	-	1%	-	-	-	-	-	1%	*	0%	2%	1%	3%	0%	-	*	-	-
	Male	7%	6%	11%	*	10%	*	-	-	-	-	10%	*	8%	11%	3%	11%	-	-	*	-	-
	Female	10%	6%	4%	*	5%	-	-	-	-	*	5%	*	*	5%	0%	-	4%	-	0%	-	-
Algebra I	All Students	23%	20%	28%	9%	29%	-	*	-	-	-	29%	9%	7%	30%	29%	26%	29%	-	67%	-	-
	CWD	7%	4%	7%	*	8%	-	-	-	-	-	7%	-	7%	-	14%	10%	0%	-	*	-	-
	CWOD	25%	22%	30%	13%	31%	-	*	-	-	-	31%	9%	-	30%	31%	29%	31%	-	75%	-	-
	EL	13%	20%	29%	-	29%	-	-	-	-	-	30%	17%	14%	31%	29%	30%	29%	-	83%	-	-
	Male	22%	18%	26%	14%	28%	-	*	-	-	-	28%	11%	10%	29%	30%	26%	-	-	67%	-	-
	Female	23%	22%	29%	*	30%	-	-	-	-	-	30%	*	0%	31%	29%	-	29%	-	*	-	-
Biology	All Students	18%	8%	6%	8%	5%	-	-	-	-	*	6%	0%	0%	6%	2%	8%	3%	-	0%	-	-
	CWD	5%	2%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	-	*	-	-
	CWOD	19%	9%	6%	11%	6%	-	-	-	-	*	7%	0%	-	6%	3%	9%	3%	-	0%	-	-
	EL	5%	6%	2%	-	2%	-	-	-	-	-	3%	0%	0%	3%	2%	2%	2%	-	0%	-	-
	Male	18%	9%	8%	14%	7%	-	-	-	-	-	9%	0%	0%	9%	2%	8%	-	-	0%	-	-
	Female	17%	8%	3%	0%	3%	-	-	-	-	*	3%	*	0%	3%	2%	-	3%	-	0%	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	74%	73%	68%	73%	*	*	-	-	100%	73%	73%	43%	76%	71%	73%	74%	-	76%	-	-
	CWD	46%	44%	43%	38%	44%	-	-	-	-	-	43%	*	43%	-	45%	48%	36%	-	45%	-	-
	CWOD	77%	78%	76%	78%	76%	*	*	-	-	100%	77%	72%	-	76%	73%	76%	77%	-	82%	-	-
	EL	61%	73%	71%	-	71%	-	-	-	-	-	71%	68%	45%	73%	71%	72%	71%	-	78%	-	-
	Male	71%	72%	73%	63%	73%	*	*	-	-	-	72%	78%	48%	76%	72%	73%	-	-	76%	-	-
	Female	74%	77%	74%	73%	73%	*	-	-	-	100%	74%	65%	36%	77%	71%	-	74%	-	75%	-	-
Reading	All Students	74%	76%	76%	71%	76%	*	*	-	-	*	75%	76%	43%	79%	71%	73%	78%	-	78%	-	-
	CWD	44%	40%	43%	33%	44%	-	-	-	-	-	42%	*	43%	-	41%	47%	38%	-	54%	-	-
	CWOD	80%	80%	79%	81%	79%	*	*	-	-	*	80%	75%	-	79%	74%	77%	81%	-	83%	-	-
	EL	59%	73%	71%	-	71%	-	-	-	-	-	71%	71%	41%	74%	71%	71%	71%	-	82%	-	-
	Male	70%	72%	73%	60%	74%	*	*	-	-	-	73%	80%	47%	77%	71%	73%	-	-	79%	-	-
	Female	78%	81%	78%	81%	77%	*	-	-	-	*	78%	69%	38%	81%	71%	-	78%	-	77%	-	-
Mathematics	All Students	70%	71%	70%	61%	71%	*	*	-	-	*	70%	69%	39%	74%	70%	71%	69%	-	69%	-	-
	CWD	45%	46%	39%	33%	40%	-	-	-	-	-	38%	*	39%	-	43%	45%	32%	-	33%	-	-
	CWOD	75%	74%	74%	70%	74%	*	*	-	-	*	74%	69%	-	74%	72%	74%	73%	-	77%	-	-
	EL	62%	70%	70%	-	70%	-	-	-	-	-	70%	68%	43%	72%	70%	73%	67%	-	70%	-	-
	Male	71%	70%	71%	61%	72%	-	*	-	-	-	71%	77%	45%	74%	73%	71%	-	-	70%	-	-
	Female	70%	71%	69%	61%	69%	*	-	-	-	*	70%	57%	32%	73%	67%	-	69%	-	68%	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	73%	77%	73%	76%	73%	-	-	-	-	*	73%	72%	54%	75%	74%	74%	73%	-	90%	-	-
	CWD	49%	51%	54%	50%	55%	-	-	-	-	-	54%	-	54%	-	64%	58%	44%	-	*	-	-
	CWOD	77%	79%	75%	81%	74%	-	-	-	-	*	75%	72%	-	75%	75%	76%	75%	-	100%	-	-
	EL	61%	75%	74%	-	74%	-	-	-	-	-	75%	60%	64%	75%	74%	71%	78%	-	90%	-	-
	Male	74%	77%	74%	67%	74%	-	-	-	-	-	74%	73%	58%	76%	71%	74%	-	-	86%	-	-
	Female	72%	77%	73%	80%	72%	-	-	-	-	*	73%	71%	44%	75%	78%	-	73%	-	100%	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	46%	46%	36%	46%	*	*	-	-	40%	46%	42%	16%	49%	44%	45%	47%	-	55%	-	-
	CWD	22%	18%	16%	17%	16%	-	-	-	-	-	15%	*	16%	-	18%	20%	10%	-	21%	-	-
	CWOD	51%	49%	49%	42%	49%	*	*	-	-	40%	49%	42%	-	49%	46%	48%	50%	-	62%	-	-
	EL	31%	43%	44%	-	44%	-	-	-	-	-	44%	38%	18%	46%	44%	42%	45%	-	56%	-	-
	Male	45%	43%	45%	39%	45%	*	*	-	-	-	45%	43%	20%	48%	42%	45%	-	-	51%	-	-
	Female	48%	48%	47%	33%	47%	*	-	-	-	40%	47%	41%	10%	50%	45%	-	47%	-	61%	-	-
Reading	All Students	52%	55%	56%	54%	56%	*	*	-	-	*	56%	54%	19%	60%	51%	51%	61%	-	61%	-	-
	CWD	23%	21%	19%	22%	19%	-	-	-	-	-	18%	*	19%	-	22%	22%	16%	-	23%	-	-
	CWOD	58%	60%	60%	63%	60%	*	*	-	-	*	61%	53%	-	60%	53%	55%	66%	-	68%	-	-
	EL	34%	50%	51%	-	51%	-	-	-	-	-	51%	43%	22%	53%	51%	47%	55%	-	59%	-	-
	Male	48%	49%	51%	45%	51%	*	*	-	-	-	51%	48%	22%	55%	47%	51%	-	-	53%	-	-
	Female	57%	62%	61%	62%	61%	*	-	-	-	*	61%	63%	16%	66%	55%	-	61%	-	71%	-	-
Mathematics	All Students	42%	37%	40%	22%	42%	*	*	-	-	*	40%	39%	14%	43%	43%	43%	38%	-	50%	-	-
	CWD	22%	18%	14%	11%	14%	-	-	-	-	-	14%	*	14%	-	14%	19%	7%	-	17%	-	-
	CWOD	46%	39%	43%	26%	44%	*	*	-	-	*	44%	40%	-	43%	45%	46%	41%	-	57%	-	-
	EL	31%	36%	43%	-	43%	-	-	-	-	-	43%	44%	14%	45%	43%	44%	41%	-	52%	-	-
	Male	43%	37%	43%	33%	44%	-	*	-	-	-	43%	41%	19%	46%	44%	43%	-	-	50%	-	-
	Female	40%	36%	38%	11%	39%	*	-	-	-	*	38%	36%	7%	41%	41%	-	38%	-	50%	-	-
Science	All Students	42%	39%	30%	24%	31%	-	-	-	-	*	30%	22%	11%	32%	29%	33%	26%	-	50%	-	-
	CWD	21%	14%	11%	17%	9%	-	-	-	-	-	11%	-	11%	-	9%	16%	0%	-	*	-	-
	CWOD	45%	42%	32%	25%	33%	-	-	-	-	*	33%	22%	-	32%	30%	36%	28%	-	56%	-	-
	EL	24%	37%	29%	-	29%	-	-	-	-	-	30%	10%	9%	30%	29%	29%	29%	-	60%	-	-
	Male	44%	40%	33%	33%	33%	-	-	-	-	-	33%	36%	16%	36%	29%	33%	-	-	50%	-	-
	Female	40%	38%	26%	10%	28%	-	-	-	-	*	27%	0%	0%	28%	29%	-	26%	-	50%	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	18%	14%	12%	7%	12%	*	*	-	-	0%	12%	11%	3%	13%	11%	12%	12%	-	17%	-	-
	CWD	6%	3%	3%	0%	4%	-	-	-	-	-	3%	*	3%	-	4%	5%	0%	-	0%	-	-
	CWOD	21%	16%	13%	9%	13%	*	*	-	-	0%	13%	11%	-	13%	12%	13%	13%	-	20%	-	-
	EL	9%	13%	11%	-	11%	-	-	-	-	-	11%	11%	4%	12%	11%	12%	11%	-	18%	-	-
	Male	18%	13%	12%	10%	12%	*	*	-	-	-	12%	10%	5%	13%	12%	12%	-	-	20%	-	-
	Female	19%	16%	12%	4%	12%	*	-	-	-	0%	12%	11%	0%	13%	11%	-	12%	-	12%	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	21%	19%	15%	10%	15%	*	*	-	-	*	15%	17%	3%	16%	13%	13%	17%	-	20%	-	-
	CWD	6%	3%	3%	0%	3%	-	-	-	-	-	3%	*	3%	-	2%	4%	0%	-	0%	-	-
	CWOD	24%	20%	16%	13%	16%	*	*	-	-	*	16%	18%	-	16%	14%	14%	19%	-	23%	-	-
	EL	10%	15%	13%	-	13%	-	-	-	-	-	13%	14%	2%	14%	13%	11%	15%	-	18%	-	-
	Male	18%	16%	13%	15%	13%	*	*	-	-	-	13%	12%	4%	14%	11%	13%	-	-	21%	-	-
	Female	24%	22%	17%	5%	18%	*	-	-	-	*	17%	25%	0%	19%	15%	-	17%	-	17%	-	-
Mathematics	All Students	17%	12%	13%	6%	13%	*	*	-	-	*	13%	8%	3%	14%	14%	15%	10%	-	18%	-	-
	CWD	6%	3%	3%	0%	4%	-	-	-	-	-	3%	*	3%	-	4%	6%	0%	-	0%	-	-
	CWOD	19%	13%	14%	7%	14%	*	*	-	-	*	14%	9%	-	14%	14%	16%	11%	-	22%	-	-
	EL	10%	12%	14%	-	14%	-	-	-	-	-	14%	12%	4%	14%	14%	17%	11%	-	23%	-	-
	Male	18%	13%	15%	6%	16%	-	*	-	-	-	15%	14%	6%	16%	17%	15%	-	-	25%	-	-
	Female	15%	11%	10%	6%	10%	*	-	-	-	*	11%	0%	0%	11%	11%	-	10%	-	7%	-	-
Science	All Students	15%	9%	3%	5%	3%	-	-	-	-	*	4%	0%	4%	3%	2%	5%	1%	-	0%	-	-
	CWD	5%	3%	4%	0%	5%	-	-	-	-	-	4%	-	4%	-	9%	5%	0%	-	*	-	-
	CWOD	17%	9%	3%	6%	3%	-	-	-	-	*	4%	0%	-	3%	2%	5%	2%	-	0%	-	-
	EL	5%	7%	2%	-	2%	-	-	-	-	-	2%	0%	9%	2%	2%	3%	1%	-	0%	-	-
	Male	16%	9%	5%	8%	5%	-	-	-	-	-	5%	0%	5%	5%	3%	5%	-	-	0%	-	-
	Female	14%	8%	1%	0%	2%	-	-	-	-	*	2%	0%	0%	2%	1%	-	1%	-	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	72	70	72	*	-	-	-	*	72	52	71
CWD	52	50	52	-	-	-	-	-	51	52	52
CWOD	74	76	74	*	-	-	-	*	74	-	73
EL ◇	71	-	71	-	-	-	-	-	72	52	71
Male	69	49	70	*	-	-	-	-	69	51	71
Female	75	90	74	*	-	-	-	*	75	53	71

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Mathematics											
All Students	64	65	64	*	-	-	-	*	64	48	64
CWD	48	56	47	-	-	-	-	-	49	48	40
CWOD	66	68	65	*	-	-	-	*	66	-	65
EL ◇	64	-	64	-	-	-	-	-	64	40	64
Male	66	66	66	-	-	-	-	-	66	58	66
Female	62	64	62	*	-	-	-	*	62	39	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	93.8%	*	93.5%	-	-	-	-	-	94.1%	83.3%	85.7%	93.3%	-
CWD	83.3%	*	80.0%	-	-	-	-	-	100.0%	83.3%	*	*	-
CWOD	94.4%	*	94.3%	-	-	-	-	-	93.8%	-	88.2%	92.3%	-
EL ◇	85.7%	*	85.0%	-	-	-	-	-	88.9%	*	85.7%	80.0%	-
Male	90.9%	*	90.7%	-	-	-	-	-	89.6%	*	85.7%	90.9%	-
Female	97.6%	*	97.4%	-	-	-	-	-	100.0%	*	85.7%	*	-

- Indicates there are no students in the group.

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

◇ Ever in grades 9-12.

Part (iv): English Language Proficiency

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

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Total EL in Class	Proficiency of EL	Rate of Proficiency
511	142	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	44	37	44	*	*	-	-	47	44	21	42
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	57%	*	57%	-	-	-	-	-	59%	60%	39%

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

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met	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	N	Y						Y	N	Y
Interim Goals (2028-2032)	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
Target Met	N	N	N						N	N	Y
Interim Goals (2033-2037)	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
Target Met	N	N	N						N	N	N
Long-Term Goals	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
Target Met	N	N	N						N	N	N
English Learner Language Proficiency Status											
Interim Goals (2023-2027)											34%
Target Met											Y
Interim Goals (2028-2032)											36%
Target Met											Y
Interim Goals (2033-2037)											48%
Target Met											Y
Long-Term Goals											40%
Target Met											Y
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
Interim Goals (2028-2032)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86%
Target Met	Y		Y						Y		N
Interim Goals (2033-2037)	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92%
Target Met	N		N						N		N
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met	N		N						N		N

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

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

Part (vii): STAAR Participation

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

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 YES PREP - 5TH WARD (101845008) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																	
All Subjects	All Students	100%	99%	100%	100%	*	-	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	-	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	99%	100%	100%	*	-	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	98%	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%	-
	CWD	100%	100%	100%	-	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	*	*	-	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	*	*	-	-	-	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	*	-	-	-	*	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	100%	100%	100%	*	*	-	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	-	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	*	*	-	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	-	*	-	-	-	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	*	-	-	-	*	100%	100%	100%	100%	100%	-	100%	-
Science	All Students	100%	95%	100%	-	-	-	-	*	100%	100%	100%	100%	100%	99%	100%	-
	CWD	100%	100%	100%	-	-	-	-	-	100%	-	100%	-	100%	100%	100%	-
	CWOD	100%	94%	100%	-	-	-	-	*	100%	100%	-	100%	100%	99%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	92%	100%	-	-	-	-	-	99%	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																	

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All Students	0%	1%	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	1%	0%	0%	*	-	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	2%	0%	*	*	-	-	-	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	*	-	-	-	0%	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	0%	0%	0%	*	*	-	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	*	*	-	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	*	*	-	-	-	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	*	-	-	-	*	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	0%	0%	0%	*	*	-	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	*	*	-	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	-	*	-	-	-	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	*	-	-	-	*	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	0%	5%	0%	-	-	-	-	*	0%	0%	0%	0%	0%	1%	0%	-
	CWD	0%	0%	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	-
	CWOD	0%	6%	0%	-	-	-	-	*	0%	0%	-	0%	0%	1%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	8%	0%	-	-	-	-	-	1%	0%	0%	1%	0%	1%	-	-
	Female	0%	0%	0%	-	-	-	-	*	0%	0%	0%	0%	0%	-	0%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

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

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities												
In-School Suspensions												
	Male	38	2	35	0	1	0	0	0	16		
	Female	30	1	28	1	0	0	0	0	11		
	Total	68	3	63	1	1	0	0	0	27		
Out-of-School Suspensions												
	Male	10	0	10	0	0	0	0	0	5		
	Female	3	0	2	1	0	0	0	0	1		
	Total	13	0	12	1	0	0	0	0	6		
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												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	8	1	6	0	1	0	0	0	0		1
	Female	1	0	1	0	0	0	0	0	0		0
	Total	9	1	7	0	1	0	0	0	0		1
Out-of-School Suspensions												
	Male	3	0	3	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	3	0	3	0	0	0	0	0	0		0
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	69	6	62	-8	-8	-8	-8	1	25	9	-8
	Female	53	9	44	-8	-8	-8	-8	-8	13	5	2
	Total	122	15	106	-8	-8	-8	-8	1	38	14	2

												Total
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

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	Total
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight without a weapon	8
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	6
On the basis of race	0
On the basis of disability	1
On the basis of sexual orientation	0
On the basis of religion	0

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

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	99	20	1	4	97	21	0	0	1	50	0	-	0	-	0	-	12	9	4	8
Female	123	26	5	15	117	27	1	50	0	-	0	-	0	-	0	-	17	16	4	16
Total	222	23	6	10	214	24	1	17	1	50	0	-	0	-	0	-	29	12	8	11
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

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

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

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

Part (ix): Teacher Quality Data

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

High Poverty School		
		All School
		Number Percent
Inexperienced Teachers, Principals, and Other School Leaders		12.7 20.4%
Teachers Teaching with Emergency or Provisional Credentials		2.0 3.3%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed		0.0 -

- Indicates there are no data available in the group.

Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2025.

		State & Local and Federal	State & Local			Federal		
	Enrollment	Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$1,284	\$43	\$929	\$972	\$40	\$272	\$312
Food services		\$351	\$5	\$0	\$5	\$311	\$35	\$346
Instruction		\$6,091	\$4,755	\$26	\$4,781	\$1,179	\$131	\$1,310
Support services, general administration		\$64		\$64	\$64			
Support services, instructional staff		\$1,008	\$535	\$4	\$539	\$200	\$269	\$469
Support services, operation and maintenance of plant		\$1,158	\$967	\$81	\$1,048	\$42	\$68	\$110

		State & Local and Federal	State & Local			Federal		
	Enrollment	Total	Site	District Allocation	Total	Site	District Allocation	Total
Support services, pupils		\$781	\$302	\$56	\$358	\$385	\$38	\$423
Support services, school administration		\$1,190	\$1,053	\$2	\$1,055	\$92	\$43	\$135
Support services, student transportation		\$749	\$685	\$45	\$730	\$10	\$9	\$19
Total	943	\$12,675	\$8,344	\$1,207	\$9,551	\$2,259	\$865	\$3,124

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%	8	1%	-	-
Mathematics	6,620	2%	8	1%	-	-
Grade 4						
Reading	6,491	2%	*	1%	-	-
Mathematics	6,491	2%	*	1%	-	-
Grade 5						
Reading	6,033	1%	*	1%	-	-
Mathematics	6,033	2%	*	1%	-	-
Science	6,033	2%	*	1%	-	-
Grade 6						
Reading	5,586	1%	20	1%	-	-
Mathematics	5,586	1%	20	1%	-	-
Grade 7						
Reading	5,233	1%	18	1%	-	-
Mathematics	5,227	2%	18	1%	-	-
Grade 8						
Reading	4,985	1%	12	1%	-	-
Mathematics	4,985	1%	12	1%	-	-
Science	4,984	1%	12	1%	-	-
End of Course						
English I	5,119	1%	11	0%	-	-
English II	4,683	1%	7	0%	-	-
Algebra I	5,112	1%	11	0%	-	-
Biology	5,027	1%	11	0%	-	-
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%	183	1%	-	-
Reading	44,764	1%	82	1%	-	-
Mathematics	40,054	1%	75	1%	-	-
Science	16,044	1%	26	1%	-	-

- Indicates there are no students in the group.

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

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

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

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

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

* Indicates reporting standards not met.

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

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	71%	*	73%	-	-	-	-	-	73%	*	*
In-State Private Institutions	*	-	*	-	-	-	-	-	*	-	-
Out-of-State Institutions	5%	*	*	-	-	-	-	-	*	*	-

- Indicates there are no students in the group.

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

Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 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	30%	36%	30%	33%	-	-	-	*	30%	45%	29%

- Indicates there are no students in the group.

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

Part (xv): Section 1003 Fund

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

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

There is no data for this campus.

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

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

There is no data for this campus.

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Part (i): Description of State Accountability System

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

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

State & District ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
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%

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Campus ESSA Goals (HS/K-12 & AEA)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
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%

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

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

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

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

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

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, and AEAs	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status 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.

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

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

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

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

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

Part (ii): Student Achievement by Proficiency Level

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

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

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	75%	73%	68%	*	69%	*	*	50%	-	-	69%	*	22%	71%	65%	64%	73%	-	*	-	-
	CWD	43%	40%	22%	-	22%	-	-	-	-	-	29%	*	22%	-	0%	29%	*	-	-	-	-
	CWOD	81%	77%	71%	*	72%	*	*	50%	-	-	71%	*	-	71%	68%	67%	75%	-	*	-	-
	EL	61%	72%	65%	*	67%	*	*	50%	-	-	67%	*	0%	68%	65%	60%	71%	-	*	-	-
	Male	71%	70%	64%	*	63%	*	*	*	-	-	65%	*	29%	67%	60%	64%	-	-	*	-	-
	Female	79%	77%	73%	*	76%	*	-	40%	-	-	74%	*	*	75%	71%	-	73%	-	*	-	-
Mathematics	All Students	70%	70%	69%	*	70%	*	*	67%	-	-	71%	*	33%	72%	68%	69%	69%	-	*	-	-
	CWD	44%	45%	33%	-	33%	-	-	-	-	-	43%	*	33%	-	17%	43%	*	-	-	-	-
	CWOD	75%	72%	72%	*	72%	*	*	67%	-	-	72%	*	-	72%	71%	72%	71%	-	*	-	-
	EL	60%	69%	68%	*	69%	*	*	67%	-	-	70%	*	17%	71%	68%	68%	68%	-	*	-	-
	Male	70%	69%	69%	*	68%	*	*	*	-	-	71%	*	43%	72%	68%	69%	-	-	*	-	-
	Female	70%	70%	69%	*	71%	*	-	60%	-	-	70%	*	*	71%	68%	-	69%	-	*	-	-
Grade 7																						
Reading	All Students	72%	77%	74%	100%	72%	*	-	88%	-	*	76%	20%	8%	79%	73%	62%	87%	-	*	-	-
	CWD	39%	40%	8%	-	8%	-	-	-	-	-	8%	-	8%	-	11%	17%	0%	-	*	-	-
	CWOD	78%	80%	79%	100%	78%	*	-	88%	-	*	82%	20%	-	79%	77%	66%	94%	-	*	-	-
	EL	57%	75%	73%	*	71%	*	-	88%	-	*	75%	20%	11%	77%	73%	60%	88%	-	*	-	-
	Male	67%	72%	62%	*	59%	-	-	*	-	-	65%	*	17%	66%	60%	62%	-	-	*	-	-
	Female	78%	82%	87%	*	85%	*	-	*	-	*	88%	*	0%	94%	88%	-	87%	-	*	-	-
Mathematics	All Students	54%	57%	50%	50%	49%	*	-	88%	-	*	52%	0%	8%	54%	51%	50%	51%	-	*	-	-
	CWD	31%	28%	8%	-	8%	-	-	-	-	-	8%	-	8%	-	11%	0%	17%	-	*	-	-
	CWOD	58%	59%	54%	50%	53%	*	-	88%	-	*	56%	0%	-	54%	54%	54%	54%	-	*	-	-
	EL	42%	55%	51%	*	49%	*	-	88%	-	*	53%	0%	11%	54%	51%	49%	54%	-	*	-	-
	Male	55%	57%	50%	*	49%	-	-	*	-	-	52%	*	0%	54%	49%	50%	-	-	*	-	-
	Female	53%	56%	51%	*	49%	*	-	*	-	*	52%	*	17%	54%	54%	-	51%	-	*	-	-
Grade 8																						
Reading	All Students	79%	81%	90%	57%	91%	*	-	100%	-	-	90%	100%	64%	93%	90%	90%	90%	-	*	-	-
	CWD	48%	47%	64%	*	67%	-	-	-	-	-	64%	-	64%	-	70%	63%	67%	-	-	-	-
	CWOD	83%	85%	93%	60%	93%	*	-	100%	-	-	92%	100%	-	93%	92%	93%	92%	-	*	-	-
	EL	64%	81%	90%	60%	91%	*	-	100%	-	-	90%	*	70%	92%	90%	92%	88%	-	*	-	-
	Male	74%	76%	90%	60%	91%	-	-	100%	-	-	90%	*	63%	93%	92%	90%	-	-	*	-	-
	Female	84%	87%	90%	*	91%	*	-	*	-	-	90%	*	67%	92%	88%	-	90%	-	-	-	-
Mathematics	All Students	70%	72%	91%	83%	91%	*	-	100%	-	-	91%	*	64%	94%	91%	91%	90%	-	*	-	-
	CWD	45%	46%	64%	*	67%	-	-	-	-	-	64%	-	64%	-	70%	63%	67%	-	-	-	-
	CWOD	74%	75%	94%	*	94%	*	-	100%	-	-	94%	*	-	94%	93%	95%	93%	-	*	-	-
	EL	62%	74%	91%	*	90%	*	-	*	-	-	91%	*	70%	93%	91%	93%	89%	-	*	-	-
	Male	69%	70%	91%	*	92%	-	-	*	-	-	91%	*	63%	95%	93%	91%	-	-	*	-	-
	Female	71%	74%	90%	*	90%	*	-	*	-	-	90%	*	67%	93%	89%	-	90%	-	-	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	68%	63%	67%	57%	67%	*	-	71%	-	-	67%	60%	50%	68%	64%	73%	59%	-	*	-	-
	CWD	39%	26%	50%	*	58%	-	-	-	-	-	50%	-	50%	-	50%	50%	50%	-	-	-	-
	CWOD	72%	67%	68%	80%	67%	*	-	71%	-	-	69%	60%	-	68%	66%	75%	60%	-	*	-	-
	EL	51%	62%	64%	60%	64%	*	-	60%	-	-	65%	*	50%	66%	64%	73%	54%	-	*	-	-
	Male	70%	65%	73%	80%	72%	-	-	80%	-	-	72%	*	50%	75%	73%	73%	-	-	*	-	-
	Female	66%	62%	59%	*	61%	*	-	*	-	-	60%	*	50%	60%	54%	-	59%	-	-	-	-
End of Course																						
English I	All Students	67%	72%	73%	*	73%	*	*	71%	-	*	72%	83%	26%	78%	68%	68%	78%	-	67%	-	-
	CWD	35%	37%	26%	*	28%	-	-	-	-	-	26%	-	26%	-	25%	15%	50%	-	*	-	-
	CWOD	73%	77%	78%	*	78%	*	*	71%	-	*	78%	83%	-	78%	74%	76%	80%	-	*	-	-
	EL	47%	68%	68%	*	69%	*	*	60%	-	*	68%	*	25%	74%	68%	65%	73%	-	60%	-	-
	Male	62%	67%	68%	*	68%	*	-	*	-	-	68%	*	15%	76%	65%	68%	-	-	*	-	-
	Female	74%	79%	78%	*	78%	-	*	80%	-	*	78%	*	50%	80%	73%	-	78%	-	*	-	-
English II	All Students	74%	81%	79%	*	79%	*	-	63%	-	-	79%	80%	22%	82%	68%	76%	83%	-	*	-	-
	CWD	39%	37%	22%	-	22%	-	-	-	-	-	22%	-	22%	-	13%	17%	*	-	-	-	-
	CWOD	78%	86%	82%	*	83%	*	-	63%	-	-	82%	80%	-	82%	72%	80%	85%	-	*	-	-
	EL	52%	75%	68%	-	69%	*	-	50%	-	-	68%	*	13%	72%	68%	68%	67%	-	*	-	-
	Male	69%	77%	76%	*	76%	*	-	60%	-	-	76%	*	17%	80%	68%	76%	-	-	*	-	-
	Female	79%	84%	83%	*	84%	-	-	*	-	-	82%	*	*	85%	67%	-	83%	-	*	-	-
Algebra I	All Students	79%	81%	92%	*	92%	*	*	100%	-	*	92%	100%	55%	95%	92%	94%	91%	-	100%	-	-
	CWD	54%	56%	55%	*	50%	-	-	-	-	-	55%	-	55%	-	63%	71%	*	-	*	-	-
	CWOD	83%	84%	95%	*	94%	*	*	100%	-	*	95%	100%	-	95%	94%	95%	94%	-	*	-	-
	EL	72%	82%	92%	*	92%	*	*	100%	-	-	92%	*	63%	94%	92%	94%	90%	-	100%	-	-
	Male	77%	78%	94%	*	93%	*	-	*	-	-	93%	100%	71%	95%	94%	94%	-	-	*	-	-
	Female	81%	84%	91%	*	90%	-	*	*	-	*	90%	*	*	94%	90%	-	91%	-	*	-	-
Biology	All Students	90%	91%	93%	*	92%	*	*	100%	-	*	93%	100%	75%	94%	91%	93%	93%	-	80%	-	-
	CWD	75%	74%	75%	*	73%	-	-	-	-	-	75%	-	75%	-	67%	78%	*	-	*	-	-
	CWOD	92%	93%	94%	*	94%	*	*	100%	-	*	94%	100%	-	94%	93%	94%	95%	-	*	-	-
	EL	84%	89%	91%	*	90%	*	*	*	-	*	90%	*	67%	93%	91%	91%	91%	-	*	-	-
	Male	89%	89%	93%	*	92%	*	-	*	-	-	92%	*	78%	94%	91%	93%	-	-	*	-	-
	Female	91%	92%	93%	*	93%	-	*	*	-	*	93%	*	*	95%	91%	-	93%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 6																						
Reading	All Students	55%	54%	51%	*	50%	*	*	33%	-	-	51%	*	22%	52%	47%	47%	55%	-	*	-	-
	CWD	24%	23%	22%	-	22%	-	-	-	-	-	29%	*	22%	-	0%	29%	*	-	-	-	-
	CWOD	61%	57%	52%	*	52%	*	*	33%	-	-	52%	*	-	52%	49%	49%	56%	-	*	-	-
	EL	38%	51%	47%	*	47%	*	*	33%	-	-	48%	*	0%	49%	47%	44%	51%	-	*	-	-
	Male	51%	49%	47%	*	46%	*	*	*	-	-	48%	*	29%	49%	44%	47%	-	-	*	-	-
	Female	59%	58%	55%	*	56%	*	-	20%	-	-	55%	*	*	56%	51%	-	55%	-	*	-	-

Texas Education Agency
2024 Federal Report Card
YES PREP - GULFTON (101845004) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	38%	34%	38%	*	38%	*	*	33%	-	-	38%	*	22%	38%	33%	39%	36%	-	*	-	-
	CWD	19%	19%	22%	-	22%	-	-	-	-	-	29%	*	22%	-	0%	29%	*	-	-	-	-
	CWOD	42%	35%	38%	*	39%	*	*	33%	-	-	39%	*	-	38%	35%	40%	37%	-	*	-	-
	EL	27%	33%	33%	*	33%	*	*	33%	-	-	34%	*	0%	35%	33%	34%	32%	-	*	-	-
	Male	40%	37%	39%	*	39%	*	*	*	-	-	40%	*	29%	40%	34%	39%	-	-	*	-	-
	Female	36%	31%	36%	*	36%	*	-	20%	-	-	36%	*	*	37%	32%	-	36%	-	*	-	-
Grade 7																						
Reading	All Students	53%	55%	55%	67%	53%	*	-	75%	-	*	56%	20%	0%	60%	53%	46%	64%	-	*	-	-
	CWD	21%	23%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	-	*	-	-
	CWOD	58%	58%	60%	67%	58%	*	-	75%	-	*	61%	20%	-	60%	57%	50%	70%	-	*	-	-
	EL	34%	50%	53%	*	50%	*	-	75%	-	*	54%	20%	0%	57%	53%	44%	63%	-	*	-	-
	Male	47%	48%	46%	*	45%	-	-	*	-	-	48%	*	0%	50%	44%	46%	-	-	*	-	-
	Female	59%	62%	64%	*	62%	*	-	*	-	*	65%	*	0%	70%	63%	-	64%	-	*	-	-
Mathematics	All Students	33%	34%	30%	33%	29%	*	-	50%	-	*	31%	0%	0%	33%	28%	39%	21%	-	*	-	-
	CWD	17%	17%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	-	*	-	-
	CWOD	36%	35%	33%	33%	32%	*	-	50%	-	*	34%	0%	-	33%	30%	42%	23%	-	*	-	-
	EL	22%	31%	28%	*	27%	*	-	50%	-	*	29%	0%	0%	30%	28%	36%	18%	-	*	-	-
	Male	35%	36%	39%	*	38%	-	-	*	-	-	41%	*	0%	42%	36%	39%	-	-	*	-	-
	Female	31%	31%	21%	*	20%	*	-	*	-	*	21%	*	0%	23%	18%	-	21%	-	*	-	-
Grade 8																						
Reading	All Students	55%	57%	63%	29%	64%	*	-	86%	-	-	63%	60%	14%	67%	59%	59%	68%	-	*	-	-
	CWD	23%	19%	14%	*	17%	-	-	-	-	-	14%	-	14%	-	10%	25%	0%	-	-	-	-
	CWOD	59%	61%	67%	40%	68%	*	-	86%	-	-	67%	60%	-	67%	63%	62%	74%	-	*	-	-
	EL	35%	55%	59%	20%	60%	*	-	80%	-	-	60%	*	10%	63%	59%	55%	63%	-	*	-	-
	Male	49%	50%	59%	40%	59%	-	-	80%	-	-	58%	*	25%	62%	55%	59%	-	-	*	-	-
	Female	60%	65%	68%	*	70%	*	-	*	-	-	69%	*	0%	74%	63%	-	68%	-	-	-	-
Mathematics	All Students	41%	33%	65%	50%	65%	*	-	80%	-	-	65%	*	50%	67%	63%	71%	59%	-	*	-	-
	CWD	21%	15%	50%	*	58%	-	-	-	-	-	50%	-	50%	-	50%	63%	33%	-	-	-	-
	CWOD	44%	36%	67%	*	66%	*	-	80%	-	-	67%	*	-	67%	64%	73%	61%	-	*	-	-
	EL	30%	34%	63%	*	63%	*	-	*	-	-	63%	*	50%	64%	63%	71%	55%	-	*	-	-
	Male	41%	31%	71%	*	70%	-	-	*	-	-	71%	*	63%	73%	71%	71%	-	-	*	-	-
	Female	41%	36%	59%	*	60%	*	-	*	-	-	58%	*	33%	61%	55%	-	59%	-	-	-	-
Science	All Students	42%	33%	38%	14%	39%	*	-	57%	-	-	38%	40%	29%	39%	37%	44%	31%	-	*	-	-
	CWD	20%	13%	29%	*	33%	-	-	-	-	-	29%	-	29%	-	30%	38%	17%	-	-	-	-
	CWOD	46%	35%	39%	20%	39%	*	-	57%	-	-	39%	40%	-	39%	38%	45%	32%	-	*	-	-
	EL	24%	31%	37%	20%	38%	*	-	40%	-	-	38%	*	30%	38%	37%	42%	31%	-	*	-	-
	Male	45%	35%	44%	20%	43%	-	-	80%	-	-	43%	*	38%	45%	42%	44%	-	-	*	-	-
	Female	40%	30%	31%	*	33%	*	-	*	-	-	32%	*	17%	32%	31%	-	31%	-	-	-	-
End of Course																						

Texas Education Agency
2024 Federal Report Card
 YES PREP - GULFTON (101845004) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English I	All Students	50%	55%	56%	*	55%	*	*	57%	-	*	55%	83%	5%	62%	49%	49%	66%	-	50%	-	-
	CWD	19%	19%	5%	*	6%	-	-	-	-	-	5%	-	5%	-	0%	8%	0%	-	*	-	-
	CWOD	55%	60%	62%	*	61%	*	*	57%	-	*	61%	83%	-	62%	54%	54%	70%	-	*	-	-
	EL	27%	50%	49%	*	49%	*	*	40%	-	*	48%	*	0%	54%	49%	42%	58%	-	40%	-	-
	Male	43%	48%	49%	*	47%	*	-	*	-	-	47%	*	8%	54%	42%	49%	-	-	*	-	-
	Female	57%	64%	66%	*	65%	-	*	60%	-	*	65%	*	0%	70%	58%	-	66%	-	*	-	-
English II	All Students	57%	63%	65%	*	66%	*	-	38%	-	-	65%	80%	11%	68%	48%	57%	75%	-	*	-	-
	CWD	23%	19%	11%	-	11%	-	-	-	-	-	11%	-	11%	-	0%	0%	*	-	-	-	-
	CWOD	61%	69%	68%	*	69%	*	-	38%	-	-	68%	80%	-	68%	52%	61%	77%	-	*	-	-
	EL	30%	53%	48%	-	49%	*	-	33%	-	-	48%	*	0%	52%	48%	45%	54%	-	*	-	-
	Male	51%	58%	57%	*	57%	*	-	20%	-	-	57%	*	0%	61%	45%	57%	-	-	*	-	-
	Female	63%	69%	75%	*	75%	-	-	*	-	-	74%	*	*	77%	54%	-	75%	-	*	-	-
Algebra I	All Students	41%	41%	63%	*	63%	*	*	71%	-	*	63%	86%	27%	66%	62%	61%	66%	-	40%	-	-
	CWD	17%	17%	27%	*	30%	-	-	-	-	-	27%	-	27%	-	25%	29%	*	-	*	-	-
	CWOD	45%	44%	66%	*	66%	*	*	71%	-	*	65%	86%	-	66%	64%	64%	69%	-	*	-	-
	EL	29%	42%	62%	*	61%	*	*	80%	-	-	61%	*	25%	64%	62%	59%	66%	-	40%	-	-
	Male	39%	38%	61%	*	62%	*	-	*	-	-	60%	80%	29%	64%	59%	61%	-	-	*	-	-
	Female	43%	45%	66%	*	65%	-	*	*	-	*	65%	*	*	69%	66%	-	66%	-	*	-	-
Biology	All Students	54%	47%	54%	*	54%	*	*	33%	-	*	52%	83%	8%	57%	50%	47%	61%	-	40%	-	-
	CWD	26%	16%	8%	*	9%	-	-	-	-	-	8%	-	8%	-	0%	11%	*	-	*	-	-
	CWOD	58%	51%	57%	*	58%	*	*	33%	-	*	56%	83%	-	57%	54%	51%	63%	-	*	-	-
	EL	33%	44%	50%	*	50%	*	*	*	-	*	49%	*	0%	54%	50%	42%	58%	-	*	-	-
	Male	54%	47%	47%	*	47%	*	-	*	-	-	45%	*	11%	51%	42%	47%	-	-	*	-	-
	Female	54%	47%	61%	*	62%	-	*	*	-	*	59%	*	*	63%	58%	-	61%	-	*	-	-
STAAR Percent at Masters Grade Level																						
Grade 6																						
Reading	All Students	25%	21%	18%	*	17%	*	*	33%	-	-	19%	*	11%	19%	15%	20%	16%	-	*	-	-
	CWD	6%	4%	11%	-	11%	-	-	-	-	-	14%	*	11%	-	0%	14%	*	-	-	-	-
	CWOD	28%	23%	19%	*	18%	*	*	33%	-	-	19%	*	-	19%	16%	21%	16%	-	*	-	-
	EL	12%	19%	15%	*	15%	*	*	33%	-	-	16%	*	0%	16%	15%	19%	12%	-	*	-	-
	Male	21%	19%	20%	*	20%	*	*	*	-	-	21%	*	14%	21%	19%	20%	-	-	*	-	-
	Female	28%	23%	16%	*	14%	*	-	20%	-	-	16%	*	*	16%	12%	-	16%	-	*	-	-
Mathematics	All Students	13%	9%	9%	*	8%	*	*	0%	-	-	9%	*	11%	9%	5%	9%	8%	-	*	-	-
	CWD	5%	5%	11%	-	11%	-	-	-	-	-	14%	*	11%	-	0%	14%	*	-	-	-	-
	CWOD	15%	9%	9%	*	8%	*	*	0%	-	-	9%	*	-	9%	5%	9%	8%	-	*	-	-
	EL	7%	8%	5%	*	5%	*	*	0%	-	-	5%	*	0%	5%	5%	5%	4%	-	*	-	-
	Male	14%	10%	9%	*	10%	*	*	*	-	-	10%	*	14%	9%	5%	9%	-	-	*	-	-
	Female	12%	7%	8%	*	6%	*	-	0%	-	-	8%	*	*	8%	4%	-	8%	-	*	-	-
Grade 7																						

Texas Education Agency
2024 Federal Report Card
 YES PREP - GULFTON (101845004) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

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

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English II	All Students	8%	6%	8%	*	8%	*	-	0%	-	-	8%	0%	0%	8%	0%	3%	13%	-	*	-	-
	CWD	3%	1%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	-	-	-
	CWOD	9%	7%	8%	*	8%	*	-	0%	-	-	8%	0%	-	8%	0%	3%	14%	-	*	-	-
	EL	1%	1%	0%	-	0%	*	-	0%	-	-	0%	*	0%	0%	0%	0%	0%	-	*	-	-
	Male	7%	6%	3%	*	3%	*	-	0%	-	-	3%	*	0%	3%	0%	3%	-	-	*	-	-
	Female	10%	6%	13%	*	12%	-	-	*	-	-	14%	*	*	14%	0%	-	13%	-	*	-	-
Algebra I	All Students	23%	20%	47%	*	49%	*	*	14%	-	*	46%	57%	9%	49%	47%	44%	50%	-	40%	-	-
	CWD	7%	4%	9%	*	10%	-	-	-	-	-	9%	-	9%	-	13%	0%	*	-	*	-	-
	CWOD	25%	22%	49%	*	52%	*	*	14%	-	*	49%	57%	-	49%	49%	48%	51%	-	*	-	-
	EL	13%	20%	47%	*	49%	*	*	0%	-	-	46%	*	13%	49%	47%	43%	51%	-	40%	-	-
	Male	22%	18%	44%	*	46%	*	-	*	-	-	43%	60%	0%	48%	43%	44%	-	-	*	-	-
	Female	23%	22%	50%	*	53%	-	*	*	-	*	50%	*	*	51%	51%	-	50%	-	*	-	-
Biology	All Students	18%	8%	9%	*	9%	*	*	0%	-	*	9%	17%	0%	10%	8%	11%	7%	-	0%	-	-
	CWD	5%	2%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	*	-	-
	CWOD	19%	9%	10%	*	10%	*	*	0%	-	*	9%	17%	-	10%	8%	13%	7%	-	*	-	-
	EL	5%	6%	8%	*	7%	*	*	*	-	*	7%	*	0%	8%	8%	11%	4%	-	*	-	-
	Male	18%	9%	11%	*	11%	*	-	*	-	-	12%	*	0%	13%	11%	11%	-	-	*	-	-
	Female	17%	8%	7%	*	7%	-	*	*	-	*	5%	*	*	7%	4%	-	7%	-	*	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	74%	77%	71%	77%	91%	80%	81%	-	71%	77%	67%	40%	80%	74%	75%	78%	-	71%	-	-
	CWD	46%	44%	40%	44%	40%	-	-	-	-	-	41%	*	40%	-	38%	41%	38%	-	40%	-	-
	CWOD	77%	78%	80%	76%	80%	91%	80%	81%	-	71%	80%	72%	-	80%	77%	79%	81%	-	81%	-	-
	EL	61%	73%	74%	70%	74%	87%	80%	77%	-	*	75%	50%	38%	77%	74%	73%	75%	-	67%	-	-
	Male	71%	72%	75%	72%	75%	100%	*	83%	-	-	76%	63%	41%	79%	73%	75%	-	-	59%	-	-
	Female	74%	77%	78%	68%	79%	78%	*	79%	-	71%	79%	72%	38%	81%	75%	-	78%	-	93%	-	-
Reading	All Students	74%	76%	77%	73%	77%	100%	*	75%	-	*	77%	64%	30%	81%	73%	72%	82%	-	63%	-	-
	CWD	44%	40%	30%	*	30%	-	-	-	-	-	31%	*	30%	-	27%	28%	35%	-	*	-	-
	CWOD	80%	80%	81%	79%	81%	100%	*	75%	-	*	81%	70%	-	81%	77%	76%	85%	-	80%	-	-
	EL	59%	73%	73%	62%	73%	100%	*	70%	-	*	74%	47%	27%	77%	73%	69%	78%	-	59%	-	-
	Male	70%	72%	72%	71%	72%	100%	*	76%	-	-	73%	50%	28%	76%	69%	72%	-	-	50%	-	-
	Female	78%	81%	82%	75%	83%	*	*	74%	-	*	82%	82%	35%	85%	78%	-	82%	-	86%	-	-
Mathematics	All Students	70%	71%	75%	70%	75%	75%	*	88%	-	*	76%	62%	41%	78%	75%	76%	74%	-	79%	-	-
	CWD	45%	46%	41%	*	40%	-	-	-	-	-	43%	*	41%	-	42%	46%	33%	-	*	-	-
	CWOD	75%	74%	78%	71%	78%	75%	*	88%	-	*	78%	68%	-	78%	77%	79%	77%	-	80%	-	-
	EL	62%	70%	75%	77%	74%	67%	*	87%	-	*	76%	47%	42%	77%	75%	75%	74%	-	77%	-	-
	Male	71%	70%	76%	67%	75%	*	*	92%	-	-	77%	58%	46%	79%	75%	76%	-	-	70%	-	-
	Female	70%	71%	74%	75%	74%	*	*	86%	-	*	75%	67%	33%	77%	74%	-	74%	-	*	-	-

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	73%	77%	80%	67%	79%	*	*	85%	-	*	80%	82%	62%	81%	77%	82%	77%	-	75%	-	-
	CWD	49%	51%	62%	*	65%	-	-	-	-	-	62%	-	62%	-	58%	65%	56%	-	*	-	-
	CWOD	77%	79%	81%	83%	81%	*	*	85%	-	*	81%	82%	-	81%	78%	84%	78%	-	83%	-	-
	EL	61%	75%	77%	71%	77%	*	*	78%	-	*	77%	67%	58%	78%	77%	81%	72%	-	67%	-	-
	Male	74%	77%	82%	83%	81%	*	-	86%	-	-	81%	100%	65%	84%	81%	82%	-	-	60%	-	-
	Female	72%	77%	77%	*	77%	*	*	83%	-	*	77%	60%	56%	78%	72%	-	77%	-	*	-	-
SAT/ACT All Subjects	All Students	88%	94%	*	*	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	CWD	61%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	88%	100%	*	*	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	EL	64%	100%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	89%	90%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Female	87%	100%	*	*	-	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	46%	53%	43%	52%	73%	60%	56%	-	29%	53%	53%	17%	55%	48%	51%	55%	-	41%	-	-
	CWD	22%	18%	17%	0%	18%	-	-	-	-	-	18%	*	17%	-	11%	21%	10%	-	0%	-	-
	CWOD	51%	49%	55%	52%	55%	73%	60%	56%	-	29%	55%	57%	-	55%	50%	54%	58%	-	55%	-	-
	EL	31%	43%	48%	42%	47%	60%	60%	52%	-	*	48%	34%	11%	50%	48%	46%	49%	-	36%	-	-
	Male	45%	43%	51%	41%	50%	85%	*	64%	-	-	51%	53%	21%	54%	46%	51%	-	-	26%	-	-
	Female	48%	48%	55%	47%	55%	56%	*	49%	-	29%	55%	52%	10%	58%	49%	-	55%	-	71%	-	-
Reading	All Students	52%	55%	58%	55%	58%	90%	*	58%	-	*	58%	56%	10%	62%	51%	52%	66%	-	47%	-	-
	CWD	23%	21%	10%	*	10%	-	-	-	-	-	10%	*	10%	-	2%	13%	4%	-	*	-	-
	CWOD	58%	60%	62%	63%	62%	90%	*	58%	-	*	62%	61%	-	62%	55%	55%	69%	-	60%	-	-
	EL	34%	50%	51%	46%	51%	86%	*	53%	-	*	52%	35%	2%	55%	51%	46%	58%	-	41%	-	-
	Male	48%	49%	52%	50%	51%	100%	*	59%	-	-	52%	50%	13%	55%	46%	52%	-	-	33%	-	-
	Female	57%	62%	66%	63%	66%	*	*	58%	-	*	66%	64%	4%	69%	58%	-	66%	-	71%	-	-
Mathematics	All Students	42%	37%	49%	40%	49%	50%	*	58%	-	*	49%	43%	26%	50%	45%	52%	44%	-	36%	-	-
	CWD	22%	18%	26%	*	28%	-	-	-	-	-	27%	*	26%	-	21%	32%	17%	-	*	-	-
	CWOD	46%	39%	50%	47%	50%	50%	*	58%	-	*	51%	47%	-	50%	47%	54%	46%	-	50%	-	-
	EL	31%	36%	45%	46%	45%	33%	*	57%	-	*	46%	27%	21%	47%	45%	49%	42%	-	31%	-	-
	Male	43%	37%	52%	42%	52%	*	*	75%	-	-	53%	42%	32%	54%	49%	52%	-	-	20%	-	-
	Female	40%	36%	44%	38%	45%	*	*	43%	-	*	44%	44%	17%	46%	42%	-	44%	-	*	-	-
Science	All Students	42%	39%	46%	22%	46%	*	*	46%	-	*	45%	64%	19%	48%	43%	45%	46%	-	38%	-	-
	CWD	21%	14%	19%	*	22%	-	-	-	-	-	19%	-	19%	-	16%	24%	11%	-	*	-	-
	CWOD	45%	42%	48%	33%	48%	*	*	46%	-	*	48%	64%	-	48%	45%	48%	49%	-	50%	-	-
	EL	24%	37%	43%	29%	44%	*	*	33%	-	*	43%	50%	16%	45%	43%	42%	44%	-	33%	-	-
	Male	44%	40%	45%	17%	45%	*	-	57%	-	-	44%	83%	24%	48%	42%	45%	-	-	20%	-	-
	Female	40%	38%	46%	*	48%	*	*	33%	-	*	46%	40%	11%	49%	44%	-	46%	-	*	-	-

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
SAT/ACT All Subjects	All Students	59%	67%	*	*	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	CWD	35%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	60%	71%	*	*	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	EL	19%	80%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	64%	70%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Female	55%	63%	*	*	-	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	18%	14%	19%	20%	19%	23%	0%	23%	-	0%	19%	21%	3%	21%	16%	19%	20%	-	20%	-	-
	CWD	6%	3%	3%	0%	3%	-	-	-	-	-	3%	*	3%	-	2%	4%	2%	-	0%	-	-
	CWOD	21%	16%	21%	24%	21%	23%	0%	23%	-	0%	21%	23%	-	21%	18%	20%	21%	-	26%	-	-
	EL	9%	13%	16%	24%	16%	13%	0%	16%	-	*	17%	11%	2%	18%	16%	16%	17%	-	14%	-	-
	Male	18%	13%	19%	13%	19%	15%	*	31%	-	-	19%	25%	4%	20%	16%	19%	-	-	15%	-	-
	Female	19%	16%	20%	32%	20%	33%	*	15%	-	0%	20%	16%	2%	21%	17%	-	20%	-	29%	-	-
Reading	All Students	21%	19%	20%	23%	20%	30%	*	28%	-	*	20%	20%	2%	22%	16%	17%	24%	-	11%	-	-
	CWD	6%	3%	2%	*	2%	-	-	-	-	-	2%	*	2%	-	0%	3%	0%	-	*	-	-
	CWOD	24%	20%	22%	26%	21%	30%	*	28%	-	*	22%	22%	-	22%	18%	18%	26%	-	13%	-	-
	EL	10%	15%	16%	23%	16%	14%	*	23%	-	*	17%	6%	0%	18%	16%	14%	19%	-	0%	-	-
	Male	18%	16%	17%	14%	16%	17%	*	29%	-	-	17%	21%	3%	18%	14%	17%	-	-	8%	-	-
	Female	24%	22%	24%	38%	24%	*	*	26%	-	*	25%	18%	0%	26%	19%	-	24%	-	14%	-	-
Mathematics	All Students	17%	12%	22%	20%	23%	13%	*	19%	-	*	22%	24%	4%	24%	20%	24%	20%	-	36%	-	-
	CWD	6%	3%	4%	*	5%	-	-	-	-	-	5%	*	4%	-	3%	4%	6%	-	*	-	-
	CWOD	19%	13%	24%	24%	24%	13%	*	19%	-	*	24%	26%	-	24%	22%	26%	21%	-	50%	-	-
	EL	10%	12%	20%	31%	21%	0%	*	13%	-	*	21%	13%	3%	22%	20%	22%	19%	-	31%	-	-
	Male	18%	13%	24%	8%	25%	*	*	33%	-	-	24%	33%	4%	26%	22%	24%	-	-	20%	-	-
	Female	15%	11%	20%	38%	20%	*	*	7%	-	*	20%	11%	6%	21%	19%	-	20%	-	*	-	-
Science	All Students	15%	9%	11%	11%	10%	*	*	15%	-	*	10%	18%	4%	11%	8%	14%	7%	-	13%	-	-
	CWD	5%	3%	4%	*	4%	-	-	-	-	-	4%	-	4%	-	5%	6%	0%	-	*	-	-
	CWOD	17%	9%	11%	17%	11%	*	*	15%	-	*	11%	18%	-	11%	9%	15%	7%	-	17%	-	-
	EL	5%	7%	8%	14%	8%	*	*	0%	-	*	8%	17%	5%	9%	8%	12%	4%	-	17%	-	-
	Male	16%	9%	14%	17%	13%	*	-	29%	-	-	14%	17%	6%	15%	12%	14%	-	-	20%	-	-
	Female	14%	8%	7%	*	7%	*	*	0%	-	*	6%	20%	0%	7%	4%	-	7%	-	*	-	-
SAT/ACT All Subjects	All Students	12%	6%	*	*	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	CWD	7%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	12%	6%	*	*	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	EL	1%	0%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	15%	0%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Female	9%	13%	*	*	-	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	76	84	75	93	*	82	-	*	77	48	74
CWD	48	*	47	-	-	-	-	-	49	48	46
CWOD	78	87	77	93	*	82	-	*	78	-	75
EL ◇	74	71	73	89	*	78	-	*	75	46	74
Male	71	81	70	83	*	85	-	-	72	52	68
Female	81	89	81	*	*	79	-	*	82	43	81
Mathematics											
All Students	74	92	73	61	*	77	-	*	74	68	72
CWD	68	*	64	-	-	-	-	-	70	68	68
CWOD	74	88	74	61	*	77	-	*	74	-	72
EL ◇	72	100	72	45	*	73	-	*	72	68	72
Male	74	83	73	*	*	86	-	-	74	74	71
Female	74	108	73	*	*	70	-	*	74	59	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.

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ◇	Homeless ◇	Foster Care ◇
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2023.													
All Students	93.7%	100.0%	93.1%	-	-	100.0%	*	*	94.0%	100.0%	92.8%	90.0%	-
CWD	100.0%	-	100.0%	-	-	-	-	-	100.0%	100.0%	100.0%	*	-
CWOD	93.4%	100.0%	92.7%	-	-	100.0%	*	*	93.8%	-	92.2%	88.9%	-
EL ◇	92.8%	*	92.1%	-	-	*	-	*	92.4%	100.0%	92.8%	83.3%	-
Male	94.0%	*	93.3%	-	-	*	-	-	93.5%	*	90.6%	*	-
Female	93.4%	*	92.9%	-	-	*	*	*	94.4%	*	94.6%	85.7%	-

- 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
761	244	32%

- 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	50	45	49	62	47	53	-	33	50	20	46
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	51%	40%	53%	-	-	50%	*	*	52%	100%	34%

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

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
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		N			Y	N	Y
Interim Goals (2028-2032)	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
Target Met	Y	Y	Y	Y		N			Y	N	Y
Interim Goals (2033-2037)	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
Target Met	N	Y	Y	Y		N			Y	N	Y
Long-Term Goals	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Target Met	N	N	N	Y		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			Y	Y	Y
Interim Goals (2028-2032)	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
Target Met	Y	Y	Y			N			Y	N	Y
Interim Goals (2033-2037)	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
Target Met	N	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											Y
Interim Goals (2028-2032)											36%
Target Met											Y
Interim Goals (2033-2037)											48%
Target Met											Y
Long-Term Goals											40%
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%

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

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

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

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 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%	-
	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%	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%	-
Reading	All Students	100%	100%	100%	100%	*	100%	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	-	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	100%	*	100%	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	*	100%	-	-	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	100%	-	*	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	100%	100%	100%	100%	*	100%	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	-	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	-	*	100%	100%	-	100%	100%	100%	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%	-	-
	Female	100%	100%	100%	*	*	100%	-	*	100%	100%	100%	100%	100%	-	100%	-

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Science	All Students	100%	100%	100%	*	*	100%	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	-	-	-	-	-	100%	-	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	*	*	100%	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	*	*	100%	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	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																	
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%	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%	-
Reading	All Students	0%	0%	0%	0%	*	0%	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	0%	0%	0%	*	0%	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	0%	-	-	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	0%	-	*	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	0%	0%	0%	0%	*	0%	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	0%	0%	0%	*	0%	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	*	*	0%	-	-	0%	0%	0%	0%	0%	0%	-	-
	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%	-
	CWOD	0%	0%	0%	*	*	0%	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	0%	0%	*	*	0%	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	*	-	0%	-	-	0%	0%	0%	0%	0%	0%	-	-

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
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	35	1	27	2	1	4	0	0	24		
	Female	15	0	13	2	0	0	0	0	8		
	Total	50	1	40	4	1	4	0	0	32		
Out-of-School Suspensions												
	Male	12	1	11	0	0	0	0	0	9		
	Female	3	0	3	0	0	0	0	0	0		
	Total	15	1	14	0	0	0	0	0	9		
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		

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
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	4	0	4	0	0	0	0	0	3		2
	Female	0	0	0	0	0	0	0	0	0		0
	Total	4	0	4	0	0	0	0	0	3		2
Out-of-School Suspensions												
	Male	4	1	3	0	0	0	0	0	4		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	4	1	3	0	0	0	0	0	4		0
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												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism												
	Male	112	2	103	3	-8	4	-8	-8	72	8	1
	Female	90	2	82	4	-8	2	-8	-8	45	9	2
	Total	202	4	185	7	-8	6	-8	-8	117	17	3

	Total
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	16
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
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	1
On the basis of religion	0

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

Preschool Programs

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

Accelerated Coursework

	Total Students		African American		Hispanic		White		Indian or Alaska Native		Asian		Pacific Islander		Two or More Races		EL		Students with Disabilities	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Advanced Placement Courses																				
Male	115	21	4	19	107	22	1	17	0	0	3	17	0	-	0	-	29	11	2	6
Female	131	25	1	8	126	27	2	20	1	100	1	5	0	0	0	0	26	12	1	5
Total	246	23	5	15	233	24	3	19	1	33	4	10	0	0	0	0	55	11	3	6
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.

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High Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	17.2	27.1%
Teachers Teaching with Emergency or Provisional Credentials	3.0	4.9%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- Indicates there are no data available in the group.

Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2025.

		State & Local and Federal	State & Local			Federal		
	Enrollment	Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$1,276	\$39	\$929	\$968	\$35	\$272	\$307
Food services		\$490	\$3	\$0	\$3	\$452	\$35	\$487
Instruction		\$5,601	\$4,545	\$26	\$4,571	\$899	\$131	\$1,030
Support services, general administration		\$64		\$64	\$64			
Support services, instructional staff		\$925	\$465	\$4	\$469	\$187	\$269	\$456
Support services, operation and maintenance of plant		\$861	\$677	\$81	\$758	\$35	\$68	\$103
Support services, pupils		\$1,665	\$1,182	\$56	\$1,238	\$389	\$38	\$427
Support services, school administration		\$1,295	\$1,181	\$2	\$1,183	\$69	\$43	\$112
Support services, student transportation		\$370	\$310	\$45	\$355	\$6	\$9	\$15
Total	1,062	\$12,547	\$8,402	\$1,207	\$9,609	\$2,073	\$865	\$2,938

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%	8	1%	-	-
Mathematics	6,620	2%	8	1%	-	-
Grade 4						
Reading	6,491	2%	*	1%	-	-
Mathematics	6,491	2%	*	1%	-	-
Grade 5						
Reading	6,033	1%	*	1%	-	-
Mathematics	6,033	2%	*	1%	-	-
Science	6,033	2%	*	1%	-	-
Grade 6						
Reading	5,586	1%	20	1%	*	1%
Mathematics	5,586	1%	20	1%	*	1%
Grade 7						
Reading	5,233	1%	18	1%	-	-
Mathematics	5,227	2%	18	1%	-	-
Grade 8						
Reading	4,985	1%	12	1%	*	1%
Mathematics	4,985	1%	12	1%	*	2%
Science	4,984	1%	12	1%	*	1%
End of Course						
English I	5,119	1%	11	0%	*	1%
English II	4,683	1%	7	0%	*	1%
Algebra I	5,112	1%	11	0%	*	1%
Biology	5,027	1%	11	0%	*	1%
All Grades						
All Subjects	100,862	1%	183	1%	12	1%
Reading	44,764	1%	82	1%	5	1%
Mathematics	40,054	1%	75	1%	*	1%
Science	16,044	1%	26	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										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24
		Pacific Islander	*	50	*	50	*	23	*	6
		Two or More Races	28	32	72	68	41	38	8	11
		EcoDis	54	52	46	48	18	19	3	3
		Students with Disabilities	77	73	23	27	7	10	1	2
		English Language Learners	57	67	43	33	16	10	2	1
	Mathematics	Overall	22	25	78	75	38	36	8	8
		Black	33	45	67	55	21	15	2	1
		Hispanic	27	36	73	64	27	22	3	3
		White	10	14	90	86	57	48	13	10
		American Indian	*	41	*	59	*	22	*	4
		Asian	3	9	97	91	73	63	27	24
		Pacific Islander	*	38	*	62	*	22	*	3
		Two or More Races	10	22	90	78	58	38	23	9
		EcoDis	31	38	69	62	24	20	3	2
		Students with Disabilities	51	56	49	44	18	14	2	2
		English Language Learners	31	48	69	52	26	14	3	2
Grade 8	Reading	Overall	34	30	66	70	23	31	2	4
		Black	45	47	55	53	17	16	1	1
		Hispanic	41	39	59	61	16	21	1	2
		White	24	22	76	78	30	38	2	5
		American Indian	*	45	*	55	*	18	*	2
		Asian	8	14	92	86	60	56	11	12
		Pacific Islander	*	35	*	65	*	25	*	2
		Two or More Races	28	27	72	73	32	35	5	6
		EcoDis	42	42	58	58	16	19	1	1
		Students with Disabilities	74	69	26	31	5	7	1	n/a
		English Language Learners	53	68	47	32	10	5	n/a	n/a
	Mathematics	Overall	39	38	61	62	24	26	5	7
		Black	54	62	46	38	11	9	2	1
		Hispanic	46	51	54	49	16	14	2	2
		White	28	26	72	74	36	35	8	9
		American Indian	*	55	*	45	*	13	*	2

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

* Indicates reporting standards not met.

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

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	61%	*	61%	-	-	*	*	-	59%	*	58%
In-State Private Institutions	-	-	-	-	-	-	-	-	-	-	-
Out-of-State Institutions	*	-	*	-	*	-	-	-	*	*	*

- Indicates there are no students in the group.

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

Part (xiv): Additional Information - Chronic Absenteeism

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	30%	20%	31%	37%	*	29%	*	20%	31%	42%	29%

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

Part (xv): Section 1003 Fund

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

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

There is no data for this campus.

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

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

There is no data for this campus.

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Part (i): Description of State Accountability System

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

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

State & District ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
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%

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Campus ESSA Goals (HS/K-12 & AEA)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
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%

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

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

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

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

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

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, and AEAs	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status 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.

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

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

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

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

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

Part (ii): Student Achievement by Proficiency Level

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

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

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	75%	73%	74%	65%	76%	*	*	-	-	-	74%	75%	58%	77%	69%	72%	76%	-	43%	-	-
	CWD	43%	40%	58%	43%	*	*	-	-	-	-	50%	*	58%	-	-	20%	86%	-	-	-	-
	CWOD	81%	77%	77%	80%	76%	-	*	-	-	-	78%	70%	-	77%	69%	79%	74%	-	43%	-	-
	EL	61%	72%	69%	-	68%	-	*	-	-	-	70%	67%	-	69%	69%	73%	67%	-	*	-	-
	Male	71%	70%	72%	43%	77%	*	-	-	-	-	70%	83%	20%	79%	73%	72%	-	-	*	-	-
	Female	79%	77%	76%	80%	74%	-	*	-	-	-	77%	67%	86%	74%	67%	-	76%	-	40%	-	-
Mathematics	All Students	70%	70%	64%	59%	66%	*	*	-	-	-	65%	58%	50%	66%	51%	67%	62%	-	57%	-	-
	CWD	44%	45%	50%	43%	*	*	-	-	-	-	50%	*	50%	-	-	20%	71%	-	-	-	-
	CWOD	75%	72%	66%	70%	67%	-	*	-	-	-	67%	60%	-	66%	51%	74%	60%	-	57%	-	-
	EL	60%	69%	51%	-	53%	-	*	-	-	-	52%	50%	-	51%	51%	47%	54%	-	*	-	-
	Male	70%	69%	67%	43%	71%	*	-	-	-	-	67%	67%	20%	74%	47%	67%	-	-	*	-	-
	Female	70%	70%	62%	70%	62%	-	*	-	-	-	64%	50%	71%	60%	54%	-	62%	-	40%	-	-
Grade 7																						
Reading	All Students	72%	77%	71%	69%	72%	-	-	-	-	*	70%	86%	50%	75%	69%	73%	69%	*	60%	-	-
	CWD	39%	40%	50%	*	50%	-	-	-	-	-	44%	*	50%	-	56%	46%	60%	-	-	-	-
	CWOD	78%	80%	75%	71%	75%	-	-	-	-	*	74%	83%	-	75%	71%	80%	70%	*	60%	-	-
	EL	57%	75%	69%	-	69%	-	-	-	-	-	69%	60%	56%	71%	69%	70%	68%	*	*	-	-
	Male	67%	72%	73%	63%	75%	-	-	-	-	-	71%	100%	46%	80%	70%	73%	-	-	*	-	-
	Female	78%	82%	69%	75%	68%	-	-	-	-	*	68%	78%	60%	70%	68%	-	69%	*	*	-	-
Mathematics	All Students	54%	57%	52%	31%	55%	-	-	-	-	*	50%	64%	33%	55%	52%	61%	42%	*	60%	-	-
	CWD	31%	28%	33%	*	38%	-	-	-	-	-	31%	*	33%	-	44%	38%	20%	-	-	-	-
	CWOD	58%	59%	55%	36%	58%	-	-	-	-	*	53%	67%	-	55%	53%	67%	44%	*	60%	-	-
	EL	42%	55%	52%	-	52%	-	-	-	-	-	54%	20%	44%	53%	52%	61%	42%	*	*	-	-
	Male	55%	57%	61%	38%	64%	-	-	-	-	-	58%	100%	38%	67%	61%	61%	-	-	*	-	-
	Female	53%	56%	42%	25%	45%	-	-	-	-	*	42%	44%	20%	44%	42%	-	42%	*	*	-	-
Grade 8																						
Reading	All Students	79%	81%	74%	63%	76%	*	-	*	-	-	72%	100%	46%	78%	70%	59%	88%	-	*	-	-
	CWD	48%	47%	46%	*	50%	-	-	-	-	-	46%	-	46%	-	60%	30%	*	-	*	-	-
	CWOD	83%	85%	78%	69%	79%	*	-	*	-	-	76%	100%	-	78%	71%	67%	88%	-	*	-	-
	EL	64%	81%	70%	-	69%	-	-	*	-	-	69%	*	60%	71%	70%	55%	89%	-	-	-	-
	Male	74%	76%	59%	44%	61%	*	-	*	-	-	58%	*	30%	67%	55%	59%	-	-	*	-	-
	Female	84%	87%	88%	86%	89%	-	-	-	-	-	87%	100%	*	88%	89%	-	88%	-	*	-	-
Mathematics	All Students	70%	72%	71%	80%	68%	*	-	-	-	-	72%	*	58%	74%	68%	67%	77%	-	*	-	-
	CWD	45%	46%	58%	*	44%	-	-	-	-	-	58%	-	58%	-	60%	56%	*	-	*	-	-
	CWOD	74%	75%	74%	75%	73%	*	-	-	-	-	75%	*	-	74%	70%	70%	78%	-	*	-	-
	EL	62%	74%	68%	-	68%	-	-	-	-	-	68%	-	60%	70%	68%	67%	70%	-	-	-	-
	Male	69%	70%	67%	75%	63%	*	-	-	-	-	67%	-	56%	70%	67%	67%	-	-	*	-	-
	Female	71%	74%	77%	86%	74%	-	-	-	-	-	79%	*	*	78%	70%	-	77%	-	*	-	-

Texas Education Agency
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 YES PREP - HOBBY (101845014) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	68%	63%	53%	31%	57%	*	-	*	-	-	52%	75%	15%	59%	53%	51%	56%	-	*	-	-
	CWD	39%	26%	15%	*	10%	-	-	-	-	-	15%	-	15%	-	0%	20%	*	-	*	-	-
	CWOD	72%	67%	59%	31%	63%	*	-	*	-	-	58%	75%	-	59%	60%	59%	59%	-	*	-	-
	EL	51%	62%	53%	-	51%	-	-	*	-	-	51%	*	0%	60%	53%	50%	56%	-	-	-	-
	Male	70%	65%	51%	33%	53%	*	-	*	-	-	50%	*	20%	59%	50%	51%	-	-	*	-	-
	Female	66%	62%	56%	29%	60%	-	-	-	-	-	53%	71%	*	59%	56%	-	56%	-	*	-	-
End of Course																						
English I	All Students	67%	72%	75%	68%	76%	*	*	-	-	-	74%	85%	67%	76%	66%	68%	84%	-	100%	-	*
	CWD	35%	37%	67%	*	73%	-	-	-	-	-	69%	*	67%	-	*	60%	80%	-	-	-	-
	CWOD	73%	77%	76%	72%	77%	*	*	-	-	-	74%	91%	-	76%	66%	69%	84%	-	100%	-	*
	EL	47%	68%	66%	-	67%	-	*	-	-	-	67%	*	*	66%	66%	63%	71%	-	-	-	*
	Male	62%	67%	68%	50%	72%	-	*	-	-	-	67%	86%	60%	69%	63%	68%	-	-	*	-	*
	Female	74%	79%	84%	89%	82%	*	-	-	-	-	84%	83%	80%	84%	71%	-	84%	-	*	-	-
English II	All Students	74%	81%	87%	60%	91%	*	-	*	-	-	84%	100%	50%	89%	85%	86%	88%	-	60%	-	*
	CWD	39%	37%	50%	*	*	-	-	-	-	-	40%	*	50%	-	*	*	*	-	-	-	-
	CWOD	78%	86%	89%	69%	92%	*	-	*	-	-	87%	100%	-	89%	84%	89%	89%	-	60%	-	*
	EL	52%	75%	85%	-	85%	-	-	-	-	-	83%	100%	*	84%	85%	86%	83%	-	*	-	-
	Male	69%	77%	86%	60%	92%	*	-	-	-	-	83%	100%	*	89%	86%	86%	-	-	*	-	*
	Female	79%	84%	88%	60%	91%	*	-	*	-	-	86%	100%	*	89%	83%	-	88%	-	*	-	-
Algebra I	All Students	79%	81%	76%	78%	76%	*	*	*	-	-	75%	87%	62%	77%	75%	71%	82%	-	71%	-	-
	CWD	54%	56%	62%	*	78%	-	-	-	-	-	58%	*	62%	-	*	60%	*	-	-	-	-
	CWOD	83%	84%	77%	89%	75%	*	*	*	-	-	76%	86%	-	77%	74%	71%	82%	-	71%	-	-
	EL	72%	82%	75%	-	76%	-	*	*	-	-	75%	*	*	74%	75%	71%	80%	-	*	-	-
	Male	77%	78%	71%	64%	71%	-	*	*	-	-	69%	86%	60%	71%	71%	71%	-	-	*	-	-
	Female	81%	84%	82%	90%	81%	*	-	-	-	-	81%	88%	*	82%	80%	-	82%	-	*	-	-
Biology	All Students	90%	91%	92%	78%	94%	*	*	-	-	-	91%	100%	86%	93%	92%	91%	93%	-	*	-	*
	CWD	75%	74%	86%	*	100%	-	-	-	-	-	83%	*	86%	-	*	80%	*	-	-	-	-
	CWOD	92%	93%	93%	81%	93%	*	*	-	-	-	92%	100%	-	93%	92%	93%	93%	-	*	-	*
	EL	84%	89%	92%	-	92%	-	*	-	-	-	92%	*	*	92%	92%	92%	93%	-	-	-	*
	Male	89%	89%	91%	73%	94%	-	*	-	-	-	90%	100%	80%	93%	92%	91%	-	-	*	-	*
	Female	91%	92%	93%	75%	94%	*	-	-	-	-	92%	100%	*	93%	93%	-	93%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 6																						
Reading	All Students	55%	54%	53%	35%	57%	*	*	-	-	-	53%	50%	42%	55%	54%	54%	52%	-	29%	-	-
	CWD	24%	23%	42%	43%	*	*	-	-	-	-	40%	*	42%	-	-	20%	57%	-	-	-	-
	CWOD	61%	57%	55%	30%	59%	-	*	-	-	-	55%	50%	-	55%	54%	59%	51%	-	29%	-	-
	EL	38%	51%	54%	-	55%	-	*	-	-	-	55%	50%	-	54%	54%	47%	58%	-	*	-	-
	Male	51%	49%	54%	29%	58%	*	-	-	-	-	52%	67%	20%	59%	47%	54%	-	-	*	-	-
	Female	59%	58%	52%	40%	56%	-	*	-	-	-	55%	33%	57%	51%	58%	-	52%	-	20%	-	-

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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	38%	34%	33%	24%	34%	*	*	-	-	-	34%	25%	33%	32%	33%	41%	26%	-	14%	-	-
	CWD	19%	19%	33%	29%	*	*	-	-	-	-	40%	*	33%	-	-	20%	43%	-	-	-	-
	CWOD	42%	35%	32%	20%	35%	-	*	-	-	-	33%	30%	-	32%	33%	44%	23%	-	14%	-	-
	EL	27%	33%	33%	-	34%	-	*	-	-	-	36%	17%	-	33%	33%	33%	33%	-	*	-	-
	Male	40%	37%	41%	14%	45%	*	-	-	-	-	42%	33%	20%	44%	33%	41%	-	-	*	-	-
	Female	36%	31%	26%	30%	26%	-	*	-	-	-	27%	17%	43%	23%	33%	-	26%	-	0%	-	-
Grade 7																						
Reading	All Students	53%	55%	52%	38%	55%	-	-	-	-	*	51%	64%	39%	55%	50%	48%	56%	*	40%	-	-
	CWD	21%	23%	39%	*	44%	-	-	-	-	-	38%	*	39%	-	44%	38%	40%	-	-	-	-
	CWOD	58%	58%	55%	43%	57%	-	-	-	-	*	53%	67%	-	55%	51%	51%	58%	*	40%	-	-
	EL	34%	50%	50%	-	50%	-	-	-	-	-	51%	40%	44%	51%	50%	45%	55%	*	*	-	-
	Male	47%	48%	48%	13%	54%	-	-	-	-	-	47%	60%	38%	51%	45%	48%	-	-	*	-	-
	Female	59%	62%	56%	63%	57%	-	-	-	-	*	55%	67%	40%	58%	55%	-	56%	*	*	-	-
Mathematics	All Students	33%	34%	27%	19%	28%	-	-	-	-	*	26%	36%	28%	27%	23%	31%	23%	*	0%	-	-
	CWD	17%	17%	28%	*	31%	-	-	-	-	-	25%	*	28%	-	33%	31%	20%	-	-	-	-
	CWOD	36%	35%	27%	21%	28%	-	-	-	-	*	26%	33%	-	27%	22%	31%	23%	*	0%	-	-
	EL	22%	31%	23%	-	23%	-	-	-	-	-	25%	0%	33%	22%	23%	30%	16%	*	*	-	-
	Male	35%	36%	31%	13%	34%	-	-	-	-	-	31%	40%	31%	31%	30%	31%	-	-	*	-	-
	Female	31%	31%	23%	25%	23%	-	-	-	-	*	21%	33%	20%	23%	16%	-	23%	*	*	-	-
Grade 8																						
Reading	All Students	55%	57%	50%	38%	51%	*	-	*	-	-	47%	75%	0%	57%	45%	33%	65%	-	*	-	-
	CWD	23%	19%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	*	-	-
	CWOD	59%	61%	57%	46%	58%	*	-	*	-	-	55%	75%	-	57%	51%	41%	69%	-	*	-	-
	EL	35%	55%	45%	-	44%	-	-	*	-	-	44%	*	0%	51%	45%	32%	61%	-	-	-	-
	Male	49%	50%	33%	22%	32%	*	-	*	-	-	33%	*	0%	41%	32%	33%	-	-	*	-	-
	Female	60%	65%	65%	57%	67%	-	-	-	-	-	62%	86%	*	69%	61%	-	65%	-	*	-	-
Mathematics	All Students	41%	33%	26%	47%	19%	*	-	-	-	-	25%	*	17%	28%	14%	21%	33%	-	*	-	-
	CWD	21%	15%	17%	*	0%	-	-	-	-	-	17%	-	17%	-	0%	22%	*	-	*	-	-
	CWOD	44%	36%	28%	42%	23%	*	-	-	-	-	27%	*	-	28%	17%	20%	37%	-	*	-	-
	EL	30%	34%	14%	-	14%	-	-	-	-	-	14%	-	0%	17%	14%	11%	20%	-	-	-	-
	Male	41%	31%	21%	38%	13%	*	-	-	-	-	21%	-	22%	20%	11%	21%	-	-	*	-	-
	Female	41%	36%	33%	57%	26%	-	-	-	-	-	32%	*	*	37%	20%	-	33%	-	*	-	-
Science	All Students	42%	33%	31%	25%	30%	*	-	*	-	-	28%	63%	8%	34%	28%	27%	35%	-	*	-	-
	CWD	20%	13%	8%	*	0%	-	-	-	-	-	8%	-	8%	-	0%	10%	*	-	*	-	-
	CWOD	46%	35%	34%	23%	34%	*	-	*	-	-	31%	63%	-	34%	31%	31%	37%	-	*	-	-
	EL	24%	31%	28%	-	26%	-	-	*	-	-	26%	*	0%	31%	28%	23%	33%	-	-	-	-
	Male	45%	35%	27%	33%	21%	*	-	*	-	-	27%	*	10%	31%	23%	27%	-	-	*	-	-
	Female	40%	30%	35%	14%	38%	-	-	-	-	-	29%	71%	*	37%	33%	-	35%	-	*	-	-
End of Course																						

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 YES PREP - HOBBY (101845014) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English I	All Students	50%	55%	61%	50%	63%	*	*	-	-	-	60%	69%	47%	63%	53%	51%	74%	-	80%	-	*
	CWD	19%	19%	47%	*	45%	-	-	-	-	-	54%	*	47%	-	*	40%	60%	-	-	-	-
	CWOD	55%	60%	63%	50%	65%	*	*	-	-	-	61%	82%	-	63%	52%	53%	75%	-	80%	-	*
	EL	27%	50%	53%	-	54%	-	*	-	-	-	53%	*	*	52%	53%	48%	61%	-	-	-	*
	Male	43%	48%	51%	29%	56%	-	*	-	-	-	51%	57%	40%	53%	48%	51%	-	-	*	-	*
	Female	57%	64%	74%	78%	73%	*	-	-	-	-	73%	83%	60%	75%	61%	-	74%	-	*	-	-
English II	All Students	57%	63%	72%	47%	77%	*	-	*	-	-	69%	89%	33%	75%	67%	76%	68%	-	40%	-	*
	CWD	23%	19%	33%	*	*	-	-	-	-	-	40%	*	33%	-	*	*	*	-	-	-	-
	CWOD	61%	69%	75%	54%	78%	*	-	*	-	-	71%	94%	-	75%	67%	79%	70%	-	40%	-	*
	EL	30%	53%	67%	-	67%	-	-	-	-	-	63%	100%	*	67%	67%	75%	56%	-	*	-	-
	Male	51%	58%	76%	50%	81%	*	-	-	-	-	72%	92%	*	79%	75%	76%	-	-	*	-	*
	Female	63%	69%	68%	40%	72%	*	-	*	-	-	66%	83%	*	70%	56%	-	68%	-	*	-	-
Algebra I	All Students	41%	41%	32%	26%	32%	*	*	*	-	-	31%	40%	31%	32%	23%	22%	43%	-	29%	-	-
	CWD	17%	17%	31%	*	33%	-	-	-	-	-	33%	*	31%	-	*	30%	*	-	-	-	-
	CWOD	45%	44%	32%	26%	32%	*	*	*	-	-	31%	43%	-	32%	21%	21%	44%	-	29%	-	-
	EL	29%	42%	23%	-	22%	-	*	*	-	-	25%	*	*	21%	23%	20%	28%	-	*	-	-
	Male	39%	38%	22%	14%	22%	-	*	*	-	-	22%	29%	30%	21%	20%	22%	-	-	*	-	-
	Female	43%	45%	43%	40%	43%	*	-	-	-	-	42%	50%	*	44%	28%	-	43%	-	*	-	-
Biology	All Students	54%	47%	43%	22%	47%	*	*	-	-	-	42%	54%	43%	43%	38%	46%	40%	-	*	-	*
	CWD	26%	16%	43%	*	45%	-	-	-	-	-	50%	*	43%	-	*	40%	*	-	-	-	-
	CWOD	58%	51%	43%	19%	47%	*	*	-	-	-	41%	64%	-	43%	37%	47%	39%	-	*	-	*
	EL	33%	44%	38%	-	39%	-	*	-	-	-	40%	*	*	37%	38%	42%	33%	-	-	-	*
	Male	54%	47%	46%	18%	52%	-	*	-	-	-	45%	57%	40%	47%	42%	46%	-	-	*	-	*
	Female	54%	47%	40%	25%	40%	*	-	-	-	-	38%	50%	*	39%	33%	-	40%	-	*	-	-
STAAR Percent at Masters Grade Level																						
Grade 6																						
Reading	All Students	25%	21%	24%	18%	26%	*	*	-	-	-	22%	33%	17%	25%	26%	18%	28%	-	14%	-	-
	CWD	6%	4%	17%	14%	*	*	-	-	-	-	10%	*	17%	-	-	0%	29%	-	-	-	-
	CWOD	28%	23%	25%	20%	26%	-	*	-	-	-	24%	30%	-	25%	26%	21%	28%	-	14%	-	-
	EL	12%	19%	26%	-	26%	-	*	-	-	-	27%	17%	-	26%	26%	7%	38%	-	*	-	-
	Male	21%	19%	18%	14%	19%	*	-	-	-	-	15%	33%	0%	21%	7%	18%	-	-	*	-	-
	Female	28%	23%	28%	20%	31%	-	*	-	-	-	27%	33%	29%	28%	38%	-	28%	-	0%	-	-
Mathematics	All Students	13%	9%	8%	12%	7%	*	*	-	-	-	8%	8%	8%	8%	10%	8%	8%	-	0%	-	-
	CWD	5%	5%	8%	14%	*	*	-	-	-	-	10%	*	8%	-	-	0%	14%	-	-	-	-
	CWOD	15%	9%	8%	10%	8%	-	*	-	-	-	7%	10%	-	8%	10%	9%	7%	-	0%	-	-
	EL	7%	8%	10%	-	11%	-	*	-	-	-	12%	0%	-	10%	10%	7%	13%	-	*	-	-
	Male	14%	10%	8%	14%	6%	*	-	-	-	-	6%	17%	0%	9%	7%	8%	-	-	*	-	-
	Female	12%	7%	8%	10%	8%	-	*	-	-	-	9%	0%	14%	7%	13%	-	8%	-	0%	-	-
Grade 7																						

Texas Education Agency
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 YES PREP - HOBBY (101845014) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	28%	26%	21%	13%	23%	-	-	-	-	*	20%	36%	6%	24%	17%	19%	24%	*	20%	-	-
	CWD	6%	3%	6%	*	6%	-	-	-	-	-	6%	*	6%	-	11%	8%	0%	-	-	-	-
	CWOD	31%	29%	24%	14%	26%	-	-	-	-	*	22%	42%	-	24%	18%	22%	26%	*	20%	-	-
	EL	13%	22%	17%	-	17%	-	-	-	-	-	19%	0%	11%	18%	17%	21%	13%	*	*	-	-
	Male	23%	21%	19%	13%	20%	-	-	-	-	-	17%	40%	8%	22%	21%	19%	-	-	*	-	-
	Female	33%	31%	24%	13%	26%	-	-	-	-	*	23%	33%	0%	26%	13%	-	24%	*	*	-	-
Mathematics	All Students	11%	9%	7%	6%	7%	-	-	-	-	*	6%	14%	0%	8%	2%	8%	6%	*	0%	-	-
	CWD	5%	2%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	12%	10%	8%	7%	9%	-	-	-	-	*	7%	17%	-	8%	2%	10%	7%	*	0%	-	-
	EL	5%	8%	2%	-	2%	-	-	-	-	-	2%	0%	0%	2%	2%	0%	3%	*	*	-	-
	Male	12%	11%	8%	13%	7%	-	-	-	-	-	7%	20%	0%	10%	0%	8%	-	-	*	-	-
	Female	9%	7%	6%	0%	8%	-	-	-	-	*	6%	11%	0%	7%	3%	-	6%	*	*	-	-
Grade 8																						
Reading	All Students	28%	25%	26%	19%	25%	*	-	*	-	-	25%	38%	0%	30%	20%	16%	35%	-	*	-	-
	CWD	7%	3%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	*	-	-
	CWOD	31%	27%	30%	23%	29%	*	-	*	-	-	29%	38%	-	30%	23%	21%	37%	-	*	-	-
	EL	12%	21%	20%	-	18%	-	-	*	-	-	21%	*	0%	23%	20%	14%	28%	-	-	-	-
	Male	25%	21%	16%	11%	13%	*	-	*	-	-	17%	*	0%	21%	14%	16%	-	-	*	-	-
	Female	32%	29%	35%	29%	36%	-	-	-	-	-	33%	43%	*	37%	28%	-	35%	-	*	-	-
Mathematics	All Students	15%	6%	7%	7%	8%	*	-	-	-	-	7%	*	0%	9%	7%	8%	7%	-	*	-	-
	CWD	6%	2%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	*	-	-
	CWOD	17%	7%	9%	8%	9%	*	-	-	-	-	9%	*	-	9%	9%	10%	7%	-	*	-	-
	EL	8%	7%	7%	-	7%	-	-	-	-	-	7%	-	0%	9%	7%	11%	0%	-	-	-	-
	Male	16%	5%	8%	0%	10%	*	-	-	-	-	8%	-	0%	10%	11%	8%	-	-	*	-	-
	Female	14%	7%	7%	14%	4%	-	-	-	-	-	7%	*	*	7%	0%	-	7%	-	*	-	-
Science	All Students	16%	9%	10%	0%	11%	*	-	*	-	-	11%	0%	0%	11%	10%	10%	10%	-	*	-	-
	CWD	5%	4%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	*	-	-
	CWOD	18%	9%	11%	0%	12%	*	-	*	-	-	13%	0%	-	11%	11%	13%	10%	-	*	-	-
	EL	6%	7%	10%	-	8%	-	-	*	-	-	10%	*	0%	11%	10%	9%	11%	-	-	-	-
	Male	18%	10%	10%	0%	11%	*	-	*	-	-	10%	*	0%	13%	9%	10%	-	-	*	-	-
	Female	15%	8%	10%	0%	11%	-	-	-	-	-	11%	0%	*	10%	11%	-	10%	-	*	-	-
End of Course																						
English I	All Students	15%	15%	15%	0%	17%	*	*	-	-	-	14%	23%	13%	15%	12%	12%	18%	-	0%	-	*
	CWD	4%	1%	13%	*	18%	-	-	-	-	-	15%	*	13%	-	*	20%	0%	-	-	-	-
	CWOD	17%	17%	15%	0%	17%	*	*	-	-	-	14%	27%	-	15%	11%	11%	20%	-	0%	-	*
	EL	4%	11%	12%	-	12%	-	*	-	-	-	12%	*	*	11%	12%	10%	14%	-	-	-	*
	Male	11%	12%	12%	0%	15%	-	*	-	-	-	12%	14%	20%	11%	10%	12%	-	-	*	-	*
	Female	19%	19%	18%	0%	20%	*	-	-	-	-	16%	33%	0%	20%	14%	-	18%	-	*	-	-

Texas Education Agency
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 YES PREP - HOBBY (101845014) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English II	All Students	8%	6%	12%	7%	13%	*	-	*	-	-	11%	16%	0%	13%	2%	7%	18%	-	0%	-	*
	CWD	3%	1%	0%	*	*	-	-	-	-	-	0%	*	0%	-	*	*	*	-	-	-	-
	CWOD	9%	7%	13%	8%	14%	*	-	*	-	-	12%	17%	-	13%	2%	7%	19%	-	0%	-	*
	EL	1%	1%	2%	-	2%	-	-	-	-	-	2%	0%	*	2%	2%	0%	6%	-	*	-	-
	Male	7%	6%	7%	10%	6%	*	-	-	-	-	4%	15%	*	7%	0%	7%	-	-	*	-	*
	Female	10%	6%	18%	0%	21%	*	-	*	-	-	18%	17%	*	19%	6%	-	18%	-	*	-	-
Algebra I	All Students	23%	20%	11%	4%	11%	*	*	*	-	-	11%	13%	0%	12%	5%	7%	15%	-	0%	-	-
	CWD	7%	4%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	25%	22%	12%	5%	12%	*	*	*	-	-	12%	14%	-	12%	5%	8%	16%	-	0%	-	-
	EL	13%	20%	5%	-	3%	-	*	*	-	-	5%	*	*	5%	5%	6%	4%	-	*	-	-
	Male	22%	18%	7%	0%	7%	-	*	*	-	-	6%	14%	0%	8%	6%	7%	-	-	*	-	-
	Female	23%	22%	15%	10%	15%	*	-	-	-	-	16%	13%	*	16%	4%	-	15%	-	*	-	-
Biology	All Students	18%	8%	4%	0%	5%	*	*	-	-	-	5%	0%	7%	4%	6%	4%	5%	-	*	-	*
	CWD	5%	2%	7%	*	9%	-	-	-	-	-	8%	*	7%	-	*	10%	*	-	-	-	-
	CWOD	19%	9%	4%	0%	5%	*	*	-	-	-	5%	0%	-	4%	6%	3%	6%	-	*	-	*
	EL	5%	6%	6%	-	6%	-	*	-	-	-	6%	*	*	6%	6%	5%	7%	-	-	-	*
	Male	18%	9%	4%	0%	5%	-	*	-	-	-	4%	0%	10%	3%	5%	4%	-	-	*	-	*
	Female	17%	8%	5%	0%	6%	*	-	-	-	-	6%	0%	*	6%	7%	-	5%	-	*	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	74%	72%	63%	74%	91%	40%	*	-	*	71%	83%	52%	75%	69%	71%	74%	*	69%	-	*
	CWD	46%	44%	52%	41%	56%	*	-	-	-	-	50%	79%	52%	-	56%	45%	67%	-	*	-	-
	CWOD	77%	78%	75%	69%	76%	89%	40%	*	-	*	74%	84%	-	75%	70%	75%	75%	*	69%	-	*
	EL	61%	73%	69%	-	69%	-	40%	*	-	-	69%	65%	56%	70%	69%	69%	69%	*	41%	-	*
	Male	71%	72%	71%	56%	73%	100%	*	*	-	-	69%	91%	45%	75%	69%	71%	-	-	88%	-	*
	Female	74%	77%	74%	72%	74%	80%	*	*	-	*	74%	76%	67%	75%	69%	-	74%	*	53%	-	-
Reading	All Students	74%	76%	76%	65%	78%	100%	*	*	-	*	75%	89%	55%	79%	71%	72%	81%	*	68%	-	*
	CWD	44%	40%	55%	39%	60%	*	-	-	-	-	51%	86%	55%	-	61%	41%	78%	-	*	-	-
	CWOD	80%	80%	79%	72%	80%	*	*	*	-	*	78%	90%	-	79%	72%	77%	81%	*	67%	-	*
	EL	59%	73%	71%	-	71%	-	*	*	-	-	71%	74%	61%	72%	71%	69%	74%	*	33%	-	*
	Male	70%	72%	72%	53%	76%	*	*	*	-	-	69%	94%	41%	77%	69%	72%	-	-	82%	-	*
	Female	78%	81%	81%	79%	81%	*	*	*	-	*	80%	85%	78%	81%	74%	-	81%	*	57%	-	-
Mathematics	All Students	70%	71%	65%	64%	66%	*	*	*	-	*	65%	70%	50%	68%	61%	66%	64%	*	64%	-	-
	CWD	45%	46%	50%	44%	50%	*	-	-	-	-	49%	60%	50%	-	59%	47%	56%	-	*	-	-
	CWOD	75%	74%	68%	69%	68%	*	*	*	-	*	67%	71%	-	68%	61%	70%	65%	*	62%	-	-
	EL	62%	70%	61%	-	62%	-	*	*	-	-	63%	47%	59%	61%	61%	63%	59%	*	50%	-	-
	Male	71%	70%	66%	60%	67%	*	*	*	-	-	65%	83%	47%	70%	63%	66%	-	-	89%	-	-
	Female	70%	71%	64%	69%	64%	*	*	-	-	*	65%	60%	56%	65%	59%	-	64%	*	46%	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	73%	77%	76%	56%	78%	*	*	*	-	-	74%	90%	52%	79%	77%	76%	75%	-	86%	-	*
	CWD	49%	51%	52%	33%	57%	-	-	-	-	-	48%	*	52%	-	38%	50%	57%	-	*	-	-
	CWOD	77%	79%	79%	61%	81%	*	*	*	-	-	77%	89%	-	79%	80%	80%	77%	-	100%	-	*
	EL	61%	75%	77%	-	77%	-	*	*	-	-	76%	*	38%	80%	77%	77%	78%	-	-	-	*
	Male	74%	77%	76%	55%	79%	*	*	*	-	-	74%	100%	50%	80%	77%	76%	-	-	*	-	*
	Female	72%	77%	75%	53%	78%	*	-	-	-	-	74%	85%	57%	77%	78%	-	75%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	46%	44%	34%	46%	82%	0%	*	-	*	43%	57%	30%	46%	40%	42%	47%	*	35%	-	*
	CWD	22%	18%	30%	31%	28%	*	-	-	-	-	31%	21%	30%	-	33%	27%	35%	-	*	-	-
	CWOD	51%	49%	46%	34%	48%	78%	0%	*	-	*	45%	61%	-	46%	40%	44%	48%	*	37%	-	*
	EL	31%	43%	40%	-	40%	-	0%	*	-	-	40%	38%	33%	40%	40%	38%	42%	*	12%	-	*
	Male	45%	43%	42%	25%	44%	100%	*	*	-	-	40%	57%	27%	44%	38%	42%	-	-	58%	-	*
	Female	48%	48%	47%	43%	48%	60%	*	*	-	*	46%	57%	35%	48%	42%	-	47%	*	17%	-	-
Reading	All Students	52%	55%	58%	42%	61%	80%	*	*	-	*	56%	71%	33%	61%	54%	53%	63%	*	44%	-	*
	CWD	23%	21%	33%	28%	33%	*	-	-	-	-	33%	29%	33%	-	39%	27%	43%	-	*	-	-
	CWOD	58%	60%	61%	46%	64%	*	*	*	-	*	59%	76%	-	61%	55%	57%	65%	*	46%	-	*
	EL	34%	50%	54%	-	54%	-	*	*	-	-	53%	63%	39%	55%	54%	50%	58%	*	22%	-	*
	Male	48%	49%	53%	30%	57%	*	*	*	-	-	51%	72%	27%	57%	50%	53%	-	-	73%	-	*
	Female	57%	62%	63%	56%	65%	*	*	*	-	*	62%	71%	43%	65%	58%	-	63%	*	21%	-	-
Mathematics	All Students	42%	37%	30%	29%	29%	*	*	*	-	*	29%	35%	28%	30%	24%	28%	31%	*	18%	-	-
	CWD	22%	18%	28%	31%	24%	*	-	-	-	-	29%	20%	28%	-	29%	28%	28%	-	*	-	-
	CWOD	46%	39%	30%	27%	30%	*	*	*	-	*	29%	37%	-	30%	24%	28%	32%	*	19%	-	-
	EL	31%	36%	24%	-	24%	-	*	*	-	-	26%	7%	29%	24%	24%	24%	24%	*	0%	-	-
	Male	43%	37%	28%	20%	29%	*	*	*	-	-	28%	33%	28%	28%	24%	28%	-	-	33%	-	-
	Female	40%	36%	31%	37%	30%	*	*	-	-	*	31%	36%	28%	32%	24%	-	31%	*	8%	-	-
Science	All Students	42%	39%	38%	24%	40%	*	*	*	-	-	36%	57%	26%	40%	34%	39%	37%	-	57%	-	*
	CWD	21%	14%	26%	33%	24%	-	-	-	-	-	28%	*	26%	-	25%	25%	29%	-	*	-	-
	CWOD	45%	42%	40%	21%	42%	*	*	*	-	-	37%	63%	-	40%	35%	41%	38%	-	67%	-	*
	EL	24%	37%	34%	-	34%	-	*	*	-	-	34%	*	25%	35%	34%	35%	33%	-	-	-	*
	Male	44%	40%	39%	25%	40%	*	*	*	-	-	38%	50%	25%	41%	35%	39%	-	-	*	-	*
	Female	40%	38%	37%	20%	39%	*	-	-	-	-	34%	62%	29%	38%	33%	-	37%	-	*	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	18%	14%	13%	7%	14%	27%	0%	*	-	*	13%	18%	5%	14%	10%	10%	16%	*	6%	-	*
	CWD	6%	3%	5%	5%	5%	*	-	-	-	-	5%	7%	5%	-	5%	4%	6%	-	*	-	-
	CWOD	21%	16%	14%	8%	15%	33%	0%	*	-	*	14%	19%	-	14%	11%	11%	17%	*	6%	-	*
	EL	9%	13%	10%	-	10%	-	0%	*	-	-	11%	3%	5%	11%	10%	8%	13%	*	6%	-	*
	Male	18%	13%	10%	6%	11%	17%	*	*	-	-	10%	17%	4%	11%	8%	10%	-	-	8%	-	*
	Female	19%	16%	16%	9%	17%	40%	*	*	-	*	16%	18%	6%	17%	13%	-	16%	*	3%	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	21%	19%	19%	10%	20%	40%	*	*	-	*	18%	27%	8%	20%	15%	14%	24%	*	12%	-	*
	CWD	6%	3%	8%	6%	9%	*	-	-	-	-	7%	14%	8%	-	11%	7%	9%	-	*	-	-
	CWOD	24%	20%	20%	12%	22%	*	*	*	-	*	19%	29%	-	20%	15%	15%	26%	*	13%	-	*
	EL	10%	15%	15%	-	15%	-	*	*	-	-	16%	5%	11%	15%	15%	11%	19%	*	11%	-	*
	Male	18%	16%	14%	9%	15%	*	*	*	-	-	13%	22%	7%	15%	11%	14%	-	-	18%	-	*
	Female	24%	22%	24%	13%	26%	*	*	*	-	*	23%	32%	9%	26%	19%	-	24%	*	7%	-	-
Mathematics	All Students	17%	12%	9%	7%	8%	*	*	*	-	*	8%	12%	2%	10%	5%	7%	10%	*	0%	-	-
	CWD	6%	3%	2%	6%	0%	*	-	-	-	-	2%	0%	2%	-	0%	0%	6%	-	*	-	-
	CWOD	19%	13%	10%	7%	10%	*	*	*	-	*	9%	13%	-	10%	6%	9%	10%	*	0%	-	-
	EL	10%	12%	5%	-	5%	-	*	*	-	-	6%	0%	0%	6%	5%	5%	6%	*	0%	-	-
	Male	18%	13%	7%	6%	7%	*	*	*	-	-	7%	17%	0%	9%	5%	7%	-	-	0%	-	-
	Female	15%	11%	10%	9%	10%	*	*	-	-	*	10%	8%	6%	10%	6%	-	10%	*	0%	-	-
Science	All Students	15%	9%	7%	0%	8%	*	*	*	-	-	7%	0%	4%	7%	8%	6%	7%	-	0%	-	*
	CWD	5%	3%	4%	0%	5%	-	-	-	-	-	4%	*	4%	-	0%	5%	0%	-	*	-	-
	CWOD	17%	9%	7%	0%	8%	*	*	*	-	-	8%	0%	-	7%	8%	7%	8%	-	0%	-	*
	EL	5%	7%	8%	-	7%	-	*	*	-	-	8%	*	0%	8%	8%	7%	9%	-	-	-	*
	Male	16%	9%	6%	0%	7%	*	*	*	-	-	7%	0%	5%	7%	7%	6%	-	-	*	-	*
	Female	14%	8%	7%	0%	8%	*	-	-	-	-	8%	0%	0%	8%	9%	-	7%	-	*	-	-

- 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	73	67	74	*	*	*	-	*	72	63	71
CWD	63	38	67	*	-	-	-	-	64	63	75
CWOD	74	71	74	*	*	*	-	*	73	-	71
EL ◇	71	-	72	-	*	*	-	-	71	75	71
Male	71	61	73	*	*	*	-	-	71	59	71
Female	74	74	75	*	*	*	-	*	73	72	71

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Mathematics											
All Students	62	75	59	*	*	*	-	*	62	54	58
CWD	54	53	53	*	-	-	-	-	55	54	63
CWOD	63	79	60	*	*	*	-	*	63	-	57
EL ◇	58	-	58	-	*	*	-	-	60	63	58
Male	67	70	66	*	*	*	-	-	67	54	64
Female	56	81	52	*	*	-	-	*	56	56	51

- 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)

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Total EL in Class	Proficiency of EL	Rate of Proficiency
247	59	24%

- 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	43	35	45	67	13	*	-	*	42	29	40
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)	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
Target Met	Y	Y	Y						Y	Y	Y
Interim Goals (2028-2032)	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
Target Met	Y	N	Y						Y	Y	Y
Interim Goals (2033-2037)	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
Target Met	N	N	Y						Y	N	Y
Long-Term Goals	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%

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

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

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

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

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

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities												
In-School Suspensions												
	Male	8	0	8	0	0	0	0	0	3		
	Female	10	0	10	0	0	0	0	0	6		
	Total	18	0	18	0	0	0	0	0	9		
Out-of-School Suspensions												
	Male	4	0	4	0	0	0	0	0	0		
	Female	7	0	7	0	0	0	0	0	5		
	Total	11	0	11	0	0	0	0	0	5		
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												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	1	0	1	0	0	0	0	0	1		1
	Female	0	0	0	0	0	0	0	0	0		0
	Total	1	0	1	0	0	0	0	0	1		1
Out-of-School Suspensions												
	Male	1	1	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		1
	Total	1	1	0	0	0	0	0	0	0		1
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	2	10	-8	-8	-8	-8	-8	2	1	1
	Female	9	1	8	-8	-8	-8	-8	-8	4	-8	-8
	Total	21	3	18	-8	-8	-8	-8	-8	6	1	1

												Total
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

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	Total
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight without a weapon	4
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack without a weapon	5
Incidents of possession of a firearm or explosive device	0
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

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

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

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

Part (ix): Teacher Quality Data

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

High Poverty School		
		All School
		Number Percent
Inexperienced Teachers, Principals, and Other School Leaders		19.3 51.6%
Teachers Teaching with Emergency or Provisional Credentials		2.0 5.6%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed		0.0 -

- Indicates there are no data available in the group.

Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2025.

		State & Local and Federal	State & Local			Federal		
	Enrollment	Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$1,389	\$111	\$929	\$1,040	\$77	\$272	\$349
Food services		\$484	\$2	\$0	\$2	\$447	\$35	\$482
Instruction		\$6,363	\$3,588	\$26	\$3,614	\$2,617	\$131	\$2,748
Support services, general administration		\$64		\$64	\$64			
Support services, instructional staff		\$1,148	\$758	\$4	\$762	\$117	\$269	\$386
Support services, operation and maintenance of plant		\$1,451	\$1,240	\$81	\$1,321	\$62	\$68	\$130

		State & Local and Federal	State & Local			Federal		
	Enrollment	Total	Site	District Allocation	Total	Site	District Allocation	Total
Support services, pupils		\$664	\$421	\$56	\$477	\$150	\$38	\$188
Support services, school administration		\$1,778	\$1,523	\$2	\$1,525	\$210	\$43	\$253
Support services, student transportation		\$707	\$634	\$45	\$679	\$19	\$9	\$28
Total	482	\$14,049	\$8,278	\$1,207	\$9,485	\$3,698	\$865	\$4,563

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%	8	1%	-	-
Mathematics	6,620	2%	8	1%	-	-
Grade 4						
Reading	6,491	2%	*	1%	-	-
Mathematics	6,491	2%	*	1%	-	-
Grade 5						
Reading	6,033	1%	*	1%	-	-
Mathematics	6,033	2%	*	1%	-	-
Science	6,033	2%	*	1%	-	-
Grade 6						
Reading	5,586	1%	20	1%	*	4%
Mathematics	5,586	1%	20	1%	*	4%
Grade 7						
Reading	5,233	1%	18	1%	*	2%
Mathematics	5,227	2%	18	1%	*	2%
Grade 8						
Reading	4,985	1%	12	1%	*	1%
Mathematics	4,985	1%	12	1%	*	1%
Science	4,984	1%	12	1%	*	1%
End of Course						
English I	5,119	1%	11	0%	*	2%
English II	4,683	1%	7	0%	-	-
Algebra I	5,112	1%	11	0%	*	2%
Biology	5,027	1%	11	0%	*	2%
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%	183	1%	26	2%
Reading	44,764	1%	82	1%	11	2%
Mathematics	40,054	1%	75	1%	11	3%
Science	16,044	1%	26	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										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24
		Pacific Islander	*	50	*	50	*	23	*	6
		Two or More Races	28	32	72	68	41	38	8	11
		EcoDis	54	52	46	48	18	19	3	3
		Students with Disabilities	77	73	23	27	7	10	1	2
		English Language Learners	57	67	43	33	16	10	2	1
	Mathematics	Overall	22	25	78	75	38	36	8	8
		Black	33	45	67	55	21	15	2	1
		Hispanic	27	36	73	64	27	22	3	3
		White	10	14	90	86	57	48	13	10
		American Indian	*	41	*	59	*	22	*	4
		Asian	3	9	97	91	73	63	27	24
		Pacific Islander	*	38	*	62	*	22	*	3
		Two or More Races	10	22	90	78	58	38	23	9
		EcoDis	31	38	69	62	24	20	3	2
		Students with Disabilities	51	56	49	44	18	14	2	2
		English Language Learners	31	48	69	52	26	14	3	2

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

* Indicates reporting standards not met.

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

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

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

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

There is no data for this campus.

Part (xiv): Additional Information - Chronic Absenteeism

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	24%	43%	22%	0%	*	*	-	23%	24%	31%	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.

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Part (i): Description of State Accountability System

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

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

State & District ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
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%

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Campus ESSA Goals (HS/K-12 & AEA)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
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%

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

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

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

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

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

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, and AEAs	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status 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.

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

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

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

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

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

Part (ii): Student Achievement by Proficiency Level

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

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

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	72%	69%	62%	83%	61%	-	*	-	-	-	62%	80%	27%	69%	47%	55%	69%	-	75%	-	-
	CWD	48%	46%	27%	*	29%	-	-	-	-	-	27%	-	27%	-	21%	20%	38%	-	-	-	-
	CWOD	78%	73%	69%	100%	67%	-	*	-	-	-	68%	80%	-	69%	53%	63%	73%	-	75%	-	-
	EL	62%	60%	47%	-	46%	-	*	-	-	-	47%	-	21%	53%	47%	41%	53%	-	*	-	-
	Male	70%	67%	55%	*	54%	-	-	-	-	-	56%	*	20%	63%	41%	55%	-	-	*	-	-
	Female	75%	71%	69%	*	67%	-	*	-	-	-	67%	*	38%	73%	53%	-	69%	-	60%	-	-
Mathematics	All Students	68%	72%	69%	67%	69%	-	*	-	-	-	70%	60%	50%	72%	66%	69%	69%	-	75%	-	-
	CWD	46%	58%	50%	*	52%	-	-	-	-	-	50%	-	50%	-	50%	27%	88%	-	-	-	-
	CWOD	74%	75%	72%	80%	72%	-	*	-	-	-	73%	60%	-	72%	69%	80%	67%	-	75%	-	-
	EL	61%	70%	66%	-	65%	-	*	-	-	-	66%	-	50%	69%	66%	69%	62%	-	*	-	-
	Male	70%	76%	69%	*	69%	-	-	-	-	-	70%	*	27%	80%	69%	69%	-	-	*	-	-
	Female	66%	68%	69%	*	69%	-	*	-	-	-	69%	*	88%	67%	62%	-	69%	-	60%	-	-
Grade 4																						
Reading	All Students	79%	69%	77%	100%	75%	-	-	-	-	*	77%	75%	28%	84%	66%	75%	79%	*	83%	-	-
	CWD	55%	31%	28%	-	28%	-	-	-	-	-	33%	*	28%	-	14%	31%	20%	-	*	-	-
	CWOD	85%	76%	84%	100%	83%	-	-	-	-	*	83%	92%	-	84%	75%	84%	84%	*	89%	-	-
	EL	68%	63%	66%	-	65%	-	-	-	-	*	67%	50%	14%	75%	66%	64%	68%	*	78%	-	-
	Male	77%	66%	75%	*	73%	-	-	-	-	*	77%	56%	31%	84%	64%	75%	-	-	83%	-	-
	Female	81%	72%	79%	*	77%	-	-	-	-	*	76%	100%	20%	84%	68%	-	79%	*	83%	-	-
Mathematics	All Students	67%	70%	77%	83%	77%	-	-	-	-	*	78%	75%	44%	83%	75%	79%	76%	*	83%	-	-
	CWD	42%	34%	44%	-	44%	-	-	-	-	-	47%	*	44%	-	36%	38%	60%	-	*	-	-
	CWOD	73%	76%	83%	83%	83%	-	-	-	-	*	82%	85%	-	83%	82%	88%	77%	*	89%	-	-
	EL	62%	72%	75%	-	74%	-	-	-	-	*	75%	67%	36%	82%	75%	72%	78%	*	78%	-	-
	Male	69%	72%	79%	*	77%	-	-	-	-	*	79%	78%	38%	88%	72%	79%	-	-	83%	-	-
	Female	65%	67%	76%	*	77%	-	-	-	-	*	76%	71%	60%	77%	78%	-	76%	*	83%	-	-
Grade 5																						
Reading	All Students	78%	81%	80%	71%	80%	*	-	*	-	-	77%	100%	50%	83%	84%	77%	84%	*	77%	-	-
	CWD	48%	49%	50%	*	55%	-	-	-	-	-	45%	*	50%	-	40%	50%	*	*	*	-	-
	CWOD	84%	87%	83%	83%	83%	*	-	*	-	-	81%	100%	-	83%	87%	81%	85%	-	75%	-	-
	EL	70%	81%	84%	-	83%	*	-	*	-	-	82%	100%	40%	87%	84%	82%	86%	-	75%	-	-
	Male	75%	75%	77%	67%	77%	*	-	*	-	-	74%	100%	50%	81%	82%	77%	-	*	60%	-	-
	Female	80%	87%	84%	*	83%	-	-	-	-	-	81%	100%	*	85%	86%	-	84%	-	88%	-	-
Mathematics	All Students	75%	77%	77%	57%	78%	*	-	*	-	-	74%	94%	33%	81%	85%	73%	80%	*	77%	-	-
	CWD	52%	51%	33%	*	36%	-	-	-	-	-	27%	*	33%	-	60%	40%	*	*	*	-	-
	CWOD	80%	82%	81%	67%	82%	*	-	*	-	-	80%	93%	-	81%	87%	80%	83%	-	75%	-	-
	EL	70%	78%	85%	-	85%	*	-	*	-	-	85%	80%	60%	87%	85%	82%	90%	-	75%	-	-
	Male	75%	74%	73%	50%	75%	*	-	*	-	-	72%	86%	40%	80%	82%	73%	-	*	60%	-	-
	Female	75%	81%	80%	*	80%	-	-	-	-	-	77%	100%	*	83%	90%	-	80%	-	88%	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	56%	61%	66%	71%	66%	*	-	*	-	-	62%	94%	33%	70%	64%	66%	67%	*	62%	-	-
	CWD	34%	22%	33%	*	36%	-	-	-	-	-	27%	*	33%	-	40%	40%	*	*	*	-	-
	CWOD	61%	68%	70%	83%	69%	*	-	*	-	-	66%	93%	-	70%	66%	70%	69%	-	58%	-	-
	EL	43%	56%	64%	-	63%	*	-	*	-	-	61%	100%	40%	66%	64%	66%	62%	-	50%	-	-
	Male	59%	61%	66%	67%	64%	*	-	*	-	-	61%	100%	40%	70%	66%	66%	-	*	60%	-	-
	Female	54%	62%	67%	*	67%	-	-	-	-	-	63%	89%	*	69%	62%	-	67%	-	63%	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	47%	41%	40%	33%	40%	-	*	-	-	-	39%	60%	18%	44%	18%	31%	48%	-	50%	-	-
	CWD	25%	26%	18%	*	19%	-	-	-	-	-	18%	-	18%	-	7%	7%	38%	-	-	-	-
	CWOD	52%	43%	44%	40%	43%	-	*	-	-	-	43%	60%	-	44%	20%	37%	49%	-	50%	-	-
	EL	34%	27%	18%	-	17%	-	*	-	-	-	18%	-	7%	20%	18%	15%	21%	-	*	-	-
	Male	44%	37%	31%	*	31%	-	-	-	-	-	31%	*	7%	37%	15%	31%	-	-	*	-	-
	Female	50%	45%	48%	*	48%	-	*	-	-	-	46%	*	38%	49%	21%	-	48%	-	60%	-	-
Mathematics	All Students	41%	36%	38%	67%	36%	-	*	-	-	-	37%	60%	14%	42%	30%	45%	31%	-	38%	-	-
	CWD	24%	27%	14%	*	14%	-	-	-	-	-	14%	-	14%	-	7%	7%	25%	-	-	-	-
	CWOD	44%	38%	42%	80%	40%	-	*	-	-	-	41%	60%	-	42%	36%	55%	32%	-	38%	-	-
	EL	32%	36%	30%	-	29%	-	*	-	-	-	30%	-	7%	36%	30%	38%	21%	-	*	-	-
	Male	44%	42%	45%	*	44%	-	-	-	-	-	46%	*	7%	55%	38%	45%	-	-	*	-	-
	Female	37%	30%	31%	*	28%	-	*	-	-	-	28%	*	25%	32%	21%	-	31%	-	0%	-	-
Grade 4																						
Reading	All Students	50%	41%	50%	50%	50%	-	-	-	-	*	50%	56%	11%	57%	39%	49%	52%	*	50%	-	-
	CWD	24%	13%	11%	-	11%	-	-	-	-	-	13%	*	11%	-	14%	8%	20%	-	*	-	-
	CWOD	56%	45%	57%	50%	57%	-	-	-	-	*	55%	69%	-	57%	44%	59%	54%	*	56%	-	-
	EL	39%	39%	39%	-	40%	-	-	-	-	*	38%	50%	14%	44%	39%	36%	43%	*	44%	-	-
	Male	47%	37%	49%	*	48%	-	-	-	-	*	50%	44%	8%	59%	36%	49%	-	-	50%	-	-
	Female	53%	44%	52%	*	53%	-	-	-	-	*	49%	71%	20%	54%	43%	-	52%	*	50%	-	-
Mathematics	All Students	44%	42%	52%	17%	53%	-	-	-	-	*	51%	56%	11%	58%	51%	52%	52%	*	67%	-	-
	CWD	24%	10%	11%	-	11%	-	-	-	-	-	13%	*	11%	-	14%	8%	20%	-	*	-	-
	CWOD	49%	48%	58%	17%	60%	-	-	-	-	*	57%	69%	-	58%	58%	62%	54%	*	78%	-	-
	EL	38%	46%	51%	-	50%	-	-	-	-	*	51%	50%	14%	58%	51%	49%	53%	*	67%	-	-
	Male	47%	46%	52%	*	52%	-	-	-	-	*	53%	44%	8%	62%	49%	52%	-	-	67%	-	-
	Female	41%	39%	52%	*	54%	-	-	-	-	*	49%	71%	20%	54%	53%	-	52%	*	67%	-	-
Grade 5																						
Reading	All Students	53%	54%	54%	57%	53%	*	-	*	-	-	49%	88%	25%	57%	52%	48%	59%	*	62%	-	-
	CWD	25%	19%	25%	*	27%	-	-	-	-	-	18%	*	25%	-	20%	20%	*	*	*	-	-
	CWOD	59%	60%	57%	67%	55%	*	-	*	-	-	52%	87%	-	57%	55%	54%	59%	-	58%	-	-
	EL	41%	48%	52%	-	51%	*	-	*	-	-	50%	80%	20%	55%	52%	50%	55%	-	50%	-	-
	Male	51%	51%	48%	50%	46%	*	-	*	-	-	44%	86%	20%	54%	50%	48%	-	*	40%	-	-
	Female	56%	57%	59%	*	58%	-	-	-	-	-	54%	89%	*	59%	55%	-	59%	-	75%	-	-

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Mathematics	All Students	49%	47%	47%	29%	47%	*	-	*	-	-	45%	63%	25%	50%	52%	52%	43%	*	38%	-	-
	CWD	26%	22%	25%	*	27%	-	-	-	-	-	27%	*	25%	-	60%	30%	*	*	*	-	-
	CWOD	54%	52%	50%	33%	50%	*	-	*	-	-	47%	67%	-	50%	52%	56%	44%	-	42%	-	-
	EL	41%	45%	52%	-	51%	*	-	*	-	-	52%	60%	60%	52%	52%	63%	38%	-	38%	-	-
	Male	50%	48%	52%	33%	52%	*	-	*	-	-	53%	43%	30%	56%	63%	52%	-	*	40%	-	-
	Female	47%	46%	43%	*	43%	-	-	-	-	-	37%	78%	*	44%	38%	-	43%	-	38%	-	-
Science	All Students	27%	28%	35%	57%	34%	*	-	*	-	-	31%	63%	8%	38%	31%	36%	34%	*	38%	-	-
	CWD	16%	8%	8%	*	9%	-	-	-	-	-	9%	*	8%	-	20%	10%	*	*	*	-	-
	CWOD	29%	31%	38%	67%	36%	*	-	*	-	-	34%	67%	-	38%	32%	41%	36%	-	42%	-	-
	EL	15%	21%	31%	-	31%	*	-	*	-	-	31%	40%	20%	32%	31%	34%	28%	-	25%	-	-
	Male	30%	28%	36%	50%	34%	*	-	*	-	-	33%	57%	10%	41%	34%	36%	-	*	20%	-	-
	Female	23%	28%	34%	*	33%	-	-	-	-	-	29%	67%	*	36%	28%	-	34%	-	50%	-	-
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	20%	17%	19%	17%	19%	-	*	-	-	-	18%	40%	0%	22%	11%	16%	21%	-	25%	-	-
	CWD	6%	5%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	-	-	-	-
	CWOD	23%	20%	22%	20%	23%	-	*	-	-	-	21%	40%	-	22%	14%	20%	24%	-	25%	-	-
	EL	13%	15%	11%	-	11%	-	*	-	-	-	11%	-	0%	14%	11%	10%	12%	-	*	-	-
	Male	18%	17%	16%	*	17%	-	-	-	-	-	16%	*	0%	20%	10%	16%	-	-	*	-	-
	Female	22%	18%	21%	*	21%	-	*	-	-	-	19%	*	0%	24%	12%	-	21%	-	20%	-	-
Mathematics	All Students	15%	10%	11%	0%	10%	-	*	-	-	-	11%	0%	0%	13%	11%	16%	6%	-	0%	-	-
	CWD	7%	6%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	-	-	-	-
	CWOD	17%	11%	13%	0%	12%	-	*	-	-	-	13%	0%	-	13%	14%	20%	6%	-	0%	-	-
	EL	10%	11%	11%	-	10%	-	*	-	-	-	11%	-	0%	14%	11%	15%	6%	-	*	-	-
	Male	17%	14%	16%	*	17%	-	-	-	-	-	16%	*	0%	20%	15%	16%	-	-	*	-	-
	Female	12%	6%	6%	*	4%	-	*	-	-	-	6%	*	0%	6%	6%	-	6%	-	0%	-	-
Grade 4																						
Reading	All Students	22%	16%	22%	0%	23%	-	-	-	-	*	20%	38%	0%	25%	18%	23%	21%	*	8%	-	-
	CWD	6%	0%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	26%	18%	25%	0%	27%	-	-	-	-	*	23%	46%	-	25%	22%	28%	23%	*	11%	-	-
	EL	14%	18%	18%	-	19%	-	-	-	-	*	17%	33%	0%	22%	18%	19%	18%	*	0%	-	-
	Male	20%	16%	23%	*	23%	-	-	-	-	*	21%	33%	0%	28%	19%	23%	-	-	17%	-	-
	Female	24%	15%	21%	*	23%	-	-	-	-	*	18%	43%	0%	23%	18%	-	21%	*	0%	-	-
Mathematics	All Students	20%	17%	28%	0%	28%	-	-	-	-	*	28%	25%	0%	32%	29%	31%	24%	*	17%	-	-
	CWD	7%	2%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	23%	19%	32%	0%	33%	-	-	-	-	*	32%	31%	-	32%	34%	38%	26%	*	22%	-	-
	EL	15%	19%	29%	-	28%	-	-	-	-	*	28%	33%	0%	34%	29%	32%	25%	*	22%	-	-
	Male	22%	20%	31%	*	32%	-	-	-	-	*	32%	22%	0%	38%	32%	31%	-	-	17%	-	-
	Female	17%	13%	24%	*	25%	-	-	-	-	*	24%	29%	0%	26%	25%	-	24%	*	17%	-	-
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%	25%	26%	14%	28%	*	-	*	-	-	25%	38%	0%	29%	24%	17%	36%	*	23%	-	-
	CWD	8%	5%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	*	*	-	-
	CWOD	32%	28%	29%	17%	30%	*	-	*	-	-	28%	40%	-	29%	26%	20%	37%	-	25%	-	-
	EL	17%	20%	24%	-	25%	*	-	*	-	-	23%	40%	0%	26%	24%	18%	31%	-	13%	-	-
	Male	25%	18%	17%	0%	20%	*	-	*	-	-	18%	14%	0%	20%	18%	17%	-	*	0%	-	-
	Female	30%	32%	36%	*	35%	-	-	-	-	-	33%	56%	*	37%	31%	-	36%	-	38%	-	-
Mathematics	All Students	19%	14%	11%	14%	11%	*	-	*	-	-	12%	6%	0%	12%	15%	16%	7%	*	0%	-	-
	CWD	7%	0%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	*	*	-	-
	CWOD	21%	16%	12%	17%	12%	*	-	*	-	-	13%	7%	-	12%	16%	19%	7%	-	0%	-	-
	EL	12%	12%	15%	-	15%	*	-	*	-	-	15%	20%	0%	16%	15%	21%	7%	-	0%	-	-
	Male	21%	16%	16%	17%	16%	*	-	*	-	-	18%	0%	0%	19%	21%	16%	-	*	0%	-	-
	Female	17%	12%	7%	*	7%	-	-	-	-	-	6%	11%	*	7%	7%	-	7%	-	0%	-	-
Science	All Students	11%	9%	12%	29%	11%	*	-	*	-	-	11%	19%	0%	13%	12%	13%	11%	*	8%	-	-
	CWD	5%	3%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	*	*	-	-
	CWOD	12%	11%	13%	33%	12%	*	-	*	-	-	12%	20%	-	13%	13%	15%	12%	-	8%	-	-
	EL	5%	8%	12%	-	12%	*	-	*	-	-	10%	40%	0%	13%	12%	13%	10%	-	0%	-	-
	Male	13%	10%	13%	33%	11%	*	-	*	-	-	12%	14%	0%	15%	13%	13%	-	*	0%	-	-
	Female	9%	9%	11%	*	12%	-	-	-	-	-	10%	22%	*	12%	10%	-	11%	-	13%	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	74%	73%	76%	72%	*	*	*	-	88%	71%	86%	39%	78%	69%	71%	75%	80%	76%	-	-
	CWD	46%	44%	39%	0%	40%	-	-	-	-	-	38%	44%	39%	-	34%	35%	47%	*	78%	-	-
	CWOD	77%	78%	78%	85%	77%	*	*	*	-	88%	76%	90%	-	78%	75%	78%	77%	*	76%	-	-
	EL	61%	73%	69%	-	68%	*	*	*	-	*	69%	78%	34%	75%	69%	68%	71%	*	70%	-	-
	Male	71%	72%	71%	70%	70%	*	-	*	-	*	70%	78%	35%	78%	68%	71%	-	*	76%	-	-
	Female	74%	77%	75%	87%	74%	-	*	-	-	*	73%	92%	47%	77%	71%	-	75%	*	76%	-	-
Reading	All Students	74%	76%	73%	84%	72%	*	*	*	-	*	71%	86%	33%	79%	65%	69%	77%	*	79%	-	-
	CWD	44%	40%	33%	*	35%	-	-	-	-	-	34%	*	33%	-	21%	33%	33%	*	*	-	-
	CWOD	80%	80%	79%	94%	78%	*	*	*	-	*	77%	94%	-	79%	72%	77%	80%	*	79%	-	-
	EL	59%	73%	65%	-	64%	*	*	*	-	*	64%	73%	21%	72%	65%	62%	68%	*	71%	-	-
	Male	70%	72%	69%	75%	68%	*	-	*	-	*	69%	71%	33%	77%	62%	69%	-	*	79%	-	-
	Female	78%	81%	77%	100%	76%	-	*	-	-	*	74%	100%	33%	80%	68%	-	77%	*	79%	-	-
Mathematics	All Students	70%	71%	74%	68%	75%	*	*	*	-	*	74%	81%	45%	79%	75%	74%	75%	*	79%	-	-
	CWD	45%	46%	45%	*	47%	-	-	-	-	-	45%	*	45%	-	45%	36%	67%	*	*	-	-
	CWOD	75%	74%	79%	76%	79%	*	*	*	-	*	78%	85%	-	79%	80%	83%	75%	*	79%	-	-
	EL	62%	70%	75%	-	74%	*	*	*	-	*	75%	73%	45%	80%	75%	74%	76%	*	76%	-	-
	Male	71%	70%	74%	67%	74%	*	-	*	-	*	74%	76%	36%	83%	74%	74%	-	*	79%	-	-
	Female	70%	71%	75%	71%	75%	-	*	-	-	*	74%	85%	67%	75%	76%	-	75%	*	79%	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	73%	77%	66%	71%	66%	*	-	*	-	-	62%	94%	33%	70%	64%	66%	67%	*	62%	-	-
	CWD	49%	51%	33%	*	36%	-	-	-	-	-	27%	*	33%	-	40%	40%	*	*	*	-	-
	CWOD	77%	79%	70%	83%	69%	*	-	*	-	-	66%	93%	-	70%	66%	70%	69%	-	58%	-	-
	EL	61%	75%	64%	-	63%	*	-	*	-	-	61%	100%	40%	66%	64%	66%	62%	-	50%	-	-
	Male	74%	77%	66%	67%	64%	*	-	*	-	-	61%	100%	40%	70%	66%	66%	-	*	60%	-	-
	Female	72%	77%	67%	*	67%	-	-	-	-	-	63%	89%	*	69%	62%	-	67%	-	63%	-	-

STAAR Percent at Meets Grade Level or Above

All Grades																						
All Subjects	All Students	47%	46%	45%	44%	45%	*	*	*	-	63%	43%	64%	16%	49%	39%	45%	45%	40%	49%	-	-
	CWD	22%	18%	16%	0%	17%	-	-	-	-	-	16%	11%	16%	-	15%	12%	25%	*	33%	-	-
	CWOD	51%	49%	49%	50%	49%	*	*	*	-	63%	47%	70%	-	49%	43%	52%	47%	*	51%	-	-
	EL	31%	43%	39%	-	38%	*	*	*	-	*	38%	56%	15%	43%	39%	41%	37%	*	42%	-	-
	Male	45%	43%	45%	47%	44%	*	-	*	-	*	44%	51%	12%	52%	41%	45%	-	*	48%	-	-
	Female	48%	48%	45%	40%	45%	-	*	-	-	*	42%	76%	25%	47%	37%	-	45%	*	50%	-	-
Reading	All Students	52%	55%	48%	47%	47%	*	*	*	-	*	45%	70%	18%	52%	36%	43%	53%	*	55%	-	-
	CWD	23%	21%	18%	*	18%	-	-	-	-	-	17%	*	18%	-	12%	11%	33%	*	*	-	-
	CWOD	58%	60%	52%	53%	52%	*	*	*	-	*	50%	76%	-	52%	40%	50%	54%	*	55%	-	-
	EL	34%	50%	36%	-	35%	*	*	*	-	*	35%	64%	12%	40%	36%	34%	39%	*	43%	-	-
	Male	48%	49%	43%	50%	42%	*	-	*	-	*	42%	59%	11%	50%	34%	43%	-	*	43%	-	-
	Female	57%	62%	53%	43%	53%	-	*	-	-	*	49%	80%	33%	54%	39%	-	53%	*	63%	-	-
Mathematics	All Students	42%	37%	46%	37%	45%	*	*	*	-	*	44%	59%	16%	50%	44%	50%	41%	*	48%	-	-
	CWD	22%	18%	16%	*	16%	-	-	-	-	-	17%	*	16%	-	18%	14%	20%	*	*	-	-
	CWOD	46%	39%	50%	41%	50%	*	*	*	-	*	48%	67%	-	50%	49%	58%	43%	*	52%	-	-
	EL	31%	36%	44%	-	43%	*	*	*	-	*	44%	55%	18%	49%	44%	50%	38%	*	48%	-	-
	Male	43%	37%	50%	42%	49%	*	-	*	-	*	51%	41%	14%	58%	50%	50%	-	*	64%	-	-
	Female	40%	36%	41%	29%	41%	-	*	-	-	*	37%	75%	20%	43%	38%	-	41%	*	37%	-	-
Science	All Students	42%	39%	35%	57%	34%	*	-	*	-	-	31%	63%	8%	38%	31%	36%	34%	*	38%	-	-
	CWD	21%	14%	8%	*	9%	-	-	-	-	-	9%	*	8%	-	20%	10%	*	*	*	-	-
	CWOD	45%	42%	38%	67%	36%	*	-	*	-	-	34%	67%	-	38%	32%	41%	36%	-	42%	-	-
	EL	24%	37%	31%	-	31%	*	-	*	-	-	31%	40%	20%	32%	31%	34%	28%	-	25%	-	-
	Male	44%	40%	36%	50%	34%	*	-	*	-	-	33%	57%	10%	41%	34%	36%	-	*	20%	-	-
	Female	40%	38%	34%	*	33%	-	-	-	-	-	29%	67%	*	36%	28%	-	34%	-	50%	-	-

STAAR Percent at Masters Grade Level

All Grades																						
All Subjects	All Students	18%	14%	18%	11%	19%	*	*	*	-	38%	18%	24%	0%	21%	17%	19%	18%	20%	11%	-	-
	CWD	6%	3%	0%	0%	0%	-	-	-	-	-	0%	0%	0%	-	0%	0%	0%	*	0%	-	-
	CWOD	21%	16%	21%	13%	21%	*	*	*	-	38%	20%	27%	-	21%	20%	23%	19%	*	13%	-	-
	EL	9%	13%	17%	-	17%	*	*	*	-	*	17%	33%	0%	20%	17%	19%	16%	*	8%	-	-
	Male	18%	13%	19%	10%	20%	*	-	*	-	*	19%	17%	0%	23%	19%	19%	-	*	9%	-	-
	Female	19%	16%	18%	13%	18%	-	*	-	-	*	16%	31%	0%	19%	16%	-	18%	*	13%	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	21%	19%	22%	11%	23%	*	*	*	-	*	21%	38%	0%	26%	18%	19%	26%	*	18%	-	-
	CWD	6%	3%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	*	*	-	-
	CWOD	24%	20%	26%	12%	27%	*	*	*	-	*	24%	42%	-	26%	21%	23%	28%	*	21%	-	-
	EL	10%	15%	18%	-	18%	*	*	*	-	*	17%	36%	0%	21%	18%	16%	19%	*	10%	-	-
	Male	18%	16%	19%	0%	20%	*	-	*	-	*	18%	24%	0%	23%	16%	19%	-	*	14%	-	-
	Female	24%	22%	26%	29%	26%	-	*	-	-	*	23%	50%	0%	28%	19%	-	26%	*	21%	-	-
Mathematics	All Students	17%	12%	17%	5%	17%	*	*	*	-	*	17%	14%	0%	19%	19%	21%	12%	*	6%	-	-
	CWD	6%	3%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	*	*	-	-
	CWOD	19%	13%	19%	6%	19%	*	*	*	-	*	20%	15%	-	19%	22%	26%	13%	*	7%	-	-
	EL	10%	12%	19%	-	18%	*	*	*	-	*	19%	27%	0%	22%	19%	23%	14%	*	10%	-	-
	Male	18%	13%	21%	8%	22%	*	-	*	-	*	22%	12%	0%	26%	23%	21%	-	*	7%	-	-
	Female	15%	11%	12%	0%	11%	-	*	-	-	*	11%	15%	0%	13%	14%	-	12%	*	5%	-	-
Science	All Students	15%	9%	12%	29%	11%	*	-	*	-	-	11%	19%	0%	13%	12%	13%	11%	*	8%	-	-
	CWD	5%	3%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	*	*	-	-
	CWOD	17%	9%	13%	33%	12%	*	-	*	-	-	12%	20%	-	13%	13%	15%	12%	-	8%	-	-
	EL	5%	7%	12%	-	12%	*	-	*	-	-	10%	40%	0%	13%	12%	13%	10%	-	0%	-	-
	Male	16%	9%	13%	33%	11%	*	-	*	-	-	12%	14%	0%	15%	13%	13%	-	*	0%	-	-
	Female	14%	8%	11%	*	12%	-	-	-	-	-	10%	22%	*	12%	10%	-	11%	-	13%	-	-

- 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	60	66	*	-	*	-	*	63	41	60
CWD	41	*	43	-	-	-	-	-	38	41	33
CWOD	69	65	69	*	-	*	-	*	66	-	63
EL ◇	60	-	60	*	-	*	-	*	58	33	60
Male	67	50	68	*	-	*	-	*	65	45	63
Female	64	*	63	-	-	-	-	*	61	29	56

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Mathematics											
All Students	59	62	59	*	-	*	-	*	58	53	60
CWD	53	*	55	-	-	-	-	-	51	53	61
CWOD	59	67	59	*	-	*	-	*	59	-	60
EL ◇	60	-	60	*	-	*	-	*	59	61	60
Male	58	56	58	*	-	*	-	*	58	52	58
Female	59	*	59	-	-	-	-	*	57	57	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	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL ◇	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

◇ Ever in grades 9-12.

Part (iv): English Language Proficiency

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

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Total EL in Class	Proficiency of EL	Rate of Proficiency
419	63	15%

- 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	45	44	45	*	*	*	-	63	44	18	42
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	N	Y	N						Y	N	N
Interim Goals (2033-2037)	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
Target Met	N	N	N						N	N	N
Long-Term Goals	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met	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	Y	Y						Y	N	Y
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)

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

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All Students	1%	0%	1%	*	*	*	-	0%	1%	0%	3%	0%	0%	2%	0%	0%
	CWD	3%	0%	4%	-	-	-	-	-	4%	0%	3%	-	0%	5%	0%	*
	CWOD	0%	0%	0%	*	*	*	-	0%	0%	0%	-	0%	0%	1%	0%	*
	EL	0%	-	0%	*	*	*	-	*	0%	0%	0%	0%	0%	0%	0%	*
	Male	2%	0%	2%	*	-	*	-	*	2%	0%	5%	1%	0%	2%	-	*
	Female	0%	0%	0%	-	*	-	-	*	0%	0%	0%	0%	0%	-	0%	*
Reading	All Students	1%	0%	1%	*	*	*	-	*	1%	0%	4%	0%	0%	1%	0%	*
	CWD	4%	*	4%	-	-	-	-	-	4%	*	4%	-	0%	5%	0%	*
	CWOD	0%	0%	0%	*	*	*	-	*	0%	0%	-	0%	0%	1%	0%	*
	EL	0%	-	0%	*	*	*	-	*	0%	0%	0%	0%	0%	0%	0%	*
	Male	1%	0%	2%	*	-	*	-	*	2%	0%	5%	1%	0%	1%	-	*
	Female	0%	0%	0%	-	*	-	-	*	0%	0%	0%	0%	0%	-	0%	*
Mathematics	All Students	1%	0%	1%	*	*	*	-	*	1%	0%	4%	0%	0%	1%	0%	*
	CWD	4%	*	4%	-	-	-	-	-	4%	*	4%	-	0%	5%	0%	*
	CWOD	0%	0%	0%	*	*	*	-	*	0%	0%	-	0%	0%	1%	0%	*
	EL	0%	-	0%	*	*	*	-	*	0%	0%	0%	0%	0%	0%	0%	*
	Male	1%	0%	2%	*	-	*	-	*	2%	0%	5%	1%	0%	1%	-	*
	Female	0%	0%	0%	-	*	-	-	*	0%	0%	0%	0%	0%	-	0%	*
Science	All Students	1%	0%	1%	*	-	*	-	-	1%	0%	0%	1%	0%	2%	0%	*
	CWD	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	*
	CWOD	1%	0%	1%	*	-	*	-	-	1%	0%	-	1%	0%	2%	0%	-
	EL	0%	-	0%	*	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	2%	0%	2%	*	-	*	-	-	2%	0%	0%	2%	0%	2%	-	*
	Female	0%	*	0%	-	-	-	-	-	0%	0%	*	0%	0%	-	0%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

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

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
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												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
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	31	6	24	1	-8	-8	-8	-8	9	7	-8
	Female	32	4	27	1	-8	-8	-8	-8	6	2	-8
	Total	63	10	51	2	-8	-8	-8	-8	15	9	-8

	Total
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

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	Total
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
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

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

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

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

Part (ix): Teacher Quality Data

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

High Poverty School		
		All School
		Number Percent
Inexperienced Teachers, Principals, and Other School Leaders		7.1 14.2%
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.

		State & Local and Federal	State & Local			Federal		
	Enrollment	Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$1,370	\$128	\$929	\$1,057	\$41	\$272	\$313
Food services		\$838	\$7	\$0	\$7	\$796	\$35	\$831
Instruction		\$6,615	\$4,788	\$26	\$4,814	\$1,670	\$131	\$1,801
Support services, general administration		\$64		\$64	\$64			
Support services, instructional staff		\$824	\$357	\$4	\$361	\$194	\$269	\$463
Support services, operation and maintenance of plant		\$1,018	\$810	\$81	\$891	\$59	\$68	\$127

		State & Local and Federal	State & Local			Federal		
	Enrollment	Total	Site	District Allocation	Total	Site	District Allocation	Total
Support services, pupils		\$487	\$298	\$56	\$354	\$96	\$38	\$134
Support services, school administration		\$1,344	\$1,277	\$2	\$1,279	\$22	\$43	\$65
Support services, student transportation		\$1,190	\$1,128	\$45	\$1,173	\$7	\$9	\$16
Total	707	\$13,750	\$8,792	\$1,207	\$9,999	\$2,886	\$865	\$3,751

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%	8	1%	*	1%
Mathematics	6,620	2%	8	1%	*	1%
Grade 4						
Reading	6,491	2%	*	1%	*	1%
Mathematics	6,491	2%	*	1%	*	1%
Grade 5						
Reading	6,033	1%	*	1%	*	1%
Mathematics	6,033	2%	*	1%	*	1%
Science	6,033	2%	*	1%	*	1%
Grade 6						
Reading	5,586	1%	20	1%	-	-
Mathematics	5,586	1%	20	1%	-	-
Grade 7						
Reading	5,233	1%	18	1%	-	-
Mathematics	5,227	2%	18	1%	-	-
Grade 8						
Reading	4,985	1%	12	1%	-	-
Mathematics	4,985	1%	12	1%	-	-
Science	4,984	1%	12	1%	-	-
End of Course						
English I	5,119	1%	11	0%	-	-
English II	4,683	1%	7	0%	-	-
Algebra I	5,112	1%	11	0%	-	-
Biology	5,027	1%	11	0%	-	-
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%	183	1%	9	1%
Reading	44,764	1%	82	1%	*	1%
Mathematics	40,054	1%	75	1%	*	1%
Science	16,044	1%	26	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										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24
		Pacific Islander	*	50	*	50	*	23	*	6
		Two or More Races	28	32	72	68	41	38	8	11
		EcoDis	54	52	46	48	18	19	3	3
		Students with Disabilities	77	73	23	27	7	10	1	2
		English Language Learners	57	67	43	33	16	10	2	1
	Mathematics	Overall	22	25	78	75	38	36	8	8
		Black	33	45	67	55	21	15	2	1
		Hispanic	27	36	73	64	27	22	3	3
		White	10	14	90	86	57	48	13	10
		American Indian	*	41	*	59	*	22	*	4
		Asian	3	9	97	91	73	63	27	24
		Pacific Islander	*	38	*	62	*	22	*	3
		Two or More Races	10	22	90	78	58	38	23	9
		EcoDis	31	38	69	62	24	20	3	2
		Students with Disabilities	51	56	49	44	18	14	2	2
		English Language Learners	31	48	69	52	26	14	3	2

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

* Indicates reporting standards not met.

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

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

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

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

There is no data for this campus.

Part (xiv): Additional Information - Chronic Absenteeism

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	27%	36%	26%	*	*	*	-	40%	28%	41%	20%

- Indicates there are no students in the group.

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

Part (xv): Section 1003 Fund

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

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

There is no data for this campus.

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

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

There is no data for this campus.

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Part (i): Description of State Accountability System

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

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

State & District ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
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%

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Campus ESSA Goals (HS/K-12 & AEA)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
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%

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

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

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

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

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

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, and AEAs	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status 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.

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

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

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

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

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

Part (ii): Student Achievement by Proficiency Level

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

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

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Reading	All Students	75%	73%	79%	-	79%	-	-	*	-	-	78%	88%	20%	85%	77%	74%	84%	-	*	-	-	
	CWD	43%	40%	20%	-	20%	-	-	-	-	-	15%	*	20%	-	22%	20%	20%	-	*	-	-	
	CWOD	81%	77%	85%	-	86%	-	-	*	-	-	84%	93%	-	85%	82%	81%	89%	-	-	-	-	
	EL	61%	72%	77%	-	78%	-	-	*	-	-	77%	88%	22%	82%	77%	75%	80%	-	-	-	-	
	Male	71%	70%	74%	-	75%	-	-	*	-	-	70%	93%	20%	81%	75%	74%	-	-	-	-	-	
	Female	79%	77%	84%	-	84%	-	-	-	-	-	85%	*	20%	89%	80%	-	84%	-	*	-	-	
Mathematics	All Students	70%	70%	80%	-	80%	-	-	*	-	-	79%	88%	53%	83%	79%	81%	79%	-	*	-	-	
	CWD	44%	45%	53%	-	53%	-	-	-	-	-	62%	*	53%	-	44%	60%	40%	-	*	-	-	
	CWOD	75%	72%	83%	-	83%	-	-	*	-	-	81%	100%	-	83%	82%	84%	82%	-	-	-	-	
	EL	60%	69%	79%	-	79%	-	-	*	-	-	79%	88%	44%	82%	79%	82%	76%	-	-	-	-	
	Male	70%	69%	81%	-	81%	-	-	*	-	-	79%	93%	60%	84%	82%	81%	-	-	-	-	-	
	Female	70%	70%	79%	-	79%	-	-	-	-	-	79%	*	40%	82%	76%	-	79%	-	*	-	-	
Grade 7																							
Reading	All Students	72%	77%	82%	*	81%	-	-	-	-	-	81%	89%	11%	86%	82%	77%	87%	-	75%	*	-	
	CWD	39%	40%	11%	-	11%	-	-	-	-	-	11%	-	11%	-	0%	14%	*	-	-	-	-	
	CWOD	78%	80%	86%	*	85%	-	-	-	-	-	85%	89%	-	86%	87%	82%	90%	-	75%	*	-	
	EL	57%	75%	82%	-	82%	-	-	-	-	-	82%	80%	0%	87%	82%	78%	87%	-	67%	-	-	
	Male	67%	72%	77%	*	77%	-	-	-	-	-	75%	100%	14%	82%	78%	77%	-	-	60%	*	-	
	Female	78%	82%	87%	*	87%	-	-	-	-	-	88%	*	*	90%	87%	-	87%	-	*	-	-	
Mathematics	All Students	54%	57%	70%	*	70%	-	-	-	-	-	69%	78%	11%	73%	68%	70%	70%	-	50%	*	-	
	CWD	31%	28%	11%	-	11%	-	-	-	-	-	11%	-	11%	-	0%	14%	*	-	-	-	-	
	CWOD	58%	59%	73%	*	73%	-	-	-	-	-	73%	78%	-	73%	72%	74%	72%	-	50%	*	-	
	EL	42%	55%	68%	-	68%	-	-	-	-	-	68%	60%	0%	72%	68%	67%	69%	-	50%	-	-	
	Male	55%	57%	70%	*	70%	-	-	-	-	-	69%	80%	14%	74%	67%	70%	-	-	60%	*	-	
	Female	53%	56%	70%	*	70%	-	-	-	-	-	70%	*	*	72%	69%	-	70%	-	*	-	-	
Grade 8																							
Reading	All Students	79%	81%	90%	*	90%	-	-	-	-	*	89%	100%	45%	93%	89%	85%	95%	-	100%	-	-	
	CWD	48%	47%	45%	*	40%	-	-	-	-	-	45%	-	45%	-	*	40%	*	-	-	-	-	
	CWOD	83%	85%	93%	-	93%	-	-	-	-	*	92%	100%	-	93%	90%	91%	94%	-	100%	-	-	
	EL	64%	81%	89%	-	89%	-	-	-	-	*	89%	100%	*	90%	89%	88%	91%	-	100%	-	-	
	Male	74%	76%	85%	-	85%	-	-	-	-	*	83%	100%	40%	91%	88%	85%	-	-	100%	-	-	
	Female	84%	87%	95%	*	94%	-	-	-	-	-	94%	*	*	94%	91%	-	95%	-	*	-	-	
Mathematics	All Students	70%	72%	90%	*	90%	-	-	-	-	-	89%	100%	78%	92%	93%	90%	90%	-	100%	-	-	
	CWD	45%	46%	78%	*	75%	-	-	-	-	-	78%	-	78%	-	*	75%	*	-	-	-	-	
	CWOD	74%	75%	92%	-	92%	-	-	-	-	-	91%	100%	-	92%	92%	94%	90%	-	100%	-	-	
	EL	62%	74%	93%	-	93%	-	-	-	-	-	92%	100%	*	92%	93%	97%	88%	-	*	-	-	
	Male	69%	70%	90%	-	90%	-	-	-	-	-	89%	100%	75%	94%	97%	90%	-	-	*	-	-	
	Female	71%	74%	90%	*	90%	-	-	-	-	-	90%	*	*	90%	88%	-	90%	-	*	-	-	

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	68%	63%	80%	*	79%	-	-	-	-	*	77%	100%	45%	82%	77%	76%	83%	-	90%	-	-
	CWD	39%	26%	45%	*	40%	-	-	-	-	-	45%	-	45%	-	*	40%	*	-	-	-	-
	CWOD	72%	67%	82%	-	82%	-	-	-	-	*	80%	100%	-	82%	78%	82%	83%	-	90%	-	-
	EL	51%	62%	77%	-	77%	-	-	-	-	*	76%	100%	*	78%	77%	75%	80%	-	88%	-	-
	Male	70%	65%	76%	-	76%	-	-	-	-	*	72%	100%	40%	82%	75%	76%	-	-	86%	-	-
	Female	66%	62%	83%	*	83%	-	-	-	-	-	82%	*	*	83%	80%	-	83%	-	*	-	-
End of Course																						
English I	All Students	67%	72%	76%	*	76%	*	*	-	-	*	74%	93%	24%	82%	68%	71%	80%	-	73%	-	-
	CWD	35%	37%	24%	-	19%	*	-	-	-	-	24%	-	24%	-	30%	18%	33%	-	*	-	-
	CWOD	73%	77%	82%	*	82%	*	*	-	-	*	81%	93%	-	82%	73%	79%	84%	-	70%	-	-
	EL	47%	68%	68%	-	69%	*	*	-	-	-	67%	*	30%	73%	68%	62%	75%	-	63%	-	-
	Male	62%	67%	71%	-	71%	*	-	-	-	-	70%	100%	18%	79%	62%	71%	-	-	71%	-	-
	Female	74%	79%	80%	*	81%	*	*	-	-	*	79%	89%	33%	84%	75%	-	80%	-	*	-	-
English II	All Students	74%	81%	86%	*	87%	*	-	*	-	-	85%	100%	33%	92%	78%	81%	94%	-	92%	*	-
	CWD	39%	37%	33%	-	36%	*	-	-	-	-	33%	-	33%	-	33%	42%	*	-	*	-	-
	CWOD	78%	86%	92%	*	92%	*	-	*	-	-	91%	100%	-	92%	84%	87%	98%	-	90%	*	-
	EL	52%	75%	78%	-	80%	*	-	-	-	-	76%	*	33%	84%	78%	69%	88%	-	*	*	-
	Male	69%	77%	81%	*	81%	*	-	*	-	-	78%	100%	42%	87%	69%	81%	-	-	86%	-	-
	Female	79%	84%	94%	*	95%	*	-	-	-	-	94%	100%	*	98%	88%	-	94%	-	100%	*	-
Algebra I	All Students	79%	81%	95%	*	95%	*	*	-	-	*	95%	100%	73%	97%	94%	96%	94%	-	90%	-	-
	CWD	54%	56%	73%	-	79%	*	-	-	-	-	73%	-	73%	-	75%	82%	*	-	*	-	-
	CWOD	83%	84%	97%	*	97%	*	*	-	-	*	97%	100%	-	97%	96%	99%	96%	-	89%	-	-
	EL	72%	82%	94%	-	95%	*	*	-	-	*	94%	*	75%	96%	94%	96%	92%	-	88%	-	-
	Male	77%	78%	96%	*	96%	*	-	-	-	*	96%	100%	82%	99%	96%	96%	-	-	100%	-	-
	Female	81%	84%	94%	*	95%	*	*	-	-	*	93%	100%	*	96%	92%	-	94%	-	*	-	-
Biology	All Students	90%	91%	96%	*	96%	*	*	-	-	*	96%	100%	82%	98%	93%	96%	97%	-	90%	-	-
	CWD	75%	74%	82%	-	82%	-	-	-	-	-	82%	-	82%	-	67%	71%	*	-	*	-	-
	CWOD	92%	93%	98%	*	98%	*	*	-	-	*	97%	100%	-	98%	96%	98%	97%	-	89%	-	-
	EL	84%	89%	93%	-	93%	*	*	-	-	-	93%	*	67%	96%	93%	93%	94%	-	86%	-	-
	Male	89%	89%	96%	-	96%	*	-	-	-	-	95%	100%	71%	98%	93%	96%	-	-	100%	-	-
	Female	91%	92%	97%	*	97%	-	*	-	-	*	97%	100%	*	97%	94%	-	97%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 6																						
Reading	All Students	55%	54%	65%	-	65%	-	-	*	-	-	64%	75%	13%	71%	61%	62%	68%	-	*	-	-
	CWD	24%	23%	13%	-	13%	-	-	-	-	-	15%	*	13%	-	11%	10%	20%	-	*	-	-
	CWOD	61%	57%	71%	-	71%	-	-	*	-	-	69%	86%	-	71%	66%	69%	72%	-	-	-	-
	EL	38%	51%	61%	-	62%	-	-	*	-	-	60%	75%	11%	66%	61%	63%	59%	-	-	-	-
	Male	51%	49%	62%	-	63%	-	-	*	-	-	59%	79%	10%	69%	63%	62%	-	-	-	-	-
	Female	59%	58%	68%	-	68%	-	-	-	-	-	69%	*	20%	72%	59%	-	68%	-	*	-	-

Texas Education Agency
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 YES PREP - NORTH CENTRAL (101845101) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	38%	34%	41%	-	41%	-	-	*	-	-	40%	44%	13%	44%	37%	44%	37%	-	*	-	-
	CWD	19%	19%	13%	-	13%	-	-	-	-	-	15%	*	13%	-	11%	0%	40%	-	*	-	-
	CWOD	42%	35%	44%	-	44%	-	-	*	-	-	43%	50%	-	44%	39%	49%	37%	-	-	-	-
	EL	27%	33%	37%	-	37%	-	-	*	-	-	38%	25%	11%	39%	37%	40%	33%	-	-	-	-
	Male	40%	37%	44%	-	44%	-	-	*	-	-	44%	43%	0%	49%	40%	44%	-	-	-	-	-
	Female	36%	31%	37%	-	37%	-	-	-	-	-	37%	*	40%	37%	33%	-	37%	-	*	-	-
Grade 7																						
Reading	All Students	53%	55%	59%	*	59%	-	-	-	-	-	58%	78%	11%	61%	53%	52%	66%	-	38%	*	-
	CWD	21%	23%	11%	-	11%	-	-	-	-	-	11%	-	11%	-	0%	14%	*	-	-	-	-
	CWOD	58%	58%	61%	*	62%	-	-	-	-	-	60%	78%	-	61%	56%	55%	68%	-	38%	*	-
	EL	34%	50%	53%	-	53%	-	-	-	-	-	53%	60%	0%	56%	53%	47%	60%	-	17%	-	-
	Male	47%	48%	52%	*	53%	-	-	-	-	-	51%	80%	14%	55%	47%	52%	-	-	20%	*	-
	Female	59%	62%	66%	*	66%	-	-	-	-	-	66%	*	*	68%	60%	-	66%	-	*	-	-
Mathematics	All Students	33%	34%	49%	*	50%	-	-	-	-	-	48%	67%	11%	51%	43%	49%	49%	-	25%	*	-
	CWD	17%	17%	11%	-	11%	-	-	-	-	-	11%	-	11%	-	0%	14%	*	-	-	-	-
	CWOD	36%	35%	51%	*	52%	-	-	-	-	-	50%	67%	-	51%	46%	51%	51%	-	25%	*	-
	EL	22%	31%	43%	-	43%	-	-	-	-	-	43%	40%	0%	46%	43%	42%	44%	-	17%	-	-
	Male	35%	36%	49%	*	49%	-	-	-	-	-	47%	80%	14%	51%	42%	49%	-	-	40%	*	-
	Female	31%	31%	49%	*	50%	-	-	-	-	-	49%	*	*	51%	44%	-	49%	-	*	-	-
Grade 8																						
Reading	All Students	55%	57%	68%	*	68%	-	-	-	-	*	67%	79%	9%	72%	63%	57%	79%	-	80%	-	-
	CWD	23%	19%	9%	*	10%	-	-	-	-	-	9%	-	9%	-	*	10%	*	-	-	-	-
	CWOD	59%	61%	72%	-	72%	-	-	-	-	*	72%	79%	-	72%	66%	63%	81%	-	80%	-	-
	EL	35%	55%	63%	-	63%	-	-	-	-	*	62%	83%	*	66%	63%	52%	76%	-	75%	-	-
	Male	49%	50%	57%	-	56%	-	-	-	-	*	52%	90%	10%	63%	52%	57%	-	-	71%	-	-
	Female	60%	65%	79%	*	81%	-	-	-	-	-	81%	*	*	81%	76%	-	79%	-	*	-	-
Mathematics	All Students	41%	33%	52%	*	52%	-	-	-	-	-	49%	75%	11%	57%	54%	41%	62%	-	60%	-	-
	CWD	21%	15%	11%	*	13%	-	-	-	-	-	11%	-	11%	-	*	13%	*	-	-	-	-
	CWOD	44%	36%	57%	-	57%	-	-	-	-	-	55%	75%	-	57%	55%	48%	63%	-	60%	-	-
	EL	30%	34%	54%	-	54%	-	-	-	-	-	51%	80%	*	55%	54%	47%	62%	-	*	-	-
	Male	41%	31%	41%	-	41%	-	-	-	-	-	36%	80%	13%	48%	47%	41%	-	-	*	-	-
	Female	41%	36%	62%	*	63%	-	-	-	-	-	62%	*	*	63%	62%	-	62%	-	*	-	-
Science	All Students	42%	33%	51%	*	51%	-	-	-	-	*	50%	57%	9%	54%	47%	47%	56%	-	40%	-	-
	CWD	20%	13%	9%	*	10%	-	-	-	-	-	9%	-	9%	-	*	10%	*	-	-	-	-
	CWOD	46%	35%	54%	-	54%	-	-	-	-	*	54%	57%	-	54%	48%	52%	56%	-	40%	-	-
	EL	24%	31%	47%	-	46%	-	-	-	-	*	47%	50%	*	48%	47%	42%	52%	-	38%	-	-
	Male	45%	35%	47%	-	46%	-	-	-	-	*	43%	70%	10%	52%	42%	47%	-	-	29%	-	-
	Female	40%	30%	56%	*	56%	-	-	-	-	-	57%	*	*	56%	52%	-	56%	-	*	-	-
End of Course																						

Texas Education Agency
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 YES PREP - NORTH CENTRAL (101845101) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English I	All Students	50%	55%	64%	*	65%	*	*	-	-	*	62%	79%	12%	70%	53%	57%	70%	-	64%	-	-
	CWD	19%	19%	12%	-	13%	*	-	-	-	-	12%	-	12%	-	20%	9%	17%	-	*	-	-
	CWOD	55%	60%	70%	*	70%	*	*	-	-	*	69%	79%	-	70%	58%	64%	75%	-	60%	-	-
	EL	27%	50%	53%	-	55%	*	*	-	-	-	53%	*	20%	58%	53%	50%	58%	-	50%	-	-
	Male	43%	48%	57%	-	57%	*	-	-	-	-	57%	60%	9%	64%	50%	57%	-	-	71%	-	-
	Female	57%	64%	70%	*	73%	*	*	-	-	*	68%	89%	17%	75%	58%	-	70%	-	*	-	-
English II	All Students	57%	63%	72%	*	72%	*	-	*	-	-	71%	88%	13%	79%	56%	66%	81%	-	83%	*	-
	CWD	23%	19%	13%	-	14%	*	-	-	-	-	13%	-	13%	-	0%	17%	*	-	*	-	-
	CWOD	61%	69%	79%	*	78%	*	-	*	-	-	77%	88%	-	79%	63%	74%	84%	-	80%	*	-
	EL	30%	53%	56%	-	57%	*	-	-	-	-	55%	*	0%	63%	56%	45%	69%	-	*	*	-
	Male	51%	58%	66%	*	65%	*	-	*	-	-	62%	91%	17%	74%	45%	66%	-	-	71%	-	-
	Female	63%	69%	81%	*	81%	*	-	-	-	-	81%	80%	*	84%	69%	-	81%	-	100%	*	-
Algebra I	All Students	41%	41%	77%	*	78%	*	*	-	-	*	75%	93%	27%	82%	77%	68%	86%	-	70%	-	-
	CWD	17%	17%	27%	-	29%	*	-	-	-	-	27%	-	27%	-	38%	18%	*	-	*	-	-
	CWOD	45%	44%	82%	*	83%	*	*	-	-	*	81%	93%	-	82%	80%	76%	88%	-	67%	-	-
	EL	29%	42%	77%	-	78%	*	*	-	-	*	76%	*	38%	80%	77%	71%	83%	-	63%	-	-
	Male	39%	38%	68%	*	69%	*	-	-	-	*	66%	88%	18%	76%	71%	68%	-	-	67%	-	-
	Female	43%	45%	86%	*	88%	*	*	-	-	*	85%	100%	*	88%	83%	-	86%	-	*	-	-
Biology	All Students	54%	47%	73%	*	73%	*	*	-	-	*	71%	93%	18%	78%	64%	70%	77%	-	70%	-	-
	CWD	26%	16%	18%	-	18%	-	-	-	-	-	18%	-	18%	-	33%	14%	*	-	*	-	-
	CWOD	58%	51%	78%	*	78%	*	*	-	-	*	76%	93%	-	78%	67%	76%	80%	-	67%	-	-
	EL	33%	44%	64%	-	64%	*	*	-	-	-	63%	*	33%	67%	64%	63%	66%	-	57%	-	-
	Male	54%	47%	70%	-	69%	*	-	-	-	-	67%	100%	14%	76%	63%	70%	-	-	71%	-	-
	Female	54%	47%	77%	*	77%	-	*	-	-	*	75%	89%	*	80%	66%	-	77%	-	*	-	-
STAAR Percent at Masters Grade Level																						
Grade 6																						
Reading	All Students	25%	21%	23%	-	23%	-	-	*	-	-	22%	31%	7%	24%	19%	20%	26%	-	*	-	-
	CWD	6%	4%	7%	-	7%	-	-	-	-	-	8%	*	7%	-	0%	0%	20%	-	*	-	-
	CWOD	28%	23%	24%	-	25%	-	-	*	-	-	23%	36%	-	24%	21%	23%	27%	-	-	-	-
	EL	12%	19%	19%	-	19%	-	-	*	-	-	19%	13%	0%	21%	19%	20%	17%	-	-	-	-
	Male	21%	19%	20%	-	20%	-	-	*	-	-	18%	29%	0%	23%	20%	20%	-	-	-	-	-
	Female	28%	23%	26%	-	26%	-	-	-	-	-	25%	*	20%	27%	17%	-	26%	-	*	-	-
Mathematics	All Students	13%	9%	10%	-	10%	-	-	*	-	-	9%	25%	7%	11%	8%	12%	9%	-	*	-	-
	CWD	5%	5%	7%	-	7%	-	-	-	-	-	8%	*	7%	-	0%	0%	20%	-	*	-	-
	CWOD	15%	9%	11%	-	11%	-	-	*	-	-	9%	29%	-	11%	9%	13%	8%	-	-	-	-
	EL	7%	8%	8%	-	9%	-	-	*	-	-	7%	25%	0%	9%	8%	12%	4%	-	-	-	-
	Male	14%	10%	12%	-	12%	-	-	*	-	-	8%	29%	0%	13%	12%	12%	-	-	-	-	-
	Female	12%	7%	9%	-	9%	-	-	-	-	-	9%	*	20%	8%	4%	-	9%	-	*	-	-
Grade 7																						

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	28%	26%	28%	*	28%	-	-	-	-	-	26%	56%	11%	29%	20%	22%	35%	-	13%	*	-
	CWD	6%	3%	11%	-	11%	-	-	-	-	-	11%	-	11%	-	0%	14%	*	-	-	-	-
	CWOD	31%	29%	29%	*	29%	-	-	-	-	-	27%	56%	-	29%	21%	22%	36%	-	13%	*	-
	EL	13%	22%	20%	-	20%	-	-	-	-	-	19%	40%	0%	21%	20%	16%	24%	-	0%	-	-
	Male	23%	21%	22%	*	22%	-	-	-	-	-	19%	60%	14%	22%	16%	22%	-	-	0%	*	-
	Female	33%	31%	35%	*	36%	-	-	-	-	-	34%	*	*	36%	24%	-	35%	-	*	-	-
Mathematics	All Students	11%	9%	14%	*	14%	-	-	-	-	-	13%	33%	0%	14%	10%	15%	13%	-	0%	*	-
	CWD	5%	2%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	-	-	-
	CWOD	12%	10%	14%	*	15%	-	-	-	-	-	13%	33%	-	14%	11%	16%	13%	-	0%	*	-
	EL	5%	8%	10%	-	10%	-	-	-	-	-	8%	40%	0%	11%	10%	13%	7%	-	0%	-	-
	Male	12%	11%	15%	*	15%	-	-	-	-	-	13%	40%	0%	16%	13%	15%	-	-	0%	*	-
	Female	9%	7%	13%	*	13%	-	-	-	-	-	12%	*	*	13%	7%	-	13%	-	*	-	-
Grade 8																						
Reading	All Students	28%	25%	35%	*	36%	-	-	-	-	*	36%	29%	9%	37%	32%	24%	47%	-	20%	-	-
	CWD	7%	3%	9%	*	10%	-	-	-	-	-	9%	-	9%	-	*	10%	*	-	-	-	-
	CWOD	31%	27%	37%	-	38%	-	-	-	-	*	38%	29%	-	37%	33%	26%	47%	-	20%	-	-
	EL	12%	21%	32%	-	33%	-	-	-	-	*	33%	17%	*	33%	32%	19%	47%	-	25%	-	-
	Male	25%	21%	24%	-	25%	-	-	-	-	*	23%	30%	10%	26%	19%	24%	-	-	14%	-	-
	Female	32%	29%	47%	*	47%	-	-	-	-	-	48%	*	*	47%	47%	-	47%	-	*	-	-
Mathematics	All Students	15%	6%	11%	*	11%	-	-	-	-	-	9%	25%	0%	12%	13%	2%	19%	-	0%	-	-
	CWD	6%	2%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	*	0%	*	-	-	-	-
	CWOD	17%	7%	12%	-	12%	-	-	-	-	-	11%	25%	-	12%	13%	3%	20%	-	0%	-	-
	EL	8%	7%	13%	-	13%	-	-	-	-	-	12%	20%	*	13%	13%	0%	27%	-	*	-	-
	Male	16%	5%	2%	-	2%	-	-	-	-	-	0%	20%	0%	3%	0%	2%	-	-	*	-	-
	Female	14%	7%	19%	*	20%	-	-	-	-	-	18%	*	*	20%	27%	-	19%	-	*	-	-
Science	All Students	16%	9%	19%	*	19%	-	-	-	-	*	17%	43%	9%	20%	15%	24%	14%	-	10%	-	-
	CWD	5%	4%	9%	*	10%	-	-	-	-	-	9%	-	9%	-	*	10%	*	-	-	-	-
	CWOD	18%	9%	20%	-	19%	-	-	-	-	*	17%	43%	-	20%	16%	26%	14%	-	10%	-	-
	EL	6%	7%	15%	-	14%	-	-	-	-	*	14%	33%	*	16%	15%	19%	11%	-	13%	-	-
	Male	18%	10%	24%	-	23%	-	-	-	-	*	20%	50%	10%	26%	19%	24%	-	-	14%	-	-
	Female	15%	8%	14%	*	14%	-	-	-	-	-	13%	*	*	14%	11%	-	14%	-	*	-	-
End of Course																						
English I	All Students	15%	15%	26%	*	27%	*	*	-	-	*	25%	43%	0%	29%	8%	21%	31%	-	36%	-	-
	CWD	4%	1%	0%	-	0%	*	-	-	-	-	0%	-	0%	-	0%	0%	0%	-	*	-	-
	CWOD	17%	17%	29%	*	30%	*	*	-	-	*	28%	43%	-	29%	9%	25%	33%	-	40%	-	-
	EL	4%	11%	8%	-	8%	*	*	-	-	-	8%	*	0%	9%	8%	6%	10%	-	13%	-	-
	Male	11%	12%	21%	-	22%	*	-	-	-	-	23%	0%	0%	25%	6%	21%	-	-	57%	-	-
	Female	19%	19%	31%	*	32%	*	*	-	-	*	26%	67%	0%	33%	10%	-	31%	-	*	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English II	All Students	8%	6%	9%	*	10%	*	-	*	-	-	9%	6%	0%	10%	0%	10%	7%	-	8%	*	-
	CWD	3%	1%	0%	-	0%	*	-	-	-	-	0%	-	0%	-	0%	0%	*	-	*	-	-
	CWOD	9%	7%	10%	*	11%	*	-	*	-	-	10%	6%	-	10%	0%	12%	8%	-	10%	*	-
	EL	1%	1%	0%	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-	*	*	-
	Male	7%	6%	10%	*	11%	*	-	*	-	-	10%	9%	0%	12%	0%	10%	-	-	14%	-	-
	Female	10%	6%	7%	*	8%	*	-	-	-	-	8%	0%	*	8%	0%	-	7%	-	0%	*	-
Algebra I	All Students	23%	20%	50%	*	51%	*	*	-	-	*	49%	60%	13%	53%	47%	44%	56%	-	50%	-	-
	CWD	7%	4%	13%	-	14%	*	-	-	-	-	13%	-	13%	-	13%	18%	*	-	*	-	-
	CWOD	25%	22%	53%	*	54%	*	*	-	-	*	53%	60%	-	53%	51%	48%	59%	-	56%	-	-
	EL	13%	20%	47%	-	48%	*	*	-	-	*	48%	*	13%	51%	47%	43%	52%	-	38%	-	-
	Male	22%	18%	44%	*	44%	*	-	-	-	*	42%	63%	18%	48%	43%	44%	-	-	50%	-	-
	Female	23%	22%	56%	*	58%	*	*	-	-	*	56%	57%	*	59%	52%	-	56%	-	*	-	-
Biology	All Students	18%	8%	30%	*	30%	*	*	-	-	*	28%	43%	0%	32%	12%	29%	30%	-	20%	-	-
	CWD	5%	2%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	*	-	-
	CWOD	19%	9%	32%	*	33%	*	*	-	-	*	31%	43%	-	32%	13%	32%	32%	-	22%	-	-
	EL	5%	6%	12%	-	12%	*	*	-	-	-	13%	*	0%	13%	12%	13%	11%	-	0%	-	-
	Male	18%	9%	29%	-	29%	*	-	-	-	-	30%	20%	0%	32%	13%	29%	-	-	29%	-	-
	Female	17%	8%	30%	*	30%	-	*	-	-	*	27%	56%	*	32%	11%	-	30%	-	*	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	74%	84%	88%	84%	69%	*	*	-	100%	83%	95%	44%	87%	81%	81%	87%	-	83%	*	-
	CWD	46%	44%	44%	*	43%	*	-	-	-	-	45%	*	44%	-	41%	45%	41%	-	71%	-	-
	CWOD	77%	78%	87%	86%	87%	80%	*	*	-	100%	86%	96%	-	87%	84%	86%	89%	-	84%	*	-
	EL	61%	73%	81%	-	81%	56%	*	*	-	*	81%	90%	41%	84%	81%	79%	83%	-	79%	*	-
	Male	71%	72%	81%	67%	81%	100%	-	*	-	*	79%	97%	45%	86%	79%	81%	-	-	85%	*	-
	Female	74%	77%	87%	100%	87%	50%	*	-	-	*	86%	91%	41%	89%	83%	-	87%	-	78%	*	-
Reading	All Students	74%	76%	82%	88%	82%	71%	*	*	-	*	81%	94%	28%	87%	79%	77%	88%	-	83%	*	-
	CWD	44%	40%	28%	*	26%	*	-	-	-	-	27%	*	28%	-	26%	29%	24%	-	*	-	-
	CWOD	80%	80%	87%	86%	88%	80%	*	*	-	*	86%	96%	-	87%	83%	84%	91%	-	84%	*	-
	EL	59%	73%	79%	-	80%	*	*	*	-	*	78%	89%	26%	83%	79%	75%	84%	-	76%	*	-
	Male	70%	72%	77%	*	78%	*	-	*	-	*	75%	98%	29%	84%	75%	77%	-	-	81%	*	-
	Female	78%	81%	88%	100%	88%	60%	*	-	-	*	88%	88%	24%	91%	84%	-	88%	-	88%	*	-
Mathematics	All Students	70%	71%	83%	83%	83%	*	*	*	-	*	82%	92%	57%	86%	82%	84%	83%	-	76%	*	-
	CWD	45%	46%	57%	*	58%	*	-	-	-	-	60%	*	57%	-	50%	63%	42%	-	*	-	-
	CWOD	75%	74%	86%	80%	85%	*	*	*	-	*	85%	96%	-	86%	85%	86%	85%	-	78%	*	-
	EL	62%	70%	82%	-	82%	*	*	*	-	*	82%	86%	50%	85%	82%	84%	81%	-	78%	-	-
	Male	71%	70%	84%	*	83%	*	-	*	-	*	82%	94%	63%	86%	84%	84%	-	-	87%	*	-
	Female	70%	71%	83%	*	83%	*	*	-	-	*	83%	88%	42%	85%	81%	-	83%	-	60%	-	-

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Science	All Students	73%	77%	88%	*	88%	*	*	-	-	*	87%	100%	64%	90%	84%	85%	90%	-	90%	-	-
	CWD	49%	51%	64%	*	62%	-	-	-	-	-	64%	-	64%	-	67%	53%	100%	-	*	-	-
	CWOD	77%	79%	90%	*	90%	*	*	-	-	*	89%	100%	-	90%	85%	90%	90%	-	89%	-	-
	EL	61%	75%	84%	-	84%	*	*	-	-	*	83%	100%	67%	85%	84%	83%	86%	-	87%	-	-
	Male	74%	77%	85%	-	85%	*	-	-	-	*	84%	100%	53%	90%	83%	85%	-	-	93%	-	-
	Female	72%	77%	90%	*	90%	-	*	-	-	*	89%	100%	100%	90%	86%	-	90%	-	83%	-	-
SAT/ACT All Subjects	All Students	88%	94%	*	-	*	*	-	-	-	-	*	*	-	*	-	*	*	-	*	-	-
	CWD	61%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	88%	100%	*	-	*	*	-	-	-	-	*	*	-	*	-	*	*	-	*	-	-
	EL	64%	100%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	89%	90%	*	-	-	*	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	Female	87%	100%	*	-	*	-	-	-	-	-	-	*	-	*	-	-	*	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	46%	61%	41%	62%	54%	*	*	-	100%	60%	75%	14%	66%	55%	56%	67%	-	59%	*	-
	CWD	22%	18%	14%	*	15%	*	-	-	-	-	15%	*	14%	-	14%	12%	21%	-	71%	-	-
	CWOD	51%	49%	66%	50%	66%	70%	*	*	-	100%	64%	77%	-	66%	58%	62%	69%	-	58%	*	-
	EL	31%	43%	55%	-	55%	33%	*	*	-	*	55%	63%	14%	58%	55%	51%	60%	-	48%	*	-
	Male	45%	43%	56%	17%	56%	100%	-	*	-	*	54%	76%	12%	62%	51%	56%	-	-	58%	*	-
	Female	48%	48%	67%	55%	67%	25%	*	-	-	*	66%	72%	21%	69%	60%	-	67%	-	59%	*	-
Reading	All Students	52%	55%	66%	50%	66%	57%	*	*	-	*	64%	80%	12%	70%	58%	59%	73%	-	67%	*	-
	CWD	23%	21%	12%	*	13%	*	-	-	-	-	13%	*	12%	-	9%	13%	12%	-	*	-	-
	CWOD	58%	60%	70%	57%	71%	80%	*	*	-	*	69%	82%	-	70%	62%	65%	76%	-	66%	*	-
	EL	34%	50%	58%	-	58%	*	*	*	-	*	57%	70%	9%	62%	58%	52%	64%	-	48%	*	-
	Male	48%	49%	59%	*	59%	*	-	*	-	*	56%	82%	13%	65%	52%	59%	-	-	62%	*	-
	Female	57%	62%	73%	60%	74%	40%	*	-	-	*	73%	75%	12%	76%	64%	-	73%	-	75%	*	-
Mathematics	All Students	42%	37%	55%	17%	56%	*	*	*	-	*	54%	67%	17%	59%	52%	52%	59%	-	48%	*	-
	CWD	22%	18%	17%	*	18%	*	-	-	-	-	18%	*	17%	-	19%	11%	33%	-	*	-	-
	CWOD	46%	39%	59%	20%	59%	*	*	*	-	*	58%	70%	-	59%	55%	57%	60%	-	48%	*	-
	EL	31%	36%	52%	-	52%	*	*	*	-	*	52%	55%	19%	55%	52%	49%	55%	-	50%	-	-
	Male	43%	37%	52%	*	52%	*	-	*	-	*	50%	66%	11%	57%	49%	52%	-	-	60%	*	-
	Female	40%	36%	59%	*	59%	*	*	-	-	*	58%	71%	33%	60%	55%	-	59%	-	30%	-	-
Science	All Students	42%	39%	62%	*	62%	*	*	-	-	*	61%	75%	14%	66%	54%	58%	66%	-	55%	-	-
	CWD	21%	14%	14%	*	14%	-	-	-	-	-	14%	-	14%	-	22%	12%	20%	-	*	-	-
	CWOD	45%	42%	66%	*	66%	*	*	-	-	*	65%	75%	-	66%	56%	64%	68%	-	53%	-	-
	EL	24%	37%	54%	-	54%	*	*	-	-	*	54%	60%	22%	56%	54%	51%	58%	-	47%	-	-
	Male	44%	40%	58%	-	57%	*	-	-	-	*	55%	80%	12%	64%	51%	58%	-	-	50%	-	-
	Female	40%	38%	66%	*	66%	-	*	-	-	*	66%	69%	20%	68%	58%	-	66%	-	67%	-	-

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SAT/ACT All Subjects	All Students	59%	67%	*	-	*	*	-	-	-	-	*	*	-	*	-	*	*	-	*	-	-
	CWD	35%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	60%	71%	*	-	*	*	-	-	-	-	*	*	-	*	-	*	*	-	*	-	-
	EL	19%	80%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	64%	70%	*	-	-	*	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	Female	55%	63%	*	-	*	-	-	-	-	-	-	*	-	*	-	-	*	-	*	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	18%	14%	24%	18%	24%	8%	*	*	-	33%	23%	35%	5%	25%	18%	21%	27%	-	18%	*	-
	CWD	6%	3%	5%	*	5%	*	-	-	-	-	5%	*	5%	-	1%	5%	6%	-	0%	-	-
	CWOD	21%	16%	25%	21%	26%	10%	*	*	-	33%	24%	36%	-	25%	19%	23%	28%	-	20%	*	-
	EL	9%	13%	18%	-	18%	11%	*	*	-	*	18%	20%	1%	19%	18%	16%	20%	-	12%	*	-
	Male	18%	13%	21%	0%	21%	20%	-	*	-	*	20%	32%	5%	23%	16%	21%	-	-	22%	*	-
	Female	19%	16%	27%	27%	27%	0%	*	-	-	*	26%	41%	6%	28%	20%	-	27%	-	13%	*	-
Reading	All Students	21%	19%	24%	13%	25%	0%	*	*	-	*	24%	30%	5%	26%	17%	19%	30%	-	19%	*	-
	CWD	6%	3%	5%	*	5%	*	-	-	-	-	5%	*	5%	-	0%	4%	6%	-	*	-	-
	CWOD	24%	20%	26%	14%	26%	0%	*	*	-	*	25%	31%	-	26%	19%	21%	31%	-	21%	*	-
	EL	10%	15%	17%	-	18%	*	*	*	-	*	18%	15%	0%	19%	17%	14%	22%	-	12%	*	-
	Male	18%	16%	19%	*	20%	*	-	*	-	*	19%	24%	4%	21%	14%	19%	-	-	23%	*	-
	Female	24%	22%	30%	20%	30%	0%	*	-	-	*	29%	42%	6%	31%	22%	-	30%	-	13%	*	-
Mathematics	All Students	17%	12%	23%	17%	23%	*	*	*	-	*	21%	37%	6%	24%	20%	20%	25%	-	20%	*	-
	CWD	6%	3%	6%	*	7%	*	-	-	-	-	7%	*	6%	-	4%	6%	8%	-	*	-	-
	CWOD	19%	13%	24%	20%	24%	*	*	*	-	*	23%	38%	-	24%	21%	22%	26%	-	22%	*	-
	EL	10%	12%	20%	-	20%	*	*	*	-	*	20%	27%	4%	21%	20%	18%	22%	-	17%	-	-
	Male	18%	13%	20%	*	20%	*	-	*	-	*	18%	38%	6%	22%	18%	20%	-	-	20%	*	-
	Female	15%	11%	25%	*	26%	*	*	-	-	*	25%	35%	8%	26%	22%	-	25%	-	20%	-	-
Science	All Students	15%	9%	24%	*	24%	*	*	-	-	*	22%	43%	5%	26%	14%	26%	22%	-	15%	-	-
	CWD	5%	3%	5%	*	5%	-	-	-	-	-	5%	-	5%	-	0%	6%	0%	-	*	-	-
	CWOD	17%	9%	26%	*	26%	*	*	-	-	*	24%	43%	-	26%	15%	29%	23%	-	16%	-	-
	EL	5%	7%	14%	-	13%	*	*	-	-	*	13%	20%	0%	15%	14%	16%	11%	-	7%	-	-
	Male	16%	9%	26%	-	26%	*	-	-	-	*	25%	40%	6%	29%	16%	26%	-	-	21%	-	-
	Female	14%	8%	22%	*	22%	-	*	-	-	*	20%	46%	0%	23%	11%	-	22%	-	0%	-	-
SAT/ACT All Subjects	All Students	12%	6%	*	-	*	*	-	-	-	-	*	*	-	*	-	*	*	-	*	-	-
	CWD	7%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	12%	6%	*	-	*	*	-	-	-	-	*	*	-	*	-	*	*	-	*	-	-
	EL	1%	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	15%	0%	*	-	-	*	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	Female	9%	13%	*	-	*	-	-	-	-	-	-	*	-	*	-	-	*	-	*	-	-

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	76	100	76	80	*	*	-	*	75	34	72
CWD	34	*	32	-	-	-	-	-	30	34	29
CWOD	79	96	79	80	*	*	-	*	79	-	75
EL ◇	72	-	73	*	*	*	-	*	71	29	72
Male	73	*	72	*	-	*	-	*	71	31	71
Female	80	95	80	*	*	-	-	*	80	42	74
Mathematics											
All Students	76	*	76	*	*	*	-	*	75	66	75
CWD	66	*	64	-	-	-	-	-	68	66	68
CWOD	77	*	77	*	*	*	-	*	76	-	76
EL ◇	75	-	75	*	*	*	-	*	75	68	75
Male	72	*	72	*	-	*	-	*	72	65	74
Female	80	*	79	*	*	-	-	*	79	70	77

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

Part (iii)(II): Graduation Rate

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

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

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2023.													
All Students	99.2%	*	99.2%	*	*	-	-	-	98.9%	100.0%	100.0%	100.0%	-
CWD	100.0%	-	100.0%	-	-	-	-	-	100.0%	100.0%	*	*	-
CWOD	99.2%	*	99.1%	*	*	-	-	-	98.8%	-	100.0%	100.0%	-
EL	100.0%	-	100.0%	-	-	-	-	-	100.0%	*	100.0%	100.0%	-
Male	98.4%	*	98.3%	*	*	-	-	-	97.7%	*	100.0%	100.0%	-
Female	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)

Total EL in Class	Proficiency of EL	Rate of Proficiency
478	136	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	56	49	57	47	*	*	-	78	55	21	51
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	70%	*	70%	*	*	-	-	-	72%	100%	44%

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

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
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
Interim Goals (2028-2032)	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
Target Met	Y		Y						Y	N	Y
Interim Goals (2033-2037)	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
Target Met	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	Y
Mathematics											
Interim Goals (2023-2027)	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
Target Met	Y		Y						Y	Y	Y
Interim Goals (2028-2032)	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
Target Met	Y		Y						Y	N	Y
Interim Goals (2033-2037)	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
Target Met	N		N						Y	N	Y
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											Y
Interim Goals (2028-2032)											36%
Target Met											Y
Interim Goals (2033-2037)											48%
Target Met											Y
Long-Term Goals											40%
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%

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met	Y		Y						Y	Y	Y
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		Y						Y	Y	Y

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

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

Part (vii): STAAR Participation

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

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

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Science	All Students	99%	*	99%	*	*	-	-	*	99%	100%	100%	99%	99%	100%	98%	-
	CWD	100%	*	100%	-	-	-	-	-	100%	-	100%	-	100%	100%	100%	-
	CWOD	99%	*	99%	*	*	-	-	*	99%	100%	-	99%	99%	100%	98%	-
	EL	99%	-	99%	*	*	-	-	*	99%	100%	100%	99%	99%	100%	98%	-
	Male	100%	-	100%	*	-	-	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	98%	*	99%	*	*	-	-	*	98%	100%	100%	98%	98%	-	98%	-
SAT/ACT All Subjects	All Students	*	-	*	*	-	-	-	-	*	*	-	*	-	*	*	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	*	-	*	*	-	-	-	-	*	*	-	*	-	*	*	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	*	-	-	*	-	-	-	-	*	-	-	*	-	*	-	-
	Female	*	-	*	-	-	-	-	-	-	*	-	*	-	-	*	-
Non-Participation Rate																	
All Subjects	All Students	1%	0%	0%	8%	*	*	-	0%	1%	0%	2%	0%	0%	0%	1%	-
	CWD	2%	*	2%	*	-	-	-	-	2%	*	2%	-	0%	3%	0%	-
	CWOD	0%	0%	0%	10%	*	*	-	0%	0%	0%	-	0%	0%	0%	1%	-
	EL	0%	-	0%	11%	*	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	*	-	*	1%	0%	3%	0%	0%	0%	-	-
	Female	1%	0%	1%	12%	*	-	-	*	1%	0%	0%	1%	0%	-	1%	-
Reading	All Students	0%	0%	0%	0%	*	*	-	*	1%	0%	3%	0%	0%	0%	1%	-
	CWD	3%	*	3%	*	-	-	-	-	3%	*	3%	-	0%	4%	0%	-
	CWOD	0%	0%	0%	0%	*	*	-	*	0%	0%	-	0%	0%	0%	1%	-
	EL	0%	-	0%	*	*	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	*	0%	*	-	*	-	*	1%	0%	4%	0%	0%	0%	-	-
	Female	1%	0%	1%	0%	*	-	-	*	1%	0%	0%	1%	0%	-	1%	-
Mathematics	All Students	0%	0%	0%	*	*	*	-	*	0%	0%	2%	0%	0%	1%	0%	-
	CWD	2%	*	2%	*	-	-	-	-	2%	*	2%	-	0%	3%	0%	-
	CWOD	0%	0%	0%	*	*	*	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	*	*	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	*	1%	*	-	*	-	*	1%	0%	3%	0%	0%	1%	-	-
	Female	0%	*	0%	*	*	-	-	*	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	1%	*	1%	*	*	-	-	*	1%	0%	0%	1%	1%	0%	2%	-
	CWD	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	-
	CWOD	1%	*	1%	*	*	-	-	*	1%	0%	-	1%	1%	0%	2%	-
	EL	1%	-	1%	*	*	-	-	*	1%	0%	0%	1%	1%	0%	2%	-
	Male	0%	-	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Science	Female	2%	*	1%	*	*	-	-	*	2%	0%	0%	2%	2%	-	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	20	0	20	0	0	0	0	0	5		
	Female	5	1	4	0	0	0	0	0	0		
	Total	25	1	24	0	0	0	0	0	5		
Out-of-School Suspensions												
	Male	15	0	15	0	0	0	0	0	4		
	Female	8	0	8	0	0	0	0	0	2		
	Total	23	0	23	0	0	0	0	0	6		
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		

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
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	3	0	3	0	0	0	0	0	0		2
	Female	0	0	0	0	0	0	0	0	0		0
	Total	3	0	3	0	0	0	0	0	0		2
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												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism												
	Male	81	-8	77	2	2	-8	-8	-8	18	4	4
	Female	63	2	59	2	-8	-8	-8	-8	10	1	3
	Total	144	2	136	4	2	-8	-8	-8	28	5	7

	Total
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	3
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack without a weapon	2
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	6
On the basis of race	5
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

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

Preschool Programs

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

Accelerated Coursework

	Total Students		African American		Hispanic		White		Indian or Alaska Native		Asian		Pacific Islander		Two or More Races		EL		Students with Disabilities	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Advanced Placement Courses																				
Male	124	25	1	50	113	24	4	40	5	56	1	50	0	-	0	0	11	11	5	19
Female	125	26	0	0	123	27	1	9	1	100	0	-	0	-	0	0	10	12	0	0
Total	249	25	1	8	236	25	5	24	6	60	1	50	0	-	0	0	21	11	5	11
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.

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High Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	10.6	17.0%
Teachers Teaching with Emergency or Provisional Credentials	4.0	6.6%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- Indicates there are no data available in the group.

Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2025.

		State & Local and Federal	State & Local			Federal		
	Enrollment	Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$1,282	\$43	\$929	\$972	\$38	\$272	\$310
Food services		\$414	\$10	\$0	\$10	\$369	\$35	\$404
Instruction		\$5,671	\$4,607	\$26	\$4,633	\$907	\$131	\$1,038
Support services, general administration		\$64		\$64	\$64			
Support services, instructional staff		\$955	\$482	\$4	\$486	\$200	\$269	\$469
Support services, operation and maintenance of plant		\$876	\$686	\$81	\$767	\$41	\$68	\$109
Support services, pupils		\$784	\$295	\$56	\$351	\$395	\$38	\$433
Support services, school administration		\$1,267	\$1,121	\$2	\$1,123	\$101	\$43	\$144
Support services, student transportation		\$380	\$318	\$45	\$363	\$7	\$9	\$16
Total	977	\$11,692	\$7,562	\$1,207	\$8,769	\$2,058	\$865	\$2,923

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%	8	1%	-	-
Mathematics	6,620	2%	8	1%	-	-
Grade 4						
Reading	6,491	2%	*	1%	-	-
Mathematics	6,491	2%	*	1%	-	-
Grade 5						
Reading	6,033	1%	*	1%	-	-
Mathematics	6,033	2%	*	1%	-	-
Science	6,033	2%	*	1%	-	-
Grade 6						
Reading	5,586	1%	20	1%	-	-
Mathematics	5,586	1%	20	1%	-	-
Grade 7						
Reading	5,233	1%	18	1%	-	-
Mathematics	5,227	2%	18	1%	-	-
Grade 8						
Reading	4,985	1%	12	1%	-	-
Mathematics	4,985	1%	12	1%	-	-
Science	4,984	1%	12	1%	-	-
End of Course						
English I	5,119	1%	11	0%	-	-
English II	4,683	1%	7	0%	-	-
Algebra I	5,112	1%	11	0%	-	-
Biology	5,027	1%	11	0%	-	-
All Grades						
All Subjects	100,862	1%	183	1%	-	-
Reading	44,764	1%	82	1%	-	-
Mathematics	40,054	1%	75	1%	-	-
Science	16,044	1%	26	1%	-	-

- Indicates there are no students in the group.

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

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

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

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

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

* Indicates reporting standards not met.

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

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	72%	-	72%	*	-	-	-	-	71%	*	69%
In-State Private Institutions	4%	-	*	-	-	*	-	-	5%	-	*
Out-of-State Institutions	4%	-	5%	-	-	-	-	-	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	19%	23%	18%	36%	11%	*	-	24%	19%	32%	18%

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

Part (xv): Section 1003 Fund

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

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

There is no data for this campus.

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

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

There is no data for this campus.

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Part (i): Description of State Accountability System

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

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

State & District ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
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%

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Campus ESSA Goals (HS/K-12 & AEA)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
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%

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Campus ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Mathematics	Baseline Rates	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2022-23 through 2026-27	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2027-28 through 2031-32	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
	2032-33 through 2036-37	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
	2037-38	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
EL Progress												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%
Campus ESSA Goals (Elementary Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2022-23 through 2026-27	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2027-28 through 2031-32	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
	2032-33 through 2036-37	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
	2037-38	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Mathematics	Baseline Rates	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2022-23 through 2026-27	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2027-28 through 2031-32	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
	2032-33 through 2036-37	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
	2037-38	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
EL Progress												
	Baseline Rates											49%
	2022-23 through 2026-27											49%
	2027-28 through 2031-32											51%
	2032-33 through 2036-37											53%
	2037-38											55%

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

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

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

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, and AEAs	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status 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.

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

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

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

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

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

Part (ii): Student Achievement by Proficiency Level

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

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

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	72%	69%	59%	61%	56%	*	-	-	-	80%	59%	*	30%	62%	51%	59%	59%	-	63%	-	-
	CWD	48%	46%	30%	*	0%	-	-	-	-	*	22%	*	30%	-	0%	17%	*	-	-	-	-
	CWOD	78%	73%	62%	57%	60%	*	-	-	-	*	63%	*	-	62%	56%	66%	60%	-	63%	-	-
	EL	62%	60%	51%	-	49%	*	-	-	-	*	51%	*	0%	56%	51%	62%	44%	-	60%	-	-
	Male	70%	67%	59%	36%	64%	*	-	-	-	*	58%	*	17%	66%	62%	59%	-	-	*	-	-
	Female	75%	71%	59%	100%	50%	*	-	-	-	*	60%	*	*	60%	44%	-	59%	-	50%	-	-
Mathematics	All Students	68%	72%	66%	61%	65%	*	-	-	-	80%	67%	*	30%	69%	64%	67%	65%	-	63%	-	-
	CWD	46%	58%	30%	*	20%	-	-	-	-	*	22%	*	30%	-	20%	0%	*	-	-	-	-
	CWOD	74%	75%	69%	64%	68%	*	-	-	-	*	71%	*	-	69%	69%	76%	64%	-	63%	-	-
	EL	61%	70%	64%	-	63%	*	-	-	-	*	65%	*	20%	69%	64%	71%	59%	-	60%	-	-
	Male	70%	76%	67%	36%	78%	*	-	-	-	*	67%	*	0%	76%	71%	67%	-	-	*	-	-
	Female	66%	68%	65%	100%	57%	*	-	-	-	*	67%	*	*	64%	59%	-	65%	-	50%	-	-
Grade 4																						
Reading	All Students	79%	69%	56%	61%	55%	-	-	-	-	*	56%	*	23%	61%	53%	43%	67%	*	*	-	-
	CWD	55%	31%	23%	*	11%	-	-	-	-	-	25%	*	23%	-	0%	0%	50%	*	-	-	-
	CWOD	85%	76%	61%	64%	61%	-	-	-	-	*	60%	*	-	61%	58%	51%	69%	-	*	-	-
	EL	68%	63%	53%	-	53%	-	-	-	-	*	51%	*	0%	58%	53%	37%	66%	-	*	-	-
	Male	77%	66%	43%	50%	42%	-	-	-	-	-	43%	*	0%	51%	37%	43%	-	-	*	-	-
	Female	81%	72%	67%	67%	67%	-	-	-	-	*	66%	*	50%	69%	66%	-	67%	*	*	-	-
Mathematics	All Students	67%	70%	64%	56%	67%	-	-	-	-	*	66%	*	8%	72%	64%	62%	65%	*	*	-	-
	CWD	42%	34%	8%	*	11%	-	-	-	-	-	8%	*	8%	-	0%	14%	0%	*	-	-	-
	CWOD	73%	76%	72%	71%	74%	-	-	-	-	*	74%	*	-	72%	72%	71%	73%	-	*	-	-
	EL	62%	72%	64%	-	65%	-	-	-	-	*	67%	*	0%	72%	64%	59%	69%	-	*	-	-
	Male	69%	72%	62%	50%	64%	-	-	-	-	-	65%	*	14%	71%	59%	62%	-	-	*	-	-
	Female	65%	67%	65%	58%	69%	-	-	-	-	*	66%	*	0%	73%	69%	-	65%	*	*	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	47%	41%	31%	33%	29%	*	-	-	-	40%	31%	*	20%	32%	19%	27%	33%	-	38%	-	-
	CWD	25%	26%	20%	*	0%	-	-	-	-	*	11%	*	20%	-	0%	0%	*	-	-	-	-
	CWOD	52%	43%	32%	29%	31%	*	-	-	-	*	33%	*	-	32%	21%	32%	32%	-	38%	-	-
	EL	34%	27%	19%	-	18%	*	-	-	-	*	20%	*	0%	21%	19%	24%	16%	-	20%	-	-
	Male	44%	37%	27%	0%	39%	*	-	-	-	*	28%	*	0%	32%	24%	27%	-	-	*	-	-
	Female	50%	45%	33%	86%	21%	*	-	-	-	*	33%	*	*	32%	16%	-	33%	-	33%	-	-
Mathematics	All Students	41%	36%	30%	17%	32%	*	-	-	-	40%	30%	*	10%	32%	26%	33%	27%	-	63%	-	-
	CWD	24%	27%	10%	*	0%	-	-	-	-	*	11%	*	10%	-	0%	0%	*	-	-	-	-
	CWOD	44%	38%	32%	14%	34%	*	-	-	-	*	32%	*	-	32%	29%	37%	28%	-	63%	-	-
	EL	32%	36%	26%	-	27%	*	-	-	-	*	25%	*	0%	29%	26%	38%	19%	-	60%	-	-
	Male	44%	42%	33%	0%	44%	*	-	-	-	*	31%	*	0%	37%	38%	33%	-	-	*	-	-
	Female	37%	30%	27%	43%	24%	*	-	-	-	*	29%	*	*	28%	19%	-	27%	-	50%	-	-
Grade 4																						

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Reading	All Students	50%	41%	33%	17%	39%	-	-	-	-	*	33%	*	8%	37%	39%	26%	39%	*	*	-	-	
	CWD	24%	13%	8%	*	11%	-	-	-	-	-	8%	*	8%	-	0%	0%	17%	*	-	-	-	
	CWOD	56%	45%	37%	21%	42%	-	-	-	-	*	37%	*	-	37%	43%	31%	42%	-	*	-	-	
	EL	39%	39%	39%	-	40%	-	-	-	-	*	39%	*	0%	43%	39%	26%	50%	-	*	-	-	
	Male	47%	37%	26%	17%	28%	-	-	-	-	-	28%	*	0%	31%	26%	26%	-	-	*	-	-	
	Female	53%	44%	39%	17%	49%	-	-	-	-	*	38%	*	17%	42%	50%	-	39%	*	*	-	-	
Mathematics	All Students	44%	42%	34%	33%	36%	-	-	-	-	*	35%	*	0%	40%	34%	43%	28%	*	*	-	-	
	CWD	24%	10%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	*	-	-	-	
	CWOD	49%	48%	40%	43%	41%	-	-	-	-	*	41%	*	-	40%	38%	51%	31%	-	*	-	-	
	EL	38%	46%	34%	-	35%	-	-	-	-	*	35%	*	0%	38%	34%	41%	28%	-	*	-	-	
	Male	47%	46%	43%	33%	44%	-	-	-	-	-	45%	*	0%	51%	41%	43%	-	-	*	-	-	
	Female	41%	39%	28%	33%	28%	-	-	-	-	*	28%	*	0%	31%	28%	-	28%	*	*	-	-	
STAAR Percent at Masters Grade Level																							
Grade 3																							
Reading	All Students	20%	17%	13%	6%	14%	*	-	-	-	20%	13%	*	0%	14%	9%	16%	10%	-	13%	-	-	
	CWD	6%	5%	0%	*	0%	-	-	-	-	*	0%	*	0%	-	0%	0%	*	-	-	-	-	
	CWOD	23%	20%	14%	7%	15%	*	-	-	-	*	15%	*	-	14%	10%	18%	11%	-	13%	-	-	
	EL	13%	15%	9%	-	8%	*	-	-	-	*	10%	*	0%	10%	9%	10%	9%	-	0%	-	-	
	Male	18%	17%	16%	0%	21%	*	-	-	-	*	16%	*	0%	18%	10%	16%	-	-	*	-	-	
	Female	22%	18%	10%	14%	10%	*	-	-	-	*	10%	*	*	11%	9%	-	10%	-	17%	-	-	
Mathematics	All Students	15%	10%	7%	6%	9%	*	-	-	-	0%	7%	*	10%	7%	8%	14%	2%	-	13%	-	-	
	CWD	7%	6%	10%	*	0%	-	-	-	-	*	11%	*	10%	-	0%	0%	*	-	-	-	-	
	CWOD	17%	11%	7%	0%	9%	*	-	-	-	*	6%	*	-	7%	8%	16%	0%	-	13%	-	-	
	EL	10%	11%	8%	-	8%	*	-	-	-	*	6%	*	0%	8%	8%	19%	0%	-	20%	-	-	
	Male	17%	14%	14%	0%	22%	*	-	-	-	*	12%	*	0%	16%	19%	14%	-	-	*	-	-	
	Female	12%	6%	2%	14%	0%	*	-	-	-	*	2%	*	*	0%	0%	-	2%	-	0%	-	-	
Grade 4																							
Reading	All Students	22%	16%	15%	6%	17%	-	-	-	-	*	15%	*	0%	17%	15%	17%	13%	*	*	-	-	
	CWD	6%	0%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	*	-	-	-	
	CWOD	26%	18%	17%	7%	20%	-	-	-	-	*	17%	*	-	17%	17%	20%	15%	-	*	-	-	
	EL	14%	18%	15%	-	16%	-	-	-	-	*	16%	*	0%	17%	15%	19%	13%	-	*	-	-	
	Male	20%	16%	17%	0%	19%	-	-	-	-	-	18%	*	0%	20%	19%	17%	-	-	*	-	-	
	Female	24%	15%	13%	8%	15%	-	-	-	-	*	13%	*	0%	15%	13%	-	13%	*	*	-	-	
Mathematics	All Students	20%	17%	9%	0%	12%	-	-	-	-	*	10%	*	0%	11%	8%	12%	7%	*	*	-	-	
	CWD	7%	2%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	*	-	-	-	
	CWOD	23%	19%	11%	0%	14%	-	-	-	-	*	11%	*	-	11%	9%	14%	8%	-	*	-	-	
	EL	15%	19%	8%	-	9%	-	-	-	-	*	9%	*	0%	9%	8%	7%	9%	-	*	-	-	
	Male	22%	20%	12%	0%	14%	-	-	-	-	-	13%	*	0%	14%	7%	12%	-	-	*	-	-	
	Female	17%	13%	7%	0%	10%	-	-	-	-	*	8%	*	0%	8%	9%	-	7%	*	*	-	-	
STAAR Percent at Approaches Grade Level or Above																							

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All Grades																						
All Subjects	All Students	73%	74%	61%	60%	61%	*	-	-	-	69%	62%	43%	22%	66%	58%	58%	64%	*	64%	-	-
	CWD	46%	44%	22%	44%	11%	-	-	-	-	*	20%	*	22%	-	5%	8%	40%	*	-	-	-
	CWOD	77%	78%	66%	64%	66%	*	-	-	-	79%	67%	40%	-	66%	64%	66%	66%	-	64%	-	-
	EL	61%	73%	58%	-	58%	*	-	-	-	60%	58%	50%	5%	64%	58%	56%	59%	-	58%	-	-
	Male	71%	72%	58%	41%	61%	*	-	-	-	75%	58%	50%	8%	66%	56%	58%	-	-	83%	-	-
	Female	74%	77%	64%	76%	60%	*	-	-	-	63%	65%	38%	40%	66%	59%	-	64%	*	56%	-	-
Reading	All Students	74%	76%	58%	61%	55%	*	-	-	-	75%	58%	57%	26%	62%	52%	51%	63%	*	64%	-	-
	CWD	44%	40%	26%	63%	7%	-	-	-	-	*	24%	*	26%	-	0%	8%	50%	*	-	-	-
	CWOD	80%	80%	62%	61%	60%	*	-	-	-	86%	62%	60%	-	62%	57%	59%	64%	-	64%	-	-
	EL	59%	73%	52%	-	51%	*	-	-	-	60%	51%	*	0%	57%	52%	48%	55%	-	50%	-	-
	Male	70%	72%	51%	41%	52%	*	-	-	-	*	51%	*	8%	59%	48%	51%	-	-	*	-	-
	Female	78%	81%	63%	79%	58%	*	-	-	-	*	63%	*	50%	64%	55%	-	63%	*	63%	-	-
Mathematics	All Students	70%	71%	65%	58%	66%	*	-	-	-	63%	66%	29%	18%	71%	64%	65%	65%	*	64%	-	-
	CWD	45%	46%	18%	25%	14%	-	-	-	-	*	15%	*	18%	-	9%	8%	30%	*	-	-	-
	CWOD	75%	74%	71%	68%	71%	*	-	-	-	71%	72%	20%	-	71%	70%	74%	68%	-	64%	-	-
	EL	62%	70%	64%	-	64%	*	-	-	-	60%	66%	*	9%	70%	64%	65%	64%	-	67%	-	-
	Male	71%	70%	65%	41%	70%	*	-	-	-	*	66%	*	8%	74%	65%	65%	-	-	*	-	-
	Female	70%	71%	65%	74%	63%	*	-	-	-	*	66%	*	30%	68%	64%	-	65%	*	50%	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	46%	32%	25%	34%	*	-	-	-	25%	32%	21%	9%	35%	30%	32%	32%	*	50%	-	-
	CWD	22%	18%	9%	19%	4%	-	-	-	-	*	7%	*	9%	-	0%	0%	20%	*	-	-	-
	CWOD	51%	49%	35%	27%	37%	*	-	-	-	29%	36%	20%	-	35%	33%	38%	33%	-	50%	-	-
	EL	31%	43%	30%	-	31%	*	-	-	-	20%	30%	25%	0%	33%	30%	32%	28%	-	42%	-	-
	Male	45%	43%	32%	9%	39%	*	-	-	-	38%	33%	17%	0%	38%	32%	32%	-	-	67%	-	-
	Female	48%	48%	32%	39%	30%	*	-	-	-	13%	32%	25%	20%	33%	28%	-	32%	*	44%	-	-
Reading	All Students	52%	55%	32%	25%	34%	*	-	-	-	25%	32%	29%	13%	35%	29%	27%	36%	*	36%	-	-
	CWD	23%	21%	13%	25%	7%	-	-	-	-	*	10%	*	13%	-	0%	0%	30%	*	-	-	-
	CWOD	58%	60%	35%	25%	37%	*	-	-	-	29%	35%	20%	-	35%	33%	32%	37%	-	36%	-	-
	EL	34%	50%	29%	-	30%	*	-	-	-	20%	30%	*	0%	33%	29%	25%	33%	-	17%	-	-
	Male	48%	49%	27%	6%	33%	*	-	-	-	*	28%	*	0%	32%	25%	27%	-	-	*	-	-
	Female	57%	62%	36%	42%	35%	*	-	-	-	*	36%	*	30%	37%	33%	-	36%	*	38%	-	-
Mathematics	All Students	42%	37%	32%	25%	34%	*	-	-	-	25%	33%	14%	5%	36%	30%	38%	28%	*	64%	-	-
	CWD	22%	18%	5%	13%	0%	-	-	-	-	*	5%	*	5%	-	0%	0%	10%	*	-	-	-
	CWOD	46%	39%	36%	29%	37%	*	-	-	-	29%	36%	20%	-	36%	34%	44%	29%	-	64%	-	-
	EL	31%	36%	30%	-	31%	*	-	-	-	20%	31%	*	0%	34%	30%	40%	23%	-	67%	-	-
	Male	43%	37%	38%	12%	44%	*	-	-	-	*	38%	*	0%	44%	40%	38%	-	-	*	-	-
	Female	40%	36%	28%	37%	26%	*	-	-	-	*	29%	*	10%	29%	23%	-	28%	*	50%	-	-
STAAR Percent at Masters Grade Level																						

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Grades																						
All Subjects	All Students	18%	14%	11%	4%	13%	*	-	-	-	6%	11%	7%	2%	12%	10%	15%	8%	*	14%	-	-
	CWD	6%	3%	2%	6%	0%	-	-	-	-	*	2%	*	2%	-	0%	0%	5%	*	-	-	-
	CWOD	21%	16%	12%	4%	15%	*	-	-	-	7%	12%	10%	-	12%	11%	17%	8%	-	14%	-	-
	EL	9%	13%	10%	-	10%	*	-	-	-	10%	10%	13%	0%	11%	10%	14%	8%	-	8%	-	-
	Male	18%	13%	15%	0%	19%	*	-	-	-	13%	15%	17%	0%	17%	14%	15%	-	-	17%	-	-
	Female	19%	16%	8%	8%	9%	*	-	-	-	0%	8%	0%	5%	8%	8%	-	8%	*	13%	-	-
Reading	All Students	21%	19%	14%	6%	16%	*	-	-	-	13%	14%	0%	0%	15%	13%	16%	11%	*	18%	-	-
	CWD	6%	3%	0%	0%	0%	-	-	-	-	*	0%	*	0%	-	0%	0%	0%	*	-	-	-
	CWOD	24%	20%	15%	7%	18%	*	-	-	-	14%	16%	0%	-	15%	14%	19%	13%	-	18%	-	-
	EL	10%	15%	13%	-	12%	*	-	-	-	20%	13%	*	0%	14%	13%	15%	11%	-	0%	-	-
	Male	18%	16%	16%	0%	20%	*	-	-	-	*	17%	*	0%	19%	15%	16%	-	-	*	-	-
	Female	24%	22%	11%	11%	12%	*	-	-	-	*	12%	*	0%	13%	11%	-	11%	*	25%	-	-
Mathematics	All Students	17%	12%	8%	3%	10%	*	-	-	-	0%	8%	14%	5%	9%	8%	13%	5%	*	9%	-	-
	CWD	6%	3%	5%	13%	0%	-	-	-	-	*	5%	*	5%	-	0%	0%	10%	*	-	-	-
	CWOD	19%	13%	9%	0%	11%	*	-	-	-	0%	9%	20%	-	9%	9%	15%	4%	-	9%	-	-
	EL	10%	12%	8%	-	8%	*	-	-	-	0%	7%	*	0%	9%	8%	13%	5%	-	17%	-	-
	Male	18%	13%	13%	0%	17%	*	-	-	-	*	12%	*	0%	15%	13%	13%	-	-	*	-	-
	Female	15%	11%	5%	5%	5%	*	-	-	-	*	5%	*	10%	4%	5%	-	5%	*	0%	-	-

- Indicates there are no students in the group.

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 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	62	60	63	-	-	-	-	*	62	35	62
CWD	35	*	22	-	-	-	-	-	38	35	0
CWOD	67	59	69	-	-	-	-	*	66	-	69
EL ◇	62	-	62	-	-	-	-	*	60	0	62
Male	43	42	44	-	-	-	-	-	42	0	41

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Female	77	69	82	-	-	-	-	*	76	75	79
Mathematics											
All Students	48	51	49	-	-	-	-	*	49	21	42
CWD	21	*	25	-	-	-	-	-	23	21	17
CWOD	52	63	52	-	-	-	-	*	53	-	45
EL ◇	42	-	43	-	-	-	-	*	42	17	42
Male	46	33	49	-	-	-	-	-	47	32	41
Female	49	60	49	-	-	-	-	*	50	8	42

- 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)

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Total EL in Class	Proficiency of EL	Rate of Proficiency
294	19	6%

- 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	35	30	36	*	-	-	-	33	35	11	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	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%

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met	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											N
Interim Goals (2028-2032)											51%
Target Met											N
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)

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

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

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

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

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

There is no data for this campus.

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

There is no data for this campus.

Part (ix): Teacher Quality Data

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

High Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	12.7	30.0%
Teachers Teaching with Emergency or Provisional Credentials	4.0	10.2%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- Indicates there are no data available in the group.

Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2025.

		State & Local and Federal	State & Local			Federal		
	Enrollment	Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$1,362	\$101	\$929	\$1,030	\$60	\$272	\$332
Food services		\$731	\$15	\$0	\$15	\$682	\$35	\$717
Instruction		\$7,068	\$5,293	\$26	\$5,319	\$1,618	\$131	\$1,749
Support services, general administration		\$64		\$64	\$64			
Support services, instructional staff		\$782	\$333	\$4	\$337	\$176	\$269	\$445
Support services, operation and maintenance of plant		\$1,127	\$910	\$81	\$991	\$68	\$68	\$136
Support services, pupils		\$365	\$152	\$56	\$208	\$119	\$38	\$157
Support services, school administration		\$1,614	\$1,534	\$2	\$1,536	\$36	\$43	\$79
Support services, student transportation		\$964	\$899	\$45	\$944	\$11	\$9	\$20
Total	483	\$14,077	\$9,237	\$1,207	\$10,444	\$2,768	\$865	\$3,633

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%	8	1%	*	1%
Mathematics	6,620	2%	8	1%	*	1%
Grade 4						
Reading	6,491	2%	*	1%	-	-
Mathematics	6,491	2%	*	1%	-	-
Grade 5						
Reading	6,033	1%	*	1%	-	-
Mathematics	6,033	2%	*	1%	-	-
Science	6,033	2%	*	1%	-	-
Grade 6						
Reading	5,586	1%	20	1%	-	-
Mathematics	5,586	1%	20	1%	-	-
Grade 7						
Reading	5,233	1%	18	1%	-	-
Mathematics	5,227	2%	18	1%	-	-
Grade 8						
Reading	4,985	1%	12	1%	-	-
Mathematics	4,985	1%	12	1%	-	-
Science	4,984	1%	12	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
End of Course						
English I	5,119	1%	11	0%	-	-
English II	4,683	1%	7	0%	-	-
Algebra I	5,112	1%	11	0%	-	-
Biology	5,027	1%	11	0%	-	-
All Grades						
All Subjects	100,862	1%	183	1%	*	1%
Reading	44,764	1%	82	1%	*	1%
Mathematics	40,054	1%	75	1%	*	1%
Science	16,044	1%	26	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

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Mathematics	Two or More Races	10	22	90	78	58	38	23	9
		EcoDis	31	38	69	62	24	20	3	2
		Students with Disabilities	51	56	49	44	18	14	2	2
		English Language Learners	31	48	69	52	26	14	3	2
Grade 8	Reading	Overall	34	30	66	70	23	31	2	4
		Black	45	47	55	53	17	16	1	1
		Hispanic	41	39	59	61	16	21	1	2
		White	24	22	76	78	30	38	2	5
		American Indian	*	45	*	55	*	18	*	2
		Asian	8	14	92	86	60	56	11	12
		Pacific Islander	*	35	*	65	*	25	*	2
		Two or More Races	28	27	72	73	32	35	5	6
		EcoDis	42	42	58	58	16	19	1	1
		Students with Disabilities	74	69	26	31	5	7	1	n/a
		English Language Learners	53	68	47	32	10	5	n/a	n/a
	Mathematics	Overall	39	38	61	62	24	26	5	7
		Black	54	62	46	38	11	9	2	1
		Hispanic	46	51	54	49	16	14	2	2
		White	28	26	72	74	36	35	8	9
		American Indian	*	55	*	45	*	13	*	2
		Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	26	37	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
		Students with Disabilities	81	77	19	23	4	5	n/a	1
		English Language Learners	60	76	40	24	8	4	1	n/a

* Indicates reporting standards not met.

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

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

State Level: 2022 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
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	31%	36%	29%	33%	-	-	-	44%	31%	38%	24%

- Indicates there are no students in the group.

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

Part (xv): Section 1003 Fund

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

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

There is no data for this campus.

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

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

There is no data for this campus.

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Part (i): Description of State Accountability System

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

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

State & District ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
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%

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Campus ESSA Goals (HS/K-12 & AEA)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
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%

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

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

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

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

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

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, and AEAs	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status 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.

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

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

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

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

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

Part (ii): Student Achievement by Proficiency Level

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

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

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	75%	73%	70%	42%	74%	-	-	-	-	-	69%	79%	38%	71%	71%	64%	78%	-	64%	-	-
	CWD	43%	40%	38%	*	50%	-	-	-	-	-	38%	-	38%	-	40%	40%	*	-	-	-	-
	CWOD	81%	77%	71%	47%	75%	-	-	-	-	-	71%	79%	-	71%	72%	65%	80%	-	64%	-	-
	EL	61%	72%	71%	-	71%	-	-	-	-	-	70%	78%	40%	72%	71%	64%	80%	-	67%	-	-
	Male	71%	70%	64%	36%	68%	-	-	-	-	-	63%	67%	40%	65%	64%	64%	-	-	63%	-	-
	Female	79%	77%	78%	50%	81%	-	-	-	-	-	76%	100%	*	80%	80%	-	78%	-	*	-	-
Mathematics	All Students	70%	70%	63%	42%	65%	-	-	-	-	-	62%	71%	38%	64%	65%	63%	63%	-	73%	-	-
	CWD	44%	45%	38%	*	50%	-	-	-	-	-	38%	-	38%	-	40%	20%	*	-	-	-	-
	CWOD	75%	72%	64%	47%	66%	-	-	-	-	-	63%	71%	-	64%	66%	65%	63%	-	73%	-	-
	EL	60%	69%	65%	-	65%	-	-	-	-	-	65%	67%	40%	66%	65%	63%	69%	-	78%	-	-
	Male	70%	69%	63%	36%	66%	-	-	-	-	-	62%	67%	20%	65%	63%	63%	-	-	75%	-	-
	Female	70%	70%	63%	50%	64%	-	-	-	-	-	61%	80%	*	63%	69%	-	63%	-	*	-	-
Grade 7																						
Reading	All Students	72%	77%	73%	86%	71%	-	-	-	-	-	72%	86%	58%	74%	71%	69%	76%	-	81%	-	-
	CWD	39%	40%	58%	*	60%	-	-	-	-	-	55%	*	58%	-	50%	55%	*	-	-	-	-
	CWOD	78%	80%	74%	92%	72%	-	-	-	-	-	73%	83%	-	74%	72%	71%	76%	-	81%	-	-
	EL	57%	75%	71%	-	71%	-	-	-	-	-	69%	100%	50%	72%	71%	67%	73%	-	100%	-	-
	Male	67%	72%	69%	83%	67%	-	-	-	-	-	66%	100%	55%	71%	67%	69%	-	-	89%	-	-
	Female	78%	82%	76%	88%	75%	-	-	-	-	-	77%	*	*	76%	73%	-	76%	-	71%	-	-
Mathematics	All Students	54%	57%	41%	29%	43%	-	-	-	-	-	41%	57%	33%	42%	37%	39%	43%	-	40%	-	-
	CWD	31%	28%	33%	*	40%	-	-	-	-	-	27%	*	33%	-	17%	27%	*	-	-	-	-
	CWOD	58%	59%	42%	33%	43%	-	-	-	-	-	42%	50%	-	42%	39%	41%	43%	-	40%	-	-
	EL	42%	55%	37%	-	37%	-	-	-	-	-	36%	60%	17%	39%	37%	35%	39%	-	63%	-	-
	Male	55%	57%	39%	17%	41%	-	-	-	-	-	36%	80%	27%	41%	35%	39%	-	-	50%	-	-
	Female	53%	56%	43%	38%	44%	-	-	-	-	-	44%	*	*	43%	39%	-	43%	-	29%	-	-
Grade 8																						
Reading	All Students	79%	81%	69%	69%	68%	*	-	-	*	-	69%	67%	35%	73%	67%	49%	90%	-	59%	-	-
	CWD	48%	47%	35%	*	31%	-	-	-	-	-	35%	-	35%	-	33%	25%	60%	-	*	-	-
	CWOD	83%	85%	73%	73%	73%	*	-	-	*	-	73%	67%	-	73%	69%	54%	92%	-	63%	-	-
	EL	64%	81%	67%	-	66%	*	-	-	-	-	67%	-	33%	69%	67%	47%	92%	-	58%	-	-
	Male	74%	76%	49%	55%	47%	*	-	-	*	-	49%	*	25%	54%	47%	49%	-	-	33%	-	-
	Female	84%	87%	90%	80%	92%	*	-	-	-	-	91%	*	60%	92%	92%	-	90%	-	92%	-	-
Mathematics	All Students	70%	72%	56%	80%	51%	-	-	-	-	-	57%	*	41%	58%	49%	53%	60%	-	44%	-	-
	CWD	45%	46%	41%	*	31%	-	-	-	-	-	41%	-	41%	-	33%	33%	60%	-	*	-	-
	CWOD	74%	75%	58%	81%	54%	-	-	-	-	-	59%	*	-	58%	51%	56%	60%	-	45%	-	-
	EL	62%	74%	49%	-	49%	-	-	-	-	-	50%	*	33%	51%	49%	44%	56%	-	44%	-	-
	Male	69%	70%	53%	91%	46%	-	-	-	-	-	54%	*	33%	56%	44%	53%	-	-	29%	-	-
	Female	71%	74%	60%	71%	57%	-	-	-	-	-	60%	*	60%	60%	56%	-	60%	-	64%	-	-

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

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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	38%	34%	25%	11%	26%	-	-	-	-	-	25%	21%	25%	24%	26%	31%	16%	-	45%	-	-
	CWD	19%	19%	25%	*	33%	-	-	-	-	-	25%	-	25%	-	20%	20%	*	-	-	-	-
	CWOD	42%	35%	24%	12%	26%	-	-	-	-	-	25%	21%	-	24%	26%	31%	16%	-	45%	-	-
	EL	27%	33%	26%	-	26%	-	-	-	-	-	27%	11%	20%	26%	26%	30%	20%	-	56%	-	-
	Male	40%	37%	31%	18%	32%	-	-	-	-	-	32%	22%	20%	31%	30%	31%	-	-	38%	-	-
	Female	36%	31%	16%	0%	19%	-	-	-	-	-	16%	20%	*	16%	20%	-	16%	-	*	-	-
Grade 7																						
Reading	All Students	53%	55%	52%	64%	51%	-	-	-	-	-	52%	57%	42%	53%	47%	43%	60%	-	50%	-	-
	CWD	21%	23%	42%	*	40%	-	-	-	-	-	36%	*	42%	-	17%	36%	*	-	-	-	-
	CWOD	58%	58%	53%	67%	52%	-	-	-	-	-	53%	50%	-	53%	49%	44%	60%	-	50%	-	-
	EL	34%	50%	47%	-	47%	-	-	-	-	-	47%	60%	17%	49%	47%	44%	50%	-	63%	-	-
	Male	47%	48%	43%	33%	44%	-	-	-	-	-	40%	80%	36%	44%	44%	43%	-	-	33%	-	-
	Female	59%	62%	60%	88%	57%	-	-	-	-	-	62%	*	*	60%	50%	-	60%	-	71%	-	-
Mathematics	All Students	33%	34%	24%	14%	25%	-	-	-	-	-	22%	57%	33%	23%	21%	23%	24%	-	13%	-	-
	CWD	17%	17%	33%	*	40%	-	-	-	-	-	27%	*	33%	-	17%	27%	*	-	-	-	-
	CWOD	36%	35%	23%	17%	23%	-	-	-	-	-	22%	50%	-	23%	22%	22%	23%	-	13%	-	-
	EL	22%	31%	21%	-	21%	-	-	-	-	-	19%	60%	17%	22%	21%	21%	21%	-	13%	-	-
	Male	35%	36%	23%	17%	24%	-	-	-	-	-	19%	80%	27%	22%	21%	23%	-	-	25%	-	-
	Female	31%	31%	24%	13%	25%	-	-	-	-	-	25%	*	*	23%	21%	-	24%	-	0%	-	-
Grade 8																						
Reading	All Students	55%	57%	43%	38%	43%	*	-	-	*	-	42%	67%	18%	46%	38%	23%	65%	-	44%	-	-
	CWD	23%	19%	18%	*	23%	-	-	-	-	-	18%	-	18%	-	17%	8%	40%	-	*	-	-
	CWOD	59%	61%	46%	45%	45%	*	-	-	*	-	45%	67%	-	46%	39%	25%	66%	-	46%	-	-
	EL	35%	55%	38%	-	37%	*	-	-	-	-	38%	-	17%	39%	38%	20%	62%	-	42%	-	-
	Male	49%	50%	23%	9%	23%	*	-	-	*	-	22%	*	8%	25%	20%	23%	-	-	13%	-	-
	Female	60%	65%	65%	60%	65%	*	-	-	-	-	64%	*	40%	66%	62%	-	65%	-	83%	-	-
Mathematics	All Students	41%	33%	17%	20%	17%	-	-	-	-	-	18%	*	18%	17%	14%	14%	21%	-	24%	-	-
	CWD	21%	15%	18%	*	23%	-	-	-	-	-	18%	-	18%	-	17%	8%	40%	-	*	-	-
	CWOD	44%	36%	17%	24%	16%	-	-	-	-	-	18%	*	-	17%	13%	15%	20%	-	23%	-	-
	EL	30%	34%	14%	-	14%	-	-	-	-	-	14%	*	17%	13%	14%	9%	19%	-	22%	-	-
	Male	41%	31%	14%	18%	13%	-	-	-	-	-	14%	*	8%	15%	9%	14%	-	-	7%	-	-
	Female	41%	36%	21%	21%	21%	-	-	-	-	-	22%	*	40%	20%	19%	-	21%	-	45%	-	-
Science	All Students	42%	33%	23%	35%	19%	*	-	-	*	-	22%	57%	18%	24%	14%	19%	28%	-	19%	-	-
	CWD	20%	13%	18%	*	23%	-	-	-	-	-	18%	-	18%	-	17%	8%	40%	-	*	-	-
	CWOD	46%	35%	24%	41%	19%	*	-	-	*	-	22%	57%	-	24%	14%	21%	27%	-	17%	-	-
	EL	24%	31%	14%	-	13%	*	-	-	-	-	14%	*	17%	14%	14%	15%	13%	-	16%	-	-
	Male	45%	35%	19%	18%	17%	*	-	-	*	-	19%	*	8%	21%	15%	19%	-	-	7%	-	-
	Female	40%	30%	28%	47%	22%	*	-	-	-	-	25%	*	40%	27%	13%	-	28%	-	33%	-	-
End of Course																						

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English I	All Students	50%	55%	43%	41%	43%	-	*	-	-	*	43%	42%	21%	46%	36%	36%	51%	-	37%	-	-
	CWD	19%	19%	21%	20%	21%	-	-	-	-	-	18%	*	21%	-	27%	21%	20%	-	*	-	-
	CWOD	55%	60%	46%	47%	45%	-	*	-	-	*	46%	40%	-	46%	37%	38%	55%	-	39%	-	-
	EL	27%	50%	36%	-	36%	-	*	-	-	-	37%	17%	27%	37%	36%	32%	41%	-	*	-	-
	Male	43%	48%	36%	33%	36%	-	-	-	-	*	36%	*	21%	38%	32%	36%	-	-	*	-	-
	Female	57%	64%	51%	46%	52%	-	*	-	-	-	51%	50%	20%	55%	41%	-	51%	-	40%	-	-
English II	All Students	57%	63%	51%	43%	50%	*	*	-	-	*	52%	36%	8%	54%	36%	38%	65%	-	62%	-	-
	CWD	23%	19%	8%	*	0%	-	-	-	-	-	0%	*	8%	-	0%	0%	20%	-	-	-	-
	CWOD	61%	69%	54%	50%	52%	*	*	-	-	*	55%	33%	-	54%	39%	41%	68%	-	62%	-	-
	EL	30%	53%	36%	-	34%	*	*	-	-	-	38%	25%	0%	39%	36%	23%	52%	-	80%	-	-
	Male	51%	58%	38%	25%	37%	*	-	-	-	*	38%	40%	0%	41%	23%	38%	-	-	*	-	-
	Female	63%	69%	65%	67%	64%	-	*	-	-	*	68%	33%	20%	68%	52%	-	65%	-	80%	-	-
Algebra I	All Students	41%	41%	36%	19%	38%	*	*	-	*	*	35%	50%	5%	40%	36%	31%	41%	-	33%	-	-
	CWD	17%	17%	5%	*	0%	-	-	-	-	-	6%	*	5%	-	0%	0%	14%	-	*	-	-
	CWOD	45%	44%	40%	17%	42%	*	*	-	*	*	39%	55%	-	40%	41%	36%	44%	-	35%	-	-
	EL	29%	42%	36%	-	37%	*	*	-	-	-	37%	*	0%	41%	36%	33%	40%	-	*	-	-
	Male	39%	38%	31%	11%	31%	*	-	-	*	*	31%	33%	0%	36%	33%	31%	-	-	60%	-	-
	Female	43%	45%	41%	23%	45%	*	*	-	-	-	40%	67%	14%	44%	40%	-	41%	-	23%	-	-
Biology	All Students	54%	47%	39%	24%	41%	-	*	-	-	*	39%	57%	11%	43%	34%	43%	36%	-	33%	-	-
	CWD	26%	16%	11%	*	13%	-	-	-	-	-	11%	-	11%	-	15%	20%	0%	-	*	-	-
	CWOD	58%	51%	43%	29%	44%	-	*	-	-	*	42%	57%	-	43%	37%	46%	40%	-	36%	-	-
	EL	33%	44%	34%	-	35%	-	*	-	-	-	34%	*	15%	37%	34%	36%	33%	-	*	-	-
	Male	54%	47%	43%	33%	43%	-	-	-	-	*	41%	*	20%	46%	36%	43%	-	-	*	-	-
	Female	54%	47%	36%	18%	39%	-	*	-	-	-	36%	40%	0%	40%	33%	-	36%	-	33%	-	-
STAAR Percent at Masters Grade Level																						
Grade 6																						
Reading	All Students	25%	21%	14%	5%	15%	-	-	-	-	-	13%	21%	13%	14%	15%	16%	12%	-	27%	-	-
	CWD	6%	4%	13%	*	17%	-	-	-	-	-	13%	-	13%	-	20%	20%	*	-	-	-	-
	CWOD	28%	23%	14%	6%	15%	-	-	-	-	-	14%	21%	-	14%	14%	16%	13%	-	27%	-	-
	EL	12%	19%	15%	-	15%	-	-	-	-	-	15%	11%	20%	14%	15%	14%	16%	-	33%	-	-
	Male	21%	19%	16%	9%	17%	-	-	-	-	-	15%	22%	20%	16%	14%	16%	-	-	13%	-	-
	Female	28%	23%	12%	0%	14%	-	-	-	-	-	11%	20%	*	13%	16%	-	12%	-	*	-	-
Mathematics	All Students	13%	9%	6%	0%	7%	-	-	-	-	-	6%	7%	0%	7%	6%	7%	6%	-	0%	-	-
	CWD	5%	5%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	-	-	-
	CWOD	15%	9%	7%	0%	8%	-	-	-	-	-	7%	7%	-	7%	7%	7%	6%	-	0%	-	-
	EL	7%	8%	6%	-	6%	-	-	-	-	-	7%	0%	0%	7%	6%	6%	7%	-	0%	-	-
	Male	14%	10%	7%	0%	8%	-	-	-	-	-	8%	0%	0%	7%	6%	7%	-	-	0%	-	-
	Female	12%	7%	6%	0%	7%	-	-	-	-	-	5%	20%	*	6%	7%	-	6%	-	*	-	-
Grade 7																						

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		Grade 7																					
		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%	26%	27%	36%	26%	-	-	-	-	-	26%	43%	0%	29%	25%	21%	31%	-	38%	-	-	
	CWD	6%	3%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-	
	CWOD	31%	29%	29%	42%	28%	-	-	-	-	-	28%	50%	-	29%	27%	25%	32%	-	38%	-	-	
	EL	13%	22%	25%	-	25%	-	-	-	-	-	24%	40%	0%	27%	25%	21%	29%	-	38%	-	-	
	Male	23%	21%	21%	17%	22%	-	-	-	-	-	18%	60%	0%	25%	21%	21%	-	-	33%	-	-	
	Female	33%	31%	31%	50%	29%	-	-	-	-	-	32%	*	*	32%	29%	-	31%	-	43%	-	-	
Mathematics	All Students	11%	9%	5%	0%	5%	-	-	-	-	-	4%	14%	0%	5%	4%	4%	5%	-	0%	-	-	
	CWD	5%	2%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-	
	CWOD	12%	10%	5%	0%	5%	-	-	-	-	-	4%	17%	-	5%	4%	5%	5%	-	0%	-	-	
	EL	5%	8%	4%	-	4%	-	-	-	-	-	4%	0%	0%	4%	4%	5%	4%	-	0%	-	-	
	Male	12%	11%	4%	0%	5%	-	-	-	-	-	3%	20%	0%	5%	5%	4%	-	-	0%	-	-	
	Female	9%	7%	5%	0%	5%	-	-	-	-	-	5%	*	*	5%	4%	-	5%	-	0%	-	-	
Grade 8																							
Reading	All Students	28%	25%	17%	12%	17%	*	-	-	*	-	15%	67%	0%	19%	14%	8%	27%	-	19%	-	-	
	CWD	7%	3%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	-	*	-	-	
	CWOD	31%	27%	19%	14%	18%	*	-	-	*	-	17%	67%	-	19%	15%	10%	28%	-	21%	-	-	
	EL	12%	21%	14%	-	13%	*	-	-	-	-	14%	-	0%	15%	14%	8%	23%	-	16%	-	-	
	Male	25%	21%	8%	0%	7%	*	-	-	*	-	7%	*	0%	10%	8%	8%	-	-	7%	-	-	
	Female	32%	29%	27%	20%	27%	*	-	-	-	-	24%	*	0%	28%	23%	-	27%	-	33%	-	-	
Mathematics	All Students	15%	6%	3%	0%	3%	-	-	-	-	-	3%	*	0%	3%	1%	3%	3%	-	4%	-	-	
	CWD	6%	2%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	-	*	-	-	
	CWOD	17%	7%	3%	0%	4%	-	-	-	-	-	3%	*	-	3%	1%	3%	3%	-	5%	-	-	
	EL	8%	7%	1%	-	1%	-	-	-	-	-	1%	*	0%	1%	1%	2%	0%	-	0%	-	-	
	Male	16%	5%	3%	0%	3%	-	-	-	-	-	3%	*	0%	3%	2%	3%	-	-	0%	-	-	
	Female	14%	7%	3%	0%	4%	-	-	-	-	-	3%	*	0%	3%	0%	-	3%	-	9%	-	-	
Science	All Students	16%	9%	2%	0%	1%	*	-	-	*	-	1%	29%	0%	2%	1%	2%	1%	-	0%	-	-	
	CWD	5%	4%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	-	*	-	-	
	CWOD	18%	9%	2%	0%	2%	*	-	-	*	-	1%	29%	-	2%	1%	3%	1%	-	0%	-	-	
	EL	6%	7%	1%	-	1%	*	-	-	-	-	1%	*	0%	1%	1%	2%	0%	-	0%	-	-	
	Male	18%	10%	2%	0%	1%	*	-	-	*	-	1%	*	0%	3%	2%	2%	-	-	0%	-	-	
	Female	15%	8%	1%	0%	2%	*	-	-	-	-	0%	*	0%	1%	0%	-	1%	-	0%	-	-	
End of Course																							
English I	All Students	15%	15%	10%	5%	10%	-	*	-	-	*	9%	17%	0%	11%	5%	9%	10%	-	5%	-	-	
	CWD	4%	1%	0%	0%	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-	
	CWOD	17%	17%	11%	6%	11%	-	*	-	-	*	11%	20%	-	11%	6%	11%	12%	-	6%	-	-	
	EL	4%	11%	5%	-	5%	-	*	-	-	-	4%	17%	0%	6%	5%	1%	10%	-	*	-	-	
	Male	11%	12%	9%	11%	8%	-	-	-	-	*	9%	*	0%	11%	1%	9%	-	-	*	-	-	
	Female	19%	19%	10%	0%	12%	-	*	-	-	-	10%	13%	0%	12%	10%	-	10%	-	0%	-	-	

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
English II	All Students	8%	6%	4%	0%	5%	*	*	-	-	*	4%	9%	0%	5%	1%	6%	2%	-	0%	-	-	
	CWD	3%	1%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	-	
	CWOD	9%	7%	5%	0%	5%	*	*	-	-	*	4%	11%	-	5%	1%	7%	2%	-	0%	-	-	
	EL	1%	1%	1%	-	1%	*	*	-	-	-	1%	0%	0%	1%	1%	2%	0%	-	0%	-	-	
	Male	7%	6%	6%	0%	7%	*	-	-	-	*	5%	20%	0%	7%	2%	6%	-	-	*	-	-	
	Female	10%	6%	2%	0%	3%	-	*	-	-	*	3%	0%	0%	2%	0%	-	2%	-	0%	-	-	
Algebra I	All Students	23%	20%	14%	5%	15%	*	*	-	*	*	13%	33%	0%	16%	10%	9%	20%	-	17%	-	-	
	CWD	7%	4%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-	
	CWOD	25%	22%	16%	6%	17%	*	*	-	*	*	14%	36%	-	16%	11%	11%	21%	-	18%	-	-	
	EL	13%	20%	10%	-	10%	*	*	-	-	-	10%	*	0%	11%	10%	8%	12%	-	*	-	-	
	Male	22%	18%	9%	0%	10%	*	-	-	*	*	9%	17%	0%	11%	8%	9%	-	-	20%	-	-	
	Female	23%	22%	20%	8%	22%	*	*	-	-	-	17%	50%	0%	21%	12%	-	20%	-	15%	-	-	
Biology	All Students	18%	8%	4%	0%	4%	-	*	-	-	*	4%	0%	0%	4%	2%	6%	1%	-	7%	-	-	
	CWD	5%	2%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	-	*	-	-	
	CWOD	19%	9%	4%	0%	4%	-	*	-	-	*	4%	0%	-	4%	2%	7%	1%	-	7%	-	-	
	EL	5%	6%	2%	-	2%	-	*	-	-	-	2%	*	0%	2%	2%	2%	2%	-	*	-	-	
	Male	18%	9%	6%	0%	7%	-	-	-	-	*	6%	*	0%	7%	2%	6%	-	-	*	-	-	
	Female	17%	8%	1%	0%	1%	-	*	-	-	-	1%	0%	0%	1%	2%	-	1%	-	0%	-	-	
STAAR Percent at Approaches Grade Level or Above																							
All Grades																							
All Subjects	All Students	73%	74%	67%	63%	67%	100%	*	-	*	100%	66%	73%	43%	69%	64%	62%	71%	-	64%	-	-	
	CWD	46%	44%	43%	43%	43%	-	-	-	-	-	41%	100%	43%	-	44%	39%	53%	-	33%	-	-	
	CWOD	77%	78%	69%	67%	69%	100%	*	-	*	100%	69%	71%	-	69%	65%	65%	73%	-	66%	-	-	
	EL	61%	73%	64%	-	63%	100%	*	-	-	-	63%	68%	44%	65%	64%	60%	68%	-	60%	-	-	
	Male	71%	72%	62%	52%	63%	100%	-	-	*	*	62%	73%	39%	65%	60%	62%	-	-	54%	-	-	
	Female	74%	77%	71%	73%	71%	*	*	-	-	*	71%	73%	53%	73%	68%	-	71%	-	73%	-	-	
Reading	All Students	74%	76%	70%	65%	70%	*	*	-	*	*	69%	74%	41%	72%	66%	62%	78%	-	71%	-	-	
	CWD	44%	40%	41%	47%	39%	-	-	-	-	-	37%	100%	41%	-	37%	41%	42%	-	*	-	-	
	CWOD	80%	80%	72%	69%	72%	*	*	-	*	*	72%	71%	-	72%	68%	64%	81%	-	73%	-	-	
	EL	59%	73%	66%	-	66%	*	*	-	-	-	66%	68%	37%	68%	66%	59%	75%	-	71%	-	-	
	Male	70%	72%	62%	51%	62%	*	-	-	*	*	61%	76%	41%	64%	59%	62%	-	-	62%	-	-	
	Female	78%	81%	78%	78%	78%	*	*	-	-	*	79%	72%	42%	81%	75%	-	78%	-	79%	-	-	
Mathematics	All Students	70%	71%	62%	59%	62%	*	*	-	*	*	62%	73%	46%	64%	60%	62%	63%	-	60%	-	-	
	CWD	45%	46%	46%	45%	47%	-	-	-	-	-	44%	*	46%	-	45%	40%	63%	-	*	-	-	
	CWOD	75%	74%	64%	62%	64%	*	*	-	*	*	63%	71%	-	64%	61%	65%	63%	-	61%	-	-	
	EL	62%	70%	60%	-	60%	*	*	-	-	-	60%	68%	45%	61%	60%	60%	60%	-	62%	-	-	
	Male	71%	70%	62%	51%	63%	*	-	-	*	*	61%	73%	40%	65%	60%	62%	-	-	54%	-	-	
	Female	70%	71%	63%	67%	62%	*	*	-	-	-	62%	73%	63%	63%	60%	-	63%	-	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
Science	All Students	73%	77%	67%	65%	67%	*	*	-	*	*	67%	71%	43%	70%	64%	64%	70%	-	57%	-	-
	CWD	49%	51%	43%	29%	46%	-	-	-	-	-	43%	-	43%	-	58%	32%	62%	-	*	-	-
	CWOD	77%	79%	70%	72%	69%	*	*	-	*	*	70%	71%	-	70%	64%	69%	70%	-	61%	-	-
	EL	61%	75%	64%	-	64%	*	*	-	-	-	64%	*	58%	64%	64%	62%	66%	-	36%	-	-
	Male	74%	77%	64%	53%	65%	*	-	-	*	*	65%	60%	32%	69%	62%	64%	-	-	39%	-	-
	Female	72%	77%	70%	73%	69%	*	*	-	-	-	69%	78%	62%	70%	66%	-	70%	-	71%	-	-
SAT/ACT All Subjects	All Students	88%	94%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	CWD	61%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	88%	100%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	EL	64%	100%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	89%	90%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	Female	87%	100%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	46%	37%	29%	37%	88%	*	-	*	100%	36%	47%	19%	38%	32%	32%	42%	-	36%	-	-
	CWD	22%	18%	19%	11%	21%	-	-	-	-	-	17%	57%	19%	-	15%	15%	26%	-	25%	-	-
	CWOD	51%	49%	38%	32%	39%	88%	*	-	*	100%	38%	46%	-	38%	34%	34%	43%	-	36%	-	-
	EL	31%	43%	32%	-	32%	80%	*	-	-	-	32%	32%	15%	34%	32%	28%	37%	-	38%	-	-
	Male	45%	43%	32%	19%	32%	100%	-	-	*	*	31%	44%	15%	34%	28%	32%	-	-	23%	-	-
	Female	48%	48%	42%	36%	43%	*	*	-	-	*	42%	49%	26%	43%	37%	-	42%	-	47%	-	-
Reading	All Students	52%	55%	46%	38%	47%	*	*	-	*	*	46%	52%	22%	49%	41%	36%	58%	-	48%	-	-
	CWD	23%	21%	22%	18%	23%	-	-	-	-	-	19%	60%	22%	-	18%	18%	29%	-	*	-	-
	CWOD	58%	60%	49%	42%	49%	*	*	-	*	*	49%	51%	-	49%	42%	38%	60%	-	49%	-	-
	EL	34%	50%	41%	-	40%	*	*	-	-	-	41%	39%	18%	42%	41%	32%	51%	-	51%	-	-
	Male	48%	49%	36%	20%	37%	*	-	-	*	*	35%	48%	18%	38%	32%	36%	-	-	26%	-	-
	Female	57%	62%	58%	54%	58%	*	*	-	-	*	58%	56%	29%	60%	51%	-	58%	-	66%	-	-
Mathematics	All Students	42%	37%	26%	16%	27%	*	*	-	*	*	26%	35%	18%	27%	25%	26%	27%	-	28%	-	-
	CWD	22%	18%	18%	9%	20%	-	-	-	-	-	17%	*	18%	-	10%	13%	31%	-	*	-	-
	CWOD	46%	39%	27%	18%	28%	*	*	-	*	*	26%	34%	-	27%	26%	27%	26%	-	28%	-	-
	EL	31%	36%	25%	-	25%	*	*	-	-	-	25%	21%	10%	26%	25%	25%	25%	-	33%	-	-
	Male	43%	37%	26%	16%	26%	*	-	-	*	*	25%	36%	13%	27%	25%	26%	-	-	26%	-	-
	Female	40%	36%	27%	17%	29%	*	*	-	-	-	26%	33%	31%	26%	25%	-	27%	-	30%	-	-
Science	All Students	42%	39%	31%	30%	31%	*	*	-	*	*	30%	57%	14%	33%	25%	31%	32%	-	24%	-	-
	CWD	21%	14%	14%	0%	18%	-	-	-	-	-	14%	-	14%	-	16%	14%	15%	-	*	-	-
	CWOD	45%	42%	33%	36%	32%	*	*	-	*	*	32%	57%	-	33%	26%	33%	34%	-	24%	-	-
	EL	24%	37%	25%	-	24%	*	*	-	-	-	24%	*	16%	26%	25%	25%	24%	-	18%	-	-
	Male	44%	40%	31%	24%	30%	*	-	-	*	*	30%	60%	14%	33%	25%	31%	-	-	11%	-	-
	Female	40%	38%	32%	35%	31%	*	*	-	-	-	31%	56%	15%	34%	24%	-	32%	-	33%	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
SAT/ACT All Subjects	All Students	59%	67%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	CWD	35%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	60%	71%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	EL	19%	80%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	64%	70%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	Female	55%	63%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	18%	14%	10%	5%	10%	50%	*	-	*	17%	9%	21%	1%	10%	8%	8%	11%	-	10%	-	-
	CWD	6%	3%	1%	0%	1%	-	-	-	-	-	1%	0%	1%	-	1%	1%	0%	-	0%	-	-
	CWOD	21%	16%	10%	6%	11%	50%	*	-	*	17%	10%	22%	-	10%	8%	9%	12%	-	11%	-	-
	EL	9%	13%	8%	-	8%	20%	*	-	-	-	8%	8%	1%	8%	8%	6%	10%	-	9%	-	-
	Male	18%	13%	8%	3%	9%	60%	-	-	*	*	8%	21%	1%	9%	6%	8%	-	-	9%	-	-
	Female	19%	16%	11%	7%	12%	*	*	-	-	*	10%	20%	0%	12%	10%	-	11%	-	12%	-	-
Reading	All Students	21%	19%	14%	11%	14%	*	*	-	*	*	13%	26%	1%	15%	12%	12%	16%	-	17%	-	-
	CWD	6%	3%	1%	0%	2%	-	-	-	-	-	1%	0%	1%	-	3%	2%	0%	-	*	-	-
	CWOD	24%	20%	15%	13%	15%	*	*	-	*	*	14%	29%	-	15%	13%	13%	17%	-	18%	-	-
	EL	10%	15%	12%	-	12%	*	*	-	-	-	12%	14%	3%	13%	12%	9%	16%	-	20%	-	-
	Male	18%	16%	12%	7%	12%	*	-	-	*	*	10%	32%	2%	13%	9%	12%	-	-	15%	-	-
	Female	24%	22%	16%	14%	17%	*	*	-	-	*	16%	20%	0%	17%	16%	-	16%	-	19%	-	-
Mathematics	All Students	17%	12%	7%	1%	8%	*	*	-	*	*	7%	16%	0%	8%	6%	6%	9%	-	6%	-	-
	CWD	6%	3%	0%	0%	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	19%	13%	8%	1%	9%	*	*	-	*	*	8%	17%	-	8%	6%	7%	9%	-	6%	-	-
	EL	10%	12%	6%	-	6%	*	*	-	-	-	6%	0%	0%	6%	6%	6%	6%	-	3%	-	-
	Male	18%	13%	6%	0%	7%	*	-	-	*	*	6%	9%	0%	7%	6%	6%	-	-	3%	-	-
	Female	15%	11%	9%	2%	10%	*	*	-	-	-	8%	27%	0%	9%	6%	-	9%	-	9%	-	-
Science	All Students	15%	9%	3%	0%	3%	*	*	-	*	*	2%	14%	0%	3%	2%	4%	1%	-	2%	-	-
	CWD	5%	3%	0%	0%	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	-	*	-	-
	CWOD	17%	9%	3%	0%	3%	*	*	-	*	*	2%	14%	-	3%	2%	5%	1%	-	3%	-	-
	EL	5%	7%	2%	-	2%	*	*	-	-	-	2%	*	0%	2%	2%	2%	1%	-	0%	-	-
	Male	16%	9%	4%	0%	4%	*	-	-	*	*	4%	20%	0%	5%	2%	4%	-	-	6%	-	-
	Female	14%	8%	1%	0%	1%	*	*	-	-	-	1%	11%	0%	1%	1%	-	1%	-	0%	-	-
SAT/ACT All Subjects	All Students	12%	6%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	CWD	7%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	12%	6%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	EL	1%	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	15%	0%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	Female	9%	13%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	70	68	70	*	*	-	*	*	69	59	69
CWD	59	63	58	-	-	-	-	-	56	59	55
CWOD	70	69	70	*	*	-	*	*	70	-	70
EL ◇	69	-	69	*	*	-	-	-	69	55	69
Male	65	55	66	*	-	-	*	*	64	54	66
Female	74	78	74	*	*	-	-	*	74	71	72
Mathematics											
All Students	66	60	66	*	*	-	*	*	66	54	66
CWD	54	39	59	-	-	-	-	-	53	54	55
CWOD	67	63	67	*	*	-	*	*	67	-	66
EL ◇	66	-	66	*	*	-	-	-	66	55	66
Male	66	54	67	*	-	-	*	*	66	48	67
Female	66	64	66	*	*	-	-	-	66	73	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.

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2023.													
All Students	92.1%	90.9%	92.2%	-	*	-	-	-	91.5%	100.0%	86.3%	85.7%	-
CWD	100.0%	*	100.0%	-	-	-	-	-	100.0%	100.0%	*	*	-
CWOD	91.6%	87.5%	91.8%	-	*	-	-	-	91.0%	-	85.1%	84.6%	-
EL	86.3%	-	86.0%	-	*	-	-	-	85.4%	*	86.3%	80.0%	-
Male	85.7%	83.3%	85.7%	-	*	-	-	-	84.9%	100.0%	80.0%	*	-
Female	97.2%	100.0%	97.0%	-	-	-	-	-	96.9%	*	92.3%	90.9%	-

- 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
587	149	25%

- 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	32	38	79	*	-	*	72	37	21	35
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	56%	60%	56%	-	*	-	-	-	56%	100%	45%

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

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
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
Interim Goals (2028-2032)	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
Target Met	N	N	Y						Y	N	Y
Interim Goals (2033-2037)	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
Target Met	N	N	N						N	N	N
Long-Term Goals	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Target Met	N	N	N						N	N	N
Mathematics											
Interim Goals (2023-2027)	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
Target Met	N	N	N						N	Y	N
Interim Goals (2028-2032)	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
Target Met	N	N	N						N	N	N
Interim Goals (2033-2037)	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
Target Met	N	N	N						N	N	N
Long-Term Goals	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
Target Met	N	N	N						N	N	N
English Learner Language Proficiency Status											
Interim Goals (2023-2027)											34%
Target Met											Y
Interim Goals (2028-2032)											36%
Target Met											Y
Interim Goals (2033-2037)											48%
Target Met											Y
Long-Term Goals											40%
Target Met											Y
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%

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met	Y	Y	Y						Y		Y
Interim Goals (2028-2032)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86%
Target Met	N	Y	Y						Y		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
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met	N	N	N						N		N

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

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

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 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%	99%	100%	100%	100%	-	*	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	*	-	*	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	99%	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%	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%	99%	100%	*	*	-	*	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	-	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	99%	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%	98%	100%	*	*	-	-	-	100%	100%	100%	100%	100%	-	100%	-

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Science	All Students	100%	100%	100%	*	*	-	*	*	100%	100%	100%	100%	100%	99%	100%	-
	CWD	100%	100%	100%	-	-	-	-	-	100%	-	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	*	*	-	*	*	100%	100%	-	100%	100%	99%	100%	-
	EL	100%	-	100%	*	*	-	-	-	100%	*	100%	100%	100%	100%	100%	-
	Male	99%	100%	99%	*	-	-	*	*	99%	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%	-
	CWD	0%	0%	0%	-	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	1%	0%	0%	0%	-	*	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	-	*	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	1%	0%	*	*	-	-	*	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	0%	0%	0%	0%	*	-	*	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	-	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	-	*	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	0%	*	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	*	*	-	*	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	*	*	-	-	*	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	0%	1%	0%	*	*	-	*	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	1%	0%	*	*	-	*	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	*	*	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	*	-	-	*	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	2%	0%	*	*	-	-	-	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	0%	0%	0%	*	*	-	*	*	0%	0%	0%	0%	0%	1%	0%	-
	CWD	0%	0%	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	*	*	-	*	*	0%	0%	-	0%	0%	1%	0%	-
	EL	0%	-	0%	*	*	-	-	-	0%	*	0%	0%	0%	0%	0%	-
	Male	1%	0%	1%	*	-	-	*	*	1%	0%	0%	1%	0%	1%	-	-

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
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	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	5	0	4	0	0	0	0	1	3		
	Female	7	2	5	0	0	0	0	0	4		
	Total	12	2	9	0	0	0	0	1	7		
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		

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
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	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	2	1	1	0	0	0	0	0	0		2
	Female	1	1	0	0	0	0	0	0	0		0
	Total	3	2	1	0	0	0	0	0	0		2
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												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism												
	Male	84	14	66	2	-8	-8	-8	2	32	8	7
	Female	67	14	53	-8	-8	-8	-8	-8	21	4	2
	Total	151	28	119	2	-8	-8	-8	2	53	12	9

	Total
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	3
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack without a weapon	4
Incidents of possession of a firearm or explosive device	0
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

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

Accelerated Coursework

	Total Students		African American		Hispanic		White		Indian or Alaska Native		Asian		Pacific Islander		Two or More Races		EL		Students with Disabilities	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Advanced Placement Courses																				
Male	80	16	14	20	65	16	1	10	0	0	0	-	0	-	0	0	9	4	1	3
Female	80	16	5	7	74	17	0	0	0	0	0	-	0	-	1	17	9	4	1	6
Total	160	16	19	14	139	16	1	8	0	0	0	-	0	-	1	13	18	4	2	4
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.

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High Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	21.6	35.2%
Teachers Teaching with Emergency or Provisional Credentials	8.0	13.4%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- Indicates there are no data available in the group.

Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2025.

		State & Local and Federal	State & Local			Federal		
	Enrollment	Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$1,280	\$43	\$929	\$972	\$36	\$272	\$308
Food services		\$376	\$5	\$0	\$5	\$336	\$35	\$371
Instruction		\$5,292	\$4,302	\$26	\$4,328	\$833	\$131	\$964
Support services, general administration		\$64		\$64	\$64			
Support services, instructional staff		\$943	\$519	\$4	\$523	\$151	\$269	\$420
Support services, operation and maintenance of plant		\$949	\$772	\$81	\$853	\$28	\$68	\$96
Support services, pupils		\$808	\$312	\$56	\$368	\$402	\$38	\$440
Support services, school administration		\$1,374	\$1,248	\$2	\$1,250	\$81	\$43	\$124
Support services, student transportation		\$506	\$438	\$45	\$483	\$14	\$9	\$23
Total	1,014	\$11,592	\$7,640	\$1,207	\$8,847	\$1,880	\$865	\$2,745

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%	8	1%	-	-
Mathematics	6,620	2%	8	1%	-	-
Grade 4						
Reading	6,491	2%	*	1%	-	-
Mathematics	6,491	2%	*	1%	-	-
Grade 5						
Reading	6,033	1%	*	1%	-	-
Mathematics	6,033	2%	*	1%	-	-
Science	6,033	2%	*	1%	-	-
Grade 6						
Reading	5,586	1%	20	1%	*	1%
Mathematics	5,586	1%	20	1%	*	1%
Grade 7						
Reading	5,233	1%	18	1%	*	2%
Mathematics	5,227	2%	18	1%	*	2%
Grade 8						
Reading	4,985	1%	12	1%	*	1%
Mathematics	4,985	1%	12	1%	*	1%
Science	4,984	1%	12	1%	*	1%
End of Course						
English I	5,119	1%	11	0%	-	-
English II	4,683	1%	7	0%	-	-
Algebra I	5,112	1%	11	0%	-	-
Biology	5,027	1%	11	0%	-	-
All Grades						
All Subjects	100,862	1%	183	1%	14	1%
Reading	44,764	1%	82	1%	6	1%
Mathematics	40,054	1%	75	1%	6	1%
Science	16,044	1%	26	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										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24
		Pacific Islander	*	50	*	50	*	23	*	6
		Two or More Races	28	32	72	68	41	38	8	11
		EcoDis	54	52	46	48	18	19	3	3
		Students with Disabilities	77	73	23	27	7	10	1	2
		English Language Learners	57	67	43	33	16	10	2	1
	Mathematics	Overall	22	25	78	75	38	36	8	8
		Black	33	45	67	55	21	15	2	1
		Hispanic	27	36	73	64	27	22	3	3
		White	10	14	90	86	57	48	13	10
		American Indian	*	41	*	59	*	22	*	4
		Asian	3	9	97	91	73	63	27	24
		Pacific Islander	*	38	*	62	*	22	*	3
		Two or More Races	10	22	90	78	58	38	23	9
		EcoDis	31	38	69	62	24	20	3	2
		Students with Disabilities	51	56	49	44	18	14	2	2
		English Language Learners	31	48	69	52	26	14	3	2
Grade 8	Reading	Overall	34	30	66	70	23	31	2	4
		Black	45	47	55	53	17	16	1	1
		Hispanic	41	39	59	61	16	21	1	2
		White	24	22	76	78	30	38	2	5
		American Indian	*	45	*	55	*	18	*	2
		Asian	8	14	92	86	60	56	11	12
		Pacific Islander	*	35	*	65	*	25	*	2
		Two or More Races	28	27	72	73	32	35	5	6
		EcoDis	42	42	58	58	16	19	1	1
		Students with Disabilities	74	69	26	31	5	7	1	n/a
		English Language Learners	53	68	47	32	10	5	n/a	n/a
	Mathematics	Overall	39	38	61	62	24	26	5	7
		Black	54	62	46	38	11	9	2	1
		Hispanic	46	51	54	49	16	14	2	2
		White	28	26	72	74	36	35	8	9
		American Indian	*	55	*	45	*	13	*	2

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

* Indicates reporting standards not met.

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

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	55%	53%	56%	-	-	-	-	*	53%	*	48%
In-State Private Institutions	*	-	*	-	-	-	-	-	*	-	*
Out-of-State Institutions	*	-	*	-	-	-	-	*	*	-	*

- Indicates there are no students in the group.

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

Part (xiv): Additional Information - Chronic Absenteeism

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	30%	32%	29%	46%	*	-	*	17%	29%	30%	28%

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

Part (xv): Section 1003 Fund

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

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

There is no data for this campus.

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

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

There is no data for this campus.

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Part (i): Description of State Accountability System

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

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

State & District ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
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%

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Campus ESSA Goals (HS/K-12 & AEA)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
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%

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

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

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

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

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

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, and AEAs	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status 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.

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

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

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

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

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

Part (ii): Student Achievement by Proficiency Level

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

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

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	75%	73%	71%	*	72%	*	*	-	-	-	71%	82%	44%	75%	71%	72%	70%	-	86%	-	-
	CWD	43%	40%	44%	-	44%	-	-	-	-	-	44%	*	44%	-	40%	46%	40%	-	-	-	-
	CWOD	81%	77%	75%	*	75%	*	*	-	-	-	74%	89%	-	75%	75%	77%	73%	-	86%	-	-
	EL	61%	72%	71%	-	72%	*	*	-	-	-	71%	71%	40%	75%	71%	73%	70%	-	*	-	-
	Male	71%	70%	72%	-	73%	*	-	-	-	-	73%	67%	46%	77%	73%	72%	-	-	*	-	-
	Female	79%	77%	70%	*	69%	-	*	-	-	-	68%	100%	40%	73%	70%	-	70%	-	*	-	-
Mathematics	All Students	70%	70%	70%	*	71%	*	*	-	-	-	70%	73%	44%	73%	70%	68%	73%	-	71%	-	-
	CWD	44%	45%	44%	-	44%	-	-	-	-	-	38%	*	44%	-	40%	46%	40%	-	-	-	-
	CWOD	75%	72%	73%	*	74%	*	*	-	-	-	74%	67%	-	73%	74%	72%	75%	-	71%	-	-
	EL	60%	69%	70%	-	71%	*	*	-	-	-	71%	57%	40%	74%	70%	65%	76%	-	*	-	-
	Male	70%	69%	68%	-	69%	*	-	-	-	-	68%	67%	46%	72%	65%	68%	-	-	*	-	-
	Female	70%	70%	73%	*	73%	-	*	-	-	-	72%	80%	40%	75%	76%	-	73%	-	*	-	-
Grade 7																						
Reading	All Students	72%	77%	76%	*	76%	*	-	-	-	-	75%	79%	25%	78%	70%	66%	83%	*	*	-	-
	CWD	39%	40%	25%	*	29%	-	-	-	-	-	29%	*	25%	-	0%	17%	*	-	-	-	-
	CWOD	78%	80%	78%	*	78%	*	-	-	-	-	78%	85%	-	78%	74%	71%	84%	*	*	-	-
	EL	57%	75%	70%	-	69%	*	-	-	-	-	69%	75%	0%	74%	70%	61%	76%	*	*	-	-
	Male	67%	72%	66%	*	67%	*	-	-	-	-	67%	60%	17%	71%	61%	66%	-	*	*	-	-
	Female	78%	82%	83%	*	82%	*	-	-	-	-	82%	89%	*	84%	76%	-	83%	-	*	-	-
Mathematics	All Students	54%	57%	60%	*	59%	*	-	-	-	-	58%	79%	38%	61%	54%	60%	60%	*	*	-	-
	CWD	31%	28%	38%	*	29%	-	-	-	-	-	29%	*	38%	-	0%	33%	*	-	-	-	-
	CWOD	58%	59%	61%	*	60%	*	-	-	-	-	60%	77%	-	61%	57%	63%	60%	*	*	-	-
	EL	42%	55%	54%	-	52%	*	-	-	-	-	53%	63%	0%	57%	54%	51%	56%	*	*	-	-
	Male	55%	57%	60%	*	59%	*	-	-	-	-	58%	80%	33%	63%	51%	60%	-	*	*	-	-
	Female	53%	56%	60%	*	59%	*	-	-	-	-	58%	78%	*	60%	56%	-	60%	-	*	-	-
Grade 8																						
Reading	All Students	79%	81%	89%	*	89%	*	-	-	-	-	89%	92%	55%	92%	86%	85%	94%	-	83%	-	-
	CWD	48%	47%	55%	*	50%	-	-	-	-	-	50%	*	55%	-	*	33%	80%	-	-	-	-
	CWOD	83%	85%	92%	*	92%	*	-	-	-	-	92%	91%	-	92%	89%	89%	95%	-	83%	-	-
	EL	64%	81%	86%	-	86%	-	-	-	-	-	85%	100%	*	89%	86%	81%	92%	-	*	-	-
	Male	74%	76%	85%	*	84%	-	-	-	-	-	85%	86%	33%	89%	81%	85%	-	-	83%	-	-
	Female	84%	87%	94%	*	94%	*	-	-	-	-	94%	100%	80%	95%	92%	-	94%	-	-	-	-
Mathematics	All Students	70%	72%	91%	*	91%	-	-	-	-	-	91%	91%	78%	92%	89%	91%	91%	-	83%	-	-
	CWD	45%	46%	78%	*	75%	-	-	-	-	-	75%	*	78%	-	*	*	80%	-	-	-	-
	CWOD	74%	75%	92%	*	92%	-	-	-	-	-	92%	90%	-	92%	90%	92%	92%	-	83%	-	-
	EL	62%	74%	89%	-	89%	-	-	-	-	-	88%	100%	*	90%	89%	91%	87%	-	*	-	-
	Male	69%	70%	91%	*	91%	-	-	-	-	-	92%	83%	*	92%	91%	91%	-	-	83%	-	-
	Female	71%	74%	91%	*	91%	-	-	-	-	-	90%	100%	80%	92%	87%	-	91%	-	-	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Science	All Students	68%	63%	86%	*	85%	*	-	-	-	-	85%	92%	73%	87%	81%	86%	86%	-	83%	-	-	
	CWD	39%	26%	73%	*	70%	-	-	-	-	-	70%	*	73%	-	*	67%	80%	-	-	-	-	
	CWOD	72%	67%	87%	*	86%	*	-	-	-	-	86%	91%	-	87%	83%	88%	86%	-	83%	-	-	
	EL	51%	62%	81%	-	81%	-	-	-	-	-	79%	100%	*	83%	81%	81%	81%	-	*	-	-	
	Male	70%	65%	86%	*	85%	-	-	-	-	-	86%	86%	67%	88%	81%	86%	-	-	83%	-	-	
	Female	66%	62%	86%	*	85%	*	-	-	-	-	84%	100%	80%	86%	81%	-	86%	-	-	-	-	
End of Course																							
English I	All Students	67%	72%	82%	83%	81%	*	-	*	-	-	81%	85%	35%	86%	80%	76%	87%	-	*	-	-	
	CWD	35%	37%	35%	*	33%	-	-	-	-	-	35%	-	35%	-	30%	33%	40%	-	*	-	-	
	CWOD	73%	77%	86%	*	86%	*	-	*	-	-	86%	85%	-	86%	85%	81%	90%	-	*	-	-	
	EL	47%	68%	80%	-	80%	*	-	-	-	-	80%	86%	30%	85%	80%	74%	86%	-	*	-	-	
	Male	62%	67%	76%	*	74%	*	-	-	-	-	74%	*	33%	81%	74%	76%	-	-	*	-	-	
	Female	74%	79%	87%	*	88%	*	-	*	-	-	88%	78%	40%	90%	86%	-	87%	-	*	-	-	
English II	All Students	74%	81%	89%	*	89%	*	*	-	-	-	89%	89%	69%	91%	81%	91%	88%	*	*	-	-	
	CWD	39%	37%	69%	*	67%	-	-	-	-	-	69%	-	69%	-	63%	63%	80%	*	*	-	-	
	CWOD	78%	86%	91%	*	91%	*	*	-	-	-	91%	89%	-	91%	84%	94%	88%	-	*	-	-	
	EL	52%	75%	81%	-	81%	-	*	-	-	-	82%	71%	63%	84%	81%	86%	76%	-	*	-	-	
	Male	69%	77%	91%	*	90%	*	-	-	-	-	91%	88%	63%	94%	86%	91%	-	-	*	-	-	
	Female	79%	84%	88%	-	88%	-	*	-	-	-	88%	91%	80%	88%	76%	-	88%	*	*	-	-	
Algebra I	All Students	79%	81%	79%	*	79%	*	-	-	-	-	80%	67%	44%	83%	76%	80%	78%	-	*	-	-	
	CWD	54%	56%	44%	*	43%	-	-	-	-	-	44%	-	44%	-	25%	45%	40%	-	*	-	-	
	CWOD	83%	84%	83%	*	83%	*	-	-	-	-	84%	67%	-	83%	81%	85%	81%	-	*	-	-	
	EL	72%	82%	76%	-	76%	-	-	-	-	-	77%	67%	25%	81%	76%	74%	78%	-	*	-	-	
	Male	77%	78%	80%	-	80%	-	-	-	-	-	79%	*	45%	85%	74%	80%	-	-	*	-	-	
	Female	81%	84%	78%	*	78%	*	-	-	-	-	81%	40%	40%	81%	78%	-	78%	-	*	-	-	
Biology	All Students	90%	91%	93%	*	92%	*	*	-	-	-	93%	82%	67%	95%	92%	93%	92%	*	100%	-	-	
	CWD	75%	74%	67%	*	69%	-	-	-	-	-	67%	-	67%	-	71%	75%	57%	*	*	-	-	
	CWOD	92%	93%	95%	*	94%	*	*	-	-	-	96%	82%	-	95%	93%	94%	95%	-	*	-	-	
	EL	84%	89%	92%	-	91%	*	*	-	-	-	93%	67%	71%	93%	92%	91%	92%	-	*	-	-	
	Male	89%	89%	93%	*	93%	*	-	-	-	-	93%	*	75%	94%	91%	93%	-	-	*	-	-	
	Female	91%	92%	92%	*	92%	*	*	-	-	-	94%	75%	57%	95%	92%	-	92%	*	*	-	-	
STAAR Percent at Meets Grade Level or Above																							
Grade 6																							
Reading	All Students	55%	54%	49%	*	48%	*	*	-	-	-	48%	55%	22%	52%	47%	45%	54%	-	57%	-	-	
	CWD	24%	23%	22%	-	22%	-	-	-	-	-	19%	*	22%	-	10%	23%	20%	-	-	-	-	
	CWOD	61%	57%	52%	*	52%	*	*	-	-	-	52%	56%	-	52%	51%	49%	56%	-	57%	-	-	
	EL	38%	51%	47%	-	46%	*	*	-	-	-	47%	43%	10%	51%	47%	44%	50%	-	*	-	-	
	Male	51%	49%	45%	-	45%	*	-	-	-	-	46%	33%	23%	49%	44%	45%	-	-	*	-	-	
	Female	59%	58%	54%	*	52%	-	*	-	-	-	52%	80%	20%	56%	50%	-	54%	-	*	-	-	

Texas Education Agency
2024 Federal Report Card
 YES PREP - NORTHLINE (101845012) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Mathematics	All Students	38%	34%	29%	*	29%	*	*	-	-	-	30%	18%	17%	30%	29%	30%	27%	-	29%	-	-	
	CWD	19%	19%	17%	-	17%	-	-	-	-	-	13%	*	17%	-	0%	15%	20%	-	-	-	-	
	CWOD	42%	35%	30%	*	31%	*	*	-	-	-	32%	11%	-	30%	32%	32%	28%	-	29%	-	-	
	EL	27%	33%	29%	-	29%	*	*	-	-	-	30%	14%	0%	32%	29%	33%	24%	-	*	-	-	
	Male	40%	37%	30%	-	30%	*	-	-	-	-	32%	0%	15%	32%	33%	30%	-	-	*	-	-	
	Female	36%	31%	27%	*	28%	-	*	-	-	-	26%	40%	20%	28%	24%	-	27%	-	*	-	-	
Grade 7																							
Reading	All Students	53%	55%	56%	*	56%	*	-	-	-	-	54%	71%	25%	58%	48%	55%	56%	*	*	-	-	
	CWD	21%	23%	25%	*	29%	-	-	-	-	-	29%	*	25%	-	0%	17%	*	-	-	-	-	
	CWOD	58%	58%	58%	*	57%	*	-	-	-	-	56%	77%	-	58%	51%	59%	56%	*	*	-	-	
	EL	34%	50%	48%	-	47%	*	-	-	-	-	46%	63%	0%	51%	48%	51%	45%	*	*	-	-	
	Male	47%	48%	55%	*	56%	*	-	-	-	-	55%	60%	17%	59%	51%	55%	-	*	*	-	-	
	Female	59%	62%	56%	*	56%	*	-	-	-	-	53%	78%	*	56%	45%	-	56%	-	*	-	-	
Mathematics	All Students	33%	34%	34%	*	33%	*	-	-	-	-	32%	50%	13%	35%	24%	38%	30%	*	*	-	-	
	CWD	17%	17%	13%	*	14%	-	-	-	-	-	14%	*	13%	-	0%	17%	*	-	-	-	-	
	CWOD	36%	35%	35%	*	34%	*	-	-	-	-	33%	54%	-	35%	25%	41%	31%	*	*	-	-	
	EL	22%	31%	24%	-	22%	*	-	-	-	-	24%	25%	0%	25%	24%	27%	21%	*	*	-	-	
	Male	35%	36%	38%	*	38%	*	-	-	-	-	38%	40%	17%	41%	27%	38%	-	*	*	-	-	
	Female	31%	31%	30%	*	29%	*	-	-	-	-	27%	56%	*	31%	21%	-	30%	-	*	-	-	
Grade 8																							
Reading	All Students	55%	57%	67%	*	65%	*	-	-	-	-	67%	67%	55%	68%	58%	58%	77%	-	83%	-	-	
	CWD	23%	19%	55%	*	50%	-	-	-	-	-	50%	*	55%	-	*	33%	80%	-	-	-	-	
	CWOD	59%	61%	68%	*	66%	*	-	-	-	-	68%	64%	-	68%	60%	60%	77%	-	83%	-	-	
	EL	35%	55%	58%	-	58%	-	-	-	-	-	59%	50%	*	60%	58%	54%	64%	-	*	-	-	
	Male	49%	50%	58%	*	56%	-	-	-	-	-	59%	43%	33%	60%	54%	58%	-	-	83%	-	-	
	Female	60%	65%	77%	*	76%	*	-	-	-	-	75%	100%	80%	77%	64%	-	77%	-	-	-	-	
Mathematics	All Students	41%	33%	54%	*	54%	-	-	-	-	-	54%	64%	44%	55%	49%	51%	58%	-	67%	-	-	
	CWD	21%	15%	44%	*	38%	-	-	-	-	-	38%	*	44%	-	*	*	40%	-	-	-	-	
	CWOD	44%	36%	55%	*	55%	-	-	-	-	-	55%	60%	-	55%	51%	52%	60%	-	67%	-	-	
	EL	30%	34%	49%	-	49%	-	-	-	-	-	49%	50%	*	51%	49%	48%	50%	-	*	-	-	
	Male	41%	31%	51%	*	51%	-	-	-	-	-	53%	33%	*	52%	48%	51%	-	-	67%	-	-	
	Female	41%	36%	58%	*	57%	-	-	-	-	-	54%	100%	40%	60%	50%	-	58%	-	-	-	-	
Science	All Students	42%	33%	55%	*	55%	*	-	-	-	-	55%	58%	55%	55%	46%	58%	52%	-	50%	-	-	
	CWD	20%	13%	55%	*	50%	-	-	-	-	-	50%	*	55%	-	*	50%	60%	-	-	-	-	
	CWOD	46%	35%	55%	*	56%	*	-	-	-	-	55%	55%	-	55%	46%	58%	52%	-	50%	-	-	
	EL	24%	31%	46%	-	46%	-	-	-	-	-	47%	33%	*	46%	46%	50%	42%	-	*	-	-	
	Male	45%	35%	58%	*	57%	-	-	-	-	-	59%	43%	50%	58%	50%	58%	-	-	50%	-	-	
	Female	40%	30%	52%	*	53%	*	-	-	-	-	50%	80%	60%	52%	42%	-	52%	-	-	-	-	
End of Course																							

Texas Education Agency
2024 Federal Report Card
 YES PREP - NORTHLINE (101845012) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English I	All Students	50%	55%	63%	67%	62%	*	-	*	-	-	62%	69%	18%	67%	60%	51%	73%	-	*	-	-
	CWD	19%	19%	18%	*	13%	-	-	-	-	-	18%	-	18%	-	10%	8%	40%	-	*	-	-
	CWOD	55%	60%	67%	*	67%	*	-	*	-	-	67%	69%	-	67%	64%	57%	75%	-	*	-	-
	EL	27%	50%	60%	-	59%	*	-	-	-	-	60%	57%	10%	64%	60%	47%	73%	-	*	-	-
	Male	43%	48%	51%	*	50%	*	-	-	-	-	50%	*	8%	57%	47%	51%	-	-	*	-	-
	Female	57%	64%	73%	*	73%	*	-	*	-	-	74%	67%	40%	75%	73%	-	73%	-	*	-	-
English II	All Students	57%	63%	72%	*	72%	*	*	-	-	-	71%	74%	46%	74%	55%	67%	76%	*	*	-	-
	CWD	23%	19%	46%	*	42%	-	-	-	-	-	46%	-	46%	-	38%	25%	80%	*	*	-	-
	CWOD	61%	69%	74%	*	75%	*	*	-	-	-	74%	74%	-	74%	57%	72%	76%	-	*	-	-
	EL	30%	53%	55%	-	56%	-	*	-	-	-	54%	57%	38%	57%	55%	54%	55%	-	*	-	-
	Male	51%	58%	67%	*	67%	*	-	-	-	-	66%	75%	25%	72%	54%	67%	-	-	*	-	-
	Female	63%	69%	76%	-	77%	-	*	-	-	-	76%	73%	80%	76%	55%	-	76%	*	*	-	-
Algebra I	All Students	41%	41%	37%	*	36%	*	-	-	-	-	38%	22%	19%	39%	35%	33%	40%	-	*	-	-
	CWD	17%	17%	19%	*	14%	-	-	-	-	-	19%	-	19%	-	13%	18%	20%	-	*	-	-
	CWOD	45%	44%	39%	*	39%	*	-	-	-	-	40%	22%	-	39%	37%	35%	42%	-	*	-	-
	EL	29%	42%	35%	-	35%	-	-	-	-	-	36%	17%	13%	37%	35%	30%	39%	-	*	-	-
	Male	39%	38%	33%	-	33%	-	-	-	-	-	32%	*	18%	35%	30%	33%	-	-	*	-	-
	Female	43%	45%	40%	*	40%	*	-	-	-	-	43%	0%	20%	42%	39%	-	40%	-	*	-	-
Biology	All Students	54%	47%	48%	*	48%	*	*	-	-	-	48%	45%	7%	52%	46%	46%	50%	*	20%	-	-
	CWD	26%	16%	7%	*	0%	-	-	-	-	-	7%	-	7%	-	0%	0%	14%	*	*	-	-
	CWOD	58%	51%	52%	*	52%	*	*	-	-	-	53%	45%	-	52%	49%	51%	53%	-	*	-	-
	EL	33%	44%	46%	-	46%	*	*	-	-	-	47%	33%	0%	49%	46%	49%	44%	-	*	-	-
	Male	54%	47%	46%	*	44%	*	-	-	-	-	45%	*	0%	51%	49%	46%	-	-	*	-	-
	Female	54%	47%	50%	*	51%	*	*	-	-	-	51%	38%	14%	53%	44%	-	50%	*	*	-	-
STAAR Percent at Masters Grade Level																						
Grade 6																						
Reading	All Students	25%	21%	18%	*	18%	*	*	-	-	-	17%	27%	0%	20%	17%	10%	27%	-	43%	-	-
	CWD	6%	4%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	28%	23%	20%	*	20%	*	*	-	-	-	19%	33%	-	20%	19%	12%	29%	-	43%	-	-
	EL	12%	19%	17%	-	17%	*	*	-	-	-	16%	29%	0%	19%	17%	11%	24%	-	*	-	-
	Male	21%	19%	10%	-	10%	*	-	-	-	-	9%	33%	0%	12%	11%	10%	-	-	*	-	-
	Female	28%	23%	27%	*	28%	-	*	-	-	-	27%	20%	0%	29%	24%	-	27%	-	*	-	-
Mathematics	All Students	13%	9%	10%	*	10%	*	*	-	-	-	10%	9%	6%	10%	10%	13%	6%	-	29%	-	-
	CWD	5%	5%	6%	-	6%	-	-	-	-	-	6%	*	6%	-	0%	8%	0%	-	-	-	-
	CWOD	15%	9%	10%	*	11%	*	*	-	-	-	10%	11%	-	10%	11%	14%	7%	-	29%	-	-
	EL	7%	8%	10%	-	10%	*	*	-	-	-	10%	14%	0%	11%	10%	13%	7%	-	*	-	-
	Male	14%	10%	13%	-	13%	*	-	-	-	-	14%	0%	8%	14%	13%	13%	-	-	*	-	-
	Female	12%	7%	6%	*	6%	-	*	-	-	-	5%	20%	0%	7%	7%	-	6%	-	*	-	-
Grade 7																						

Texas Education Agency
2024 Federal Report Card
 YES PREP - NORTHLINE (101845012) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	28%	26%	27%	*	27%	*	-	-	-	-	27%	29%	13%	28%	21%	23%	30%	*	*	-	-
	CWD	6%	3%	13%	*	14%	-	-	-	-	-	14%	*	13%	-	0%	0%	*	-	-	-	-
	CWOD	31%	29%	28%	*	28%	*	-	-	-	-	28%	31%	-	28%	22%	25%	30%	*	*	-	-
	EL	13%	22%	21%	-	20%	*	-	-	-	-	20%	25%	0%	22%	21%	15%	25%	*	*	-	-
	Male	23%	21%	23%	*	23%	*	-	-	-	-	22%	40%	0%	25%	15%	23%	-	*	*	-	-
	Female	33%	31%	30%	*	30%	*	-	-	-	-	32%	22%	*	30%	25%	-	30%	-	*	-	-
Mathematics	All Students	11%	9%	9%	*	9%	*	-	-	-	-	10%	7%	0%	10%	6%	11%	8%	*	*	-	-
	CWD	5%	2%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD	12%	10%	10%	*	10%	*	-	-	-	-	10%	8%	-	10%	7%	12%	9%	*	*	-	-
	EL	5%	8%	6%	-	7%	*	-	-	-	-	7%	0%	0%	7%	6%	7%	6%	*	*	-	-
	Male	12%	11%	11%	*	11%	*	-	-	-	-	12%	0%	0%	12%	7%	11%	-	*	*	-	-
	Female	9%	7%	8%	*	8%	*	-	-	-	-	8%	11%	*	9%	6%	-	8%	-	*	-	-
Grade 8																						
Reading	All Students	28%	25%	29%	*	29%	*	-	-	-	-	30%	25%	9%	31%	25%	22%	38%	-	17%	-	-
	CWD	7%	3%	9%	*	10%	-	-	-	-	-	10%	*	9%	-	*	0%	20%	-	-	-	-
	CWOD	31%	27%	31%	*	31%	*	-	-	-	-	31%	27%	-	31%	25%	24%	39%	-	17%	-	-
	EL	12%	21%	25%	-	25%	-	-	-	-	-	27%	0%	*	25%	25%	19%	33%	-	*	-	-
	Male	25%	21%	22%	*	23%	-	-	-	-	-	23%	14%	0%	24%	19%	22%	-	-	17%	-	-
	Female	32%	29%	38%	*	36%	*	-	-	-	-	38%	40%	20%	39%	33%	-	38%	-	-	-	-
Mathematics	All Students	15%	6%	9%	*	9%	-	-	-	-	-	8%	18%	11%	9%	8%	9%	9%	-	0%	-	-
	CWD	6%	2%	11%	*	13%	-	-	-	-	-	0%	*	11%	-	*	*	20%	-	-	-	-
	CWOD	17%	7%	9%	*	9%	-	-	-	-	-	8%	10%	-	9%	8%	9%	8%	-	0%	-	-
	EL	8%	7%	8%	-	8%	-	-	-	-	-	7%	17%	*	8%	8%	11%	3%	-	*	-	-
	Male	16%	5%	9%	*	9%	-	-	-	-	-	8%	17%	*	9%	11%	9%	-	-	0%	-	-
	Female	14%	7%	9%	*	9%	-	-	-	-	-	8%	20%	20%	8%	3%	-	9%	-	-	-	-
Science	All Students	16%	9%	19%	*	19%	*	-	-	-	-	19%	17%	9%	20%	19%	19%	19%	-	0%	-	-
	CWD	5%	4%	9%	*	10%	-	-	-	-	-	10%	*	9%	-	*	17%	0%	-	-	-	-
	CWOD	18%	9%	20%	*	20%	*	-	-	-	-	20%	18%	-	20%	19%	19%	20%	-	0%	-	-
	EL	6%	7%	19%	-	19%	-	-	-	-	-	19%	17%	*	19%	19%	21%	17%	-	*	-	-
	Male	18%	10%	19%	*	20%	-	-	-	-	-	20%	14%	17%	19%	21%	19%	-	-	0%	-	-
	Female	15%	8%	19%	*	18%	*	-	-	-	-	19%	20%	0%	20%	17%	-	19%	-	-	-	-
End of Course																						
English I	All Students	15%	15%	18%	17%	19%	*	-	*	-	-	19%	8%	0%	20%	17%	10%	26%	-	*	-	-
	CWD	4%	1%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	-	*	-	-
	CWOD	17%	17%	20%	*	20%	*	-	*	-	-	21%	8%	-	20%	19%	12%	27%	-	*	-	-
	EL	4%	11%	17%	-	17%	*	-	-	-	-	18%	0%	0%	19%	17%	10%	24%	-	*	-	-
	Male	11%	12%	10%	*	10%	*	-	-	-	-	11%	*	0%	12%	10%	10%	-	-	*	-	-
	Female	19%	19%	26%	*	27%	*	-	*	-	-	27%	11%	0%	27%	24%	-	26%	-	*	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English II	All Students	8%	6%	6%	*	5%	*	*	-	-	-	6%	5%	0%	6%	2%	7%	5%	*	*	-	-
	CWD	3%	1%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	*	*	-	-
	CWOD	9%	7%	6%	*	6%	*	*	-	-	-	6%	5%	-	6%	2%	7%	5%	-	*	-	-
	EL	1%	1%	2%	-	2%	-	*	-	-	-	2%	0%	0%	2%	2%	3%	0%	-	*	-	-
	Male	7%	6%	7%	*	6%	*	-	-	-	-	6%	13%	0%	7%	3%	7%	-	-	*	-	-
	Female	10%	6%	5%	-	5%	-	*	-	-	-	6%	0%	0%	5%	0%	-	5%	*	*	-	-
Algebra I	All Students	23%	20%	14%	*	14%	*	-	-	-	-	14%	22%	0%	16%	15%	10%	18%	-	*	-	-
	CWD	7%	4%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	-	*	-	-
	CWOD	25%	22%	16%	*	15%	*	-	-	-	-	15%	22%	-	16%	16%	12%	19%	-	*	-	-
	EL	13%	20%	15%	-	15%	-	-	-	-	-	14%	17%	0%	16%	15%	9%	20%	-	*	-	-
	Male	22%	18%	10%	-	10%	-	-	-	-	-	8%	*	0%	12%	9%	10%	-	-	*	-	-
	Female	23%	22%	18%	*	18%	*	-	-	-	-	19%	0%	0%	19%	20%	-	18%	-	*	-	-
Biology	All Students	18%	8%	10%	*	10%	*	*	-	-	-	10%	18%	0%	11%	8%	8%	12%	*	0%	-	-
	CWD	5%	2%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	*	*	-	-
	CWOD	19%	9%	11%	*	11%	*	*	-	-	-	11%	18%	-	11%	8%	9%	13%	-	*	-	-
	EL	5%	6%	8%	-	8%	*	*	-	-	-	8%	0%	0%	8%	8%	6%	8%	-	*	-	-
	Male	18%	9%	8%	*	7%	*	-	-	-	-	7%	*	0%	9%	6%	8%	-	-	*	-	-
	Female	17%	8%	12%	*	13%	*	*	-	-	-	12%	13%	0%	13%	8%	-	12%	*	*	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	74%	81%	84%	80%	84%	*	*	-	-	80%	83%	52%	83%	77%	79%	82%	*	90%	-	-
	CWD	46%	44%	52%	67%	50%	-	-	-	-	-	51%	78%	52%	-	38%	49%	59%	*	80%	-	-
	CWOD	77%	78%	83%	88%	83%	84%	*	*	-	-	83%	84%	-	83%	80%	83%	84%	*	90%	-	-
	EL	61%	73%	77%	-	77%	80%	*	-	-	-	77%	77%	38%	80%	77%	75%	79%	*	90%	-	-
	Male	71%	72%	79%	79%	79%	71%	-	-	-	-	79%	82%	49%	83%	75%	79%	-	*	89%	-	-
	Female	74%	77%	82%	92%	82%	85%	*	*	-	-	82%	84%	59%	84%	79%	-	82%	*	84%	-	-
Reading	All Students	74%	76%	81%	83%	81%	89%	*	*	-	-	81%	86%	47%	85%	77%	78%	85%	*	91%	-	-
	CWD	44%	40%	47%	60%	45%	-	-	-	-	-	47%	*	47%	-	35%	41%	59%	*	*	-	-
	CWOD	80%	80%	85%	92%	84%	89%	*	*	-	-	84%	88%	-	85%	81%	83%	86%	*	95%	-	-
	EL	59%	73%	77%	-	77%	80%	*	-	-	-	77%	80%	35%	81%	77%	75%	80%	*	92%	-	-
	Male	70%	72%	78%	77%	78%	*	-	-	-	-	78%	80%	41%	83%	75%	78%	-	*	87%	-	-
	Female	78%	81%	85%	100%	85%	100%	*	*	-	-	84%	90%	59%	86%	80%	-	85%	*	89%	-	-
Mathematics	All Students	70%	71%	74%	75%	74%	57%	*	-	-	-	74%	78%	50%	77%	71%	75%	74%	*	84%	-	-
	CWD	45%	46%	50%	*	47%	-	-	-	-	-	46%	*	50%	-	31%	48%	53%	-	*	-	-
	CWOD	75%	74%	77%	75%	77%	57%	*	-	-	-	77%	76%	-	77%	75%	78%	76%	*	83%	-	-
	EL	62%	70%	71%	-	71%	*	*	-	-	-	72%	70%	31%	75%	71%	70%	72%	*	83%	-	-
	Male	71%	70%	75%	71%	75%	*	-	-	-	-	74%	81%	48%	78%	70%	75%	-	*	85%	-	-
	Female	70%	71%	74%	80%	74%	60%	*	-	-	-	74%	75%	53%	76%	72%	-	74%	-	71%	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	73%	77%	89%	88%	89%	*	*	-	-	-	90%	87%	72%	91%	87%	89%	89%	*	91%	-	-
	CWD	49%	51%	72%	*	70%	-	-	-	-	-	71%	*	72%	-	64%	71%	67%	*	*	-	-
	CWOD	77%	79%	91%	100%	91%	*	*	-	-	-	91%	86%	-	91%	88%	91%	91%	-	89%	-	-
	EL	61%	75%	87%	-	87%	*	*	-	-	-	87%	83%	64%	88%	87%	86%	87%	-	100%	-	-
	Male	74%	77%	89%	80%	89%	*	-	-	-	-	89%	90%	71%	91%	86%	89%	-	-	88%	-	-
	Female	72%	77%	89%	*	89%	*	*	-	-	-	90%	85%	67%	91%	87%	-	89%	*	*	-	-
SAT/ACT All Subjects	All Students	88%	94%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	*	-	-	-	-
	CWD	61%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	88%	100%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	*	-	-	-	-
	EL	64%	100%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	89%	90%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	Female	87%	100%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	46%	51%	62%	51%	63%	*	*	-	-	51%	56%	28%	54%	45%	48%	54%	*	60%	-	-
	CWD	22%	18%	28%	58%	24%	-	-	-	-	-	26%	56%	28%	-	12%	21%	39%	*	20%	-	-
	CWOD	51%	49%	54%	62%	53%	63%	*	*	-	-	53%	56%	-	54%	47%	52%	55%	*	63%	-	-
	EL	31%	43%	45%	-	45%	60%	*	-	-	-	45%	41%	12%	47%	45%	44%	46%	*	65%	-	-
	Male	45%	43%	48%	58%	48%	71%	-	-	-	-	48%	46%	21%	52%	44%	48%	-	*	60%	-	-
	Female	48%	48%	54%	69%	54%	54%	*	*	-	-	53%	64%	39%	55%	46%	-	54%	*	53%	-	-
Reading	All Students	52%	55%	61%	72%	61%	78%	*	*	-	-	61%	68%	32%	64%	53%	55%	68%	*	83%	-	-
	CWD	23%	21%	32%	60%	29%	-	-	-	-	-	31%	*	32%	-	16%	20%	55%	*	*	-	-
	CWOD	58%	60%	64%	77%	64%	78%	*	*	-	-	63%	69%	-	64%	57%	59%	68%	*	86%	-	-
	EL	34%	50%	53%	-	53%	60%	*	-	-	-	53%	54%	16%	57%	53%	49%	58%	*	85%	-	-
	Male	48%	49%	55%	62%	54%	*	-	-	-	-	55%	57%	20%	59%	49%	55%	-	*	73%	-	-
	Female	57%	62%	68%	100%	67%	80%	*	*	-	-	67%	77%	55%	68%	58%	-	68%	*	89%	-	-
Mathematics	All Students	42%	37%	38%	50%	37%	43%	*	-	-	-	38%	40%	22%	39%	33%	37%	38%	*	42%	-	-
	CWD	22%	18%	22%	*	19%	-	-	-	-	-	20%	*	22%	-	4%	21%	24%	-	*	-	-
	CWOD	46%	39%	39%	50%	39%	43%	*	-	-	-	39%	39%	-	39%	35%	40%	39%	*	44%	-	-
	EL	31%	36%	33%	-	33%	*	*	-	-	-	34%	26%	4%	35%	33%	34%	32%	*	50%	-	-
	Male	43%	37%	37%	43%	37%	*	-	-	-	-	38%	29%	21%	40%	34%	37%	-	*	46%	-	-
	Female	40%	36%	38%	60%	38%	40%	*	-	-	-	37%	50%	24%	39%	32%	-	38%	-	29%	-	-
Science	All Students	42%	39%	51%	50%	52%	*	*	-	-	-	51%	52%	28%	53%	46%	52%	51%	*	36%	-	-
	CWD	21%	14%	28%	*	22%	-	-	-	-	-	25%	*	28%	-	18%	21%	33%	*	*	-	-
	CWOD	45%	42%	53%	40%	54%	*	*	-	-	-	54%	50%	-	53%	48%	55%	52%	-	44%	-	-
	EL	24%	37%	46%	-	46%	*	*	-	-	-	47%	33%	18%	48%	46%	49%	43%	-	50%	-	-
	Male	44%	40%	52%	60%	51%	*	-	-	-	-	52%	50%	21%	55%	49%	52%	-	-	50%	-	-
	Female	40%	38%	51%	*	52%	*	*	-	-	-	51%	54%	33%	52%	43%	-	51%	*	*	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
SAT/ACT All Subjects	All Students	59%	67%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	*	-	-	-	-
	CWD	35%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	60%	71%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	*	-	-	-	-
	EL	19%	80%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	64%	70%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	Female	55%	63%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	18%	14%	15%	11%	15%	32%	*	*	-	-	15%	16%	4%	17%	14%	13%	18%	*	13%	-	-
	CWD	6%	3%	4%	0%	4%	-	-	-	-	-	3%	11%	4%	-	3%	2%	6%	*	0%	-	-
	CWOD	21%	16%	17%	15%	16%	32%	*	*	-	-	17%	16%	-	17%	15%	14%	19%	*	15%	-	-
	EL	9%	13%	14%	-	14%	10%	*	-	-	-	14%	11%	3%	15%	14%	12%	16%	*	19%	-	-
	Male	18%	13%	13%	8%	13%	29%	-	-	-	-	12%	18%	2%	14%	12%	13%	-	*	11%	-	-
	Female	19%	16%	18%	15%	18%	31%	*	*	-	-	18%	14%	6%	19%	16%	-	18%	*	16%	-	-
Reading	All Students	21%	19%	19%	11%	19%	44%	*	*	-	-	19%	17%	3%	21%	17%	14%	25%	*	22%	-	-
	CWD	6%	3%	3%	0%	3%	-	-	-	-	-	3%	*	3%	-	3%	0%	9%	*	*	-	-
	CWOD	24%	20%	21%	15%	21%	44%	*	*	-	-	21%	18%	-	21%	18%	16%	25%	*	24%	-	-
	EL	10%	15%	17%	-	17%	20%	*	-	-	-	17%	11%	3%	18%	17%	12%	23%	*	31%	-	-
	Male	18%	16%	14%	8%	14%	*	-	-	-	-	14%	20%	0%	16%	12%	14%	-	*	20%	-	-
	Female	24%	22%	25%	20%	25%	40%	*	*	-	-	26%	15%	9%	25%	23%	-	25%	*	22%	-	-
Mathematics	All Students	17%	12%	11%	8%	11%	14%	*	-	-	-	10%	13%	4%	11%	10%	11%	10%	*	11%	-	-
	CWD	6%	3%	4%	*	4%	-	-	-	-	-	2%	*	4%	-	0%	3%	6%	-	*	-	-
	CWOD	19%	13%	11%	13%	11%	14%	*	-	-	-	11%	12%	-	11%	11%	12%	11%	*	11%	-	-
	EL	10%	12%	10%	-	10%	*	*	-	-	-	10%	11%	0%	11%	10%	10%	9%	*	17%	-	-
	Male	18%	13%	11%	0%	11%	*	-	-	-	-	10%	14%	3%	12%	10%	11%	-	*	8%	-	-
	Female	15%	11%	10%	20%	10%	20%	*	-	-	-	10%	13%	6%	11%	9%	-	10%	-	14%	-	-
Science	All Students	15%	9%	14%	13%	14%	*	*	-	-	-	14%	17%	4%	15%	13%	14%	15%	*	0%	-	-
	CWD	5%	3%	4%	*	4%	-	-	-	-	-	4%	*	4%	-	9%	7%	0%	*	*	-	-
	CWOD	17%	9%	15%	20%	15%	*	*	-	-	-	15%	18%	-	15%	13%	15%	16%	-	0%	-	-
	EL	5%	7%	13%	-	13%	*	*	-	-	-	13%	8%	9%	13%	13%	14%	12%	-	0%	-	-
	Male	16%	9%	14%	20%	14%	*	-	-	-	-	14%	20%	7%	15%	14%	14%	-	-	0%	-	-
	Female	14%	8%	15%	*	15%	*	*	-	-	-	15%	15%	0%	16%	12%	-	15%	*	*	-	-
SAT/ACT All Subjects	All Students	12%	6%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	*	-	-	-	-
	CWD	7%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	12%	6%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	*	-	-	-	-
	EL	1%	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	15%	0%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	Female	9%	13%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	72	69	72	89	*	-	-	-	71	57	70
CWD	57	*	56	-	-	-	-	-	59	57	54
CWOD	73	69	73	89	*	-	-	-	72	-	71
EL ◇	70	-	70	80	*	-	-	-	69	54	70
Male	68	46	69	*	-	-	-	-	67	53	67
Female	76	100	75	100	*	-	-	-	75	63	73
Mathematics											
All Students	65	70	65	67	*	-	-	-	65	57	62
CWD	57	*	59	-	-	-	-	-	55	57	44
CWOD	66	81	66	67	*	-	-	-	66	-	63
EL ◇	62	-	61	*	*	-	-	-	62	44	62
Male	64	75	63	*	-	-	-	-	64	50	61
Female	67	65	67	*	*	-	-	-	66	70	62

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

Part (iii)(II): Graduation Rate

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

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

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
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
497	127	26%

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	49	55	49	60	*	*	-	-	49	28	45
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

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

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
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
Interim Goals (2028-2032)	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
Target Met	Y	Y	Y						Y	Y	Y
Interim Goals (2033-2037)	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
Target Met	N	Y	Y						Y	N	Y
Long-Term Goals	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Target Met	N	Y	N						N	N	N
Mathematics											
Interim Goals (2023-2027)	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
Target Met	Y	Y	Y						Y	Y	Y
Interim Goals (2028-2032)	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
Target Met	N	Y	N						N	N	N
Interim Goals (2033-2037)	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
Target Met	N	N	N						N	N	N
Long-Term Goals	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
Target Met	N	N	N						N	N	N
English Learner Language Proficiency Status											
Interim Goals (2023-2027)											34%
Target Met											Y
Interim Goals (2028-2032)											36%
Target Met											Y
Interim Goals (2033-2037)											48%
Target Met											Y
Long-Term Goals											40%
Target Met											Y
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%

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met											
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%	92%	100%	95%	100%	*	-	-	99%	100%	98%	100%	100%	99%	100%	*
	CWD	98%	75%	100%	-	-	-	-	-	98%	100%	98%	-	100%	97%	100%	*
	CWOD	100%	100%	100%	95%	100%	*	-	-	100%	100%	-	100%	100%	100%	100%	*
	EL	100%	-	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%	*
	Male	99%	88%	100%	100%	-	-	-	-	99%	100%	97%	100%	100%	99%	-	*
	Female	100%	100%	100%	92%	100%	*	-	-	100%	100%	100%	100%	100%	-	100%	*
Reading	All Students	100%	94%	100%	100%	*	*	-	-	100%	100%	99%	100%	100%	100%	100%	*
	CWD	99%	80%	100%	-	-	-	-	-	99%	100%	99%	-	100%	98%	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%	92%	100%	*	-	-	-	-	99%	100%	98%	100%	100%	100%	-	*
	Female	100%	100%	100%	100%	*	*	-	-	100%	100%	100%	100%	100%	-	100%	*
Mathematics	All Students	99%	92%	100%	86%	*	-	-	-	99%	100%	98%	99%	100%	99%	99%	*
	CWD	98%	*	100%	-	-	-	-	-	98%	*	98%	-	100%	97%	100%	-
	CWOD	99%	100%	100%	86%	*	-	-	-	99%	100%	-	99%	100%	100%	99%	*
	EL	100%	-	100%	*	*	-	-	-	100%	100%	100%	100%	100%	100%	100%	*
	Male	99%	86%	100%	*	-	-	-	-	99%	100%	97%	100%	100%	99%	-	*
	Female	99%	100%	100%	80%	*	-	-	-	99%	100%	100%	99%	100%	-	99%	-

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Science	All Students	99%	88%	100%	*	*	-	-	-	99%	100%	96%	100%	100%	99%	100%	*
	CWD	96%	*	100%	-	-	-	-	-	96%	*	96%	-	100%	93%	100%	*
	CWOD	100%	100%	100%	*	*	-	-	-	100%	100%	-	100%	100%	99%	100%	-
	EL	100%	-	100%	*	*	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	80%	99%	*	-	-	-	-	99%	100%	93%	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%	8%	0%	5%	0%	*	-	-	1%	0%	2%	0%	0%	1%	0%	*
	CWD	2%	25%	0%	-	-	-	-	-	2%	0%	2%	-	0%	3%	0%	*
	CWOD	0%	0%	0%	5%	0%	*	-	-	0%	0%	-	0%	0%	0%	0%	*
	EL	0%	-	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%	*
	Male	1%	12%	0%	0%	-	-	-	-	1%	0%	3%	0%	0%	1%	-	*
	Female	0%	0%	0%	8%	0%	*	-	-	0%	0%	0%	0%	0%	-	0%	*
Reading	All Students	0%	6%	0%	0%	*	*	-	-	0%	0%	1%	0%	0%	0%	0%	*
	CWD	1%	20%	0%	-	-	-	-	-	1%	0%	1%	-	0%	2%	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%	8%	0%	*	-	-	-	-	1%	0%	2%	0%	0%	0%	-	*
	Female	0%	0%	0%	0%	*	*	-	-	0%	0%	0%	0%	0%	-	0%	*
Mathematics	All Students	1%	8%	0%	14%	*	-	-	-	1%	0%	2%	1%	0%	1%	1%	*
	CWD	2%	*	0%	-	-	-	-	-	2%	*	2%	-	0%	3%	0%	-
	CWOD	1%	0%	0%	14%	*	-	-	-	1%	0%	-	1%	0%	0%	1%	*
	EL	0%	-	0%	*	*	-	-	-	0%	0%	0%	0%	0%	0%	0%	*
	Male	1%	14%	0%	*	-	-	-	-	1%	0%	3%	0%	0%	1%	-	*
	Female	1%	0%	0%	20%	*	-	-	-	1%	0%	0%	1%	0%	-	1%	-
Science	All Students	1%	12%	0%	*	*	-	-	-	1%	0%	4%	0%	0%	1%	0%	*
	CWD	4%	*	0%	-	-	-	-	-	4%	*	4%	-	0%	7%	0%	*
	CWOD	0%	0%	0%	*	*	-	-	-	0%	0%	-	0%	0%	1%	0%	-
	EL	0%	-	0%	*	*	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	20%	1%	*	-	-	-	-	1%	0%	7%	1%	0%	1%	-	-

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
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	18	1	17	0	0	0	0	0	11		
	Female	6	0	6	0	0	0	0	0	2		
	Total	24	1	23	0	0	0	0	0	13		
Out-of-School Suspensions												
	Male	21	1	20	0	0	0	0	0	11		
	Female	2	0	2	0	0	0	0	0	0		
	Total	23	1	22	0	0	0	0	0	11		
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	4	0	2	2	0	0	0	0	0		
	Female	2	0	1	0	1	0	0	0	0		
	Total	6	0	3	2	1	0	0	0	0		

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
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	2	0	2	0	0	0	0	0	2		1
	Female	0	0	0	0	0	0	0	0	0		0
	Total	2	0	2	0	0	0	0	0	2		1
Out-of-School Suspensions												
	Male	3	0	3	0	0	0	0	0	3		1
	Female	1	0	1	0	0	0	0	0	1		0
	Total	4	0	4	0	0	0	0	0	4		1
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												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism												
	Male	33	2	31	-8	-8	-8	-8	-8	11	2	3
	Female	32	1	31	-8	-8	-8	-8	-8	8	1	-8
	Total	65	3	62	-8	-8	-8	-8	-8	19	3	3

	Total
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	5
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack without a weapon	2
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	3
On the basis of race	2
On the basis of disability	0
On the basis of sexual orientation	1
On the basis of religion	0

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

Preschool Programs

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

Accelerated Coursework

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

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High Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	11.2	18.7%
Teachers Teaching with Emergency or Provisional Credentials	4.9	8.5%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- Indicates there are no data available in the group.

Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2025.

		State & Local and Federal	State & Local			Federal		
	Enrollment	Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$1,392	\$57	\$929	\$986	\$134	\$272	\$406
Food services		\$395	\$4	\$0	\$4	\$356	\$35	\$391
Instruction		\$5,970	\$4,680	\$26	\$4,706	\$1,133	\$131	\$1,264
Support services, general administration		\$64		\$64	\$64			
Support services, instructional staff		\$931	\$520	\$4	\$524	\$138	\$269	\$407
Support services, operation and maintenance of plant		\$909	\$714	\$81	\$795	\$46	\$68	\$114
Support services, pupils		\$698	\$341	\$56	\$397	\$263	\$38	\$301
Support services, school administration		\$1,358	\$1,192	\$2	\$1,194	\$122	\$43	\$165
Support services, student transportation		\$591	\$522	\$45	\$567	\$14	\$9	\$23
Total	847	\$12,309	\$8,030	\$1,207	\$9,237	\$2,207	\$865	\$3,072

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%	8	1%	-	-
Mathematics	6,620	2%	8	1%	-	-
Grade 4						
Reading	6,491	2%	*	1%	-	-
Mathematics	6,491	2%	*	1%	-	-
Grade 5						
Reading	6,033	1%	*	1%	-	-
Mathematics	6,033	2%	*	1%	-	-
Science	6,033	2%	*	1%	-	-
Grade 6						
Reading	5,586	1%	20	1%	*	1%
Mathematics	5,586	1%	20	1%	*	1%
Grade 7						
Reading	5,233	1%	18	1%	-	-
Mathematics	5,227	2%	18	1%	-	-
Grade 8						
Reading	4,985	1%	12	1%	*	1%
Mathematics	4,985	1%	12	1%	*	2%
Science	4,984	1%	12	1%	*	1%
End of Course						
English I	5,119	1%	11	0%	*	1%
English II	4,683	1%	7	0%	-	-
Algebra I	5,112	1%	11	0%	*	1%
Biology	5,027	1%	11	0%	*	1%
All Grades						
All Subjects	100,862	1%	183	1%	13	1%
Reading	44,764	1%	82	1%	5	1%
Mathematics	40,054	1%	75	1%	5	1%
Science	16,044	1%	26	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										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24
		Pacific Islander	*	50	*	50	*	23	*	6
		Two or More Races	28	32	72	68	41	38	8	11
		EcoDis	54	52	46	48	18	19	3	3
		Students with Disabilities	77	73	23	27	7	10	1	2
		English Language Learners	57	67	43	33	16	10	2	1
	Mathematics	Overall	22	25	78	75	38	36	8	8
		Black	33	45	67	55	21	15	2	1
		Hispanic	27	36	73	64	27	22	3	3
		White	10	14	90	86	57	48	13	10
		American Indian	*	41	*	59	*	22	*	4
		Asian	3	9	97	91	73	63	27	24
		Pacific Islander	*	38	*	62	*	22	*	3
		Two or More Races	10	22	90	78	58	38	23	9
		EcoDis	31	38	69	62	24	20	3	2
		Students with Disabilities	51	56	49	44	18	14	2	2
		English Language Learners	31	48	69	52	26	14	3	2
Grade 8	Reading	Overall	34	30	66	70	23	31	2	4
		Black	45	47	55	53	17	16	1	1
		Hispanic	41	39	59	61	16	21	1	2
		White	24	22	76	78	30	38	2	5
		American Indian	*	45	*	55	*	18	*	2
		Asian	8	14	92	86	60	56	11	12
		Pacific Islander	*	35	*	65	*	25	*	2
		Two or More Races	28	27	72	73	32	35	5	6
		EcoDis	42	42	58	58	16	19	1	1
		Students with Disabilities	74	69	26	31	5	7	1	n/a
		English Language Learners	53	68	47	32	10	5	n/a	n/a
	Mathematics	Overall	39	38	61	62	24	26	5	7
		Black	54	62	46	38	11	9	2	1
		Hispanic	46	51	54	49	16	14	2	2
		White	28	26	72	74	36	35	8	9
		American Indian	*	55	*	45	*	13	*	2

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

* Indicates reporting standards not met.

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

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

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

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

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	21%	44%	20%	11%	*	*	-	*	21%	35%	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.

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Part (i): Description of State Accountability System

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

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

State & District ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
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%

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Campus ESSA Goals (HS/K-12 & AEA)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
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%

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

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

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

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

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

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, and AEAs	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status 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.

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

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

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

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

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

Part (ii): Student Achievement by Proficiency Level

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

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

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	75%	73%	74%	70%	74%	-	-	*	-	-	76%	38%	31%	78%	70%	70%	79%	-	71%	-	-
	CWD	43%	40%	31%	*	33%	-	-	-	-	-	36%	*	31%	-	*	30%	*	-	*	-	-
	CWOD	81%	77%	78%	78%	78%	-	-	*	-	-	79%	50%	-	78%	73%	75%	81%	-	100%	-	-
	EL	61%	72%	70%	-	70%	-	-	-	-	-	71%	*	*	73%	70%	64%	76%	-	*	-	-
	Male	71%	70%	70%	50%	71%	-	-	-	-	-	72%	*	30%	75%	64%	70%	-	-	*	-	-
	Female	79%	77%	79%	*	77%	-	-	*	-	-	81%	*	*	81%	76%	-	79%	-	*	-	-
Mathematics	All Students	70%	70%	75%	50%	76%	-	-	*	-	-	76%	50%	46%	77%	75%	73%	76%	-	29%	-	-
	CWD	44%	45%	46%	*	50%	-	-	-	-	-	45%	*	46%	-	*	40%	*	-	*	-	-
	CWOD	75%	72%	77%	56%	79%	-	-	*	-	-	79%	50%	-	77%	76%	78%	77%	-	40%	-	-
	EL	60%	69%	75%	-	75%	-	-	-	-	-	74%	*	*	76%	75%	76%	74%	-	*	-	-
	Male	70%	69%	73%	33%	77%	-	-	-	-	-	76%	*	40%	78%	76%	73%	-	-	*	-	-
	Female	70%	70%	76%	*	76%	-	-	*	-	-	76%	*	*	77%	74%	-	76%	-	*	-	-
Grade 7																						
Reading	All Students	72%	77%	76%	69%	76%	-	-	-	-	*	76%	75%	44%	80%	68%	76%	76%	-	75%	-	-
	CWD	39%	40%	44%	*	36%	-	-	-	-	-	40%	*	44%	-	30%	38%	*	-	-	-	-
	CWOD	78%	80%	80%	64%	81%	-	-	-	-	*	80%	71%	-	80%	74%	83%	76%	-	75%	-	-
	EL	57%	75%	68%	*	69%	-	-	-	-	-	70%	*	30%	74%	68%	67%	70%	-	*	-	-
	Male	67%	72%	76%	86%	75%	-	-	-	-	-	75%	*	38%	83%	67%	76%	-	-	*	-	-
	Female	78%	82%	76%	50%	78%	-	-	-	-	*	76%	71%	*	76%	70%	-	76%	-	80%	-	-
Mathematics	All Students	54%	57%	48%	46%	49%	-	-	-	-	*	49%	38%	13%	52%	41%	47%	49%	-	50%	-	-
	CWD	31%	28%	13%	*	14%	-	-	-	-	-	13%	*	13%	-	10%	8%	*	-	-	-	-
	CWOD	58%	59%	52%	55%	52%	-	-	-	-	*	52%	43%	-	52%	45%	54%	50%	-	50%	-	-
	EL	42%	55%	41%	*	42%	-	-	-	-	-	43%	*	10%	45%	41%	43%	40%	-	*	-	-
	Male	55%	57%	47%	43%	47%	-	-	-	-	-	46%	*	8%	54%	43%	47%	-	-	*	-	-
	Female	53%	56%	49%	50%	50%	-	-	-	-	*	51%	29%	*	50%	40%	-	49%	-	60%	-	-
Grade 8																						
Reading	All Students	79%	81%	75%	53%	77%	-	-	-	-	-	75%	83%	38%	79%	73%	66%	87%	-	42%	-	-
	CWD	48%	47%	38%	*	42%	-	-	-	-	-	38%	-	38%	-	29%	33%	*	-	*	-	-
	CWOD	83%	85%	79%	57%	80%	-	-	-	-	-	79%	83%	-	79%	80%	70%	89%	-	56%	-	-
	EL	64%	81%	73%	-	73%	-	-	-	-	-	73%	-	29%	80%	73%	71%	77%	-	*	-	-
	Male	74%	76%	66%	0%	68%	-	-	-	-	-	66%	*	33%	70%	71%	66%	-	-	29%	-	-
	Female	84%	87%	87%	80%	88%	-	-	-	-	-	86%	*	*	89%	77%	-	87%	-	60%	-	-
Mathematics	All Students	70%	72%	51%	40%	52%	-	-	-	-	-	52%	20%	23%	54%	55%	52%	50%	-	50%	-	-
	CWD	45%	46%	23%	*	17%	-	-	-	-	-	23%	-	23%	-	14%	22%	*	-	*	-	-
	CWOD	74%	75%	54%	36%	56%	-	-	-	-	-	55%	20%	-	54%	61%	56%	52%	-	44%	-	-
	EL	62%	74%	55%	-	55%	-	-	-	-	-	55%	-	14%	61%	55%	57%	52%	-	*	-	-
	Male	69%	70%	52%	20%	54%	-	-	-	-	-	53%	*	22%	56%	57%	52%	-	-	43%	-	-
	Female	71%	74%	50%	50%	50%	-	-	-	-	-	51%	*	*	52%	52%	-	50%	-	60%	-	-

Texas Education Agency
2024 Federal Report Card
 YES PREP - NORTHSIDE (101845007) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	68%	63%	59%	33%	62%	-	-	-	-	-	59%	50%	23%	62%	54%	62%	55%	-	33%	-	-
	CWD	39%	26%	23%	*	17%	-	-	-	-	-	23%	-	23%	-	14%	11%	*	-	*	-	-
	CWOD	72%	67%	62%	29%	66%	-	-	-	-	-	63%	50%	-	62%	59%	68%	55%	-	33%	-	-
	EL	51%	62%	54%	-	54%	-	-	-	-	-	54%	-	14%	59%	54%	65%	36%	-	*	-	-
	Male	70%	65%	62%	20%	65%	-	-	-	-	-	62%	*	11%	68%	65%	62%	-	-	14%	-	-
	Female	66%	62%	55%	40%	58%	-	-	-	-	-	55%	*	*	55%	36%	-	55%	-	60%	-	-
End of Course																						
English I	All Students	67%	72%	63%	55%	63%	*	-	-	-	-	64%	47%	18%	71%	60%	53%	76%	-	33%	-	-
	CWD	35%	37%	18%	*	16%	*	-	-	-	-	19%	*	18%	-	19%	10%	43%	-	*	-	-
	CWOD	73%	77%	71%	67%	71%	-	-	-	-	-	73%	50%	-	71%	69%	64%	80%	-	38%	-	-
	EL	47%	68%	60%	-	60%	-	-	-	-	-	63%	*	19%	69%	60%	49%	74%	-	*	-	-
	Male	62%	67%	53%	50%	53%	-	-	-	-	-	54%	43%	10%	64%	49%	53%	-	-	25%	-	-
	Female	74%	79%	76%	*	76%	*	-	-	-	-	79%	50%	43%	80%	74%	-	76%	-	*	-	-
English II	All Students	74%	81%	86%	57%	88%	*	-	-	-	*	86%	89%	41%	93%	78%	89%	83%	*	64%	-	-
	CWD	39%	37%	41%	*	47%	-	-	-	-	-	38%	*	41%	-	40%	55%	17%	-	*	-	-
	CWOD	78%	86%	93%	80%	93%	*	-	-	-	*	93%	88%	-	93%	88%	95%	89%	*	80%	-	-
	EL	52%	75%	78%	-	78%	*	-	-	-	-	80%	*	40%	88%	78%	83%	73%	-	40%	-	-
	Male	69%	77%	89%	60%	91%	*	-	-	-	-	88%	100%	55%	95%	83%	89%	-	-	*	-	-
	Female	79%	84%	83%	*	83%	*	-	-	-	*	83%	*	17%	89%	73%	-	83%	*	50%	-	-
Algebra I	All Students	79%	81%	66%	71%	66%	*	-	-	-	*	68%	54%	38%	71%	64%	61%	72%	-	15%	-	-
	CWD	54%	56%	38%	-	35%	*	-	-	-	-	38%	-	38%	-	43%	41%	29%	-	*	-	-
	CWOD	83%	84%	71%	71%	72%	-	-	-	-	*	73%	54%	-	71%	69%	66%	76%	-	22%	-	-
	EL	72%	82%	64%	-	64%	-	-	-	-	-	68%	*	43%	69%	64%	63%	65%	-	*	-	-
	Male	77%	78%	61%	80%	60%	-	-	-	-	-	61%	60%	41%	66%	63%	61%	-	-	25%	-	-
	Female	81%	84%	72%	*	73%	*	-	-	-	*	75%	50%	29%	76%	65%	-	72%	-	0%	-	-
Biology	All Students	90%	91%	87%	78%	87%	*	-	-	-	-	88%	69%	67%	90%	83%	81%	93%	-	57%	-	-
	CWD	75%	74%	67%	*	67%	*	-	-	-	-	67%	-	67%	-	55%	67%	*	-	*	-	-
	CWOD	92%	93%	90%	86%	90%	-	-	-	-	-	92%	69%	-	90%	89%	85%	94%	-	67%	-	-
	EL	84%	89%	83%	-	83%	-	-	-	-	-	86%	*	55%	89%	83%	74%	94%	-	-	-	-
	Male	89%	89%	81%	83%	81%	-	-	-	-	-	84%	50%	67%	85%	74%	81%	-	-	50%	-	-
	Female	91%	92%	93%	*	94%	*	-	-	-	-	94%	86%	*	94%	94%	-	93%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 6																						
Reading	All Students	55%	54%	54%	60%	53%	-	-	*	-	-	55%	38%	15%	58%	46%	43%	66%	-	43%	-	-
	CWD	24%	23%	15%	*	17%	-	-	-	-	-	18%	*	15%	-	*	20%	*	-	*	-	-
	CWOD	61%	57%	58%	67%	57%	-	-	*	-	-	58%	50%	-	58%	48%	46%	68%	-	60%	-	-
	EL	38%	51%	46%	-	46%	-	-	-	-	-	47%	*	*	48%	46%	31%	62%	-	*	-	-
	Male	51%	49%	43%	33%	44%	-	-	-	-	-	44%	*	20%	46%	31%	43%	-	-	*	-	-
	Female	59%	58%	66%	*	63%	-	-	*	-	-	67%	*	*	68%	62%	-	66%	-	*	-	-

Texas Education Agency
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 YES PREP - NORTHSIDE (101845007) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	38%	34%	40%	20%	41%	-	-	*	-	-	41%	13%	8%	43%	37%	42%	38%	-	29%	-	-
	CWD	19%	19%	8%	*	8%	-	-	-	-	-	9%	*	8%	-	*	10%	*	-	*	-	-
	CWOD	42%	35%	43%	22%	44%	-	-	*	-	-	44%	17%	-	43%	39%	46%	40%	-	40%	-	-
	EL	27%	33%	37%	-	37%	-	-	-	-	-	38%	*	*	39%	37%	37%	38%	-	*	-	-
	Male	40%	37%	42%	17%	44%	-	-	-	-	-	44%	*	10%	46%	37%	42%	-	-	*	-	-
	Female	36%	31%	38%	*	38%	-	-	*	-	-	39%	*	*	40%	38%	-	38%	-	*	-	-
Grade 7																						
Reading	All Students	53%	55%	50%	46%	51%	-	-	-	-	*	50%	50%	13%	55%	35%	46%	55%	-	50%	-	-
	CWD	21%	23%	13%	*	14%	-	-	-	-	-	13%	*	13%	-	10%	8%	*	-	-	-	-
	CWOD	58%	58%	55%	55%	55%	-	-	-	-	*	55%	57%	-	55%	39%	54%	56%	-	50%	-	-
	EL	34%	50%	35%	*	36%	-	-	-	-	-	37%	*	10%	39%	35%	31%	40%	-	*	-	-
	Male	47%	48%	46%	57%	45%	-	-	-	-	-	45%	*	8%	54%	31%	46%	-	-	*	-	-
	Female	59%	62%	55%	33%	57%	-	-	-	-	*	56%	43%	*	56%	40%	-	55%	-	60%	-	-
Mathematics	All Students	33%	34%	27%	15%	28%	-	-	-	-	*	28%	13%	13%	28%	21%	29%	25%	-	38%	-	-
	CWD	17%	17%	13%	*	14%	-	-	-	-	-	13%	*	13%	-	10%	8%	*	-	-	-	-
	CWOD	36%	35%	28%	18%	30%	-	-	-	-	*	29%	14%	-	28%	22%	32%	25%	-	38%	-	-
	EL	22%	31%	21%	*	21%	-	-	-	-	-	21%	*	10%	22%	21%	26%	16%	-	*	-	-
	Male	35%	36%	29%	14%	30%	-	-	-	-	-	29%	*	8%	32%	26%	29%	-	-	*	-	-
	Female	31%	31%	25%	17%	26%	-	-	-	-	*	26%	14%	*	25%	16%	-	25%	-	40%	-	-
Grade 8																						
Reading	All Students	55%	57%	50%	27%	51%	-	-	-	-	-	50%	33%	15%	53%	46%	41%	59%	-	25%	-	-
	CWD	23%	19%	15%	*	17%	-	-	-	-	-	15%	-	15%	-	14%	11%	*	-	*	-	-
	CWOD	59%	61%	53%	29%	55%	-	-	-	-	-	54%	33%	-	53%	51%	45%	62%	-	33%	-	-
	EL	35%	55%	46%	-	46%	-	-	-	-	-	46%	-	14%	51%	46%	44%	50%	-	*	-	-
	Male	49%	50%	41%	0%	43%	-	-	-	-	-	43%	*	11%	45%	44%	41%	-	-	14%	-	-
	Female	60%	65%	59%	40%	63%	-	-	-	-	-	60%	*	*	62%	50%	-	59%	-	40%	-	-
Mathematics	All Students	41%	33%	16%	7%	17%	-	-	-	-	-	16%	0%	0%	17%	14%	14%	18%	-	17%	-	-
	CWD	21%	15%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	*	-	-
	CWOD	44%	36%	17%	7%	19%	-	-	-	-	-	18%	0%	-	17%	16%	16%	20%	-	22%	-	-
	EL	30%	34%	14%	-	14%	-	-	-	-	-	14%	-	0%	16%	14%	13%	14%	-	*	-	-
	Male	41%	31%	14%	0%	15%	-	-	-	-	-	14%	*	0%	16%	13%	14%	-	-	14%	-	-
	Female	41%	36%	18%	10%	20%	-	-	-	-	-	19%	*	*	20%	14%	-	18%	-	20%	-	-
Science	All Students	42%	33%	24%	13%	25%	-	-	-	-	-	24%	17%	0%	26%	25%	27%	20%	-	8%	-	-
	CWD	20%	13%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	*	-	-
	CWOD	46%	35%	26%	14%	28%	-	-	-	-	-	27%	17%	-	26%	29%	31%	22%	-	11%	-	-
	EL	24%	31%	25%	-	25%	-	-	-	-	-	25%	-	0%	29%	25%	29%	18%	-	*	-	-
	Male	45%	35%	27%	0%	29%	-	-	-	-	-	28%	*	0%	31%	29%	27%	-	-	14%	-	-
	Female	40%	30%	20%	20%	20%	-	-	-	-	-	20%	*	*	22%	18%	-	20%	-	0%	-	-
End of Course																						

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English I	All Students	50%	55%	41%	18%	42%	*	-	-	-	-	42%	27%	11%	47%	40%	32%	54%	-	8%	-	-
	CWD	19%	19%	11%	*	8%	*	-	-	-	-	11%	*	11%	-	13%	5%	29%	-	*	-	-
	CWOD	55%	60%	47%	22%	48%	-	-	-	-	-	49%	29%	-	47%	46%	39%	57%	-	13%	-	-
	EL	27%	50%	40%	-	40%	-	-	-	-	-	42%	*	13%	46%	40%	29%	55%	-	*	-	-
	Male	43%	48%	32%	13%	33%	-	-	-	-	-	32%	29%	5%	39%	29%	32%	-	-	13%	-	-
	Female	57%	64%	54%	*	54%	*	-	-	-	-	57%	25%	29%	57%	55%	-	54%	-	*	-	-
English II	All Students	57%	63%	70%	57%	71%	*	-	-	-	*	71%	67%	12%	79%	47%	67%	75%	*	57%	-	-
	CWD	23%	19%	12%	*	13%	-	-	-	-	-	13%	*	12%	-	0%	18%	0%	-	*	-	-
	CWOD	61%	69%	79%	80%	79%	*	-	-	-	*	79%	75%	-	79%	59%	75%	82%	*	70%	-	-
	EL	30%	53%	47%	-	46%	*	-	-	-	-	48%	*	0%	59%	47%	41%	55%	-	40%	-	-
	Male	51%	58%	67%	60%	68%	*	-	-	-	-	65%	83%	18%	75%	41%	67%	-	-	*	-	-
	Female	63%	69%	75%	*	75%	*	-	-	-	*	77%	*	0%	82%	55%	-	75%	*	50%	-	-
Algebra I	All Students	41%	41%	17%	0%	17%	*	-	-	-	*	17%	15%	4%	19%	13%	13%	22%	-	0%	-	-
	CWD	17%	17%	4%	-	0%	*	-	-	-	-	4%	-	4%	-	0%	0%	14%	-	*	-	-
	CWOD	45%	44%	19%	0%	20%	-	-	-	-	*	19%	15%	-	19%	16%	15%	22%	-	0%	-	-
	EL	29%	42%	13%	-	13%	-	-	-	-	-	14%	*	0%	16%	13%	15%	12%	-	*	-	-
	Male	39%	38%	13%	0%	13%	-	-	-	-	-	13%	0%	0%	15%	15%	13%	-	-	0%	-	-
	Female	43%	45%	22%	*	21%	*	-	-	-	*	21%	25%	14%	22%	12%	-	22%	-	0%	-	-
Biology	All Students	54%	47%	28%	22%	29%	*	-	-	-	-	29%	23%	14%	31%	24%	29%	28%	-	0%	-	-
	CWD	26%	16%	14%	*	11%	*	-	-	-	-	14%	-	14%	-	9%	17%	*	-	*	-	-
	CWOD	58%	51%	31%	14%	32%	-	-	-	-	-	31%	23%	-	31%	26%	32%	29%	-	0%	-	-
	EL	33%	44%	24%	-	24%	-	-	-	-	-	25%	*	9%	26%	24%	21%	26%	-	-	-	-
	Male	54%	47%	29%	17%	30%	-	-	-	-	-	29%	33%	17%	32%	21%	29%	-	-	0%	-	-
	Female	54%	47%	28%	*	28%	*	-	-	-	-	29%	14%	*	29%	26%	-	28%	-	*	-	-
STAAR Percent at Masters Grade Level																						
Grade 6																						
Reading	All Students	25%	21%	23%	20%	23%	-	-	*	-	-	24%	13%	8%	25%	19%	22%	25%	-	0%	-	-
	CWD	6%	4%	8%	*	8%	-	-	-	-	-	9%	*	8%	-	*	10%	*	-	*	-	-
	CWOD	28%	23%	25%	22%	24%	-	-	*	-	-	25%	17%	-	25%	20%	23%	26%	-	0%	-	-
	EL	12%	19%	19%	-	19%	-	-	-	-	-	19%	*	*	20%	19%	17%	21%	-	*	-	-
	Male	21%	19%	22%	17%	22%	-	-	-	-	-	23%	*	10%	23%	17%	22%	-	-	*	-	-
	Female	28%	23%	25%	*	24%	-	-	*	-	-	25%	*	*	26%	21%	-	25%	-	*	-	-
Mathematics	All Students	13%	9%	5%	0%	5%	-	-	*	-	-	5%	13%	0%	6%	1%	6%	4%	-	0%	-	-
	CWD	5%	5%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	*	-	-
	CWOD	15%	9%	6%	0%	5%	-	-	*	-	-	5%	17%	-	6%	1%	7%	4%	-	0%	-	-
	EL	7%	8%	1%	-	1%	-	-	-	-	-	1%	*	*	1%	1%	0%	2%	-	*	-	-
	Male	14%	10%	6%	0%	7%	-	-	-	-	-	7%	*	0%	7%	0%	6%	-	-	*	-	-
	Female	12%	7%	4%	*	3%	-	-	*	-	-	3%	*	*	4%	2%	-	4%	-	*	-	-
Grade 7																						

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	28%	26%	24%	23%	24%	-	-	-	-	*	24%	13%	13%	25%	15%	18%	29%	-	38%	-	-
	CWD	6%	3%	13%	*	14%	-	-	-	-	-	13%	*	13%	-	10%	8%	*	-	-	-	-
	CWOD	31%	29%	25%	27%	25%	-	-	-	-	*	25%	14%	-	25%	16%	20%	29%	-	38%	-	-
	EL	13%	22%	15%	*	15%	-	-	-	-	-	16%	*	10%	16%	15%	14%	16%	-	*	-	-
	Male	23%	21%	18%	29%	17%	-	-	-	-	-	18%	*	8%	20%	14%	18%	-	-	*	-	-
	Female	33%	31%	29%	17%	31%	-	-	-	-	*	31%	14%	*	29%	16%	-	29%	-	40%	-	-
Mathematics	All Students	11%	9%	7%	0%	7%	-	-	-	-	*	7%	0%	0%	7%	5%	5%	8%	-	25%	-	-
	CWD	5%	2%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD	12%	10%	7%	0%	8%	-	-	-	-	*	8%	0%	-	7%	6%	6%	8%	-	25%	-	-
	EL	5%	8%	5%	*	5%	-	-	-	-	-	5%	*	0%	6%	5%	6%	5%	-	*	-	-
	Male	12%	11%	5%	0%	6%	-	-	-	-	-	5%	*	0%	6%	6%	5%	-	-	*	-	-
	Female	9%	7%	8%	0%	9%	-	-	-	-	*	9%	0%	*	8%	5%	-	8%	-	20%	-	-
Grade 8																						
Reading	All Students	28%	25%	20%	7%	21%	-	-	-	-	-	19%	33%	0%	22%	16%	15%	26%	-	8%	-	-
	CWD	7%	3%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	*	-	-
	CWOD	31%	27%	22%	7%	23%	-	-	-	-	-	21%	33%	-	22%	18%	16%	28%	-	11%	-	-
	EL	12%	21%	16%	-	16%	-	-	-	-	-	16%	-	0%	18%	16%	15%	18%	-	*	-	-
	Male	25%	21%	15%	0%	15%	-	-	-	-	-	15%	*	0%	16%	15%	15%	-	-	0%	-	-
	Female	32%	29%	26%	10%	29%	-	-	-	-	-	25%	*	*	28%	18%	-	26%	-	20%	-	-
Mathematics	All Students	15%	6%	1%	0%	1%	-	-	-	-	-	1%	0%	0%	1%	2%	1%	0%	-	0%	-	-
	CWD	6%	2%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	*	-	-
	CWOD	17%	7%	1%	0%	1%	-	-	-	-	-	1%	0%	-	1%	2%	1%	0%	-	0%	-	-
	EL	8%	7%	2%	-	2%	-	-	-	-	-	2%	-	0%	2%	2%	3%	0%	-	*	-	-
	Male	16%	5%	1%	0%	1%	-	-	-	-	-	1%	*	0%	1%	3%	1%	-	-	0%	-	-
	Female	14%	7%	0%	0%	0%	-	-	-	-	-	0%	*	*	0%	0%	-	0%	-	0%	-	-
Science	All Students	16%	9%	7%	0%	7%	-	-	-	-	-	6%	17%	0%	7%	5%	7%	6%	-	0%	-	-
	CWD	5%	4%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	*	-	-
	CWOD	18%	9%	7%	0%	8%	-	-	-	-	-	7%	17%	-	7%	6%	8%	6%	-	0%	-	-
	EL	6%	7%	5%	-	5%	-	-	-	-	-	5%	-	0%	6%	5%	9%	0%	-	*	-	-
	Male	18%	10%	7%	0%	8%	-	-	-	-	-	7%	*	0%	8%	9%	7%	-	-	0%	-	-
	Female	15%	8%	6%	0%	7%	-	-	-	-	-	5%	*	*	6%	0%	-	6%	-	0%	-	-
End of Course																						
English I	All Students	15%	15%	9%	9%	10%	*	-	-	-	-	10%	0%	0%	11%	9%	7%	13%	-	0%	-	-
	CWD	4%	1%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	17%	17%	11%	11%	11%	-	-	-	-	-	12%	0%	-	11%	11%	8%	14%	-	0%	-	-
	EL	4%	11%	9%	-	9%	-	-	-	-	-	10%	*	0%	11%	9%	8%	11%	-	*	-	-
	Male	11%	12%	7%	0%	7%	-	-	-	-	-	7%	0%	0%	8%	8%	7%	-	-	0%	-	-
	Female	19%	19%	13%	*	13%	*	-	-	-	-	15%	0%	0%	14%	11%	-	13%	-	*	-	-

Texas Education Agency
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YES PREP - NORTHSIDE (101845007) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English II	All Students	8%	6%	4%	0%	5%	*	-	-	-	*	4%	11%	0%	5%	0%	7%	2%	*	0%	-	-
	CWD	3%	1%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	9%	7%	5%	0%	5%	*	-	-	-	*	4%	13%	-	5%	0%	8%	2%	*	0%	-	-
	EL	1%	1%	0%	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-	0%	-	-
	Male	7%	6%	7%	0%	7%	*	-	-	-	-	6%	17%	0%	8%	0%	7%	-	-	*	-	-
	Female	10%	6%	2%	*	2%	*	-	-	-	*	2%	*	0%	2%	0%	-	2%	*	0%	-	-
Algebra I	All Students	23%	20%	8%	0%	9%	*	-	-	-	*	8%	15%	0%	10%	8%	8%	9%	-	0%	-	-
	CWD	7%	4%	0%	-	0%	*	-	-	-	-	0%	-	0%	-	0%	0%	0%	-	*	-	-
	CWOD	25%	22%	10%	0%	10%	-	-	-	-	*	9%	15%	-	10%	10%	10%	10%	-	0%	-	-
	EL	13%	20%	8%	-	8%	-	-	-	-	-	8%	*	0%	10%	8%	10%	6%	-	*	-	-
	Male	22%	18%	8%	0%	8%	-	-	-	-	-	8%	0%	0%	10%	10%	8%	-	-	0%	-	-
	Female	23%	22%	9%	*	9%	*	-	-	-	*	7%	25%	0%	10%	6%	-	9%	-	0%	-	-
Biology	All Students	18%	8%	1%	0%	1%	*	-	-	-	-	1%	0%	0%	1%	1%	1%	1%	-	0%	-	-
	CWD	5%	2%	0%	*	0%	*	-	-	-	-	0%	-	0%	-	0%	0%	*	-	*	-	-
	CWOD	19%	9%	1%	0%	2%	-	-	-	-	-	2%	0%	-	1%	2%	1%	1%	-	0%	-	-
	EL	5%	6%	1%	-	1%	-	-	-	-	-	1%	*	0%	2%	1%	0%	3%	-	-	-	-
	Male	18%	9%	1%	0%	1%	-	-	-	-	-	1%	0%	0%	1%	0%	1%	-	-	0%	-	-
	Female	17%	8%	1%	*	1%	*	-	-	-	-	2%	0%	*	1%	3%	-	1%	-	*	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	74%	69%	55%	70%	100%	-	*	-	*	70%	57%	35%	73%	66%	66%	73%	*	46%	-	-
	CWD	46%	44%	35%	33%	34%	*	-	-	-	-	35%	38%	35%	-	29%	33%	40%	-	19%	-	-
	CWOD	77%	78%	73%	58%	74%	*	-	*	-	*	74%	58%	-	73%	71%	72%	75%	*	53%	-	-
	EL	61%	73%	66%	*	66%	*	-	-	-	-	67%	15%	29%	71%	66%	64%	67%	-	38%	-	-
	Male	71%	72%	66%	51%	67%	*	-	-	-	-	67%	53%	33%	72%	64%	66%	-	-	38%	-	-
	Female	74%	77%	73%	60%	74%	*	-	*	-	*	74%	59%	40%	75%	67%	-	73%	*	55%	-	-
Reading	All Students	74%	76%	74%	63%	75%	*	-	*	-	*	75%	63%	32%	80%	69%	69%	80%	*	55%	-	-
	CWD	44%	40%	32%	25%	32%	*	-	-	-	-	32%	40%	32%	-	26%	30%	39%	-	15%	-	-
	CWOD	80%	80%	80%	70%	80%	*	-	*	-	*	80%	66%	-	80%	75%	77%	83%	*	68%	-	-
	EL	59%	73%	69%	*	69%	*	-	-	-	-	70%	11%	26%	75%	69%	65%	74%	-	41%	-	-
	Male	70%	72%	69%	53%	70%	*	-	-	-	-	70%	60%	30%	77%	65%	69%	-	-	46%	-	-
	Female	78%	81%	80%	72%	80%	*	-	*	-	*	81%	65%	39%	83%	74%	-	80%	*	63%	-	-
Mathematics	All Students	70%	71%	61%	49%	62%	*	-	*	-	*	62%	44%	31%	64%	60%	59%	63%	-	35%	-	-
	CWD	45%	46%	31%	*	30%	*	-	-	-	-	31%	*	31%	-	27%	29%	35%	-	22%	-	-
	CWOD	75%	74%	64%	51%	65%	-	-	*	-	*	65%	45%	-	64%	64%	64%	65%	-	39%	-	-
	EL	62%	70%	60%	*	60%	-	-	-	-	-	61%	13%	27%	64%	60%	61%	58%	-	46%	-	-
	Male	71%	70%	59%	43%	60%	-	-	-	-	-	59%	42%	29%	64%	61%	59%	-	-	32%	-	-
	Female	70%	71%	63%	55%	64%	*	-	*	-	*	64%	45%	35%	65%	58%	-	63%	-	39%	-	-

Texas Education Agency
2024 Federal Report Card
 YES PREP - NORTHSIDE (101845007) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	73%	77%	73%	50%	75%	*	-	-	-	-	74%	63%	50%	76%	70%	72%	74%	-	42%	-	-
	CWD	49%	51%	50%	*	47%	*	-	-	-	-	50%	-	50%	-	39%	48%	57%	-	*	-	-
	CWOD	77%	79%	76%	48%	78%	-	-	-	-	-	77%	63%	-	76%	75%	76%	75%	-	47%	-	-
	EL	61%	75%	70%	-	70%	-	-	-	-	-	71%	*	39%	75%	70%	69%	71%	-	*	-	-
	Male	74%	77%	72%	55%	73%	-	-	-	-	-	73%	50%	48%	76%	69%	72%	-	-	31%	-	-
	Female	72%	77%	74%	46%	77%	*	-	-	-	-	75%	73%	57%	75%	71%	-	74%	-	67%	-	-
SAT/ACT All Subjects	All Students	88%	94%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	CWD	61%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	88%	100%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	EL	64%	100%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	89%	90%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Female	87%	100%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	46%	38%	25%	39%	60%	-	*	-	*	38%	27%	10%	41%	32%	34%	42%	*	24%	-	-
	CWD	22%	18%	10%	7%	9%	*	-	-	-	-	10%	0%	10%	-	6%	9%	13%	-	4%	-	-
	CWOD	51%	49%	41%	28%	42%	*	-	*	-	*	42%	30%	-	41%	36%	39%	44%	*	30%	-	-
	EL	31%	43%	32%	*	32%	*	-	-	-	-	33%	0%	6%	36%	32%	29%	36%	-	24%	-	-
	Male	45%	43%	34%	21%	35%	*	-	-	-	-	35%	28%	9%	39%	29%	34%	-	-	16%	-	-
	Female	48%	48%	42%	30%	43%	*	-	*	-	*	43%	27%	13%	44%	36%	-	42%	*	33%	-	-
Reading	All Students	52%	55%	52%	41%	53%	*	-	*	-	*	53%	41%	13%	57%	43%	45%	61%	*	36%	-	-
	CWD	23%	21%	13%	0%	13%	*	-	-	-	-	13%	0%	13%	-	9%	11%	17%	-	8%	-	-
	CWOD	58%	60%	57%	48%	58%	*	-	*	-	*	58%	46%	-	57%	48%	51%	64%	*	45%	-	-
	EL	34%	50%	43%	*	43%	*	-	-	-	-	44%	0%	9%	48%	43%	34%	52%	-	35%	-	-
	Male	48%	49%	45%	33%	46%	*	-	-	-	-	45%	45%	11%	51%	34%	45%	-	-	23%	-	-
	Female	57%	62%	61%	48%	62%	*	-	*	-	*	63%	38%	17%	64%	52%	-	61%	*	48%	-	-
Mathematics	All Students	42%	37%	25%	11%	26%	*	-	*	-	*	26%	12%	6%	27%	23%	24%	26%	-	18%	-	-
	CWD	22%	18%	6%	*	5%	*	-	-	-	-	6%	*	6%	-	3%	4%	12%	-	0%	-	-
	CWOD	46%	39%	27%	12%	29%	-	-	*	-	*	28%	13%	-	27%	25%	28%	27%	-	23%	-	-
	EL	31%	36%	23%	*	23%	-	-	-	-	-	23%	0%	3%	25%	23%	24%	22%	-	15%	-	-
	Male	43%	37%	24%	9%	25%	-	-	-	-	-	25%	0%	4%	28%	24%	24%	-	-	14%	-	-
	Female	40%	36%	26%	14%	27%	*	-	*	-	*	27%	18%	12%	27%	22%	-	26%	-	22%	-	-
Science	All Students	42%	39%	26%	17%	27%	*	-	-	-	-	27%	21%	9%	29%	24%	28%	24%	-	5%	-	-
	CWD	21%	14%	9%	*	7%	*	-	-	-	-	9%	-	9%	-	6%	11%	0%	-	*	-	-
	CWOD	45%	42%	29%	14%	30%	-	-	-	-	-	29%	21%	-	29%	27%	31%	25%	-	7%	-	-
	EL	24%	37%	24%	-	24%	-	-	-	-	-	25%	*	6%	27%	24%	25%	23%	-	*	-	-
	Male	44%	40%	28%	9%	30%	-	-	-	-	-	28%	25%	11%	31%	25%	28%	-	-	8%	-	-
	Female	40%	38%	24%	23%	24%	*	-	-	-	-	25%	18%	0%	25%	23%	-	24%	-	0%	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
SAT/ACT All Subjects	All Students	59%	67%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	CWD	35%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	60%	71%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	EL	19%	80%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	64%	70%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Female	55%	63%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	18%	14%	10%	6%	10%	0%	-	*	-	*	10%	9%	2%	11%	8%	9%	12%	*	5%	-	-
	CWD	6%	3%	2%	0%	2%	*	-	-	-	-	2%	0%	2%	-	1%	1%	2%	-	0%	-	-
	CWOD	21%	16%	11%	6%	11%	*	-	*	-	*	11%	10%	-	11%	9%	10%	12%	*	7%	-	-
	EL	9%	13%	8%	*	8%	*	-	-	-	-	8%	0%	1%	9%	8%	8%	8%	-	6%	-	-
	Male	18%	13%	9%	5%	9%	*	-	-	-	-	9%	3%	1%	10%	8%	9%	-	-	3%	-	-
	Female	19%	16%	12%	7%	12%	*	-	*	-	*	11%	14%	2%	12%	8%	-	12%	*	8%	-	-
Reading	All Students	21%	19%	16%	13%	16%	*	-	*	-	*	16%	11%	3%	18%	13%	13%	19%	*	8%	-	-
	CWD	6%	3%	3%	0%	4%	*	-	-	-	-	4%	0%	3%	-	2%	3%	4%	-	0%	-	-
	CWOD	24%	20%	18%	15%	18%	*	-	*	-	*	18%	12%	-	18%	14%	15%	21%	*	10%	-	-
	EL	10%	15%	13%	*	13%	*	-	-	-	-	13%	0%	2%	14%	13%	11%	14%	-	6%	-	-
	Male	18%	16%	13%	10%	13%	*	-	-	-	-	14%	5%	3%	15%	11%	13%	-	-	4%	-	-
	Female	24%	22%	19%	16%	20%	*	-	*	-	*	20%	15%	4%	21%	14%	-	19%	*	11%	-	-
Mathematics	All Students	17%	12%	5%	0%	6%	*	-	*	-	*	5%	9%	0%	6%	4%	5%	5%	-	5%	-	-
	CWD	6%	3%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	0%	-	-
	CWOD	19%	13%	6%	0%	6%	-	-	*	-	*	6%	10%	-	6%	5%	6%	6%	-	6%	-	-
	EL	10%	12%	4%	*	4%	-	-	-	-	-	4%	0%	0%	5%	4%	5%	4%	-	8%	-	-
	Male	18%	13%	5%	0%	6%	-	-	-	-	-	5%	0%	0%	6%	5%	5%	-	-	5%	-	-
	Female	15%	11%	5%	0%	6%	*	-	*	-	*	5%	14%	0%	6%	4%	-	5%	-	6%	-	-
Science	All Students	15%	9%	4%	0%	4%	*	-	-	-	-	4%	5%	0%	4%	3%	4%	4%	-	0%	-	-
	CWD	5%	3%	0%	*	0%	*	-	-	-	-	0%	-	0%	-	0%	0%	0%	-	*	-	-
	CWOD	17%	9%	4%	0%	5%	-	-	-	-	-	4%	5%	-	4%	4%	5%	4%	-	0%	-	-
	EL	5%	7%	3%	-	3%	-	-	-	-	-	3%	*	0%	4%	3%	4%	2%	-	*	-	-
	Male	16%	9%	4%	0%	4%	-	-	-	-	-	4%	0%	0%	5%	4%	4%	-	-	0%	-	-
	Female	14%	8%	4%	0%	4%	*	-	-	-	-	3%	9%	0%	4%	2%	-	4%	-	0%	-	-
SAT/ACT All Subjects	All Students	12%	6%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	CWD	7%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	12%	6%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	EL	1%	0%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	15%	0%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Female	9%	13%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	72	74	72	*	-	*	-	*	72	51	68
CWD	51	*	49	*	-	-	-	-	50	51	42
CWOD	74	76	74	*	-	*	-	*	75	-	71
EL ◇	68	*	68	*	-	-	-	-	68	42	68
Male	67	70	66	*	-	-	-	-	67	52	61
Female	78	78	78	*	-	*	-	*	79	47	76
Mathematics											
All Students	59	57	59	*	-	*	-	*	60	49	57
CWD	49	*	45	*	-	-	-	-	51	49	45
CWOD	60	55	60	-	-	*	-	*	61	-	59
EL ◇	57	*	58	-	-	-	-	-	59	45	57
Male	59	57	59	-	-	-	-	-	60	46	58
Female	58	57	58	*	-	*	-	*	59	60	56

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

Part (iii)(II): Graduation Rate

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

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

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ◇	Homeless ◇	Foster Care ◇
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2023.													
All Students	91.7%	85.7%	91.8%	*	*	-	-	-	90.5%	66.7%	81.8%	82.1%	-
CWD	66.7%	*	62.5%	-	-	-	-	-	57.1%	66.7%	*	*	-
CWOD	94.0%	83.3%	94.4%	*	*	-	-	-	93.2%	-	86.2%	87.5%	-
EL ◇	81.8%	-	80.6%	*	-	-	-	-	79.3%	*	81.8%	57.1%	-
Male	89.6%	*	90.7%	*	-	-	-	-	88.1%	66.7%	86.7%	57.1%	-
Female	93.4%	*	92.6%	*	*	-	-	-	92.5%	*	77.8%	90.5%	-

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

Part (iv): English Language Proficiency

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
405	93	23%

- 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	39	29	40	53	-	*	-	*	39	16	35
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	62%	50%	62%	*	*	-	-	-	63%	100%	50%

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

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
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
Interim Goals (2028-2032)	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
Target Met	Y	N	Y						Y	N	Y
Interim Goals (2033-2037)	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
Target Met	N	N	N						N	N	Y
Long-Term Goals	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Target Met	N	N	N						N	N	N
Mathematics											
Interim Goals (2023-2027)	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
Target Met	N	N	N						N	N	N
Interim Goals (2028-2032)	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
Target Met	N	N	N						N	N	N
Interim Goals (2033-2037)	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
Target Met	N	N	N						N	N	N
Long-Term Goals	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
Target Met	N	N	N						N	N	N
English Learner Language Proficiency Status											
Interim Goals (2023-2027)											34%
Target Met											Y
Interim Goals (2028-2032)											36%
Target Met											Y
Interim Goals (2033-2037)											48%
Target Met											Y
Long-Term Goals											40%
Target Met											Y
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%

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

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

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

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 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	99%	98%	100%	100%	-	*	-	*	99%	100%	99%	99%	100%	99%	100%	*
	CWD	99%	100%	99%	*	-	-	-	-	99%	100%	99%	-	99%	99%	100%	-
	CWOD	99%	98%	100%	*	-	*	-	*	99%	100%	-	99%	100%	99%	100%	*
	EL	100%	*	100%	*	-	-	-	-	100%	100%	99%	100%	100%	99%	100%	-
	Male	99%	97%	99%	*	-	-	-	-	99%	100%	99%	99%	99%	99%	-	-
	Female	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	-	100%	*
Reading	All Students	99%	96%	99%	*	-	*	-	*	99%	100%	100%	99%	100%	99%	100%	*
	CWD	100%	100%	100%	*	-	-	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	99%	96%	99%	*	-	*	-	*	99%	100%	-	99%	99%	99%	100%	*
	EL	100%	*	100%	*	-	-	-	-	100%	100%	100%	99%	100%	100%	100%	-
	Male	99%	94%	99%	*	-	-	-	-	99%	100%	100%	99%	100%	99%	-	-
	Female	100%	100%	100%	*	-	*	-	*	100%	100%	100%	100%	100%	-	100%	*
Mathematics	All Students	100%	100%	100%	*	-	*	-	*	100%	100%	98%	100%	99%	99%	100%	-
	CWD	98%	*	98%	*	-	-	-	-	98%	*	98%	-	97%	98%	100%	-
	CWOD	100%	100%	100%	-	-	*	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	99%	*	99%	-	-	-	-	-	99%	100%	97%	100%	99%	99%	100%	-
	Male	99%	100%	99%	-	-	-	-	-	99%	100%	98%	100%	99%	99%	-	-
	Female	100%	100%	100%	*	-	*	-	*	100%	100%	100%	100%	100%	-	100%	-

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Science	All Students	100%	100%	100%	*	-	-	-	-	100%	100%	100%	100%	100%	99%	100%	-
	CWD	100%	*	100%	*	-	-	-	-	100%	-	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	-	-	-	-	-	100%	100%	-	100%	100%	99%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%	100%	-
	Male	99%	100%	99%	-	-	-	-	-	99%	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	1%	2%	0%	0%	-	*	-	*	1%	0%	1%	1%	0%	1%	0%	*
	CWD	1%	0%	1%	*	-	-	-	-	1%	0%	1%	-	1%	1%	0%	-
	CWOD	1%	2%	0%	*	-	*	-	*	1%	0%	-	1%	0%	1%	0%	*
	EL	0%	*	0%	*	-	-	-	-	0%	0%	1%	0%	0%	1%	0%	-
	Male	1%	3%	1%	*	-	-	-	-	1%	0%	1%	1%	1%	1%	-	-
	Female	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	-	0%	*
Reading	All Students	1%	4%	1%	*	-	*	-	*	1%	0%	0%	1%	0%	1%	0%	*
	CWD	0%	0%	0%	*	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	1%	4%	1%	*	-	*	-	*	1%	0%	-	1%	1%	1%	0%	*
	EL	0%	*	0%	*	-	-	-	-	0%	0%	0%	1%	0%	0%	0%	-
	Male	1%	6%	1%	*	-	-	-	-	1%	0%	0%	1%	0%	1%	-	-
	Female	0%	0%	0%	*	-	*	-	*	0%	0%	0%	0%	0%	-	0%	*
Mathematics	All Students	0%	0%	0%	*	-	*	-	*	0%	0%	2%	0%	1%	1%	0%	-
	CWD	2%	*	2%	*	-	-	-	-	2%	*	2%	-	3%	2%	0%	-
	CWOD	0%	0%	0%	-	-	*	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	1%	*	1%	-	-	-	-	-	1%	0%	3%	0%	1%	1%	0%	-
	Male	1%	0%	1%	-	-	-	-	-	1%	0%	2%	0%	1%	1%	-	-
	Female	0%	0%	0%	*	-	*	-	*	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	0%	1%	0%	-
	CWD	0%	*	0%	*	-	-	-	-	0%	-	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	-	-	-	-	-	0%	0%	-	0%	0%	1%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-
	Male	1%	0%	1%	-	-	-	-	-	1%	0%	0%	1%	0%	1%	-	-

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
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	19	1	18	0	0	0	0	0	9		
	Female	19	9	10	0	0	0	0	0	5		
	Total	38	10	28	0	0	0	0	0	14		
Out-of-School Suspensions												
	Male	11	3	8	0	0	0	0	0	4		
	Female	6	1	5	0	0	0	0	0	2		
	Total	17	4	13	0	0	0	0	0	6		
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		

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
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	10	2	8	0	0	0	0	0	4		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	10	2	8	0	0	0	0	0	4		0
Out-of-School Suspensions												
	Male	8	1	7	0	0	0	0	0	4		1
	Female	0	0	0	0	0	0	0	0	0		1
	Total	8	1	7	0	0	0	0	0	4		2
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												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism												
	Male	124	11	113	-8	-8	-8	-8	-8	44	24	5
	Female	88	9	78	1	-8	-8	-8	-8	23	11	3
	Total	212	20	191	1	-8	-8	-8	-8	67	35	8

	Total
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	12
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack without a weapon	13
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	5
On the basis of race	6
On the basis of disability	2
On the basis of sexual orientation	0
On the basis of religion	0

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

Preschool Programs

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

Accelerated Coursework

	Total Students		African American		Hispanic		White		Indian or Alaska Native		Asian		Pacific Islander		Two or More Races		EL		Students with Disabilities	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Advanced Placement Courses																				
Male	106	22	4	11	101	23	0	0	0	0	1	100	0	-	0	-	28	20	8	15
Female	102	21	1	2	99	23	1	13	1	50	0	-	0	-	0	-	16	12	2	8
Total	208	21	5	6	200	23	1	10	1	33	1	100	0	-	0	-	44	16	10	13
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.

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High Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	20.4	32.2%
Teachers Teaching with Emergency or Provisional Credentials	5.0	8.2%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- Indicates there are no data available in the group.

Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2025.

		State & Local and Federal	State & Local			Federal		
	Enrollment	Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$1,286	\$46	\$929	\$975	\$39	\$272	\$311
Food services		\$380	\$11	\$0	\$11	\$334	\$35	\$369
Instruction		\$5,481	\$4,279	\$26	\$4,305	\$1,045	\$131	\$1,176
Support services, general administration		\$64		\$64	\$64			
Support services, instructional staff		\$1,068	\$564	\$4	\$568	\$231	\$269	\$500
Support services, operation and maintenance of plant		\$927	\$731	\$81	\$812	\$47	\$68	\$115
Support services, pupils		\$1,013	\$393	\$56	\$449	\$525	\$38	\$563
Support services, school administration		\$1,391	\$1,182	\$2	\$1,184	\$164	\$43	\$207
Support services, student transportation		\$604	\$542	\$45	\$587	\$7	\$9	\$16
Total	941	\$12,214	\$7,749	\$1,207	\$8,956	\$2,392	\$865	\$3,257

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%	8	1%	-	-
Mathematics	6,620	2%	8	1%	-	-
Grade 4						
Reading	6,491	2%	*	1%	-	-
Mathematics	6,491	2%	*	1%	-	-
Grade 5						
Reading	6,033	1%	*	1%	-	-
Mathematics	6,033	2%	*	1%	-	-
Science	6,033	2%	*	1%	-	-
Grade 6						
Reading	5,586	1%	20	1%	-	-
Mathematics	5,586	1%	20	1%	-	-
Grade 7						
Reading	5,233	1%	18	1%	-	-
Mathematics	5,227	2%	18	1%	-	-
Grade 8						
Reading	4,985	1%	12	1%	-	-
Mathematics	4,985	1%	12	1%	-	-
Science	4,984	1%	12	1%	-	-
End of Course						
English I	5,119	1%	11	0%	-	-
English II	4,683	1%	7	0%	-	-
Algebra I	5,112	1%	11	0%	-	-
Biology	5,027	1%	11	0%	-	-
All Grades						
All Subjects	100,862	1%	183	1%	-	-
Reading	44,764	1%	82	1%	-	-
Mathematics	40,054	1%	75	1%	-	-
Science	16,044	1%	26	1%	-	-

- Indicates there are no students in the group.

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

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

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

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

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

* Indicates reporting standards not met.

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

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	67%	*	66%	*	*	*	-	-	65%	*	66%
In-State Private Institutions	7%	-	7%	-	-	-	-	-	6%	-	*
Out-of-State Institutions	7%	-	7%	-	-	-	-	-	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	22%	25%	21%	17%	*	-	-	60%	22%	18%	18%

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

Part (xv): Section 1003 Fund

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

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

There is no data for this campus.

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

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

There is no data for this campus.

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Part (i): Description of State Accountability System

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

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

State & District ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
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%

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Campus ESSA Goals (HS/K-12 & AEA)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
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%

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

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

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

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

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

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, and AEAs	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status 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.

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

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

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

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

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

Part (ii): Student Achievement by Proficiency Level

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

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

Texas Education Agency
2024 Federal Report Card
 YES PREP - NORTHWEST (101845013) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	75%	73%	62%	80%	60%	-	-	-	-	-	58%	80%	50%	63%	58%	41%	82%	-	-	-	-
	CWD	43%	40%	50%	*	43%	-	-	-	-	-	50%	-	50%	-	50%	43%	*	-	-	-	-
	CWOD	81%	77%	63%	*	62%	-	-	-	-	-	60%	80%	-	63%	59%	40%	81%	-	-	-	-
	EL	61%	72%	58%	-	58%	-	-	-	-	-	55%	80%	50%	59%	58%	30%	83%	-	-	-	-
	Male	71%	70%	41%	*	34%	-	-	-	-	-	37%	60%	43%	40%	30%	41%	-	-	-	-	-
	Female	79%	77%	82%	*	84%	-	-	-	-	-	79%	100%	*	81%	83%	-	82%	-	-	-	-
Mathematics	All Students	70%	70%	60%	100%	57%	-	-	-	-	-	55%	90%	25%	65%	58%	50%	70%	-	-	-	-
	CWD	44%	45%	25%	*	14%	-	-	-	-	-	25%	-	25%	-	17%	29%	*	-	-	-	-
	CWOD	75%	72%	65%	*	62%	-	-	-	-	-	60%	90%	-	65%	65%	56%	72%	-	-	-	-
	EL	60%	69%	58%	-	58%	-	-	-	-	-	53%	100%	17%	65%	58%	45%	70%	-	-	-	-
	Male	70%	69%	50%	*	45%	-	-	-	-	-	44%	80%	29%	56%	45%	50%	-	-	-	-	-
	Female	70%	70%	70%	*	68%	-	-	-	-	-	64%	100%	*	72%	70%	-	70%	-	-	-	-
Grade 7																						
Reading	All Students	72%	77%	77%	78%	77%	*	-	-	-	*	75%	87%	64%	80%	71%	59%	93%	-	*	-	-
	CWD	39%	40%	64%	*	67%	-	-	-	-	-	67%	*	64%	-	*	70%	*	-	-	-	-
	CWOD	78%	80%	80%	86%	80%	*	-	-	-	*	77%	92%	-	80%	73%	55%	98%	-	*	-	-
	EL	57%	75%	71%	-	71%	-	-	-	-	-	67%	100%	*	73%	71%	52%	90%	-	-	-	-
	Male	67%	72%	59%	67%	58%	*	-	-	-	*	56%	71%	70%	55%	52%	59%	-	-	*	-	-
	Female	78%	82%	93%	*	93%	*	-	-	-	-	92%	100%	*	98%	90%	-	93%	-	-	-	-
Mathematics	All Students	54%	57%	59%	44%	60%	*	-	-	-	*	58%	60%	57%	59%	55%	51%	65%	-	*	-	-
	CWD	31%	28%	57%	*	58%	-	-	-	-	-	58%	*	57%	-	*	60%	*	-	-	-	-
	CWOD	58%	59%	59%	43%	60%	*	-	-	-	*	58%	62%	-	59%	56%	48%	67%	-	*	-	-
	EL	42%	55%	55%	-	55%	-	-	-	-	-	51%	80%	*	56%	55%	52%	58%	-	-	-	-
	Male	55%	57%	51%	33%	55%	*	-	-	-	*	47%	71%	60%	48%	52%	51%	-	-	*	-	-
	Female	53%	56%	65%	*	64%	*	-	-	-	-	69%	50%	*	67%	58%	-	65%	-	-	-	-
Grade 8																						
Reading	All Students	79%	81%	86%	92%	85%	*	-	-	-	*	86%	80%	43%	89%	82%	80%	93%	-	-	-	-
	CWD	48%	47%	43%	*	40%	-	-	-	-	-	50%	*	43%	-	*	33%	*	-	-	-	-
	CWOD	83%	85%	89%	100%	87%	*	-	-	-	*	89%	89%	-	89%	84%	85%	92%	-	-	-	-
	EL	64%	81%	82%	-	82%	-	-	-	-	-	83%	*	*	84%	82%	78%	85%	-	-	-	-
	Male	74%	76%	80%	88%	78%	-	-	-	-	*	80%	*	33%	85%	78%	80%	-	-	-	-	-
	Female	84%	87%	93%	*	92%	*	-	-	-	*	94%	86%	*	92%	85%	-	93%	-	-	-	-
Mathematics	All Students	70%	72%	68%	67%	69%	*	-	-	-	*	70%	57%	67%	69%	75%	66%	71%	-	-	-	-
	CWD	45%	46%	67%	*	60%	-	-	-	-	-	80%	*	67%	-	*	60%	*	-	-	-	-
	CWOD	74%	75%	69%	60%	70%	*	-	-	-	*	69%	67%	-	69%	75%	67%	70%	-	-	-	-
	EL	62%	74%	75%	-	75%	-	-	-	-	-	77%	*	*	75%	75%	81%	70%	-	-	-	-
	Male	69%	70%	66%	*	65%	-	-	-	-	*	67%	*	60%	67%	81%	66%	-	-	-	-	-
	Female	71%	74%	71%	*	73%	*	-	-	-	-	72%	60%	*	70%	70%	-	71%	-	-	-	-

Texas Education Agency
2024 Federal Report Card
 YES PREP - NORTHWEST (101845013) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	68%	63%	60%	50%	61%	*	-	-	-	*	59%	70%	14%	63%	55%	63%	57%	-	-	-	-
	CWD	39%	26%	14%	*	0%	-	-	-	-	-	17%	*	14%	-	*	17%	*	-	-	-	-
	CWOD	72%	67%	63%	50%	65%	*	-	-	-	*	62%	78%	-	63%	60%	68%	58%	-	-	-	-
	EL	51%	62%	55%	-	55%	-	-	-	-	-	56%	*	*	60%	55%	52%	58%	-	-	-	-
	Male	70%	65%	63%	63%	62%	-	-	-	-	*	63%	*	17%	68%	52%	63%	-	-	-	-	-
	Female	66%	62%	57%	*	60%	*	-	-	-	*	55%	71%	*	58%	58%	-	57%	-	-	-	-
End of Course																						
English I	All Students	67%	72%	71%	61%	75%	*	*	-	-	*	71%	73%	50%	76%	66%	63%	83%	-	*	-	-
	CWD	35%	37%	50%	62%	38%	*	-	-	-	-	50%	50%	50%	-	38%	48%	57%	-	-	-	-
	CWOD	73%	77%	76%	60%	80%	*	*	-	-	*	75%	86%	-	76%	71%	68%	86%	-	*	-	-
	EL	47%	68%	66%	-	67%	*	*	-	-	-	67%	60%	38%	71%	66%	59%	77%	-	*	-	-
	Male	62%	67%	63%	58%	66%	*	*	-	-	-	64%	60%	48%	68%	59%	63%	-	-	*	-	-
	Female	74%	79%	83%	67%	86%	*	-	-	-	*	81%	100%	57%	86%	77%	-	83%	-	-	-	-
English II	All Students	74%	81%	79%	65%	80%	*	-	*	-	*	78%	87%	46%	83%	66%	75%	84%	-	-	-	-
	CWD	39%	37%	46%	50%	33%	-	-	*	-	-	22%	*	46%	-	*	60%	*	-	-	-	-
	CWOD	78%	86%	83%	73%	83%	*	-	-	-	*	84%	82%	-	83%	68%	78%	90%	-	-	-	-
	EL	52%	75%	66%	*	67%	*	-	-	-	-	64%	*	*	68%	66%	52%	80%	-	-	-	-
	Male	69%	77%	75%	67%	76%	*	-	*	-	-	74%	82%	60%	78%	52%	75%	-	-	-	-	-
	Female	79%	84%	84%	63%	86%	*	-	-	-	*	83%	*	*	90%	80%	-	84%	-	-	-	-
Algebra I	All Students	79%	81%	81%	70%	83%	*	*	-	-	*	82%	78%	61%	86%	83%	74%	91%	-	*	-	-
	CWD	54%	56%	61%	67%	53%	*	-	-	-	-	62%	57%	61%	-	57%	57%	71%	-	-	-	-
	CWOD	83%	84%	86%	73%	88%	*	*	-	-	*	86%	91%	-	86%	85%	80%	94%	-	*	-	-
	EL	72%	82%	83%	-	81%	-	*	-	-	-	84%	*	57%	85%	83%	75%	90%	-	*	-	-
	Male	77%	78%	74%	71%	75%	-	*	-	-	-	76%	64%	57%	80%	75%	74%	-	-	*	-	-
	Female	81%	84%	91%	67%	93%	*	-	-	-	*	90%	100%	71%	94%	90%	-	91%	-	-	-	-
Biology	All Students	90%	91%	90%	70%	95%	*	*	-	-	*	90%	94%	76%	94%	91%	89%	92%	-	*	-	-
	CWD	75%	74%	76%	70%	79%	*	-	-	-	-	72%	86%	76%	-	71%	78%	71%	-	-	-	-
	CWOD	92%	93%	94%	69%	98%	*	*	-	-	*	93%	100%	-	94%	93%	93%	94%	-	*	-	-
	EL	84%	89%	91%	-	92%	*	*	-	-	-	90%	100%	71%	93%	91%	91%	85%	-	*	-	-
	Male	89%	89%	89%	67%	97%	*	*	-	-	-	89%	92%	78%	93%	91%	89%	-	-	*	-	-
	Female	91%	92%	92%	75%	94%	*	-	-	-	*	91%	100%	71%	94%	85%	-	92%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 6																						
Reading	All Students	55%	54%	49%	60%	48%	-	-	-	-	-	45%	70%	13%	54%	44%	28%	70%	-	-	-	-
	CWD	24%	23%	13%	*	0%	-	-	-	-	-	13%	-	13%	-	0%	14%	*	-	-	-	-
	CWOD	61%	57%	54%	*	55%	-	-	-	-	-	51%	70%	-	54%	51%	32%	72%	-	-	-	-
	EL	38%	51%	44%	-	44%	-	-	-	-	-	42%	60%	0%	51%	44%	15%	70%	-	-	-	-
	Male	51%	49%	28%	*	24%	-	-	-	-	-	22%	60%	14%	32%	15%	28%	-	-	-	-	-
	Female	59%	58%	70%	*	71%	-	-	-	-	-	68%	80%	*	72%	70%	-	70%	-	-	-	-

Texas Education Agency
2024 Federal Report Card
YES PREP - NORTHWEST (101845013) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	38%	34%	29%	40%	28%	-	-	-	-	-	27%	40%	25%	30%	30%	31%	27%	-	-	-	-
	CWD	19%	19%	25%	*	14%	-	-	-	-	-	25%	-	25%	-	17%	29%	*	-	-	-	-
	CWOD	42%	35%	30%	*	30%	-	-	-	-	-	28%	40%	-	30%	32%	32%	28%	-	-	-	-
	EL	27%	33%	30%	-	30%	-	-	-	-	-	26%	60%	17%	32%	30%	30%	30%	-	-	-	-
	Male	40%	37%	31%	*	28%	-	-	-	-	-	26%	60%	29%	32%	30%	31%	-	-	-	-	-
	Female	36%	31%	27%	*	29%	-	-	-	-	-	29%	20%	*	28%	30%	-	27%	-	-	-	-
Grade 7																						
Reading	All Students	53%	55%	54%	56%	54%	*	-	-	-	*	54%	53%	36%	58%	41%	28%	77%	-	*	-	-
	CWD	21%	23%	36%	*	42%	-	-	-	-	-	42%	*	36%	-	*	30%	*	-	-	-	-
	CWOD	58%	58%	58%	71%	56%	*	-	-	-	*	57%	62%	-	58%	43%	28%	80%	-	*	-	-
	EL	34%	50%	41%	-	41%	-	-	-	-	-	44%	20%	*	43%	41%	24%	60%	-	-	-	-
	Male	47%	48%	28%	33%	26%	*	-	-	-	*	28%	29%	30%	28%	24%	28%	-	-	*	-	-
	Female	59%	62%	77%	*	75%	*	-	-	-	-	78%	75%	*	80%	60%	-	77%	-	-	-	-
Mathematics	All Students	33%	34%	30%	11%	31%	*	-	-	-	*	30%	33%	36%	29%	25%	21%	40%	-	*	-	-
	CWD	17%	17%	36%	*	42%	-	-	-	-	-	42%	*	36%	-	*	30%	*	-	-	-	-
	CWOD	36%	35%	29%	14%	29%	*	-	-	-	*	27%	38%	-	29%	25%	17%	38%	-	*	-	-
	EL	22%	31%	25%	-	25%	-	-	-	-	-	23%	40%	*	25%	25%	19%	32%	-	-	-	-
	Male	35%	36%	21%	0%	23%	*	-	-	-	*	19%	29%	30%	17%	19%	21%	-	-	*	-	-
	Female	31%	31%	40%	*	38%	*	-	-	-	-	40%	38%	*	38%	32%	-	40%	-	-	-	-
Grade 8																						
Reading	All Students	55%	57%	52%	58%	51%	*	-	-	-	*	51%	60%	14%	55%	37%	53%	52%	-	-	-	-
	CWD	23%	19%	14%	*	0%	-	-	-	-	-	17%	*	14%	-	*	17%	*	-	-	-	-
	CWOD	59%	61%	55%	60%	54%	*	-	-	-	*	54%	67%	-	55%	40%	57%	53%	-	-	-	-
	EL	35%	55%	37%	-	37%	-	-	-	-	-	38%	*	*	40%	37%	30%	42%	-	-	-	-
	Male	49%	50%	53%	75%	48%	-	-	-	-	*	52%	*	17%	57%	30%	53%	-	-	-	-	-
	Female	60%	65%	52%	*	54%	*	-	-	-	*	51%	57%	*	53%	42%	-	52%	-	-	-	-
Mathematics	All Students	41%	33%	21%	17%	21%	*	-	-	-	*	19%	43%	0%	23%	17%	20%	22%	-	-	-	-
	CWD	21%	15%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	44%	36%	23%	20%	22%	*	-	-	-	*	20%	50%	-	23%	19%	23%	23%	-	-	-	-
	EL	30%	34%	17%	-	17%	-	-	-	-	-	17%	*	*	19%	17%	13%	20%	-	-	-	-
	Male	41%	31%	20%	*	19%	-	-	-	-	*	18%	*	0%	23%	13%	20%	-	-	-	-	-
	Female	41%	36%	22%	*	22%	*	-	-	-	-	19%	40%	*	23%	20%	-	22%	-	-	-	-
Science	All Students	42%	33%	27%	25%	26%	*	-	-	-	*	25%	40%	0%	28%	16%	36%	17%	-	-	-	-
	CWD	20%	13%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	46%	35%	28%	30%	27%	*	-	-	-	*	27%	44%	-	28%	18%	40%	17%	-	-	-	-
	EL	24%	31%	16%	-	16%	-	-	-	-	-	17%	*	*	18%	16%	17%	15%	-	-	-	-
	Male	45%	35%	36%	38%	34%	-	-	-	-	*	34%	*	0%	40%	17%	36%	-	-	-	-	-
	Female	40%	30%	17%	*	17%	*	-	-	-	*	15%	29%	*	17%	15%	-	17%	-	-	-	-
End of Course																						

Texas Education Agency
2024 Federal Report Card
 YES PREP - NORTHWEST (101845013) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English I	All Students	50%	55%	58%	39%	63%	*	*	-	-	*	59%	50%	33%	63%	54%	48%	70%	-	*	-	-
	CWD	19%	19%	33%	31%	31%	*	-	-	-	-	36%	25%	33%	-	25%	30%	43%	-	-	-	-
	CWOD	55%	60%	63%	47%	68%	*	*	-	-	*	63%	64%	-	63%	59%	55%	74%	-	*	-	-
	EL	27%	50%	54%	-	54%	*	*	-	-	-	54%	60%	25%	59%	54%	43%	73%	-	*	-	-
	Male	43%	48%	48%	32%	54%	*	*	-	-	-	50%	40%	30%	55%	43%	48%	-	-	*	-	-
	Female	57%	64%	70%	56%	75%	*	-	-	-	*	70%	71%	43%	74%	73%	-	70%	-	-	-	-
English II	All Students	57%	63%	61%	29%	66%	*	-	*	-	*	61%	67%	31%	66%	49%	57%	68%	-	-	-	-
	CWD	23%	19%	31%	17%	33%	-	-	*	-	-	22%	*	31%	-	*	40%	*	-	-	-	-
	CWOD	61%	69%	66%	36%	69%	*	-	-	-	*	65%	73%	-	66%	50%	60%	73%	-	-	-	-
	EL	30%	53%	49%	*	49%	*	-	-	-	-	46%	*	*	50%	49%	33%	65%	-	-	-	-
	Male	51%	58%	57%	22%	61%	*	-	*	-	-	57%	55%	40%	60%	33%	57%	-	-	-	-	-
	Female	63%	69%	68%	38%	74%	*	-	-	-	*	65%	*	*	73%	65%	-	68%	-	-	-	-
Algebra I	All Students	41%	41%	43%	30%	48%	*	*	-	-	*	45%	28%	18%	50%	50%	37%	53%	-	*	-	-
	CWD	17%	17%	18%	17%	20%	*	-	-	-	-	19%	14%	18%	-	29%	19%	14%	-	-	-	-
	CWOD	45%	44%	50%	40%	52%	*	*	-	-	*	51%	36%	-	50%	52%	43%	58%	-	*	-	-
	EL	29%	42%	50%	-	50%	-	*	-	-	-	52%	*	29%	52%	50%	38%	67%	-	*	-	-
	Male	39%	38%	37%	24%	42%	-	*	-	-	-	39%	18%	19%	43%	38%	37%	-	-	*	-	-
	Female	43%	45%	53%	50%	56%	*	-	-	-	*	54%	43%	14%	58%	67%	-	53%	-	-	-	-
Biology	All Students	54%	47%	43%	22%	48%	*	*	-	-	*	40%	61%	24%	47%	38%	39%	47%	-	*	-	-
	CWD	26%	16%	24%	30%	21%	*	-	-	-	-	22%	29%	24%	-	14%	28%	14%	-	-	-	-
	CWOD	58%	51%	47%	15%	52%	*	*	-	-	*	43%	82%	-	47%	41%	42%	52%	-	*	-	-
	EL	33%	44%	38%	-	37%	*	*	-	-	-	35%	60%	14%	41%	38%	35%	40%	-	*	-	-
	Male	54%	47%	39%	20%	43%	*	*	-	-	-	35%	58%	28%	42%	35%	39%	-	-	*	-	-
	Female	54%	47%	47%	25%	53%	*	-	-	-	*	45%	67%	14%	52%	40%	-	47%	-	-	-	-
STAAR Percent at Masters Grade Level																						
Grade 6																						
Reading	All Students	25%	21%	23%	20%	23%	-	-	-	-	-	18%	50%	0%	26%	16%	16%	30%	-	-	-	-
	CWD	6%	4%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	-	-	-
	CWOD	28%	23%	26%	*	26%	-	-	-	-	-	21%	50%	-	26%	19%	20%	31%	-	-	-	-
	EL	12%	19%	16%	-	16%	-	-	-	-	-	13%	40%	0%	19%	16%	10%	22%	-	-	-	-
	Male	21%	19%	16%	*	14%	-	-	-	-	-	7%	60%	0%	20%	10%	16%	-	-	-	-	-
	Female	28%	23%	30%	*	32%	-	-	-	-	-	29%	40%	*	31%	22%	-	30%	-	-	-	-
Mathematics	All Students	13%	9%	6%	20%	5%	-	-	-	-	-	5%	10%	13%	5%	5%	9%	3%	-	-	-	-
	CWD	5%	5%	13%	*	0%	-	-	-	-	-	13%	-	13%	-	0%	14%	*	-	-	-	-
	CWOD	15%	9%	5%	*	6%	-	-	-	-	-	4%	10%	-	5%	5%	8%	3%	-	-	-	-
	EL	7%	8%	5%	-	5%	-	-	-	-	-	3%	20%	0%	5%	5%	5%	4%	-	-	-	-
	Male	14%	10%	9%	*	7%	-	-	-	-	-	7%	20%	14%	8%	5%	9%	-	-	-	-	-
	Female	12%	7%	3%	*	3%	-	-	-	-	-	4%	0%	*	3%	4%	-	3%	-	-	-	-
Grade 7																						

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	28%	26%	27%	33%	27%	*	-	-	-	*	28%	20%	7%	30%	22%	15%	36%	-	*	-	-
	CWD	6%	3%	7%	*	8%	-	-	-	-	-	8%	*	7%	-	*	10%	*	-	-	-	-
	CWOD	31%	29%	30%	43%	31%	*	-	-	-	*	32%	23%	-	30%	24%	17%	40%	-	*	-	-
	EL	13%	22%	22%	-	22%	-	-	-	-	-	22%	20%	*	24%	22%	14%	30%	-	-	-	-
	Male	23%	21%	15%	17%	16%	*	-	-	-	*	16%	14%	10%	17%	14%	15%	-	-	*	-	-
	Female	33%	31%	36%	*	35%	*	-	-	-	-	39%	25%	*	40%	30%	-	36%	-	-	-	-
Mathematics	All Students	11%	9%	6%	11%	6%	*	-	-	-	*	7%	0%	7%	6%	0%	3%	9%	-	*	-	-
	CWD	5%	2%	7%	*	8%	-	-	-	-	-	8%	*	7%	-	*	10%	*	-	-	-	-
	CWOD	12%	10%	6%	14%	5%	*	-	-	-	*	7%	0%	-	6%	0%	0%	10%	-	*	-	-
	EL	5%	8%	0%	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	12%	11%	3%	0%	3%	*	-	-	-	*	3%	0%	10%	0%	0%	3%	-	-	*	-	-
	Female	9%	7%	9%	*	8%	*	-	-	-	-	11%	0%	*	10%	0%	-	9%	-	-	-	-
Grade 8																						
Reading	All Students	28%	25%	22%	25%	20%	*	-	-	-	*	20%	40%	0%	24%	10%	22%	22%	-	-	-	-
	CWD	7%	3%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	31%	27%	24%	30%	22%	*	-	-	-	*	22%	44%	-	24%	11%	25%	23%	-	-	-	-
	EL	12%	21%	10%	-	10%	-	-	-	-	-	10%	*	*	11%	10%	4%	15%	-	-	-	-
	Male	25%	21%	22%	38%	18%	-	-	-	-	*	20%	*	0%	25%	4%	22%	-	-	-	-	-
	Female	32%	29%	22%	*	23%	*	-	-	-	*	21%	29%	*	23%	15%	-	22%	-	-	-	-
Mathematics	All Students	15%	6%	0%	0%	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	CWD	6%	2%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	17%	7%	0%	0%	0%	*	-	-	-	*	0%	0%	-	0%	0%	0%	0%	-	-	-	-
	EL	8%	7%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	16%	5%	0%	*	0%	-	-	-	-	*	0%	*	0%	0%	0%	0%	-	-	-	-	-
	Female	14%	7%	0%	*	0%	*	-	-	-	-	0%	0%	*	0%	0%	-	0%	-	-	-	-
Science	All Students	16%	9%	6%	17%	4%	*	-	-	-	*	6%	10%	0%	7%	4%	8%	4%	-	-	-	-
	CWD	5%	4%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	18%	9%	7%	20%	4%	*	-	-	-	*	6%	11%	-	7%	4%	9%	4%	-	-	-	-
	EL	6%	7%	4%	-	4%	-	-	-	-	-	4%	*	*	4%	4%	0%	8%	-	-	-	-
	Male	18%	10%	8%	25%	4%	-	-	-	-	*	7%	*	0%	9%	0%	8%	-	-	-	-	-
	Female	15%	8%	4%	*	4%	*	-	-	-	*	4%	0%	*	4%	8%	-	4%	-	-	-	-
End of Course																						
English I	All Students	15%	15%	16%	4%	19%	*	*	-	-	*	16%	14%	3%	19%	14%	8%	27%	-	*	-	-
	CWD	4%	1%	3%	0%	6%	*	-	-	-	-	5%	0%	3%	-	13%	4%	0%	-	-	-	-
	CWOD	17%	17%	19%	7%	21%	*	*	-	-	*	18%	21%	-	19%	14%	9%	30%	-	*	-	-
	EL	4%	11%	14%	-	14%	*	*	-	-	-	15%	0%	13%	14%	14%	8%	23%	-	*	-	-
	Male	11%	12%	8%	0%	10%	*	*	-	-	-	8%	7%	4%	9%	8%	8%	-	-	*	-	-
	Female	19%	19%	27%	11%	29%	*	-	-	-	*	26%	29%	0%	30%	23%	-	27%	-	-	-	-

Texas Education Agency
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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English II	All Students	8%	6%	6%	0%	6%	*	-	*	-	*	5%	7%	0%	6%	2%	6%	5%	-	-	-	-
	CWD	3%	1%	0%	0%	0%	-	-	*	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	9%	7%	6%	0%	6%	*	-	-	-	*	6%	9%	-	6%	3%	7%	5%	-	-	-	-
	EL	1%	1%	2%	*	3%	*	-	-	-	-	3%	*	*	3%	2%	0%	5%	-	-	-	-
	Male	7%	6%	6%	0%	6%	*	-	*	-	-	6%	9%	0%	7%	0%	6%	-	-	-	-	-
	Female	10%	6%	5%	0%	6%	*	-	-	-	*	5%	*	*	5%	5%	-	5%	-	-	-	-
Algebra I	All Students	23%	20%	17%	4%	21%	*	*	-	-	*	18%	6%	7%	19%	29%	15%	20%	-	*	-	-
	CWD	7%	4%	7%	0%	13%	*	-	-	-	-	10%	0%	7%	-	14%	10%	0%	-	-	-	-
	CWOD	25%	22%	19%	7%	22%	*	*	-	-	*	20%	9%	-	19%	30%	16%	23%	-	*	-	-
	EL	13%	20%	29%	-	29%	-	*	-	-	-	30%	*	14%	30%	29%	19%	43%	-	*	-	-
	Male	22%	18%	15%	5%	18%	-	*	-	-	-	15%	9%	10%	16%	19%	15%	-	-	*	-	-
	Female	23%	22%	20%	0%	24%	*	-	-	-	*	23%	0%	0%	23%	43%	-	20%	-	-	-	-
Biology	All Students	18%	8%	3%	0%	4%	*	*	-	-	*	3%	6%	4%	3%	6%	3%	3%	-	*	-	-
	CWD	5%	2%	4%	0%	7%	*	-	-	-	-	6%	0%	4%	-	14%	6%	0%	-	-	-	-
	CWOD	19%	9%	3%	0%	3%	*	*	-	-	*	2%	9%	-	3%	4%	2%	4%	-	*	-	-
	EL	5%	6%	6%	-	6%	*	*	-	-	-	6%	0%	14%	4%	6%	6%	5%	-	*	-	-
	Male	18%	9%	3%	0%	3%	*	*	-	-	-	3%	0%	6%	2%	6%	3%	-	-	*	-	-
	Female	17%	8%	3%	0%	4%	*	-	-	-	*	2%	17%	0%	4%	5%	-	3%	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	74%	74%	68%	75%	85%	*	*	-	82%	73%	79%	55%	77%	70%	68%	81%	-	20%	-	-
	CWD	46%	44%	55%	63%	49%	*	-	*	-	-	54%	61%	55%	-	46%	54%	57%	-	-	-	-
	CWOD	77%	78%	77%	71%	78%	82%	*	-	-	82%	76%	84%	-	77%	73%	71%	83%	-	20%	-	-
	EL	61%	73%	70%	*	70%	*	*	-	-	-	69%	76%	46%	73%	70%	63%	77%	-	*	-	-
	Male	71%	72%	68%	67%	68%	100%	*	*	-	60%	67%	72%	54%	71%	63%	68%	-	-	20%	-	-
	Female	74%	77%	81%	71%	82%	80%	-	-	-	100%	80%	87%	57%	83%	77%	-	81%	-	-	-	-
Reading	All Students	74%	76%	76%	71%	76%	89%	*	*	-	80%	75%	81%	51%	80%	69%	66%	87%	-	*	-	-
	CWD	44%	40%	51%	58%	46%	*	-	*	-	-	49%	60%	51%	-	44%	52%	50%	-	-	-	-
	CWOD	80%	80%	80%	78%	80%	88%	*	-	-	80%	79%	86%	-	80%	72%	70%	90%	-	*	-	-
	EL	59%	73%	69%	*	69%	*	*	-	-	-	68%	78%	44%	72%	69%	56%	83%	-	*	-	-
	Male	70%	72%	66%	69%	66%	*	*	*	-	*	66%	68%	52%	70%	56%	66%	-	-	*	-	-
	Female	78%	81%	87%	76%	88%	83%	-	-	-	*	86%	97%	50%	90%	83%	-	87%	-	-	-	-
Mathematics	All Students	70%	71%	69%	68%	69%	83%	*	-	-	*	69%	72%	55%	72%	68%	64%	76%	-	*	-	-
	CWD	45%	46%	55%	69%	49%	*	-	-	-	-	57%	50%	55%	-	48%	53%	62%	-	-	-	-
	CWOD	75%	74%	72%	68%	72%	80%	*	-	-	*	71%	78%	-	72%	71%	67%	77%	-	*	-	-
	EL	62%	70%	68%	-	68%	-	*	-	-	-	68%	71%	48%	71%	68%	64%	73%	-	*	-	-
	Male	71%	70%	64%	67%	63%	*	*	-	-	*	63%	68%	53%	67%	64%	64%	-	-	*	-	-
	Female	70%	71%	76%	71%	76%	80%	-	-	-	*	76%	76%	62%	77%	73%	-	76%	-	-	-	-

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	73%	77%	77%	63%	79%	80%	*	-	-	*	75%	86%	63%	79%	74%	78%	75%	-	*	-	-
	CWD	49%	51%	63%	67%	58%	*	-	-	-	-	58%	75%	63%	-	45%	63%	63%	-	-	-	-
	CWOD	77%	79%	79%	61%	81%	*	*	-	-	*	77%	90%	-	79%	77%	81%	76%	-	*	-	-
	EL	61%	75%	74%	-	74%	*	*	-	-	-	73%	83%	45%	77%	74%	75%	71%	-	*	-	-
	Male	74%	77%	78%	65%	81%	*	*	-	-	*	76%	87%	63%	81%	75%	78%	-	-	*	-	-
	Female	72%	77%	75%	58%	77%	*	-	-	-	*	74%	85%	63%	76%	71%	-	75%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	46%	44%	34%	45%	60%	*	*	-	45%	43%	49%	24%	47%	37%	39%	50%	-	0%	-	-
	CWD	22%	18%	24%	25%	23%	*	-	*	-	-	25%	21%	24%	-	16%	24%	24%	-	-	-	-
	CWOD	51%	49%	47%	38%	48%	65%	*	-	-	45%	46%	57%	-	47%	40%	43%	52%	-	0%	-	-
	EL	31%	43%	37%	*	37%	*	*	-	-	-	37%	45%	16%	40%	37%	29%	47%	-	*	-	-
	Male	45%	43%	39%	31%	40%	100%	*	*	-	60%	38%	44%	24%	43%	29%	39%	-	-	0%	-	-
	Female	48%	48%	50%	39%	51%	47%	-	-	-	33%	49%	55%	24%	52%	47%	-	50%	-	-	-	-
Reading	All Students	52%	55%	56%	44%	57%	78%	*	*	-	40%	55%	58%	29%	60%	45%	46%	67%	-	*	-	-
	CWD	23%	21%	29%	29%	26%	*	-	*	-	-	30%	27%	29%	-	16%	29%	31%	-	-	-	-
	CWOD	58%	60%	60%	52%	61%	75%	*	-	-	40%	59%	67%	-	60%	49%	50%	70%	-	*	-	-
	EL	34%	50%	45%	*	45%	*	*	-	-	-	45%	50%	16%	49%	45%	31%	61%	-	*	-	-
	Male	48%	49%	46%	40%	47%	*	*	*	-	*	46%	46%	29%	50%	31%	46%	-	-	*	-	-
	Female	57%	62%	67%	52%	69%	67%	-	-	-	*	66%	74%	31%	70%	61%	-	67%	-	-	-	-
Mathematics	All Students	42%	37%	33%	26%	34%	50%	*	-	-	*	33%	34%	21%	35%	32%	29%	37%	-	*	-	-
	CWD	22%	18%	21%	19%	23%	*	-	-	-	-	24%	10%	21%	-	19%	21%	23%	-	-	-	-
	CWOD	46%	39%	35%	29%	36%	60%	*	-	-	*	34%	40%	-	35%	34%	32%	38%	-	*	-	-
	EL	31%	36%	32%	-	32%	-	*	-	-	-	32%	36%	19%	34%	32%	27%	38%	-	*	-	-
	Male	43%	37%	29%	21%	30%	*	*	-	-	*	29%	32%	21%	32%	27%	29%	-	-	*	-	-
	Female	40%	36%	37%	36%	38%	40%	-	-	-	*	37%	36%	23%	38%	38%	-	37%	-	-	-	-
Science	All Students	42%	39%	35%	23%	37%	40%	*	-	-	*	33%	54%	19%	38%	27%	37%	33%	-	*	-	-
	CWD	21%	14%	19%	25%	16%	*	-	-	-	-	17%	25%	19%	-	9%	21%	13%	-	-	-	-
	CWOD	45%	42%	38%	22%	39%	*	*	-	-	*	35%	65%	-	38%	30%	41%	34%	-	*	-	-
	EL	24%	37%	27%	-	27%	*	*	-	-	-	26%	50%	9%	30%	27%	28%	27%	-	*	-	-
	Male	44%	40%	37%	26%	39%	*	*	-	-	*	34%	60%	21%	41%	28%	37%	-	-	*	-	-
	Female	40%	38%	33%	17%	35%	*	-	-	-	*	31%	46%	13%	34%	27%	-	33%	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	18%	14%	12%	9%	12%	10%	*	*	-	27%	12%	13%	4%	13%	10%	10%	15%	-	0%	-	-
	CWD	6%	3%	4%	2%	6%	*	-	*	-	-	6%	0%	4%	-	5%	6%	0%	-	-	-	-
	CWOD	21%	16%	13%	12%	13%	12%	*	-	-	27%	13%	17%	-	13%	11%	11%	16%	-	0%	-	-
	EL	9%	13%	10%	*	10%	*	*	-	-	-	10%	11%	5%	11%	10%	7%	14%	-	*	-	-
	Male	18%	13%	10%	9%	9%	20%	*	*	-	40%	9%	14%	6%	11%	7%	10%	-	-	0%	-	-
	Female	19%	16%	15%	8%	16%	7%	-	-	-	17%	15%	13%	0%	16%	14%	-	15%	-	-	-	-

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	21%	19%	18%	11%	18%	22%	*	*	-	40%	17%	22%	3%	20%	13%	12%	24%	-	*	-	-
	CWD	6%	3%	3%	0%	4%	*	-	*	-	-	4%	0%	3%	-	4%	4%	0%	-	-	-	-
	CWOD	24%	20%	20%	17%	20%	25%	*	-	-	40%	19%	28%	-	20%	14%	14%	26%	-	*	-	-
	EL	10%	15%	13%	*	13%	*	*	-	-	-	13%	17%	4%	14%	13%	7%	19%	-	*	-	-
	Male	18%	16%	12%	11%	12%	*	*	*	-	*	11%	20%	4%	14%	7%	12%	-	-	*	-	-
	Female	24%	22%	24%	12%	25%	17%	-	-	-	*	24%	26%	0%	26%	19%	-	24%	-	-	-	-
Mathematics	All Students	17%	12%	9%	6%	10%	0%	*	-	-	*	10%	4%	7%	9%	10%	9%	9%	-	*	-	-
	CWD	6%	3%	7%	6%	8%	*	-	-	-	-	9%	0%	7%	-	5%	9%	0%	-	-	-	-
	CWOD	19%	13%	9%	6%	10%	0%	*	-	-	*	10%	5%	-	9%	11%	8%	10%	-	*	-	-
	EL	10%	12%	10%	-	10%	-	*	-	-	-	10%	7%	5%	11%	10%	8%	12%	-	*	-	-
	Male	18%	13%	9%	6%	9%	*	*	-	-	*	9%	8%	9%	8%	8%	9%	-	-	*	-	-
	Female	15%	11%	9%	7%	10%	0%	-	-	-	*	11%	0%	0%	10%	12%	-	9%	-	-	-	-
Science	All Students	15%	9%	4%	6%	4%	0%	*	-	-	*	4%	7%	3%	5%	5%	5%	4%	-	*	-	-
	CWD	5%	3%	3%	0%	5%	*	-	-	-	-	4%	0%	3%	-	9%	4%	0%	-	-	-	-
	CWOD	17%	9%	5%	9%	4%	*	*	-	-	*	4%	10%	-	5%	4%	5%	4%	-	*	-	-
	EL	5%	7%	5%	-	5%	*	*	-	-	-	5%	0%	9%	4%	5%	4%	7%	-	*	-	-
	Male	16%	9%	5%	9%	4%	*	*	-	-	*	5%	7%	4%	5%	4%	5%	-	-	*	-	-
	Female	14%	8%	4%	0%	4%	*	-	-	-	*	3%	8%	0%	4%	7%	-	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	73	68	74	81	*	*	-	*	73	64	72
CWD	64	75	58	*	-	*	-	-	64	64	40
CWOD	75	65	76	78	*	-	-	*	74	-	76
EL ◇	72	-	73	*	*	-	-	-	74	40	72
Male	66	70	65	*	*	*	-	*	65	63	58
Female	81	63	83	71	-	-	-	*	81	70	86

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Mathematics											
All Students	69	79	67	88	*	-	-	*	69	69	71
CWD	69	85	62	*	-	-	-	-	67	69	60
CWOD	69	76	68	80	*	-	-	*	70	-	72
EL ◇	71	-	71	-	*	-	-	-	73	60	71
Male	63	73	61	*	*	-	-	*	63	66	62
Female	75	93	74	85	-	-	-	*	76	80	79

- 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)

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Total EL in Class	Proficiency of EL	Rate of Proficiency
232	52	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	43	37	44	52	*	*	-	51	43	28	39
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)	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
Target Met	Y	Y	Y						Y	Y	Y
Interim Goals (2028-2032)	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
Target Met	Y	Y	Y						Y	Y	Y
Interim Goals (2033-2037)	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
Target Met	N	N	Y						Y	N	Y
Long-Term Goals	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%

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

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

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All Subjects	All Students	1%	1%	1%	0%	*	*	-	0%	1%	0%	0%	1%	2%	0%	1%	-
	CWD	0%	0%	0%	*	-	*	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	1%	1%	1%	0%	*	-	-	0%	1%	0%	-	1%	2%	0%	2%	-
	EL	2%	*	2%	*	*	-	-	-	2%	0%	0%	2%	2%	0%	3%	-
	Male	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	1%	2%	2%	0%	-	-	-	0%	2%	0%	0%	2%	3%	-	1%	-
Reading	All Students	1%	1%	0%	0%	*	*	-	0%	1%	0%	0%	1%	1%	0%	1%	-
	CWD	0%	0%	0%	*	-	*	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	1%	2%	0%	0%	*	-	-	0%	1%	0%	-	1%	1%	0%	1%	-
	EL	1%	*	1%	*	*	-	-	-	1%	0%	0%	1%	1%	0%	2%	-
	Male	0%	0%	0%	*	*	*	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	1%	4%	1%	0%	-	-	-	*	1%	0%	0%	1%	2%	-	1%	-
Mathematics	All Students	1%	0%	1%	0%	*	-	-	*	1%	0%	0%	1%	2%	1%	2%	-
	CWD	0%	0%	0%	*	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	1%	0%	1%	0%	*	-	-	*	1%	0%	-	1%	3%	1%	2%	-
	EL	2%	-	2%	-	*	-	-	-	2%	0%	0%	3%	2%	1%	4%	-
	Male	1%	0%	1%	*	*	-	-	*	1%	0%	0%	1%	1%	1%	-	-
	Female	2%	0%	2%	0%	-	-	-	*	2%	0%	0%	2%	4%	-	2%	-
Science	All Students	1%	0%	1%	0%	*	-	-	*	1%	0%	0%	1%	2%	0%	2%	-
	CWD	0%	0%	0%	*	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	1%	0%	1%	*	*	-	-	*	1%	0%	-	1%	2%	0%	2%	-
	EL	2%	-	2%	*	*	-	-	-	2%	0%	0%	2%	2%	0%	4%	-
	Male	0%	0%	0%	*	*	-	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	2%	0%	2%	*	-	-	-	*	2%	0%	0%	2%	4%	-	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

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities												
In-School Suspensions												
	Male	4	1	3	0	0	0	0	0	3		
	Female	0	0	0	0	0	0	0	0	0		
	Total	4	1	3	0	0	0	0	0	3		
Out-of-School Suspensions												
	Male	24	7	16	1	0	0	0	0	6		
	Female	9	1	6	1	0	1	0	0	5		
	Total	33	8	22	2	0	1	0	0	11		
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												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	1	1	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	1	1	0	0	0	0	0	0	0		0
Out-of-School Suspensions												
	Male	11	8	3	0	0	0	0	0	2		2
	Female	5	1	3	1	0	0	0	0	1		4
	Total	16	9	6	1	0	0	0	0	3		6
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	36	5	31	-8	-8	-8	-8	-8	12	5	1
	Female	24	3	18	2	1	-8	-8	-8	6	4	1
	Total	60	8	49	2	1	-8	-8	-8	18	9	2

												Total
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

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	Total
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight without a weapon	8
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack without a weapon	1
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	2
On the basis of race	1
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

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

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

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

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

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

Part (ix): Teacher Quality Data

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

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	12.2	33.5%
Teachers Teaching with Emergency or Provisional Credentials	3.6	10.5%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- Indicates there are no data available in the group.

Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year (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		\$1,337	\$81	\$929	\$1,010	\$55	\$272	\$327
Food services		\$491	\$7	\$0	\$7	\$449	\$35	\$484
Instruction		\$6,567	\$4,157	\$26	\$4,183	\$2,253	\$131	\$2,384
Support services, general administration		\$64		\$64	\$64			
Support services, instructional staff		\$1,168	\$888	\$4	\$892	\$7	\$269	\$276
Support services, operation and maintenance of plant		\$1,602	\$1,389	\$81	\$1,470	\$65	\$68	\$133
Support services, pupils		\$713	\$233	\$56	\$289	\$386	\$38	\$424

		State & Local and Federal	State & Local			Federal		
	Enrollment	Total	Site	District Allocation	Total	Site	District Allocation	Total
Support services, school administration		\$1,819	\$1,437	\$2	\$1,439	\$337	\$43	\$380
Support services, student transportation		\$1,471	\$1,392	\$45	\$1,437	\$25	\$9	\$34
Total	521	\$15,232	\$9,584	\$1,207	\$10,791	\$3,577	\$865	\$4,442

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%	8	1%	-	-
Mathematics	6,620	2%	8	1%	-	-
Grade 4						
Reading	6,491	2%	*	1%	-	-
Mathematics	6,491	2%	*	1%	-	-
Grade 5						
Reading	6,033	1%	*	1%	-	-
Mathematics	6,033	2%	*	1%	-	-
Science	6,033	2%	*	1%	-	-
Grade 6						
Reading	5,586	1%	20	1%	*	2%
Mathematics	5,586	1%	20	1%	*	2%
Grade 7						
Reading	5,233	1%	18	1%	*	4%
Mathematics	5,227	2%	18	1%	*	4%
Grade 8						
Reading	4,985	1%	12	1%	-	-
Mathematics	4,985	1%	12	1%	-	-
Science	4,984	1%	12	1%	-	-
End of Course						
English I	5,119	1%	11	0%	*	1%
English II	4,683	1%	7	0%	-	-
Algebra I	5,112	1%	11	0%	*	1%
Biology	5,027	1%	11	0%	*	1%
All Grades						
All Subjects	100,862	1%	183	1%	11	1%

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Reading	44,764	1%	82	1%	5	1%
Mathematics	40,054	1%	75	1%	5	1%
Science	16,044	1%	26	1%	*	0%

- Indicates there are no students in the group.

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

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

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

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

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

* Indicates reporting standards not met.

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

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

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

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

There is no data for this campus.

Part (xiv): Additional Information - Chronic Absenteeism

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	30%	36%	29%	15%	*	*	-	46%	32%	38%	30%

- Indicates there are no students in the group.

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

Part (xv): Section 1003 Fund

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

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

There is no data for this campus.

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

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

There is no data for this campus.

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Part (i): Description of State Accountability System

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

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

State & District ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
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%

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Campus ESSA Goals (HS/K-12 & AEA)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
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%

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

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

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

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

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

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, and AEAs	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status 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.

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

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

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

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

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

Part (ii): Student Achievement by Proficiency Level

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

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

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Reading	All Students	72%	69%	85%	*	86%	*	*	*	-	*	83%	92%	63%	88%	83%	80%	89%	-	*	-	*	
	CWD	48%	46%	63%	-	63%	-	-	-	-	-	55%	80%	63%	-	*	44%	86%	-	*	-	-	
	CWOD	78%	73%	88%	*	89%	*	*	*	-	*	87%	95%	-	88%	88%	87%	90%	-	*	-	*	
	EL	62%	60%	83%	-	84%	*	-	-	-	*	81%	100%	*	88%	83%	76%	87%	-	-	-	*	
	Male	70%	67%	80%	*	80%	*	-	*	-	-	79%	83%	44%	87%	76%	80%	-	-	*	-	-	
	Female	75%	71%	89%	*	90%	*	*	-	-	*	87%	100%	86%	90%	87%	-	89%	-	*	-	*	
Mathematics	All Students	68%	72%	85%	*	86%	*	*	*	-	*	85%	83%	81%	86%	87%	91%	80%	-	*	-	*	
	CWD	46%	58%	81%	-	81%	-	-	-	-	-	82%	80%	81%	-	*	78%	86%	-	*	-	-	
	CWOD	74%	75%	86%	*	86%	*	*	*	-	*	86%	84%	-	86%	88%	93%	79%	-	*	-	*	
	EL	61%	70%	87%	-	86%	*	-	-	-	*	87%	80%	*	88%	87%	100%	77%	-	-	-	*	
	Male	70%	76%	91%	*	90%	*	-	*	-	-	93%	83%	78%	93%	100%	91%	-	-	*	-	-	
	Female	66%	68%	80%	*	82%	*	*	-	-	*	79%	83%	86%	79%	77%	-	80%	-	*	-	*	
Grade 4																							
Reading	All Students	79%	69%	73%	*	74%	*	-	-	-	*	68%	94%	27%	81%	69%	76%	70%	-	*	-	-	
	CWD	55%	31%	27%	*	31%	-	-	-	-	-	29%	*	27%	-	11%	38%	14%	-	-	-	-	
	CWOD	85%	76%	81%	*	81%	*	-	-	-	*	76%	100%	-	81%	79%	83%	79%	-	*	-	-	
	EL	68%	63%	69%	-	69%	*	-	-	-	-	65%	90%	11%	79%	69%	74%	63%	-	*	-	-	
	Male	77%	66%	76%	*	78%	*	-	-	-	*	68%	100%	38%	83%	74%	76%	-	-	-	-	-	
	Female	81%	72%	70%	*	70%	*	-	-	-	-	68%	83%	14%	79%	63%	-	70%	-	*	-	-	
Mathematics	All Students	67%	70%	77%	*	79%	*	-	-	-	*	73%	94%	47%	82%	80%	86%	68%	-	*	-	-	
	CWD	42%	34%	47%	*	46%	-	-	-	-	-	50%	*	47%	-	33%	63%	29%	-	-	-	-	
	CWOD	73%	76%	82%	*	85%	*	-	-	-	*	78%	100%	-	82%	88%	90%	74%	-	*	-	-	
	EL	62%	72%	80%	-	81%	*	-	-	-	-	78%	90%	33%	88%	80%	90%	70%	-	*	-	-	
	Male	69%	72%	86%	*	87%	*	-	-	-	*	82%	100%	63%	90%	90%	86%	-	-	-	-	-	
	Female	65%	67%	68%	*	72%	*	-	-	-	-	66%	83%	29%	74%	70%	-	68%	-	*	-	-	
Grade 5																							
Reading	All Students	78%	81%	82%	57%	83%	*	*	*	-	-	81%	88%	48%	91%	78%	74%	90%	-	*	-	-	
	CWD	48%	49%	48%	*	48%	*	-	-	-	-	35%	100%	48%	-	38%	44%	56%	-	-	-	-	
	CWOD	84%	87%	91%	67%	92%	*	*	*	-	-	92%	83%	-	91%	89%	85%	96%	-	*	-	-	
	EL	70%	81%	78%	-	77%	*	*	-	-	-	76%	100%	38%	89%	78%	73%	83%	-	-	-	-	
	Male	75%	75%	74%	*	76%	-	-	-	-	-	73%	80%	44%	85%	73%	74%	-	-	*	-	-	
	Female	80%	87%	90%	*	90%	*	*	*	-	-	88%	100%	56%	96%	83%	-	90%	-	-	-	-	
Mathematics	All Students	75%	77%	78%	57%	78%	*	*	*	-	-	75%	94%	60%	82%	69%	74%	81%	-	*	-	-	
	CWD	52%	51%	60%	*	57%	*	-	-	-	-	50%	100%	60%	-	46%	56%	67%	-	-	-	-	
	CWOD	80%	82%	82%	50%	84%	*	*	*	-	-	81%	92%	-	82%	76%	80%	84%	-	*	-	-	
	EL	70%	78%	69%	-	68%	*	*	-	-	-	67%	100%	46%	76%	69%	73%	66%	-	-	-	-	
	Male	75%	74%	74%	*	78%	-	-	-	-	-	71%	90%	56%	80%	73%	74%	-	-	*	-	-	
	Female	75%	81%	81%	*	79%	*	*	*	-	-	79%	100%	67%	84%	66%	-	81%	-	-	-	-	

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Science	All Students	56%	61%	56%	14%	58%	*	*	*	-	-	55%	65%	16%	67%	46%	56%	56%	-	*	-	-	
	CWD	34%	22%	16%	*	17%	*	-	-	-	-	10%	40%	16%	-	8%	13%	22%	-	-	-	-	
	CWOD	61%	68%	67%	17%	69%	*	*	*	-	-	65%	75%	-	67%	57%	72%	62%	-	*	-	-	
	EL	43%	56%	46%	-	44%	*	*	-	-	-	46%	40%	8%	57%	46%	47%	45%	-	-	-	-	
	Male	59%	61%	56%	*	59%	-	-	-	-	-	56%	60%	13%	72%	47%	56%	-	-	*	-	-	
	Female	54%	62%	56%	*	58%	*	*	*	-	-	54%	71%	22%	62%	45%	-	56%	-	-	-	-	
STAAR Percent at Meets Grade Level or Above																							
Grade 3																							
Reading	All Students	47%	41%	53%	*	54%	*	*	*	-	*	49%	71%	38%	56%	37%	49%	57%	-	*	-	*	
	CWD	25%	26%	38%	-	38%	-	-	-	-	-	27%	60%	38%	-	*	33%	43%	-	*	-	-	
	CWOD	52%	43%	56%	*	57%	*	*	*	-	*	52%	74%	-	56%	40%	52%	59%	-	*	-	*	
	EL	34%	27%	37%	-	39%	*	-	-	-	*	38%	20%	*	40%	37%	43%	32%	-	-	-	*	
	Male	44%	37%	49%	*	49%	*	-	*	-	-	44%	67%	33%	52%	43%	49%	-	-	*	-	-	
	Female	50%	45%	57%	*	58%	*	*	-	-	*	53%	75%	43%	59%	32%	-	57%	-	*	-	*	
Mathematics	All Students	41%	36%	54%	*	55%	*	*	*	-	*	52%	63%	50%	55%	65%	64%	46%	-	*	-	*	
	CWD	24%	27%	50%	-	50%	-	-	-	-	-	45%	60%	50%	-	*	56%	43%	-	*	-	-	
	CWOD	44%	38%	55%	*	56%	*	*	*	-	*	53%	63%	-	55%	69%	65%	47%	-	*	-	*	
	EL	32%	36%	65%	-	65%	*	-	-	-	*	64%	80%	*	69%	65%	81%	55%	-	-	-	*	
	Male	44%	42%	64%	*	63%	*	-	*	-	-	60%	75%	56%	65%	81%	64%	-	-	*	-	-	
	Female	37%	30%	46%	*	48%	*	*	-	-	*	45%	50%	43%	47%	55%	-	46%	-	*	-	*	
Grade 4																							
Reading	All Students	50%	41%	46%	*	48%	*	-	-	-	*	39%	82%	13%	52%	49%	47%	46%	-	*	-	-	
	CWD	24%	13%	13%	*	15%	-	-	-	-	-	14%	*	13%	-	0%	25%	0%	-	-	-	-	
	CWOD	56%	45%	52%	*	54%	*	-	-	-	*	44%	88%	-	52%	58%	51%	53%	-	*	-	-	
	EL	39%	39%	49%	-	49%	*	-	-	-	-	41%	90%	0%	58%	49%	48%	50%	-	*	-	-	
	Male	47%	37%	47%	*	49%	*	-	-	-	*	37%	82%	25%	51%	48%	47%	-	-	-	-	-	
	Female	53%	44%	46%	*	48%	*	-	-	-	-	41%	83%	0%	53%	50%	-	46%	-	*	-	-	
Mathematics	All Students	44%	42%	52%	*	55%	*	-	-	-	*	46%	76%	7%	60%	59%	57%	46%	-	*	-	-	
	CWD	24%	10%	7%	*	8%	-	-	-	-	-	7%	*	7%	-	0%	13%	0%	-	-	-	-	
	CWOD	49%	48%	60%	*	63%	*	-	-	-	*	54%	81%	-	60%	69%	66%	53%	-	*	-	-	
	EL	38%	46%	59%	-	59%	*	-	-	-	-	55%	80%	0%	69%	59%	61%	57%	-	*	-	-	
	Male	47%	46%	57%	*	60%	*	-	-	-	*	53%	73%	13%	66%	61%	57%	-	-	-	-	-	
	Female	41%	39%	46%	*	50%	*	-	-	-	-	41%	83%	0%	53%	57%	-	46%	-	*	-	-	
Grade 5																							
Reading	All Students	53%	54%	54%	14%	56%	*	*	*	-	-	53%	59%	16%	64%	42%	53%	54%	-	*	-	-	
	CWD	25%	19%	16%	*	17%	*	-	-	-	-	10%	40%	16%	-	0%	19%	11%	-	-	-	-	
	CWOD	59%	60%	64%	17%	67%	*	*	*	-	-	63%	67%	-	64%	54%	65%	62%	-	*	-	-	
	EL	41%	48%	42%	-	42%	*	*	-	-	-	44%	20%	0%	54%	42%	40%	45%	-	-	-	-	
	Male	51%	51%	53%	*	55%	-	-	-	-	-	56%	40%	19%	65%	40%	53%	-	-	*	-	-	
	Female	56%	57%	54%	*	58%	*	*	*	-	-	50%	86%	11%	62%	45%	-	54%	-	-	-	-	

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Mathematics	All Students	49%	47%	47%	0%	48%	*	*	*	-	-	45%	59%	20%	54%	37%	45%	49%	-	*	-	-	
	CWD	26%	22%	20%	*	17%	*	-	-	-	-	15%	40%	20%	-	0%	19%	22%	-	-	-	-	
	CWOD	54%	52%	54%	0%	56%	*	*	*	-	-	52%	67%	-	54%	48%	54%	54%	-	*	-	-	
	EL	41%	45%	37%	-	35%	*	*	-	-	-	39%	20%	0%	48%	37%	33%	41%	-	-	-	-	
	Male	50%	48%	45%	*	48%	-	-	-	-	-	44%	50%	19%	54%	33%	45%	-	-	*	-	-	
	Female	47%	46%	49%	*	48%	*	*	*	-	-	46%	71%	22%	54%	41%	-	49%	-	-	-	-	
Science	All Students	27%	28%	20%	0%	21%	*	*	*	-	-	18%	29%	8%	23%	10%	19%	20%	-	*	-	-	
	CWD	16%	8%	8%	*	9%	*	-	-	-	-	5%	20%	8%	-	0%	13%	0%	-	-	-	-	
	CWOD	29%	31%	23%	0%	24%	*	*	*	-	-	21%	33%	-	23%	13%	22%	24%	-	*	-	-	
	EL	15%	21%	10%	-	9%	*	*	-	-	-	11%	0%	0%	13%	10%	3%	17%	-	-	-	-	
	Male	30%	28%	19%	*	21%	-	-	-	-	-	17%	30%	13%	22%	3%	19%	-	-	*	-	-	
	Female	23%	28%	20%	*	21%	*	*	*	-	-	19%	29%	0%	24%	17%	-	20%	-	-	-	-	
STAAR Percent at Masters Grade Level																							
Grade 3																							
Reading	All Students	20%	17%	23%	*	24%	*	*	*	-	*	18%	46%	25%	23%	19%	24%	23%	-	*	-	*	
	CWD	6%	5%	25%	-	25%	-	-	-	-	-	9%	60%	25%	-	*	33%	14%	-	*	-	-	
	CWOD	23%	20%	23%	*	24%	*	*	*	-	*	19%	42%	-	23%	21%	22%	24%	-	*	-	*	
	EL	13%	15%	19%	-	20%	*	-	-	-	*	19%	20%	*	21%	19%	14%	23%	-	-	-	*	
	Male	18%	17%	24%	*	24%	*	-	*	-	-	14%	58%	33%	22%	14%	24%	-	-	*	-	-	
	Female	22%	18%	23%	*	25%	*	*	-	-	*	21%	33%	14%	24%	23%	-	23%	-	*	-	*	
Mathematics	All Students	15%	10%	17%	*	17%	*	*	*	-	*	11%	38%	13%	17%	15%	22%	12%	-	*	-	*	
	CWD	7%	6%	13%	-	13%	-	-	-	-	-	9%	20%	13%	-	*	22%	0%	-	*	-	-	
	CWOD	17%	11%	17%	*	18%	*	*	*	-	*	12%	42%	-	17%	17%	22%	14%	-	*	-	*	
	EL	10%	11%	15%	-	16%	*	-	-	-	*	15%	20%	*	17%	15%	19%	13%	-	-	-	*	
	Male	17%	14%	22%	*	22%	*	-	*	-	-	14%	50%	22%	22%	19%	22%	-	-	*	-	-	
	Female	12%	6%	12%	*	13%	*	*	-	-	*	9%	25%	0%	14%	13%	-	12%	-	*	-	*	
Grade 4																							
Reading	All Students	22%	16%	19%	*	21%	*	-	-	-	*	16%	35%	0%	23%	26%	18%	20%	-	*	-	-	
	CWD	6%	0%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	-	
	CWOD	26%	18%	23%	*	24%	*	-	-	-	*	19%	38%	-	23%	31%	22%	23%	-	*	-	-	
	EL	14%	18%	26%	-	27%	*	-	-	-	-	22%	50%	0%	31%	26%	23%	30%	-	*	-	-	
	Male	20%	16%	18%	*	20%	*	-	-	-	*	16%	27%	0%	22%	23%	18%	-	-	-	-	-	
	Female	24%	15%	20%	*	22%	*	-	-	-	-	16%	50%	0%	23%	30%	-	20%	-	*	-	-	
Mathematics	All Students	20%	17%	17%	*	19%	*	-	-	-	*	12%	41%	0%	20%	21%	22%	12%	-	*	-	-	
	CWD	7%	2%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	-	
	CWOD	23%	19%	20%	*	22%	*	-	-	-	*	15%	44%	-	20%	25%	27%	14%	-	*	-	-	
	EL	15%	19%	21%	-	22%	*	-	-	-	-	16%	50%	0%	25%	21%	26%	17%	-	*	-	-	
	Male	22%	20%	22%	*	24%	*	-	-	-	*	13%	55%	0%	27%	26%	22%	-	-	-	-	-	
	Female	17%	13%	12%	*	13%	*	-	-	-	-	11%	17%	0%	14%	17%	-	12%	-	*	-	-	
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%	25%	23%	0%	25%	*	*	*	-	-	22%	29%	8%	27%	15%	19%	27%	-	*	-	-
	CWD	8%	5%	8%	*	9%	*	-	-	-	-	5%	20%	8%	-	0%	6%	11%	-	-	-	-
	CWOD	32%	28%	27%	0%	29%	*	*	*	-	-	26%	33%	-	27%	20%	24%	30%	-	*	-	-
	EL	17%	20%	15%	-	14%	*	*	-	-	-	17%	0%	0%	20%	15%	10%	21%	-	-	-	-
	Male	25%	18%	19%	*	21%	-	-	-	-	-	19%	20%	6%	24%	10%	19%	-	-	*	-	-
	Female	30%	32%	27%	*	29%	*	*	*	-	-	25%	43%	11%	30%	21%	-	27%	-	-	-	-
Mathematics	All Students	19%	14%	17%	0%	18%	*	*	*	-	-	14%	29%	0%	21%	8%	16%	17%	-	*	-	-
	CWD	7%	0%	0%	*	0%	*	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-	-	-	-
	CWOD	21%	16%	21%	0%	23%	*	*	*	-	-	18%	42%	-	21%	11%	22%	20%	-	*	-	-
	EL	12%	12%	8%	-	9%	*	*	-	-	-	7%	20%	0%	11%	8%	10%	7%	-	-	-	-
	Male	21%	16%	16%	*	17%	-	-	-	-	-	13%	30%	0%	22%	10%	16%	-	-	*	-	-
	Female	17%	12%	17%	*	19%	*	*	*	-	-	15%	29%	0%	20%	7%	-	17%	-	-	-	-
Science	All Students	11%	9%	7%	0%	6%	*	*	*	-	-	6%	12%	4%	7%	3%	6%	7%	-	*	-	-
	CWD	5%	3%	4%	*	4%	*	-	-	-	-	5%	0%	4%	-	0%	6%	0%	-	-	-	-
	CWOD	12%	11%	7%	0%	7%	*	*	*	-	-	6%	17%	-	7%	4%	7%	8%	-	*	-	-
	EL	5%	8%	3%	-	2%	*	*	-	-	-	4%	0%	0%	4%	3%	0%	7%	-	-	-	-
	Male	13%	10%	6%	*	7%	-	-	-	-	-	6%	10%	6%	7%	0%	6%	-	-	*	-	-
	Female	9%	9%	7%	*	6%	*	*	*	-	-	6%	14%	0%	8%	7%	-	7%	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	74%	77%	49%	78%	78%	60%	100%	-	*	74%	87%	47%	83%	73%	76%	77%	-	56%	-	*
	CWD	46%	44%	47%	29%	48%	*	-	-	-	-	41%	74%	47%	-	31%	45%	51%	-	*	-	-
	CWOD	77%	78%	83%	54%	84%	80%	60%	100%	-	*	81%	91%	-	83%	81%	84%	81%	-	71%	-	*
	EL	61%	73%	73%	-	72%	73%	*	-	-	*	71%	87%	31%	81%	73%	75%	70%	-	*	-	*
	Male	71%	72%	76%	39%	78%	83%	-	*	-	*	74%	86%	45%	84%	75%	76%	-	-	60%	-	-
	Female	74%	77%	77%	59%	78%	75%	60%	*	-	*	75%	89%	51%	81%	70%	-	77%	-	*	-	*
Reading	All Students	74%	76%	80%	64%	81%	75%	*	*	-	*	78%	91%	46%	87%	76%	77%	84%	-	*	-	*
	CWD	44%	40%	46%	*	48%	*	-	-	-	-	38%	82%	46%	-	27%	42%	52%	-	*	-	-
	CWOD	80%	80%	87%	82%	88%	71%	*	*	-	*	86%	94%	-	87%	85%	85%	89%	-	*	-	*
	EL	59%	73%	76%	-	76%	60%	*	-	-	*	74%	95%	27%	85%	76%	74%	78%	-	*	-	*
	Male	70%	72%	77%	43%	78%	*	-	*	-	*	74%	88%	42%	85%	74%	77%	-	-	*	-	-
	Female	78%	81%	84%	86%	84%	80%	*	*	-	*	82%	96%	52%	89%	78%	-	84%	-	*	-	*
Mathematics	All Students	70%	71%	80%	50%	81%	88%	*	*	-	*	78%	90%	63%	83%	78%	83%	77%	-	*	-	*
	CWD	45%	46%	63%	*	62%	*	-	-	-	-	58%	82%	63%	-	46%	64%	61%	-	*	-	-
	CWOD	75%	74%	83%	45%	85%	86%	*	*	-	*	82%	91%	-	83%	84%	88%	79%	-	*	-	*
	EL	62%	70%	78%	-	78%	80%	*	-	-	*	77%	90%	46%	84%	78%	87%	71%	-	*	-	*
	Male	71%	70%	83%	43%	84%	*	-	*	-	*	81%	91%	64%	88%	87%	83%	-	-	*	-	-
	Female	70%	71%	77%	57%	78%	80%	*	*	-	*	75%	88%	61%	79%	71%	-	77%	-	*	-	*

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Science	All Students	73%	77%	56%	14%	58%	*	*	*	-	-	55%	65%	16%	67%	46%	56%	56%	-	*	-	-
	CWD	49%	51%	16%	*	17%	*	-	-	-	-	10%	40%	16%	-	8%	13%	22%	-	-	-	-
	CWOD	77%	79%	67%	17%	69%	*	*	*	-	-	65%	75%	-	67%	57%	72%	62%	-	*	-	-
	EL	61%	75%	46%	-	44%	*	*	-	-	-	46%	40%	8%	57%	46%	47%	45%	-	-	-	-
	Male	74%	77%	56%	*	59%	-	-	-	-	-	56%	60%	13%	72%	47%	56%	-	-	*	-	-
	Female	72%	77%	56%	*	58%	*	*	*	-	-	54%	71%	22%	62%	45%	-	56%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	46%	46%	11%	48%	50%	20%	80%	-	*	43%	63%	20%	52%	43%	47%	46%	-	33%	-	*
	CWD	22%	18%	20%	0%	21%	*	-	-	-	-	15%	41%	20%	-	2%	23%	16%	-	*	-	-
	CWOD	51%	49%	52%	14%	54%	53%	20%	80%	-	*	49%	69%	-	52%	51%	54%	50%	-	43%	-	*
	EL	31%	43%	43%	-	42%	55%	*	-	-	*	41%	53%	2%	51%	43%	43%	43%	-	*	-	*
	Male	45%	43%	47%	17%	49%	50%	-	*	-	*	44%	61%	23%	54%	43%	47%	-	-	60%	-	-
	Female	48%	48%	46%	6%	48%	50%	20%	*	-	*	42%	67%	16%	50%	43%	-	46%	-	*	-	*
Reading	All Students	52%	55%	51%	21%	53%	50%	*	*	-	*	48%	71%	21%	57%	43%	50%	53%	-	*	-	*
	CWD	23%	21%	21%	*	23%	*	-	-	-	-	16%	45%	21%	-	0%	24%	17%	-	*	-	-
	CWOD	58%	60%	57%	27%	59%	57%	*	*	-	*	54%	77%	-	57%	51%	56%	58%	-	*	-	*
	EL	34%	50%	43%	-	44%	40%	*	-	-	*	41%	55%	0%	51%	43%	44%	42%	-	*	-	*
	Male	48%	49%	50%	29%	51%	*	-	*	-	*	47%	64%	24%	56%	44%	50%	-	-	*	-	-
	Female	57%	62%	53%	14%	55%	60%	*	*	-	*	48%	80%	17%	58%	42%	-	53%	-	*	-	*
Mathematics	All Students	42%	37%	51%	7%	53%	50%	*	*	-	*	48%	66%	25%	56%	53%	55%	47%	-	*	-	*
	CWD	22%	18%	25%	*	25%	*	-	-	-	-	20%	45%	25%	-	4%	27%	22%	-	*	-	-
	CWOD	46%	39%	56%	9%	58%	43%	*	*	-	*	53%	70%	-	56%	62%	62%	51%	-	*	-	*
	EL	31%	36%	53%	-	53%	60%	*	-	-	*	52%	65%	4%	62%	53%	56%	51%	-	*	-	*
	Male	43%	37%	55%	14%	56%	*	-	*	-	*	52%	67%	27%	62%	56%	55%	-	-	*	-	-
	Female	40%	36%	47%	0%	49%	40%	*	*	-	*	44%	64%	22%	51%	51%	-	47%	-	*	-	*
Science	All Students	42%	39%	20%	0%	21%	*	*	*	-	-	18%	29%	8%	23%	10%	19%	20%	-	*	-	-
	CWD	21%	14%	8%	*	9%	*	-	-	-	-	5%	20%	8%	-	0%	13%	0%	-	-	-	-
	CWOD	45%	42%	23%	0%	24%	*	*	*	-	-	21%	33%	-	23%	13%	22%	24%	-	*	-	-
	EL	24%	37%	10%	-	9%	*	*	-	-	-	11%	0%	0%	13%	10%	3%	17%	-	-	-	-
	Male	44%	40%	19%	*	21%	-	-	-	-	-	17%	30%	13%	22%	3%	19%	-	-	*	-	-
	Female	40%	38%	20%	*	21%	*	*	*	-	-	19%	29%	0%	24%	17%	-	20%	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	18%	14%	17%	0%	19%	11%	0%	40%	-	*	14%	34%	7%	20%	16%	18%	17%	-	22%	-	*
	CWD	6%	3%	7%	0%	7%	*	-	-	-	-	4%	19%	7%	-	0%	9%	4%	-	*	-	-
	CWOD	21%	16%	20%	0%	21%	13%	0%	40%	-	*	16%	38%	-	20%	19%	21%	19%	-	29%	-	*
	EL	9%	13%	16%	-	16%	18%	*	-	-	*	14%	29%	0%	19%	16%	14%	17%	-	*	-	*
	Male	18%	13%	18%	0%	19%	0%	-	*	-	*	14%	37%	9%	21%	14%	18%	-	-	40%	-	-
	Female	19%	16%	17%	0%	18%	17%	0%	*	-	*	15%	30%	4%	19%	17%	-	17%	-	*	-	*

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Reading	All Students	21%	19%	22%	0%	23%	13%	*	*	-	*	19%	38%	11%	24%	20%	20%	24%	-	*	-	*
	CWD	6%	3%	11%	*	12%	*	-	-	-	-	4%	36%	11%	-	0%	12%	9%	-	*	-	-
	CWOD	24%	20%	24%	0%	26%	14%	*	*	-	*	22%	38%	-	24%	24%	23%	26%	-	*	-	*
	EL	10%	15%	20%	-	21%	20%	*	-	-	*	19%	30%	0%	24%	20%	16%	24%	-	*	-	*
	Male	18%	16%	20%	0%	21%	*	-	*	-	*	17%	36%	12%	23%	16%	20%	-	-	*	-	-
	Female	24%	22%	24%	0%	25%	20%	*	*	-	*	21%	40%	9%	26%	24%	-	24%	-	*	-	*
Mathematics	All Students	17%	12%	17%	0%	18%	0%	*	*	-	*	13%	36%	4%	19%	15%	20%	14%	-	*	-	*
	CWD	6%	3%	4%	*	4%	*	-	-	-	-	2%	9%	4%	-	0%	6%	0%	-	*	-	-
	CWOD	19%	13%	19%	0%	21%	0%	*	*	-	*	15%	43%	-	19%	18%	23%	16%	-	*	-	*
	EL	10%	12%	15%	-	16%	0%	*	-	-	*	13%	35%	0%	18%	15%	18%	12%	-	*	-	*
	Male	18%	13%	20%	0%	21%	*	-	*	-	*	14%	45%	6%	23%	18%	20%	-	-	*	-	-
	Female	15%	11%	14%	0%	15%	0%	*	*	-	*	12%	24%	0%	16%	12%	-	14%	-	*	-	*
Science	All Students	15%	9%	7%	0%	6%	*	*	*	-	-	6%	12%	4%	7%	3%	6%	7%	-	*	-	-
	CWD	5%	3%	4%	*	4%	*	-	-	-	-	5%	0%	4%	-	0%	6%	0%	-	-	-	-
	CWOD	17%	9%	7%	0%	7%	*	*	*	-	-	6%	17%	-	7%	4%	7%	8%	-	*	-	-
	EL	5%	7%	3%	-	2%	*	*	-	-	-	4%	0%	0%	4%	3%	0%	7%	-	-	-	-
	Male	16%	9%	6%	*	7%	-	-	-	-	-	6%	10%	6%	7%	0%	6%	-	-	*	-	-
	Female	14%	8%	7%	*	6%	*	*	*	-	-	6%	14%	0%	8%	7%	-	7%	-	-	-	-

- 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	50	68	80	*	*	-	*	63	46	65
CWD	46	*	51	*	-	-	-	-	36	46	39
CWOD	72	71	72	*	*	*	-	*	69	-	71
EL ◇	65	-	64	*	*	-	-	-	60	39	65
Male	68	42	69	*	-	-	-	*	63	49	67
Female	66	*	67	*	*	*	-	-	63	41	63

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Mathematics											
All Students	57	65	56	70	*	*	-	*	54	58	51
CWD	58	*	54	*	-	-	-	-	59	58	47
CWOD	57	57	57	*	*	*	-	*	53	-	52
EL ◇	51	-	50	*	*	-	-	-	48	47	51
Male	59	58	59	*	-	-	-	*	57	64	55
Female	55	*	53	*	*	*	-	-	52	48	48

- Indicates there are no students in the group.

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

Part (iii)(II): Graduation Rate

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

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Total EL in Class	Proficiency of EL	Rate of Proficiency
314	69	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	47	20	48	46	27	73	-	*	44	25	44
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	Y						Y	N	Y
Interim Goals (2028-2032)	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
Target Met	N	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%

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met	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	Y						Y	N	Y
Interim Goals (2028-2032)	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
Target Met	N	N	Y						N	N	Y
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)

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

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All Students	0%	0%	0%	0%	0%	0%	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	*	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	0%	0%	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	0%	*	-	*	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	0%	*	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	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%	-	-
	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%	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	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%	-	-
	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

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
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												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
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	16	-8	16	-8	-8	-8	-8	-8	6	2	2
	Female	25	6	16	3	-8	-8	-8	-8	6	3	2
	Total	41	6	32	3	-8	-8	-8	-8	12	5	4

												Total
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

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	Total
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
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

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

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

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

Part (ix): Teacher Quality Data

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

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	5.0	10.4%
Teachers Teaching with Emergency or Provisional Credentials	3.0	6.6%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- Indicates there are no data available in the group.

Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year (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		\$1,317	\$71	\$929	\$1,000	\$45	\$272	\$317
Food services		\$775	\$13	\$0	\$13	\$727	\$35	\$762
Instruction		\$7,524	\$5,551	\$26	\$5,577	\$1,817	\$131	\$1,948
Support services, general administration		\$64		\$64	\$64			
Support services, instructional staff		\$891	\$377	\$4	\$381	\$241	\$269	\$510
Support services, operation and maintenance of plant		\$1,064	\$870	\$81	\$951	\$45	\$68	\$113
Support services, pupils		\$439	\$226	\$56	\$282	\$119	\$38	\$157

		State & Local and Federal	State & Local			Federal		
	Enrollment	Total	Site	District Allocation	Total	Site	District Allocation	Total
Support services, school administration		\$1,370	\$1,289	\$2	\$1,291	\$36	\$43	\$79
Support services, student transportation		\$1,198	\$1,131	\$45	\$1,176	\$13	\$9	\$22
Total	641	\$14,642	\$9,528	\$1,207	\$10,735	\$3,042	\$865	\$3,907

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%	8	1%	*	2%
Mathematics	6,620	2%	8	1%	*	2%
Grade 4						
Reading	6,491	2%	*	1%	*	1%
Mathematics	6,491	2%	*	1%	*	1%
Grade 5						
Reading	6,033	1%	*	1%	*	2%
Mathematics	6,033	2%	*	1%	*	2%
Science	6,033	2%	*	1%	*	2%
Grade 6						
Reading	5,586	1%	20	1%	-	-
Mathematics	5,586	1%	20	1%	-	-
Grade 7						
Reading	5,233	1%	18	1%	-	-
Mathematics	5,227	2%	18	1%	-	-
Grade 8						
Reading	4,985	1%	12	1%	-	-
Mathematics	4,985	1%	12	1%	-	-
Science	4,984	1%	12	1%	-	-
End of Course						
English I	5,119	1%	11	0%	-	-
English II	4,683	1%	7	0%	-	-
Algebra I	5,112	1%	11	0%	-	-
Biology	5,027	1%	11	0%	-	-
All Grades						
All Subjects	100,862	1%	183	1%	12	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%	82	1%	5	1%
Mathematics	40,054	1%	75	1%	5	1%
Science	16,044	1%	26	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										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24
		Pacific Islander	*	50	*	50	*	23	*	6
		Two or More Races	28	32	72	68	41	38	8	11
		EcoDis	54	52	46	48	18	19	3	3
		Students with Disabilities	77	73	23	27	7	10	1	2
		English Language Learners	57	67	43	33	16	10	2	1
	Mathematics	Overall	22	25	78	75	38	36	8	8
		Black	33	45	67	55	21	15	2	1
		Hispanic	27	36	73	64	27	22	3	3
		White	10	14	90	86	57	48	13	10
		American Indian	*	41	*	59	*	22	*	4
		Asian	3	9	97	91	73	63	27	24
		Pacific Islander	*	38	*	62	*	22	*	3
		Two or More Races	10	22	90	78	58	38	23	9
		EcoDis	31	38	69	62	24	20	3	2
		Students with Disabilities	51	56	49	44	18	14	2	2
		English Language Learners	31	48	69	52	26	14	3	2

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

* Indicates reporting standards not met.

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

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

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

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

There is no data for this campus.

Part (xiv): Additional Information - Chronic Absenteeism

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	27%	21%	27%	23%	*	60%	*	*	29%	37%	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.

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Part (i): Description of State Accountability System

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

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

State & District ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
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%

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Campus ESSA Goals (HS/K-12 & AEA)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
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%

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

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

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

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

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

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, and AEAs	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status 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.

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

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

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

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

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

Part (ii): Student Achievement by Proficiency Level

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

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

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Reading	All Students	75%	73%	85%	*	86%	*	-	-	-	-	87%	75%	56%	89%	87%	80%	90%	-	-	-	-	
	CWD	43%	40%	56%	-	57%	*	-	-	-	-	80%	*	56%	-	*	33%	*	-	-	-	-	
	CWOD	81%	77%	89%	*	89%	*	-	-	-	-	87%	100%	-	89%	88%	88%	89%	-	-	-	-	
	EL	61%	72%	87%	-	86%	*	-	-	-	-	86%	*	*	88%	87%	85%	89%	-	-	-	-	
	Male	71%	70%	80%	*	80%	*	-	-	-	-	85%	50%	33%	88%	85%	80%	-	-	-	-	-	
	Female	79%	77%	90%	*	91%	-	-	-	-	-	88%	100%	*	89%	89%	-	90%	-	-	-	-	-
Mathematics	All Students	70%	70%	74%	*	76%	*	-	-	-	-	73%	75%	33%	78%	72%	63%	83%	-	-	-	-	
	CWD	44%	45%	33%	-	29%	*	-	-	-	-	40%	*	33%	-	*	17%	*	-	-	-	-	
	CWOD	75%	72%	78%	*	81%	*	-	-	-	-	76%	100%	-	78%	75%	71%	84%	-	-	-	-	
	EL	60%	69%	72%	-	73%	*	-	-	-	-	69%	*	*	75%	72%	62%	81%	-	-	-	-	
	Male	70%	69%	63%	*	63%	*	-	-	-	-	65%	50%	17%	71%	62%	63%	-	-	-	-	-	
	Female	70%	70%	83%	*	86%	-	-	-	-	-	80%	100%	*	84%	81%	-	83%	-	-	-	-	-
Grade 7																							
Reading	All Students	72%	77%	81%	86%	80%	*	-	-	-	-	80%	86%	31%	88%	82%	66%	95%	-	89%	-	-	
	CWD	39%	40%	31%	*	33%	-	-	-	-	-	33%	*	31%	-	60%	20%	50%	-	*	-	-	
	CWOD	78%	80%	88%	100%	87%	*	-	-	-	-	87%	92%	-	88%	84%	75%	100%	-	100%	-	-	
	EL	57%	75%	82%	-	82%	-	-	-	-	-	81%	*	60%	84%	82%	69%	97%	-	*	-	-	
	Male	67%	72%	66%	*	64%	-	-	-	-	-	64%	83%	20%	75%	69%	66%	-	-	*	-	-	
	Female	78%	82%	95%	*	97%	*	-	-	-	-	96%	88%	50%	100%	97%	-	95%	-	86%	-	-	-
Mathematics	All Students	54%	57%	52%	43%	52%	*	-	-	-	-	53%	50%	13%	58%	53%	48%	57%	-	44%	-	-	
	CWD	31%	28%	13%	*	13%	-	-	-	-	-	13%	*	13%	-	20%	20%	0%	-	*	-	-	
	CWOD	58%	59%	58%	50%	58%	*	-	-	-	-	58%	54%	-	58%	56%	53%	63%	-	57%	-	-	
	EL	42%	55%	53%	-	53%	-	-	-	-	-	54%	*	20%	56%	53%	53%	53%	-	*	-	-	
	Male	55%	57%	48%	*	49%	-	-	-	-	-	49%	33%	20%	53%	53%	48%	-	-	*	-	-	
	Female	53%	56%	57%	*	55%	*	-	-	-	-	56%	63%	0%	63%	53%	-	57%	-	43%	-	-	-
Grade 8																							
Reading	All Students	79%	81%	87%	*	86%	*	-	*	-	*	85%	100%	45%	90%	83%	77%	95%	-	-	-	-	
	CWD	48%	47%	45%	-	45%	-	-	-	-	-	40%	*	45%	-	*	29%	*	-	-	-	-	
	CWOD	83%	85%	90%	*	89%	*	-	*	-	*	88%	100%	-	90%	83%	82%	97%	-	-	-	-	
	EL	64%	81%	83%	-	82%	-	-	-	-	*	81%	100%	*	83%	83%	73%	94%	-	-	-	-	
	Male	74%	76%	77%	*	76%	*	-	-	-	-	73%	100%	29%	82%	73%	77%	-	-	-	-	-	
	Female	84%	87%	95%	*	95%	*	-	*	-	*	95%	*	*	97%	94%	-	95%	-	-	-	-	-
Mathematics	All Students	70%	72%	69%	*	69%	*	-	*	-	-	68%	83%	40%	74%	70%	56%	84%	-	-	-	-	
	CWD	45%	46%	40%	-	40%	-	-	-	-	-	33%	*	40%	-	*	17%	*	-	-	-	-	
	CWOD	74%	75%	74%	*	74%	*	-	*	-	-	73%	80%	-	74%	73%	63%	85%	-	-	-	-	
	EL	62%	74%	70%	-	70%	-	-	-	-	-	69%	*	*	73%	70%	59%	88%	-	-	-	-	
	Male	69%	70%	56%	*	56%	-	-	-	-	-	53%	80%	17%	63%	59%	56%	-	-	-	-	-	
	Female	71%	74%	84%	*	85%	*	-	*	-	-	83%	*	*	85%	88%	-	84%	-	-	-	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	68%	63%	67%	*	67%	*	-	*	-	*	64%	85%	9%	72%	68%	66%	67%	-	-	-	-
	CWD	39%	26%	9%	-	9%	-	-	-	-	-	10%	*	9%	-	*	14%	*	-	-	-	-
	CWOD	72%	67%	72%	*	73%	*	-	*	-	*	69%	92%	-	72%	71%	73%	72%	-	-	-	-
	EL	51%	62%	68%	-	68%	-	-	-	-	*	66%	100%	*	71%	68%	65%	72%	-	-	-	-
	Male	70%	65%	66%	*	67%	-	-	-	-	-	60%	91%	14%	73%	65%	66%	-	-	-	-	-
	Female	66%	62%	67%	*	68%	*	-	*	-	*	68%	*	*	72%	72%	-	67%	-	-	-	-
End of Course																						
English I	All Students	67%	72%	78%	*	77%	-	-	*	-	-	77%	81%	46%	84%	66%	72%	84%	-	67%	-	-
	CWD	35%	37%	46%	*	43%	-	-	-	-	-	43%	*	46%	-	31%	50%	38%	-	*	-	-
	CWOD	73%	77%	84%	*	84%	-	-	*	-	-	84%	83%	-	84%	74%	78%	89%	-	83%	-	-
	EL	47%	68%	66%	-	65%	-	-	*	-	-	67%	57%	31%	74%	66%	61%	70%	-	*	-	-
	Male	62%	67%	72%	*	72%	-	-	-	-	-	70%	83%	50%	78%	61%	72%	-	-	60%	-	-
	Female	74%	79%	84%	*	83%	-	-	*	-	-	84%	78%	38%	89%	70%	-	84%	-	*	-	-
English II	All Students	74%	81%	84%	*	84%	*	-	*	-	-	82%	100%	52%	91%	80%	81%	88%	-	*	-	*
	CWD	39%	37%	52%	*	50%	*	-	-	-	-	50%	*	52%	-	50%	57%	44%	-	*	-	-
	CWOD	78%	86%	91%	*	90%	-	-	*	-	-	89%	100%	-	91%	87%	87%	94%	-	*	-	*
	EL	52%	75%	80%	-	79%	*	-	-	-	-	77%	100%	50%	87%	80%	80%	79%	-	-	-	-
	Male	69%	77%	81%	*	82%	*	-	-	-	-	79%	100%	57%	87%	80%	81%	-	-	*	-	*
	Female	79%	84%	88%	*	87%	-	-	*	-	-	85%	100%	44%	94%	79%	-	88%	-	*	-	-
Algebra I	All Students	79%	81%	86%	*	87%	*	-	*	-	*	86%	83%	64%	89%	86%	81%	90%	-	83%	-	-
	CWD	54%	56%	64%	*	65%	-	-	-	-	-	65%	*	64%	-	67%	50%	86%	-	*	-	-
	CWOD	83%	84%	89%	*	90%	*	-	*	-	*	89%	88%	-	89%	89%	87%	90%	-	*	-	-
	EL	72%	82%	86%	-	85%	-	-	*	-	*	84%	100%	67%	89%	86%	77%	92%	-	-	-	-
	Male	77%	78%	81%	*	83%	*	-	-	-	-	82%	73%	50%	87%	77%	81%	-	-	*	-	-
	Female	81%	84%	90%	*	90%	-	-	*	-	*	89%	100%	86%	90%	92%	-	90%	-	*	-	-
Biology	All Students	90%	91%	91%	*	92%	-	-	*	-	-	90%	100%	75%	94%	89%	88%	95%	-	80%	-	-
	CWD	75%	74%	75%	*	78%	-	-	-	-	-	71%	*	75%	-	78%	71%	83%	-	*	-	-
	CWOD	92%	93%	94%	*	94%	-	-	*	-	-	93%	100%	-	94%	91%	92%	96%	-	*	-	-
	EL	84%	89%	89%	-	89%	-	-	*	-	-	88%	100%	78%	91%	89%	87%	91%	-	*	-	-
	Male	89%	89%	88%	*	89%	-	-	-	-	-	85%	100%	71%	92%	87%	88%	-	-	*	-	-
	Female	91%	92%	95%	*	95%	-	-	*	-	-	94%	100%	83%	96%	91%	-	95%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 6																						
Reading	All Students	55%	54%	61%	*	63%	*	-	-	-	-	62%	58%	44%	63%	62%	60%	63%	-	-	-	-
	CWD	24%	23%	44%	-	43%	*	-	-	-	-	60%	*	44%	-	*	33%	*	-	-	-	-
	CWOD	61%	57%	63%	*	64%	*	-	-	-	-	62%	75%	-	63%	65%	65%	62%	-	-	-	-
	EL	38%	51%	62%	-	63%	*	-	-	-	-	61%	*	*	65%	62%	62%	63%	-	-	-	-
	Male	51%	49%	60%	*	60%	*	-	-	-	-	62%	50%	33%	65%	62%	60%	-	-	-	-	-
	Female	59%	58%	63%	*	64%	-	-	-	-	-	62%	67%	*	62%	63%	-	63%	-	-	-	-

Texas Education Agency
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 YES PREP - SOUTHEAST (101845001) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

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

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 YES PREP - SOUTHEAST (101845001) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English I	All Students	50%	55%	66%	*	66%	-	-	*	-	-	64%	81%	23%	75%	56%	56%	76%	-	44%	-	-
	CWD	19%	19%	23%	*	22%	-	-	-	-	-	17%	*	23%	-	8%	28%	13%	-	*	-	-
	CWOD	55%	60%	75%	*	74%	-	-	*	-	-	73%	83%	-	75%	67%	65%	83%	-	67%	-	-
	EL	27%	50%	56%	-	55%	-	-	*	-	-	56%	57%	8%	67%	56%	55%	57%	-	*	-	-
	Male	43%	48%	56%	*	57%	-	-	-	-	-	52%	83%	28%	65%	55%	56%	-	-	20%	-	-
	Female	57%	64%	76%	*	75%	-	-	*	-	-	76%	78%	13%	83%	57%	-	76%	-	*	-	-
English II	All Students	57%	63%	72%	*	72%	*	-	*	-	-	71%	80%	26%	81%	63%	67%	78%	-	*	-	*
	CWD	23%	19%	26%	*	20%	*	-	-	-	-	27%	*	26%	-	25%	29%	22%	-	*	-	-
	CWOD	61%	69%	81%	*	81%	-	-	*	-	-	81%	84%	-	81%	72%	76%	86%	-	*	-	*
	EL	30%	53%	63%	-	62%	*	-	-	-	-	60%	86%	25%	72%	63%	57%	69%	-	-	-	-
	Male	51%	58%	67%	*	67%	*	-	-	-	-	64%	88%	29%	76%	57%	67%	-	-	*	-	*
	Female	63%	69%	78%	*	77%	-	-	*	-	-	78%	75%	22%	86%	69%	-	78%	-	*	-	-
Algebra I	All Students	41%	41%	32%	*	31%	*	-	*	-	*	32%	28%	5%	36%	33%	24%	38%	-	17%	-	-
	CWD	17%	17%	5%	*	5%	-	-	-	-	-	0%	*	5%	-	8%	0%	14%	-	*	-	-
	CWOD	45%	44%	36%	*	35%	*	-	*	-	*	37%	25%	-	36%	37%	30%	40%	-	*	-	-
	EL	29%	42%	33%	-	31%	-	-	*	-	*	32%	43%	8%	37%	33%	26%	38%	-	-	-	-
	Male	39%	38%	24%	*	25%	*	-	-	-	-	25%	18%	0%	30%	26%	24%	-	-	*	-	-
	Female	43%	45%	38%	*	36%	-	-	*	-	*	38%	43%	14%	40%	38%	-	38%	-	*	-	-
Biology	All Students	54%	47%	45%	*	44%	-	-	*	-	-	43%	57%	15%	50%	41%	47%	43%	-	60%	-	-
	CWD	26%	16%	15%	*	11%	-	-	-	-	-	12%	*	15%	-	11%	21%	0%	-	*	-	-
	CWOD	58%	51%	50%	*	49%	-	-	*	-	-	48%	61%	-	50%	46%	53%	47%	-	*	-	-
	EL	33%	44%	41%	-	42%	-	-	*	-	-	41%	43%	11%	46%	41%	48%	34%	-	*	-	-
	Male	54%	47%	47%	*	46%	-	-	-	-	-	46%	50%	21%	53%	48%	47%	-	-	*	-	-
	Female	54%	47%	43%	*	42%	-	-	*	-	-	40%	67%	0%	47%	34%	-	43%	-	*	-	-
STAAR Percent at Masters Grade Level																						
Grade 6																						
Reading	All Students	25%	21%	23%	*	24%	*	-	-	-	-	21%	33%	11%	24%	25%	18%	27%	-	-	-	-
	CWD	6%	4%	11%	-	14%	*	-	-	-	-	20%	*	11%	-	*	0%	*	-	-	-	-
	CWOD	28%	23%	24%	*	25%	*	-	-	-	-	21%	50%	-	24%	25%	21%	27%	-	-	-	-
	EL	12%	19%	25%	-	25%	*	-	-	-	-	22%	*	*	25%	25%	15%	33%	-	-	-	-
	Male	21%	19%	18%	*	17%	*	-	-	-	-	15%	33%	0%	21%	15%	18%	-	-	-	-	-
	Female	28%	23%	27%	*	29%	-	-	-	-	-	26%	33%	*	27%	33%	-	27%	-	-	-	-
Mathematics	All Students	13%	9%	13%	*	13%	*	-	-	-	-	12%	17%	11%	13%	15%	15%	11%	-	-	-	-
	CWD	5%	5%	11%	-	14%	*	-	-	-	-	20%	*	11%	-	*	0%	*	-	-	-	-
	CWOD	15%	9%	13%	*	13%	*	-	-	-	-	11%	25%	-	13%	16%	18%	9%	-	-	-	-
	EL	7%	8%	15%	-	16%	*	-	-	-	-	14%	*	*	16%	15%	19%	11%	-	-	-	-
	Male	14%	10%	15%	*	14%	*	-	-	-	-	15%	17%	0%	18%	19%	15%	-	-	-	-	-
	Female	12%	7%	11%	*	11%	-	-	-	-	-	10%	17%	*	9%	11%	-	11%	-	-	-	-
Grade 7																						

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	28%	26%	35%	29%	35%	*	-	-	-	-	35%	36%	0%	40%	34%	25%	46%	-	44%	-	-
	CWD	6%	3%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	31%	29%	40%	33%	40%	*	-	-	-	-	41%	38%	-	40%	37%	29%	51%	-	57%	-	-
	EL	13%	22%	34%	-	34%	-	-	-	-	-	34%	*	0%	37%	34%	16%	53%	-	*	-	-
	Male	23%	21%	25%	*	25%	-	-	-	-	-	24%	33%	0%	29%	16%	25%	-	*	-	-	-
	Female	33%	31%	46%	*	45%	*	-	-	-	-	47%	38%	0%	51%	53%	-	46%	-	43%	-	-
Mathematics	All Students	11%	9%	8%	0%	8%	*	-	-	-	-	8%	7%	0%	9%	13%	6%	9%	-	0%	-	-
	CWD	5%	2%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	12%	10%	9%	0%	9%	*	-	-	-	-	9%	8%	-	9%	14%	7%	10%	-	0%	-	-
	EL	5%	8%	13%	-	13%	-	-	-	-	-	14%	*	0%	14%	13%	9%	17%	-	*	-	-
	Male	12%	11%	6%	*	7%	-	-	-	-	-	7%	0%	0%	7%	9%	6%	-	*	-	-	-
	Female	9%	7%	9%	*	10%	*	-	-	-	-	9%	13%	0%	10%	17%	-	9%	-	0%	-	-
Grade 8																						
Reading	All Students	28%	25%	22%	*	23%	*	-	*	-	*	24%	8%	0%	24%	25%	13%	31%	-	-	-	-
	CWD	7%	3%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	31%	27%	24%	*	25%	*	-	*	-	*	26%	8%	-	24%	26%	14%	33%	-	-	-	-
	EL	12%	21%	25%	-	25%	-	-	-	-	*	27%	0%	*	26%	25%	16%	34%	-	-	-	-
	Male	25%	21%	13%	*	14%	*	-	-	-	-	14%	9%	0%	14%	16%	13%	-	-	-	-	-
	Female	32%	29%	31%	*	32%	*	-	*	-	*	32%	*	*	33%	34%	-	31%	-	-	-	-
Mathematics	All Students	15%	6%	1%	*	1%	*	-	*	-	-	1%	0%	0%	1%	0%	0%	3%	-	-	-	-
	CWD	6%	2%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	17%	7%	1%	*	2%	*	-	*	-	-	2%	0%	-	1%	0%	0%	3%	-	-	-	-
	EL	8%	7%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	16%	5%	0%	*	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	-	-	-	-	-
	Female	14%	7%	3%	*	3%	*	-	*	-	-	3%	*	*	3%	0%	-	3%	-	-	-	-
Science	All Students	16%	9%	7%	*	8%	*	-	*	-	*	7%	8%	0%	8%	7%	5%	9%	-	-	-	-
	CWD	5%	4%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	18%	9%	8%	*	8%	*	-	*	-	*	8%	8%	-	8%	8%	5%	10%	-	-	-	-
	EL	6%	7%	7%	-	7%	-	-	-	-	*	8%	0%	*	8%	7%	3%	13%	-	-	-	-
	Male	18%	10%	5%	*	5%	-	-	-	-	-	4%	9%	0%	5%	3%	5%	-	-	-	-	-
	Female	15%	8%	9%	*	10%	*	-	*	-	*	10%	*	*	10%	13%	-	9%	-	-	-	-
End of Course																						
English I	All Students	15%	15%	17%	*	17%	-	-	*	-	-	15%	33%	0%	21%	13%	15%	19%	-	0%	-	-
	CWD	4%	1%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	17%	17%	21%	*	20%	-	-	*	-	-	18%	39%	-	21%	16%	20%	21%	-	0%	-	-
	EL	4%	11%	13%	-	13%	-	-	*	-	-	10%	43%	0%	16%	13%	18%	8%	-	*	-	-
	Male	11%	12%	15%	*	16%	-	-	-	-	-	14%	25%	0%	20%	18%	15%	-	-	0%	-	-
	Female	19%	19%	19%	*	18%	-	-	*	-	-	16%	44%	0%	21%	8%	-	19%	-	*	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English II	All Students	8%	6%	10%	*	10%	*	-	*	-	-	9%	15%	0%	12%	0%	10%	10%	-	*	-	*
	CWD	3%	1%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	9%	7%	12%	*	11%	-	-	*	-	-	11%	16%	-	12%	0%	13%	11%	-	*	-	*
	EL	1%	1%	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	Male	7%	6%	10%	*	11%	*	-	-	-	-	10%	13%	0%	13%	0%	10%	-	-	*	-	*
	Female	10%	6%	10%	*	9%	-	-	*	-	-	8%	17%	0%	11%	0%	-	10%	-	*	-	-
Algebra I	All Students	23%	20%	12%	*	12%	*	-	*	-	*	13%	6%	0%	14%	11%	9%	14%	-	0%	-	-
	CWD	7%	4%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	25%	22%	14%	*	14%	*	-	*	-	*	15%	6%	-	14%	13%	11%	15%	-	*	-	-
	EL	13%	20%	11%	-	11%	-	-	*	-	*	11%	14%	0%	13%	11%	9%	13%	-	-	-	-
	Male	22%	18%	9%	*	9%	*	-	-	-	-	10%	0%	0%	11%	9%	9%	-	-	*	-	-
	Female	23%	22%	14%	*	15%	-	-	*	-	*	14%	14%	0%	15%	13%	-	14%	-	*	-	-
Biology	All Students	18%	8%	11%	*	12%	-	-	*	-	-	9%	29%	0%	13%	11%	15%	8%	-	0%	-	-
	CWD	5%	2%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	19%	9%	13%	*	13%	-	-	*	-	-	10%	33%	-	13%	12%	19%	9%	-	*	-	-
	EL	5%	6%	11%	-	11%	-	-	*	-	-	8%	29%	0%	12%	11%	19%	3%	-	*	-	-
	Male	18%	9%	15%	*	15%	-	-	-	-	-	13%	25%	0%	19%	19%	15%	-	-	*	-	-
	Female	17%	8%	8%	*	8%	-	-	*	-	-	4%	33%	0%	9%	3%	-	8%	-	*	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	74%	78%	66%	79%	78%	-	85%	-	*	77%	85%	45%	83%	76%	72%	85%	-	66%	-	*
	CWD	46%	44%	45%	45%	45%	60%	-	-	-	-	45%	50%	45%	-	48%	41%	53%	-	38%	-	-
	CWOD	77%	78%	83%	73%	83%	79%	-	85%	-	*	82%	91%	-	83%	79%	78%	88%	-	79%	-	*
	EL	61%	73%	76%	-	76%	80%	-	*	-	*	75%	89%	48%	79%	76%	70%	83%	-	80%	-	-
	Male	71%	72%	72%	64%	72%	58%	-	-	-	-	70%	82%	41%	78%	70%	72%	-	-	56%	-	*
	Female	74%	77%	85%	68%	85%	100%	-	85%	-	*	84%	90%	53%	88%	83%	-	85%	-	72%	-	-
Reading	All Students	74%	76%	83%	81%	82%	89%	-	100%	-	*	82%	89%	46%	88%	79%	75%	90%	-	67%	-	*
	CWD	44%	40%	46%	50%	45%	*	-	-	-	-	46%	50%	46%	-	46%	43%	53%	-	33%	-	-
	CWOD	80%	80%	88%	93%	88%	100%	-	100%	-	*	87%	94%	-	88%	83%	82%	94%	-	80%	-	*
	EL	59%	73%	79%	-	79%	*	-	*	-	*	78%	88%	46%	83%	79%	73%	85%	-	100%	-	-
	Male	70%	72%	75%	83%	74%	83%	-	-	-	-	73%	86%	43%	82%	73%	75%	-	-	56%	-	*
	Female	78%	81%	90%	78%	90%	*	-	100%	-	*	90%	92%	53%	94%	85%	-	90%	-	75%	-	-
Mathematics	All Students	70%	71%	71%	53%	72%	63%	-	*	-	*	71%	72%	40%	76%	71%	63%	79%	-	60%	-	-
	CWD	45%	46%	40%	*	40%	*	-	-	-	-	41%	38%	40%	-	45%	32%	55%	-	40%	-	-
	CWOD	75%	74%	76%	57%	77%	67%	-	*	-	*	75%	79%	-	76%	74%	70%	81%	-	70%	-	-
	EL	62%	70%	71%	-	71%	*	-	*	-	*	70%	83%	45%	74%	71%	63%	79%	-	*	-	-
	Male	71%	70%	63%	44%	65%	40%	-	-	-	-	64%	61%	32%	70%	63%	63%	-	-	*	-	-
	Female	70%	71%	79%	63%	79%	*	-	*	-	*	78%	86%	55%	81%	79%	-	79%	-	64%	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	73%	77%	80%	50%	81%	*	-	*	-	*	78%	97%	52%	84%	79%	78%	82%	-	80%	-	-
	CWD	49%	51%	52%	*	52%	-	-	-	-	-	48%	*	52%	-	58%	52%	50%	-	*	-	-
	CWOD	77%	79%	84%	*	84%	*	-	*	-	*	81%	100%	-	84%	80%	82%	85%	-	*	-	-
	EL	61%	75%	79%	-	78%	-	-	*	-	*	76%	100%	58%	80%	79%	75%	82%	-	*	-	-
	Male	74%	77%	78%	*	79%	-	-	-	-	-	73%	100%	52%	82%	75%	78%	-	-	*	-	-
	Female	72%	77%	82%	*	83%	*	-	*	-	*	81%	91%	50%	85%	82%	-	82%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	46%	48%	34%	49%	39%	-	62%	-	*	47%	55%	16%	53%	46%	43%	53%	-	37%	-	*
	CWD	22%	18%	16%	27%	14%	40%	-	-	-	-	14%	27%	16%	-	12%	16%	15%	-	8%	-	-
	CWOD	51%	49%	53%	36%	54%	36%	-	62%	-	*	52%	60%	-	53%	50%	49%	57%	-	50%	-	*
	EL	31%	43%	46%	-	46%	40%	-	*	-	*	45%	59%	12%	50%	46%	43%	50%	-	50%	-	-
	Male	45%	43%	43%	32%	44%	25%	-	-	-	-	42%	55%	16%	49%	43%	43%	-	-	31%	-	*
	Female	48%	48%	53%	37%	53%	57%	-	62%	-	*	53%	56%	15%	57%	50%	-	53%	-	40%	-	-
Reading	All Students	52%	55%	65%	52%	65%	56%	-	83%	-	*	64%	71%	25%	71%	60%	56%	73%	-	38%	-	*
	CWD	23%	21%	25%	33%	23%	*	-	-	-	-	23%	40%	25%	-	14%	26%	23%	-	0%	-	-
	CWOD	58%	60%	71%	60%	71%	50%	-	83%	-	*	70%	76%	-	71%	66%	63%	78%	-	53%	-	*
	EL	34%	50%	60%	-	60%	*	-	*	-	*	59%	73%	14%	66%	60%	54%	67%	-	40%	-	-
	Male	48%	49%	56%	50%	57%	50%	-	-	-	-	54%	74%	26%	63%	54%	56%	-	-	22%	-	*
	Female	57%	62%	73%	56%	73%	*	-	83%	-	*	73%	68%	23%	78%	67%	-	73%	-	50%	-	-
Mathematics	All Students	42%	37%	32%	12%	32%	25%	-	*	-	*	32%	32%	5%	35%	34%	28%	35%	-	27%	-	-
	CWD	22%	18%	5%	*	6%	*	-	-	-	-	4%	13%	5%	-	9%	3%	10%	-	0%	-	-
	CWOD	46%	39%	35%	14%	36%	33%	-	*	-	*	35%	36%	-	35%	37%	33%	38%	-	40%	-	-
	EL	31%	36%	34%	-	34%	*	-	*	-	*	34%	44%	9%	37%	34%	32%	37%	-	*	-	-
	Male	43%	37%	28%	11%	29%	0%	-	-	-	-	28%	29%	3%	33%	32%	28%	-	-	*	-	-
	Female	40%	36%	35%	13%	35%	*	-	*	-	*	35%	36%	10%	38%	37%	-	35%	-	27%	-	-
Science	All Students	42%	39%	39%	33%	39%	*	-	*	-	*	37%	52%	10%	42%	36%	39%	38%	-	60%	-	-
	CWD	21%	14%	10%	*	7%	-	-	-	-	-	7%	*	10%	-	8%	14%	0%	-	*	-	-
	CWOD	45%	42%	42%	*	43%	*	-	*	-	*	40%	55%	-	42%	38%	44%	41%	-	*	-	-
	EL	24%	37%	36%	-	36%	-	-	*	-	*	34%	50%	8%	38%	36%	38%	33%	-	*	-	-
	Male	44%	40%	39%	*	40%	-	-	-	-	-	37%	50%	14%	44%	38%	39%	-	-	*	-	-
	Female	40%	38%	38%	*	39%	*	-	*	-	*	36%	55%	0%	41%	33%	-	38%	-	*	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	18%	14%	15%	14%	15%	11%	-	8%	-	*	14%	19%	1%	17%	14%	12%	17%	-	10%	-	*
	CWD	6%	3%	1%	0%	1%	0%	-	-	-	-	1%	0%	1%	-	0%	0%	3%	-	0%	-	-
	CWOD	21%	16%	17%	18%	17%	14%	-	8%	-	*	16%	22%	-	17%	16%	14%	19%	-	14%	-	*
	EL	9%	13%	14%	-	14%	0%	-	*	-	*	14%	18%	0%	16%	14%	11%	17%	-	10%	-	-
	Male	18%	13%	12%	12%	12%	0%	-	-	-	-	12%	15%	0%	14%	11%	12%	-	-	6%	-	*
	Female	19%	16%	17%	16%	17%	29%	-	8%	-	*	16%	24%	3%	19%	17%	-	17%	-	12%	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	21%	19%	21%	24%	21%	22%	-	17%	-	*	20%	25%	1%	24%	19%	16%	26%	-	19%	-	*
	CWD	6%	3%	1%	0%	1%	*	-	-	-	-	1%	0%	1%	-	0%	0%	3%	-	0%	-	-
	CWOD	24%	20%	24%	33%	24%	33%	-	17%	-	*	23%	29%	-	24%	22%	19%	28%	-	27%	-	*
	EL	10%	15%	19%	-	19%	*	-	*	-	*	19%	23%	0%	22%	19%	13%	25%	-	20%	-	-
	Male	18%	16%	16%	17%	16%	0%	-	-	-	-	15%	21%	0%	19%	13%	16%	-	-	11%	-	*
	Female	24%	22%	26%	33%	26%	*	-	17%	-	*	25%	30%	3%	28%	25%	-	26%	-	25%	-	-
Mathematics	All Students	17%	12%	9%	6%	9%	0%	-	*	-	*	9%	8%	2%	10%	10%	8%	10%	-	0%	-	-
	CWD	6%	3%	2%	*	2%	*	-	-	-	-	2%	0%	2%	-	0%	0%	5%	-	0%	-	-
	CWOD	19%	13%	10%	7%	10%	0%	-	*	-	*	10%	10%	-	10%	11%	9%	11%	-	0%	-	-
	EL	10%	12%	10%	-	11%	*	-	*	-	*	10%	11%	0%	11%	10%	9%	12%	-	*	-	-
	Male	18%	13%	8%	11%	8%	0%	-	-	-	-	8%	4%	0%	9%	9%	8%	-	-	*	-	-
	Female	15%	11%	10%	0%	11%	*	-	*	-	*	10%	14%	5%	11%	12%	-	10%	-	0%	-	-
Science	All Students	15%	9%	9%	0%	10%	*	-	*	-	*	8%	21%	0%	11%	9%	10%	9%	-	0%	-	-
	CWD	5%	3%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	17%	9%	11%	*	11%	*	-	*	-	*	9%	24%	-	11%	10%	12%	9%	-	*	-	-
	EL	5%	7%	9%	-	9%	-	-	*	-	*	8%	17%	0%	10%	9%	10%	7%	-	*	-	-
	Male	16%	9%	10%	*	11%	-	-	-	-	-	9%	18%	0%	12%	10%	10%	-	-	*	-	-
	Female	14%	8%	9%	*	9%	*	-	*	-	*	7%	27%	0%	9%	7%	-	9%	-	*	-	-

- 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	72	78	61	-	75	-	*	77	51	77
CWD	51	*	49	*	-	-	-	-	52	51	57
CWOD	80	77	81	50	-	75	-	*	80	-	79
EL ◇	77	-	77	*	-	*	-	*	76	57	77
Male	73	69	73	58	-	-	-	-	71	49	74
Female	81	75	82	*	-	75	-	*	82	54	79

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Mathematics											
All Students	65	42	66	44	-	*	-	*	66	66	65
CWD	66	*	66	*	-	-	-	-	67	66	75
CWOD	65	35	66	42	-	*	-	*	66	-	64
EL ◇	65	-	65	*	-	*	-	*	65	75	65
Male	64	34	66	30	-	-	-	-	65	65	64
Female	67	50	67	*	-	*	-	*	67	67	66

- Indicates there are no students in the group.

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

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 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	98.5%	*	99.2%	-	-	*	-	-	99.0%	80.0%	97.4%	97.8%	*
CWD	80.0%	*	85.7%	-	-	-	-	-	88.9%	80.0%	80.0%	83.3%	*
CWOD	100.0%	*	100.0%	-	-	*	-	-	100.0%	-	100.0%	100.0%	-
EL ◇	97.4%	-	97.4%	-	-	-	-	-	100.0%	80.0%	97.4%	100.0%	-
Male	96.6%	*	98.2%	-	-	-	-	-	97.8%	66.7%	95.0%	95.5%	-
Female	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)

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Total EL in Class	Proficiency of EL	Rate of Proficiency
366	138	38%

- 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	38	48	43	-	52	-	*	46	21	45
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	70%	*	70%	-	-	*	-	-	69%	100%	53%

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

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met	N	N	N						N	N	Y
Mathematics											
Interim Goals (2023-2027)	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
Target Met	N	N	N						Y	N	Y
Interim Goals (2028-2032)	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
Target Met	N	N	N						N	N	N
Interim Goals (2033-2037)	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
Target Met	N	N	N						N	N	N
Long-Term Goals	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
Target Met	N	N	N						N	N	N
English Learner Language Proficiency Status											
Interim Goals (2023-2027)											34%
Target Met											Y
Interim Goals (2028-2032)											36%
Target Met											Y
Interim Goals (2033-2037)											48%
Target Met											Y
Long-Term Goals											40%
Target Met											Y
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	N	Y
Interim Goals (2033-2037)	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92%
Target Met	Y		Y						Y	N	Y
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met	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)

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

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All Subjects	All Students	1%	0%	1%	5%	-	0%	-	*	1%	1%	1%	1%	0%	0%	1%	-
	CWD	1%	0%	1%	0%	-	*	-	-	1%	0%	1%	-	0%	2%	0%	-
	CWOD	1%	0%	1%	7%	-	0%	-	*	1%	1%	-	1%	0%	0%	1%	-
	EL	0%	-	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	8%	-	-	-	-	0%	1%	2%	0%	0%	0%	-	-
	Female	1%	0%	1%	0%	-	0%	-	*	1%	0%	0%	1%	0%	-	1%	-
Reading	All Students	1%	0%	1%	0%	-	0%	-	*	1%	0%	1%	1%	0%	0%	1%	-
	CWD	1%	0%	1%	*	-	*	-	-	1%	0%	1%	-	0%	2%	0%	-
	CWOD	1%	0%	1%	0%	-	0%	-	*	1%	0%	-	1%	0%	0%	1%	-
	EL	0%	-	0%	*	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	-	-	-	0%	0%	2%	0%	0%	0%	-	-
	Female	1%	0%	1%	*	-	0%	-	*	2%	0%	0%	1%	0%	-	1%	-
Mathematics	All Students	1%	0%	1%	0%	-	*	-	*	1%	0%	2%	1%	0%	0%	1%	-
	CWD	2%	*	2%	*	-	-	-	-	2%	0%	2%	-	0%	3%	0%	-
	CWOD	1%	0%	1%	0%	-	*	-	*	1%	0%	-	1%	0%	0%	1%	-
	EL	0%	-	0%	*	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	-	-	-	1%	0%	3%	0%	0%	0%	-	-
	Female	1%	0%	1%	*	-	*	-	*	1%	0%	0%	1%	0%	-	1%	-
Science	All Students	1%	0%	0%	*	-	*	-	*	0%	3%	0%	1%	0%	1%	1%	-
	CWD	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	1%	*	0%	*	-	*	-	*	0%	3%	-	1%	0%	1%	1%	-
	EL	0%	-	0%	-	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	*	0%	*	-	-	-	-	0%	4%	0%	1%	0%	1%	-	-
	Female	1%	*	1%	*	-	*	-	*	1%	0%	0%	1%	0%	-	1%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

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

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities												
In-School Suspensions												
	Male	8	0	8	0	0	0	0	0	2		
	Female	2	0	2	0	0	0	0	0	1		
	Total	10	0	10	0	0	0	0	0	3		
Out-of-School Suspensions												
	Male	12	0	12	0	0	0	0	0	4		
	Female	5	0	4	1	0	0	0	0	2		
	Total	17	0	16	1	0	0	0	0	6		
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												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	0	0	0	0	0	0	0	0	1		1
	Female	3	1	2	0	0	0	0	0	0		1
	Total	3	1	2	0	0	0	0	0	1		2
Out-of-School Suspensions												
	Male	2	0	2	0	0	0	0	0	0		1
	Female	0	0	0	0	0	0	0	0	0		0
	Total	2	0	2	0	0	0	0	0	0		1
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	42	8	33	1	-8	-8	-8	-8	9	8	4
	Female	39	2	37	-8	-8	-8	-8	-8	16	2	1
	Total	81	10	70	1	-8	-8	-8	-8	25	10	5

	Total
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

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	Total
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight without a weapon	1
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack without a weapon	3
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	6
On the basis of race	1
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

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

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	97	21	1	6	95	22	0	0	0	-	0	0	0	-	1	100	12	10	3	11
Female	138	26	2	25	136	27	0	0	0	-	0	0	0	-	0	-	16	13	6	21
Total	235	24	3	12	231	25	0	0	0	-	0	0	0	-	1	100	28	11	9	16
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

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

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

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

Part (ix): Teacher Quality Data

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

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	14.6	24.4%
Teachers Teaching with Emergency or Provisional Credentials	3.0	5.2%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- Indicates there are no data available in the group.

Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year (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		\$1,318	\$79	\$929	\$1,008	\$38	\$272	\$310
Food services		\$363	\$9	\$0	\$9	\$319	\$35	\$354
Instruction		\$6,205	\$4,888	\$26	\$4,914	\$1,161	\$131	\$1,292
Support services, general administration		\$64		\$64	\$64			
Support services, instructional staff		\$977	\$503	\$4	\$507	\$201	\$269	\$470
Support services, operation and maintenance of plant		\$950	\$715	\$81	\$796	\$86	\$68	\$154
Support services, pupils		\$908	\$344	\$56	\$400	\$470	\$38	\$508

		State & Local and Federal	State & Local			Federal		
	Enrollment	Total	Site	District Allocation	Total	Site	District Allocation	Total
Support services, school administration		\$1,236	\$1,102	\$2	\$1,104	\$88	\$43	\$131
Support services, student transportation		\$492	\$430	\$45	\$475	\$8	\$9	\$17
Total	969	\$12,513	\$8,071	\$1,207	\$9,278	\$2,371	\$865	\$3,236

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%	8	1%	-	-
Mathematics	6,620	2%	8	1%	-	-
Grade 4						
Reading	6,491	2%	*	1%	-	-
Mathematics	6,491	2%	*	1%	-	-
Grade 5						
Reading	6,033	1%	*	1%	-	-
Mathematics	6,033	2%	*	1%	-	-
Science	6,033	2%	*	1%	-	-
Grade 6						
Reading	5,586	1%	20	1%	-	-
Mathematics	5,586	1%	20	1%	-	-
Grade 7						
Reading	5,233	1%	18	1%	-	-
Mathematics	5,227	2%	18	1%	-	-
Grade 8						
Reading	4,985	1%	12	1%	-	-
Mathematics	4,985	1%	12	1%	-	-
Science	4,984	1%	12	1%	-	-
End of Course						
English I	5,119	1%	11	0%	-	-
English II	4,683	1%	7	0%	-	-
Algebra I	5,112	1%	11	0%	-	-
Biology	5,027	1%	11	0%	-	-
All Grades						
All Subjects	100,862	1%	183	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%	82	1%	-	-
Mathematics	40,054	1%	75	1%	-	-
Science	16,044	1%	26	1%	-	-

- Indicates there are no students in the group.

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

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

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

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

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

* Indicates reporting standards not met.

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

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	77%	*	76%	*	-	-	-	*	75%	*	*
In-State Private Institutions	6%	-	7%	-	-	-	-	-	6%	-	*
Out-of-State Institutions	5%	-	5%	-	-	-	-	-	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	29%	52%	28%	39%	*	44%	-	*	30%	42%	26%

- Indicates there are no students in the group.

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

Part (xv): Section 1003 Fund

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

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

There is no data for this campus.

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

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

There is no data for this campus.

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Part (i): Description of State Accountability System

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

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

State & District ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
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%

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Campus ESSA Goals (HS/K-12 & AEA)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
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%

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

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

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

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

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

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, and AEAs	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status 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.

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

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

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

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

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

Part (ii): Student Achievement by Proficiency Level

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

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

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	72%	69%	57%	57%	53%	*	-	-	-	*	57%	*	40%	63%	45%	54%	60%	-	*	*	-
	CWD	48%	46%	40%	47%	25%	-	-	-	-	-	43%	*	40%	-	*	38%	44%	-	*	-	-
	CWOD	78%	73%	63%	60%	64%	*	-	-	-	*	62%	*	-	63%	43%	62%	65%	-	*	*	-
	EL	62%	60%	45%	-	45%	-	-	-	-	-	45%	-	*	43%	45%	20%	67%	-	-	-	-
	Male	70%	67%	54%	52%	53%	*	-	-	-	*	55%	*	38%	62%	20%	54%	-	-	*	-	-
	Female	75%	71%	60%	62%	54%	-	-	-	-	*	60%	*	44%	65%	67%	-	60%	-	*	*	-
Mathematics	All Students	68%	72%	61%	60%	60%	*	-	-	-	*	61%	*	48%	66%	55%	70%	51%	-	*	*	-
	CWD	46%	58%	48%	47%	50%	-	-	-	-	-	48%	*	48%	-	*	63%	22%	-	*	-	-
	CWOD	74%	75%	66%	65%	64%	*	-	-	-	*	65%	*	-	66%	29%	74%	59%	-	*	*	-
	EL	61%	70%	55%	-	55%	-	-	-	-	-	55%	-	*	29%	55%	60%	50%	-	-	-	-
	Male	70%	76%	70%	68%	71%	*	-	-	-	*	69%	*	63%	74%	60%	70%	-	-	*	-	-
	Female	66%	68%	51%	52%	46%	-	-	-	-	*	50%	*	22%	59%	50%	-	51%	-	*	*	-
Grade 4																						
Reading	All Students	79%	69%	68%	70%	66%	-	-	-	-	*	66%	88%	44%	73%	65%	64%	72%	-	*	-	*
	CWD	55%	31%	44%	44%	43%	-	-	-	-	-	47%	*	44%	-	*	29%	56%	-	-	-	-
	CWOD	85%	76%	73%	76%	70%	-	-	-	-	*	70%	100%	-	73%	68%	70%	76%	-	*	-	*
	EL	68%	63%	65%	-	65%	-	-	-	-	-	64%	*	*	68%	65%	75%	50%	-	*	-	-
	Male	77%	66%	64%	59%	68%	-	-	-	-	*	61%	*	29%	70%	75%	64%	-	-	*	-	*
	Female	81%	72%	72%	83%	64%	-	-	-	-	*	71%	*	56%	76%	50%	-	72%	-	-	-	-
Mathematics	All Students	67%	70%	57%	57%	55%	-	-	-	-	*	56%	63%	31%	62%	58%	57%	57%	-	*	-	*
	CWD	42%	34%	31%	33%	29%	-	-	-	-	-	33%	*	31%	-	*	14%	44%	-	-	-	-
	CWOD	73%	76%	62%	63%	59%	-	-	-	-	*	60%	71%	-	62%	64%	64%	59%	-	*	-	*
	EL	62%	72%	58%	-	58%	-	-	-	-	-	56%	*	*	64%	58%	69%	40%	-	*	-	-
	Male	69%	72%	57%	54%	59%	-	-	-	-	*	54%	*	14%	64%	69%	57%	-	-	*	-	*
	Female	65%	67%	57%	61%	50%	-	-	-	-	*	57%	*	44%	59%	40%	-	57%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	47%	41%	33%	32%	33%	*	-	-	-	*	34%	*	28%	35%	27%	32%	35%	-	*	*	-
	CWD	25%	26%	28%	29%	25%	-	-	-	-	-	30%	*	28%	-	*	31%	22%	-	*	-	-
	CWOD	52%	43%	35%	33%	36%	*	-	-	-	*	35%	*	-	35%	14%	32%	38%	-	*	*	-
	EL	34%	27%	27%	-	27%	-	-	-	-	-	27%	-	*	14%	27%	20%	33%	-	-	-	-
	Male	44%	37%	32%	32%	29%	*	-	-	-	*	33%	*	31%	32%	20%	32%	-	-	*	-	-
	Female	50%	45%	35%	31%	38%	-	-	-	-	*	35%	*	22%	38%	33%	-	35%	-	*	*	-
Mathematics	All Students	41%	36%	23%	22%	20%	*	-	-	-	*	24%	*	24%	22%	9%	30%	14%	-	*	*	-
	CWD	24%	27%	24%	29%	13%	-	-	-	-	-	26%	*	24%	-	*	31%	11%	-	*	-	-
	CWOD	44%	38%	22%	19%	23%	*	-	-	-	*	23%	*	-	22%	0%	29%	15%	-	*	*	-
	EL	32%	36%	9%	-	9%	-	-	-	-	-	9%	-	*	0%	9%	20%	0%	-	-	-	-
	Male	44%	42%	30%	26%	29%	*	-	-	-	*	31%	*	31%	29%	20%	30%	-	-	*	-	-
	Female	37%	30%	14%	17%	8%	-	-	-	-	*	15%	*	11%	15%	0%	-	14%	-	*	*	-
Grade 4																						

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Reading	All Students	50%	41%	28%	38%	18%	-	-	-	-	*	26%	50%	19%	30%	15%	20%	37%	-	*	-	*
	CWD	24%	13%	19%	22%	14%	-	-	-	-	-	20%	*	19%	-	*	0%	33%	-	-	-	-
	CWOD	56%	45%	30%	41%	19%	-	-	-	-	*	27%	57%	-	30%	14%	23%	38%	-	*	-	*
	EL	39%	39%	15%	-	15%	-	-	-	-	-	16%	*	*	14%	15%	13%	20%	-	*	-	-
	Male	47%	37%	20%	30%	9%	-	-	-	-	*	20%	*	0%	23%	13%	20%	-	-	*	-	*
	Female	53%	44%	37%	48%	27%	-	-	-	-	*	33%	*	33%	38%	20%	-	37%	-	-	-	-
Mathematics	All Students	44%	42%	27%	31%	25%	-	-	-	-	*	27%	25%	19%	29%	27%	29%	26%	-	*	-	*
	CWD	24%	10%	19%	22%	14%	-	-	-	-	-	20%	*	19%	-	*	0%	33%	-	-	-	-
	CWOD	49%	48%	29%	33%	27%	-	-	-	-	*	29%	29%	-	29%	27%	33%	24%	-	*	-	*
	EL	38%	46%	27%	-	27%	-	-	-	-	-	24%	*	*	27%	27%	31%	20%	-	*	-	-
	Male	47%	46%	29%	35%	23%	-	-	-	-	*	26%	*	0%	33%	31%	29%	-	-	*	-	*
	Female	41%	39%	26%	26%	27%	-	-	-	-	*	29%	*	33%	24%	20%	-	26%	-	-	-	-

STAAR Percent at Masters Grade Level

Grade 3

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

Grade 4

Reading	All Students	22%	16%	4%	6%	2%	-	-	-	-	*	3%	13%	0%	5%	0%	4%	4%	-	*	-	*
	CWD	6%	0%	0%	0%	0%	-	-	-	-	-	0%	*	0%	-	*	0%	0%	-	-	-	-
	CWOD	26%	18%	5%	7%	3%	-	-	-	-	*	4%	14%	-	5%	0%	5%	5%	-	*	-	*
	EL	14%	18%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	*	-	-
	Male	20%	16%	4%	7%	0%	-	-	-	-	*	2%	*	0%	5%	0%	4%	-	-	*	-	*
	Female	24%	15%	4%	4%	5%	-	-	-	-	*	5%	*	0%	5%	0%	-	4%	-	-	-	-
Mathematics	All Students	20%	17%	8%	10%	7%	-	-	-	-	*	8%	13%	6%	9%	8%	10%	7%	-	*	-	*
	CWD	7%	2%	6%	11%	0%	-	-	-	-	-	7%	*	6%	-	*	0%	11%	-	-	-	-
	CWOD	23%	19%	9%	10%	8%	-	-	-	-	*	8%	14%	-	9%	9%	12%	5%	-	*	-	*
	EL	15%	19%	8%	-	8%	-	-	-	-	-	8%	*	*	9%	8%	6%	10%	-	*	-	-
	Male	22%	20%	10%	15%	5%	-	-	-	-	*	9%	*	0%	12%	6%	10%	-	-	*	-	*
	Female	17%	13%	7%	4%	9%	-	-	-	-	*	7%	*	11%	5%	10%	-	7%	-	-	-	-

STAAR Percent at Approaches Grade Level or Above

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All Grades																						
All Subjects	All Students	73%	74%	61%	61%	59%	*	-	-	-	88%	60%	74%	41%	66%	58%	61%	60%	-	70%	*	*
	CWD	46%	44%	41%	44%	37%	-	-	-	-	-	43%	17%	41%	-	56%	41%	42%	-	*	-	-
	CWOD	77%	78%	66%	66%	64%	*	-	-	-	88%	64%	89%	-	66%	59%	67%	65%	-	88%	*	*
	EL	61%	73%	58%	-	58%	-	-	-	-	-	57%	*	56%	59%	58%	64%	50%	-	*	-	-
	Male	71%	72%	61%	58%	63%	*	-	-	-	*	60%	80%	41%	67%	64%	61%	-	-	83%	-	*
	Female	74%	77%	60%	63%	54%	-	-	-	-	*	60%	64%	42%	65%	50%	-	60%	-	*	*	-
Reading	All Students	74%	76%	62%	63%	61%	*	-	-	-	*	62%	75%	41%	68%	59%	59%	66%	-	80%	*	*
	CWD	44%	40%	41%	46%	33%	-	-	-	-	-	45%	*	41%	-	50%	35%	50%	-	*	-	-
	CWOD	80%	80%	68%	68%	68%	*	-	-	-	*	66%	100%	-	68%	62%	66%	70%	-	*	*	*
	EL	59%	73%	59%	-	59%	-	-	-	-	-	58%	*	50%	62%	59%	62%	56%	-	*	-	-
	Male	70%	72%	59%	55%	62%	*	-	-	-	*	58%	80%	35%	66%	62%	59%	-	-	*	-	*
	Female	78%	81%	66%	71%	60%	-	-	-	-	*	66%	71%	50%	70%	56%	-	66%	-	*	*	-
Mathematics	All Students	70%	71%	59%	59%	57%	*	-	-	-	*	58%	67%	41%	64%	57%	64%	54%	-	60%	*	*
	CWD	45%	46%	41%	42%	40%	-	-	-	-	-	42%	*	41%	-	63%	48%	33%	-	*	-	-
	CWOD	75%	74%	64%	64%	61%	*	-	-	-	*	63%	78%	-	64%	55%	68%	59%	-	*	*	*
	EL	62%	70%	57%	-	57%	-	-	-	-	-	56%	*	63%	55%	57%	67%	44%	-	*	-	-
	Male	71%	70%	64%	61%	64%	*	-	-	-	*	62%	80%	48%	68%	67%	64%	-	-	*	-	*
	Female	70%	71%	54%	56%	49%	-	-	-	-	*	54%	57%	33%	59%	44%	-	54%	-	*	*	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	46%	28%	30%	24%	*	-	-	-	25%	28%	30%	23%	29%	20%	28%	28%	-	20%	*	*
	CWD	22%	18%	23%	27%	17%	-	-	-	-	-	25%	0%	23%	-	31%	22%	25%	-	*	-	-
	CWOD	51%	49%	29%	31%	25%	*	-	-	-	25%	28%	39%	-	29%	17%	29%	29%	-	25%	*	*
	EL	31%	43%	20%	-	20%	-	-	-	-	-	19%	*	31%	17%	20%	21%	19%	-	*	-	-
	Male	45%	43%	28%	30%	22%	*	-	-	-	*	27%	30%	22%	29%	21%	28%	-	-	33%	-	*
	Female	48%	48%	28%	30%	26%	-	-	-	-	*	28%	29%	25%	29%	19%	-	28%	-	*	*	-
Reading	All Students	52%	55%	31%	35%	24%	*	-	-	-	*	30%	42%	24%	32%	19%	26%	36%	-	20%	*	*
	CWD	23%	21%	24%	27%	20%	-	-	-	-	-	26%	*	24%	-	38%	22%	28%	-	*	-	-
	CWOD	58%	60%	32%	37%	25%	*	-	-	-	*	31%	56%	-	32%	14%	27%	38%	-	*	*	*
	EL	34%	50%	19%	-	19%	-	-	-	-	-	19%	*	38%	14%	19%	14%	25%	-	*	-	-
	Male	48%	49%	26%	31%	18%	*	-	-	-	*	26%	20%	22%	27%	14%	26%	-	-	*	-	*
	Female	57%	62%	36%	38%	31%	-	-	-	-	*	34%	57%	28%	38%	25%	-	36%	-	*	*	-
Mathematics	All Students	42%	37%	25%	26%	23%	*	-	-	-	*	25%	17%	22%	26%	22%	29%	20%	-	20%	*	*
	CWD	22%	18%	22%	27%	13%	-	-	-	-	-	24%	*	22%	-	25%	22%	22%	-	*	-	-
	CWOD	46%	39%	26%	25%	25%	*	-	-	-	*	26%	22%	-	26%	21%	32%	20%	-	*	*	*
	EL	31%	36%	22%	-	22%	-	-	-	-	-	19%	*	25%	21%	22%	29%	13%	-	*	-	-
	Male	43%	37%	29%	30%	26%	*	-	-	-	*	28%	40%	22%	32%	29%	29%	-	-	*	-	*
	Female	40%	36%	20%	21%	20%	-	-	-	-	*	22%	0%	22%	20%	13%	-	20%	-	*	*	-
STAAR Percent at Masters Grade Level																						

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All Grades																						
All Subjects	All Students	18%	14%	7%	8%	7%	*	-	-	-	0%	7%	13%	4%	8%	4%	9%	6%	-	10%	*	*
	CWD	6%	3%	4%	4%	3%	-	-	-	-	-	4%	0%	4%	-	6%	4%	3%	-	*	-	-
	CWOD	21%	16%	8%	9%	8%	*	-	-	-	0%	8%	17%	-	8%	3%	10%	6%	-	13%	*	*
	EL	9%	13%	4%	-	4%	-	-	-	-	-	4%	*	6%	3%	4%	5%	3%	-	*	-	-
	Male	18%	13%	9%	10%	8%	*	-	-	-	*	8%	20%	4%	10%	5%	9%	-	-	17%	-	*
	Female	19%	16%	6%	6%	6%	-	-	-	-	*	5%	7%	3%	6%	3%	-	6%	-	*	*	-
Reading	All Students	21%	19%	8%	9%	7%	*	-	-	-	*	7%	17%	2%	9%	3%	8%	8%	-	0%	*	*
	CWD	6%	3%	2%	0%	7%	-	-	-	-	-	3%	*	2%	-	13%	4%	0%	-	*	-	-
	CWOD	24%	20%	9%	12%	7%	*	-	-	-	*	9%	22%	-	9%	0%	9%	10%	-	*	*	*
	EL	10%	15%	3%	-	3%	-	-	-	-	-	3%	*	13%	0%	3%	5%	0%	-	*	-	-
	Male	18%	16%	8%	9%	8%	*	-	-	-	*	7%	20%	4%	9%	5%	8%	-	-	*	-	*
	Female	24%	22%	8%	10%	6%	-	-	-	-	*	7%	14%	0%	10%	0%	-	8%	-	*	*	-
Mathematics	All Students	17%	12%	7%	6%	7%	*	-	-	-	*	7%	8%	5%	7%	5%	10%	3%	-	20%	*	*
	CWD	6%	3%	5%	8%	0%	-	-	-	-	-	5%	*	5%	-	0%	4%	6%	-	*	-	-
	CWOD	19%	13%	7%	6%	8%	*	-	-	-	*	7%	11%	-	7%	7%	12%	3%	-	*	*	*
	EL	10%	12%	5%	-	5%	-	-	-	-	-	6%	*	0%	7%	5%	5%	6%	-	*	-	-
	Male	18%	13%	10%	11%	8%	*	-	-	-	*	9%	20%	4%	12%	5%	10%	-	-	*	-	*
	Female	15%	11%	3%	2%	6%	-	-	-	-	*	4%	0%	6%	3%	6%	-	3%	-	*	*	-

- 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	69	49	-	-	-	-	*	57	50	52
CWD	50	53	46	-	-	-	-	-	50	50	*
CWOD	60	72	49	-	-	-	-	*	58	-	52
EL ◇	52	-	52	-	-	-	-	-	54	*	52
Male	50	59	42	-	-	-	-	*	51	29	47

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Female	67	81	56	-	-	-	-	*	64	69	60
Mathematics											
All Students	46	46	43	-	-	-	-	*	46	70	45
CWD	70	72	68	-	-	-	-	-	70	70	*
CWOD	41	41	39	-	-	-	-	*	41	-	42
EL ◇	45	-	45	-	-	-	-	-	43	*	45
Male	41	48	33	-	-	-	-	*	39	54	42
Female	51	44	53	-	-	-	-	*	53	84	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)

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Total EL in Class	Proficiency of EL	Rate of Proficiency
97	18	19%

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

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	32	33	30	*	-	-	-	38	32	23	27
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	Y	N						N	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%

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met	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											N
Interim Goals (2028-2032)											51%
Target Met											N
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)

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																	
All Subjects	All Students	100%	100%	100%	*	-	-	-	100%	100%	96%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	-	-	-	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	99%	100%	*	-	-	-	100%	100%	94%	-	100%	100%	99%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%	100%	-
	Male	100%	99%	100%	*	-	-	-	*	100%	90%	100%	99%	100%	100%	-	-
	Female	100%	100%	100%	-	-	-	-	*	100%	100%	100%	100%	100%	-	100%	-
Reading	All Students	100%	100%	100%	*	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	-	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	*	-	-	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	*	-	-	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	-	-	-	-	*	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	99%	99%	100%	*	-	-	-	*	100%	92%	100%	99%	100%	99%	100%	-
	CWD	100%	100%	100%	-	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	99%	99%	100%	*	-	-	-	*	100%	89%	-	99%	100%	99%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%	100%	-
	Male	99%	98%	100%	*	-	-	-	*	100%	80%	100%	99%	100%	99%	-	-
	Female	100%	100%	100%	-	-	-	-	*	100%	100%	100%	100%	100%	-	100%	-
Science	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All Students	0%	0%	0%	*	-	-	-	0%	0%	4%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	-	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	1%	0%	*	-	-	-	0%	0%	6%	-	0%	0%	1%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-
	Male	0%	1%	0%	*	-	-	-	*	0%	10%	0%	1%	0%	0%	-	-
	Female	0%	0%	0%	-	-	-	-	*	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	0%	0%	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	*	-	-	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	-	-	-	-	*	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	1%	1%	0%	*	-	-	-	*	0%	8%	0%	1%	0%	1%	0%	-
	CWD	0%	0%	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	1%	1%	0%	*	-	-	-	*	0%	11%	-	1%	0%	1%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-
	Male	1%	2%	0%	*	-	-	-	*	0%	20%	0%	1%	0%	1%	-	-
	Female	0%	0%	0%	-	-	-	-	*	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

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

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

There is no data for this campus.

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

There is no data for this campus.

Part (ix): Teacher Quality Data

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

High Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	10.8	24.4%
Teachers Teaching with Emergency or Provisional Credentials	5.8	14.4%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- Indicates there are no data available in the group.

Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2025.

		State & Local and Federal	State & Local			Federal		
	Enrollment	Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$1,369	\$106	\$929	\$1,035	\$62	\$272	\$334
Food services		\$768	\$6	\$0	\$6	\$727	\$35	\$762
Instruction		\$7,193	\$5,484	\$26	\$5,510	\$1,552	\$131	\$1,683
Support services, general administration		\$64		\$64	\$64			
Support services, instructional staff		\$801	\$488	\$4	\$492	\$39	\$269	\$308
Support services, operation and maintenance of plant		\$1,473	\$1,259	\$81	\$1,340	\$65	\$68	\$133
Support services, pupils		\$585	\$386	\$56	\$442	\$105	\$38	\$143
Support services, school administration		\$1,700	\$1,633	\$2	\$1,635	\$23	\$43	\$66
Support services, student transportation		\$1,263	\$1,203	\$45	\$1,248	\$6	\$9	\$15
Total	465	\$15,215	\$10,565	\$1,207	\$11,772	\$2,579	\$865	\$3,444

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%	8	1%	*	2%
Mathematics	6,620	2%	8	1%	*	2%
Grade 4						
Reading	6,491	2%	*	1%	*	1%
Mathematics	6,491	2%	*	1%	*	1%
Grade 5						
Reading	6,033	1%	*	1%	-	-
Mathematics	6,033	2%	*	1%	-	-
Science	6,033	2%	*	1%	-	-
Grade 6						
Reading	5,586	1%	20	1%	-	-
Mathematics	5,586	1%	20	1%	-	-
Grade 7						
Reading	5,233	1%	18	1%	-	-
Mathematics	5,227	2%	18	1%	-	-
Grade 8						
Reading	4,985	1%	12	1%	-	-
Mathematics	4,985	1%	12	1%	-	-
Science	4,984	1%	12	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
End of Course						
English I	5,119	1%	11	0%	-	-
English II	4,683	1%	7	0%	-	-
Algebra I	5,112	1%	11	0%	-	-
Biology	5,027	1%	11	0%	-	-
All Grades						
All Subjects	100,862	1%	183	1%	6	2%
Reading	44,764	1%	82	1%	*	2%
Mathematics	40,054	1%	75	1%	*	2%
Science	16,044	1%	26	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

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Mathematics	Two or More Races	10	22	90	78	58	38	23	9
		EcoDis	31	38	69	62	24	20	3	2
		Students with Disabilities	51	56	49	44	18	14	2	2
		English Language Learners	31	48	69	52	26	14	3	2
Grade 8	Reading	Overall	34	30	66	70	23	31	2	4
		Black	45	47	55	53	17	16	1	1
		Hispanic	41	39	59	61	16	21	1	2
		White	24	22	76	78	30	38	2	5
		American Indian	*	45	*	55	*	18	*	2
		Asian	8	14	92	86	60	56	11	12
		Pacific Islander	*	35	*	65	*	25	*	2
		Two or More Races	28	27	72	73	32	35	5	6
		EcoDis	42	42	58	58	16	19	1	1
		Students with Disabilities	74	69	26	31	5	7	1	n/a
		English Language Learners	53	68	47	32	10	5	n/a	n/a
	Mathematics	Overall	39	38	61	62	24	26	5	7
		Black	54	62	46	38	11	9	2	1
		Hispanic	46	51	54	49	16	14	2	2
		White	28	26	72	74	36	35	8	9
		American Indian	*	55	*	45	*	13	*	2
		Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	26	37	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
		Students with Disabilities	81	77	19	23	4	5	n/a	1
		English Language Learners	60	76	40	24	8	4	1	n/a

* Indicates reporting standards not met.

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

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

State Level: 2022 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
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	36%	41%	30%	30%	-	-	-	15%	39%	33%	24%

- Indicates there are no students in the group.

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

Part (xv): Section 1003 Fund

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

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

There is no data for this campus.

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

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

There is no data for this campus.

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Part (i): Description of State Accountability System

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

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

State & District ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
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%

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Campus ESSA Goals (HS/K-12 & AEA)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
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%

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

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

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

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

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

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, and AEAs	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status 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.

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

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

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

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

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

Part (ii): Student Achievement by Proficiency Level

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

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

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	75%	73%	59%	56%	60%	*	-	-	-	-	58%	86%	36%	62%	54%	64%	55%	-	-	-	-
	CWD	43%	40%	36%	17%	43%	*	-	-	-	-	25%	*	36%	-	*	33%	38%	-	-	-	-
	CWOD	81%	77%	62%	62%	62%	-	-	-	-	-	61%	80%	-	62%	56%	67%	57%	-	-	-	-
	EL	61%	72%	54%	*	55%	-	-	-	-	-	55%	*	*	56%	54%	67%	38%	-	-	-	-
	Male	71%	70%	64%	50%	69%	-	-	-	-	-	63%	*	33%	67%	67%	64%	-	-	-	-	-
	Female	79%	77%	55%	59%	51%	*	-	-	-	-	53%	80%	38%	57%	38%	-	55%	-	-	-	-
Mathematics	All Students	70%	70%	55%	42%	60%	*	-	-	-	-	53%	86%	43%	56%	59%	66%	45%	-	-	-	-
	CWD	44%	45%	43%	17%	57%	*	-	-	-	-	33%	*	43%	-	*	33%	50%	-	-	-	-
	CWOD	75%	72%	56%	46%	60%	-	-	-	-	-	55%	80%	-	56%	61%	69%	45%	-	-	-	-
	EL	60%	69%	59%	*	60%	-	-	-	-	-	60%	*	*	61%	59%	77%	38%	-	-	-	-
	Male	70%	69%	66%	50%	71%	-	-	-	-	-	65%	*	33%	69%	77%	66%	-	-	-	-	-
	Female	70%	70%	45%	38%	49%	*	-	-	-	-	43%	80%	50%	45%	38%	-	45%	-	-	-	-
Grade 7																						
Reading	All Students	72%	77%	68%	67%	68%	-	-	-	*	*	68%	*	46%	70%	58%	68%	69%	-	*	-	-
	CWD	39%	40%	46%	56%	*	-	-	-	-	-	46%	-	46%	-	*	57%	33%	-	*	-	-
	CWOD	78%	80%	70%	69%	70%	-	-	-	*	*	70%	*	-	70%	60%	69%	72%	-	*	-	-
	EL	57%	75%	58%	-	58%	-	-	-	-	-	58%	-	*	60%	58%	60%	56%	-	-	-	-
	Male	67%	72%	68%	69%	66%	-	-	-	-	*	69%	*	57%	69%	60%	68%	-	-	*	-	-
	Female	78%	82%	69%	66%	70%	-	-	-	*	*	68%	*	33%	72%	56%	-	69%	-	*	-	-
Mathematics	All Students	54%	57%	50%	49%	52%	-	-	-	*	*	49%	*	38%	51%	42%	47%	52%	-	*	-	-
	CWD	31%	28%	38%	44%	*	-	-	-	-	-	38%	-	38%	-	*	29%	50%	-	*	-	-
	CWOD	58%	59%	51%	50%	53%	-	-	-	*	*	50%	*	-	51%	44%	49%	52%	-	*	-	-
	EL	42%	55%	42%	-	42%	-	-	-	-	-	42%	-	*	44%	42%	48%	37%	-	-	-	-
	Male	55%	57%	47%	46%	50%	-	-	-	-	*	46%	*	29%	49%	48%	47%	-	-	*	-	-
	Female	53%	56%	52%	53%	53%	-	-	-	*	*	51%	*	50%	52%	37%	-	52%	-	*	-	-
Grade 8																						
Reading	All Students	79%	81%	83%	74%	88%	*	-	-	-	80%	83%	*	40%	88%	92%	89%	78%	-	*	-	-
	CWD	48%	47%	40%	30%	*	-	-	-	-	*	40%	-	40%	-	*	63%	14%	-	*	-	-
	CWOD	83%	85%	88%	85%	90%	*	-	-	-	*	88%	*	-	88%	95%	93%	84%	-	*	-	-
	EL	64%	81%	92%	-	92%	*	-	-	-	-	92%	-	*	95%	92%	100%	86%	-	-	-	-
	Male	74%	76%	89%	79%	95%	-	-	-	-	*	89%	*	63%	93%	100%	89%	-	-	*	-	-
	Female	84%	87%	78%	71%	82%	*	-	-	-	*	78%	*	14%	84%	86%	-	78%	-	*	-	-
Mathematics	All Students	70%	72%	80%	70%	87%	-	-	-	-	80%	81%	*	53%	84%	93%	85%	77%	-	*	-	-
	CWD	45%	46%	53%	40%	*	-	-	-	-	*	53%	-	53%	-	*	50%	57%	-	*	-	-
	CWOD	74%	75%	84%	79%	86%	-	-	-	-	*	85%	*	-	84%	92%	92%	79%	-	*	-	-
	EL	62%	74%	93%	-	93%	-	-	-	-	-	93%	-	*	92%	93%	100%	89%	-	-	-	-
	Male	69%	70%	85%	81%	89%	-	-	-	-	*	85%	-	50%	92%	100%	85%	-	-	*	-	-
	Female	71%	74%	77%	63%	86%	-	-	-	-	*	78%	*	57%	79%	89%	-	77%	-	*	-	-

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

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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	38%	34%	21%	11%	25%	*	-	-	-	-	20%	29%	29%	20%	21%	30%	13%	-	-	-	-	
	CWD	19%	19%	29%	17%	29%	*	-	-	-	-	25%	*	29%	-	*	33%	25%	-	-	-	-	
	CWOD	42%	35%	20%	10%	24%	-	-	-	-	-	20%	20%	-	20%	22%	29%	12%	-	-	-	-	
	EL	27%	33%	21%	*	22%	-	-	-	-	-	22%	*	*	22%	21%	37%	4%	-	-	-	-	
	Male	40%	37%	30%	13%	35%	-	-	-	-	-	29%	*	33%	29%	37%	30%	-	-	-	-	-	
	Female	36%	31%	13%	10%	13%	*	-	-	-	-	13%	20%	25%	12%	4%	-	13%	-	-	-	-	
Grade 7																							
Reading	All Students	53%	55%	43%	37%	49%	-	-	-	*	*	43%	*	23%	45%	37%	31%	55%	-	*	-	-	
	CWD	21%	23%	23%	22%	*	-	-	-	-	-	23%	-	23%	-	*	14%	33%	-	*	-	-	
	CWOD	58%	58%	45%	40%	50%	-	-	-	*	*	45%	*	-	45%	38%	33%	56%	-	*	-	-	
	EL	34%	50%	37%	-	37%	-	-	-	-	-	37%	-	*	38%	37%	32%	41%	-	-	-	-	
	Male	47%	48%	31%	23%	40%	-	-	-	-	*	31%	*	14%	33%	32%	31%	-	-	*	-	-	
	Female	59%	62%	55%	53%	56%	-	-	-	*	*	53%	*	33%	56%	41%	-	55%	-	*	-	-	
Mathematics	All Students	33%	34%	28%	19%	36%	-	-	-	*	*	27%	*	15%	29%	31%	27%	29%	-	*	-	-	
	CWD	17%	17%	15%	11%	*	-	-	-	-	-	15%	-	15%	-	*	14%	17%	-	*	-	-	
	CWOD	36%	35%	29%	21%	37%	-	-	-	*	*	28%	*	-	29%	31%	29%	30%	-	*	-	-	
	EL	22%	31%	31%	-	31%	-	-	-	-	-	31%	-	*	31%	31%	40%	22%	-	-	-	-	
	Male	35%	36%	27%	11%	44%	-	-	-	-	*	28%	*	14%	29%	40%	27%	-	-	*	-	-	
	Female	31%	31%	29%	28%	30%	-	-	-	*	*	27%	*	17%	30%	22%	-	29%	-	*	-	-	
Grade 8																							
Reading	All Students	55%	57%	54%	40%	63%	*	-	-	-	40%	54%	*	13%	59%	65%	55%	54%	-	*	-	-	
	CWD	23%	19%	13%	10%	*	-	-	-	-	*	13%	-	13%	-	*	13%	14%	-	*	-	-	
	CWOD	59%	61%	59%	48%	64%	*	-	-	-	*	59%	*	-	59%	67%	61%	58%	-	*	-	-	
	EL	35%	55%	65%	-	64%	*	-	-	-	-	65%	-	*	67%	65%	68%	62%	-	-	-	-	
	Male	49%	50%	55%	32%	67%	-	-	-	-	*	53%	*	13%	61%	68%	55%	-	-	*	-	-	
	Female	60%	65%	54%	45%	59%	*	-	-	-	*	54%	*	14%	58%	62%	-	54%	-	*	-	-	
Mathematics	All Students	41%	33%	34%	26%	37%	-	-	-	-	60%	34%	*	20%	36%	40%	30%	36%	-	*	-	-	
	CWD	21%	15%	20%	20%	*	-	-	-	-	*	20%	-	20%	-	*	13%	29%	-	*	-	-	
	CWOD	44%	36%	36%	27%	38%	-	-	-	-	*	36%	*	-	36%	41%	34%	37%	-	*	-	-	
	EL	30%	34%	40%	-	40%	-	-	-	-	-	40%	-	*	41%	40%	38%	41%	-	-	-	-	
	Male	41%	31%	30%	13%	41%	-	-	-	-	*	30%	-	13%	34%	38%	30%	-	-	*	-	-	
	Female	41%	36%	36%	33%	34%	-	-	-	-	*	37%	*	29%	37%	41%	-	36%	-	*	-	-	
Science	All Students	42%	33%	23%	12%	30%	*	-	-	-	20%	22%	*	13%	24%	34%	30%	18%	-	*	-	-	
	CWD	20%	13%	13%	10%	*	-	-	-	-	*	13%	-	13%	-	*	13%	14%	-	*	-	-	
	CWOD	46%	35%	24%	13%	30%	*	-	-	-	*	23%	*	-	24%	34%	32%	18%	-	*	-	-	
	EL	24%	31%	34%	-	34%	*	-	-	-	-	34%	-	*	34%	34%	46%	24%	-	-	-	-	
	Male	45%	35%	30%	16%	38%	-	-	-	-	*	27%	*	13%	32%	46%	30%	-	-	*	-	-	
	Female	40%	30%	18%	10%	22%	*	-	-	-	*	17%	*	14%	18%	24%	-	18%	-	*	-	-	
End of Course																							

Texas Education Agency
2024 Federal Report Card
 YES PREP - SOUTHSIDE (101845011) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English I	All Students	50%	55%	41%	32%	46%	*	-	-	-	*	41%	50%	7%	48%	41%	35%	47%	-	13%	-	-
	CWD	19%	19%	7%	10%	0%	-	-	-	-	*	7%	*	7%	-	0%	7%	7%	-	*	-	-
	CWOD	55%	60%	48%	40%	50%	*	-	-	-	*	47%	60%	-	48%	44%	41%	54%	-	17%	-	-
	EL	27%	50%	41%	*	41%	*	-	-	-	-	41%	*	0%	44%	41%	33%	50%	-	*	-	-
	Male	43%	48%	35%	28%	38%	*	-	-	-	-	35%	40%	7%	41%	33%	35%	-	-	*	-	-
	Female	57%	64%	47%	36%	53%	*	-	-	-	*	46%	57%	7%	54%	50%	-	47%	-	*	-	-
English II	All Students	57%	63%	41%	29%	50%	*	-	-	-	*	40%	*	12%	48%	52%	36%	44%	-	25%	-	-
	CWD	23%	19%	12%	19%	0%	-	-	-	-	*	12%	-	12%	-	*	14%	8%	-	*	-	-
	CWOD	61%	69%	48%	33%	56%	*	-	-	-	-	47%	*	-	48%	58%	43%	52%	-	29%	-	-
	EL	30%	53%	52%	-	54%	-	-	-	-	-	51%	*	*	58%	52%	50%	53%	-	-	-	-
	Male	51%	58%	36%	26%	43%	-	-	-	-	-	34%	*	14%	43%	50%	36%	-	-	*	-	-
	Female	63%	69%	44%	31%	57%	*	-	-	-	*	44%	*	8%	52%	53%	-	44%	-	20%	-	-
Algebra I	All Students	41%	41%	28%	18%	34%	*	-	-	-	*	27%	33%	6%	32%	39%	24%	32%	-	0%	-	-
	CWD	17%	17%	6%	10%	0%	-	-	-	-	*	6%	*	6%	-	0%	6%	6%	-	*	-	-
	CWOD	45%	44%	32%	21%	38%	*	-	-	-	*	31%	40%	-	32%	42%	28%	37%	-	0%	-	-
	EL	29%	42%	39%	*	38%	*	-	-	-	-	40%	*	0%	42%	39%	34%	46%	-	*	-	-
	Male	39%	38%	24%	16%	30%	*	-	-	-	-	23%	50%	6%	28%	34%	24%	-	-	*	-	-
	Female	43%	45%	32%	21%	39%	*	-	-	-	*	33%	17%	6%	37%	46%	-	32%	-	*	-	-
Biology	All Students	54%	47%	31%	21%	36%	*	-	-	-	*	30%	50%	16%	34%	36%	31%	31%	-	*	-	-
	CWD	26%	16%	16%	18%	0%	-	-	-	-	*	17%	*	16%	-	*	17%	15%	-	*	-	-
	CWOD	58%	51%	34%	22%	39%	*	-	-	-	*	32%	67%	-	34%	38%	33%	34%	-	*	-	-
	EL	33%	44%	36%	*	35%	*	-	-	-	-	36%	-	*	38%	36%	28%	42%	-	*	-	-
	Male	54%	47%	31%	22%	37%	*	-	-	-	-	29%	*	17%	33%	28%	31%	-	-	*	-	-
	Female	54%	47%	31%	20%	35%	*	-	-	-	*	30%	40%	15%	34%	42%	-	31%	-	*	-	-
STAAR Percent at Masters Grade Level																						
Grade 6																						
Reading	All Students	25%	21%	15%	11%	17%	*	-	-	-	-	14%	29%	0%	17%	9%	16%	15%	-	-	-	-
	CWD	6%	4%	0%	0%	0%	*	-	-	-	-	0%	*	0%	-	*	0%	0%	-	-	-	-
	CWOD	28%	23%	17%	13%	19%	-	-	-	-	-	16%	40%	-	17%	9%	17%	16%	-	-	-	-
	EL	12%	19%	9%	*	9%	-	-	-	-	-	9%	*	*	9%	9%	13%	4%	-	-	-	-
	Male	21%	19%	16%	6%	19%	-	-	-	-	-	16%	*	0%	17%	13%	16%	-	-	-	-	-
	Female	28%	23%	15%	14%	16%	*	-	-	-	-	13%	40%	0%	16%	4%	-	15%	-	-	-	-
Mathematics	All Students	13%	9%	6%	4%	5%	*	-	-	-	-	5%	14%	14%	5%	2%	6%	5%	-	-	-	-
	CWD	5%	5%	14%	17%	0%	*	-	-	-	-	8%	*	14%	-	*	17%	13%	-	-	-	-
	CWOD	15%	9%	5%	3%	6%	-	-	-	-	-	5%	0%	-	5%	2%	5%	4%	-	-	-	-
	EL	7%	8%	2%	*	2%	-	-	-	-	-	2%	*	*	2%	2%	3%	0%	-	-	-	-
	Male	14%	10%	6%	6%	6%	-	-	-	-	-	6%	*	17%	5%	3%	6%	-	-	-	-	-
	Female	12%	7%	5%	3%	4%	*	-	-	-	-	4%	20%	13%	4%	0%	-	5%	-	-	-	-
Grade 7																						

Texas Education Agency
2024 Federal Report Card
 YES PREP - SOUTHSIDE (101845011) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Reading	All Students	28%	26%	20%	19%	19%	-	-	-	*	*	19%	*	0%	21%	15%	13%	26%	-	*	-	-	
	CWD	6%	3%	0%	0%	*	-	-	-	-	-	0%	-	0%	-	*	0%	0%	-	*	-	-	
	CWOD	31%	29%	21%	22%	20%	-	-	-	*	*	21%	*	-	21%	17%	14%	28%	-	*	-	-	
	EL	13%	22%	15%	-	15%	-	-	-	-	-	15%	-	*	17%	15%	8%	22%	-	-	-	-	
	Male	23%	21%	13%	11%	14%	-	-	-	-	*	13%	*	0%	14%	8%	13%	-	-	*	-	-	
	Female	33%	31%	26%	28%	23%	-	-	-	*	*	25%	*	0%	28%	22%	-	26%	-	*	-	-	
Mathematics	All Students	11%	9%	6%	4%	8%	-	-	-	*	*	6%	*	0%	7%	4%	9%	4%	-	*	-	-	
	CWD	5%	2%	0%	0%	*	-	-	-	-	-	0%	-	0%	-	*	0%	0%	-	*	-	-	
	CWOD	12%	10%	7%	5%	8%	-	-	-	*	*	6%	*	-	7%	4%	10%	4%	-	*	-	-	
	EL	5%	8%	4%	-	4%	-	-	-	-	-	4%	-	*	4%	4%	8%	0%	-	-	-	-	
	Male	12%	11%	9%	3%	15%	-	-	-	-	*	9%	*	0%	10%	8%	9%	-	-	*	-	-	
	Female	9%	7%	4%	6%	2%	-	-	-	*	*	3%	*	0%	4%	0%	-	4%	-	*	-	-	
Grade 8																							
Reading	All Students	28%	25%	22%	12%	27%	*	-	-	-	40%	21%	*	13%	23%	29%	31%	16%	-	*	-	-	
	CWD	7%	3%	13%	10%	*	-	-	-	-	*	13%	-	13%	-	*	13%	14%	-	*	-	-	
	CWOD	31%	27%	23%	13%	28%	*	-	-	-	*	22%	*	-	23%	30%	34%	16%	-	*	-	-	
	EL	12%	21%	29%	-	30%	*	-	-	-	-	29%	-	*	30%	29%	43%	19%	-	-	-	-	
	Male	25%	21%	31%	16%	38%	-	-	-	-	*	29%	*	13%	34%	43%	31%	-	-	*	-	-	
	Female	32%	29%	16%	10%	18%	*	-	-	-	*	15%	*	14%	16%	19%	-	16%	-	*	-	-	
Mathematics	All Students	15%	6%	3%	2%	3%	-	-	-	-	0%	3%	*	13%	1%	5%	2%	3%	-	*	-	-	
	CWD	6%	2%	13%	10%	*	-	-	-	-	*	13%	-	13%	-	*	13%	14%	-	*	-	-	
	CWOD	17%	7%	1%	0%	2%	-	-	-	-	*	1%	*	-	1%	3%	0%	2%	-	*	-	-	
	EL	8%	7%	5%	-	5%	-	-	-	-	-	5%	-	*	3%	5%	6%	4%	-	-	-	-	
	Male	16%	5%	2%	0%	4%	-	-	-	-	*	2%	-	13%	0%	6%	2%	-	-	*	-	-	
	Female	14%	7%	3%	4%	3%	-	-	-	-	*	3%	*	14%	2%	4%	-	3%	-	*	-	-	
Science	All Students	16%	9%	7%	4%	9%	*	-	-	-	0%	7%	*	13%	6%	9%	13%	2%	-	*	-	-	
	CWD	5%	4%	13%	10%	*	-	-	-	-	*	13%	-	13%	-	*	13%	14%	-	*	-	-	
	CWOD	18%	9%	6%	3%	8%	*	-	-	-	*	6%	*	-	6%	8%	13%	1%	-	*	-	-	
	EL	6%	7%	9%	-	9%	*	-	-	-	-	9%	-	*	8%	9%	18%	3%	-	-	-	-	
	Male	18%	10%	13%	5%	17%	-	-	-	-	*	13%	*	13%	13%	18%	13%	-	-	*	-	-	
	Female	15%	8%	2%	3%	2%	*	-	-	-	*	2%	*	14%	1%	3%	-	2%	-	*	-	-	
End of Course																							
English I	All Students	15%	15%	10%	5%	13%	*	-	-	-	*	9%	17%	3%	11%	9%	6%	13%	-	0%	-	-	
	CWD	4%	1%	3%	5%	0%	-	-	-	-	*	4%	*	3%	-	0%	0%	7%	-	*	-	-	
	CWOD	17%	17%	11%	5%	14%	*	-	-	-	*	10%	20%	-	11%	9%	7%	14%	-	0%	-	-	
	EL	4%	11%	9%	*	9%	*	-	-	-	-	9%	*	0%	9%	9%	5%	13%	-	*	-	-	
	Male	11%	12%	6%	3%	9%	*	-	-	-	-	7%	0%	0%	7%	5%	6%	-	-	*	-	-	
	Female	19%	19%	13%	8%	17%	*	-	-	-	*	12%	29%	7%	14%	13%	-	13%	-	*	-	-	

Texas Education Agency
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 YES PREP - SOUTHSIDE (101845011) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
English II	All Students	8%	6%	3%	2%	4%	*	-	-	-	*	3%	*	4%	3%	2%	5%	1%	-	0%	-	-	
	CWD	3%	1%	4%	6%	0%	-	-	-	-	*	4%	-	4%	-	*	7%	0%	-	*	-	-	
	CWOD	9%	7%	3%	0%	5%	*	-	-	-	-	3%	*	-	3%	3%	4%	2%	-	0%	-	-	
	EL	1%	1%	2%	-	2%	-	-	-	-	-	2%	*	*	3%	2%	4%	0%	-	-	-	-	
	Male	7%	6%	5%	4%	5%	-	-	-	-	-	5%	*	7%	4%	4%	5%	-	-	*	-	-	
	Female	10%	6%	1%	0%	3%	*	-	-	-	*	1%	*	0%	2%	0%	-	1%	-	0%	-	-	
Algebra I	All Students	23%	20%	15%	7%	21%	*	-	-	-	*	14%	25%	0%	17%	22%	15%	14%	-	0%	-	-	
	CWD	7%	4%	0%	0%	0%	-	-	-	-	*	0%	*	0%	-	0%	0%	0%	-	*	-	-	
	CWOD	25%	22%	17%	10%	23%	*	-	-	-	*	17%	30%	-	17%	23%	18%	17%	-	0%	-	-	
	EL	13%	20%	22%	*	22%	*	-	-	-	-	22%	*	0%	23%	22%	20%	23%	-	*	-	-	
	Male	22%	18%	15%	7%	22%	*	-	-	-	-	14%	33%	0%	18%	20%	15%	-	-	*	-	-	
	Female	23%	22%	14%	8%	20%	*	-	-	-	*	14%	17%	0%	17%	23%	-	14%	-	*	-	-	
Biology	All Students	18%	8%	3%	3%	1%	*	-	-	-	*	3%	0%	4%	2%	3%	3%	2%	-	*	-	-	
	CWD	5%	2%	4%	6%	0%	-	-	-	-	*	4%	*	4%	-	*	0%	8%	-	*	-	-	
	CWOD	19%	9%	2%	2%	1%	*	-	-	-	*	2%	0%	-	2%	3%	3%	1%	-	*	-	-	
	EL	5%	6%	3%	*	2%	*	-	-	-	-	3%	-	*	3%	3%	6%	0%	-	*	-	-	
	Male	18%	9%	3%	0%	2%	*	-	-	-	-	3%	*	0%	3%	6%	3%	-	-	*	-	-	
	Female	17%	8%	2%	7%	0%	*	-	-	-	*	3%	0%	8%	1%	0%	-	2%	-	*	-	-	
STAAR Percent at Approaches Grade Level or Above																							
All Grades																							
All Subjects	All Students	73%	74%	66%	60%	70%	93%	-	-	*	62%	66%	81%	36%	70%	69%	67%	66%	-	52%	-	-	
	CWD	46%	44%	36%	36%	38%	*	-	-	-	29%	35%	60%	36%	-	40%	36%	37%	-	20%	-	-	
	CWOD	77%	78%	70%	67%	72%	92%	-	-	*	74%	70%	85%	-	70%	71%	72%	70%	-	68%	-	-	
	EL	61%	73%	69%	40%	69%	83%	-	-	-	-	69%	43%	40%	71%	69%	70%	67%	-	57%	-	-	
	Male	71%	72%	67%	61%	70%	100%	-	-	-	45%	66%	85%	36%	72%	70%	67%	-	-	48%	-	-	
	Female	74%	77%	66%	59%	69%	89%	-	-	*	73%	65%	79%	37%	70%	67%	-	66%	-	57%	-	-	
Reading	All Students	74%	76%	67%	62%	71%	100%	-	-	*	70%	67%	77%	29%	73%	69%	66%	68%	-	57%	-	-	
	CWD	44%	40%	29%	31%	22%	*	-	-	-	*	28%	*	29%	-	21%	36%	21%	-	17%	-	-	
	CWOD	80%	80%	73%	70%	75%	100%	-	-	*	86%	73%	81%	-	73%	72%	71%	75%	-	71%	-	-	
	EL	59%	73%	69%	*	70%	*	-	-	-	-	69%	*	21%	72%	69%	68%	71%	-	*	-	-	
	Male	70%	72%	66%	64%	68%	*	-	-	-	*	66%	75%	36%	71%	68%	66%	-	-	55%	-	-	
	Female	78%	81%	68%	60%	74%	*	-	-	*	67%	68%	78%	21%	75%	71%	-	68%	-	58%	-	-	
Mathematics	All Students	70%	71%	63%	56%	67%	100%	-	-	*	56%	62%	83%	42%	66%	68%	65%	61%	-	47%	-	-	
	CWD	45%	46%	42%	36%	54%	*	-	-	-	*	42%	*	42%	-	63%	36%	49%	-	20%	-	-	
	CWOD	75%	74%	66%	61%	69%	*	-	-	*	71%	65%	89%	-	66%	68%	69%	63%	-	60%	-	-	
	EL	62%	70%	68%	*	68%	*	-	-	-	-	68%	*	63%	68%	68%	72%	63%	-	*	-	-	
	Male	71%	70%	65%	58%	69%	*	-	-	-	*	64%	89%	36%	69%	72%	65%	-	-	38%	-	-	
	Female	70%	71%	61%	55%	66%	*	-	-	*	60%	60%	79%	49%	63%	63%	-	61%	-	57%	-	-	

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	73%	77%	69%	66%	72%	*	-	-	-	57%	68%	83%	45%	73%	69%	71%	68%	-	50%	-	-
	CWD	49%	51%	45%	44%	45%	-	-	-	-	*	42%	*	45%	-	38%	35%	55%	-	*	-	-
	CWOD	77%	79%	73%	73%	73%	*	-	-	-	60%	72%	80%	-	73%	71%	77%	69%	-	*	-	-
	EL	61%	75%	69%	*	69%	*	-	-	-	-	69%	-	38%	71%	69%	73%	65%	-	*	-	-
	Male	74%	77%	71%	65%	77%	*	-	-	-	*	70%	100%	35%	77%	73%	71%	-	-	*	-	-
	Female	72%	77%	68%	67%	67%	*	-	-	-	*	67%	71%	55%	69%	65%	-	68%	-	*	-	-
SAT/ACT All Subjects	All Students	88%	94%	*	*	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-
	CWD	61%	*	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	88%	100%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	EL	64%	100%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	89%	90%	*	*	*	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-	-
	Female	87%	100%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	46%	35%	26%	41%	67%	-	-	*	38%	34%	53%	14%	38%	40%	34%	36%	-	17%	-	-
	CWD	22%	18%	14%	14%	13%	*	-	-	-	14%	14%	20%	14%	-	12%	14%	15%	-	0%	-	-
	CWOD	51%	49%	38%	29%	43%	62%	-	-	*	47%	37%	59%	-	38%	42%	37%	39%	-	26%	-	-
	EL	31%	43%	40%	20%	40%	67%	-	-	-	-	40%	29%	12%	42%	40%	41%	38%	-	0%	-	-
	Male	45%	43%	34%	21%	42%	67%	-	-	-	18%	33%	62%	14%	37%	41%	34%	-	-	13%	-	-
	Female	48%	48%	36%	30%	40%	67%	-	-	*	53%	36%	47%	15%	39%	38%	-	36%	-	22%	-	-
Reading	All Students	52%	55%	45%	35%	50%	100%	-	-	*	40%	44%	63%	14%	49%	47%	40%	48%	-	22%	-	-
	CWD	23%	21%	14%	15%	13%	*	-	-	-	*	14%	*	14%	-	11%	14%	15%	-	0%	-	-
	CWOD	58%	60%	49%	40%	53%	100%	-	-	*	57%	48%	69%	-	49%	50%	45%	53%	-	29%	-	-
	EL	34%	50%	47%	*	47%	*	-	-	-	-	47%	*	11%	50%	47%	46%	48%	-	*	-	-
	Male	48%	49%	40%	27%	48%	*	-	-	-	*	40%	67%	14%	45%	46%	40%	-	-	18%	-	-
	Female	57%	62%	48%	41%	52%	*	-	-	*	50%	48%	61%	15%	53%	48%	-	48%	-	25%	-	-
Mathematics	All Students	42%	37%	27%	18%	33%	60%	-	-	*	33%	27%	35%	14%	29%	33%	27%	28%	-	13%	-	-
	CWD	22%	18%	14%	13%	15%	*	-	-	-	*	14%	*	14%	-	13%	13%	16%	-	0%	-	-
	CWOD	46%	39%	29%	20%	34%	*	-	-	*	43%	29%	37%	-	29%	34%	29%	29%	-	20%	-	-
	EL	31%	36%	33%	*	33%	*	-	-	-	-	33%	*	13%	34%	33%	36%	30%	-	*	-	-
	Male	43%	37%	27%	13%	36%	*	-	-	-	*	26%	44%	13%	29%	36%	27%	-	-	13%	-	-
	Female	40%	36%	28%	23%	30%	*	-	-	*	40%	28%	29%	16%	29%	30%	-	28%	-	14%	-	-
Science	All Students	42%	39%	27%	17%	33%	*	-	-	-	43%	26%	58%	15%	29%	35%	30%	24%	-	13%	-	-
	CWD	21%	14%	15%	15%	9%	-	-	-	-	*	16%	*	15%	-	13%	15%	15%	-	*	-	-
	CWOD	45%	42%	29%	18%	34%	*	-	-	-	40%	27%	70%	-	29%	36%	33%	26%	-	*	-	-
	EL	24%	37%	35%	*	35%	*	-	-	-	-	35%	-	13%	36%	35%	37%	33%	-	*	-	-
	Male	44%	40%	30%	20%	37%	*	-	-	-	*	28%	80%	15%	33%	37%	30%	-	-	*	-	-
	Female	40%	38%	24%	15%	29%	*	-	-	-	*	23%	43%	15%	26%	33%	-	24%	-	*	-	-

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SAT/ACT All Subjects	All Students	59%	67%	*	*	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-
	CWD	35%	*	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	60%	71%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	EL	19%	80%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	64%	70%	*	*	*	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-	-
	Female	55%	63%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	18%	14%	10%	7%	12%	13%	-	-	*	12%	10%	20%	5%	11%	11%	11%	10%	-	2%	-	-
	CWD	6%	3%	5%	5%	4%	*	-	-	-	0%	5%	10%	5%	-	7%	5%	6%	-	0%	-	-
	CWOD	21%	16%	11%	7%	13%	8%	-	-	*	16%	11%	22%	-	11%	11%	12%	10%	-	3%	-	-
	EL	9%	13%	11%	0%	11%	17%	-	-	-	-	11%	0%	7%	11%	11%	13%	9%	-	0%	-	-
	Male	18%	13%	11%	5%	14%	17%	-	-	-	9%	11%	15%	5%	12%	13%	11%	-	-	0%	-	-
	Female	19%	16%	10%	8%	10%	11%	-	-	*	13%	9%	24%	6%	10%	9%	-	10%	-	4%	-	-
Reading	All Students	21%	19%	14%	10%	17%	0%	-	-	*	30%	13%	27%	4%	15%	13%	13%	14%	-	4%	-	-
	CWD	6%	3%	4%	5%	3%	*	-	-	-	*	4%	*	4%	-	5%	4%	4%	-	0%	-	-
	CWOD	24%	20%	15%	11%	18%	0%	-	-	*	43%	15%	31%	-	15%	14%	15%	16%	-	6%	-	-
	EL	10%	15%	13%	*	14%	*	-	-	-	-	14%	*	5%	14%	13%	14%	13%	-	*	-	-
	Male	18%	16%	13%	8%	17%	*	-	-	-	*	13%	17%	4%	15%	14%	13%	-	-	0%	-	-
	Female	24%	22%	14%	12%	16%	*	-	-	*	33%	13%	33%	4%	16%	13%	-	14%	-	8%	-	-
Mathematics	All Students	17%	12%	8%	5%	11%	20%	-	-	*	0%	8%	22%	5%	9%	10%	9%	7%	-	0%	-	-
	CWD	6%	3%	5%	4%	4%	*	-	-	-	*	4%	*	5%	-	6%	5%	5%	-	0%	-	-
	CWOD	19%	13%	9%	5%	11%	*	-	-	*	0%	8%	21%	-	9%	10%	10%	8%	-	0%	-	-
	EL	10%	12%	10%	*	10%	*	-	-	-	-	10%	*	6%	10%	10%	11%	8%	-	*	-	-
	Male	18%	13%	9%	4%	13%	*	-	-	-	*	9%	22%	5%	10%	11%	9%	-	-	0%	-	-
	Female	15%	11%	7%	6%	8%	*	-	-	*	0%	7%	21%	5%	8%	8%	-	7%	-	0%	-	-
Science	All Students	15%	9%	5%	4%	5%	*	-	-	-	0%	5%	0%	8%	4%	6%	7%	2%	-	0%	-	-
	CWD	5%	3%	8%	7%	9%	-	-	-	-	*	8%	*	8%	-	13%	5%	10%	-	*	-	-
	CWOD	17%	9%	4%	2%	5%	*	-	-	-	0%	4%	0%	-	4%	6%	8%	1%	-	*	-	-
	EL	5%	7%	6%	*	6%	*	-	-	-	-	6%	-	13%	6%	6%	12%	1%	-	*	-	-
	Male	16%	9%	7%	2%	10%	*	-	-	-	*	7%	0%	5%	8%	12%	7%	-	-	*	-	-
	Female	14%	8%	2%	5%	1%	*	-	-	-	*	3%	0%	10%	1%	1%	-	2%	-	*	-	-
SAT/ACT All Subjects	All Students	12%	6%	*	*	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-
	CWD	7%	*	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	12%	6%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	EL	1%	0%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	15%	0%	*	*	*	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-	-
	Female	9%	13%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	70	64	73	67	-	-	*	106	69	41	70
CWD	41	41	36	*	-	-	-	*	41	41	33
CWOD	73	70	75	80	-	-	*	104	73	-	72
EL ◇	70	-	70	*	-	-	-	-	70	33	70
Male	71	69	71	*	-	-	-	*	70	51	71
Female	69	61	74	*	-	-	*	*	69	32	69
Mathematics											
All Students	64	62	64	95	-	-	*	79	64	65	65
CWD	65	63	68	*	-	-	-	*	64	65	62
CWOD	64	62	64	*	-	-	*	85	64	-	66
EL ◇	65	-	65	*	-	-	-	-	65	62	65
Male	63	57	66	*	-	-	-	*	63	58	67
Female	64	66	63	*	-	-	*	*	64	71	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.

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
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
330	85	26%

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	37	31	41	58	-	-	*	37	37	18	40
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	33%	16%	56%	*	*	-	-	-	34%	82%	33%

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

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2023-2027)	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
Target Met	Y	Y	Y					N	Y	Y	Y
Interim Goals (2028-2032)	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
Target Met	N	N	Y					N	Y	N	Y
Interim Goals (2033-2037)	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
Target Met	N	N	N					N	N	N	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	N	N	N						N	Y	Y
Interim Goals (2028-2032)	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
Target Met	N	N	N						N	N	N
Interim Goals (2033-2037)	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
Target Met	N	N	N						N	N	N
Long-Term Goals	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
Target Met	N	N	N						N	N	N
English Learner Language Proficiency Status											
Interim Goals (2023-2027)											34%
Target Met											Y
Interim Goals (2028-2032)											36%
Target Met											Y
Interim Goals (2033-2037)											48%
Target Met											Y
Long-Term Goals											40%
Target Met											Y
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%

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met											
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%	99%	100%	99%	99%	100%	99%	-
	CWD	100%	100%	100%	*	-	-	-	100%	100%	100%	100%	-	100%	100%	100%	-
	CWOD	99%	100%	99%	100%	-	-	*	100%	100%	98%	-	99%	99%	100%	99%	-
	EL	99%	100%	99%	100%	-	-	-	-	100%	90%	100%	99%	99%	100%	99%	-
	Male	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	99%	100%	99%	100%	-	-	*	100%	99%	98%	100%	99%	99%	-	99%	-
Reading	All Students	100%	100%	100%	100%	-	-	*	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	*	-	-	-	*	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	-	-	*	100%	100%	100%	-	100%	100%	100%	99%	-
	EL	100%	*	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	99%	-
	Male	100%	99%	100%	*	-	-	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	99%	*	-	-	*	100%	100%	100%	100%	99%	99%	-	100%	-
Mathematics	All Students	100%	100%	99%	100%	-	-	*	100%	99%	100%	100%	99%	100%	100%	99%	-
	CWD	100%	100%	100%	*	-	-	-	*	100%	*	100%	-	100%	100%	100%	-
	CWOD	99%	99%	99%	*	-	-	*	100%	99%	100%	-	99%	100%	100%	99%	-
	EL	100%	*	100%	*	-	-	-	-	100%	*	100%	100%	100%	100%	99%	-
	Male	100%	100%	100%	*	-	-	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	99%	99%	99%	*	-	-	*	100%	99%	100%	100%	99%	99%	-	99%	-

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Science	All Students	99%	100%	99%	*	-	-	-	100%	100%	92%	100%	99%	98%	100%	99%	-
	CWD	100%	100%	100%	-	-	-	-	*	100%	*	100%	-	100%	100%	100%	-
	CWOD	99%	100%	99%	*	-	-	-	100%	100%	90%	-	99%	98%	100%	99%	-
	EL	98%	*	98%	*	-	-	-	-	99%	*	100%	98%	98%	100%	97%	-
	Male	100%	100%	100%	*	-	-	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	99%	100%	98%	*	-	-	-	*	99%	86%	100%	99%	97%	-	99%	-
SAT/ACT All Subjects	All Students	*	*	*	-	-	-	-	-	*	-	*	*	*	*	*	-
	CWD	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-
	CWOD	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-
	Male	*	*	*	-	-	-	-	-	*	-	*	*	*	*	-	-
	Female	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-
Non-Participation Rate																	
All Subjects	All Students	0%	0%	1%	0%	-	-	*	0%	0%	1%	0%	1%	1%	0%	1%	-
	CWD	0%	0%	0%	*	-	-	-	0%	0%	0%	0%	-	0%	0%	0%	-
	CWOD	1%	0%	1%	0%	-	-	*	0%	0%	2%	-	1%	1%	0%	1%	-
	EL	1%	0%	1%	0%	-	-	-	-	0%	10%	0%	1%	1%	0%	1%	-
	Male	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	1%	0%	1%	0%	-	-	*	0%	1%	2%	0%	1%	1%	-	1%	-
Reading	All Students	0%	0%	0%	0%	-	-	*	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	*	-	-	-	*	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	-	-	*	0%	0%	0%	-	0%	0%	0%	1%	-
	EL	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	1%	-
	Male	0%	1%	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	1%	*	-	-	*	0%	0%	0%	0%	1%	1%	-	0%	-
Mathematics	All Students	0%	0%	1%	0%	-	-	*	0%	1%	0%	0%	1%	0%	0%	1%	-
	CWD	0%	0%	0%	*	-	-	-	*	0%	*	0%	-	0%	0%	0%	-
	CWOD	1%	1%	1%	*	-	-	*	0%	1%	0%	-	1%	0%	0%	1%	-
	EL	0%	*	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%	1%	-
	Male	0%	0%	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	1%	1%	1%	*	-	-	*	0%	1%	0%	0%	1%	1%	-	1%	-
Science	All Students	1%	0%	1%	*	-	-	-	0%	0%	8%	0%	1%	2%	0%	1%	-
	CWD	0%	0%	0%	-	-	-	-	*	0%	*	0%	-	0%	0%	0%	-
	CWOD	1%	0%	1%	*	-	-	-	0%	0%	10%	-	1%	2%	0%	1%	-
	EL	2%	*	2%	*	-	-	-	-	1%	*	0%	2%	2%	0%	3%	-
	Male	0%	0%	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Science	Female	1%	0%	2%	*	-	-	-	*	1%	14%	0%	1%	3%	-	1%	-
SAT/ACT All Subjects	All Students	*	*	*	-	-	-	-	-	*	-	*	*	*	*	*	-
	CWD	*	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-
	CWOD	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-
	Male	*	*	*	-	-	-	-	-	*	-	*	*	*	*	-	-
	Female	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

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

		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	20	13	7	0	0	0	0	0	5		
	Female	17	11	6	0	0	0	0	0	4		
	Total	37	24	13	0	0	0	0	0	9		
Out-of-School Suspensions												
	Male	8	5	2	0	1	0	0	0	2		
	Female	6	3	3	0	0	0	0	0	1		
	Total	14	8	5	0	1	0	0	0	3		
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		

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
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	3	1	2	0	0	0	0	0	1		0
	Female	1	1	0	0	0	0	0	0	0		0
	Total	4	2	2	0	0	0	0	0	1		0
Out-of-School Suspensions												
	Male	1	1	0	0	0	0	0	0	0		0
	Female	2	1	1	0	0	0	0	0	1		0
	Total	3	2	1	0	0	0	0	0	1		0
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												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism												
	Male	147	78	65	1	1	-8	-8	2	34	21	4
	Female	139	79	58	-8	-8	-8	-8	2	30	16	1
	Total	286	157	123	1	1	-8	-8	4	64	37	5

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

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

Preschool Programs

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

Accelerated Coursework

	Total Students		African American		Hispanic		White		Indian or Alaska Native		Asian		Pacific Islander		Two or More Races		EL		Students with Disabilities	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Advanced Placement Courses																				
Male	20	5	2	1	17	8	0	0	1	25	0	-	0	-	0	0	1	1	0	0
Female	34	8	10	5	24	11	0	0	0	0	0	-	0	-	0	0	5	5	1	3
Total	54	7	12	4	41	10	0	0	1	17	0	-	0	-	0	0	6	3	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
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.

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High Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	23.8	41.2%
Teachers Teaching with Emergency or Provisional Credentials	3.8	6.8%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- Indicates there are no data available in the group.

Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2025.

		State & Local and Federal	State & Local			Federal		
	Enrollment	Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$1,293	\$52	\$929	\$981	\$40	\$272	\$312
Food services		\$404	\$21	\$0	\$21	\$348	\$35	\$383
Instruction		\$6,166	\$4,681	\$26	\$4,707	\$1,328	\$131	\$1,459
Support services, general administration		\$64		\$64	\$64			
Support services, instructional staff		\$1,047	\$623	\$4	\$627	\$151	\$269	\$420
Support services, operation and maintenance of plant		\$1,026	\$833	\$81	\$914	\$44	\$68	\$112
Support services, pupils		\$876	\$440	\$56	\$496	\$342	\$38	\$380
Support services, school administration		\$1,577	\$1,444	\$2	\$1,446	\$88	\$43	\$131
Support services, student transportation		\$403	\$341	\$45	\$386	\$8	\$9	\$17
Total	921	\$12,858	\$8,436	\$1,207	\$9,643	\$2,350	\$865	\$3,215

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%	8	1%	-	-
Mathematics	6,620	2%	8	1%	-	-
Grade 4						
Reading	6,491	2%	*	1%	-	-
Mathematics	6,491	2%	*	1%	-	-
Grade 5						
Reading	6,033	1%	*	1%	-	-
Mathematics	6,033	2%	*	1%	-	-
Science	6,033	2%	*	1%	-	-
Grade 6						
Reading	5,586	1%	20	1%	*	3%
Mathematics	5,586	1%	20	1%	*	3%
Grade 7						
Reading	5,233	1%	18	1%	*	1%
Mathematics	5,227	2%	18	1%	*	1%
Grade 8						
Reading	4,985	1%	12	1%	*	1%
Mathematics	4,985	1%	12	1%	*	2%
Science	4,984	1%	12	1%	*	1%
End of Course						
English I	5,119	1%	11	0%	*	1%
English II	4,683	1%	7	0%	*	2%
Algebra I	5,112	1%	11	0%	*	0%
Biology	5,027	1%	11	0%	*	1%
All Grades						
All Subjects	100,862	1%	183	1%	22	1%
Reading	44,764	1%	82	1%	11	1%
Mathematics	40,054	1%	75	1%	8	1%
Science	16,044	1%	26	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										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24
		Pacific Islander	*	50	*	50	*	23	*	6
		Two or More Races	28	32	72	68	41	38	8	11
		EcoDis	54	52	46	48	18	19	3	3
		Students with Disabilities	77	73	23	27	7	10	1	2
		English Language Learners	57	67	43	33	16	10	2	1
	Mathematics	Overall	22	25	78	75	38	36	8	8
		Black	33	45	67	55	21	15	2	1
		Hispanic	27	36	73	64	27	22	3	3
		White	10	14	90	86	57	48	13	10
		American Indian	*	41	*	59	*	22	*	4
		Asian	3	9	97	91	73	63	27	24
		Pacific Islander	*	38	*	62	*	22	*	3
		Two or More Races	10	22	90	78	58	38	23	9
		EcoDis	31	38	69	62	24	20	3	2
		Students with Disabilities	51	56	49	44	18	14	2	2
		English Language Learners	31	48	69	52	26	14	3	2
Grade 8	Reading	Overall	34	30	66	70	23	31	2	4
		Black	45	47	55	53	17	16	1	1
		Hispanic	41	39	59	61	16	21	1	2
		White	24	22	76	78	30	38	2	5
		American Indian	*	45	*	55	*	18	*	2
		Asian	8	14	92	86	60	56	11	12
		Pacific Islander	*	35	*	65	*	25	*	2
		Two or More Races	28	27	72	73	32	35	5	6
		EcoDis	42	42	58	58	16	19	1	1
		Students with Disabilities	74	69	26	31	5	7	1	n/a
		English Language Learners	53	68	47	32	10	5	n/a	n/a
	Mathematics	Overall	39	38	61	62	24	26	5	7
		Black	54	62	46	38	11	9	2	1
		Hispanic	46	51	54	49	16	14	2	2
		White	28	26	72	74	36	35	8	9
		American Indian	*	55	*	45	*	13	*	2

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

* Indicates reporting standards not met.

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

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	55%	58%	52%	-	*	-	-	-	53%	50%	38%
In-State Private Institutions	*	*	*	-	-	-	-	-	*	-	*
Out-of-State Institutions	*	*	*	-	-	-	-	-	*	-	*

- Indicates there are no students in the group.

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

Part (xiv): Additional Information - Chronic Absenteeism

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	34%	46%	26%	33%	*	-	*	29%	34%	47%	24%

- 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.

Region	District	School	School Name	Sec 1003 Fund Received	Type of Strategies Implemented
4	101845	101845011	YES PREP - SOUTHSIDE	\$43,000	Effective Instruction

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

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

There is no data for this campus.

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Part (i): Description of State Accountability System

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

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

State & District ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
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%

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Campus ESSA Goals (HS/K-12 & AEA)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
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%

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

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

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

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

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

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, and AEAs	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status 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.

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

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

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

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

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

Part (ii): Student Achievement by Proficiency Level

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

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

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	75%	73%	84%	89%	84%	*	-	*	-	-	84%	89%	31%	89%	83%	86%	82%	-	*	-	-
	CWD	43%	40%	31%	*	18%	-	-	-	-	-	33%	*	31%	-	11%	29%	33%	-	-	-	-
	CWOD	81%	77%	89%	86%	89%	*	-	*	-	-	89%	100%	-	89%	89%	92%	87%	-	*	-	-
	EL	61%	72%	83%	-	82%	*	-	-	-	-	83%	*	11%	89%	83%	87%	78%	-	*	-	-
	Male	71%	70%	86%	100%	85%	*	-	-	-	-	87%	80%	29%	92%	87%	86%	-	-	*	-	-
	Female	79%	77%	82%	*	82%	-	-	*	-	-	81%	*	33%	87%	78%	-	82%	-	*	-	-
Mathematics	All Students	70%	70%	82%	78%	82%	*	-	*	-	-	81%	89%	62%	84%	79%	80%	84%	-	*	-	-
	CWD	44%	45%	62%	*	55%	-	-	-	-	-	67%	*	62%	-	44%	43%	83%	-	-	-	-
	CWOD	75%	72%	84%	71%	84%	*	-	*	-	-	83%	100%	-	84%	82%	84%	84%	-	*	-	-
	EL	60%	69%	79%	-	79%	*	-	-	-	-	80%	*	44%	82%	79%	79%	80%	-	*	-	-
	Male	70%	69%	80%	80%	80%	*	-	-	-	-	80%	80%	43%	84%	79%	80%	-	-	*	-	-
	Female	70%	70%	84%	*	84%	-	-	*	-	-	83%	*	83%	84%	80%	-	84%	-	*	-	-
Grade 7																						
Reading	All Students	72%	77%	90%	60%	91%	*	*	-	-	-	89%	100%	54%	93%	92%	83%	96%	-	80%	*	-
	CWD	39%	40%	54%	*	58%	-	-	-	-	-	54%	-	54%	-	60%	40%	*	-	*	*	-
	CWOD	78%	80%	93%	*	94%	*	*	-	-	-	92%	100%	-	93%	93%	90%	96%	-	*	-	-
	EL	57%	75%	92%	-	92%	-	*	-	-	-	92%	*	60%	93%	92%	86%	98%	-	*	-	-
	Male	67%	72%	83%	*	85%	*	*	-	-	-	82%	100%	40%	90%	86%	83%	-	-	*	*	-
	Female	78%	82%	96%	*	97%	*	-	-	-	-	96%	*	*	96%	98%	-	96%	-	*	-	-
Mathematics	All Students	54%	57%	69%	40%	70%	*	*	-	-	-	70%	67%	38%	72%	69%	69%	70%	-	40%	*	-
	CWD	31%	28%	38%	*	42%	-	-	-	-	-	38%	-	38%	-	40%	40%	*	-	*	*	-
	CWOD	58%	59%	72%	*	73%	*	*	-	-	-	73%	67%	-	72%	71%	73%	71%	-	*	-	-
	EL	42%	55%	69%	-	69%	-	*	-	-	-	69%	*	40%	71%	69%	72%	67%	-	*	-	-
	Male	55%	57%	69%	*	69%	*	*	-	-	-	70%	50%	40%	73%	72%	69%	-	-	*	*	-
	Female	53%	56%	70%	*	70%	*	-	-	-	-	69%	*	*	71%	67%	-	70%	-	*	-	-
Grade 8																						
Reading	All Students	79%	81%	91%	100%	91%	-	-	-	-	-	94%	74%	50%	94%	89%	88%	94%	-	*	-	-
	CWD	48%	47%	50%	-	50%	-	-	-	-	-	63%	*	50%	-	*	43%	*	-	*	-	-
	CWOD	83%	85%	94%	100%	93%	-	-	-	-	-	96%	81%	-	94%	90%	93%	94%	-	*	-	-
	EL	64%	81%	89%	-	89%	-	-	-	-	-	93%	58%	*	90%	89%	87%	91%	-	*	-	-
	Male	74%	76%	88%	100%	88%	-	-	-	-	-	92%	71%	43%	93%	87%	88%	-	-	*	-	-
	Female	84%	87%	94%	100%	93%	-	-	-	-	-	95%	78%	*	94%	91%	-	94%	-	*	-	-
Mathematics	All Students	70%	72%	75%	100%	73%	-	-	-	-	-	77%	64%	50%	78%	72%	70%	78%	-	*	-	-
	CWD	45%	46%	50%	-	50%	-	-	-	-	-	67%	*	50%	-	*	40%	*	-	*	-	-
	CWOD	74%	75%	78%	100%	76%	-	-	-	-	-	78%	75%	-	78%	74%	75%	79%	-	*	-	-
	EL	62%	74%	72%	-	72%	-	-	-	-	-	75%	60%	*	74%	72%	69%	74%	-	-	-	-
	Male	69%	70%	70%	*	67%	-	-	-	-	-	76%	50%	40%	75%	69%	70%	-	-	*	-	-
	Female	71%	74%	78%	*	78%	-	-	-	-	-	78%	83%	*	79%	74%	-	78%	-	*	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Science	All Students	68%	63%	66%	90%	65%	-	-	-	-	-	67%	65%	20%	69%	62%	64%	69%	-	*	-	-	
	CWD	39%	26%	20%	-	20%	-	-	-	-	-	25%	*	20%	-	*	29%	*	-	*	-	-	
	CWOD	72%	67%	69%	90%	68%	-	-	-	-	-	69%	71%	-	69%	64%	67%	71%	-	*	-	-	
	EL	51%	62%	62%	-	62%	-	-	-	-	-	65%	42%	*	64%	62%	60%	64%	-	*	-	-	
	Male	70%	65%	64%	80%	63%	-	-	-	-	-	63%	64%	29%	67%	60%	64%	-	-	*	-	-	
	Female	66%	62%	69%	100%	67%	-	-	-	-	-	69%	67%	*	71%	64%	-	69%	-	*	-	-	
End of Course																							
English I	All Students	67%	72%	79%	83%	79%	*	-	-	-	-	79%	81%	25%	83%	77%	77%	81%	-	57%	-	-	
	CWD	35%	37%	25%	*	11%	-	-	-	-	-	27%	*	25%	-	13%	33%	*	-	-	-	-	
	CWOD	73%	77%	83%	89%	83%	*	-	-	-	-	83%	87%	-	83%	81%	82%	85%	-	57%	-	-	
	EL	47%	68%	77%	-	76%	*	-	-	-	-	77%	67%	13%	81%	77%	79%	73%	-	*	-	-	
	Male	62%	67%	77%	71%	77%	*	-	-	-	-	77%	80%	33%	82%	79%	77%	-	-	*	-	-	
	Female	74%	79%	81%	100%	80%	-	-	-	-	-	81%	82%	*	85%	73%	-	81%	-	*	-	-	
English II	All Students	74%	81%	83%	*	83%	*	-	-	-	-	83%	80%	14%	90%	77%	79%	87%	-	80%	-	-	
	CWD	39%	37%	14%	*	8%	-	-	-	-	-	14%	-	14%	-	9%	22%	0%	-	-	-	-	
	CWOD	78%	86%	90%	*	90%	*	-	-	-	-	90%	80%	-	90%	85%	87%	92%	-	80%	-	-	
	EL	52%	75%	77%	-	77%	-	-	-	-	-	76%	*	9%	85%	77%	70%	82%	-	*	-	-	
	Male	69%	77%	79%	*	78%	-	-	-	-	-	80%	*	22%	87%	70%	79%	-	-	-	-	-	
	Female	79%	84%	87%	-	87%	*	-	-	-	-	86%	*	0%	92%	82%	-	87%	-	80%	-	-	
Algebra I	All Students	79%	81%	94%	100%	93%	*	-	-	-	-	94%	95%	80%	95%	93%	91%	98%	-	*	-	-	
	CWD	54%	56%	80%	*	75%	-	-	-	-	-	89%	*	80%	-	67%	89%	*	-	-	-	-	
	CWOD	83%	84%	95%	100%	94%	*	-	-	-	-	94%	100%	-	95%	94%	91%	99%	-	*	-	-	
	EL	72%	82%	93%	-	93%	*	-	-	-	-	93%	83%	67%	94%	93%	91%	96%	-	*	-	-	
	Male	77%	78%	91%	100%	90%	*	-	-	-	-	90%	100%	89%	91%	91%	91%	-	-	*	-	-	
	Female	81%	84%	98%	100%	97%	*	-	-	-	-	99%	90%	*	99%	96%	-	98%	-	*	-	-	
Biology	All Students	90%	91%	92%	100%	91%	*	-	-	-	-	93%	80%	78%	93%	90%	91%	93%	-	100%	-	-	
	CWD	75%	74%	78%	*	71%	-	-	-	-	-	88%	*	78%	-	71%	86%	*	-	-	-	-	
	CWOD	92%	93%	93%	100%	92%	*	-	-	-	-	94%	86%	-	93%	91%	92%	94%	-	100%	-	-	
	EL	84%	89%	90%	-	90%	*	-	-	-	-	91%	67%	71%	91%	90%	91%	88%	-	*	-	-	
	Male	89%	89%	91%	100%	90%	*	-	-	-	-	93%	*	86%	92%	91%	91%	-	-	*	-	-	
	Female	91%	92%	93%	100%	93%	-	-	-	-	-	93%	91%	*	94%	88%	-	93%	-	*	-	-	
STAAR Percent at Meets Grade Level or Above																							
Grade 6																							
Reading	All Students	55%	54%	65%	44%	66%	*	-	*	-	-	65%	78%	8%	71%	63%	64%	67%	-	*	-	-	
	CWD	24%	23%	8%	*	9%	-	-	-	-	-	8%	*	8%	-	0%	0%	17%	-	-	-	-	
	CWOD	61%	57%	71%	57%	71%	*	-	*	-	-	70%	88%	-	71%	68%	70%	72%	-	*	-	-	
	EL	38%	51%	63%	-	62%	*	-	-	-	-	63%	*	0%	68%	63%	65%	61%	-	*	-	-	
	Male	51%	49%	64%	40%	64%	*	-	-	-	-	64%	60%	0%	70%	65%	64%	-	-	*	-	-	
	Female	59%	58%	67%	*	68%	-	-	*	-	-	65%	*	17%	72%	61%	-	67%	-	*	-	-	

Texas Education Agency
2024 Federal Report Card
 YES PREP - SOUTHWEST (101845002) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	38%	34%	49%	33%	50%	*	-	*	-	-	48%	56%	8%	52%	45%	44%	53%	-	*	-	-
	CWD	19%	19%	8%	*	9%	-	-	-	-	-	8%	*	8%	-	0%	0%	17%	-	-	-	-
	CWOD	42%	35%	52%	43%	53%	*	-	*	-	-	52%	63%	-	52%	49%	49%	57%	-	*	-	-
	EL	27%	33%	45%	-	46%	*	-	-	-	-	45%	*	0%	49%	45%	44%	46%	-	*	-	-
	Male	40%	37%	44%	20%	47%	*	-	-	-	-	45%	40%	0%	49%	44%	44%	-	-	*	-	-
	Female	36%	31%	53%	*	53%	-	-	*	-	-	52%	*	17%	57%	46%	-	53%	-	*	-	-
Grade 7																						
Reading	All Students	53%	55%	67%	60%	68%	*	*	-	-	-	66%	80%	31%	71%	65%	55%	80%	-	40%	*	-
	CWD	21%	23%	31%	*	33%	-	-	-	-	-	31%	-	31%	-	40%	10%	*	-	*	*	-
	CWOD	58%	58%	71%	*	71%	*	*	-	-	-	70%	80%	-	71%	66%	62%	79%	-	*	-	-
	EL	34%	50%	65%	-	65%	-	*	-	-	-	65%	*	40%	66%	65%	54%	76%	-	*	-	-
	Male	47%	48%	55%	*	54%	*	*	-	-	-	54%	67%	10%	62%	54%	55%	-	-	*	*	-
	Female	59%	62%	80%	*	81%	*	-	-	-	-	79%	*	*	79%	76%	-	80%	-	*	-	-
Mathematics	All Students	33%	34%	41%	40%	41%	*	*	-	-	-	41%	44%	8%	45%	41%	44%	38%	-	20%	*	-
	CWD	17%	17%	8%	*	8%	-	-	-	-	-	8%	-	8%	-	0%	10%	*	-	*	*	-
	CWOD	36%	35%	45%	*	44%	*	*	-	-	-	45%	44%	-	45%	43%	49%	40%	-	*	-	-
	EL	22%	31%	41%	-	42%	-	*	-	-	-	42%	*	0%	43%	41%	49%	33%	-	*	-	-
	Male	35%	36%	44%	*	44%	*	*	-	-	-	45%	33%	10%	49%	49%	44%	-	-	*	*	-
	Female	31%	31%	38%	*	38%	*	-	-	-	-	37%	*	*	40%	33%	-	38%	-	*	-	-
Grade 8																						
Reading	All Students	55%	57%	68%	80%	67%	-	-	-	-	-	69%	57%	20%	71%	60%	57%	76%	-	*	-	-
	CWD	23%	19%	20%	-	20%	-	-	-	-	-	25%	*	20%	-	*	29%	*	-	*	-	-
	CWOD	59%	61%	71%	80%	70%	-	-	-	-	-	72%	62%	-	71%	62%	60%	79%	-	*	-	-
	EL	35%	55%	60%	-	60%	-	-	-	-	-	65%	25%	*	62%	60%	49%	71%	-	*	-	-
	Male	49%	50%	57%	60%	57%	-	-	-	-	-	59%	50%	29%	60%	49%	57%	-	-	*	-	-
	Female	60%	65%	76%	100%	75%	-	-	-	-	-	77%	67%	*	79%	71%	-	76%	-	*	-	-
Mathematics	All Students	41%	33%	32%	50%	30%	-	-	-	-	-	32%	29%	0%	35%	28%	22%	39%	-	*	-	-
	CWD	21%	15%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	*	-	-
	CWOD	44%	36%	35%	50%	34%	-	-	-	-	-	35%	33%	-	35%	29%	25%	42%	-	*	-	-
	EL	30%	34%	28%	-	28%	-	-	-	-	-	31%	10%	*	29%	28%	19%	34%	-	-	-	-
	Male	41%	31%	22%	*	21%	-	-	-	-	-	24%	13%	0%	25%	19%	22%	-	-	*	-	-
	Female	41%	36%	39%	*	37%	-	-	-	-	-	38%	50%	*	42%	34%	-	39%	-	*	-	-
Science	All Students	42%	33%	37%	40%	37%	-	-	-	-	-	36%	43%	10%	39%	31%	39%	35%	-	*	-	-
	CWD	20%	13%	10%	-	10%	-	-	-	-	-	13%	*	10%	-	*	14%	*	-	*	-	-
	CWOD	46%	35%	39%	40%	39%	-	-	-	-	-	37%	48%	-	39%	32%	41%	37%	-	*	-	-
	EL	24%	31%	31%	-	31%	-	-	-	-	-	34%	8%	*	32%	31%	34%	29%	-	*	-	-
	Male	45%	35%	39%	40%	39%	-	-	-	-	-	37%	50%	14%	41%	34%	39%	-	-	*	-	-
	Female	40%	30%	35%	40%	35%	-	-	-	-	-	36%	33%	*	37%	29%	-	35%	-	*	-	-
End of Course																						

Texas Education Agency
2024 Federal Report Card
 YES PREP - SOUTHWEST (101845002) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

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

Texas Education Agency
2024 Federal Report Card
 YES PREP - SOUTHWEST (101845002) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	28%	26%	28%	20%	28%	*	*	-	-	-	28%	30%	0%	31%	24%	24%	32%	-	20%	*	-
	CWD	6%	3%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	*	*	-
	CWOD	31%	29%	31%	*	31%	*	*	-	-	-	31%	30%	-	31%	25%	28%	33%	-	*	-	-
	EL	13%	22%	24%	-	24%	-	*	-	-	-	25%	*	0%	25%	24%	25%	24%	-	*	-	-
	Male	23%	21%	24%	*	24%	*	*	-	-	-	25%	17%	0%	28%	25%	24%	-	-	*	*	-
	Female	33%	31%	32%	*	33%	*	-	-	-	-	31%	*	*	33%	24%	-	32%	-	*	-	-
Mathematics	All Students	11%	9%	13%	0%	13%	*	*	-	-	-	13%	22%	0%	15%	10%	17%	10%	-	0%	*	-
	CWD	5%	2%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	*	*	-
	CWOD	12%	10%	15%	*	15%	*	*	-	-	-	14%	22%	-	15%	10%	19%	10%	-	*	-	-
	EL	5%	8%	10%	-	10%	-	*	-	-	-	10%	*	0%	10%	10%	18%	2%	-	*	-	-
	Male	12%	11%	17%	*	17%	*	*	-	-	-	17%	17%	0%	19%	18%	17%	-	-	*	*	-
	Female	9%	7%	10%	*	10%	*	-	-	-	-	9%	*	*	10%	2%	-	10%	-	*	-	-
Grade 8																						
Reading	All Students	28%	25%	32%	40%	31%	-	-	-	-	-	31%	39%	0%	34%	24%	31%	32%	-	*	-	-
	CWD	7%	3%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	*	-	-
	CWOD	31%	27%	34%	40%	33%	-	-	-	-	-	32%	43%	-	34%	25%	34%	33%	-	*	-	-
	EL	12%	21%	24%	-	24%	-	-	-	-	-	27%	0%	*	25%	24%	19%	29%	-	*	-	-
	Male	25%	21%	31%	40%	31%	-	-	-	-	-	29%	43%	0%	34%	19%	31%	-	-	*	-	-
	Female	32%	29%	32%	40%	32%	-	-	-	-	-	32%	33%	*	33%	29%	-	32%	-	*	-	-
Mathematics	All Students	15%	6%	7%	17%	6%	-	-	-	-	-	7%	7%	0%	8%	5%	3%	10%	-	*	-	-
	CWD	6%	2%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	*	-	-
	CWOD	17%	7%	8%	17%	7%	-	-	-	-	-	7%	8%	-	8%	5%	3%	10%	-	*	-	-
	EL	8%	7%	5%	-	5%	-	-	-	-	-	6%	0%	*	5%	5%	4%	6%	-	-	-	-
	Male	16%	5%	3%	*	3%	-	-	-	-	-	3%	0%	0%	3%	4%	3%	-	-	*	-	-
	Female	14%	7%	10%	*	8%	-	-	-	-	-	9%	17%	*	10%	6%	-	10%	-	*	-	-
Science	All Students	16%	9%	9%	10%	9%	-	-	-	-	-	9%	13%	10%	9%	6%	13%	6%	-	*	-	-
	CWD	5%	4%	10%	-	10%	-	-	-	-	-	13%	*	10%	-	*	14%	*	-	*	-	-
	CWOD	18%	9%	9%	10%	9%	-	-	-	-	-	9%	14%	-	9%	6%	13%	7%	-	*	-	-
	EL	6%	7%	6%	-	6%	-	-	-	-	-	6%	0%	*	6%	6%	9%	2%	-	*	-	-
	Male	18%	10%	13%	0%	14%	-	-	-	-	-	13%	14%	14%	13%	9%	13%	-	-	*	-	-
	Female	15%	8%	6%	20%	6%	-	-	-	-	-	6%	11%	*	7%	2%	-	6%	-	*	-	-
End of Course																						
English I	All Students	15%	15%	22%	17%	22%	*	-	-	-	-	21%	31%	0%	24%	11%	17%	28%	-	0%	-	-
	CWD	4%	1%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD	17%	17%	24%	22%	24%	*	-	-	-	-	23%	33%	-	24%	12%	18%	29%	-	0%	-	-
	EL	4%	11%	11%	-	11%	*	-	-	-	-	11%	17%	0%	12%	11%	5%	19%	-	*	-	-
	Male	11%	12%	17%	14%	17%	*	-	-	-	-	17%	20%	0%	18%	5%	17%	-	-	*	-	-
	Female	19%	19%	28%	20%	29%	-	-	-	-	-	27%	36%	*	29%	19%	-	28%	-	*	-	-

Texas Education Agency
2024 Federal Report Card
 YES PREP - SOUTHWEST (101845002) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English II	All Students	8%	6%	4%	*	4%	*	-	-	-	-	4%	0%	0%	4%	0%	4%	3%	-	20%	-	-
	CWD	3%	1%	0%	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	-	-	-	-
	CWOD	9%	7%	4%	*	4%	*	-	-	-	-	4%	0%	-	4%	0%	5%	4%	-	20%	-	-
	EL	1%	1%	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-	*	-	-
	Male	7%	6%	4%	*	4%	-	-	-	-	-	4%	*	0%	5%	0%	4%	-	-	-	-	-
	Female	10%	6%	3%	-	3%	*	-	-	-	-	3%	*	0%	4%	0%	-	3%	-	20%	-	-
Algebra I	All Students	23%	20%	35%	25%	37%	*	-	-	-	-	35%	37%	10%	37%	33%	34%	38%	-	*	-	-
	CWD	7%	4%	10%	*	13%	-	-	-	-	-	11%	*	10%	-	0%	11%	*	-	-	-	-
	CWOD	25%	22%	37%	30%	38%	*	-	-	-	-	37%	39%	-	37%	35%	36%	38%	-	*	-	-
	EL	13%	20%	33%	-	33%	*	-	-	-	-	34%	17%	0%	35%	33%	33%	33%	-	*	-	-
	Male	22%	18%	34%	17%	35%	*	-	-	-	-	31%	56%	11%	36%	33%	34%	-	-	*	-	-
	Female	23%	22%	38%	33%	38%	*	-	-	-	-	40%	20%	*	38%	33%	-	38%	-	*	-	-
Biology	All Students	18%	8%	10%	18%	10%	*	-	-	-	-	10%	13%	0%	11%	4%	11%	10%	-	0%	-	-
	CWD	5%	2%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD	19%	9%	11%	22%	10%	*	-	-	-	-	11%	14%	-	11%	4%	12%	10%	-	0%	-	-
	EL	5%	6%	4%	-	4%	*	-	-	-	-	4%	0%	0%	4%	4%	2%	7%	-	*	-	-
	Male	18%	9%	11%	33%	10%	*	-	-	-	-	10%	*	0%	12%	2%	11%	-	-	*	-	-
	Female	17%	8%	10%	0%	10%	-	-	-	-	-	10%	9%	*	10%	7%	-	10%	-	*	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	74%	83%	89%	82%	85%	*	*	-	-	83%	79%	44%	86%	81%	81%	85%	-	71%	*	-
	CWD	46%	44%	44%	79%	40%	-	-	-	-	-	48%	0%	44%	-	33%	45%	42%	-	40%	*	-
	CWOD	77%	78%	86%	91%	85%	85%	*	*	-	-	86%	85%	-	86%	84%	85%	87%	-	75%	-	-
	EL	61%	73%	81%	-	80%	100%	*	-	-	-	82%	65%	33%	84%	81%	80%	81%	-	74%	-	-
	Male	71%	72%	81%	85%	80%	100%	*	-	-	-	82%	72%	45%	85%	80%	81%	-	-	63%	*	-
	Female	74%	77%	85%	95%	84%	*	-	*	-	-	85%	86%	42%	87%	81%	-	85%	-	76%	-	-
Reading	All Students	74%	76%	85%	87%	85%	83%	*	*	-	-	86%	83%	34%	90%	83%	83%	88%	-	72%	*	-
	CWD	44%	40%	34%	71%	29%	-	-	-	-	-	36%	*	34%	-	19%	33%	35%	-	*	*	-
	CWOD	80%	80%	90%	91%	90%	83%	*	*	-	-	90%	88%	-	90%	88%	88%	91%	-	74%	-	-
	EL	59%	73%	83%	-	83%	*	*	-	-	-	84%	71%	19%	88%	83%	82%	84%	-	73%	-	-
	Male	70%	72%	83%	83%	82%	*	*	-	-	-	83%	78%	33%	88%	82%	83%	-	-	57%	*	-
	Female	78%	81%	88%	93%	88%	*	-	*	-	-	88%	87%	35%	91%	84%	-	88%	-	78%	-	-
Mathematics	All Students	70%	71%	81%	87%	81%	83%	*	*	-	-	81%	80%	57%	83%	79%	79%	83%	-	60%	*	-
	CWD	45%	46%	57%	80%	54%	-	-	-	-	-	63%	*	57%	-	48%	55%	62%	-	*	*	-
	CWOD	75%	74%	83%	88%	83%	83%	*	*	-	-	83%	87%	-	83%	81%	82%	84%	-	62%	-	-
	EL	62%	70%	79%	-	79%	*	*	-	-	-	80%	70%	48%	81%	79%	80%	79%	-	60%	-	-
	Male	71%	70%	79%	83%	79%	*	*	-	-	-	80%	71%	55%	82%	80%	79%	-	-	50%	*	-
	Female	70%	71%	83%	92%	83%	*	-	*	-	-	82%	91%	62%	84%	79%	-	83%	-	67%	-	-

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 YES PREP - SOUTHWEST (101845002) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	73%	77%	79%	95%	78%	*	-	-	-	-	80%	71%	47%	81%	75%	79%	79%	-	80%	-	-
	CWD	49%	51%	47%	*	41%	-	-	-	-	-	56%	*	47%	-	50%	57%	20%	-	*	-	-
	CWOD	77%	79%	81%	95%	80%	*	-	-	-	-	81%	77%	-	81%	77%	81%	81%	-	89%	-	-
	EL	61%	75%	75%	-	75%	*	-	-	-	-	78%	50%	50%	77%	75%	76%	74%	-	*	-	-
	Male	74%	77%	79%	91%	78%	*	-	-	-	-	81%	61%	57%	81%	76%	79%	-	-	*	-	-
	Female	72%	77%	79%	100%	78%	-	-	-	-	-	79%	80%	20%	81%	74%	-	79%	-	83%	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	46%	57%	56%	56%	62%	*	*	-	-	57%	55%	13%	60%	52%	53%	60%	-	43%	*	-
	CWD	22%	18%	13%	14%	13%	-	-	-	-	-	14%	0%	13%	-	6%	13%	13%	-	0%	*	-
	CWOD	51%	49%	60%	64%	60%	62%	*	*	-	-	60%	60%	-	60%	54%	58%	62%	-	48%	-	-
	EL	31%	43%	52%	-	52%	57%	*	-	-	-	53%	32%	6%	54%	52%	51%	53%	-	47%	-	-
	Male	45%	43%	53%	45%	53%	67%	*	-	-	-	54%	47%	13%	58%	51%	53%	-	-	31%	*	-
	Female	48%	48%	60%	71%	60%	*	-	*	-	-	60%	64%	13%	62%	53%	-	60%	-	48%	-	-
Reading	All Students	52%	55%	66%	67%	66%	83%	*	*	-	-	66%	70%	15%	71%	60%	60%	73%	-	60%	*	-
	CWD	23%	21%	15%	29%	13%	-	-	-	-	-	16%	*	15%	-	6%	12%	20%	-	*	*	-
	CWOD	58%	60%	71%	75%	70%	83%	*	*	-	-	70%	75%	-	71%	64%	66%	75%	-	65%	-	-
	EL	34%	50%	60%	-	60%	*	*	-	-	-	61%	54%	6%	64%	60%	56%	65%	-	64%	-	-
	Male	48%	49%	60%	58%	60%	*	*	-	-	-	61%	56%	12%	66%	56%	60%	-	-	43%	*	-
	Female	57%	62%	73%	80%	72%	*	-	*	-	-	72%	84%	20%	75%	65%	-	73%	-	67%	-	-
Mathematics	All Students	42%	37%	49%	52%	48%	33%	*	*	-	-	48%	49%	14%	51%	45%	46%	51%	-	27%	*	-
	CWD	22%	18%	14%	0%	15%	-	-	-	-	-	15%	*	14%	-	9%	16%	8%	-	*	*	-
	CWOD	46%	39%	51%	62%	51%	33%	*	*	-	-	51%	53%	-	51%	48%	50%	53%	-	31%	-	-
	EL	31%	36%	45%	-	46%	*	*	-	-	-	47%	26%	9%	48%	45%	48%	43%	-	20%	-	-
	Male	43%	37%	46%	33%	48%	*	*	-	-	-	47%	39%	16%	50%	48%	46%	-	-	17%	*	-
	Female	40%	36%	51%	77%	49%	*	-	*	-	-	50%	61%	8%	53%	43%	-	51%	-	33%	-	-
Science	All Students	42%	39%	46%	43%	46%	*	-	-	-	-	46%	39%	5%	48%	40%	47%	44%	-	20%	-	-
	CWD	21%	14%	5%	*	6%	-	-	-	-	-	6%	*	5%	-	0%	7%	0%	-	*	-	-
	CWOD	45%	42%	48%	47%	48%	*	-	-	-	-	49%	43%	-	48%	42%	51%	46%	-	22%	-	-
	EL	24%	37%	40%	-	40%	*	-	-	-	-	43%	6%	0%	42%	40%	44%	36%	-	*	-	-
	Male	44%	40%	47%	36%	47%	*	-	-	-	-	47%	44%	7%	51%	44%	47%	-	-	*	-	-
	Female	40%	38%	44%	50%	44%	-	-	-	-	-	46%	35%	0%	46%	36%	-	44%	-	17%	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	18%	14%	20%	16%	20%	15%	*	*	-	-	20%	26%	2%	22%	16%	20%	20%	-	10%	*	-
	CWD	6%	3%	2%	0%	2%	-	-	-	-	-	2%	0%	2%	-	0%	2%	0%	-	0%	*	-
	CWOD	21%	16%	22%	19%	22%	15%	*	*	-	-	21%	28%	-	22%	17%	22%	21%	-	11%	-	-
	EL	9%	13%	16%	-	16%	0%	*	-	-	-	17%	7%	0%	17%	16%	17%	15%	-	11%	-	-
	Male	18%	13%	20%	13%	21%	22%	*	-	-	-	20%	27%	2%	22%	17%	20%	-	-	0%	*	-
	Female	19%	16%	20%	21%	20%	*	-	*	-	-	20%	24%	0%	21%	15%	-	20%	-	15%	-	-

Texas Education Agency
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 YES PREP - SOUTHWEST (101845002) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	21%	19%	24%	21%	24%	17%	*	*	-	-	23%	35%	0%	25%	18%	23%	25%	-	12%	*	-
	CWD	6%	3%	0%	0%	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	*	-
	CWOD	24%	20%	25%	25%	26%	17%	*	*	-	-	24%	37%	-	25%	19%	25%	26%	-	13%	-	-
	EL	10%	15%	18%	-	18%	*	*	-	-	-	18%	14%	0%	19%	18%	18%	18%	-	9%	-	-
	Male	18%	16%	23%	17%	23%	*	*	-	-	-	22%	34%	0%	25%	18%	23%	-	-	0%	*	-
	Female	24%	22%	25%	27%	25%	*	-	*	-	-	24%	35%	0%	26%	18%	-	25%	-	17%	-	-
Mathematics	All Students	17%	12%	21%	13%	22%	17%	*	*	-	-	21%	24%	2%	23%	19%	22%	21%	-	13%	*	-
	CWD	6%	3%	2%	0%	3%	-	-	-	-	-	3%	*	2%	-	0%	3%	0%	-	*	*	-
	CWOD	19%	13%	23%	15%	24%	17%	*	*	-	-	23%	26%	-	23%	20%	24%	22%	-	15%	-	-
	EL	10%	12%	19%	-	19%	*	*	-	-	-	20%	4%	0%	20%	19%	21%	16%	-	20%	-	-
	Male	18%	13%	22%	6%	23%	*	*	-	-	-	21%	25%	3%	24%	21%	22%	-	-	0%	*	-
	Female	15%	11%	21%	23%	21%	*	-	*	-	-	21%	22%	0%	22%	16%	-	21%	-	22%	-	-
Science	All Students	15%	9%	10%	14%	10%	*	-	-	-	-	9%	13%	5%	10%	5%	12%	8%	-	0%	-	-
	CWD	5%	3%	5%	*	6%	-	-	-	-	-	6%	*	5%	-	0%	7%	0%	-	*	-	-
	CWOD	17%	9%	10%	16%	10%	*	-	-	-	-	10%	14%	-	10%	5%	12%	8%	-	0%	-	-
	EL	5%	7%	5%	-	5%	*	-	-	-	-	5%	0%	0%	5%	5%	6%	4%	-	*	-	-
	Male	16%	9%	12%	18%	12%	*	-	-	-	-	11%	17%	7%	12%	6%	12%	-	-	*	-	-
	Female	14%	8%	8%	10%	8%	-	-	-	-	-	8%	10%	0%	8%	4%	-	8%	-	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	78	81	78	67	*	*	-	-	78	52	76
CWD	52	88	47	-	-	-	-	-	53	52	36
CWOD	80	79	80	67	*	*	-	-	79	-	78
EL ◇	76	-	75	*	*	-	-	-	76	36	76
Male	73	76	72	*	*	-	-	-	73	45	70
Female	83	88	83	*	-	*	-	-	83	67	81

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Mathematics											
All Students	71	88	70	55	*	*	-	-	70	77	68
CWD	77	60	80	-	-	-	-	-	80	77	71
CWOD	71	94	70	55	*	*	-	-	70	-	68
EL ◇	68	-	68	*	*	-	-	-	68	71	68
Male	70	79	70	*	*	-	-	-	69	72	69
Female	72	100	71	*	-	*	-	-	71	90	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.

	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	96.1%	100.0%	95.9%	-	-	-	-	-	96.3%	88.9%	90.9%	66.7%	-
CWD	88.9%	*	87.5%	-	-	-	-	-	85.7%	88.9%	83.3%	-	-
CWOD	96.6%	*	96.5%	-	-	-	-	-	97.0%	-	92.1%	66.7%	-
EL ◇	90.9%	-	90.9%	-	-	-	-	-	92.1%	83.3%	90.9%	*	-
Male	94.1%	*	93.8%	-	-	-	-	-	94.6%	80.0%	88.0%	*	-
Female	98.3%	*	98.3%	-	-	-	-	-	98.0%	*	94.7%	*	-

- Indicates there are no students in the group.

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

◇ Ever in grades 9-12.

Part (iv): English Language Proficiency

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

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Total EL in Class	Proficiency of EL	Rate of Proficiency
632	203	32%

- 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	53	54	53	54	*	*	-	-	53	20	50
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	69%	60%	69%	-	-	-	-	-	67%	100%	61%

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

Part (vi): Goal Meeting Status

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

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

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met	N	Y	N						N	N	Y
Mathematics											
Interim Goals (2023-2027)	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
Target Met	Y	Y	Y						Y	N	Y
Interim Goals (2028-2032)	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
Target Met	Y	Y	Y						Y	N	Y
Interim Goals (2033-2037)	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
Target Met	N	Y	N						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
English Learner Language Proficiency Status											
Interim Goals (2023-2027)											34%
Target Met											Y
Interim Goals (2028-2032)											36%
Target Met											Y
Interim Goals (2033-2037)											48%
Target Met											Y
Long-Term Goals											40%
Target Met											Y
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
Interim Goals (2028-2032)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86%
Target Met	Y		Y						Y		Y
Interim Goals (2033-2037)	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92%
Target Met	Y		Y						Y		N
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met	N		N						N		N

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

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

Part (vii): STAAR Participation

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

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																	
All Subjects	All Students	100%	99%	100%	100%	*	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	-	-	-	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	99%	100%	100%	*	*	-	-	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	100%	*	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	98%	100%	100%	*	-	-	-	100%	100%	100%	100%	100%	100%	-	-
	Female	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%	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%	97%	100%	100%	*	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	-	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	96%	100%	100%	*	*	-	-	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	*	*	-	-	-	100%	100%	100%	100%	100%	100%	99%	-
	Male	100%	95%	100%	*	*	-	-	-	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	*	-	*	-	-	100%	100%	100%	100%	99%	-	100%	-
Science	All Students	100%	100%	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	-	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	*	-	-	-	-	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	*	-	-	-	-	100%	100%	100%	100%	100%	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																	

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All Students	0%	1%	0%	0%	*	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	-	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	1%	0%	0%	*	*	-	-	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	0%	*	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	2%	0%	0%	*	-	-	-	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	*	-	*	-	-	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	0%	0%	0%	0%	*	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	*	-	-	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	*	*	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	*	*	-	-	-	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	*	-	*	-	-	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	0%	3%	0%	0%	*	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	4%	0%	0%	*	*	-	-	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	*	*	-	-	-	0%	0%	0%	0%	0%	0%	1%	-
	Male	0%	5%	0%	*	*	-	-	-	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	*	-	*	-	-	0%	0%	0%	0%	1%	-	0%	-
Science	All Students	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	*	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	-	-
	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

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities												
In-School Suspensions												
	Male	41	3	37	0	0	1	0	0	25		
	Female	21	0	21	0	0	0	0	0	9		
	Total	62	3	58	0	0	1	0	0	34		
Out-of-School Suspensions												
	Male	6	0	5	1	0	0	0	0	3		
	Female	1	0	1	0	0	0	0	0	2		
	Total	7	0	6	1	0	0	0	0	5		
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												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	3	1	2	0	0	0	0	0	2		0
	Female	3	0	3	0	0	0	0	0	3		2
	Total	6	1	5	0	0	0	0	0	5		2
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	79	4	75	-8	-8	-8	-8	-8	26	7	3
	Female	69	2	67	-8	-8	-8	-8	-8	21	5	7
	Total	148	6	142	-8	-8	-8	-8	-8	47	12	10

	Total
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

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	Total
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight without a weapon	5
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack without a weapon	3
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	4
On the basis of race	1
On the basis of disability	4
On the basis of sexual orientation	2
On the basis of religion	0

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

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	133	27	2	7	131	28	0	0	0	-	0	0	0	-	0	-	28	16	3	11
Female	166	31	6	27	159	31	1	33	0	0	0	-	0	-	0	-	26	15	1	4
Total	299	29	8	15	290	30	1	25	0	0	0	0	0	-	0	-	54	15	4	8
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

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

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

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

Part (ix): Teacher Quality Data

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

High Poverty School		
		All School
		Number Percent
Inexperienced Teachers, Principals, and Other School Leaders		15.5 24.6%
Teachers Teaching with Emergency or Provisional Credentials		2.0 3.3%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed		0.0 -

- Indicates there are no data available in the group.

Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2025.

		State & Local and Federal	State & Local			Federal		
	Enrollment	Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$1,279	\$41	\$929	\$970	\$37	\$272	\$309
Food services		\$377	\$1	\$0	\$1	\$341	\$35	\$376
Instruction		\$5,702	\$4,540	\$26	\$4,566	\$1,004	\$131	\$1,135
Support services, general administration		\$64		\$64	\$64			
Support services, instructional staff		\$908	\$477	\$4	\$481	\$158	\$269	\$427
Support services, operation and maintenance of plant		\$923	\$738	\$81	\$819	\$37	\$68	\$105

		State & Local and Federal	State & Local			Federal		
	Enrollment	Total	Site	District Allocation	Total	Site	District Allocation	Total
Support services, pupils		\$757	\$384	\$56	\$440	\$279	\$38	\$317
Support services, school administration		\$1,267	\$1,145	\$2	\$1,147	\$77	\$43	\$120
Support services, student transportation		\$524	\$463	\$45	\$508	\$6	\$9	\$15
Total	1,027	\$11,799	\$7,789	\$1,207	\$8,996	\$1,939	\$865	\$2,804

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%	8	1%	-	-
Mathematics	6,620	2%	8	1%	-	-
Grade 4						
Reading	6,491	2%	*	1%	-	-
Mathematics	6,491	2%	*	1%	-	-
Grade 5						
Reading	6,033	1%	*	1%	-	-
Mathematics	6,033	2%	*	1%	-	-
Science	6,033	2%	*	1%	-	-
Grade 6						
Reading	5,586	1%	20	1%	-	-
Mathematics	5,586	1%	20	1%	-	-
Grade 7						
Reading	5,233	1%	18	1%	-	-
Mathematics	5,227	2%	18	1%	-	-
Grade 8						
Reading	4,985	1%	12	1%	-	-
Mathematics	4,985	1%	12	1%	-	-
Science	4,984	1%	12	1%	-	-
End of Course						
English I	5,119	1%	11	0%	-	-
English II	4,683	1%	7	0%	-	-
Algebra I	5,112	1%	11	0%	-	-
Biology	5,027	1%	11	0%	-	-
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%	183	1%	-	-
Reading	44,764	1%	82	1%	-	-
Mathematics	40,054	1%	75	1%	-	-
Science	16,044	1%	26	1%	-	-

- Indicates there are no students in the group.

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

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

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

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

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

* Indicates reporting standards not met.

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

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	64%	*	64%	*	*	-	-	-	63%	46%	61%
In-State Private Institutions	9%	*	8%	*	-	-	-	-	10%	*	*
Out-of-State Institutions	5%	-	6%	-	-	-	-	-	5%	-	*

- Indicates there are no students in the group.

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

Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 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	22%	20%	22%	*	*	-	-	-	23%	30%	20%

- Indicates there are no students in the group.

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

Part (xv): Section 1003 Fund

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

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

There is no data for this campus.

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

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

There is no data for this campus.

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Part (i): Description of State Accountability System

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

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

State & District ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
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%

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Campus ESSA Goals (HS/K-12 & AEA)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
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%

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

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

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

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

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

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, and AEAs	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status 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.

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

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

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

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

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

Part (ii): Student Achievement by Proficiency Level

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

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

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	75%	73%	81%	92%	79%	*	-	89%	-	-	83%	58%	54%	83%	80%	76%	86%	-	*	-	*
	CWD	43%	40%	54%	*	55%	-	-	-	-	-	58%	*	54%	-	67%	60%	*	-	-	-	-
	CWOD	81%	77%	83%	100%	81%	*	-	89%	-	-	85%	64%	-	83%	81%	78%	88%	-	*	-	*
	EL	61%	72%	80%	*	78%	*	-	100%	-	-	82%	50%	67%	81%	80%	75%	86%	-	-	-	-
	Male	71%	70%	76%	*	73%	*	-	*	-	-	77%	63%	60%	78%	75%	76%	-	-	-	-	-
	Female	79%	77%	86%	90%	85%	*	-	83%	-	-	88%	*	*	88%	86%	-	86%	-	*	-	*
Mathematics	All Students	70%	70%	62%	46%	61%	*	-	100%	-	-	60%	83%	38%	64%	63%	62%	62%	-	*	-	*
	CWD	44%	45%	38%	*	36%	-	-	-	-	-	33%	*	38%	-	33%	40%	*	-	-	-	-
	CWOD	75%	72%	64%	45%	64%	*	-	100%	-	-	63%	82%	-	64%	65%	66%	64%	-	*	-	*
	EL	60%	69%	63%	*	60%	*	-	100%	-	-	61%	83%	33%	65%	63%	64%	61%	-	-	-	-
	Male	70%	69%	62%	*	60%	*	-	*	-	-	59%	88%	40%	66%	64%	62%	-	-	-	-	-
	Female	70%	70%	62%	40%	63%	*	-	100%	-	-	62%	*	*	64%	61%	-	62%	-	*	-	*
Grade 7																						
Reading	All Students	72%	77%	80%	67%	79%	80%	-	100%	*	-	81%	50%	36%	83%	77%	80%	79%	-	*	-	*
	CWD	39%	40%	36%	*	33%	*	-	-	-	-	40%	*	36%	-	17%	*	43%	-	-	-	-
	CWOD	78%	80%	83%	71%	82%	*	-	100%	*	-	83%	60%	-	83%	80%	83%	83%	-	*	-	*
	EL	57%	75%	77%	67%	76%	*	-	100%	*	-	78%	*	17%	80%	77%	80%	75%	-	*	-	*
	Male	67%	72%	80%	64%	81%	*	-	*	-	-	81%	*	*	83%	80%	80%	-	-	*	-	-
	Female	78%	82%	79%	*	76%	*	-	100%	*	-	80%	*	43%	83%	75%	-	79%	-	*	-	*
Mathematics	All Students	54%	57%	57%	33%	58%	40%	-	91%	*	-	58%	33%	9%	61%	58%	60%	54%	-	*	-	*
	CWD	31%	28%	9%	*	11%	*	-	-	-	-	10%	*	9%	-	0%	*	14%	-	-	-	-
	CWOD	58%	59%	61%	36%	61%	*	-	91%	*	-	61%	40%	-	61%	60%	63%	58%	-	*	-	*
	EL	42%	55%	58%	33%	56%	*	-	89%	*	-	58%	*	0%	60%	58%	60%	55%	-	*	-	*
	Male	55%	57%	60%	36%	61%	*	-	*	-	-	62%	*	*	63%	60%	60%	-	-	*	-	-
	Female	53%	56%	54%	*	53%	*	-	86%	*	-	53%	*	14%	58%	55%	-	54%	-	*	-	*
Grade 8																						
Reading	All Students	79%	81%	77%	64%	78%	*	-	80%	-	*	76%	83%	50%	79%	75%	73%	80%	-	*	-	-
	CWD	48%	47%	50%	*	57%	*	-	-	-	*	50%	-	50%	-	57%	63%	*	-	-	-	-
	CWOD	83%	85%	79%	82%	79%	*	-	80%	-	-	78%	83%	-	79%	76%	74%	83%	-	*	-	-
	EL	64%	81%	75%	*	76%	*	-	*	-	-	75%	82%	57%	76%	75%	71%	79%	-	*	-	-
	Male	74%	76%	73%	57%	74%	*	-	*	-	*	72%	86%	63%	74%	71%	73%	-	-	*	-	-
	Female	84%	87%	80%	71%	81%	-	-	*	-	-	80%	80%	*	83%	79%	-	80%	-	-	-	-
Mathematics	All Students	70%	72%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	CWD	45%	46%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	74%	75%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	EL	62%	74%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	69%	70%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Female	71%	74%	*	-	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-

Texas Education Agency
2024 Federal Report Card
 YES PREP - WEST (101845005) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	68%	63%	67%	57%	69%	*	-	60%	-	*	65%	83%	25%	70%	64%	67%	67%	-	*	-	-
	CWD	39%	26%	25%	*	43%	*	-	-	-	*	25%	-	25%	-	43%	25%	*	-	-	-	-
	CWOD	72%	67%	70%	73%	70%	*	-	60%	-	-	69%	83%	-	70%	66%	71%	69%	-	*	-	-
	EL	51%	62%	64%	*	65%	*	-	*	-	-	63%	82%	43%	66%	64%	66%	63%	-	*	-	-
	Male	70%	65%	67%	57%	71%	*	-	*	-	*	65%	86%	25%	71%	66%	67%	-	-	*	-	-
	Female	66%	62%	67%	57%	67%	-	-	*	-	-	66%	80%	*	69%	63%	-	67%	-	-	-	-
End of Course																						
English I	All Students	67%	72%	74%	86%	72%	*	*	83%	-	*	73%	81%	33%	78%	69%	70%	79%	-	*	-	*
	CWD	35%	37%	33%	*	38%	-	-	*	-	-	35%	*	33%	-	36%	25%	50%	-	-	-	-
	CWOD	73%	77%	78%	100%	75%	*	*	100%	-	*	78%	87%	-	78%	72%	76%	81%	-	*	-	*
	EL	47%	68%	69%	*	68%	*	*	*	-	*	69%	70%	36%	72%	69%	64%	75%	-	*	-	-
	Male	62%	67%	70%	75%	69%	*	*	*	-	*	70%	67%	25%	76%	64%	70%	-	-	-	-	-
	Female	74%	79%	79%	100%	75%	*	-	*	-	*	77%	100%	50%	81%	75%	-	79%	-	*	-	*
English II	All Students	74%	81%	79%	43%	81%	*	*	83%	-	-	79%	75%	17%	87%	76%	78%	81%	-	*	*	-
	CWD	39%	37%	17%	*	21%	-	-	*	-	-	18%	*	17%	-	27%	14%	*	-	-	-	-
	CWOD	78%	86%	87%	*	87%	*	*	100%	-	-	87%	86%	-	87%	81%	90%	84%	-	*	*	-
	EL	52%	75%	76%	*	76%	-	*	*	-	-	75%	83%	27%	81%	76%	78%	73%	-	*	*	-
	Male	69%	77%	78%	33%	81%	-	*	*	-	-	79%	60%	14%	90%	78%	78%	-	-	-	*	-
	Female	79%	84%	81%	*	80%	*	-	80%	-	-	80%	*	*	84%	73%	-	81%	-	*	-	-
Algebra I	All Students	79%	81%	66%	55%	68%	40%	-	67%	-	*	66%	71%	29%	70%	68%	60%	72%	-	*	-	-
	CWD	54%	56%	29%	17%	40%	*	-	*	-	*	26%	*	29%	-	43%	31%	25%	-	-	-	-
	CWOD	83%	84%	70%	65%	70%	*	-	80%	-	*	70%	69%	-	70%	70%	64%	75%	-	*	-	-
	EL	72%	82%	68%	*	68%	*	-	*	-	*	68%	64%	43%	70%	68%	60%	76%	-	*	-	-
	Male	77%	78%	60%	46%	63%	*	-	*	-	*	60%	58%	31%	64%	60%	60%	-	-	*	-	-
	Female	81%	84%	72%	60%	73%	*	-	80%	-	*	71%	100%	25%	75%	76%	-	72%	-	*	-	-
Biology	All Students	90%	91%	91%	100%	89%	*	*	100%	-	*	91%	100%	82%	92%	88%	93%	89%	-	*	-	*
	CWD	75%	74%	82%	*	75%	-	-	-	-	-	82%	-	82%	-	75%	88%	*	-	-	-	-
	CWOD	92%	93%	92%	100%	90%	*	*	100%	-	*	91%	100%	-	92%	89%	94%	90%	-	*	-	*
	EL	84%	89%	88%	*	87%	*	*	*	-	*	87%	100%	75%	89%	88%	90%	86%	-	-	-	-
	Male	89%	89%	93%	100%	92%	*	*	*	-	*	93%	100%	88%	94%	90%	93%	-	-	-	-	-
	Female	91%	92%	89%	100%	86%	*	-	*	-	*	88%	100%	*	90%	86%	-	89%	-	*	-	*
STAAR Percent at Meets Grade Level or Above																						
Grade 6																						
Reading	All Students	55%	54%	60%	77%	57%	*	-	78%	-	-	60%	50%	23%	63%	57%	53%	66%	-	*	-	*
	CWD	24%	23%	23%	*	27%	-	-	-	-	-	25%	*	23%	-	33%	30%	*	-	-	-	-
	CWOD	61%	57%	63%	91%	59%	*	-	78%	-	-	64%	55%	-	63%	59%	56%	69%	-	*	-	*
	EL	38%	51%	57%	*	54%	*	-	88%	-	-	58%	50%	33%	59%	57%	51%	64%	-	-	-	-
	Male	51%	49%	53%	*	49%	*	-	*	-	-	52%	63%	30%	56%	51%	53%	-	-	-	-	-
	Female	59%	58%	66%	70%	65%	*	-	67%	-	-	68%	*	*	69%	64%	-	66%	-	*	-	*

Texas Education Agency
2024 Federal Report Card
 YES PREP - WEST (101845005) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	38%	34%	30%	23%	28%	*	-	78%	-	-	30%	33%	8%	33%	31%	31%	30%	-	*	-	*
	CWD	19%	19%	8%	*	9%	-	-	-	-	-	8%	*	8%	-	11%	10%	*	-	-	-	-
	CWOD	42%	35%	33%	27%	30%	*	-	78%	-	-	32%	36%	-	33%	33%	34%	31%	-	*	-	*
	EL	27%	33%	31%	*	27%	*	-	88%	-	-	30%	50%	11%	33%	31%	36%	27%	-	-	-	-
	Male	40%	37%	31%	*	28%	*	-	*	-	-	30%	38%	10%	34%	36%	31%	-	-	-	-	-
	Female	36%	31%	30%	20%	28%	*	-	67%	-	-	30%	*	*	31%	27%	-	30%	-	*	-	*
Grade 7																						
Reading	All Students	53%	55%	55%	47%	53%	40%	-	91%	*	-	55%	50%	9%	59%	53%	57%	53%	-	*	-	*
	CWD	21%	23%	9%	*	11%	*	-	-	-	-	10%	*	9%	-	0%	*	14%	-	-	-	-
	CWOD	58%	58%	59%	50%	56%	*	-	91%	*	-	58%	60%	-	59%	55%	60%	57%	-	*	-	*
	EL	34%	50%	53%	50%	50%	*	-	89%	*	-	53%	*	0%	55%	53%	51%	54%	-	*	-	*
	Male	47%	48%	57%	55%	56%	*	-	*	-	-	58%	*	*	60%	51%	57%	-	-	*	-	-
	Female	59%	62%	53%	*	51%	*	-	86%	*	-	53%	*	14%	57%	54%	-	53%	-	*	-	*
Mathematics	All Students	33%	34%	31%	27%	28%	20%	-	73%	*	-	32%	17%	0%	33%	30%	36%	25%	-	*	-	*
	CWD	17%	17%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	0%	*	0%	-	-	-	-
	CWOD	36%	35%	33%	29%	30%	*	-	73%	*	-	34%	20%	-	33%	31%	38%	28%	-	*	-	*
	EL	22%	31%	30%	33%	26%	*	-	67%	*	-	30%	*	0%	31%	30%	33%	26%	-	*	-	*
	Male	35%	36%	36%	27%	34%	*	-	*	-	-	38%	*	*	38%	33%	36%	-	-	*	-	-
	Female	31%	31%	25%	*	21%	*	-	57%	*	-	25%	*	0%	28%	26%	-	25%	-	*	-	*
Grade 8																						
Reading	All Students	55%	57%	54%	50%	55%	*	-	60%	-	*	53%	67%	25%	56%	52%	46%	61%	-	*	-	-
	CWD	23%	19%	25%	*	43%	*	-	-	-	*	25%	-	25%	-	43%	25%	*	-	-	-	-
	CWOD	59%	61%	56%	64%	55%	*	-	60%	-	-	55%	67%	-	56%	53%	49%	63%	-	*	-	-
	EL	35%	55%	52%	*	52%	*	-	*	-	-	51%	64%	43%	53%	52%	47%	57%	-	*	-	-
	Male	49%	50%	46%	43%	47%	*	-	*	-	*	44%	71%	25%	49%	47%	46%	-	-	*	-	-
	Female	60%	65%	61%	57%	62%	-	-	*	-	-	61%	60%	*	63%	57%	-	61%	-	-	-	-
Mathematics	All Students	41%	33%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	CWD	21%	15%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	44%	36%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	EL	30%	34%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	41%	31%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Female	41%	36%	*	-	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
Science	All Students	42%	33%	30%	36%	29%	*	-	40%	-	*	31%	17%	8%	31%	28%	35%	25%	-	*	-	-
	CWD	20%	13%	8%	*	14%	*	-	-	-	*	8%	-	8%	-	14%	13%	*	-	-	-	-
	CWOD	46%	35%	31%	45%	30%	*	-	40%	-	-	33%	17%	-	31%	29%	37%	26%	-	*	-	-
	EL	24%	31%	28%	*	27%	*	-	*	-	-	29%	18%	14%	29%	28%	33%	24%	-	*	-	-
	Male	45%	35%	35%	43%	36%	*	-	*	-	*	35%	29%	13%	37%	33%	35%	-	-	*	-	-
	Female	40%	30%	25%	29%	23%	-	-	*	-	-	27%	0%	*	26%	24%	-	25%	-	-	-	-
End of Course																						

Texas Education Agency
2024 Federal Report Card
 YES PREP - WEST (101845005) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English I	All Students	50%	55%	55%	48%	56%	*	*	83%	-	*	54%	69%	11%	60%	50%	52%	59%	-	*	-	*
	CWD	19%	19%	11%	*	15%	-	-	*	-	-	12%	*	11%	-	18%	8%	17%	-	-	-	-
	CWOD	55%	60%	60%	59%	59%	*	*	100%	-	*	59%	73%	-	60%	53%	58%	62%	-	*	-	*
	EL	27%	50%	50%	*	49%	*	*	*	-	*	49%	60%	18%	53%	50%	48%	52%	-	*	-	-
	Male	43%	48%	52%	42%	54%	*	*	*	-	*	52%	56%	8%	58%	48%	52%	-	-	-	-	-
	Female	57%	64%	59%	56%	57%	*	-	*	-	*	56%	86%	17%	62%	52%	-	59%	-	*	-	*
English II	All Students	57%	63%	60%	29%	61%	*	*	83%	-	-	60%	63%	17%	66%	51%	60%	61%	-	*	*	-
	CWD	23%	19%	17%	*	21%	-	-	*	-	-	18%	*	17%	-	27%	14%	*	-	-	-	-
	CWOD	61%	69%	66%	*	65%	*	*	100%	-	-	65%	71%	-	66%	54%	68%	63%	-	*	*	-
	EL	30%	53%	51%	*	51%	-	*	*	-	-	50%	67%	27%	54%	51%	54%	47%	-	*	*	-
	Male	51%	58%	60%	33%	61%	-	*	*	-	-	61%	40%	14%	68%	54%	60%	-	-	-	*	-
	Female	63%	69%	61%	*	60%	*	-	80%	-	-	59%	*	*	63%	47%	-	61%	-	*	-	-
Algebra I	All Students	41%	41%	17%	18%	17%	0%	-	50%	-	*	17%	24%	4%	19%	15%	17%	18%	-	*	-	-
	CWD	17%	17%	4%	0%	7%	*	-	*	-	*	4%	*	4%	-	7%	6%	0%	-	-	-	-
	CWOD	45%	44%	19%	24%	18%	*	-	60%	-	*	18%	25%	-	19%	16%	18%	19%	-	*	-	-
	EL	29%	42%	15%	*	14%	*	-	*	-	*	14%	29%	7%	16%	15%	13%	17%	-	*	-	-
	Male	39%	38%	17%	15%	18%	*	-	*	-	*	17%	17%	6%	18%	13%	17%	-	-	*	-	-
	Female	43%	45%	18%	20%	16%	*	-	60%	-	*	17%	40%	0%	19%	17%	-	18%	-	*	-	-
Biology	All Students	54%	47%	47%	47%	46%	*	*	80%	-	*	47%	53%	18%	49%	45%	50%	44%	-	*	-	*
	CWD	26%	16%	18%	*	25%	-	-	-	-	-	18%	-	18%	-	25%	13%	*	-	-	-	-
	CWOD	58%	51%	49%	56%	48%	*	*	80%	-	*	49%	53%	-	49%	46%	54%	44%	-	*	-	*
	EL	33%	44%	45%	*	43%	*	*	*	-	*	43%	67%	25%	46%	45%	49%	39%	-	-	-	-
	Male	54%	47%	50%	40%	51%	*	*	*	-	*	49%	63%	13%	54%	49%	50%	-	-	-	-	-
	Female	54%	47%	44%	56%	41%	*	-	*	-	*	44%	43%	*	44%	39%	-	44%	-	*	-	*
STAAR Percent at Masters Grade Level																						
Grade 6																						
Reading	All Students	25%	21%	22%	23%	19%	*	-	56%	-	-	22%	17%	0%	24%	21%	16%	27%	-	*	-	*
	CWD	6%	4%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD	28%	23%	24%	27%	21%	*	-	56%	-	-	24%	18%	-	24%	23%	19%	28%	-	*	-	*
	EL	12%	19%	21%	*	17%	*	-	63%	-	-	21%	17%	0%	23%	21%	17%	25%	-	-	-	-
	Male	21%	19%	16%	*	12%	*	-	*	-	-	17%	13%	0%	19%	17%	16%	-	-	-	-	-
	Female	28%	23%	27%	20%	27%	*	-	33%	-	-	27%	*	*	28%	25%	-	27%	-	*	-	*
Mathematics	All Students	13%	9%	4%	8%	2%	*	-	22%	-	-	2%	25%	0%	4%	4%	7%	1%	-	*	-	*
	CWD	5%	5%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD	15%	9%	4%	9%	3%	*	-	22%	-	-	2%	27%	-	4%	5%	8%	1%	-	*	-	*
	EL	7%	8%	4%	*	2%	*	-	25%	-	-	3%	33%	0%	5%	4%	8%	0%	-	-	-	-
	Male	14%	10%	7%	*	3%	*	-	*	-	-	5%	25%	0%	8%	8%	7%	-	-	-	-	-
	Female	12%	7%	1%	0%	2%	*	-	0%	-	-	0%	*	*	1%	0%	-	1%	-	*	-	*
Grade 7																						

Texas Education Agency
2024 Federal Report Card
 YES PREP - WEST (101845005) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	28%	26%	24%	27%	20%	20%	-	73%	*	-	25%	17%	0%	26%	20%	29%	19%	-	*	-	*
	CWD	6%	3%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	0%	*	0%	-	-	-	-
	CWOD	31%	29%	26%	29%	21%	*	-	73%	*	-	26%	20%	-	26%	21%	30%	21%	-	*	-	*
	EL	13%	22%	20%	33%	15%	*	-	67%	*	-	21%	*	0%	21%	20%	21%	19%	-	*	-	*
	Male	23%	21%	29%	27%	26%	*	-	*	-	-	29%	*	*	30%	21%	29%	-	-	*	-	-
	Female	33%	31%	19%	*	13%	*	-	57%	*	-	19%	*	0%	21%	19%	-	19%	-	*	-	*
Mathematics	All Students	11%	9%	12%	0%	10%	0%	-	64%	*	-	12%	17%	0%	13%	11%	14%	11%	-	*	-	*
	CWD	5%	2%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	0%	*	0%	-	-	-	-
	CWOD	12%	10%	13%	0%	11%	*	-	64%	*	-	13%	20%	-	13%	11%	14%	12%	-	*	-	*
	EL	5%	8%	11%	0%	8%	*	-	56%	*	-	11%	*	0%	11%	11%	11%	10%	-	*	-	*
	Male	12%	11%	14%	0%	11%	*	-	*	-	-	14%	*	*	14%	11%	14%	-	-	*	-	-
	Female	9%	7%	11%	*	8%	*	-	43%	*	-	10%	*	0%	12%	10%	-	11%	-	*	-	*
Grade 8																						
Reading	All Students	28%	25%	22%	43%	19%	*	-	20%	-	*	21%	25%	0%	23%	13%	18%	25%	-	*	-	-
	CWD	7%	3%	0%	*	0%	*	-	-	-	*	0%	-	0%	-	0%	0%	*	-	-	-	-
	CWOD	31%	27%	23%	55%	20%	*	-	20%	-	-	23%	25%	-	23%	14%	20%	26%	-	*	-	-
	EL	12%	21%	13%	*	13%	*	-	*	-	-	13%	18%	0%	14%	13%	10%	16%	-	*	-	-
	Male	25%	21%	18%	43%	15%	*	-	*	-	*	15%	43%	0%	20%	10%	18%	-	-	*	-	-
	Female	32%	29%	25%	43%	23%	-	-	*	-	-	27%	0%	*	26%	16%	-	25%	-	-	-	-
Mathematics	All Students	15%	6%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	CWD	6%	2%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	17%	7%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	EL	8%	7%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	16%	5%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Female	14%	7%	*	-	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
Science	All Students	16%	9%	7%	14%	6%	*	-	0%	-	*	7%	0%	0%	7%	5%	8%	6%	-	*	-	-
	CWD	5%	4%	0%	*	0%	*	-	-	-	*	0%	-	0%	-	0%	0%	*	-	-	-	-
	CWOD	18%	9%	7%	18%	7%	*	-	0%	-	-	8%	0%	-	7%	5%	9%	6%	-	*	-	-
	EL	6%	7%	5%	*	4%	*	-	*	-	-	5%	0%	0%	5%	5%	5%	5%	-	*	-	-
	Male	18%	10%	8%	14%	8%	*	-	*	-	*	8%	0%	0%	9%	5%	8%	-	-	*	-	-
	Female	15%	8%	6%	14%	5%	-	-	*	-	-	6%	0%	*	6%	5%	-	6%	-	-	-	-
End of Course																						
English I	All Students	15%	15%	16%	24%	13%	*	*	33%	-	*	13%	44%	0%	17%	9%	11%	21%	-	*	-	*
	CWD	4%	1%	0%	*	0%	-	-	*	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	17%	17%	17%	29%	14%	*	*	40%	-	*	14%	47%	-	17%	10%	13%	23%	-	*	-	*
	EL	4%	11%	9%	*	8%	*	*	*	-	*	7%	40%	0%	10%	9%	7%	12%	-	*	-	-
	Male	11%	12%	11%	8%	11%	*	*	*	-	*	9%	33%	0%	13%	7%	11%	-	-	-	-	-
	Female	19%	19%	21%	44%	15%	*	-	*	-	*	18%	57%	0%	23%	12%	-	21%	-	*	-	*

Texas Education Agency
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YES PREP - WEST (101845005) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English II	All Students	8%	6%	7%	14%	6%	*	*	17%	-	-	7%	13%	0%	8%	4%	8%	7%	-	*	*	-
	CWD	3%	1%	0%	*	0%	-	-	*	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD	9%	7%	8%	*	7%	*	*	20%	-	-	8%	14%	-	8%	4%	9%	7%	-	*	*	-
	EL	1%	1%	4%	*	4%	-	*	*	-	-	4%	0%	0%	4%	4%	5%	2%	-	*	*	-
	Male	7%	6%	8%	17%	6%	-	*	*	-	-	8%	0%	0%	9%	5%	8%	-	-	-	*	-
	Female	10%	6%	7%	*	6%	*	-	0%	-	-	6%	*	*	7%	2%	-	7%	-	*	-	-
Algebra I	All Students	23%	20%	6%	9%	5%	0%	-	33%	-	*	7%	0%	0%	7%	6%	5%	7%	-	*	-	-
	CWD	7%	4%	0%	0%	0%	*	-	*	-	*	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	25%	22%	7%	12%	6%	*	-	40%	-	*	7%	0%	-	7%	7%	6%	8%	-	*	-	-
	EL	13%	20%	6%	*	5%	*	-	*	-	*	7%	0%	0%	7%	6%	4%	8%	-	*	-	-
	Male	22%	18%	5%	8%	5%	*	-	*	-	*	6%	0%	0%	6%	4%	5%	-	-	*	-	-
	Female	23%	22%	7%	10%	6%	*	-	40%	-	*	8%	0%	0%	8%	8%	-	7%	-	*	-	-
Biology	All Students	18%	8%	4%	0%	5%	*	*	0%	-	*	4%	0%	9%	3%	3%	2%	5%	-	*	-	*
	CWD	5%	2%	9%	*	13%	-	-	-	-	-	9%	-	9%	-	13%	0%	*	-	-	-	-
	CWOD	19%	9%	3%	0%	4%	*	*	0%	-	*	4%	0%	-	3%	2%	3%	4%	-	*	-	*
	EL	5%	6%	3%	*	3%	*	*	*	-	*	3%	0%	13%	2%	3%	2%	4%	-	-	-	-
	Male	18%	9%	2%	0%	3%	*	*	*	-	*	3%	0%	0%	3%	2%	2%	-	-	-	-	-
	Female	17%	8%	5%	0%	7%	*	-	*	-	*	6%	0%	*	4%	4%	-	5%	-	*	-	*
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	74%	73%	68%	73%	66%	*	88%	*	80%	73%	76%	36%	76%	71%	72%	75%	-	67%	*	67%
	CWD	46%	44%	36%	25%	39%	40%	-	*	-	*	36%	29%	36%	-	41%	37%	33%	-	-	-	-
	CWOD	77%	78%	76%	77%	76%	70%	*	91%	*	100%	76%	79%	-	76%	74%	76%	77%	-	67%	*	67%
	EL	61%	73%	71%	73%	71%	62%	*	90%	*	*	71%	74%	41%	74%	71%	70%	73%	-	63%	*	*
	Male	71%	72%	72%	64%	72%	65%	*	91%	-	60%	72%	71%	37%	76%	70%	72%	-	-	67%	*	-
	Female	74%	77%	75%	72%	74%	67%	-	86%	*	100%	74%	83%	33%	77%	73%	-	75%	-	67%	-	67%
Reading	All Students	74%	76%	78%	76%	77%	86%	*	89%	*	*	78%	74%	36%	82%	75%	75%	81%	-	63%	*	*
	CWD	44%	40%	36%	15%	39%	*	-	*	-	*	38%	*	36%	-	41%	35%	38%	-	-	-	-
	CWOD	80%	80%	82%	91%	81%	83%	*	94%	*	*	82%	80%	-	82%	78%	80%	84%	-	63%	*	*
	EL	59%	73%	75%	85%	75%	78%	*	96%	*	*	76%	71%	41%	78%	75%	73%	78%	-	*	*	*
	Male	70%	72%	75%	68%	76%	75%	*	100%	-	*	76%	68%	35%	80%	73%	75%	-	-	*	*	-
	Female	78%	81%	81%	87%	79%	100%	-	85%	*	*	81%	82%	38%	84%	78%	-	81%	-	67%	-	*
Mathematics	All Students	70%	71%	62%	46%	63%	42%	-	88%	*	*	62%	67%	27%	66%	63%	61%	64%	-	86%	-	*
	CWD	45%	46%	27%	22%	31%	*	-	*	-	*	24%	*	27%	-	31%	30%	22%	-	-	-	-
	CWOD	75%	74%	66%	51%	66%	50%	-	92%	*	*	66%	67%	-	66%	65%	64%	67%	-	86%	-	*
	EL	62%	70%	63%	44%	62%	44%	-	90%	*	*	63%	65%	31%	65%	63%	61%	65%	-	*	-	*
	Male	71%	70%	61%	46%	61%	63%	-	88%	-	*	61%	61%	30%	64%	61%	61%	-	-	*	-	-
	Female	70%	71%	64%	46%	65%	*	-	89%	*	*	64%	77%	22%	67%	65%	-	64%	-	*	-	*

Texas Education Agency
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 YES PREP - WEST (101845005) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	73%	77%	79%	82%	79%	67%	*	80%	-	*	78%	93%	52%	81%	76%	81%	77%	-	*	-	*
	CWD	49%	51%	52%	50%	60%	*	-	-	-	*	52%	-	52%	-	60%	56%	43%	-	-	-	-
	CWOD	77%	79%	81%	89%	80%	80%	*	80%	-	*	80%	93%	-	81%	77%	83%	79%	-	*	-	*
	EL	61%	75%	76%	*	75%	*	*	67%	-	*	74%	90%	60%	77%	76%	78%	74%	-	*	-	-
	Male	74%	77%	81%	82%	82%	*	*	*	-	*	79%	93%	56%	83%	78%	81%	-	-	*	-	-
	Female	72%	77%	77%	81%	76%	*	-	86%	-	*	76%	92%	43%	79%	74%	-	77%	-	*	-	*
SAT/ACT All Subjects	All Students	88%	94%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	*	-	-	-	-
	CWD	61%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	88%	100%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	*	-	-	-	-
	EL	64%	100%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	89%	90%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	Female	87%	100%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	46%	43%	40%	42%	34%	*	74%	*	10%	43%	45%	12%	46%	40%	43%	43%	-	22%	*	67%
	CWD	22%	18%	12%	0%	16%	0%	-	*	-	*	13%	0%	12%	-	18%	13%	10%	-	-	-	-
	CWOD	51%	49%	46%	50%	44%	41%	*	77%	*	14%	46%	48%	-	46%	41%	47%	45%	-	22%	*	67%
	EL	31%	43%	40%	58%	38%	33%	*	78%	*	*	39%	46%	18%	41%	40%	40%	39%	-	0%	*	*
	Male	45%	43%	43%	40%	43%	20%	*	91%	-	0%	43%	43%	13%	47%	40%	43%	-	-	33%	*	-
	Female	48%	48%	43%	41%	41%	58%	-	67%	*	20%	42%	47%	10%	45%	39%	-	43%	-	17%	-	67%
Reading	All Students	52%	55%	57%	53%	56%	50%	*	81%	*	*	56%	62%	17%	61%	52%	54%	60%	-	25%	*	*
	CWD	23%	21%	17%	0%	22%	*	-	*	-	*	18%	*	17%	-	25%	17%	17%	-	-	-	-
	CWOD	58%	60%	61%	65%	59%	58%	*	86%	*	*	60%	67%	-	61%	55%	58%	63%	-	25%	*	*
	EL	34%	50%	52%	62%	51%	44%	*	83%	*	*	52%	60%	25%	55%	52%	50%	55%	-	*	*	*
	Male	48%	49%	54%	51%	54%	25%	*	100%	-	*	54%	58%	17%	58%	50%	54%	-	-	*	*	-
	Female	57%	62%	60%	55%	59%	83%	-	73%	*	*	60%	68%	17%	63%	55%	-	60%	-	17%	-	*
Mathematics	All Students	42%	37%	25%	22%	23%	8%	-	69%	*	*	25%	25%	4%	27%	24%	27%	23%	-	29%	-	*
	CWD	22%	18%	4%	0%	6%	*	-	*	-	*	4%	*	4%	-	7%	7%	0%	-	-	-	-
	CWOD	46%	39%	27%	27%	25%	10%	-	72%	*	*	27%	27%	-	27%	25%	29%	25%	-	29%	-	*
	EL	31%	36%	24%	44%	21%	11%	-	76%	*	*	23%	30%	7%	25%	24%	26%	22%	-	*	-	*
	Male	43%	37%	27%	23%	26%	13%	-	88%	-	*	27%	22%	7%	29%	26%	27%	-	-	*	-	-
	Female	40%	36%	23%	21%	21%	*	-	61%	*	*	23%	31%	0%	25%	22%	-	23%	-	*	-	*
Science	All Students	42%	39%	38%	42%	38%	50%	*	60%	-	*	39%	37%	13%	40%	36%	43%	34%	-	*	-	*
	CWD	21%	14%	13%	0%	20%	*	-	-	-	*	13%	-	13%	-	20%	13%	14%	-	-	-	-
	CWOD	45%	42%	40%	52%	39%	60%	*	60%	-	*	41%	37%	-	40%	37%	46%	35%	-	*	-	*
	EL	24%	37%	36%	*	34%	*	*	67%	-	*	36%	40%	20%	37%	36%	41%	31%	-	*	-	-
	Male	44%	40%	43%	41%	44%	*	*	*	-	*	42%	47%	13%	46%	41%	43%	-	-	*	-	-
	Female	40%	38%	34%	44%	31%	*	-	57%	-	*	35%	25%	14%	35%	31%	-	34%	-	*	-	*

Texas Education Agency
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 YES PREP - WEST (101845005) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
SAT/ACT All Subjects	All Students	59%	67%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	*	-	-	-	-
	CWD	35%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	60%	71%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	*	-	-	-	-
	EL	19%	80%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	64%	70%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	Female	55%	63%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	18%	14%	12%	16%	10%	19%	*	38%	*	10%	12%	16%	1%	13%	10%	11%	13%	-	17%	*	50%
	CWD	6%	3%	1%	0%	1%	0%	-	*	-	*	1%	0%	1%	-	1%	0%	2%	-	-	-	-
	CWOD	21%	16%	13%	20%	11%	22%	*	40%	*	14%	13%	17%	-	13%	10%	13%	14%	-	17%	*	50%
	EL	9%	13%	10%	31%	8%	14%	*	39%	*	*	10%	12%	1%	10%	10%	9%	10%	-	0%	*	*
	Male	18%	13%	11%	15%	10%	5%	*	68%	-	0%	11%	13%	0%	13%	9%	11%	-	-	33%	*	-
	Female	19%	16%	13%	17%	11%	42%	-	25%	*	20%	13%	19%	2%	14%	10%	-	13%	-	8%	-	50%
Reading	All Students	21%	19%	18%	28%	15%	43%	*	46%	*	*	17%	26%	0%	20%	14%	16%	20%	-	25%	*	*
	CWD	6%	3%	0%	0%	0%	*	-	*	-	*	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	24%	20%	20%	35%	16%	50%	*	49%	*	*	19%	29%	-	20%	15%	18%	22%	-	25%	*	*
	EL	10%	15%	14%	38%	11%	33%	*	46%	*	*	13%	20%	0%	15%	14%	12%	15%	-	*	*	*
	Male	18%	16%	16%	24%	13%	13%	*	82%	-	*	16%	23%	0%	18%	12%	16%	-	-	*	*	-
	Female	24%	22%	20%	32%	17%	83%	-	31%	*	*	20%	32%	0%	22%	15%	-	20%	-	17%	-	*
Mathematics	All Students	17%	12%	7%	6%	6%	0%	-	42%	*	*	7%	11%	0%	8%	7%	8%	6%	-	14%	-	*
	CWD	6%	3%	0%	0%	0%	*	-	*	-	*	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	19%	13%	8%	7%	6%	0%	-	44%	*	*	8%	12%	-	8%	8%	9%	7%	-	14%	-	*
	EL	10%	12%	7%	22%	5%	0%	-	43%	*	*	7%	9%	0%	8%	7%	8%	6%	-	*	-	*
	Male	18%	13%	8%	8%	6%	0%	-	75%	-	*	8%	9%	0%	9%	8%	8%	-	-	*	-	-
	Female	15%	11%	6%	4%	5%	*	-	28%	*	*	6%	15%	0%	7%	6%	-	6%	-	*	-	*
Science	All Students	15%	9%	5%	6%	6%	0%	*	0%	-	*	6%	0%	4%	5%	4%	5%	6%	-	*	-	*
	CWD	5%	3%	4%	0%	7%	*	-	-	-	*	4%	-	4%	-	7%	0%	14%	-	-	-	-
	CWOD	17%	9%	5%	7%	5%	0%	*	0%	-	*	6%	0%	-	5%	4%	5%	5%	-	*	-	*
	EL	5%	7%	4%	*	4%	*	*	0%	-	*	4%	0%	7%	4%	4%	3%	4%	-	*	-	-
	Male	16%	9%	5%	6%	5%	*	*	*	-	*	5%	0%	0%	5%	3%	5%	-	-	*	-	-
	Female	14%	8%	6%	6%	6%	*	-	0%	-	*	6%	0%	14%	5%	4%	-	6%	-	*	-	*
SAT/ACT All Subjects	All Students	12%	6%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	*	-	-	-	-
	CWD	7%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	12%	6%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	*	-	-	-	-
	EL	1%	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	15%	0%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	Female	9%	13%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-

Texas Education Agency
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 YES PREP - WEST (101845005) - YES PREP PUBLIC SCHOOLS INC - HARRIS 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	74	67	74	84	*	84	*	*	73	54	74
CWD	54	28	61	*	-	*	-	*	55	54	69
CWOD	75	74	75	77	*	87	*	*	74	-	74
EL ◇	74	69	73	69	*	90	*	-	73	69	74
Male	71	59	71	69	*	100	-	*	70	52	72
Female	77	75	76	104	-	75	*	*	76	59	76
Mathematics											
All Students	54	59	54	23	-	63	*	*	54	41	54
CWD	41	75	34	*	-	-	-	*	40	41	25
CWOD	55	55	56	28	-	63	*	-	55	-	56
EL ◇	54	50	54	32	-	62	*	-	53	25	54
Male	53	69	51	32	-	88	-	*	52	45	51
Female	56	47	58	*	-	46	*	-	55	32	57

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

Part (iii)(II): Graduation Rate

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

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

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2023.													
All Students	86.4%	*	86.0%	*	-	*	-	-	84.4%	100.0%	72.5%	65.2%	-
CWD	100.0%	-	100.0%	-	-	-	-	-	100.0%	100.0%	100.0%	*	-
CWOD	85.7%	*	85.1%	*	-	*	-	-	83.3%	-	68.6%	61.9%	-
EL	72.5%	*	69.4%	*	-	-	-	-	71.4%	100.0%	72.5%	44.4%	-
Male	88.1%	-	87.7%	*	-	*	-	-	87.3%	100.0%	76.9%	78.6%	-
Female	84.7%	*	84.0%	*	-	*	-	-	80.5%	*	70.4%	44.4%	-

- 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
642	189	29%

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	43	41	42	40	*	67	*	33	43	16	40
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	70%	*	67%	*	-	*	-	-	68%	100%	62%

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

Part (vi): Goal Meeting Status

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

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

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

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

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

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 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%	98%	100%	100%	*	100%	*	100%	100%	99%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	98%	100%	100%	*	100%	*	100%	100%	99%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	100%	*	100%	*	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	96%	100%	100%	*	100%	-	100%	100%	99%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	100%	*	100%	100%	100%	100%	100%	100%	-	100%	-
Reading	All Students	100%	97%	100%	100%	*	100%	*	*	100%	98%	100%	100%	100%	99%	100%	-
	CWD	100%	100%	100%	*	-	*	-	*	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	96%	100%	100%	*	100%	*	*	100%	98%	-	100%	100%	99%	100%	-
	EL	100%	100%	100%	100%	*	100%	*	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	95%	100%	100%	*	100%	-	*	100%	97%	100%	99%	100%	99%	-	-
	Female	100%	100%	100%	100%	-	100%	*	*	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	100%	98%	100%	100%	-	100%	*	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	*	-	*	-	*	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	98%	100%	100%	-	100%	*	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	100%	-	100%	*	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	96%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	*	-	100%	*	*	100%	100%	100%	100%	100%	-	100%	-

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Science	All Students	100%	100%	100%	100%	*	100%	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	*	-	-	-	*	100%	-	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	*	*	100%	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	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																	
All Subjects	All Students	0%	2%	0%	0%	*	0%	*	0%	0%	1%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	2%	0%	0%	*	0%	*	0%	0%	1%	-	0%	0%	0%	0%	-
	EL	0%	0%	0%	0%	*	0%	*	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	4%	0%	0%	*	0%	-	0%	0%	1%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	0%	3%	0%	0%	*	0%	*	*	0%	2%	0%	0%	0%	1%	0%	-
	CWD	0%	0%	0%	*	-	*	-	*	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	4%	0%	0%	*	0%	*	*	0%	2%	-	0%	0%	1%	0%	-
	EL	0%	0%	0%	0%	*	0%	*	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	5%	0%	0%	*	0%	-	*	0%	3%	0%	1%	0%	1%	-	-
	Female	0%	0%	0%	0%	-	0%	*	*	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	0%	2%	0%	0%	-	0%	*	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	*	-	*	-	*	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	2%	0%	0%	-	0%	*	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	0%	0%	0%	-	0%	*	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	4%	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%	0%	-
	CWD	0%	0%	0%	*	-	-	-	*	0%	-	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	*	*	0%	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	*	*	*	-	*	0%	0%	0%	0%	0%	0%	-	-

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Science	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 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	30	3	26	0	0	1	0	0	9		
	Female	19	1	15	1	0	1	0	1	7		
	Total	49	4	41	1	0	2	0	1	16		
Out-of-School Suspensions												
	Male	7	0	6	0	0	0	0	1	3		
	Female	1	0	1	0	0	0	0	0	0		
	Total	8	0	7	0	0	0	0	1	3		
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		

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
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	2	0	2	0	0	0	0	0	0		1
	Female	0	0	0	0	0	0	0	0	0		0
	Total	2	0	2	0	0	0	0	0	0		1
Out-of-School Suspensions												
	Male	3	0	3	0	0	0	0	0	3		1
	Female	1	0	1	0	0	0	0	0	1		0
	Total	4	0	4	0	0	0	0	0	4		1
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												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism												
	Male	87	5	75	2	1	2	-8	2	43	8	-8
	Female	53	6	44	1	1	1	-8	-8	27	2	3
	Total	140	11	119	3	2	3	-8	2	70	10	3

	Total
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	12
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack without a weapon	2
Incidents of possession of a firearm or explosive device	0
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

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

Accelerated Coursework

	Total Students		African American		Hispanic		White		Indian or Alaska Native		Asian		Pacific Islander		Two or More Races		EL		Students with Disabilities	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Advanced Placement Courses																				
Male	78	18	4	13	62	16	4	57	2	67	6	43	0	-	0	0	9	5	3	10
Female	73	16	4	18	66	17	2	22	1	25	0	0	0	0	0	0	13	8	2	14
Total	151	17	8	15	128	17	6	38	3	43	6	21	0	0	0	0	22	7	5	11
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.

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High Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	18.4	29.5%
Teachers Teaching with Emergency or Provisional Credentials	2.0	3.3%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- Indicates there are no data available in the group.

Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2025.

		State & Local and Federal	State & Local			Federal		
	Enrollment	Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$1,279	\$41	\$929	\$970	\$37	\$272	\$309
Food services		\$483	\$5	\$0	\$5	\$443	\$35	\$478
Instruction		\$5,778	\$4,345	\$26	\$4,371	\$1,276	\$131	\$1,407
Support services, general administration		\$64		\$64	\$64			
Support services, instructional staff		\$979	\$594	\$4	\$598	\$112	\$269	\$381
Support services, operation and maintenance of plant		\$813	\$631	\$81	\$712	\$33	\$68	\$101
Support services, pupils		\$740	\$321	\$56	\$377	\$325	\$38	\$363
Support services, school administration		\$1,138	\$1,008	\$2	\$1,010	\$86	\$43	\$129
Support services, student transportation		\$717	\$650	\$45	\$695	\$13	\$9	\$22
Total	997	\$11,992	\$7,595	\$1,207	\$8,802	\$2,326	\$865	\$3,191

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%	8	1%	-	-
Mathematics	6,620	2%	8	1%	-	-
Grade 4						
Reading	6,491	2%	*	1%	-	-
Mathematics	6,491	2%	*	1%	-	-
Grade 5						
Reading	6,033	1%	*	1%	-	-
Mathematics	6,033	2%	*	1%	-	-
Science	6,033	2%	*	1%	-	-
Grade 6						
Reading	5,586	1%	20	1%	-	-
Mathematics	5,586	1%	20	1%	-	-
Grade 7						
Reading	5,233	1%	18	1%	-	-
Mathematics	5,227	2%	18	1%	-	-
Grade 8						
Reading	4,985	1%	12	1%	-	-
Mathematics	4,985	1%	12	1%	-	-
Science	4,984	1%	12	1%	-	-
End of Course						
English I	5,119	1%	11	0%	-	-
English II	4,683	1%	7	0%	-	-
Algebra I	5,112	1%	11	0%	-	-
Biology	5,027	1%	11	0%	-	-
All Grades						
All Subjects	100,862	1%	183	1%	-	-
Reading	44,764	1%	82	1%	-	-
Mathematics	40,054	1%	75	1%	-	-
Science	16,044	1%	26	1%	-	-

- Indicates there are no students in the group.

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

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

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

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

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

* Indicates reporting standards not met.

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

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	80%	100%	79%	-	*	*	-	-	81%	*	77%
In-State Private Institutions	*	-	*	-	-	-	-	-	*	-	*
Out-of-State Institutions	7%	-	7%	*	-	-	-	-	7%	-	*

- Indicates there are no students in the group.

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

Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 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	25%	29%	25%	25%	*	3%	*	55%	25%	33%	24%

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

Part (xv): Section 1003 Fund

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

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

There is no data for this campus.

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

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

There is no data for this campus.

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Part (i): Description of State Accountability System

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

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

State & District ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
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%

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Campus ESSA Goals (HS/K-12 & AEA)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
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%

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

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

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

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

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

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, and AEAs	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status 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.

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

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

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

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

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

Part (ii): Student Achievement by Proficiency Level

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

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

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Reading	All Students	75%	73%	62%	56%	62%	*	-	-	-	*	-	63%	38%	27%	64%	59%	56%	66%	*	-	-	-
	CWD	43%	40%	27%	*	29%	-	-	-	-	-	-	30%	*	27%	-	33%	29%	*	-	-	-	-
	CWOD	81%	77%	64%	64%	64%	*	-	-	-	*	-	66%	43%	-	64%	61%	59%	68%	*	-	-	-
	EL	61%	72%	59%	-	58%	*	-	-	-	-	-	61%	20%	33%	61%	59%	51%	65%	*	-	-	-
	Male	71%	70%	56%	33%	57%	*	-	-	-	*	-	56%	*	29%	59%	51%	56%	-	-	-	-	-
	Female	79%	77%	66%	67%	66%	-	-	-	-	-	-	68%	*	*	68%	65%	-	66%	*	-	-	-
Mathematics	All Students	70%	70%	64%	56%	65%	*	-	-	-	*	-	65%	50%	36%	67%	62%	64%	65%	*	-	-	-
	CWD	44%	45%	36%	*	43%	-	-	-	-	-	-	30%	*	36%	-	50%	29%	*	-	-	-	-
	CWOD	75%	72%	67%	64%	66%	*	-	-	-	*	-	68%	43%	-	67%	63%	69%	65%	*	-	-	-
	EL	60%	69%	62%	-	62%	*	-	-	-	-	-	64%	40%	50%	63%	62%	62%	63%	*	-	-	-
	Male	70%	69%	64%	33%	66%	*	-	-	-	*	-	65%	*	29%	69%	62%	64%	-	-	-	-	-
	Female	70%	70%	65%	67%	64%	-	-	-	-	-	-	65%	*	*	65%	63%	-	65%	*	-	-	-
Grade 7																							
Reading	All Students	72%	77%	64%	55%	66%	*	*	-	-	*	63%	80%	33%	66%	58%	55%	74%	-	*	-	-	
	CWD	39%	40%	33%	-	38%	-	-	-	-	*	29%	*	33%	-	29%	*	40%	-	-	-	-	
	CWOD	78%	80%	66%	55%	68%	*	*	-	-	-	65%	88%	-	66%	61%	57%	76%	-	*	-	-	
	EL	57%	75%	58%	-	59%	*	*	-	-	-	57%	80%	29%	61%	58%	51%	65%	-	*	-	-	
	Male	67%	72%	55%	33%	57%	*	*	-	-	*	52%	83%	*	57%	51%	55%	-	-	*	-	-	
	Female	78%	82%	74%	80%	74%	*	-	-	-	-	73%	*	40%	76%	65%	-	74%	-	*	-	-	
Mathematics	All Students	54%	57%	50%	27%	54%	*	*	-	-	*	49%	70%	11%	53%	48%	54%	46%	-	*	-	-	
	CWD	31%	28%	11%	-	13%	-	-	-	-	*	0%	*	11%	-	14%	*	0%	-	-	-	-	
	CWOD	58%	59%	53%	27%	57%	*	*	-	-	-	52%	75%	-	53%	51%	56%	50%	-	*	-	-	
	EL	42%	55%	48%	-	49%	*	*	-	-	-	46%	80%	14%	51%	48%	53%	42%	-	*	-	-	
	Male	55%	57%	54%	33%	58%	-	*	-	-	*	52%	83%	*	56%	53%	54%	-	-	*	-	-	
	Female	53%	56%	46%	20%	49%	*	-	-	-	-	46%	*	0%	50%	42%	-	46%	-	*	-	-	
Grade 8																							
Reading	All Students	79%	81%	67%	64%	67%	*	*	-	-	70%	68%	56%	50%	69%	64%	71%	64%	*	*	-	-	
	CWD	48%	47%	50%	*	63%	-	*	-	-	-	55%	*	50%	-	*	50%	50%	-	-	-	-	
	CWOD	83%	85%	69%	88%	67%	*	*	-	-	70%	69%	63%	-	69%	64%	73%	65%	*	*	-	-	
	EL	64%	81%	64%	-	64%	-	*	-	-	57%	64%	*	*	64%	64%	68%	61%	*	*	-	-	
	Male	74%	76%	71%	*	68%	-	*	-	-	100%	73%	*	50%	73%	68%	71%	-	*	-	-	-	
	Female	84%	87%	64%	57%	65%	*	*	-	-	40%	64%	67%	50%	65%	61%	-	64%	-	*	-	-	
Mathematics	All Students	70%	72%	73%	60%	72%	*	*	-	-	100%	72%	86%	45%	76%	71%	76%	70%	*	*	-	-	
	CWD	45%	46%	45%	*	57%	-	*	-	-	-	50%	*	45%	-	*	50%	40%	-	-	-	-	
	CWOD	74%	75%	76%	86%	73%	*	*	-	-	100%	74%	100%	-	76%	71%	79%	73%	*	*	-	-	
	EL	62%	74%	71%	-	68%	-	*	-	-	100%	70%	*	*	71%	71%	70%	71%	*	*	-	-	
	Male	69%	70%	76%	*	76%	-	*	-	-	*	76%	*	50%	79%	70%	76%	-	*	-	-	-	
	Female	71%	74%	70%	50%	69%	*	*	-	-	100%	68%	*	40%	73%	71%	-	70%	-	*	-	-	

Texas Education Agency
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 YES PREP - WHITE OAK (101845009) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	68%	63%	61%	55%	59%	*	*	-	-	80%	61%	56%	42%	62%	59%	71%	51%	*	*	-	-
	CWD	39%	26%	42%	*	50%	-	*	-	-	-	45%	*	42%	-	*	50%	33%	-	-	-	-
	CWOD	72%	67%	62%	75%	59%	*	*	-	-	80%	62%	63%	-	62%	59%	73%	52%	*	*	-	-
	EL	51%	62%	59%	-	57%	-	*	-	-	71%	59%	*	*	59%	59%	68%	50%	*	*	-	-
	Male	70%	65%	71%	*	70%	-	*	-	-	80%	73%	*	50%	73%	68%	71%	-	*	-	-	-
	Female	66%	62%	51%	43%	48%	*	*	-	-	80%	50%	67%	33%	52%	50%	-	51%	-	*	-	-
End of Course																						
English I	All Students	67%	72%	64%	71%	65%	*	-	*	*	*	64%	63%	40%	68%	65%	57%	72%	-	*	-	-
	CWD	35%	37%	40%	50%	37%	-	-	-	-	-	40%	-	40%	-	38%	39%	43%	-	*	-	-
	CWOD	73%	77%	68%	80%	69%	*	-	*	*	*	68%	63%	-	68%	68%	61%	75%	-	*	-	-
	EL	47%	68%	65%	*	65%	*	-	*	-	*	65%	58%	38%	68%	65%	59%	70%	-	-	-	-
	Male	62%	67%	57%	54%	60%	*	-	*	-	*	58%	50%	39%	61%	59%	57%	-	-	*	-	-
	Female	74%	79%	72%	100%	71%	*	-	-	*	*	72%	83%	43%	75%	70%	-	72%	-	*	-	-
English II	All Students	74%	81%	75%	73%	77%	*	-	*	-	-	77%	44%	48%	80%	74%	70%	81%	-	*	-	-
	CWD	39%	37%	48%	*	52%	-	-	-	-	-	50%	*	48%	-	46%	43%	67%	-	*	-	-
	CWOD	78%	86%	80%	83%	82%	*	-	*	-	-	82%	50%	-	80%	78%	78%	83%	-	*	-	-
	EL	52%	75%	74%	*	75%	-	-	*	-	-	77%	20%	46%	78%	74%	71%	77%	-	*	-	-
	Male	69%	77%	70%	75%	71%	*	-	*	-	-	73%	20%	43%	78%	71%	70%	-	-	*	-	-
	Female	79%	84%	81%	67%	84%	*	-	-	-	-	82%	*	67%	83%	77%	-	81%	-	-	-	-
Algebra I	All Students	79%	81%	84%	82%	85%	*	-	*	*	*	84%	91%	68%	86%	89%	80%	89%	-	*	-	-
	CWD	54%	56%	68%	83%	62%	-	-	-	-	-	68%	-	68%	-	70%	64%	75%	-	*	-	-
	CWOD	83%	84%	86%	81%	87%	*	-	*	*	*	86%	91%	-	86%	90%	82%	90%	-	*	-	-
	EL	72%	82%	89%	*	89%	*	-	*	-	*	89%	88%	70%	90%	89%	87%	90%	-	-	-	-
	Male	77%	78%	80%	77%	81%	*	-	*	-	*	80%	88%	64%	82%	87%	80%	-	-	*	-	-
	Female	81%	84%	89%	89%	90%	*	-	-	*	*	89%	*	75%	90%	90%	-	89%	-	*	-	-
Biology	All Students	90%	91%	88%	86%	90%	*	-	*	*	*	89%	86%	85%	89%	88%	85%	92%	-	*	-	-
	CWD	75%	74%	85%	100%	79%	-	-	-	-	-	85%	-	85%	-	77%	85%	86%	-	*	-	-
	CWOD	92%	93%	89%	75%	91%	*	-	*	*	*	89%	86%	-	89%	89%	85%	92%	-	*	-	-
	EL	84%	89%	88%	*	89%	*	-	*	-	*	89%	80%	77%	89%	88%	83%	92%	-	-	-	-
	Male	89%	89%	85%	85%	88%	*	-	*	-	*	86%	78%	85%	85%	83%	85%	-	-	*	-	-
	Female	91%	92%	92%	78%	92%	*	-	-	*	*	91%	100%	86%	92%	92%	-	92%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 6																						
Reading	All Students	55%	54%	41%	39%	41%	*	-	-	*	-	41%	38%	27%	42%	36%	34%	46%	*	-	-	-
	CWD	24%	23%	27%	*	29%	-	-	-	-	-	30%	*	27%	-	33%	29%	*	-	-	-	-
	CWOD	61%	57%	42%	43%	41%	*	-	-	*	-	42%	43%	-	42%	36%	35%	47%	*	-	-	-
	EL	38%	51%	36%	-	35%	*	-	-	-	-	36%	20%	33%	36%	36%	33%	37%	*	-	-	-
	Male	51%	49%	34%	0%	36%	*	-	-	*	-	33%	*	29%	35%	33%	34%	-	-	-	-	-
	Female	59%	58%	46%	58%	44%	-	-	-	-	-	47%	*	*	47%	37%	-	46%	*	-	-	-

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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	38%	34%	29%	17%	30%	*	-	-	*	-	30%	13%	27%	29%	30%	28%	29%	*	-	-	-
	CWD	19%	19%	27%	*	43%	-	-	-	-	-	20%	*	27%	-	50%	29%	*	-	-	-	-
	CWOD	42%	35%	29%	21%	29%	*	-	-	*	-	30%	0%	-	29%	29%	28%	29%	*	-	-	-
	EL	27%	33%	30%	-	29%	*	-	-	-	-	31%	20%	50%	29%	30%	31%	29%	*	-	-	-
	Male	40%	37%	28%	0%	30%	*	-	-	*	-	30%	*	29%	28%	31%	28%	-	-	-	-	-
	Female	36%	31%	29%	25%	30%	-	-	-	-	-	29%	*	*	29%	29%	-	29%	*	-	-	-
Grade 7																						
Reading	All Students	53%	55%	43%	45%	44%	*	*	-	-	*	42%	60%	22%	45%	36%	38%	49%	-	*	-	-
	CWD	21%	23%	22%	-	25%	-	-	-	-	*	14%	*	22%	-	29%	*	20%	-	-	-	-
	CWOD	58%	58%	45%	45%	46%	*	*	-	-	-	43%	63%	-	45%	37%	38%	51%	-	*	-	-
	EL	34%	50%	36%	-	37%	*	*	-	-	-	35%	60%	29%	37%	36%	33%	39%	-	*	-	-
	Male	47%	48%	38%	33%	40%	*	*	-	-	*	35%	67%	*	38%	33%	38%	-	-	*	-	-
	Female	59%	62%	49%	60%	48%	*	-	-	-	-	48%	*	20%	51%	39%	-	49%	-	*	-	-
Mathematics	All Students	33%	34%	30%	27%	31%	*	*	-	-	*	28%	50%	11%	31%	26%	29%	30%	-	*	-	-
	CWD	17%	17%	11%	-	13%	-	-	-	-	*	0%	*	11%	-	14%	*	0%	-	-	-	-
	CWOD	36%	35%	31%	27%	32%	*	*	-	-	-	30%	50%	-	31%	27%	30%	32%	-	*	-	-
	EL	22%	31%	26%	-	27%	*	*	-	-	-	24%	60%	14%	27%	26%	28%	24%	-	*	-	-
	Male	35%	36%	29%	33%	30%	-	*	-	-	*	26%	67%	*	30%	28%	29%	-	-	*	-	-
	Female	31%	31%	30%	20%	31%	*	-	-	-	-	30%	*	0%	32%	24%	-	30%	-	*	-	-
Grade 8																						
Reading	All Students	55%	57%	48%	55%	49%	*	*	-	-	40%	49%	33%	25%	50%	38%	51%	46%	*	*	-	-
	CWD	23%	19%	25%	*	38%	-	*	-	-	-	27%	*	25%	-	*	33%	17%	-	-	-	-
	CWOD	59%	61%	50%	75%	50%	*	*	-	-	40%	51%	38%	-	50%	39%	52%	49%	*	*	-	-
	EL	35%	55%	38%	-	41%	-	*	-	-	14%	39%	*	*	39%	38%	38%	39%	*	*	-	-
	Male	49%	50%	51%	*	51%	-	*	-	-	40%	53%	*	33%	52%	38%	51%	-	*	-	-	-
	Female	60%	65%	46%	43%	47%	*	*	-	-	40%	46%	50%	17%	49%	39%	-	46%	-	*	-	-
Mathematics	All Students	41%	33%	33%	40%	30%	*	*	-	-	50%	33%	29%	27%	33%	33%	39%	28%	*	*	-	-
	CWD	21%	15%	27%	*	43%	-	*	-	-	-	30%	*	27%	-	*	33%	20%	-	-	-	-
	CWOD	44%	36%	33%	57%	29%	*	*	-	-	50%	33%	33%	-	33%	33%	40%	29%	*	*	-	-
	EL	30%	34%	33%	-	30%	-	*	-	-	57%	34%	*	*	33%	33%	37%	29%	*	*	-	-
	Male	41%	31%	39%	*	34%	-	*	-	-	*	39%	*	33%	40%	37%	39%	-	*	-	-	-
	Female	41%	36%	28%	33%	27%	*	*	-	-	20%	28%	*	20%	29%	29%	-	28%	-	*	-	-
Science	All Students	42%	33%	34%	27%	34%	*	*	-	-	40%	35%	11%	17%	35%	31%	41%	27%	*	*	-	-
	CWD	20%	13%	17%	*	25%	-	*	-	-	-	18%	*	17%	-	*	33%	0%	-	-	-	-
	CWOD	46%	35%	35%	38%	34%	*	*	-	-	40%	36%	13%	-	35%	31%	42%	29%	*	*	-	-
	EL	24%	31%	31%	-	30%	-	*	-	-	29%	32%	*	*	31%	31%	40%	21%	*	*	-	-
	Male	45%	35%	41%	*	40%	-	*	-	-	40%	43%	*	33%	42%	40%	41%	-	*	-	-	-
	Female	40%	30%	27%	14%	28%	*	*	-	-	40%	28%	17%	0%	29%	21%	-	27%	-	*	-	-
End of Course																						

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English I	All Students	50%	55%	44%	48%	45%	*	-	*	*	*	44%	38%	16%	48%	43%	34%	54%	-	*	-	-
	CWD	19%	19%	16%	33%	11%	-	-	-	-	-	16%	-	16%	-	13%	11%	29%	-	*	-	-
	CWOD	55%	60%	48%	53%	49%	*	-	*	*	*	49%	38%	-	48%	46%	39%	56%	-	*	-	-
	EL	27%	50%	43%	*	43%	*	-	*	-	*	44%	25%	13%	46%	43%	34%	51%	-	-	-	-
	Male	43%	48%	34%	31%	36%	*	-	*	-	*	35%	30%	11%	39%	34%	34%	-	-	*	-	-
	Female	57%	64%	54%	75%	53%	*	-	-	*	*	55%	50%	29%	56%	51%	-	54%	-	*	-	-
English II	All Students	57%	63%	52%	55%	53%	*	-	*	-	-	54%	22%	21%	58%	47%	46%	60%	-	*	-	-
	CWD	23%	19%	21%	*	24%	-	-	-	-	-	21%	*	21%	-	15%	22%	17%	-	*	-	-
	CWOD	61%	69%	58%	67%	58%	*	-	*	-	-	60%	25%	-	58%	52%	53%	64%	-	*	-	-
	EL	30%	53%	47%	*	48%	-	-	*	-	-	49%	0%	15%	52%	47%	41%	53%	-	*	-	-
	Male	51%	58%	46%	50%	46%	*	-	*	-	-	47%	20%	22%	53%	41%	46%	-	-	*	-	-
	Female	63%	69%	60%	67%	60%	*	-	-	-	-	62%	*	17%	64%	53%	-	60%	-	-	-	-
Algebra I	All Students	41%	41%	51%	36%	53%	*	-	*	*	*	51%	45%	26%	53%	52%	50%	51%	-	*	-	-
	CWD	17%	17%	26%	17%	31%	-	-	-	-	-	26%	-	26%	-	40%	27%	25%	-	*	-	-
	CWOD	45%	44%	53%	44%	55%	*	-	*	*	*	54%	45%	-	53%	54%	53%	54%	-	*	-	-
	EL	29%	42%	52%	*	54%	*	-	*	-	*	53%	50%	40%	54%	52%	57%	48%	-	-	-	-
	Male	39%	38%	50%	23%	55%	*	-	*	-	*	52%	38%	27%	53%	57%	50%	-	-	*	-	-
	Female	43%	45%	51%	56%	51%	*	-	-	*	*	51%	*	25%	54%	48%	-	51%	-	*	-	-
Biology	All Students	54%	47%	52%	43%	53%	*	-	*	*	*	52%	50%	10%	57%	50%	48%	55%	-	*	-	-
	CWD	26%	16%	10%	33%	0%	-	-	-	-	-	10%	-	10%	-	0%	15%	0%	-	*	-	-
	CWOD	58%	51%	57%	44%	59%	*	-	*	*	*	58%	50%	-	57%	57%	54%	60%	-	*	-	-
	EL	33%	44%	50%	*	52%	*	-	*	-	*	51%	40%	0%	57%	50%	46%	54%	-	-	-	-
	Male	54%	47%	48%	38%	52%	*	-	*	-	*	49%	44%	15%	54%	46%	48%	-	-	*	-	-
	Female	54%	47%	55%	44%	55%	*	-	-	*	*	54%	60%	0%	60%	54%	-	55%	-	*	-	-
STAAR Percent at Masters Grade Level																						
Grade 6																						
Reading	All Students	25%	21%	14%	0%	16%	*	-	-	*	-	14%	13%	0%	15%	12%	13%	15%	*	-	-	-
	CWD	6%	4%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD	28%	23%	15%	0%	17%	*	-	-	*	-	15%	14%	-	15%	13%	15%	15%	*	-	-	-
	EL	12%	19%	12%	-	12%	*	-	-	-	-	13%	0%	0%	13%	12%	13%	12%	*	-	-	-
	Male	21%	19%	13%	0%	15%	*	-	-	*	-	12%	*	0%	15%	13%	13%	-	-	-	-	-
	Female	28%	23%	15%	0%	17%	-	-	-	-	-	15%	*	*	15%	12%	-	15%	*	-	-	-
Mathematics	All Students	13%	9%	7%	0%	8%	*	-	-	*	-	7%	0%	0%	8%	9%	8%	6%	*	-	-	-
	CWD	5%	5%	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD	15%	9%	8%	0%	9%	*	-	-	*	-	8%	0%	-	8%	10%	9%	6%	*	-	-	-
	EL	7%	8%	9%	-	9%	*	-	-	-	-	9%	0%	0%	10%	9%	10%	8%	*	-	-	-
	Male	14%	10%	8%	0%	9%	*	-	-	*	-	9%	*	0%	9%	10%	8%	-	-	-	-	-
	Female	12%	7%	6%	0%	7%	-	-	-	-	-	6%	*	*	6%	8%	-	6%	*	-	-	-
Grade 7																						

Texas Education Agency
2024 Federal Report Card
 YES PREP - WHITE OAK (101845009) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	28%	26%	23%	27%	23%	*	*	-	-	*	21%	40%	0%	24%	16%	17%	28%	-	*	-	-
	CWD	6%	3%	0%	-	0%	-	-	-	-	*	0%	*	0%	-	0%	*	0%	-	-	-	-
	CWOD	31%	29%	24%	27%	25%	*	*	-	-	-	23%	50%	-	24%	17%	18%	30%	-	*	-	-
	EL	13%	22%	16%	-	16%	*	*	-	-	-	15%	20%	0%	17%	16%	12%	20%	-	*	-	-
	Male	23%	21%	17%	33%	17%	*	*	-	-	*	16%	33%	*	18%	12%	17%	-	-	*	-	-
	Female	33%	31%	28%	20%	29%	*	-	-	-	-	27%	*	0%	30%	20%	-	28%	-	*	-	-
Mathematics	All Students	11%	9%	5%	9%	5%	*	*	-	-	*	6%	0%	0%	6%	3%	3%	7%	-	*	-	-
	CWD	5%	2%	0%	-	0%	-	-	-	-	*	0%	*	0%	-	0%	*	0%	-	-	-	-
	CWOD	12%	10%	6%	9%	5%	*	*	-	-	-	6%	0%	-	6%	4%	3%	8%	-	*	-	-
	EL	5%	8%	3%	-	3%	*	*	-	-	-	4%	0%	0%	4%	3%	5%	2%	-	*	-	-
	Male	12%	11%	3%	0%	3%	-	*	-	-	*	3%	0%	*	3%	5%	3%	-	-	*	-	-
	Female	9%	7%	7%	20%	7%	*	-	-	-	-	8%	*	0%	8%	2%	-	7%	-	*	-	-
Grade 8																						
Reading	All Students	28%	25%	21%	27%	21%	*	*	-	-	10%	21%	22%	0%	23%	13%	19%	23%	*	*	-	-
	CWD	7%	3%	0%	*	0%	-	*	-	-	-	0%	*	0%	-	*	0%	0%	-	-	-	-
	CWOD	31%	27%	23%	38%	22%	*	*	-	-	10%	23%	25%	-	23%	13%	21%	24%	*	*	-	-
	EL	12%	21%	13%	-	14%	-	*	-	-	0%	13%	*	*	13%	13%	18%	8%	*	*	-	-
	Male	25%	21%	19%	*	21%	-	*	-	-	20%	20%	*	0%	21%	18%	19%	-	*	-	-	-
	Female	32%	29%	23%	43%	21%	*	*	-	-	0%	22%	33%	0%	24%	8%	-	23%	-	*	-	-
Mathematics	All Students	15%	6%	5%	0%	6%	*	*	-	-	0%	5%	0%	0%	5%	5%	4%	5%	*	*	-	-
	CWD	6%	2%	0%	*	0%	-	*	-	-	-	0%	*	0%	-	*	0%	0%	-	-	-	-
	CWOD	17%	7%	5%	0%	6%	*	*	-	-	0%	5%	0%	-	5%	6%	5%	5%	*	*	-	-
	EL	8%	7%	5%	-	6%	-	*	-	-	0%	6%	*	*	6%	5%	7%	4%	*	*	-	-
	Male	16%	5%	4%	*	5%	-	*	-	-	*	4%	*	0%	5%	7%	4%	-	*	-	-	-
	Female	14%	7%	5%	0%	6%	*	*	-	-	0%	5%	*	0%	5%	4%	-	5%	-	*	-	-
Science	All Students	16%	9%	7%	9%	6%	*	*	-	-	10%	7%	0%	0%	7%	1%	5%	8%	*	*	-	-
	CWD	5%	4%	0%	*	0%	-	*	-	-	-	0%	*	0%	-	*	0%	0%	-	-	-	-
	CWOD	18%	9%	7%	13%	7%	*	*	-	-	10%	8%	0%	-	7%	1%	6%	8%	*	*	-	-
	EL	6%	7%	1%	-	1%	-	*	-	-	0%	1%	*	*	1%	1%	0%	3%	*	*	-	-
	Male	18%	10%	5%	*	5%	-	*	-	-	20%	6%	*	0%	6%	0%	5%	-	*	-	-	-
	Female	15%	8%	8%	14%	8%	*	*	-	-	0%	8%	0%	0%	8%	3%	-	8%	-	*	-	-
End of Course																						
English I	All Students	15%	15%	12%	24%	11%	*	-	*	*	*	12%	13%	0%	13%	8%	12%	12%	-	*	-	-
	CWD	4%	1%	0%	0%	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	-	*	-	-
	CWOD	17%	17%	13%	33%	12%	*	-	*	*	*	14%	13%	-	13%	9%	14%	13%	-	*	-	-
	EL	4%	11%	8%	*	8%	*	-	*	-	*	8%	8%	0%	9%	8%	8%	7%	-	-	-	-
	Male	11%	12%	12%	15%	12%	*	-	*	-	*	11%	20%	0%	14%	8%	12%	-	-	*	-	-
	Female	19%	19%	12%	38%	10%	*	-	-	*	*	13%	0%	0%	13%	7%	-	12%	-	*	-	-

Texas Education Agency
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YES PREP - WHITE OAK (101845009) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English II	All Students	8%	6%	5%	0%	5%	*	-	*	-	-	5%	0%	3%	5%	3%	6%	3%	-	*	-	-
	CWD	3%	1%	3%	*	4%	-	-	-	-	-	4%	*	3%	-	8%	4%	0%	-	*	-	-
	CWOD	9%	7%	5%	0%	6%	*	-	*	-	-	5%	0%	-	5%	2%	6%	3%	-	*	-	-
	EL	1%	1%	3%	*	3%	-	-	*	-	-	3%	0%	8%	2%	3%	6%	0%	-	*	-	-
	Male	7%	6%	6%	0%	7%	*	-	*	-	-	6%	0%	4%	6%	6%	6%	-	-	*	-	-
	Female	10%	6%	3%	0%	3%	*	-	-	-	-	3%	*	0%	3%	0%	-	3%	-	-	-	-
Algebra I	All Students	23%	20%	19%	14%	20%	*	-	*	*	*	19%	9%	11%	20%	16%	19%	19%	-	*	-	-
	CWD	7%	4%	11%	0%	15%	-	-	-	-	-	11%	-	11%	-	20%	0%	25%	-	*	-	-
	CWOD	25%	22%	20%	19%	20%	*	-	*	*	*	20%	9%	-	20%	16%	21%	18%	-	*	-	-
	EL	13%	20%	16%	*	17%	*	-	*	-	*	18%	0%	20%	16%	16%	18%	15%	-	-	-	-
	Male	22%	18%	19%	8%	20%	*	-	*	-	*	20%	0%	0%	21%	18%	19%	-	-	*	-	-
	Female	23%	22%	19%	22%	19%	*	-	-	*	*	18%	*	25%	18%	15%	-	19%	-	*	-	-
Biology	All Students	18%	8%	12%	5%	13%	*	-	*	*	*	11%	14%	0%	13%	11%	9%	14%	-	*	-	-
	CWD	5%	2%	0%	0%	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	-	*	-	-
	CWOD	19%	9%	13%	6%	15%	*	-	*	*	*	13%	14%	-	13%	13%	10%	16%	-	*	-	-
	EL	5%	6%	11%	*	12%	*	-	*	-	*	11%	10%	0%	13%	11%	6%	16%	-	-	-	-
	Male	18%	9%	9%	8%	9%	*	-	*	-	*	10%	0%	0%	10%	6%	9%	-	-	*	-	-
	Female	17%	8%	14%	0%	16%	*	-	-	*	*	13%	40%	0%	16%	16%	-	14%	-	*	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	74%	69%	65%	70%	41%	75%	33%	80%	79%	69%	67%	49%	71%	68%	68%	71%	40%	85%	-	-
	CWD	46%	44%	49%	44%	50%	-	*	-	-	*	50%	30%	49%	-	49%	48%	50%	-	*	-	-
	CWOD	77%	78%	71%	72%	72%	41%	60%	33%	80%	83%	72%	70%	-	71%	70%	71%	72%	40%	81%	-	-
	EL	61%	73%	68%	*	68%	29%	60%	33%	-	79%	68%	63%	49%	70%	68%	67%	70%	40%	75%	-	-
	Male	71%	72%	68%	63%	69%	38%	60%	33%	*	80%	68%	62%	48%	71%	67%	68%	-	*	83%	-	-
	Female	74%	77%	71%	68%	71%	44%	*	-	*	78%	71%	72%	50%	72%	70%	-	71%	*	88%	-	-
Reading	All Students	74%	76%	67%	65%	67%	38%	*	*	*	62%	67%	58%	42%	70%	64%	62%	71%	*	89%	-	-
	CWD	44%	40%	42%	29%	45%	-	*	-	-	*	43%	20%	42%	-	40%	40%	46%	-	*	-	-
	CWOD	80%	80%	70%	74%	70%	38%	*	*	*	67%	70%	62%	-	70%	67%	66%	73%	*	86%	-	-
	EL	59%	73%	64%	*	65%	*	*	*	-	63%	65%	50%	40%	67%	64%	60%	68%	*	*	-	-
	Male	70%	72%	62%	58%	63%	*	*	*	*	71%	63%	50%	40%	66%	60%	62%	-	*	83%	-	-
	Female	78%	81%	71%	74%	72%	*	*	-	*	50%	71%	67%	46%	73%	68%	-	71%	*	*	-	-
Mathematics	All Students	70%	71%	69%	61%	70%	33%	*	*	*	92%	69%	75%	46%	72%	69%	70%	69%	*	83%	-	-
	CWD	45%	46%	46%	46%	46%	-	*	-	-	*	46%	*	46%	-	50%	46%	45%	-	*	-	-
	CWOD	75%	74%	72%	65%	72%	33%	*	*	*	100%	71%	78%	-	72%	71%	72%	71%	*	80%	-	-
	EL	62%	70%	69%	*	69%	*	*	*	-	100%	69%	75%	50%	71%	69%	70%	68%	*	*	-	-
	Male	71%	70%	70%	59%	71%	*	*	*	*	86%	69%	76%	46%	72%	70%	70%	-	*	*	-	-
	Female	70%	71%	69%	63%	69%	*	*	-	*	100%	69%	73%	45%	71%	68%	-	69%	*	*	-	-

Texas Education Agency
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 YES PREP - WHITE OAK (101845009) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	73%	77%	75%	75%	75%	*	*	*	*	83%	75%	74%	71%	76%	76%	79%	72%	*	80%	-	-
	CWD	49%	51%	71%	67%	71%	-	*	-	-	-	73%	*	71%	-	75%	74%	62%	-	*	-	-
	CWOD	77%	79%	76%	78%	75%	*	*	*	*	83%	76%	77%	-	76%	77%	79%	73%	*	*	-	-
	EL	61%	75%	76%	*	77%	*	*	*	-	75%	76%	77%	75%	77%	76%	77%	76%	*	*	-	-
	Male	74%	77%	79%	82%	79%	*	*	*	-	83%	80%	67%	74%	79%	77%	79%	-	*	*	-	-
	Female	72%	77%	72%	63%	72%	*	*	-	*	83%	72%	82%	62%	73%	76%	-	72%	-	*	-	-
SAT/ACT All Subjects	All Students	88%	94%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	CWD	61%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	88%	100%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	EL	64%	100%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	89%	90%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	Female	87%	100%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	46%	42%	40%	43%	24%	13%	0%	60%	45%	43%	37%	20%	45%	40%	41%	44%	0%	20%	-	-
	CWD	22%	18%	20%	15%	23%	-	*	-	-	*	20%	30%	20%	-	22%	23%	16%	-	*	-	-
	CWOD	51%	49%	45%	47%	45%	24%	20%	0%	60%	47%	45%	38%	-	45%	41%	43%	46%	0%	25%	-	-
	EL	31%	43%	40%	*	40%	29%	20%	0%	-	38%	40%	32%	22%	41%	40%	39%	41%	0%	13%	-	-
	Male	45%	43%	41%	34%	42%	25%	20%	0%	*	50%	41%	36%	23%	43%	39%	41%	-	*	33%	-	-
	Female	48%	48%	44%	46%	44%	22%	*	-	*	39%	44%	38%	16%	46%	41%	-	44%	*	0%	-	-
Reading	All Students	52%	55%	46%	48%	46%	25%	*	*	*	38%	46%	38%	21%	49%	40%	41%	51%	*	33%	-	-
	CWD	23%	21%	21%	18%	22%	-	*	-	-	*	21%	20%	21%	-	20%	21%	21%	-	*	-	-
	CWOD	58%	60%	49%	56%	49%	25%	*	*	*	42%	49%	40%	-	49%	42%	44%	53%	*	43%	-	-
	EL	34%	50%	40%	*	41%	*	*	*	-	25%	41%	27%	20%	42%	40%	36%	45%	*	*	-	-
	Male	48%	49%	41%	38%	42%	*	*	*	*	29%	41%	36%	21%	44%	36%	41%	-	*	50%	-	-
	Female	57%	62%	51%	61%	51%	*	*	-	*	50%	52%	42%	21%	53%	45%	-	51%	*	*	-	-
Mathematics	All Students	42%	37%	37%	30%	38%	33%	*	*	*	46%	37%	36%	24%	38%	37%	39%	36%	*	0%	-	-
	CWD	22%	18%	24%	8%	31%	-	*	-	-	*	22%	*	24%	-	35%	29%	18%	-	*	-	-
	CWOD	46%	39%	38%	35%	38%	33%	*	*	*	50%	39%	34%	-	38%	37%	40%	37%	*	0%	-	-
	EL	31%	36%	37%	*	37%	*	*	*	-	50%	37%	40%	35%	37%	37%	41%	34%	*	*	-	-
	Male	43%	37%	39%	24%	40%	*	*	*	*	71%	39%	38%	29%	40%	41%	39%	-	*	*	-	-
	Female	40%	36%	36%	34%	36%	*	*	-	*	17%	36%	33%	18%	37%	34%	-	36%	*	*	-	-
Science	All Students	42%	39%	43%	38%	44%	*	*	*	*	50%	44%	35%	13%	46%	43%	45%	41%	*	20%	-	-
	CWD	21%	14%	13%	22%	10%	-	*	-	-	-	13%	*	13%	-	6%	21%	0%	-	*	-	-
	CWOD	45%	42%	46%	43%	47%	*	*	*	*	50%	47%	36%	-	46%	46%	48%	45%	*	*	-	-
	EL	24%	37%	43%	*	43%	*	*	*	-	38%	43%	31%	6%	46%	43%	44%	42%	*	*	-	-
	Male	44%	40%	45%	41%	46%	*	*	*	-	50%	46%	33%	21%	48%	44%	45%	-	*	*	-	-
	Female	40%	38%	41%	31%	42%	*	*	-	*	50%	42%	36%	0%	45%	42%	-	41%	-	*	-	-

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 YES PREP - WHITE OAK (101845009) - YES PREP PUBLIC SCHOOLS INC - HARRIS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
SAT/ACT All Subjects	All Students	59%	67%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	CWD	35%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	60%	71%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	EL	19%	80%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	64%	70%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	Female	55%	63%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	18%	14%	12%	10%	12%	6%	0%	0%	0%	8%	12%	11%	2%	13%	9%	11%	13%	0%	10%	-	-
	CWD	6%	3%	2%	0%	2%	-	*	-	-	*	2%	0%	2%	-	3%	1%	3%	-	*	-	-
	CWOD	21%	16%	13%	12%	13%	6%	0%	0%	0%	8%	13%	12%	-	13%	10%	12%	14%	0%	13%	-	-
	EL	9%	13%	9%	*	10%	0%	0%	0%	-	0%	10%	5%	3%	10%	9%	9%	9%	0%	0%	-	-
	Male	18%	13%	11%	7%	12%	0%	0%	0%	*	15%	11%	8%	1%	12%	9%	11%	-	*	17%	-	-
	Female	19%	16%	13%	13%	13%	11%	*	-	*	0%	13%	14%	3%	14%	9%	-	13%	*	0%	-	-
Reading	All Students	21%	19%	14%	13%	15%	13%	*	*	*	8%	14%	17%	1%	16%	10%	13%	16%	*	11%	-	-
	CWD	6%	3%	1%	0%	1%	-	*	-	-	*	1%	0%	1%	-	2%	2%	0%	-	*	-	-
	CWOD	24%	20%	16%	17%	16%	13%	*	*	*	8%	15%	19%	-	16%	11%	15%	17%	*	14%	-	-
	EL	10%	15%	10%	*	10%	*	*	*	-	0%	10%	7%	2%	11%	10%	11%	9%	*	*	-	-
	Male	18%	16%	13%	9%	14%	*	*	*	*	14%	12%	18%	2%	15%	11%	13%	-	*	17%	-	-
	Female	24%	22%	16%	18%	15%	*	*	-	*	0%	15%	17%	0%	17%	9%	-	16%	*	*	-	-
Mathematics	All Students	17%	12%	10%	7%	11%	0%	*	*	*	8%	10%	3%	4%	11%	10%	10%	10%	*	0%	-	-
	CWD	6%	3%	4%	0%	6%	-	*	-	-	*	4%	*	4%	-	8%	0%	9%	-	*	-	-
	CWOD	19%	13%	11%	8%	11%	0%	*	*	*	8%	11%	3%	-	11%	10%	11%	10%	*	0%	-	-
	EL	10%	12%	10%	*	10%	*	*	*	-	0%	10%	0%	8%	10%	10%	11%	8%	*	*	-	-
	Male	18%	13%	10%	3%	11%	*	*	*	*	14%	11%	0%	0%	11%	11%	10%	-	*	*	-	-
	Female	15%	11%	10%	9%	11%	*	*	-	*	0%	10%	7%	9%	10%	8%	-	10%	*	*	-	-
Science	All Students	15%	9%	9%	6%	10%	*	*	*	*	8%	9%	9%	0%	10%	7%	7%	11%	*	20%	-	-
	CWD	5%	3%	0%	0%	0%	-	*	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	17%	9%	10%	9%	11%	*	*	*	*	8%	10%	9%	-	10%	8%	8%	12%	*	*	-	-
	EL	5%	7%	7%	*	8%	*	*	*	-	0%	7%	8%	0%	8%	7%	3%	11%	*	*	-	-
	Male	16%	9%	7%	6%	7%	*	*	*	-	17%	8%	0%	0%	8%	3%	7%	-	*	*	-	-
	Female	14%	8%	11%	6%	12%	*	*	-	*	0%	11%	18%	0%	12%	11%	-	11%	-	*	-	-
SAT/ACT All Subjects	All Students	12%	6%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	CWD	7%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	12%	6%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	EL	1%	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	15%	0%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	Female	9%	13%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	67	65	67	50	*	*	*	71	67	54	66
CWD	54	39	61	-	*	-	-	*	55	54	56
CWOD	68	70	68	50	*	*	*	77	68	-	66
EL ◇	66	*	66	*	*	*	-	66	66	56	66
Male	61	56	62	*	*	*	*	86	62	60	61
Female	72	74	73	*	*	-	*	54	72	46	70
Mathematics											
All Students	68	70	68	*	*	*	*	102	69	49	68
CWD	49	44	48	-	*	-	-	*	49	49	53
CWOD	70	76	69	*	*	*	*	106	70	-	69
EL ◇	68	-	68	*	*	*	-	119	68	53	68
Male	65	64	66	*	*	*	*	86	65	50	65
Female	72	75	69	*	*	-	*	121	71	49	71

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

Part (iii)(II): Graduation Rate

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

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

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2023.													
All Students	83.0%	77.8%	84.3%	*	-	-	-	-	83.5%	71.4%	76.2%	75.0%	-
CWD	71.4%	80.0%	62.5%	*	-	-	-	-	72.7%	71.4%	*	*	-
CWOD	84.9%	*	86.4%	*	-	-	-	-	85.1%	-	76.3%	85.7%	-
EL	76.2%	-	75.6%	*	-	-	-	-	78.8%	*	76.2%	*	-
Male	79.3%	*	83.0%	*	-	-	-	-	81.6%	70.0%	72.4%	*	-
Female	88.1%	100.0%	86.1%	*	-	-	-	-	86.1%	*	84.6%	*	-

- 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
537	134	25%

- 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	41	38	42	25	29	11	47	44	41	24	39
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	60%	71%	58%	*	-	-	-	-	61%	83%	45%

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

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2023-2027)	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
Target Met	Y	Y	Y					N	Y	Y	Y
Interim Goals (2028-2032)	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
Target Met	N	Y	Y					N	Y	N	Y
Interim Goals (2033-2037)	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
Target Met	N	N	N					N	N	N	N
Long-Term Goals	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Target Met	N	N	N					N	N	N	N
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	N	N	N					Y	N	N	N
Interim Goals (2033-2037)	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
Target Met	N	N	N					N	N	N	N
Long-Term Goals	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
Target Met	N	N	N					N	N	N	N
English Learner Language Proficiency Status											
Interim Goals (2023-2027)											34%
Target Met											Y
Interim Goals (2028-2032)											36%
Target Met											Y
Interim Goals (2033-2037)											48%
Target Met											Y
Long-Term Goals											40%
Target Met											Y
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%

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

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

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

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 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	99%	99%	100%	94%	100%	100%	100%	100%	99%	100%	99%	100%	100%	100%	99%	100%
	CWD	99%	100%	99%	-	*	-	-	*	99%	100%	99%	-	100%	100%	98%	-
	CWOD	100%	99%	100%	94%	100%	100%	100%	100%	99%	100%	-	100%	100%	100%	99%	100%
	EL	100%	*	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	99%	100%
	Male	100%	100%	100%	88%	100%	100%	*	100%	100%	100%	100%	100%	100%	100%	-	*
	Female	99%	99%	99%	100%	*	-	*	100%	99%	100%	98%	99%	99%	-	99%	*
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%	100%	*
	Male	100%	100%	100%	*	*	*	*	100%	100%	100%	100%	100%	100%	100%	-	*
	Female	100%	100%	100%	100%	*	-	*	100%	100%	100%	100%	100%	100%	-	100%	*
Mathematics	All Students	99%	100%	99%	83%	*	*	*	100%	99%	100%	100%	99%	99%	100%	99%	*
	CWD	100%	100%	100%	-	*	-	-	*	100%	*	100%	-	100%	100%	100%	-
	CWOD	99%	100%	99%	83%	*	*	*	100%	99%	100%	-	99%	99%	100%	99%	*
	EL	99%	*	99%	*	*	*	-	100%	99%	100%	100%	99%	99%	100%	98%	*
	Male	100%	100%	100%	*	*	*	*	100%	100%	100%	100%	100%	100%	100%	-	*
	Female	99%	100%	99%	*	*	-	*	100%	99%	100%	100%	99%	98%	-	99%	*

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Science	All Students	99%	97%	99%	*	*	*	*	100%	99%	100%	97%	99%	100%	100%	98%	*
	CWD	97%	100%	95%	-	*	-	-	-	97%	*	97%	-	100%	100%	92%	-
	CWOD	99%	96%	100%	*	*	*	*	100%	99%	100%	-	99%	100%	100%	99%	*
	EL	100%	*	100%	*	*	*	-	100%	100%	100%	100%	100%	100%	100%	100%	*
	Male	100%	100%	100%	*	*	*	-	100%	100%	100%	100%	100%	100%	100%	-	*
	Female	98%	94%	99%	*	*	-	*	100%	98%	100%	92%	99%	100%	-	98%	-
SAT/ACT All Subjects	All Students	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	
All Subjects	All Students	1%	1%	0%	6%	0%	0%	0%	0%	1%	0%	1%	0%	0%	0%	1%	0%
	CWD	1%	0%	1%	-	*	-	-	*	1%	0%	1%	-	0%	0%	2%	-
	CWOD	0%	1%	0%	6%	0%	0%	0%	0%	1%	0%	-	0%	0%	0%	1%	0%
	EL	0%	*	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%	1%	0%
	Male	0%	0%	0%	12%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	-	*
	Female	1%	1%	1%	0%	*	-	*	0%	1%	0%	2%	1%	1%	-	1%	*
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%	0%	*
	Male	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	1%	0%	1%	17%	*	*	*	0%	1%	0%	0%	1%	1%	0%	1%	*
	CWD	0%	0%	0%	-	*	-	-	*	0%	*	0%	-	0%	0%	0%	-
	CWOD	1%	0%	1%	17%	*	*	*	0%	1%	0%	-	1%	1%	0%	1%	*
	EL	1%	*	1%	*	*	*	-	0%	1%	0%	0%	1%	1%	0%	2%	*
	Male	0%	0%	0%	*	*	*	*	0%	0%	0%	0%	0%	0%	0%	-	*
	Female	1%	0%	1%	*	*	-	*	0%	1%	0%	0%	1%	2%	-	1%	*
Science	All Students	1%	3%	1%	*	*	*	*	0%	1%	0%	3%	1%	0%	0%	2%	*
	CWD	3%	0%	5%	-	*	-	-	-	3%	*	3%	-	0%	0%	8%	-
	CWOD	1%	4%	0%	*	*	*	*	0%	1%	0%	-	1%	0%	0%	1%	*
	EL	0%	*	0%	*	*	*	-	0%	0%	0%	0%	0%	0%	0%	0%	*
	Male	0%	0%	0%	*	*	*	-	0%	0%	0%	0%	0%	0%	0%	-	*

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Science	Female	2%	6%	1%	*	*	-	*	0%	2%	0%	8%	1%	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	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	2	1	1	0	0	0	0	0	0		
	Total	2	1	1	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		

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
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	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	3	3	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		1
	Total	3	3	0	0	0	0	0	0	0		1
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												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism												
	Male	122	15	106	1	-8	-8	-8	-8	60	10	4
	Female	72	13	57	-8	-8	-8	1	1	36	4	1
	Total	194	28	163	1	-8	-8	1	1	96	14	5

	Total
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	1
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

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

Preschool Programs

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

Accelerated Coursework

	Total Students		African American		Hispanic		White		Indian or Alaska Native		Asian		Pacific Islander		Two or More Races		EL		Students with Disabilities	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Advanced Placement Courses																				
Male	99	20	5	10	93	21	1	25	0	0	0	-	0	-	0	0	33	17	5	10
Female	92	22	6	11	85	23	1	33	0	0	0	-	0	0	0	0	25	17	3	9
Total	191	21	11	11	178	22	2	29	0	0	0	-	0	0	0	0	58	17	8	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.

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High Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	25.3	40.6%
Teachers Teaching with Emergency or Provisional Credentials	5.2	8.6%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- Indicates there are no data available in the group.

Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2025.

		State & Local and Federal	State & Local			Federal		
	Enrollment	Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$1,289	\$45	\$929	\$974	\$42	\$272	\$314
Food services		\$358	\$6	\$0	\$6	\$317	\$35	\$352
Instruction		\$6,000	\$4,105	\$26	\$4,131	\$1,738	\$131	\$1,869
Support services, general administration		\$64		\$64	\$64			
Support services, instructional staff		\$1,043	\$488	\$4	\$492	\$282	\$269	\$551
Support services, operation and maintenance of plant		\$1,019	\$823	\$81	\$904	\$48	\$68	\$116
Support services, pupils		\$822	\$330	\$56	\$386	\$398	\$38	\$436
Support services, school administration		\$1,374	\$1,222	\$2	\$1,224	\$107	\$43	\$150
Support services, student transportation		\$978	\$917	\$45	\$962	\$7	\$9	\$16
Total	879	\$12,947	\$7,936	\$1,207	\$9,143	\$2,939	\$865	\$3,804

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%	8	1%	-	-
Mathematics	6,620	2%	8	1%	-	-
Grade 4						
Reading	6,491	2%	*	1%	-	-
Mathematics	6,491	2%	*	1%	-	-
Grade 5						
Reading	6,033	1%	*	1%	-	-
Mathematics	6,033	2%	*	1%	-	-
Science	6,033	2%	*	1%	-	-
Grade 6						
Reading	5,586	1%	20	1%	*	2%
Mathematics	5,586	1%	20	1%	*	2%
Grade 7						
Reading	5,233	1%	18	1%	*	1%
Mathematics	5,227	2%	18	1%	*	1%
Grade 8						
Reading	4,985	1%	12	1%	*	1%
Mathematics	4,985	1%	12	1%	*	2%
Science	4,984	1%	12	1%	*	1%
End of Course						
English I	5,119	1%	11	0%	-	-
English II	4,683	1%	7	0%	*	1%
Algebra I	5,112	1%	11	0%	-	-
Biology	5,027	1%	11	0%	-	-
All Grades						
All Subjects	100,862	1%	183	1%	15	1%
Reading	44,764	1%	82	1%	7	1%
Mathematics	40,054	1%	75	1%	6	1%
Science	16,044	1%	26	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										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24
		Pacific Islander	*	50	*	50	*	23	*	6
		Two or More Races	28	32	72	68	41	38	8	11
		EcoDis	54	52	46	48	18	19	3	3
		Students with Disabilities	77	73	23	27	7	10	1	2
		English Language Learners	57	67	43	33	16	10	2	1
	Mathematics	Overall	22	25	78	75	38	36	8	8
		Black	33	45	67	55	21	15	2	1
		Hispanic	27	36	73	64	27	22	3	3
		White	10	14	90	86	57	48	13	10
		American Indian	*	41	*	59	*	22	*	4
		Asian	3	9	97	91	73	63	27	24
		Pacific Islander	*	38	*	62	*	22	*	3
		Two or More Races	10	22	90	78	58	38	23	9
		EcoDis	31	38	69	62	24	20	3	2
		Students with Disabilities	51	56	49	44	18	14	2	2
		English Language Learners	31	48	69	52	26	14	3	2
Grade 8	Reading	Overall	34	30	66	70	23	31	2	4
		Black	45	47	55	53	17	16	1	1
		Hispanic	41	39	59	61	16	21	1	2
		White	24	22	76	78	30	38	2	5
		American Indian	*	45	*	55	*	18	*	2
		Asian	8	14	92	86	60	56	11	12
		Pacific Islander	*	35	*	65	*	25	*	2
		Two or More Races	28	27	72	73	32	35	5	6
		EcoDis	42	42	58	58	16	19	1	1
		Students with Disabilities	74	69	26	31	5	7	1	n/a
		English Language Learners	53	68	47	32	10	5	n/a	n/a
	Mathematics	Overall	39	38	61	62	24	26	5	7
		Black	54	62	46	38	11	9	2	1
		Hispanic	46	51	54	49	16	14	2	2
		White	28	26	72	74	36	35	8	9
		American Indian	*	55	*	45	*	13	*	2

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

* Indicates reporting standards not met.

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

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	59%	100%	58%	-	-	-	-	-	59%	*	52%
In-State Private Institutions	6%	-	7%	-	-	-	-	-	6%	-	-
Out-of-State Institutions	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

Part (xiv): Additional Information - Chronic Absenteeism

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	32%	40%	32%	33%	*	*	*	32%	33%	31%	30%

- 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.