Palacios ISD
2023-2024
District Annual Report

Preparing **ALL** students for **THEIR** Future

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2023-24 Texas Academic Performance Report (TAPR)

District Name: PALACIOS ISD

District Number: 158905

2024 Special Education Determination Status:

Meets Requirements

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	School Year	State	Region 03	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2024	74%	73%	**86%**	-	85%	83%	*	*	-	*	63%	*	85%	*	83%	92%
	2023	76%	75%	**85%**	-	82%	94%	-	*	-	*	50%	*	83%	100%	82%	83%
At Meets Grade Level or Above	2024	48%	42%	**32%**	-	29%	33%	*	*	-	*	25%	*	32%	*	28%	33%
	2023	50%	46%	**51%**	-	45%	69%	-	*	-	*	29%	*	49%	67%	53%	42%
At Masters Grade Level	2024	21%	14%	**4%**	-	4%	6%	*	*	-	*	0%	*	3%	*	4%	0%
	2023	20%	15%	**16%**	-	13%	25%	-	*	-	*	0%	*	17%	11%	13%	17%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2024	70%	67%	**83%**	-	79%	89%	*	*	-	*	63%	*	82%	*	78%	92%
	2023	73%	69%	**83%**	-	82%	94%	-	*	-	*	43%	*	81%	100%	76%	67%
At Meets Grade Level or Above	2024	42%	36%	**43%**	-	42%	39%	*	*	-	*	31%	*	42%	*	43%	42%
	2023	45%	41%	**59%**	-	54%	81%	-	*	-	*	29%	*	55%	89%	53%	50%
At Masters Grade Level	2024	15%	12%	**12%**	-	10%	17%	*	*	-	*	0%	*	11%	*	9%	0%
	2023	19%	15%	**15%**	-	12%	19%	-	*	-	*	7%	*	15%	11%	13%	17%
Grade 4 Reading																	
At Approaches Grade Level or Above	2024	81%	79%	**85%**	-	84%	93%	-	*	-	*	47%	100%	83%	100%	82%	85%
	2023	77%	76%	**70%**	-	60%	96%	-	*	-	*	27%	*	68%	78%	59%	56%
At Meets Grade Level or Above	2024	51%	46%	**57%**	-	54%	71%	-	*	-	*	27%	40%	53%	89%	54%	46%
	2023	48%	45%	**43%**	-	27%	78%	-	*	-	*	20%	*	41%	50%	30%	22%
At Masters Grade Level	2024	23%	17%	**26%**	-	22%	43%	-	*	-	*	7%	20%	24%	44%	22%	23%
	2023	22%	19%	**22%**	-	17%	30%	-	*	-	*	7%	*	21%	28%	17%	15%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2024	69%	68%	**84%**	-	83%	93%	-	*	-	*	60%	100%	83%	89%	78%	85%
	2023	71%	73%	**81%**	-	75%	96%	-	*	-	*	40%	*	82%	78%	77%	70%
At Meets Grade Level or Above	2024	46%	45%	**60%**	-	57%	79%	-	*	-	*	33%	80%	60%	67%	54%	46%
	2023	48%	50%	**62%**	-	49%	91%	-	*	-	*	27%	*	59%	72%	53%	33%
At Masters Grade Level	2024	21%	20%	**25%**	-	24%	21%	-	*	-	*	13%	40%	25%	22%	22%	31%
	2023	22%	23%	**24%**	-	16%	43%	-	*	-	*	0%	*	21%	39%	14%	15%
Grade 5 Reading																	

	School Year	State	Region 03	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2024	79%	77%	**76%**	-	69%	96%	-	*	-	*	21%	*	75%	81%	70%	62%
	2023	81%	79%	**90%**	*	86%	100%	-	*	-	*	64%	*	87%	100%	85%	88%
At Meets Grade Level or Above	2024	55%	50%	**56%**	-	46%	83%	-	*	-	*	16%	*	53%	69%	50%	42%
	2023	57%	51%	**57%**	*	55%	65%	-	*	-	*	29%	*	57%	58%	43%	50%
At Masters Grade Level	2024	29%	23%	**26%**	-	18%	39%	-	*	-	*	5%	*	23%	38%	20%	23%
	2023	28%	24%	**24%**	*	23%	24%	-	*	-	*	0%	*	26%	16%	18%	19%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2024	77%	77%	**82%**	-	77%	96%	-	*	-	*	42%	*	84%	75%	77%	77%
	2023	80%	80%	**86%**	*	85%	88%	-	*	-	*	57%	*	84%	95%	82%	81%
At Meets Grade Level or Above	2024	50%	48%	**53%**	-	43%	78%	-	*	-	*	32%	*	51%	63%	42%	42%
	2023	51%	49%	**47%**	*	42%	71%	-	*	-	*	36%	*	44%	58%	37%	44%
At Masters Grade Level	2024	19%	17%	**16%**	-	10%	26%	-	*	-	*	0%	*	16%	13%	9%	15%
	2023	21%	20%	**14%**	*	9%	24%	-	*	-	*	0%	*	13%	16%	10%	25%
Grade 5 Science																	
At Approaches Grade Level or Above	2024	58%	59%	**70%**	-	59%	96%	-	*	-	*	26%	*	68%	75%	63%	54%
	2023	65%	64%	**61%**	*	57%	82%	-	*	-	*	57%	*	53%	89%	53%	63%
At Meets Grade Level or Above	2024	28%	28%	**35%**	-	21%	65%	-	*	-	*	16%	*	32%	50%	23%	19%
	2023	36%	34%	**26%**	*	25%	35%	-	*	-	*	29%	*	21%	47%	20%	38%
At Masters Grade Level	2024	11%	12%	**17%**	-	7%	39%	-	*	-	*	5%	*	14%	31%	9%	8%
	2023	16%	16%	**10%**	*	8%	18%	-	*	-	*	0%	*	9%	16%	7%	13%
Grade 6 Reading																	
At Approaches Grade Level or Above	2024	77%	74%	**85%**	-	81%	100%	-	*	-	*	67%	*	83%	93%	78%	81%
	2023	77%	74%	**79%**	-	74%	90%	-	100%	-	-	25%	*	80%	75%	71%	83%
At Meets Grade Level or Above	2024	57%	52%	**65%**	-	63%	71%	-	*	-	*	53%	*	63%	73%	61%	63%
	2023	52%	48%	**57%**	-	51%	70%	-	80%	-	-	13%	*	58%	50%	49%	61%
At Masters Grade Level	2024	26%	21%	**26%**	-	29%	12%	-	*	-	*	7%	*	27%	20%	22%	19%
	2023	22%	18%	**28%**	-	20%	45%	-	80%	-	-	6%	*	31%	13%	25%	39%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2024	72%	64%	**71%**	-	67%	81%	-	*	-	*	60%	*	70%	80%	64%	50%
	2023	75%	71%	**76%**	-	72%	85%	-	100%	-	-	31%	*	76%	75%	69%	74%

	School Year	State	Region 03	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2024	39%	31%	**27%**	-	29%	25%	-	*	-	*	27%	*	23%	47%	21%	31%
	2023	40%	32%	**30%**	-	19%	60%	-	80%	-	-	6%	*	34%	13%	23%	30%
At Masters Grade Level	2024	14%	9%	**6%**	-	3%	13%	-	*	-	*	7%	*	6%	7%	5%	6%
	2023	16%	11%	**7%**	-	3%	20%	-	20%	-	-	0%	*	8%	0%	6%	0%
Grade 7 Reading																	
At Approaches Grade Level or Above	2024	74%	71%	**74%**	-	68%	90%	-	100%	-	*	24%	*	74%	74%	66%	70%
	2023	78%	74%	**77%**	-	71%	93%	*	100%	-	*	22%	*	78%	70%	70%	57%
At Meets Grade Level or Above	2024	54%	49%	**56%**	-	51%	76%	-	60%	-	*	18%	*	56%	58%	46%	52%
	2023	55%	47%	**46%**	-	39%	60%	*	83%	-	*	0%	*	46%	50%	33%	26%
At Masters Grade Level	2024	29%	24%	**34%**	-	26%	57%	-	60%	-	*	6%	*	37%	21%	28%	35%
	2023	27%	20%	**23%**	-	14%	47%	*	50%	-	*	0%	*	22%	30%	13%	9%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2024	56%	50%	**36%**	-	33%	56%	-	*	-	*	12%	*	37%	33%	29%	47%
	2023	63%	58%	**66%**	-	61%	73%	*	100%	-	*	22%	*	64%	80%	60%	48%
At Meets Grade Level or Above	2024	34%	27%	**19%**	-	14%	44%	-	*	-	*	6%	*	19%	20%	13%	26%
	2023	37%	31%	**32%**	-	24%	53%	*	50%	-	*	0%	*	31%	40%	23%	17%
At Masters Grade Level	2024	11%	7%	**3%**	-	2%	11%	-	*	-	*	6%	*	2%	7%	2%	5%
	2023	11%	8%	**6%**	-	2%	13%	*	33%	-	*	0%	*	7%	0%	5%	4%
Grade 8 Reading																	
At Approaches Grade Level or Above	2024	81%	77%	**82%**	-	80%	89%	*	100%	-	*	40%	*	86%	64%	78%	63%
	2023	83%	79%	**81%**	*	72%	93%	-	100%	-	*	39%	*	82%	69%	77%	64%
At Meets Grade Level or Above	2024	56%	48%	**54%**	-	49%	61%	*	83%	-	*	0%	*	55%	50%	48%	42%
	2023	58%	51%	**50%**	*	41%	57%	-	100%	-	*	11%	*	50%	46%	45%	36%
At Masters Grade Level	2024	29%	22%	**24%**	-	14%	44%	*	67%	-	*	0%	*	21%	36%	14%	8%
	2023	28%	22%	**21%**	*	14%	32%	-	43%	-	*	0%	*	21%	23%	15%	8%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2024	72%	70%	**90%**	-	87%	93%	*	100%	-	*	60%	100%	92%	76%	86%	78%
	2023	76%	72%	**75%**	*	68%	85%	-	*	-	*	39%	-	76%	67%	76%	70%
At Meets Grade Level or Above	2024	43%	40%	**55%**	-	46%	67%	*	100%	-	*	20%	40%	58%	41%	51%	41%
	2023	46%	42%	**42%**	*	35%	45%	-	*	-	*	22%	-	43%	33%	41%	39%

	School Year	State	Region 03	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2024	16%	12%	**9%**	-	6%	19%	*	14%	-	*	10%	20%	10%	6%	11%	4%
	2023	17%	12%	**10%**	*	11%	5%	-	*	-	*	6%	-	10%	8%	11%	13%
Grade 8 Science																	
At Approaches Grade Level or Above	2024	70%	64%	**78%**	-	73%	89%	*	100%	-	*	70%	*	79%	71%	70%	67%
	2023	74%	68%	**83%**	*	75%	93%	-	100%	-	*	44%	*	83%	77%	82%	68%
At Meets Grade Level or Above	2024	44%	36%	**36%**	-	31%	44%	*	67%	-	*	10%	*	37%	36%	30%	17%
	2023	47%	40%	**54%**	*	42%	75%	-	100%	-	*	22%	*	57%	38%	51%	48%
At Masters Grade Level	2024	17%	11%	**7%**	-	3%	6%	*	50%	-	*	0%	*	8%	0%	5%	4%
	2023	17%	12%	**13%**	*	9%	21%	-	14%	-	*	0%	*	12%	15%	9%	12%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2024	60%	52%	**65%**	-	54%	83%	*	100%	-	*	50%	*	65%	64%	59%	54%
	2023	62%	55%	**67%**	*	58%	82%	-	100%	-	*	39%	*	68%	62%	65%	56%
At Meets Grade Level or Above	2024	33%	26%	**34%**	-	24%	56%	*	67%	-	*	10%	*	32%	43%	25%	17%
	2023	33%	27%	**37%**	*	25%	61%	-	71%	-	*	17%	*	37%	38%	35%	40%
At Masters Grade Level	2024	17%	12%	**16%**	-	7%	33%	*	67%	-	*	0%	*	15%	21%	11%	8%
	2023	16%	11%	**9%**	*	3%	14%	-	43%	-	*	0%	*	9%	8%	5%	12%
End of Course English I																	
At Approaches Grade Level or Above	2024	70%	67%	**72%**	-	62%	89%	-	100%	-	*	28%	*	73%	67%	66%	52%
	2023	72%	71%	**82%**	*	78%	88%	-	100%	-	*	33%	*	83%	76%	73%	63%
At Meets Grade Level or Above	2024	52%	47%	**49%**	-	36%	63%	-	100%	-	*	11%	*	50%	42%	44%	29%
	2023	52%	47%	**63%**	*	58%	76%	-	100%	-	*	22%	*	63%	67%	55%	42%
At Masters Grade Level	2024	16%	11%	**12%**	-	9%	22%	-	14%	-	*	6%	*	13%	8%	6%	10%
	2023	13%	9%	**20%**	*	13%	32%	-	100%	-	*	11%	*	20%	19%	16%	4%
End of Course English II																	
At Approaches Grade Level or Above	2024	75%	73%	**77%**	-	73%	87%	-	100%	-	*	25%	*	74%	89%	72%	50%
	2023	74%	70%	**78%**	*	73%	94%	-	100%	-	-	57%	-	80%	56%	72%	41%
At Meets Grade Level or Above	2024	58%	53%	**61%**	-	53%	83%	-	100%	-	*	25%	*	56%	89%	56%	30%
	2023	54%	49%	**55%**	*	52%	63%	-	100%	-	-	29%	-	57%	33%	51%	29%

	School Year	State	Region 03	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2024	9%	5%	**11%**	-	10%	9%	-	40%	-	*	13%	*	12%	6%	10%	5%
	2023	9%	6%	**11%**	*	9%	19%	-	20%	-	-	0%	-	12%	0%	9%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2024	81%	77%	**79%**	-	71%	96%	-	100%	-	*	50%	-	81%	71%	77%	73%
	2023	79%	77%	**92%**	*	91%	96%	-	*	-	*	56%	*	92%	94%	89%	80%
At Meets Grade Level or Above	2024	43%	35%	**38%**	-	31%	43%	-	100%	-	*	22%	-	39%	36%	32%	42%
	2023	43%	37%	**49%**	*	40%	71%	-	*	-	*	33%	*	47%	63%	40%	35%
At Masters Grade Level	2024	24%	17%	**11%**	-	9%	13%	-	40%	-	*	11%	-	11%	14%	8%	8%
	2023	23%	16%	**24%**	*	17%	33%	-	*	-	*	11%	*	24%	19%	21%	20%
End of Course Biology																	
At Approaches Grade Level or Above	2024	91%	90%	**92%**	-	91%	96%	-	100%	-	83%	83%	*	92%	92%	90%	90%
	2023	88%	88%	**91%**	*	91%	94%	-	100%	-	*	82%	*	90%	100%	90%	84%
At Meets Grade Level or Above	2024	56%	50%	**44%**	-	33%	64%	-	100%	-	33%	22%	*	45%	38%	40%	38%
	2023	56%	50%	**55%**	*	52%	60%	-	91%	-	*	27%	*	53%	67%	53%	25%
At Masters Grade Level	2024	19%	13%	**9%**	-	4%	14%	-	43%	-	0%	0%	*	10%	0%	6%	10%
	2023	21%	15%	**18%**	*	14%	26%	-	55%	-	*	5%	*	17%	24%	13%	0%
End of Course U.S. History																	
At Approaches Grade Level or Above	2024	96%	95%	**96%**	*	95%	100%	-	100%	-	*	92%	-	96%	100%	93%	70%
	2023	94%	91%	**96%**	*	97%	85%	-	100%	-	*	73%	-	95%	100%	94%	89%
At Meets Grade Level or Above	2024	69%	62%	**68%**	*	62%	92%	-	100%	-	*	33%	-	68%	71%	62%	10%
	2023	70%	61%	**69%**	*	62%	77%	-	100%	-	*	36%	-	65%	92%	68%	44%
At Masters Grade Level	2024	37%	28%	**34%**	*	34%	33%	-	40%	-	*	17%	-	37%	0%	33%	0%
	2023	38%	26%	**30%**	*	26%	38%	-	63%	-	*	9%	-	30%	33%	28%	22%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2024	88%	87%	**86%**	-	85%	*	-	80%	-	-	-	-	83%	*	73%	*
	2023	90%	92%	**100%**	-	100%	100%	-	*	-	*	-	-	100%	*	100%	-
At Meets Grade Level or Above	2024	59%	49%	**38%**	-	38%	*	-	60%	-	-	-	-	44%	*	36%	*
	2023	61%	55%	**90%**	-	83%	100%	-	*	-	*	-	-	88%	*	89%	-

	School Year	State	Region 03	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2024	12%	2%	**0%**	-	0%	*	-	0%	-	-	-	-	0%	*	0%	*
	2023	12%	3%	**5%**	-	8%	0%	-	*	-	*	-	-	6%	*	0%	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	72%	**79%**	*	74%	91%	67%	94%	-	85%	48%	82%	79%	77%	73%	68%
	2023	76%	74%	**81%**	75%	77%	91%	*	99%	-	87%	46%	81%	80%	83%	76%	68%
At Meets Grade Level or Above	2024	48%	43%	**48%**	*	41%	62%	33%	82%	-	48%	22%	53%	47%	53%	41%	35%
	2023	49%	44%	**50%**	29%	43%	67%	*	87%	-	58%	22%	59%	49%	55%	44%	36%
At Masters Grade Level	2024	20%	15%	**16%**	*	13%	24%	0%	41%	-	9%	5%	22%	16%	16%	12%	11%
	2023	20%	16%	**17%**	8%	13%	26%	*	49%	-	13%	3%	22%	17%	17%	13%	12%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	73%	**79%**	-	74%	91%	*	97%	-	78%	39%	80%	79%	81%	73%	65%
	2023	77%	74%	**80%**	88%	75%	93%	*	97%	-	100%	40%	79%	80%	79%	73%	65%
At Meets Grade Level or Above	2024	54%	48%	**54%**	-	48%	68%	*	87%	-	50%	22%	55%	52%	66%	49%	41%
	2023	53%	48%	**53%**	38%	47%	68%	*	91%	-	73%	19%	57%	53%	54%	45%	38%
At Masters Grade Level	2024	22%	16%	**20%**	-	17%	29%	*	47%	-	11%	5%	20%	20%	24%	15%	16%
	2023	20%	16%	**21%**	25%	15%	32%	*	56%	-	18%	3%	7%	21%	18%	16%	14%
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	69%	**77%**	-	72%	89%	*	88%	-	87%	48%	88%	78%	72%	71%	71%
	2023	75%	72%	**81%**	100%	77%	89%	*	100%	-	83%	41%	77%	80%	85%	76%	69%
At Meets Grade Level or Above	2024	43%	38%	**43%**	-	38%	54%	*	81%	-	40%	25%	59%	43%	43%	37%	39%
	2023	45%	40%	**47%**	20%	39%	70%	*	81%	-	67%	22%	54%	46%	54%	40%	34%
At Masters Grade Level	2024	17%	13%	**11%**	-	9%	17%	*	27%	-	7%	6%	29%	11%	11%	9%	9%
	2023	19%	15%	**14%**	0%	10%	23%	*	46%	-	17%	3%	31%	14%	14%	11%	13%
All Grades Science																	
At Approaches Grade Level or Above	2024	75%	71%	**81%**	-	76%	94%	*	94%	-	89%	57%	75%	81%	79%	76%	71%
	2023	77%	74%	**82%**	57%	79%	91%	-	100%	-	60%	63%	*	81%	91%	79%	74%
At Meets Grade Level or Above	2024	43%	38%	**39%**	-	29%	59%	*	75%	-	56%	17%	38%	39%	42%	32%	25%
	2023	47%	42%	**48%**	14%	43%	60%	-	90%	-	20%	26%	*	47%	53%	45%	36%

	School Year	State	Region 03	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2024	16%	12%	**11%**	-	5%	20%	*	44%	-	11%	2%	25%	10%	12%	7%	8%
	2023	18%	14%	**15%**	0%	11%	23%	-	40%	-	0%	2%	*	14%	19%	10%	7%
All Grades Social Studies																	
At Approaches Grade Level or Above	2024	78%	74%	**80%**	*	75%	90%	*	100%	-	*	73%	*	81%	76%	73%	59%
	2023	78%	74%	**80%**	*	78%	83%	-	100%	-	*	52%	*	80%	80%	79%	65%
At Meets Grade Level or Above	2024	51%	45%	**51%**	*	43%	70%	*	82%	-	*	23%	*	51%	52%	41%	15%
	2023	52%	44%	**52%**	*	43%	66%	-	87%	-	*	24%	*	50%	64%	50%	41%
At Masters Grade Level	2024	27%	20%	**25%**	*	21%	33%	*	55%	-	*	9%	*	27%	14%	20%	6%
	2023	27%	19%	**19%**	*	15%	22%	-	53%	-	*	3%	*	19%	20%	16%	15%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2024	35%	29%	**25%**	-	23%	22%	*	*	-	*	13%	*	24%	*	22%	17%
	2023	37%	32%	**43%**	-	37%	63%	-	*	-	*	29%	*	40%	67%	42%	33%
Reading and Mathematics Including EOC	2024	35%	29%	**25%**	-	23%	22%	*	*	-	*	13%	*	24%	*	22%	17%
	2023	37%	32%	**43%**	-	37%	63%	-	*	-	*	29%	*	40%	67%	42%	33%
Reading Including EOC	2024	48%	42%	**32%**	-	29%	33%	*	*	-	*	25%	*	32%	*	28%	33%
	2023	50%	46%	**51%**	-	45%	69%	-	*	-	*	29%	*	49%	67%	53%	42%
Math Including EOC	2024	42%	36%	**43%**	-	42%	39%	*	*	-	*	31%	*	42%	*	43%	42%
	2023	45%	41%	**59%**	-	54%	81%	-	*	-	*	29%	*	55%	89%	53%	50%
4th Graders																	
Reading and Mathematics	2024	38%	35%	**48%**	-	44%	64%	-	*	-	*	27%	40%	46%	67%	42%	31%
	2023	38%	38%	**43%**	-	27%	78%	-	*	-	*	20%	*	41%	50%	30%	22%
Reading and Mathematics Including EOC	2024	38%	35%	**48%**	-	44%	64%	-	*	-	*	27%	40%	46%	67%	42%	31%
	2023	38%	38%	**43%**	-	27%	78%	-	*	-	*	20%	*	41%	50%	30%	22%
Reading Including EOC	2024	51%	46%	**57%**	-	54%	71%	-	*	-	*	27%	40%	53%	89%	54%	46%
	2023	48%	45%	**43%**	-	27%	78%	-	*	-	*	20%	*	41%	50%	30%	22%
Math Including EOC	2024	46%	45%	**60%**	-	57%	79%	-	*	-	*	33%	80%	60%	67%	54%	46%
	2023	48%	50%	**62%**	-	49%	91%	-	*	-	*	27%	*	59%	72%	53%	33%
5th Graders																	
Reading and Mathematics	2024	42%	38%	**47%**	-	36%	74%	-	*	-	*	16%	*	45%	56%	38%	38%
	2023	43%	40%	**39%**	*	34%	59%	-	*	-	*	21%	*	37%	47%	28%	38%

	School Year	State	Region 03	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2024	42%	38%	**47%**	-	36%	74%	-	*	-	*	16%	*	45%	56%	38%	38%
	2023	43%	40%	**39%**	*	34%	59%	-	*	-	*	21%	*	37%	47%	28%	38%
Reading Including EOC	2024	55%	50%	**56%**	-	46%	83%	-	*	-	*	16%	*	53%	69%	50%	42%
	2023	57%	51%	**57%**	*	55%	65%	-	*	-	*	29%	*	57%	58%	43%	50%
Math Including EOC	2024	51%	48%	**53%**	-	43%	78%	-	*	-	*	32%	*	51%	63%	42%	42%
	2023	51%	49%	**47%**	*	42%	71%	-	*	-	*	36%	*	44%	58%	37%	44%
6th Graders																	
Reading and Mathematics	2024	36%	28%	**26%**	-	27%	25%	-	*	-	*	27%	*	23%	40%	19%	25%
	2023	35%	28%	**28%**	-	19%	50%	-	80%	-	-	6%	*	31%	13%	23%	30%
Reading and Mathematics Including EOC	2024	36%	28%	**26%**	-	27%	25%	-	*	-	*	27%	*	23%	40%	19%	25%
	2023	35%	28%	**28%**	-	19%	50%	-	80%	-	-	6%	*	31%	13%	23%	30%
Reading Including EOC	2024	57%	52%	**65%**	-	63%	71%	-	*	-	*	53%	*	63%	73%	61%	63%
	2023	52%	48%	**57%**	-	51%	70%	-	80%	-	-	13%	*	58%	50%	49%	61%
Math Including EOC	2024	40%	31%	**27%**	-	29%	25%	-	*	-	*	27%	*	23%	47%	21%	31%
	2023	40%	32%	**30%**	-	19%	60%	-	80%	-	-	6%	*	34%	13%	23%	30%
7th Graders																	
Reading and Mathematics	2024	35%	29%	**32%**	-	25%	52%	-	60%	-	*	6%	*	35%	21%	23%	35%
	2023	37%	31%	**26%**	-	17%	47%	*	50%	-	*	0%	*	24%	40%	15%	9%
Reading and Mathematics Including EOC	2024	36%	29%	**32%**	-	25%	52%	-	60%	-	*	6%	*	35%	21%	23%	35%
	2023	38%	31%	**26%**	-	17%	47%	*	50%	-	*	0%	*	24%	40%	15%	9%
Reading Including EOC	2024	54%	49%	**56%**	-	51%	76%	-	60%	-	*	18%	*	56%	58%	46%	52%
	2023	55%	47%	**46%**	-	39%	60%	*	83%	-	*	0%	*	46%	50%	33%	26%
Math Including EOC	2024	40%	33%	**35%**	-	26%	57%	-	80%	-	*	6%	*	38%	21%	25%	35%
	2023	43%	35%	**32%**	-	24%	53%	*	50%	-	*	0%	*	31%	40%	23%	17%
8th Graders																	
Reading and Mathematics	2024	28%	25%	**38%**	-	33%	47%	*	*	-	*	0%	*	38%	38%	35%	26%
	2023	31%	28%	**25%**	*	23%	20%	-	*	-	*	11%	-	26%	17%	23%	22%
Reading and Mathematics Including EOC	2024	41%	35%	**45%**	-	37%	56%	*	83%	-	*	0%	*	45%	43%	38%	29%
	2023	44%	39%	**37%**	*	28%	43%	-	100%	-	*	11%	*	39%	23%	29%	28%
Reading Including EOC	2024	57%	48%	**54%**	-	49%	61%	*	83%	-	*	0%	*	55%	50%	48%	42%
	2023	58%	51%	**50%**	*	41%	57%	-	100%	-	*	11%	*	50%	46%	45%	36%

	School Year	State	Region 03	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Math Including EOC	2024	49%	44%	**54%**	-	44%	72%	*	100%	-	*	20%	*	55%	50%	49%	38%
	2023	51%	49%	**50%**	*	39%	61%	-	100%	-	*	22%	*	52%	38%	46%	44%
3rd - 8th Graders																	
Reading and Mathematics	2024	36%	31%	**36%**	-	31%	49%	*	69%	-	27%	15%	35%	35%	41%	30%	30%
	2023	37%	33%	**34%**	*	26%	53%	*	75%	-	56%	15%	45%	33%	38%	27%	24%
Reading and Mathematics Including EOC	2024	38%	32%	**37%**	-	32%	50%	*	72%	-	27%	15%	35%	37%	42%	30%	31%
	2023	39%	35%	**36%**	*	27%	56%	*	79%	-	56%	15%	50%	35%	39%	28%	25%
Reading Including EOC	2024	54%	48%	**54%**	-	50%	67%	*	78%	-	36%	24%	47%	52%	64%	48%	46%
	2023	53%	48%	**51%**	*	43%	66%	*	88%	-	67%	17%	58%	50%	53%	42%	38%
Math Including EOC	2024	45%	40%	**45%**	-	40%	59%	*	83%	-	36%	25%	59%	45%	47%	38%	39%
	2023	47%	42%	**47%**	*	38%	70%	*	79%	-	67%	21%	58%	46%	51%	39%	35%

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

	School Year	State	Region03	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2024	67%	63%	**67%**	-	67%	75%	-	*	-	*	50%	70%	63%	100%	61%	50%
	2023	55%	55%	**48%**	-	41%	59%	-	*	-	*	39%	*	47%	50%	42%	44%
Grade 4 Mathematics	2024	60%	61%	**80%**	-	78%	89%	-	*	-	*	83%	90%	78%	94%	80%	77%
	2023	63%	65%	**73%**	-	68%	84%	-	*	-	*	61%	*	70%	87%	70%	54%
Grade 5 ELA/Reading	2024	70%	65%	**71%**	-	66%	87%	-	*	-	*	42%	*	73%	66%	68%	65%
	2023	65%	63%	**64%**	*	62%	71%	-	*	-	*	43%	*	64%	66%	59%	69%
Grade 5 Mathematics	2024	65%	61%	**55%**	-	51%	70%	-	*	-	*	63%	*	55%	53%	51%	60%
	2023	71%	67%	**53%**	*	49%	59%	-	*	-	*	71%	*	47%	74%	56%	78%
Grade 6 ELA/Reading	2024	61%	57%	**71%**	-	70%	75%	-	*	-	*	67%	*	69%	82%	72%	72%
	2023	51%	48%	**57%**	-	51%	69%	-	100%	-	-	47%	*	58%	50%	56%	72%
Grade 6 Mathematics	2024	48%	36%	**35%**	-	35%	27%	-	*	-	*	40%	*	35%	36%	32%	28%
	2023	54%	42%	**36%**	-	32%	53%	-	40%	-	-	50%	*	35%	43%	35%	26%
Grade 7 ELA/Reading	2024	66%	63%	**66%**	-	61%	85%	-	80%	-	*	38%	*	64%	79%	61%	59%
	2023	71%	66%	**62%**	-	58%	71%	*	83%	-	*	33%	*	63%	61%	55%	57%
Grade 7 Mathematics	2024	49%	45%	**40%**	-	38%	56%	-	*	-	*	35%	*	40%	38%	34%	58%
	2023	56%	53%	**52%**	-	46%	68%	*	83%	-	*	56%	*	49%	78%	48%	46%
Grade 8 ELA/Reading	2024	69%	64%	**69%**	-	66%	78%	*	92%	-	*	30%	*	71%	58%	68%	65%
	2023	63%	59%	**55%**	*	48%	64%	-	71%	-	*	12%	*	55%	54%	53%	50%
Grade 8 Mathematics	2024	66%	69%	**78%**	-	80%	70%	*	86%	-	*	70%	90%	79%	72%	78%	80%
	2023	74%	74%	**82%**	*	77%	90%	-	*	-	*	59%	-	82%	82%	82%	80%
End of Course English I	2024	64%	61%	**61%**	-	58%	62%	-	71%	-	*	35%	*	61%	56%	58%	62%
	2023	57%	53%	**73%**	-	72%	70%	-	100%	-	*	38%	*	75%	63%	68%	53%
End of Course English II	2024	69%	67%	**61%**	-	60%	71%	-	40%	-	*	36%	*	57%	85%	59%	43%
	2023	74%	74%	**78%**	*	75%	85%	-	100%	-	-	68%	-	80%	50%	77%	63%
End of Course Algebra I	2024	72%	66%	**62%**	-	58%	68%	-	80%	-	*	71%	-	58%	94%	56%	67%
	2023	76%	70%	**72%**	-	66%	86%	-	*	-	*	63%	*	73%	67%	74%	75%
All Grades Both Subjects	2024	64%	60%	**63%**	-	61%	71%	*	76%	-	48%	51%	77%	63%	69%	60%	62%
	2023	64%	61%	**62%**	67%	57%	71%	*	84%	-	84%	49%	47%	61%	64%	59%	57%
All Grades ELA/Reading	2024	67%	63%	**66%**	-	64%	76%	*	76%	-	47%	44%	74%	65%	75%	64%	61%
	2023	63%	60%	**62%**	67%	58%	69%	*	88%	-	81%	40%	40%	63%	57%	58%	57%
All Grades Mathematics	2024	60%	57%	**60%**	-	58%	65%	*	75%	-	50%	60%	81%	59%	61%	56%	63%
	2023	66%	62%	**61%**	*	55%	75%	*	78%	-	88%	60%	56%	59%	71%	61%	57%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2024	38%	40%	**42%**	-	45%	*	-	-	-	-	14%	-	36%	*	33%	*
	2023	33%	34%	**29%**	-	18%	*	-	*	-	*	18%	-	33%	*	17%	22%
Grade 4 Mathematics	2024	26%	28%	**36%**	-	36%	*	-	-	-	*	33%	-	38%	*	33%	*
	2023	27%	29%	**45%**	-	33%	*	-	*	-	*	30%	-	50%	*	48%	40%

Texas Education Agency
2023-24 STAAR Progress (TAPR)
PALACIOS ISD (158905) - MATAGORDA COUNTY

	School Year	State	Region03	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Grade 5 ELA/Reading	2024	35%	31%	**27%**	-	25%	*	-	*	-	-	7%	*	30%	*	27%	25%
	2023	37%	35%	**69%**	-	64%	*	-	-	-	*	20%	-	56%	*	64%	60%
Grade 5 Mathematics	2024	41%	37%	**44%**	-	40%	*	-	-	-	-	25%	*	54%	*	43%	57%
	2023	48%	47%	**44%**	*	38%	-	-	-	-	-	*	-	38%	*	44%	*
Grade 6 ELA/Reading	2024	24%	22%	**30%**	-	30%	-	-	-	-	-	20%	*	33%	*	30%	*
	2023	26%	20%	**15%**	-	6%	*	-	*	-	-	0%	-	13%	20%	12%	*
Grade 6 Mathematics	2024	27%	20%	**33%**	-	36%	*	-	-	-	-	17%	-	36%	*	36%	*
	2023	35%	27%	**21%**	-	18%	*	-	-	-	-	8%	-	13%	*	19%	0%
Grade 7 ELA/Reading	2024	23%	22%	**5%**	-	5%	*	-	-	-	-	0%	-	6%	*	5%	*
	2023	39%	37%	**35%**	-	20%	*	*	*	-	-	14%	*	41%	*	29%	33%
Grade 7 Mathematics	2024	14%	12%	**9%**	-	10%	*	-	-	-	-	8%	*	5%	*	5%	14%
	2023	22%	20%	**33%**	-	35%	*	*	-	-	-	13%	*	33%	*	29%	11%
Grade 8 ELA/Reading	2024	34%	34%	**48%**	-	50%	*	*	-	-	-	25%	*	56%	20%	45%	27%
	2023	39%	34%	**32%**	-	31%	*	-	-	-	-	0%	-	38%	*	35%	29%
Grade 8 Mathematics	2024	44%	44%	**72%**	-	69%	80%	*	-	-	-	50%	*	77%	50%	67%	54%
	2023	49%	47%	**63%**	*	56%	73%	-	*	-	*	27%	-	65%	50%	63%	53%
End of Course English I	2024	20%	18%	**20%**	-	22%	*	-	-	-	-	9%	-	18%	*	22%	22%
	2023	26%	28%	**27%**	-	33%	*	-	-	-	-	0%	-	30%	*	20%	17%
End of Course English II	2024	29%	30%	**10%**	-	13%	*	-	-	-	-	0%	-	10%	-	10%	0%
	2023	41%	42%	**40%**	*	43%	*	-	-	-	-	33%	-	41%	*	37%	22%
End of Course Algebra I	2024	55%	52%	**48%**	-	44%	*	-	-	-	-	36%	-	44%	*	47%	29%
	2023	58%	56%	**57%**	-	55%	*	-	-	-	-	20%	-	62%	*	54%	20%
All Grades Both Subjects	2024	32%	31%	**34%**	-	34%	39%	*	*	-	*	18%	50%	36%	26%	32%	29%
	2023	38%	36%	**41%**	*	36%	61%	*	83%	-	*	16%	*	42%	35%	38%	30%
All Grades ELA/Reading	2024	30%	29%	**26%**	-	27%	20%	*	*	-	-	9%	*	27%	19%	25%	17%
	2023	35%	34%	**34%**	*	30%	53%	*	*	-	*	13%	*	36%	27%	29%	29%
All Grades Mathematics	2024	35%	33%	**43%**	-	41%	54%	*	-	-	*	28%	*	45%	33%	41%	43%
	2023	40%	39%	**48%**	*	41%	67%	*	*	-	*	19%	*	49%	43%	47%	32%

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

- Indicates there are no students in the group.

	School Year	State	Region 03	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2024	75%	72%	**79%**	-	-	-	-	-	-	65%	-	65%	90%	-	81%	65%	94%
	2023	76%	74%	**81%**	68%	-	-	-	-	68%	62%	87%	60%	-	-	83%	64%	94%
At Meets Grade Level or Above	2024	48%	43%	**48%**	-	-	-	-	-	-	31%	-	31%	65%	-	50%	31%	80%
	2023	49%	44%	**50%**	34%	-	-	-	-	34%	28%	60%	25%	-	-	51%	30%	78%
At Masters Grade Level	2024	20%	15%	**16%**	-	-	-	-	-	-	9%	-	9%	5%	-	17%	9%	35%
	2023	20%	16%	**17%**	14%	-	-	-	-	14%	8%	40%	5%	-	-	17%	9%	35%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	73%	**79%**	-	-	-	-	-	-	63%	-	63%	90%	-	83%	63%	87%
	2023	77%	74%	**80%**	69%	-	-	-	-	69%	58%	83%	56%	-	-	83%	62%	94%
At Meets Grade Level or Above	2024	54%	48%	**54%**	-	-	-	-	-	-	39%	-	39%	70%	-	56%	39%	77%
	2023	53%	48%	**53%**	31%	-	-	-	-	31%	33%	67%	31%	-	-	55%	32%	88%
At Masters Grade Level	2024	22%	16%	**20%**	-	-	-	-	-	-	13%	-	13%	10%	-	21%	13%	36%
	2023	20%	16%	**21%**	14%	-	-	-	-	14%	10%	33%	9%	-	-	21%	12%	40%
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	69%	**77%**	-	-	-	-	-	-	70%	-	70%	89%	-	78%	70%	96%
	2023	75%	72%	**81%**	69%	-	-	-	-	69%	64%	100%	60%	-	-	84%	66%	93%
At Meets Grade Level or Above	2024	43%	38%	**43%**	-	-	-	-	-	-	34%	-	34%	56%	-	43%	34%	83%
	2023	45%	40%	**47%**	37%	-	-	-	-	37%	23%	67%	19%	-	-	51%	28%	61%
At Masters Grade Level	2024	17%	13%	**11%**	-	-	-	-	-	-	7%	-	7%	0%	-	12%	7%	25%
	2023	19%	15%	**14%**	14%	-	-	-	-	14%	7%	50%	3%	-	-	13%	10%	34%
All Grades Science																		
At Approaches Grade Level or Above	2024	75%	71%	**81%**	-	-	-	-	-	-	67%	-	67%	*	-	84%	67%	100%
	2023	77%	74%	**82%**	62%	-	-	-	-	62%	70%	*	71%	-	-	82%	68%	96%
At Meets Grade Level or Above	2024	43%	38%	**39%**	-	-	-	-	-	-	17%	-	17%	*	-	43%	17%	80%
	2023	47%	42%	**48%**	38%	-	-	-	-	38%	25%	*	24%	-	-	46%	28%	80%
At Masters Grade Level	2024	16%	12%	**11%**	-	-	-	-	-	-	4%	-	4%	*	-	10%	4%	35%
	2023	18%	14%	**15%**	8%	-	-	-	-	8%	2%	*	0%	-	-	15%	4%	27%
All Grades Social Studies																		
At Approaches Grade Level or Above	2024	78%	74%	**80%**	-	-	-	-	-	-	58%	-	58%	-	-	83%	58%	100%
	2023	78%	74%	**80%**	-	-	-	-	-	-	54%	-	54%	-	-	81%	54%	95%
At Meets Grade Level or Above	2024	51%	45%	**51%**	-	-	-	-	-	-	12%	-	12%	-	-	57%	12%	84%
	2023	52%	44%	**52%**	-	-	-	-	-	-	25%	-	25%	-	-	50%	25%	76%
At Masters Grade Level	2024	27%	20%	**25%**	-	-	-	-	-	-	3%	-	3%	-	-	29%	3%	42%
	2023	27%	19%	**19%**	-	-	-	-	-	-	8%	-	8%	-	-	16%	8%	35%
School Progress - Annual Growth																		

Texas Education Agency

2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

PALACIOS ISD (158905) - MATAGORDA COUNTY

	School Year	State	Region 03	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades Both Subjects	2024	64%	60%	**63%**	-	-	-	-	-	-	61%	-	61%	100%	-	64%	61%	66%
	2023	64%	61%	**62%**	54%	-	-	-	-	54%	54%	83%	52%	-	-	61%	54%	85%
All Grades ELA/Reading	2024	67%	63%	**66%**	-	-	-	-	-	-	60%	-	60%	*	-	68%	60%	66%
	2023	63%	60%	**62%**	49%	-	-	-	-	49%	58%	83%	56%	-	-	61%	55%	88%
All Grades Mathematics	2024	60%	57%	**60%**	-	-	-	-	-	-	62%	-	62%	*	-	59%	62%	66%
	2023	66%	62%	**61%**	59%	-	-	-	-	59%	50%	83%	47%	-	-	61%	53%	80%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2024	32%	31%	**34%**	-	-	-	-	-	-	29%	-	29%	-	-	37%	29%	*
	2023	38%	36%	**41%**	33%	-	-	-	-	33%	29%	*	27%	-	-	47%	30%	63%
All Grades ELA/Reading	2024	30%	29%	**26%**	-	-	-	-	-	-	16%	-	16%	-	-	32%	16%	*
	2023	35%	34%	**34%**	33%	-	-	-	-	33%	26%	*	25%	-	-	38%	28%	*
All Grades Mathematics	2024	35%	33%	**43%**	-	-	-	-	-	-	44%	-	44%	-	-	43%	44%	*
	2023	40%	39%	**48%**	33%	-	-	-	-	33%	31%	*	29%	-	-	55%	32%	67%

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

\- Indicates there are no students in the group.

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

	State	Region 03	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	*	100%	100%	100%	100%	-	100%	99%	100%	100%	99%	100%	99%
Included in Accountability	92%	95%	**97%**	*	97%	96%	100%	99%	-	100%	97%	92%	99%	86%	97%	92%
Not Included in Accountability: Mobile	4%	4%	**2%**	*	1%	4%	0%	0%	-	0%	0%	8%	0%	9%	2%	2%
Not Included in Accountability: Other Exclusions	2%	1%	**1%**	*	2%	0%	0%	1%	-	0%	3%	0%	1%	4%	1%	5%
Not Tested	1%	1%	**0%**	*	0%	0%	0%	0%	-	0%	1%	0%	0%	1%	0%	1%
Absent	1%	0%	**0%**	*	0%	0%	0%	0%	-	0%	0%	0%	0%	1%	0%	0%
Other	0%	0%	**0%**	*	0%	0%	0%	0%	-	0%	1%	0%	0%	0%	0%	1%
Reading																
Assessment Participant	99%	100%	**100%**	*	99%	100%	*	100%	-	100%	99%	100%	100%	98%	99%	99%
Included in Accountability	91%	94%	**96%**	*	95%	96%	*	97%	-	100%	94%	95%	98%	86%	95%	89%
Not Included in Accountability: Mobile	4%	4%	**1%**	*	1%	3%	*	0%	-	0%	0%	5%	0%	7%	1%	1%
Not Included in Accountability: Other Exclusions	4%	2%	**3%**	*	3%	1%	*	3%	-	0%	6%	0%	2%	6%	3%	10%
Not Tested	1%	0%	**0%**	*	1%	0%	*	0%	-	0%	1%	0%	0%	2%	1%	1%
Absent	1%	0%	**0%**	*	0%	0%	*	0%	-	0%	0%	0%	0%	2%	0%	0%
Other	0%	0%	**0%**	*	0%	0%	*	0%	-	0%	1%	0%	0%	0%	0%	1%
Mathematics																
Assessment Participant	99%	99%	**100%**	-	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	95%	**98%**	-	99%	95%	*	100%	-	100%	99%	94%	100%	88%	98%	97%
Not Included in Accountability: Mobile	5%	4%	**2%**	-	1%	5%	*	0%	-	0%	0%	6%	0%	10%	2%	2%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	-	1%	0%	*	0%	-	0%	1%	0%	0%	2%	1%	1%
Not Tested	1%	1%	**0%**	-	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**100%**	-	100%	100%	*	100%	-	100%	100%	100%	100%	98%	100%	99%
Included in Accountability	93%	96%	**97%**	-	98%	96%	*	100%	-	100%	100%	89%	100%	84%	97%	94%
Not Included in Accountability: Mobile	4%	3%	**2%**	-	1%	4%	*	0%	-	0%	0%	11%	0%	12%	2%	4%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	-	0%	0%	*	0%	-	0%	0%	0%	0%	2%	0%	1%
Not Tested	1%	1%	**0%**	-	0%	0%	*	0%	-	0%	0%	0%	0%	2%	0%	1%

	State	Region 03	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	0%	**0%**	-	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	0%	*	0%	-	0%	0%	0%	0%	2%	0%	1%
Social Studies																
Assessment Participant	99%	99%	**99%**	*	99%	100%	*	100%	-	*	96%	100%	99%	100%	99%	97%
Included in Accountability	94%	95%	**97%**	*	98%	94%	*	100%	-	*	96%	80%	99%	84%	96%	92%
Not Included in Accountability: Mobile	4%	4%	**2%**	*	1%	6%	*	0%	-	*	0%	20%	0%	12%	3%	3%
Not Included in Accountability: Other Exclusions	1%	0%	**1%**	*	1%	0%	*	0%	-	*	0%	0%	0%	4%	0%	3%
Not Tested	1%	1%	**1%**	*	1%	0%	*	0%	-	*	4%	0%	1%	0%	1%	3%
Absent	1%	1%	**0%**	*	0%	0%	*	0%	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	**1%**	*	1%	0%	*	0%	-	*	4%	0%	1%	0%	1%	3%
Accelerated Testers																
SAT/ACT Participant	93%	85%	**95%**	-	93%	*	-	100%	-	-	-	-	100%	*	92%	*
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	95%	**96%**	86%	96%	95%	*	100%	-	94%	91%	94%	97%	87%	96%	94%
Not Included in Accountability: Mobile	4%	4%	**3%**	14%	2%	4%	*	0%	-	6%	4%	6%	1%	11%	2%	2%
Not Included in Accountability: Other Exclusions	2%	1%	**1%**	0%	2%	0%	*	0%	-	0%	5%	0%	1%	1%	1%	4%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	95%	**95%**	80%	95%	94%	*	100%	-	92%	89%	93%	97%	85%	95%	90%
Not Included in Accountability: Mobile	4%	4%	**3%**	20%	2%	5%	*	0%	-	8%	4%	7%	1%	13%	2%	2%
Not Included in Accountability: Other Exclusions	3%	1%	**2%**	0%	3%	1%	*	0%	-	0%	7%	0%	2%	2%	2%	8%
Not Tested	1%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	99%
Included in Accountability	94%	95%	**96%**	83%	97%	95%	*	100%	-	92%	93%	93%	98%	87%	96%	96%

	State	Region 03	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	5%	4%	**3%**	17%	2%	5%	*	0%	-	8%	4%	7%	1%	13%	3%	3%
Not Included in Accountability: Other Exclusions	1%	0%	**1%**	0%	1%	0%	*	0%	-	0%	3%	0%	1%	1%	1%	1%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	1%
Absent	1%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	1%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**99%**	100%	99%	100%	-	100%	-	100%	100%	*	99%	100%	99%	100%
Included in Accountability	93%	95%	**97%**	88%	97%	98%	-	100%	-	100%	93%	*	98%	93%	97%	96%
Not Included in Accountability: Mobile	4%	4%	**2%**	13%	1%	2%	-	0%	-	0%	3%	*	1%	5%	2%	3%
Not Included in Accountability: Other Exclusions	1%	0%	**1%**	0%	1%	0%	-	0%	-	0%	3%	*	1%	2%	1%	1%
Not Tested	1%	1%	**1%**	0%	1%	0%	-	0%	-	0%	0%	*	1%	0%	1%	0%
Absent	1%	1%	**1%**	0%	1%	0%	-	0%	-	0%	0%	*	1%	0%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	99%	**100%**	*	100%	100%	-	100%	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	94%	95%	**97%**	*	96%	100%	-	100%	-	*	91%	*	99%	89%	98%	97%
Not Included in Accountability: Mobile	4%	4%	**2%**	*	2%	0%	-	0%	-	*	3%	*	0%	11%	1%	3%
Not Included in Accountability: Other Exclusions	1%	0%	**1%**	*	1%	0%	-	0%	-	*	6%	*	1%	0%	1%	0%
Not Tested	1%	1%	**0%**	*	0%	0%	-	0%	-	*	0%	*	0%	0%	0%	0%
Absent	1%	1%	**0%**	*	0%	0%	-	0%	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	*	0%	0%	-	0%	-	*	0%	*	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	86%	**100%**	-	100%	100%	-	*	-	*	-	-	100%	*	100%	-

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

	State	Region 03	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2022-23	93.3%	93.6%	**95.9%**	93.1%	95.8%	95.9%	*	98.5%	-	95.9%	95.4%	95.6%	96.9%
2021-22	92.2%	92.3%	**94.5%**	92.8%	94.4%	94.4%	*	96.4%	-	95.2%	93.8%	94.1%	95.6%
Chronic Absenteeism													
2022-23	20.3%	19.4%	**9.0%**	20.0%	9.3%	8.7%	*	1.9%	-	13.6%	12.7%	10.6%	3.4%
2021-22	25.7%	25.7%	**13.6%**	20.0%	13.6%	17.0%	*	0.0%	-	6.7%	19.8%	14.8%	7.3%
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	0.3%	**0.0%**	*	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
2021-22	0.7%	0.3%	**0.0%**	*	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	1.1%	**0.5%**	0.0%	0.7%	0.0%	-	0.0%	-	0.0%	0.0%	0.7%	2.4%
2021-22	2.2%	0.9%	**2.6%**	0.0%	2.9%	1.3%	-	3.6%	-	*	2.2%	3.0%	3.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	93.3%	**94.6%**	-	94.3%	93.8%	-	100.0%	-	*	100.0%	93.8%	100.0%
Received TxCHSE	0.3%	1.1%	**0.0%**	-	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
Continued HS	3.1%	1.9%	**1.1%**	-	1.4%	0.0%	-	0.0%	-	*	0.0%	1.5%	0.0%
Dropped Out	6.3%	3.6%	**4.3%**	-	4.3%	6.3%	-	0.0%	-	*	0.0%	4.6%	0.0%
Graduates and TxCHSE	90.6%	94.4%	**94.6%**	-	94.3%	93.8%	-	100.0%	-	*	100.0%	93.8%	100.0%
Graduates, TxCHSE, and Continuers	93.7%	96.4%	**95.7%**	-	95.7%	93.8%	-	100.0%	-	*	100.0%	95.4%	100.0%
Class of 2022													
Graduated	89.7%	93.0%	**88.4%**	80.0%	88.3%	95.0%	-	100.0%	-	*	*	84.4%	*
Received TxCHSE	0.3%	1.2%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	-	*	*	0.0%	*
Continued HS	3.5%	1.9%	**1.1%**	0.0%	1.7%	0.0%	-	0.0%	-	*	*	1.6%	*
Dropped Out	6.4%	3.8%	**10.5%**	20.0%	10.0%	5.0%	-	0.0%	-	*	*	14.1%	*
Graduates and TxCHSE	90.0%	94.2%	**88.4%**	80.0%	88.3%	95.0%	-	100.0%	-	*	*	84.4%	*
Graduates, TxCHSE, and Continuers	93.6%	96.2%	**89.5%**	80.0%	90.0%	95.0%	-	100.0%	-	*	*	85.9%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	94.1%	**89.4%**	80.0%	89.8%	95.0%	-	100.0%	-	*	*	85.7%	*
Received TxCHSE	0.4%	1.4%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	-	*	*	0.0%	*
Continued HS	1.0%	0.6%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	-	*	*	0.0%	*
Dropped Out	6.8%	3.9%	**10.6%**	20.0%	10.2%	5.0%	-	0.0%	-	*	*	14.3%	*
Graduates and TxCHSE	92.2%	95.5%	**89.4%**	80.0%	89.8%	95.0%	-	100.0%	-	*	*	85.7%	*

	State	Region 03	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.2%	96.1%	**89.4%**	80.0%	89.8%	95.0%	-	100.0%	-	*	*	85.7%	*
Class of 2021													
Graduated	92.2%	94.1%	**96.7%**	*	98.3%	93.3%	-	91.7%	-	*	100.0%	94.7%	85.7%
Received TxCHSE	0.4%	1.6%	**0.0%**	*	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
Continued HS	1.0%	0.6%	**0.0%**	*	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
Dropped Out	6.3%	3.7%	**3.3%**	*	1.7%	6.7%	-	8.3%	-	*	0.0%	5.3%	14.3%
Graduates and TxCHSE	92.7%	95.7%	**96.7%**	*	98.3%	93.3%	-	91.7%	-	*	100.0%	94.7%	85.7%
Graduates, TxCHSE, and Continuers	93.7%	96.3%	**96.7%**	*	98.3%	93.3%	-	91.7%	-	*	100.0%	94.7%	85.7%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	94.4%	**96.7%**	*	98.4%	93.3%	-	91.7%	-	*	100.0%	94.8%	85.7%
Received TxCHSE	0.5%	1.6%	**0.0%**	*	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
Continued HS	0.5%	0.3%	**0.0%**	*	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
Dropped Out	6.3%	3.7%	**3.3%**	*	1.6%	6.7%	-	8.3%	-	*	0.0%	5.2%	14.3%
Graduates and TxCHSE	93.2%	96.0%	**96.7%**	*	98.4%	93.3%	-	91.7%	-	*	100.0%	94.8%	85.7%
Graduates, TxCHSE, and Continuers	93.7%	96.3%	**96.7%**	*	98.4%	93.3%	-	91.7%	-	*	100.0%	94.8%	85.7%
Class of 2020													
Graduated	92.7%	93.3%	**91.3%**	*	89.2%	91.7%	-	100.0%	-	*	88.9%	88.9%	*
Received TxCHSE	0.5%	2.3%	**1.7%**	*	1.4%	4.2%	-	0.0%	-	*	0.0%	2.8%	*
Continued HS	0.5%	0.3%	**0.0%**	*	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	*
Dropped Out	6.2%	4.0%	**7.0%**	*	9.5%	4.2%	-	0.0%	-	*	11.1%	8.3%	*
Graduates and TxCHSE	93.2%	95.7%	**93.0%**	*	90.5%	95.8%	-	100.0%	-	*	88.9%	91.7%	*
Graduates, TxCHSE, and Continuers	93.8%	96.0%	**93.0%**	*	90.5%	95.8%	-	100.0%	-	*	88.9%	91.7%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	93.3%	**93.6%**	-	93.0%	93.8%	-	100.0%	-	*	100.0%	92.4%	100.0%
Class of 2022	89.7%	93.0%	**87.5%**	80.0%	88.3%	95.0%	-	88.9%	-	*	60.0%	83.1%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2023	72.3%	*	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2022	59.5%	*	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2023	4.3%	3.3%	**1.1%**	-	1.5%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
Class of 2022	3.7%	9.1%	**0.0%**	*	0.0%	0.0%	-	0.0%	-	-	*	0.0%	*
FHSP-DLA Graduates (Longitudinal Rate)													

	State	Region 03	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2023	84.3%	85.9%	**96.6%**	-	95.5%	100.0%	-	100.0%	-	*	100.0%	96.7%	100.0%
Class of 2022	84.3%	78.6%	**97.6%**	*	96.2%	100.0%	-	100.0%	-	-	*	96.3%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	88.6%	89.3%	**97.7%**	-	97.0%	100.0%	-	100.0%	-	*	100.0%	96.7%	100.0%
Class of 2022	88.0%	87.7%	**97.6%**	*	96.2%	100.0%	-	100.0%	-	-	*	96.3%	*
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	*	**-**	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	*	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	3.2%	**1.1%**	-	1.5%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
2021-22	3.9%	9.2%	**0.0%**	*	0.0%	0.0%	-	0.0%	-	-	0.0%	0.0%	*
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	85.0%	**93.4%**	-	92.6%	93.8%	-	100.0%	-	*	66.7%	93.7%	100.0%
2021-22	82.3%	76.5%	**95.3%**	*	92.7%	100.0%	-	100.0%	-	-	40.0%	94.5%	*
Texas First DLA Graduates (Annual Rate)													
2022-23	0.1%	0.2%	**0.0%**	-	0.0%	0.0%	-	0.0%	-	-	0.0%	0.0%	0.0%
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2022-23	86.8%	88.2%	**94.5%**	-	94.1%	93.8%	-	100.0%	-	*	66.7%	93.7%	100.0%
2021-22	86.0%	85.7%	**95.3%**	*	92.7%	100.0%	-	100.0%	-	-	40.0%	94.5%	*

	District Count	District Percent	State Count	State Percent
Graduates (2022-23 Annual Graduates)				
Total Graduates	91	100.0%	377,367	100.0%
By Ethnicity:				
African American	0	0.0%	46,822	12.4%
Hispanic	68	74.7%	197,333	52.3%
White	16	17.6%	103,009	27.3%
American Indian	0	0.0%	1,181	0.3%
Asian	5	5.5%	19,151	5.1%
Pacific Islander	0	0.0%	574	0.2%
Two or More Races	2	2.2%	9,297	2.5%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	433	0.1%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	270	0.1%
Foundation H.S. Program (No Endorsement)	5	5.5%	49,278	13.1%
Foundation H.S. Program (Endorsement)	1	1.1%	16,475	4.4%
Foundation H.S. Program (DLA)	85	93.4%	310,689	82.3%
Texas First Early H.S. Completion Program (Texas First-DLA)	0	0.0%	222	0.1%
Special Education Graduates	9	9.9%	34,589	9.2%
Economically Disadvantaged Graduates	63	69.2%	206,367	54.7%
Emergent Bilingual (EB)/English Learner (EL) Graduates	8	8.8%	50,229	13.3%
At-Risk Graduates	34	37.4%	168,430	44.6%
CTE Completers	41	45.1%	116,959	31.0%

Academic Year	State	Region 03	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)‡													
College, Career, or Military Ready (Annual Graduates)													
2022-23	76.3%	79.1%	**93.4%**	-	91.2%	100.0%	-	100.0%	-	*	100.0%	92.1%	87.5%
2021-22	70.0%	68.8%	**58.1%**	*	52.7%	78.9%	-	75.0%	-	-	80.0%	41.8%	*
College Ready Graduates‡													
College Ready (Annual Graduates)‡													
2022-23	61.9%	45.5%	**86.8%**	-	83.8%	93.8%	-	100.0%	-	*	66.7%	84.1%	87.5%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2022-23	62.8%	44.1%	**94.5%**	-	94.1%	93.8%	-	100.0%	-	*	66.7%	93.7%	100.0%
2021-22	57.1%	43.7%	**50.0%**	*	41.8%	57.9%	-	75.0%	-	-	0.0%	43.6%	*
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2022-23	54.3%	43.2%	**86.8%**	-	83.8%	93.8%	-	100.0%	-	*	66.7%	84.1%	87.5%
2021-22	48.2%	42.1%	**41.9%**	*	36.4%	52.6%	-	75.0%	-	-	0.0%	29.1%	*
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2022-23	48.4%	34.0%	**86.8%**	-	83.8%	93.8%	-	100.0%	-	*	66.7%	84.1%	87.5%
2021-22	42.2%	32.5%	**39.5%**	*	34.5%	47.4%	-	75.0%	-	-	0.0%	29.1%	*
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2022-23	20.4%	6.7%	**8.8%**	-	8.8%	6.3%	-	20.0%	-	*	0.0%	6.3%	0.0%
2021-22	20.5%	8.5%	**14.0%**	*	9.1%	26.3%	-	25.0%	-	-	0.0%	12.7%	*
Associate Degree (Annual Graduates)													
2022-23	2.5%	0.4%	**0.0%**	-	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
2021-22	2.4%	0.1%	**0.0%**	*	0.0%	0.0%	-	0.0%	-	-	0.0%	0.0%	*
Dual Course Credits in Any Subject (Annual Graduates)													
2022-23	23.6%	19.5%	**19.8%**	-	16.2%	31.3%	-	40.0%	-	*	0.0%	12.7%	0.0%
2021-22	24.0%	17.7%	**18.6%**	*	10.9%	26.3%	-	62.5%	-	-	0.0%	16.4%	*
Onramps Course Credits (Annual Graduates)													
2022-23	4.8%	3.6%	**1.1%**	-	0.0%	6.3%	-	0.0%	-	*	0.0%	0.0%	0.0%
2021-22	4.4%	4.7%	**0.0%**	*	0.0%	0.0%	-	0.0%	-	-	0.0%	0.0%	*
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2022-23	5.6%	6.5%	**6.6%**	-	8.8%	0.0%	-	0.0%	-	*	66.7%	9.5%	25.0%
2021-22	5.0%	5.9%	**2.3%**	*	1.8%	5.3%	-	0.0%	-	-	40.0%	1.8%	*
Career / Military Ready Graduates‡													
Career or Military Ready (Annual Graduates)‡													

Academic Year	State	Region 03	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2022-23	36.4%	54.9%	**35.2%**	-	33.8%	50.0%	-	20.0%	-	*	77.8%	38.1%	25.0%
Approved Industry-Based Certification (Annual Graduates)													
2022-23	33.4%	52.4%	**30.8%**	-	27.9%	50.0%	-	20.0%	-	*	33.3%	33.3%	12.5%
2021-22	28.0%	40.2%	**15.1%**	*	10.9%	36.8%	-	0.0%	-	-	20.0%	7.3%	*
Graduates with Level I or Level II Certificate (Annual Graduates)													
2022-23	0.8%	0.0%	**0.0%**	-	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
2021-22	0.7%	0.0%	**0.0%**	*	0.0%	0.0%	-	0.0%	-	-	0.0%	0.0%	*
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2022-23	2.7%	3.1%	**4.4%**	-	5.9%	0.0%	-	0.0%	-	*	44.4%	4.8%	12.5%
2021-22	2.5%	3.5%	**2.3%**	*	3.6%	0.0%	-	0.0%	-	-	40.0%	1.8%	*
U.S. Armed Forces Enlistment (Annual Graduates)													
2022-23	0.6%	0.2%	**0.0%**	-	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%

- Indicates there are no students in the group.

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

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

‡ Beginning with 2022-23 graduates, special education students that graduated with the advanced dimploma are classified as college ready. As a result, only one year of data is shown because previous years' data is not comparable.

	Academic Year	State	Region 03	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2022-23	21.0%	24.1%	**53.8%**	-	45.6%	75.0%	-	100.0%	-	*	0.0%	42.9%	12.5%
	2021-22	22.8%	26.7%	**48.8%**	*	41.8%	57.9%	-	75.0%	-	-	0.0%	41.8%	*
Mathematics	2022-23	19.9%	22.1%	**41.8%**	-	32.4%	68.8%	-	80.0%	-	*	11.1%	30.2%	12.5%
	2021-22	18.7%	21.1%	**41.9%**	*	36.4%	52.6%	-	75.0%	-	-	0.0%	29.1%	*
Both Subjects	2022-23	12.5%	14.1%	**40.7%**	-	30.9%	68.8%	-	80.0%	-	*	0.0%	28.6%	12.5%
	2021-22	12.6%	15.5%	**39.5%**	*	34.5%	47.4%	-	75.0%	-	-	0.0%	29.1%	*
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2022-23	18.2%	10.1%	**50.5%**	-	55.9%	25.0%	-	40.0%	-	*	66.7%	58.7%	100.0%
	2021-22	11.7%	6.5%	**0.0%**	*	0.0%	0.0%	-	0.0%	-	-	0.0%	0.0%	*
Mathematics	2022-23	20.2%	18.2%	**51.6%**	-	54.4%	43.8%	-	40.0%	-	*	55.6%	58.7%	87.5%
	2021-22	14.0%	17.1%	**0.0%**	*	0.0%	0.0%	-	0.0%	-	-	0.0%	0.0%	*
Both Subjects	2022-23	12.5%	7.3%	**40.7%**	-	44.1%	25.0%	-	40.0%	-	*	55.6%	47.6%	87.5%
	2021-22	7.5%	5.1%	**0.0%**	*	0.0%	0.0%	-	0.0%	-	-	0.0%	0.0%	*
AP/IB-Results (Participation) (Grades 11-12)														
All Subjects	2023	24.2%	16.4%	**21.0%**	*	20.7%	21.9%	-	28.6%	-	*	0.0%	18.7%	0.0%
	2022	23.0%	16.0%	**21.6%**	*	19.5%	18.9%	-	57.1%	-	*	0.0%	15.8%	0.0%
English Language Arts	2023	13.8%	9.4%	**5.4%**	*	5.2%	6.3%	-	7.1%	-	*	0.0%	5.2%	0.0%
	2022	13.2%	8.8%	**3.8%**	*	4.7%	2.7%	-	0.0%	-	*	0.0%	2.5%	0.0%
Mathematics	2023	7.0%	3.7%	**6.5%**	*	6.7%	3.1%	-	14.3%	-	*	0.0%	4.5%	0.0%
	2022	6.9%	3.3%	**11.4%**	*	5.5%	16.2%	-	57.1%	-	*	0.0%	5.8%	0.0%
Science	2023	10.3%	5.8%	**8.6%**	*	8.9%	9.4%	-	7.1%	-	*	0.0%	6.7%	0.0%
	2022	9.6%	5.6%	**3.2%**	*	2.3%	5.4%	-	7.1%	-	*	0.0%	2.5%	0.0%
Social Studies	2023	13.1%	7.0%	**9.7%**	*	8.9%	9.4%	-	21.4%	-	*	0.0%	9.7%	0.0%
	2022	12.5%	7.0%	**9.7%**	*	10.2%	8.1%	-	14.3%	-	*	0.0%	6.7%	0.0%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2023	53.3%	24.0%	**25.6%**	-	28.6%	14.3%	-	*	-	-	-	24.0%	-
	2022	53.3%	31.4%	**40.0%**	-	40.0%	57.1%	-	25.0%	-	-	-	36.8%	-
English Language Arts	2023	52.3%	26.1%	**50.0%**	-	42.9%	*	-	*	-	-	-	57.1%	-
	2022	53.2%	30.2%	**85.7%**	-	100.0%	*	-	-	-	-	-	*	-
Mathematics	2023	50.8%	27.9%	**50.0%**	-	55.6%	*	-	*	-	-	-	50.0%	-
	2022	50.4%	32.7%	**28.6%**	-	28.6%	33.3%	-	25.0%	-	-	-	14.3%	-
Science	2023	44.8%	18.2%	**12.5%**	-	16.7%	*	-	*	-	-	-	0.0%	-
	2022	44.7%	28.9%	**33.3%**	-	*	*	-	*	-	-	-	*	-

	Academic Year	State	Region 03	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2023	42.0%	10.5%	**5.6%**	-	8.3%	*	-	*	-	-	-	7.7%	-
	2022	41.9%	12.4%	**33.3%**	-	38.5%	*	-	*	-	-	-	62.5%	-
SAT/ACT Results (Annual Graduates)														
Tested	2022-23	79.3%	47.2%	**61.5%**	-	57.4%	68.8%	-	80.0%	-	*	33.3%	52.4%	50.0%
	2021-22	71.5%	47.0%	**40.7%**	*	32.7%	42.1%	-	87.5%	-	-	0.0%	32.7%	*
At/Above Criterion for All Examinees	2022-23	28.9%	26.9%	**28.6%**	-	25.6%	27.3%	-	*	-	*	*	24.2%	*
	2021-22	32.1%	28.2%	**57.1%**	*	50.0%	75.0%	-	71.4%	-	-	-	61.1%	-
Average SAT Score (Annual Graduates)														
All Subjects	2022-23	978	981	**969**	-	949	1004	-	*	-	*	*	930	*
	2021-22	1001	983	**1093**	985	1088	1113	-	1114	-	-	-	1111	-
English Language Arts and Writing	2022-23	497	496	**486**	-	480	498	-	*	-	*	*	466	*
	2021-22	506	497	**549**	530	554	560	-	529	-	-	-	548	-
Mathematics	2022-23	482	485	**483**	-	469	505	-	*	-	*	*	464	*
	2021-22	496	487	**544**	455	534	553	-	586	-	-	-	562	-
Average ACT Score (Annual Graduates)														
All Subjects	2022-23	19.2	17.9	*	-	*	*	-	-	-	-	-	-	-
	2021-22	19.5	19.0	**22.5**	-	20.0	25.0	-	-	-	-	-	20.0	-
English Language Arts	2022-23	18.8	17.3	*	-	*	*	-	-	-	-	-	-	-
	2021-22	19.2	18.6	**23.5**	-	20.0	27.0	-	-	-	-	-	20.0	-
Mathematics	2022-23	18.9	18.0	*	-	*	*	-	-	-	-	-	-	-
	2021-22	19.3	18.9	**19.5**	-	19.0	20.0	-	-	-	-	-	19.0	-
Science	2022-23	19.5	18.5	*	-	*	*	-	-	-	-	-	-	-
	2021-22	19.8	19.5	**23.5**	-	22.0	25.0	-	-	-	-	-	22.0	-

- Indicates there are no students in the group.
* Indicates results are masked due to small numbers to protect student confidentiality.
? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.
n/a Indicates data reporting is not applicable for this group.

	Academic Year	State	Region 03	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2022-23	45.4%	34.8%	**49.7%**	16.7%	48.3%	49.3%	-	78.3%	-	40.0%	42.9%	49.0%	45.0%
	2021-22	44.2%	32.9%	**41.9%**	40.0%	39.6%	40.0%	-	64.3%	-	*	28.6%	39.8%	24.2%
English Language Arts	2022-23	17.4%	11.7%	**15.0%**	0.0%	11.5%	23.0%	-	36.4%	-	20.0%	11.9%	13.0%	5.0%
	2021-22	16.6%	10.6%	**10.1%**	0.0%	7.9%	14.3%	-	24.0%	-	*	2.5%	8.5%	3.2%
Mathematics	2022-23	19.5%	15.0%	**30.4%**	16.7%	30.3%	27.7%	-	47.8%	-	*	24.4%	31.3%	33.3%
	2021-22	19.9%	14.6%	**33.0%**	44.4%	31.2%	31.3%	-	42.9%	-	*	22.0%	30.8%	12.5%
Science	2022-23	21.5%	22.3%	**21.6%**	0.0%	21.0%	25.8%	-	21.7%	-	*	9.5%	22.2%	12.5%
	2021-22	21.1%	21.5%	**18.2%**	20.0%	17.1%	23.9%	-	16.7%	-	*	7.3%	17.7%	9.4%
Social Studies	2022-23	24.0%	14.1%	**20.2%**	0.0%	17.4%	20.9%	-	56.5%	-	20.0%	4.8%	16.0%	5.0%
	2021-22	22.8%	13.1%	**11.2%**	0.0%	10.2%	10.0%	-	28.6%	-	*	0.0%	9.7%	3.1%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2021-22	-	-	**-**	-	-	-	-	-	-	-	-	-	-
	2020-21	-	-	**-**	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2021-22	-	-	**-**	-	-	-	-	-	-	-	-	-	-
	2020-21	-	-	**-**	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

	Membership				Enrollment			
	District		State		District		State	
Student Information	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Total Students	**1,259**	**100.0%**	**5,517,464**	**100.0%**	**1,266**	**100.0%**	**5,531,236**	**100.0%**
Students by Grade								
Early Childhood Education	1	0.1%	18,968	0.3%	5	0.4%	26,847	0.5%
Pre-Kindergarten	77	6.1%	247,979	4.5%	77	6.1%	248,576	4.5%
Pre-Kindergarten: 3-year Old	3	0.2%	42,448	0.8%	3	0.2%	42,669	0.8%
Pre-Kindergarten: 4-year Old	74	5.9%	205,531	3.7%	74	5.8%	205,907	3.7%
Kindergarten	91	7.2%	361,329	6.5%	91	7.2%	361,799	6.5%
Grade 1	85	6.8%	385,096	7.0%	85	6.7%	385,471	7.0%
Grade 2	100	7.9%	402,233	7.3%	101	8.0%	402,576	7.3%
Grade 3	72	5.7%	399,869	7.2%	72	5.7%	400,181	7.2%
Grade 4	83	6.6%	399,137	7.2%	84	6.6%	399,422	7.2%
Grade 5	92	7.3%	399,200	7.2%	92	7.3%	399,419	7.2%
Grade 6	85	6.8%	400,347	7.3%	85	6.7%	400,511	7.2%
Grade 7	102	8.1%	405,118	7.3%	103	8.1%	405,298	7.3%
Grade 8	90	7.1%	414,033	7.5%	90	7.1%	414,195	7.5%
Grade 9	107	8.5%	472,595	8.6%	107	8.5%	472,783	8.5%
Grade 10	98	7.8%	439,091	8.0%	98	7.7%	439,298	7.9%
Grade 11	92	7.3%	406,681	7.4%	92	7.3%	406,966	7.4%
Grade 12	84	6.7%	365,788	6.6%	84	6.6%	367,894	6.7%
Ethnic Distribution								
African American	14	1.1%	706,235	12.8%	14	1.1%	707,609	12.8%
Hispanic	905	71.9%	2,936,051	53.2%	912	72.0%	2,942,144	53.2%
White	265	21.0%	1,379,090	25.0%	265	20.9%	1,384,437	25.0%
American Indian	2	0.2%	17,886	0.3%	2	0.2%	17,939	0.3%
Asian	56	4.4%	295,946	5.4%	56	4.4%	296,367	5.4%
Pacific Islander	0	0.0%	8,831	0.2%	0	0.0%	8,844	0.2%
Two or More Races	17	1.4%	173,425	3.1%	17	1.3%	173,896	3.1%
Sex								
Female	618	49.1%	2,695,318	48.9%	621	49.1%	2,700,356	48.8%
Male	641	50.9%	2,822,146	51.1%	645	50.9%	2,830,880	51.2%
Other Student Cohorts								
Economically Disadvantaged	991	78.7%	3,434,955	62.3%	998	78.8%	3,439,856	62.2%
Non-Educationally Disadvantaged	268	21.3%	2,082,509	37.7%	268	21.2%	2,091,380	37.8%
Section 504 Students	41	3.3%	399,808	7.2%	41	3.2%	400,078	7.2%
EB Students/EL	244	19.4%	1,344,804	24.4%	244	19.3%	1,345,917	24.3%
Students w/ Disciplinary Placements (2022-23)	18	1.3%	105,976	1.9%				
Students w/ Dyslexia	43	3.4%	329,004	6.0%	43	3.4%	329,228	6.0%

	Membership				Enrollment			
	District		State		District		State	
Student Information	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Foster Care	2	0.2%	12,418	0.2%	2	0.2%	12,469	0.2%
Homeless	2	0.2%	77,809	1.4%	2	0.2%	77,942	1.4%
Immigrant	15	1.2%	158,717	2.9%	15	1.2%	158,832	2.9%
Migrant	5	0.4%	13,481	0.2%	5	0.4%	13,528	0.2%
Title I	1,259	100.0%	3,624,288	65.7%	1,266	100.0%	3,632,539	65.7%
Military Connected	15	1.2%	212,919	3.9%	15	1.2%	213,035	3.9%
At-Risk	544	43.2%	2,937,834	53.2%	545	43.0%	2,941,204	53.2%
Students by Instructional Program								
Bilingual/ESL Education	243	19.3%	1,350,113	24.5%	243	19.2%	1,350,920	24.4%
Career and Technical Education	584	46.4%	1,485,646	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	361	94.8%	1,234,615	73.3%	-	-	-	-
Gifted and Talented Education	102	8.1%	469,054	8.5%	102	8.1%	469,170	8.5%
Special Education	205	16.3%	764,858	13.9%	212	16.7%	774,489	14.0%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	**205**		**764,858**					
Students with Intellectual Disabilities	104	50.7%	349,307	45.7%				
Students with Physical Disabilities	31	15.1%	144,191	18.9%				
Students with Autism	32	15.6%	124,254	16.2%				
Students with Behavioral Disabilities	27	13.2%	134,373	17.6%				
Students with Non-Categorical Early Childhood	11	5.4%	12,733	1.7%				
Mobility (2022-23)								
Total Mobile Students	**99**	**8.4%**	**864,058**	**16.1%**				
African American	3	0.3%	181,855	3.4%				
Hispanic	57	4.8%	455,070	8.5%				
White	32	2.7%	165,204	3.1%				
American Indian	0	0.0%	3,184	0.1%				
Asian	1	0.1%	27,631	0.5%				
Pacific Islander	0	0.0%	1,840	0.0%				
Two or More Races	6	0.5%	29,274	0.5%				
Special Ed Students who are Mobile	19	10.1%	137,466	17.6%				
Count and Percent of EB Students/EL who are Mobile	15	7.4%	196,918	16.3%				
Count and Percent of Econ Dis Students who are Mobile	72	8.7%	622,582	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	**71**	**9.5%**	**767,390**	**18.1%**				

	Non-Special Education Rates		Special Education Rates	
Student Information	**District**	**State**	**District**	**State**
Retention Rates by Grade				
Kindergarten	0.0%	1.3%	0.0%	3.9%
Grade 1	0.0%	2.1%	0.0%	3.3%
Grade 2	0.0%	1.3%	0.0%	1.6%
Grade 3	0.0%	0.7%	0.0%	0.7%
Grade 4	0.0%	0.4%	0.0%	0.5%
Grade 5	0.0%	0.2%	0.0%	0.3%
Grade 6	0.0%	0.3%	0.0%	0.3%
Grade 7	0.0%	0.5%	0.0%	0.4%
Grade 8	0.0%	0.4%	0.0%	0.5%
Grade 9	0.0%	7.9%	0.0%	11.9%

	District		State	
	Count	**Percent**	**Count**	**Percent**
Data Quality				
Underreported Students	7	1.2%	5,974	0.2%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	District	State
Elementary		
Kindergarten	18.0	18.4
Grade 1	16.6	18.8
Grade 2	19.4	19.1
Grade 3	17.5	19.4
Grade 4	15.9	19.4
Grade 5	17.9	20.9
Grade 6	13.7	19.2
Secondary		
English/Language Arts	11.3	16.3
Foreign Languages	14.4	18.8
Mathematics	14.3	17.5
Science	15.3	18.5
Social Studies	16.9	18.8

	District		State	
Staff Information	**Count**	**Percent**	**Count**	**Percent**
Total Staff	**223.2**	**100.0%**	**775,882.5**	**100.0%**
Professional Staff	131.6	59.0%	496,151.0	63.9%
Teachers	103.1	46.2%	374,799.9	48.3%
Professional Support	18.0	8.1%	86,026.7	11.1%
Campus Administration (School Leadership)	6.5	2.9%	25,836.1	3.3%
Central Administration	4.0	1.8%	9,488.3	1.2%
Educational Aides	32.3	14.5%	88,200.6	11.4%
Auxiliary Staff	59.2	26.5%	191,530.9	24.7%
Librarians and Counselors (Headcount)				
Full-time Librarians	1.0	n/a	4,187.0	n/a
Part-time Librarians	1.0	n/a	651.0	n/a
Full-time Counselors	3.0	n/a	13,870.0	n/a
Part-time Counselors	0.0	n/a	1,172.0	n/a
Total Minority Staff	**100.4**	**45.0%**	**421,896.4**	**54.4%**
Teachers by Ethnicity				
African American	1.0	1.0%	47,341.1	12.6%
Hispanic	22.0	21.3%	112,921.8	30.1%
White	78.1	75.8%	200,118.0	53.4%
American Indian	0.0	0.0%	1,286.9	0.3%
Asian	2.0	1.9%	7,914.7	2.1%
Pacific Islander	0.0	0.0%	490.9	0.1%
Two or More Races	0.0	0.0%	4,726.6	1.3%
Teachers by Sex				
Males	19.5	18.9%	91,815.2	24.5%
Females	83.6	81.1%	282,984.6	75.5%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	9,453.8	2.5%
Bachelors	82.0	79.5%	268,886.4	71.7%
Masters	20.1	19.5%	93,414.7	24.9%
Doctorate	1.0	1.0%	3,044.9	0.8%
Teachers by Years of Experience				
Beginning Teachers	2.9	2.9%	32,507.6	8.7%
1-5 Years Experience	32.0	31.0%	102,619.4	27.4%
6-10 Years Experience	19.0	18.4%	75,585.4	20.2%
11-20 Years Experience	24.7	24.0%	101,415.3	27.1%
21-30 Years Experience	16.4	15.9%	51,471.9	13.7%
Over 30 Years Experience	8.0	7.8%	11,200.2	3.0%
Number of Students per Teacher	12.2	n/a	14.7	n/a

Staff Information	District	State
Experience of Campus Leadership		
Average Years Experience of Principals	12.3	6.0
Average Years Experience of Principals with District	12.3	5.1
Average Years Experience of Assistant Principals	2.8	5.1
Average Years Experience of Assistant Principals with District	2.8	4.3
Average Years Experience of Teachers	13.1	11.1
Average Years Experience of Teachers with District	8.1	6.9
Average Teacher Salary by Years of Experience (regular duties only)		
Beginning Teachers	$50,968	$54,272
1-5 Years Experience	$52,468	$58,185
6-10 Years Experience	$55,106	$61,494
11-20 Years Experience	$61,628	$65,219
21-30 Years Experience	$68,102	$69,723
Over 30 Years Experience	$61,608	$74,014
Average Actual Salaries (regular duties only)		
Teachers	$58,306	$62,474
Professional Support	$67,295	$73,783
Campus Administration (School Leadership)	$84,468	$86,738
Central Administration	$117,560	$116,028
Instructional Staff Percent	62.6%	65.0%
Turnover Rate for Teachers	14.6%	19.1%
Staff Exclusions		
Shared Services Arrangement Staff: Professional Staff	0.0	1,284.6
Educational Aides	0.0	181.6
Auxiliary Staff	0.0	373.8
Contracted Instructional Staff	0.0	1,970.1

	District		State	
Designation	**Headcount**	**Average Payout**	**Headcount**	**Average Payout**
Teacher Incentive Allotment				
Recognized	-	-	9,429	$5,848
Exemplary	-	-	10,279	$11,434
Master	-	-	5,255	$21,235

	District		State	
Program Information	**Count**	**Percent**	**Count**	**Percent**
Teachers by Program (population served)				
Bilingual/ESL Education	2.6	2.5%	22,656.0	6.0%
Career and Technical Education	10.5	10.2%	20,454.1	5.5%
Compensatory Education	5.1	5.0%	11,626.3	3.1%
Gifted and Talented Education	0.0	0.0%	6,181.4	1.6%
Regular Education	72.9	70.8%	261,452.4	69.8%
Special Education	8.3	8.0%	38,736.9	10.3%
Other	3.6	3.5%	13,749.8	3.7%

- Indicates there is no data for the item.
* Indicates results are masked due to small numbers.
** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
n/a Indicates data reporting is not applicable for this group.
? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2022-23 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

2023-24 Texas Academic Performance Report (TAPR)

District Name: PALACIOS ISD

Campus Name: PALACIOS JUNIOR SENIOR H S

Campus Number: 158905001

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 6 Reading																	
At Approaches Grade Level or Above	2024	77%	85%	**85%**	-	81%	100%	-	*	-	*	67%	*	83%	93%	78%	81%
	2023	77%	79%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	57%	65%	**65%**	-	63%	71%	-	*	-	*	53%	*	63%	73%	61%	63%
	2023	52%	57%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	26%	26%	**26%**	-	29%	12%	-	*	-	*	7%	*	27%	20%	22%	19%
	2023	22%	28%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2024	72%	71%	**71%**	-	67%	81%	-	*	-	*	60%	*	70%	80%	64%	50%
	2023	75%	76%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	39%	27%	**27%**	-	29%	25%	-	*	-	*	27%	*	23%	47%	21%	31%
	2023	40%	30%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	14%	6%	**6%**	-	3%	13%	-	*	-	*	7%	*	6%	7%	5%	6%
	2023	16%	7%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 7 Reading																	
At Approaches Grade Level or Above	2024	74%	74%	**74%**	-	68%	90%	-	100%	-	*	24%	*	74%	74%	66%	70%
	2023	78%	77%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	54%	56%	**56%**	-	51%	76%	-	60%	-	*	18%	*	56%	58%	46%	52%
	2023	55%	46%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	29%	34%	**34%**	-	26%	57%	-	60%	-	*	6%	*	37%	21%	28%	35%
	2023	27%	23%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2024	56%	36%	**36%**	-	33%	56%	-	*	-	*	12%	*	37%	33%	29%	47%
	2023	63%	66%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	34%	19%	**19%**	-	14%	44%	-	*	-	*	6%	*	19%	20%	13%	26%
	2023	37%	32%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	11%	3%	**3%**	-	2%	11%	-	*	-	*	6%	*	2%	7%	2%	5%
	2023	11%	6%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 8 Reading																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2024	81%	82%	**82%**	-	80%	89%	*	100%	-	*	40%	*	86%	64%	78%	63%
	2023	83%	81%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	56%	54%	**54%**	-	49%	61%	*	83%	-	*	0%	*	55%	50%	48%	42%
	2023	58%	50%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	29%	24%	**24%**	-	14%	44%	*	67%	-	*	0%	*	21%	36%	14%	8%
	2023	28%	21%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2024	72%	90%	**90%**	-	87%	93%	*	100%	-	*	60%	100%	92%	76%	86%	78%
	2023	76%	75%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	43%	55%	**55%**	-	46%	67%	*	100%	-	*	20%	40%	58%	41%	51%	41%
	2023	46%	42%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	16%	9%	**9%**	-	6%	19%	*	14%	-	*	10%	20%	10%	6%	11%	4%
	2023	17%	10%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 8 Science																	
At Approaches Grade Level or Above	2024	70%	78%	**78%**	-	73%	89%	*	100%	-	*	70%	*	79%	71%	70%	67%
	2023	74%	83%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	44%	36%	**36%**	-	31%	44%	*	67%	-	*	10%	*	37%	36%	30%	17%
	2023	47%	54%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	17%	7%	**7%**	-	3%	6%	*	50%	-	*	0%	*	8%	0%	5%	4%
	2023	17%	13%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2024	60%	65%	**65%**	-	54%	83%	*	100%	-	*	50%	*	65%	64%	59%	54%
	2023	62%	67%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	33%	34%	**34%**	-	24%	56%	*	67%	-	*	10%	*	32%	43%	25%	17%
	2023	33%	37%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	17%	16%	**16%**	-	7%	33%	*	67%	-	*	0%	*	15%	21%	11%	8%
	2023	16%	9%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
End of Course English I																	
At Approaches Grade Level or Above	2024	70%	72%	**72%**	-	62%	89%	-	100%	-	*	28%	*	73%	67%	66%	52%
	2023	72%	82%	**82%**	*	78%	88%	-	100%	-	*	33%	*	83%	76%	73%	63%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2024	52%	49%	**49%**	-	36%	63%	-	100%	-	*	11%	*	50%	42%	44%	29%
	2023	52%	63%	**63%**	*	58%	76%	-	100%	-	*	22%	*	63%	67%	55%	42%
At Masters Grade Level	2024	16%	12%	**12%**	-	9%	22%	-	14%	-	*	6%	*	13%	8%	6%	10%
	2023	13%	20%	**20%**	*	13%	32%	-	100%	-	*	11%	*	20%	19%	16%	4%
End of Course English II																	
At Approaches Grade Level or Above	2024	75%	77%	**77%**	-	73%	87%	-	100%	-	*	25%	*	74%	89%	72%	50%
	2023	74%	78%	**78%**	*	73%	94%	-	100%	-	-	57%	-	80%	56%	72%	41%
At Meets Grade Level or Above	2024	58%	61%	**61%**	-	53%	83%	-	100%	-	*	25%	*	56%	89%	56%	30%
	2023	54%	55%	**55%**	*	52%	63%	-	100%	-	-	29%	-	57%	33%	51%	29%
At Masters Grade Level	2024	9%	11%	**11%**	-	10%	9%	-	40%	-	*	13%	*	12%	6%	10%	5%
	2023	9%	11%	**11%**	*	9%	19%	-	20%	-	-	0%	-	12%	0%	9%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2024	81%	79%	**79%**	-	71%	96%	-	100%	-	*	50%	-	81%	71%	77%	73%
	2023	79%	92%	**91%**	*	90%	94%	-	-	-	*	56%	*	90%	93%	87%	78%
At Meets Grade Level or Above	2024	43%	38%	**38%**	-	31%	43%	-	100%	-	*	22%	-	39%	36%	32%	42%
	2023	43%	49%	**40%**	*	37%	56%	-	-	-	*	33%	*	36%	60%	34%	28%
At Masters Grade Level	2024	24%	11%	**11%**	-	9%	13%	-	40%	-	*	11%	-	11%	14%	8%	8%
	2023	23%	24%	**15%**	*	15%	19%	-	-	-	*	11%	*	15%	13%	16%	11%
End of Course Biology																	
At Approaches Grade Level or Above	2024	91%	92%	**92%**	-	91%	96%	-	100%	-	83%	83%	*	92%	92%	90%	90%
	2023	88%	91%	**91%**	*	91%	94%	-	100%	-	*	82%	*	90%	100%	90%	84%
At Meets Grade Level or Above	2024	56%	44%	**44%**	-	33%	64%	-	100%	-	33%	22%	*	45%	38%	40%	38%
	2023	56%	55%	**55%**	*	52%	60%	-	91%	-	*	27%	*	53%	67%	53%	25%
At Masters Grade Level	2024	19%	9%	**9%**	-	4%	14%	-	43%	-	0%	0%	*	10%	0%	6%	10%
	2023	21%	18%	**18%**	*	14%	26%	-	55%	-	*	5%	*	17%	24%	13%	0%
End of Course U.S. History																	
At Approaches Grade Level or Above	2024	96%	96%	**96%**	*	95%	100%	-	100%	-	*	92%	-	96%	100%	93%	70%
	2023	94%	96%	**96%**	*	97%	85%	-	100%	-	*	73%	-	95%	100%	94%	89%
At Meets Grade Level or Above	2024	69%	68%	**68%**	*	62%	92%	-	100%	-	*	33%	-	68%	71%	62%	10%
	2023	70%	69%	**69%**	*	62%	77%	-	100%	-	*	36%	-	65%	92%	68%	44%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2024	37%	34%	**34%**	*	34%	33%	-	40%	-	*	17%	-	37%	0%	33%	0%
	2023	38%	30%	**30%**	*	26%	38%	-	63%	-	*	9%	-	30%	33%	28%	22%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2024	88%	86%	**86%**	-	85%	*	-	80%	-	-	-	-	83%	*	73%	*
	2023	90%	100%	**100%**	-	100%	100%	-	*	-	*	-	-	100%	*	100%	-
At Meets Grade Level or Above	2024	59%	38%	**38%**	-	38%	*	-	60%	-	-	-	-	44%	*	36%	*
	2023	61%	90%	**90%**	-	83%	100%	-	*	-	*	-	-	88%	*	89%	-
At Masters Grade Level	2024	12%	0%	**0%**	-	0%	*	-	0%	-	-	-	-	0%	*	0%	*
	2023	12%	5%	**5%**	-	8%	0%	-	*	-	*	-	-	6%	*	0%	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	79%	**78%**	*	73%	90%	*	97%	-	84%	50%	71%	78%	75%	72%	66%
	2023	76%	81%	**88%**	80%	86%	92%	-	100%	-	88%	65%	80%	88%	88%	84%	71%
At Meets Grade Level or Above	2024	48%	48%	**47%**	*	41%	61%	*	84%	-	47%	20%	50%	47%	49%	41%	34%
	2023	49%	50%	**58%**	40%	53%	68%	-	97%	-	63%	29%	40%	56%	67%	54%	32%
At Masters Grade Level	2024	20%	16%	**15%**	*	12%	22%	*	39%	-	3%	6%	18%	16%	12%	11%	10%
	2023	20%	17%	**18%**	0%	15%	25%	-	55%	-	0%	6%	0%	18%	18%	16%	5%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	79%	**77%**	-	72%	91%	*	100%	-	75%	37%	64%	77%	78%	72%	61%
	2023	77%	80%	**80%**	*	76%	90%	-	100%	-	*	48%	*	81%	70%	73%	54%
At Meets Grade Level or Above	2024	54%	54%	**57%**	-	50%	71%	*	88%	-	58%	22%	64%	55%	64%	50%	41%
	2023	53%	53%	**60%**	*	55%	71%	-	100%	-	*	26%	*	60%	57%	53%	37%
At Masters Grade Level	2024	22%	20%	**21%**	-	17%	28%	*	44%	-	8%	6%	18%	21%	18%	15%	15%
	2023	20%	21%	**16%**	*	11%	27%	-	60%	-	*	4%	*	16%	13%	13%	2%
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	77%	**73%**	-	67%	87%	*	90%	-	89%	43%	75%	74%	67%	67%	65%
	2023	75%	81%	**93%**	*	91%	95%	-	*	-	*	56%	*	92%	95%	89%	78%
At Meets Grade Level or Above	2024	43%	43%	**37%**	-	31%	46%	*	81%	-	33%	18%	38%	38%	34%	31%	36%
	2023	45%	47%	**50%**	*	44%	68%	-	*	-	*	33%	*	46%	68%	41%	28%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2024	17%	11%	**7%**	-	5%	14%	*	19%	-	0%	8%	25%	7%	8%	7%	6%
	2023	19%	14%	**13%**	*	14%	14%	-	*	-	*	11%	*	13%	11%	14%	11%
All Grades Science																	
At Approaches Grade Level or Above	2024	75%	81%	**86%**	-	83%	93%	*	100%	-	86%	79%	80%	87%	81%	81%	79%
	2023	77%	82%	**91%**	*	91%	94%	-	100%	-	*	82%	*	90%	100%	90%	84%
At Meets Grade Level or Above	2024	43%	39%	**41%**	-	32%	57%	*	85%	-	43%	18%	40%	42%	37%	36%	28%
	2023	47%	48%	**55%**	*	52%	60%	-	91%	-	*	27%	*	53%	67%	53%	25%
At Masters Grade Level	2024	16%	11%	**8%**	-	4%	11%	*	46%	-	0%	0%	20%	9%	0%	5%	8%
	2023	18%	15%	**18%**	*	14%	26%	-	55%	-	*	5%	*	17%	24%	13%	0%
All Grades Social Studies																	
At Approaches Grade Level or Above	2024	78%	80%	**80%**	*	75%	90%	*	100%	-	*	73%	*	81%	76%	73%	59%
	2023	78%	80%	**96%**	*	97%	85%	-	100%	-	*	73%	-	95%	100%	94%	89%
At Meets Grade Level or Above	2024	51%	51%	**51%**	*	43%	70%	*	82%	-	*	23%	*	51%	52%	41%	15%
	2023	52%	52%	**69%**	*	62%	77%	-	100%	-	*	36%	-	65%	92%	68%	44%
At Masters Grade Level	2024	27%	25%	**25%**	*	21%	33%	*	55%	-	*	9%	*	27%	14%	20%	6%
	2023	27%	19%	**30%**	*	26%	38%	-	63%	-	*	9%	-	30%	33%	28%	22%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
6th Graders																	
Reading and Mathematics	2024	36%	26%	**26%**	-	27%	25%	-	*	-	*	27%	*	23%	40%	19%	25%
Reading and Mathematics Including EOC	2024	36%	26%	**26%**	-	27%	25%	-	*	-	*	27%	*	23%	40%	19%	25%
Reading Including EOC	2024	57%	65%	**65%**	-	63%	71%	-	*	-	*	53%	*	63%	73%	61%	63%
Math Including EOC	2024	40%	27%	**27%**	-	29%	25%	-	*	-	*	27%	*	23%	47%	21%	31%
7th Graders																	
Reading and Mathematics	2024	35%	32%	**32%**	-	25%	52%	-	60%	-	*	6%	*	35%	21%	23%	35%
Reading and Mathematics Including EOC	2024	36%	32%	**32%**	-	25%	52%	-	60%	-	*	6%	*	35%	21%	23%	35%
Reading Including EOC	2024	54%	56%	**56%**	-	51%	76%	-	60%	-	*	18%	*	56%	58%	46%	52%
Math Including EOC	2024	40%	35%	**35%**	-	26%	57%	-	80%	-	*	6%	*	38%	21%	25%	35%
8th Graders																	
Reading and Mathematics	2024	28%	38%	**38%**	-	33%	47%	*	*	-	*	0%	*	38%	38%	35%	26%
Reading and Mathematics Including EOC	2024	41%	45%	**45%**	-	37%	56%	*	83%	-	*	0%	*	45%	43%	38%	29%
Reading Including EOC	2024	57%	54%	**54%**	-	49%	61%	*	83%	-	*	0%	*	55%	50%	48%	42%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Math Including EOC	2024	49%	54%	**54%**	-	44%	72%	*	100%	-	*	20%	*	55%	50%	49%	38%
3rd - 8th Graders																	
Reading and Mathematics	2024	36%	36%	**32%**	-	28%	42%	*	64%	-	20%	12%	25%	32%	32%	26%	29%
Reading and Mathematics Including EOC	2024	38%	37%	**34%**	-	29%	45%	*	69%	-	20%	12%	25%	34%	33%	27%	30%
Reading Including EOC	2024	54%	54%	**58%**	-	54%	70%	*	77%	-	40%	26%	50%	58%	60%	51%	51%
Math Including EOC	2024	45%	45%	**39%**	-	32%	53%	*	85%	-	20%	17%	38%	39%	38%	32%	35%

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 6 ELA/Reading	2024	61%	71%	**71%**	-	70%	75%	-	*	-	*	67%	*	69%	82%	72%	72%
	2023	51%	57%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 6 Mathematics	2024	48%	35%	**35%**	-	35%	27%	-	*	-	*	40%	*	35%	36%	32%	28%
	2023	54%	36%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 7 ELA/Reading	2024	66%	66%	**66%**	-	61%	85%	-	80%	-	*	38%	*	64%	79%	61%	59%
	2023	71%	62%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 7 Mathematics	2024	49%	40%	**40%**	-	38%	56%	-	*	-	*	35%	*	40%	38%	34%	58%
	2023	56%	52%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 8 ELA/Reading	2024	69%	69%	**69%**	-	66%	78%	*	92%	-	*	30%	*	71%	58%	68%	65%
	2023	63%	55%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 8 Mathematics	2024	66%	78%	**78%**	-	80%	70%	*	86%	-	*	70%	90%	79%	72%	78%	80%
	2023	74%	82%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
End of Course English I	2024	64%	61%	**61%**	-	58%	62%	-	71%	-	*	35%	*	61%	56%	58%	62%
	2023	57%	73%	**73%**	-	72%	70%	-	100%	-	*	38%	*	75%	63%	68%	53%
End of Course English II	2024	69%	61%	**61%**	-	60%	71%	-	40%	-	*	36%	*	57%	85%	59%	43%
	2023	74%	78%	**78%**	*	75%	85%	-	100%	-	-	68%	-	80%	50%	77%	63%
End of Course Algebra I	2024	72%	62%	**62%**	-	58%	68%	-	80%	-	*	71%	-	58%	94%	56%	67%
	2023	76%	72%	**66%**	-	63%	79%	-	-	-	*	63%	*	66%	64%	71%	71%
All Grades Both Subjects	2024	64%	63%	**61%**	-	59%	67%	*	74%	-	50%	47%	68%	60%	67%	59%	61%
	2023	64%	62%	**72%**	*	70%	77%	-	100%	-	*	58%	*	74%	61%	72%	62%
All Grades ELA/Reading	2024	67%	66%	**65%**	-	63%	73%	*	74%	-	50%	42%	68%	64%	74%	63%	61%
	2023	63%	62%	**75%**	*	73%	76%	-	100%	-	*	57%	*	77%	59%	72%	57%
All Grades Mathematics	2024	60%	60%	**56%**	-	54%	59%	*	75%	-	50%	53%	69%	56%	58%	53%	62%
	2023	66%	61%	**66%**	-	63%	79%	-	-	-	*	63%	*	66%	64%	71%	71%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 6 ELA/Reading	2024	24%	30%	**30%**	-	30%	-	-	-	-	-	20%	*	33%	*	30%	*
	2023	26%	15%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 6 Mathematics	2024	27%	33%	**33%**	-	36%	*	-	-	-	-	17%	-	36%	*	36%	*
	2023	35%	21%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 7 ELA/Reading	2024	23%	5%	**5%**	-	5%	*	-	-	-	-	0%	-	6%	*	5%	*
	2023	39%	35%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 7 Mathematics	2024	14%	9%	**9%**	-	10%	*	-	-	-	-	8%	*	5%	*	5%	14%
	2023	22%	33%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 8 ELA/Reading	2024	34%	48%	**48%**	-	50%	*	*	-	-	-	25%	*	56%	20%	45%	27%
	2023	39%	32%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 8 Mathematics	2024	44%	72%	**72%**	-	69%	80%	*	-	-	-	50%	*	77%	50%	67%	54%
	2023	49%	63%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
End of Course English I	2024	20%	20%	**20%**	-	22%	*	-	-	-	-	9%	-	18%	*	22%	22%
	2023	26%	27%	**27%**	-	33%	*	-	-	-	-	0%	-	30%	*	20%	17%
End of Course English II	2024	29%	10%	**10%**	-	13%	*	-	-	-	-	0%	-	10%	-	10%	0%
	2023	41%	40%	**40%**	*	43%	*	-	-	-	-	33%	-	41%	*	37%	22%
End of Course Algebra I	2024	55%	48%	**48%**	-	44%	*	-	-	-	-	36%	-	44%	*	47%	29%
	2023	58%	57%	**57%**	-	55%	*	-	-	-	-	20%	-	62%	*	54%	20%
All Grades Both Subjects	2024	32%	34%	**34%**	-	34%	37%	*	-	-	-	18%	33%	35%	31%	32%	25%
	2023	38%	41%	**42%**	*	44%	33%	-	-	-	-	21%	-	44%	20%	38%	20%
All Grades ELA/Reading	2024	30%	26%	**23%**	-	25%	13%	*	-	-	-	10%	*	24%	17%	23%	15%
	2023	35%	34%	**36%**	*	41%	*	-	-	-	-	21%	-	38%	*	31%	20%
All Grades Mathematics	2024	35%	43%	**44%**	-	42%	55%	*	-	-	-	27%	*	45%	43%	41%	35%
	2023	40%	48%	**57%**	-	55%	*	-	-	-	-	20%	-	62%	*	54%	20%

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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2024	75%	79%	**78%**	-	-	-	-	-	-	61%	-	61%	100%	-	81%	61%	94%
	2023	76%	81%	**88%**	-	-	-	-	-	-	65%	-	65%	-	-	90%	65%	95%
At Meets Grade Level or Above	2024	48%	48%	**47%**	-	-	-	-	-	-	28%	-	28%	100%	-	49%	28%	80%
	2023	49%	50%	**58%**	-	-	-	-	-	-	28%	-	28%	-	-	59%	28%	74%
At Masters Grade Level	2024	20%	16%	**15%**	-	-	-	-	-	-	5%	-	5%	17%	-	16%	5%	35%
	2023	20%	17%	**18%**	-	-	-	-	-	-	5%	-	5%	-	-	18%	5%	28%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	79%	**77%**	-	-	-	-	-	-	56%	-	56%	*	-	82%	56%	87%
	2023	77%	80%	**80%**	-	-	-	-	-	-	47%	-	47%	-	-	84%	47%	93%
At Meets Grade Level or Above	2024	54%	54%	**57%**	-	-	-	-	-	-	37%	-	37%	*	-	59%	37%	77%
	2023	53%	53%	**60%**	-	-	-	-	-	-	29%	-	29%	-	-	59%	29%	88%
At Masters Grade Level	2024	22%	20%	**21%**	-	-	-	-	-	-	11%	-	11%	*	-	21%	11%	36%
	2023	20%	21%	**16%**	-	-	-	-	-	-	3%	-	3%	-	-	15%	3%	28%
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	77%	**73%**	-	-	-	-	-	-	61%	-	61%	*	-	74%	61%	96%
	2023	75%	81%	**93%**	-	-	-	-	-	-	73%	-	73%	-	-	95%	73%	95%
At Meets Grade Level or Above	2024	43%	43%	**37%**	-	-	-	-	-	-	29%	-	29%	*	-	35%	29%	83%
	2023	45%	47%	**50%**	-	-	-	-	-	-	27%	-	27%	-	-	55%	27%	42%
At Masters Grade Level	2024	17%	11%	**7%**	-	-	-	-	-	-	1%	-	1%	*	-	8%	1%	25%
	2023	19%	14%	**13%**	-	-	-	-	-	-	18%	-	18%	-	-	13%	18%	11%
All Grades Science																		
At Approaches Grade Level or Above	2024	75%	81%	**86%**	-	-	-	-	-	-	74%	-	74%	*	-	88%	74%	100%
	2023	77%	82%	**91%**	-	-	-	-	-	-	80%	-	80%	-	-	92%	80%	97%
At Meets Grade Level or Above	2024	43%	39%	**41%**	-	-	-	-	-	-	16%	-	16%	*	-	43%	16%	80%
	2023	47%	48%	**55%**	-	-	-	-	-	-	24%	-	24%	-	-	55%	24%	76%
At Masters Grade Level	2024	16%	11%	**8%**	-	-	-	-	-	-	2%	-	2%	*	-	6%	2%	35%
	2023	18%	15%	**18%**	-	-	-	-	-	-	0%	-	0%	-	-	19%	0%	27%
All Grades Social Studies																		
At Approaches Grade Level or Above	2024	78%	80%	**80%**	-	-	-	-	-	-	58%	-	58%	-	-	83%	58%	100%
	2023	78%	80%	**96%**	-	-	-	-	-	-	88%	-	88%	-	-	97%	88%	96%
At Meets Grade Level or Above	2024	51%	51%	**51%**	-	-	-	-	-	-	12%	-	12%	-	-	57%	12%	84%
	2023	52%	52%	**69%**	-	-	-	-	-	-	38%	-	38%	-	-	71%	38%	74%

Texas Education Agency

2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

PALACIOS JUNIOR SENIOR H S (158905001) - PALACIOS ISD - MATAGORDA COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2024	27%	25%	**25%**	-	-	-	-	-	-	3%	-	3%	-	-	29%	3%	42%
	2023	27%	19%	**30%**	-	-	-	-	-	-	13%	-	13%	-	-	28%	13%	43%
School Progress - Annual Growth																		
All Grades Both Subjects	2024	64%	63%	**61%**	-	-	-	-	-	-	60%	-	60%	100%	-	61%	60%	66%
	2023	64%	62%	**72%**	-	-	-	-	-	-	59%	-	59%	-	-	71%	59%	86%
All Grades ELA/Reading	2024	67%	66%	**65%**	-	-	-	-	-	-	59%	-	59%	*	-	67%	59%	66%
	2023	63%	62%	**75%**	-	-	-	-	-	-	52%	-	52%	-	-	74%	52%	92%
All Grades Mathematics	2024	60%	60%	**56%**	-	-	-	-	-	-	60%	-	60%	*	-	54%	60%	66%
	2023	66%	61%	**66%**	-	-	-	-	-	-	79%	-	79%	-	-	62%	79%	73%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2024	32%	34%	**34%**	-	-	-	-	-	-	25%	-	25%	-	-	39%	25%	*
	2023	38%	41%	**42%**	-	-	-	-	-	-	18%	-	18%	-	-	55%	18%	*
All Grades ELA/Reading	2024	30%	26%	**23%**	-	-	-	-	-	-	13%	-	13%	-	-	29%	13%	*
	2023	35%	34%	**36%**	-	-	-	-	-	-	15%	-	15%	-	-	48%	15%	*
All Grades Mathematics	2024	35%	43%	**44%**	-	-	-	-	-	-	37%	-	37%	-	-	48%	37%	*
	2023	40%	48%	**57%**	-	-	-	-	-	-	*	-	*	-	-	75%	*	*

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

- Indicates there are no students in the group.

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	*	99%	100%	*	100%	-	100%	99%	100%	100%	99%	99%	99%
Included in Accountability	92%	97%	**96%**	*	96%	96%	*	99%	-	100%	95%	88%	98%	87%	96%	91%
Not Included in Accountability: Mobile	4%	2%	**1%**	*	1%	4%	*	0%	-	0%	0%	13%	0%	7%	2%	1%
Not Included in Accountability: Other Exclusions	2%	1%	**2%**	*	2%	0%	*	1%	-	0%	4%	0%	1%	4%	2%	7%
Not Tested	1%	0%	**0%**	*	1%	0%	*	0%	-	0%	1%	0%	0%	1%	1%	1%
Absent	1%	0%	**0%**	*	0%	0%	*	0%	-	0%	0%	0%	0%	1%	0%	0%
Other	0%	0%	**0%**	*	0%	0%	*	0%	-	0%	1%	0%	0%	0%	0%	1%
Reading																
Assessment Participant	99%	100%	**99%**	*	99%	100%	*	100%	-	100%	99%	100%	100%	98%	99%	99%
Included in Accountability	91%	96%	**95%**	*	94%	96%	*	96%	-	100%	89%	92%	96%	87%	95%	86%
Not Included in Accountability: Mobile	4%	1%	**1%**	*	1%	3%	*	0%	-	0%	0%	8%	0%	4%	1%	0%
Not Included in Accountability: Other Exclusions	4%	3%	**4%**	*	5%	1%	*	4%	-	0%	9%	0%	3%	7%	4%	14%
Not Tested	1%	0%	**1%**	*	1%	0%	*	0%	-	0%	1%	0%	0%	2%	1%	1%
Absent	1%	0%	**0%**	*	1%	0%	*	0%	-	0%	0%	0%	0%	2%	1%	0%
Other	0%	0%	**0%**	*	0%	0%	*	0%	-	0%	1%	0%	0%	0%	0%	1%
Mathematics																
Assessment Participant	99%	100%	**100%**	-	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	98%	**98%**	-	99%	95%	*	100%	-	100%	98%	89%	100%	91%	98%	98%
Not Included in Accountability: Mobile	5%	2%	**1%**	-	0%	5%	*	0%	-	0%	0%	11%	0%	7%	1%	1%
Not Included in Accountability: Other Exclusions	1%	0%	**1%**	-	1%	0%	*	0%	-	0%	2%	0%	0%	1%	1%	1%
Not Tested	1%	0%	**0%**	-	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	100%	**100%**	-	99%	100%	*	100%	-	100%	100%	100%	100%	97%	99%	98%
Included in Accountability	93%	97%	**97%**	-	97%	96%	*	100%	-	100%	100%	83%	100%	82%	96%	95%
Not Included in Accountability: Mobile	4%	2%	**2%**	-	1%	4%	*	0%	-	0%	0%	17%	0%	12%	3%	2%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	-	1%	0%	*	0%	-	0%	0%	0%	0%	3%	1%	2%
Not Tested	1%	0%	**0%**	-	1%	0%	*	0%	-	0%	0%	0%	0%	3%	1%	2%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	0%	**0%**	-	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	-	1%	0%	*	0%	-	0%	0%	0%	0%	3%	1%	2%
Social Studies																
Assessment Participant	99%	99%	**99%**	*	99%	100%	*	100%	-	*	96%	100%	99%	100%	99%	97%
Included in Accountability	94%	97%	**97%**	*	98%	94%	*	100%	-	*	96%	80%	99%	84%	96%	92%
Not Included in Accountability: Mobile	4%	2%	**2%**	*	1%	6%	*	0%	-	*	0%	20%	0%	12%	3%	3%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	*	1%	0%	*	0%	-	*	0%	0%	0%	4%	0%	3%
Not Tested	1%	1%	**1%**	*	1%	0%	*	0%	-	*	4%	0%	1%	0%	1%	3%
Absent	1%	0%	**0%**	*	0%	0%	*	0%	-	*	0%	0%	0%	0%	0%	0%
Other	0%	1%	**1%**	*	1%	0%	*	0%	-	*	4%	0%	1%	0%	1%	3%
Accelerated Testers																
SAT/ACT Participant	93%	95%	**95%**	-	93%	*	-	100%	-	-	-	-	100%	*	92%	*
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	100%	99%	100%	-	100%	-	100%	100%	100%	99%	100%	99%	99%
Included in Accountability	93%	96%	**95%**	83%	96%	95%	-	100%	-	100%	90%	100%	97%	89%	96%	87%
Not Included in Accountability: Mobile	4%	3%	**2%**	17%	1%	4%	-	0%	-	0%	3%	0%	1%	5%	1%	0%
Not Included in Accountability: Other Exclusions	2%	1%	**2%**	0%	3%	1%	-	0%	-	0%	7%	0%	2%	5%	2%	12%
Not Tested	1%	0%	**0%**	0%	1%	0%	-	0%	-	0%	0%	0%	1%	0%	1%	1%
Absent	1%	0%	**0%**	0%	1%	0%	-	0%	-	0%	0%	0%	1%	0%	1%	1%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	100%	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	92%	95%	**93%**	80%	92%	93%	-	100%	-	*	79%	*	94%	83%	93%	77%
Not Included in Accountability: Mobile	4%	3%	**2%**	20%	2%	5%	-	0%	-	*	3%	*	1%	8%	1%	0%
Not Included in Accountability: Other Exclusions	3%	2%	**5%**	0%	6%	2%	-	0%	-	*	17%	*	4%	8%	6%	23%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	0%	-	*	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	0%	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	*	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	**99%**	*	99%	100%	-	*	-	*	100%	*	99%	100%	99%	95%
Included in Accountability	94%	96%	**96%**	*	96%	96%	-	*	-	*	100%	*	98%	90%	97%	90%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	5%	3%	**2%**	*	1%	4%	-	*	-	*	0%	*	1%	5%	1%	0%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	*	1%	0%	-	*	-	*	0%	*	0%	5%	0%	5%
Not Tested	1%	0%	**1%**	*	1%	0%	-	*	-	*	0%	*	1%	0%	1%	5%
Absent	1%	0%	**1%**	*	1%	0%	-	*	-	*	0%	*	1%	0%	1%	5%
Other	0%	0%	**0%**	*	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**99%**	*	99%	100%	-	100%	-	*	100%	*	99%	100%	98%	100%
Included in Accountability	93%	97%	**97%**	*	98%	95%	-	100%	-	*	96%	*	97%	95%	97%	97%
Not Included in Accountability: Mobile	4%	2%	**2%**	*	0%	5%	-	0%	-	*	4%	*	2%	0%	2%	0%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	*	1%	0%	-	0%	-	*	0%	*	0%	5%	0%	3%
Not Tested	1%	1%	**1%**	*	1%	0%	-	0%	-	*	0%	*	1%	0%	2%	0%
Absent	1%	1%	**1%**	*	1%	0%	-	0%	-	*	0%	*	1%	0%	2%	0%
Other	0%	0%	**0%**	*	0%	0%	-	0%	-	*	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	100%	**100%**	*	100%	100%	-	100%	-	*	100%	-	100%	100%	100%	100%
Included in Accountability	94%	97%	**99%**	*	98%	100%	-	100%	-	*	100%	-	100%	92%	100%	100%
Not Included in Accountability: Mobile	4%	2%	**1%**	*	2%	0%	-	0%	-	*	0%	-	0%	8%	0%	0%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	*	0%	0%	-	0%	-	*	0%	-	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	*	0%	0%	-	0%	-	*	0%	-	0%	0%	0%	0%
Absent	1%	0%	**0%**	*	0%	0%	-	0%	-	*	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	*	0%	0%	-	0%	-	*	0%	-	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	100%	**100%**	-	100%	100%	-	*	-	*	-	-	100%	*	100%	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2022-23	93.3%	95.9%	**95.4%**	91.5%	95.2%	95.4%	-	98.9%	-	*	95.9%	94.8%	96.5%
2021-22	92.2%	94.5%	**93.7%**	91.7%	93.4%	93.9%	-	95.9%	-	*	93.2%	92.9%	95.1%
Chronic Absenteeism													
2022-23	20.3%	9.0%	**14.8%**	14.3%	16.1%	14.3%	-	0.0%	-	16.7%	12.2%	17.3%	7.1%
2021-22	25.7%	13.6%	**17.4%**	20.0%	17.5%	22.7%	-	0.0%	-	*	26.1%	19.5%	9.1%
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	0.0%	**-**	-	-	-	-	-	-	-	-	-	-
2021-22	0.7%	0.0%	**-**	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	0.5%	**0.5%**	0.0%	0.7%	0.0%	-	0.0%	-	0.0%	0.0%	0.7%	2.4%
2021-22	2.2%	2.6%	**2.6%**	0.0%	2.9%	1.3%	-	3.6%	-	*	2.2%	3.0%	3.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	94.6%	**94.6%**	-	94.3%	93.8%	-	100.0%	-	*	100.0%	93.8%	100.0%
Received TxCHSE	0.3%	0.0%	**0.0%**	-	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
Continued HS	3.1%	1.1%	**1.1%**	-	1.4%	0.0%	-	0.0%	-	*	0.0%	1.5%	0.0%
Dropped Out	6.3%	4.3%	**4.3%**	-	4.3%	6.3%	-	0.0%	-	*	0.0%	4.6%	0.0%
Graduates and TxCHSE	90.6%	94.6%	**94.6%**	-	94.3%	93.8%	-	100.0%	-	*	100.0%	93.8%	100.0%
Graduates, TxCHSE, and Continuers	93.7%	95.7%	**95.7%**	-	95.7%	93.8%	-	100.0%	-	*	100.0%	95.4%	100.0%
Class of 2022													
Graduated	89.7%	88.4%	**88.4%**	80.0%	88.3%	95.0%	-	100.0%	-	*	*	84.4%	*
Received TxCHSE	0.3%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	-	*	*	0.0%	*
Continued HS	3.5%	1.1%	**1.1%**	0.0%	1.7%	0.0%	-	0.0%	-	*	*	1.6%	*
Dropped Out	6.4%	10.5%	**10.5%**	20.0%	10.0%	5.0%	-	0.0%	-	*	*	14.1%	*
Graduates and TxCHSE	90.0%	88.4%	**88.4%**	80.0%	88.3%	95.0%	-	100.0%	-	*	*	84.4%	*
Graduates, TxCHSE, and Continuers	93.6%	89.5%	**89.5%**	80.0%	90.0%	95.0%	-	100.0%	-	*	*	85.9%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	89.4%	**89.4%**	80.0%	89.8%	95.0%	-	100.0%	-	*	*	85.7%	*
Received TxCHSE	0.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	-	*	*	0.0%	*
Continued HS	1.0%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	-	*	*	0.0%	*
Dropped Out	6.8%	10.6%	**10.6%**	20.0%	10.2%	5.0%	-	0.0%	-	*	*	14.3%	*
Graduates and TxCHSE	92.2%	89.4%	**89.4%**	80.0%	89.8%	95.0%	-	100.0%	-	*	*	85.7%	*

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.2%	89.4%	**89.4%**	80.0%	89.8%	95.0%	-	100.0%	-	*	*	85.7%	*
Class of 2021													
Graduated	92.2%	96.7%	**96.7%**	*	98.3%	93.3%	-	91.7%	-	*	100.0%	94.7%	85.7%
Received TxCHSE	0.4%	0.0%	**0.0%**	*	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
Continued HS	1.0%	0.0%	**0.0%**	*	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
Dropped Out	6.3%	3.3%	**3.3%**	*	1.7%	6.7%	-	8.3%	-	*	0.0%	5.3%	14.3%
Graduates and TxCHSE	92.7%	96.7%	**96.7%**	*	98.3%	93.3%	-	91.7%	-	*	100.0%	94.7%	85.7%
Graduates, TxCHSE, and Continuers	93.7%	96.7%	**96.7%**	*	98.3%	93.3%	-	91.7%	-	*	100.0%	94.7%	85.7%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	96.7%	**96.7%**	*	98.4%	93.3%	-	91.7%	-	*	100.0%	94.8%	85.7%
Received TxCHSE	0.5%	0.0%	**0.0%**	*	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
Continued HS	0.5%	0.0%	**0.0%**	*	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
Dropped Out	6.3%	3.3%	**3.3%**	*	1.6%	6.7%	-	8.3%	-	*	0.0%	5.2%	14.3%
Graduates and TxCHSE	93.2%	96.7%	**96.7%**	*	98.4%	93.3%	-	91.7%	-	*	100.0%	94.8%	85.7%
Graduates, TxCHSE, and Continuers	93.7%	96.7%	**96.7%**	*	98.4%	93.3%	-	91.7%	-	*	100.0%	94.8%	85.7%
Class of 2020													
Graduated	92.7%	91.3%	**91.3%**	*	89.2%	91.7%	-	100.0%	-	*	88.9%	88.9%	*
Received TxCHSE	0.5%	1.7%	**1.7%**	*	1.4%	4.2%	-	0.0%	-	*	0.0%	2.8%	*
Continued HS	0.5%	0.0%	**0.0%**	*	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	*
Dropped Out	6.2%	7.0%	**7.0%**	*	9.5%	4.2%	-	0.0%	-	*	11.1%	8.3%	*
Graduates and TxCHSE	93.2%	93.0%	**93.0%**	*	90.5%	95.8%	-	100.0%	-	*	88.9%	91.7%	*
Graduates, TxCHSE, and Continuers	93.8%	93.0%	**93.0%**	*	90.5%	95.8%	-	100.0%	-	*	88.9%	91.7%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	93.6%	**93.6%**	-	93.0%	93.8%	-	100.0%	-	*	100.0%	92.4%	100.0%
Class of 2022	89.7%	87.5%	**87.5%**	80.0%	88.3%	95.0%	-	88.9%	-	*	60.0%	83.1%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2023	72.3%	-	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2022	59.5%	-	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2023	4.3%	1.1%	**1.1%**	-	1.5%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
Class of 2022	3.7%	0.0%	**0.0%**	*	0.0%	0.0%	-	0.0%	-	-	*	0.0%	*
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2023	84.3%	96.6%	**96.6%**	-	95.5%	100.0%	-	100.0%	-	*	100.0%	96.7%	100.0%
Class of 2022	84.3%	97.6%	**97.6%**	*	96.2%	100.0%	-	100.0%	-	-	*	96.3%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	88.6%	97.7%	**97.7%**	-	97.0%	100.0%	-	100.0%	-	*	100.0%	96.7%	100.0%
Class of 2022	88.0%	97.6%	**97.6%**	*	96.2%	100.0%	-	100.0%	-	-	*	96.3%	*
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	-	**-**	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	-	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	1.1%	**1.1%**	-	1.5%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
2021-22	3.9%	0.0%	**0.0%**	*	0.0%	0.0%	-	0.0%	-	-	0.0%	0.0%	*
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	93.4%	**93.4%**	-	92.6%	93.8%	-	100.0%	-	*	66.7%	93.7%	100.0%
2021-22	82.3%	95.3%	**95.3%**	*	92.7%	100.0%	-	100.0%	-	-	40.0%	94.5%	*
Texas First DLA Graduates (Annual Rate)													
2022-23	0.1%	0.0%	**0.0%**	-	0.0%	0.0%	-	0.0%	-	-	0.0%	0.0%	0.0%
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2022-23	86.8%	94.5%	**94.5%**	-	94.1%	93.8%	-	100.0%	-	*	66.7%	93.7%	100.0%
2021-22	86.0%	95.3%	**95.3%**	*	92.7%	100.0%	-	100.0%	-	-	40.0%	94.5%	*

	Campus Count	Campus Percent	District Count	State Count
Graduates (2022-23 Annual Graduates)				
Total Graduates	91	100.0%	91	377,367
By Ethnicity:				
African American	0	0.0%	0	46,822
Hispanic	68	74.7%	68	197,333
White	16	17.6%	16	103,009
American Indian	0	0.0%	0	1,181
Asian	5	5.5%	5	19,151
Pacific Islander	0	0.0%	0	574
Two or More Races	2	2.2%	2	9,297
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	433
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	270
Foundation H.S. Program (No Endorsement)	5	5.5%	5	49,278
Foundation H.S. Program (Endorsement)	1	1.1%	1	16,475
Foundation H.S. Program (DLA)	85	93.4%	85	310,689
Texas First Early H.S. Completion Program (Texas First-DLA)	0	0.0%	0	222
Special Education Graduates	9	9.9%	9	34,589
Economically Disadvantaged Graduates	63	69.2%	63	206,367
Emergent Bilingual (EB)/English Learner (EL) Graduates	8	8.8%	8	50,229
At-Risk Graduates	34	37.4%	34	168,430
CTE Completers	41	45.1%	41	116,959

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)‡													
College, Career, or Military Ready (Annual Graduates)													
2022-23	76.3%	93.4%	**93.4%**	-	91.2%	100.0%	-	100.0%	-	*	100.0%	92.1%	87.5%
2021-22	70.0%	58.1%	**58.1%**	*	52.7%	78.9%	-	75.0%	-	-	80.0%	41.8%	*
College Ready Graduates‡													
College Ready (Annual Graduates)‡													
2022-23	61.9%	86.8%	**86.8%**	-	83.8%	93.8%	-	100.0%	-	*	66.7%	84.1%	87.5%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2022-23	62.8%	94.5%	**94.5%**	-	94.1%	93.8%	-	100.0%	-	*	66.7%	93.7%	100.0%
2021-22	57.1%	50.0%	**50.0%**	*	41.8%	57.9%	-	75.0%	-	-	0.0%	43.6%	*
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2022-23	54.3%	86.8%	**86.8%**	-	83.8%	93.8%	-	100.0%	-	*	66.7%	84.1%	87.5%
2021-22	48.2%	41.9%	**41.9%**	*	36.4%	52.6%	-	75.0%	-	-	0.0%	29.1%	*
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2022-23	48.4%	86.8%	**86.8%**	-	83.8%	93.8%	-	100.0%	-	*	66.7%	84.1%	87.5%
2021-22	42.2%	39.5%	**39.5%**	*	34.5%	47.4%	-	75.0%	-	-	0.0%	29.1%	*
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2022-23	20.4%	8.8%	**8.8%**	-	8.8%	6.3%	-	20.0%	-	*	0.0%	6.3%	0.0%
2021-22	20.5%	14.0%	**14.0%**	*	9.1%	26.3%	-	25.0%	-	-	0.0%	12.7%	*
Associate Degree (Annual Graduates)													
2022-23	2.5%	0.0%	**0.0%**	-	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
2021-22	2.4%	0.0%	**0.0%**	*	0.0%	0.0%	-	0.0%	-	-	0.0%	0.0%	*
Dual Course Credits in Any Subject (Annual Graduates)													
2022-23	23.6%	19.8%	**19.8%**	-	16.2%	31.3%	-	40.0%	-	*	0.0%	12.7%	0.0%
2021-22	24.0%	18.6%	**18.6%**	*	10.9%	26.3%	-	62.5%	-	-	0.0%	16.4%	*
Onramps Course Credits (Annual Graduates)													
2022-23	4.8%	1.1%	**1.1%**	-	0.0%	6.3%	-	0.0%	-	*	0.0%	0.0%	0.0%
2021-22	4.4%	0.0%	**0.0%**	*	0.0%	0.0%	-	0.0%	-	-	0.0%	0.0%	*
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2022-23	5.6%	6.6%	**6.6%**	-	8.8%	0.0%	-	0.0%	-	*	66.7%	9.5%	25.0%
2021-22	5.0%	2.3%	**2.3%**	*	1.8%	5.3%	-	0.0%	-	-	40.0%	1.8%	*
Career / Military Ready Graduates‡													
Career or Military Ready (Annual Graduates)‡													

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2022-23	36.4%	35.2%	**35.2%**	-	33.8%	50.0%	-	20.0%	-	*	77.8%	38.1%	25.0%
Approved Industry-Based Certification (Annual Graduates)													
2022-23	33.4%	30.8%	**30.8%**	-	27.9%	50.0%	-	20.0%	-	*	33.3%	33.3%	12.5%
2021-22	28.0%	15.1%	**15.1%**	*	10.9%	36.8%	-	0.0%	-	-	20.0%	7.3%	*
Graduates with Level I or Level II Certificate (Annual Graduates)													
2022-23	0.8%	0.0%	**0.0%**	-	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
2021-22	0.7%	0.0%	**0.0%**	*	0.0%	0.0%	-	0.0%	-	-	0.0%	0.0%	*
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2022-23	2.7%	4.4%	**4.4%**	-	5.9%	0.0%	-	0.0%	-	*	44.4%	4.8%	12.5%
2021-22	2.5%	2.3%	**2.3%**	*	3.6%	0.0%	-	0.0%	-	-	40.0%	1.8%	*
U.S. Armed Forces Enlistment (Annual Graduates)													
2022-23	0.6%	0.0%	**0.0%**	-	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%

- Indicates there are no students in the group.

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

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

‡ Beginning with 2022-23 graduates, special education students that graduated with the advanced dimploma are classified as college ready. As a result, only one year of data is shown because previous years' data is not comparable.

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2022-23	21.0%	53.8%	**53.8%**	-	45.6%	75.0%	-	100.0%	-	*	0.0%	42.9%	12.5%
	2021-22	22.8%	48.8%	**48.8%**	*	41.8%	57.9%	-	75.0%	-	-	0.0%	41.8%	*
Mathematics	2022-23	19.9%	41.8%	**41.8%**	-	32.4%	68.8%	-	80.0%	-	*	11.1%	30.2%	12.5%
	2021-22	18.7%	41.9%	**41.9%**	*	36.4%	52.6%	-	75.0%	-	-	0.0%	29.1%	*
Both Subjects	2022-23	12.5%	40.7%	**40.7%**	-	30.9%	68.8%	-	80.0%	-	*	0.0%	28.6%	12.5%
	2021-22	12.6%	39.5%	**39.5%**	*	34.5%	47.4%	-	75.0%	-	-	0.0%	29.1%	*
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2022-23	18.2%	50.5%	**50.5%**	-	55.9%	25.0%	-	40.0%	-	*	66.7%	58.7%	100.0%
	2021-22	11.7%	0.0%	**0.0%**	*	0.0%	0.0%	-	0.0%	-	-	0.0%	0.0%	*
Mathematics	2022-23	20.2%	51.6%	**51.6%**	-	54.4%	43.8%	-	40.0%	-	*	55.6%	58.7%	87.5%
	2021-22	14.0%	0.0%	**0.0%**	*	0.0%	0.0%	-	0.0%	-	-	0.0%	0.0%	*
Both Subjects	2022-23	12.5%	40.7%	**40.7%**	-	44.1%	25.0%	-	40.0%	-	*	55.6%	47.6%	87.5%
	2021-22	7.5%	0.0%	**0.0%**	*	0.0%	0.0%	-	0.0%	-	-	0.0%	0.0%	*
AP/IB-Results (Participation) (Grades 11-12)														
All Subjects	2023	24.2%	21.0%	**21.0%**	*	20.7%	21.9%	-	28.6%	-	*	0.0%	18.7%	0.0%
	2022	23.0%	21.6%	**21.6%**	*	19.5%	18.9%	-	57.1%	-	*	0.0%	15.8%	0.0%
English Language Arts	2023	13.8%	5.4%	**5.4%**	*	5.2%	6.3%	-	7.1%	-	*	0.0%	5.2%	0.0%
	2022	13.2%	3.8%	**3.8%**	*	4.7%	2.7%	-	0.0%	-	*	0.0%	2.5%	0.0%
Mathematics	2023	7.0%	6.5%	**6.5%**	*	6.7%	3.1%	-	14.3%	-	*	0.0%	4.5%	0.0%
	2022	6.9%	11.4%	**11.4%**	*	5.5%	16.2%	-	57.1%	-	*	0.0%	5.8%	0.0%
Science	2023	10.3%	8.6%	**8.6%**	*	8.9%	9.4%	-	7.1%	-	*	0.0%	6.7%	0.0%
	2022	9.6%	3.2%	**3.2%**	*	2.3%	5.4%	-	7.1%	-	*	0.0%	2.5%	0.0%
Social Studies	2023	13.1%	9.7%	**9.7%**	*	8.9%	9.4%	-	21.4%	-	*	0.0%	9.7%	0.0%
	2022	12.5%	9.7%	**9.7%**	*	10.2%	8.1%	-	14.3%	-	*	0.0%	6.7%	0.0%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2023	53.3%	25.6%	**25.6%**	-	28.6%	14.3%	-	*	-	-	-	24.0%	-
	2022	53.3%	40.0%	**40.0%**	-	40.0%	57.1%	-	25.0%	-	-	-	36.8%	-
English Language Arts	2023	52.3%	50.0%	**50.0%**	-	42.9%	*	-	*	-	-	-	57.1%	-
	2022	53.2%	85.7%	**85.7%**	-	100.0%	*	-	-	-	-	-	*	-
Mathematics	2023	50.8%	50.0%	**50.0%**	-	55.6%	*	-	*	-	-	-	50.0%	-
	2022	50.4%	28.6%	**28.6%**	-	28.6%	33.3%	-	25.0%	-	-	-	14.3%	-
Science	2023	44.8%	12.5%	**12.5%**	-	16.7%	*	-	*	-	-	-	0.0%	-
	2022	44.7%	33.3%	**33.3%**	-	*	*	-	*	-	-	-	*	-

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2023	42.0%	5.6%	**5.6%**	-	8.3%	*	-	*	-	-	-	7.7%	-
	2022	41.9%	33.3%	**33.3%**	-	38.5%	*	-	*	-	-	-	62.5%	-
SAT/ACT Results (Annual Graduates)														
Tested	2022-23	79.3%	61.5%	**61.5%**	-	57.4%	68.8%	-	80.0%	-	*	33.3%	52.4%	50.0%
	2021-22	71.5%	40.7%	**40.7%**	*	32.7%	42.1%	-	87.5%	-	-	0.0%	32.7%	*
At/Above Criterion for All Examinees	2022-23	28.9%	28.6%	**28.6%**	-	25.6%	27.3%	-	*	-	*	*	24.2%	*
	2021-22	32.1%	57.1%	**57.1%**	*	50.0%	75.0%	-	71.4%	-	-	-	61.1%	-
Average SAT Score (Annual Graduates)														
All Subjects	2022-23	978	969	**969**	-	949	1004	-	*	-	*	*	930	*
	2021-22	1001	1093	**1093**	985	1088	1113	-	1114	-	-	-	1111	-
English Language Arts and Writing	2022-23	497	486	**486**	-	480	498	-	*	-	*	*	466	*
	2021-22	506	549	**549**	530	554	560	-	529	-	-	-	548	-
Mathematics	2022-23	482	483	**483**	-	469	505	-	*	-	*	*	464	*
	2021-22	496	544	**544**	455	534	553	-	586	-	-	-	562	-
Average ACT Score (Annual Graduates)														
All Subjects	2022-23	19.2	*	*	-	*	*	-	-	-	-	-	-	-
	2021-22	19.5	22.5	**22.5**	-	20.0	25.0	-	-	-	-	-	20.0	-
English Language Arts	2022-23	18.8	*	*	-	*	*	-	-	-	-	-	-	-
	2021-22	19.2	23.5	**23.5**	-	20.0	27.0	-	-	-	-	-	20.0	-
Mathematics	2022-23	18.9	*	*	-	*	*	-	-	-	-	-	-	-
	2021-22	19.3	19.5	**19.5**	-	19.0	20.0	-	-	-	-	-	19.0	-
Science	2022-23	19.5	*	*	-	*	*	-	-	-	-	-	-	-
	2021-22	19.8	23.5	**23.5**	-	22.0	25.0	-	-	-	-	-	22.0	-

- Indicates there are no students in the group.
* Indicates results are masked due to small numbers to protect student confidentiality.
? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.
n/a Indicates data reporting is not applicable for this group.

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2022-23	45.4%	49.7%	**49.7%**	16.7%	48.3%	49.3%	-	78.3%	-	40.0%	42.9%	49.0%	45.0%
	2021-22	44.2%	41.9%	**41.9%**	40.0%	39.6%	40.0%	-	64.3%	-	*	28.6%	39.8%	24.2%
English Language Arts	2022-23	17.4%	15.0%	**15.0%**	0.0%	11.5%	23.0%	-	36.4%	-	20.0%	11.9%	13.0%	5.0%
	2021-22	16.6%	10.1%	**10.1%**	0.0%	7.9%	14.3%	-	24.0%	-	*	2.5%	8.5%	3.2%
Mathematics	2022-23	19.5%	30.4%	**30.4%**	16.7%	30.3%	27.7%	-	47.8%	-	*	24.4%	31.3%	33.3%
	2021-22	19.9%	33.0%	**33.0%**	44.4%	31.2%	31.3%	-	42.9%	-	*	22.0%	30.8%	12.5%
Science	2022-23	21.5%	21.6%	**21.6%**	0.0%	21.0%	25.8%	-	21.7%	-	*	9.5%	22.2%	12.5%
	2021-22	21.1%	18.2%	**18.2%**	20.0%	17.1%	23.9%	-	16.7%	-	*	7.3%	17.7%	9.4%
Social Studies	2022-23	24.0%	20.2%	**20.2%**	0.0%	17.4%	20.9%	-	56.5%	-	20.0%	4.8%	16.0%	5.0%
	2021-22	22.8%	11.2%	**11.2%**	0.0%	10.2%	10.0%	-	28.6%	-	*	0.0%	9.7%	3.1%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2021-22	-	-	**-**	-	-	-	-	-	-	-	-	-	-
	2020-21	-	-	**-**	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2021-22	-	-	**-**	-	-	-	-	-	-	-	-	-	-
	2020-21	-	-	**-**	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	**658**	**100.0%**	**1,259**	**5,517,464**	**659**	**100.0%**	**1,266**	**5,531,236**
Students by Grade								
Grade 6	85	12.9%	6.8%	7.3%	85	12.9%	6.7%	7.2%
Grade 7	102	15.5%	8.1%	7.3%	103	15.6%	8.1%	7.3%
Grade 8	90	13.7%	7.1%	7.5%	90	13.7%	7.1%	7.5%
Grade 9	107	16.3%	8.5%	8.6%	107	16.2%	8.5%	8.5%
Grade 10	98	14.9%	7.8%	8.0%	98	14.9%	7.7%	7.9%
Grade 11	92	14.0%	7.3%	7.4%	92	14.0%	7.3%	7.4%
Grade 12	84	12.8%	6.7%	6.6%	84	12.7%	6.6%	6.7%
Ethnic Distribution								
African American	11	1.7%	1.1%	12.8%	11	1.7%	1.1%	12.8%
Hispanic	468	71.1%	71.9%	53.2%	469	71.2%	72.0%	53.2%
White	132	20.1%	21.0%	25.0%	132	20.0%	20.9%	25.0%
American Indian	1	0.2%	0.2%	0.3%	1	0.2%	0.2%	0.3%
Asian	40	6.1%	4.4%	5.4%	40	6.1%	4.4%	5.4%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	6	0.9%	1.4%	3.1%	6	0.9%	1.3%	3.1%
Sex								
Female	335	50.9%	49.1%	48.9%	335	50.8%	49.1%	48.8%
Male	323	49.1%	50.9%	51.1%	324	49.2%	50.9%	51.2%
Other Student Cohorts								
Economically Disadvantaged	513	78.0%	78.7%	62.3%	514	78.0%	78.8%	62.2%
Non-Educationally Disadvantaged	145	22.0%	21.3%	37.7%	145	22.0%	21.2%	37.8%
Section 504 Students	26	4.0%	3.3%	7.2%	26	3.9%	3.2%	7.2%
EB Students/EL	108	16.4%	19.4%	24.4%	108	16.4%	19.3%	24.3%
Students w/ Disciplinary Placements (2022-23)	17	4.2%	1.3%	1.9%				
Students w/ Dyslexia	22	3.3%	3.4%	6.0%	22	3.3%	3.4%	6.0%
Foster Care	0	0.0%	0.2%	0.2%	0	0.0%	0.2%	0.2%
Homeless	2	0.3%	0.2%	1.4%	2	0.3%	0.2%	1.4%
Immigrant	11	1.7%	1.2%	2.9%	11	1.7%	1.2%	2.9%
Migrant	4	0.6%	0.4%	0.2%	4	0.6%	0.4%	0.2%
Title I	658	100.0%	100.0%	65.7%	659	100.0%	100.0%	65.7%
Military Connected	13	2.0%	1.2%	3.9%	13	2.0%	1.2%	3.9%
At-Risk	357	54.3%	43.2%	53.2%	357	54.2%	43.0%	53.2%
Students by Instructional Program								
Bilingual/ESL Education	108	16.4%	19.3%	24.5%	108	16.4%	19.2%	24.4%
Career and Technical Education	584	88.8%	46.4%	26.9%	-	-	-	-

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Career and Technical Education (9-12 grades only)	361	94.8%	94.8%	73.3%	-	-	-	-
Gifted and Talented Education	49	7.4%	8.1%	8.5%	49	7.4%	8.1%	8.5%
Special Education	100	15.2%	16.3%	13.9%	101	15.3%	16.7%	14.0%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	**100**							
Students with Intellectual Disabilities	65	65.0%	50.7%	45.7%				
Students with Physical Disabilities	*	*	15.1%	18.9%				
Students with Autism	**	**	15.6%	16.2%				
Students with Behavioral Disabilities	19	19.0%	13.2%	17.6%				
Students with Non-Categorical Early Childhood	0	0.0%	5.4%	1.7%				
Mobility (2022-23)								
Total Mobile Students	**35**	**8.7%**	**8.4%**	**16.1%**				
African American	2	0.5%	0.3%	3.4%				
Hispanic	19	4.7%	4.8%	8.5%				
White	11	2.7%	2.7%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	1	0.2%	0.1%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	2	0.5%	0.5%	0.5%				
Special Ed Students who are Mobile	5	10.2%	10.1%	17.6%				
Count and Percent of EB Students/EL who are Mobile	3	7.1%	7.4%	16.3%				
Count and Percent of Econ Dis Students who are Mobile	23	8.4%	8.7%	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	**32**	**11.0%**	**9.5%**	**18.1%**				

	Non-Special Education Rates			Special Education Rates		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade						
Grade 9	0.0%	0.0%	7.9%	0.0%	0.0%	11.9%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
Elementary			
Grade 6	13.7	13.7	19.2
Secondary			
English/Language Arts	11.3	11.3	16.3
Foreign Languages	14.4	14.4	18.8
Mathematics	14.3	14.3	17.5
Science	15.3	15.3	18.5
Social Studies	16.9	16.9	18.8

	Campus			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	**77.4**	**100.0%**	**100.0%**	**100.0%**
Professional Staff	65.8	85.1%	59.0%	63.9%
Teachers	57.8	74.7%	46.2%	48.3%
Professional Support	4.5	5.8%	8.1%	11.1%
Campus Administration (School Leadership)	3.5	4.6%	2.9%	3.3%
Educational Aides	11.5	14.9%	14.5%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	1.0	4,187.0
Part-time Librarians	1.0	n/a	1.0	651.0
Full-time Counselors	1.0	n/a	3.0	13,870.0
Part-time Counselors	0.0	n/a	0.0	1,172.0
Total Minority Staff	**22.0**	**28.4%**	**45.0%**	**54.4%**
Teachers by Ethnicity				
African American	1.0	1.7%	1.0%	12.6%
Hispanic	9.0	15.6%	21.3%	30.1%
White	47.8	82.7%	75.8%	53.4%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	1.9%	2.1%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.0%	1.3%
Teachers by Sex				
Males	16.2	28.0%	18.9%	24.5%
Females	41.6	72.0%	81.1%	75.5%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	0.0%	2.5%
Bachelors	41.6	72.1%	79.5%	71.7%
Masters	15.1	26.2%	19.5%	24.9%
Doctorate	1.0	1.7%	1.0%	0.8%
Teachers by Years of Experience				
Beginning Teachers	1.9	3.4%	2.9%	8.7%
1-5 Years Experience	18.0	31.2%	31.0%	27.4%
6-10 Years Experience	12.0	20.8%	18.4%	20.2%
11-20 Years Experience	12.0	20.7%	24.0%	27.1%
21-30 Years Experience	10.9	18.8%	15.9%	13.7%
Over 30 Years Experience	3.0	5.2%	7.8%	3.0%
Number of Students per Teacher	11.4	n/a	12.2	14.7

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	9.0	12.3	6.0
Average Years Experience of Principals with District	9.0	12.3	5.1
Average Years Experience of Assistant Principals	4.0	2.8	5.1
Average Years Experience of Assistant Principals with District	4.0	2.8	4.3
Average Years Experience of Teachers	12.4	13.1	11.1
Average Years Experience of Teachers with District	6.2	8.1	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	$50,592	$50,968	$54,272
1-5 Years Experience	$52,522	$52,468	$58,185
6-10 Years Experience	$57,532	$55,106	$61,494
11-20 Years Experience	$60,991	$61,628	$65,219
21-30 Years Experience	$68,996	$68,102	$69,723
Over 30 Years Experience	$52,082	$61,608	$74,014
Average Actual Salaries (regular duties only)			
Teachers	$58,329	$58,306	$62,474
Professional Support	$69,084	$67,295	$73,783
Campus Administration (School Leadership)	$90,911	$84,468	$86,738
Instructional Staff Percent	n/a	62.6%	65.0%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,970.1

	Campus			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served)				
Bilingual/ESL Education	1.1	1.9%	2.5%	6.0%
Career and Technical Education	10.5	18.2%	10.2%	5.5%
Compensatory Education	0.0	0.0%	5.0%	3.1%
Gifted and Talented Education	0.0	0.0%	0.0%	1.6%
Regular Education	38.0	65.7%	70.8%	69.8%
Special Education	4.6	8.0%	8.0%	10.3%
Other	3.6	6.3%	3.5%	3.7%

- Indicates there is no data for the item.
* Indicates results are masked due to small numbers.
** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
n/a Indicates data reporting is not applicable for this group.
? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2022-23 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

2023-24 Texas Academic Performance Report (TAPR)

District Name: PALACIOS ISD

Campus Name: EAST SIDE INT

Campus Number: 158905102

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2024	74%	86%	**86%**	-	85%	83%	*	*	-	*	63%	*	85%	*	83%	92%
	2023	76%	85%	**85%**	-	82%	94%	-	*	-	*	50%	*	83%	100%	82%	83%
At Meets Grade Level or Above	2024	48%	32%	**32%**	-	29%	33%	*	*	-	*	25%	*	32%	*	28%	33%
	2023	50%	51%	**51%**	-	45%	69%	-	*	-	*	29%	*	49%	67%	53%	42%
At Masters Grade Level	2024	21%	4%	**4%**	-	4%	6%	*	*	-	*	0%	*	3%	*	4%	0%
	2023	20%	16%	**16%**	-	13%	25%	-	*	-	*	0%	*	17%	11%	13%	17%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2024	70%	83%	**83%**	-	79%	89%	*	*	-	*	63%	*	82%	*	78%	92%
	2023	73%	83%	**83%**	-	82%	94%	-	*	-	*	43%	*	81%	100%	76%	67%
At Meets Grade Level or Above	2024	42%	43%	**43%**	-	42%	39%	*	*	-	*	31%	*	42%	*	43%	42%
	2023	45%	59%	**59%**	-	54%	81%	-	*	-	*	29%	*	55%	89%	53%	50%
At Masters Grade Level	2024	15%	12%	**12%**	-	10%	17%	*	*	-	*	0%	*	11%	*	9%	0%
	2023	19%	15%	**15%**	-	12%	19%	-	*	-	*	7%	*	15%	11%	13%	17%
Grade 4 Reading																	
At Approaches Grade Level or Above	2024	81%	85%	**85%**	-	84%	93%	-	*	-	*	47%	100%	83%	100%	82%	85%
	2023	77%	70%	**70%**	-	60%	96%	-	*	-	*	27%	*	68%	78%	59%	56%
At Meets Grade Level or Above	2024	51%	57%	**57%**	-	54%	71%	-	*	-	*	27%	40%	53%	89%	54%	46%
	2023	48%	43%	**43%**	-	27%	78%	-	*	-	*	20%	*	41%	50%	30%	22%
At Masters Grade Level	2024	23%	26%	**26%**	-	22%	43%	-	*	-	*	7%	20%	24%	44%	22%	23%
	2023	22%	22%	**22%**	-	17%	30%	-	*	-	*	7%	*	21%	28%	17%	15%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2024	69%	84%	**84%**	-	83%	93%	-	*	-	*	60%	100%	83%	89%	78%	85%
	2023	71%	81%	**81%**	-	75%	96%	-	*	-	*	40%	*	82%	78%	77%	70%
At Meets Grade Level or Above	2024	46%	60%	**60%**	-	57%	79%	-	*	-	*	33%	80%	60%	67%	54%	46%
	2023	48%	62%	**62%**	-	49%	91%	-	*	-	*	27%	*	59%	72%	53%	33%
At Masters Grade Level	2024	21%	25%	**25%**	-	24%	21%	-	*	-	*	13%	40%	25%	22%	22%	31%
	2023	22%	24%	**24%**	-	16%	43%	-	*	-	*	0%	*	21%	39%	14%	15%
Grade 5 Reading																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2024	79%	76%	**76%**	-	69%	96%	-	*	-	*	21%	*	75%	81%	70%	62%
	2023	81%	90%	**90%**	*	86%	100%	-	*	-	*	64%	*	87%	100%	85%	88%
At Meets Grade Level or Above	2024	55%	56%	**56%**	-	46%	83%	-	*	-	*	16%	*	53%	69%	50%	42%
	2023	57%	57%	**57%**	*	55%	65%	-	*	-	*	29%	*	57%	58%	43%	50%
At Masters Grade Level	2024	29%	26%	**26%**	-	18%	39%	-	*	-	*	5%	*	23%	38%	20%	23%
	2023	28%	24%	**24%**	*	23%	24%	-	*	-	*	0%	*	26%	16%	18%	19%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2024	77%	82%	**82%**	-	77%	96%	-	*	-	*	42%	*	84%	75%	77%	77%
	2023	80%	86%	**86%**	*	85%	88%	-	*	-	*	57%	*	84%	95%	82%	81%
At Meets Grade Level or Above	2024	50%	53%	**53%**	-	43%	78%	-	*	-	*	32%	*	51%	63%	42%	42%
	2023	51%	47%	**47%**	*	42%	71%	-	*	-	*	36%	*	44%	58%	37%	44%
At Masters Grade Level	2024	19%	16%	**16%**	-	10%	26%	-	*	-	*	0%	*	16%	13%	9%	15%
	2023	21%	14%	**14%**	*	9%	24%	-	*	-	*	0%	*	13%	16%	10%	25%
Grade 5 Science																	
At Approaches Grade Level or Above	2024	58%	70%	**70%**	-	59%	96%	-	*	-	*	26%	*	68%	75%	63%	54%
	2023	65%	61%	**61%**	*	57%	82%	-	*	-	*	57%	*	53%	89%	53%	63%
At Meets Grade Level or Above	2024	28%	35%	**35%**	-	21%	65%	-	*	-	*	16%	*	32%	50%	23%	19%
	2023	36%	26%	**26%**	*	25%	35%	-	*	-	*	29%	*	21%	47%	20%	38%
At Masters Grade Level	2024	11%	17%	**17%**	-	7%	39%	-	*	-	*	5%	*	14%	31%	9%	8%
	2023	16%	10%	**10%**	*	8%	18%	-	*	-	*	0%	*	9%	16%	7%	13%
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	79%	**80%**	-	76%	92%	*	77%	-	86%	45%	95%	80%	83%	75%	73%
	2023	76%	81%	**79%**	67%	75%	93%	-	93%	-	77%	48%	100%	77%	90%	73%	71%
At Meets Grade Level or Above	2024	48%	48%	**49%**	-	42%	65%	*	69%	-	50%	25%	57%	46%	64%	42%	38%
	2023	49%	50%	**49%**	17%	42%	71%	-	79%	-	54%	28%	80%	47%	60%	41%	37%
At Masters Grade Level	2024	20%	16%	**18%**	-	14%	28%	*	54%	-	21%	4%	29%	17%	29%	14%	15%
	2023	20%	17%	**18%**	17%	14%	27%	-	57%	-	23%	2%	27%	17%	21%	13%	17%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	79%	**82%**	-	79%	91%	*	80%	-	83%	42%	100%	81%	89%	78%	75%
	2023	77%	80%	**82%**	*	76%	96%	-	83%	-	100%	47%	100%	79%	91%	75%	71%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2024	54%	54%	**49%**	-	44%	64%	*	80%	-	33%	22%	44%	46%	71%	45%	41%
	2023	53%	53%	**50%**	*	43%	71%	-	83%	-	67%	26%	71%	49%	57%	41%	35%
At Masters Grade Level	2024	22%	20%	**20%**	-	16%	29%	*	60%	-	17%	4%	22%	17%	39%	16%	18%
	2023	20%	21%	**21%**	*	18%	27%	-	50%	-	17%	2%	14%	21%	20%	16%	16%
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	77%	**83%**	-	80%	93%	*	80%	-	83%	54%	100%	83%	82%	78%	82%
	2023	75%	81%	**83%**	*	81%	93%	-	100%	-	67%	47%	100%	82%	89%	78%	73%
At Meets Grade Level or Above	2024	43%	43%	**53%**	-	48%	65%	*	80%	-	50%	32%	78%	51%	64%	46%	43%
	2023	45%	47%	**56%**	*	48%	82%	-	83%	-	50%	30%	86%	53%	70%	48%	40%
At Masters Grade Level	2024	17%	11%	**18%**	-	15%	22%	*	60%	-	17%	4%	33%	18%	18%	13%	16%
	2023	19%	14%	**18%**	*	12%	30%	-	67%	-	33%	2%	43%	16%	24%	12%	18%
All Grades Science																	
At Approaches Grade Level or Above	2024	75%	81%	**70%**	-	59%	96%	-	*	-	*	26%	*	68%	75%	63%	54%
	2023	77%	82%	**61%**	*	57%	82%	-	*	-	*	57%	*	53%	89%	53%	63%
At Meets Grade Level or Above	2024	43%	39%	**35%**	-	21%	65%	-	*	-	*	16%	*	32%	50%	23%	19%
	2023	47%	48%	**26%**	*	25%	35%	-	*	-	*	29%	*	21%	47%	20%	38%
At Masters Grade Level	2024	16%	11%	**17%**	-	7%	39%	-	*	-	*	5%	*	14%	31%	9%	8%
	2023	18%	15%	**10%**	*	8%	18%	-	*	-	*	0%	*	9%	16%	7%	13%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2024	35%	25%	**25%**	-	23%	22%	*	*	-	*	13%	*	24%	*	22%	17%
	2023	37%	43%	**43%**	-	37%	63%	-	*	-	*	29%	*	40%	67%	42%	33%
Reading and Mathematics Including EOC	2024	35%	25%	**25%**	-	23%	22%	*	*	-	*	13%	*	24%	*	22%	17%
	2023	37%	43%	**43%**	-	37%	63%	-	*	-	*	29%	*	40%	67%	42%	33%
Reading Including EOC	2024	48%	32%	**32%**	-	29%	33%	*	*	-	*	25%	*	32%	*	28%	33%
	2023	50%	51%	**51%**	-	45%	69%	-	*	-	*	29%	*	49%	67%	53%	42%
Math Including EOC	2024	42%	43%	**43%**	-	42%	39%	*	*	-	*	31%	*	42%	*	43%	42%
	2023	45%	59%	**59%**	-	54%	81%	-	*	-	*	29%	*	55%	89%	53%	50%
4th Graders																	
Reading and Mathematics	2024	38%	48%	**48%**	-	44%	64%	-	*	-	*	27%	40%	46%	67%	42%	31%
	2023	38%	43%	**43%**	-	27%	78%	-	*	-	*	20%	*	41%	50%	30%	22%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2024	38%	48%	**48%**	-	44%	64%	-	*	-	*	27%	40%	46%	67%	42%	31%
	2023	38%	43%	**43%**	-	27%	78%	-	*	-	*	20%	*	41%	50%	30%	22%
Reading Including EOC	2024	51%	57%	**57%**	-	54%	71%	-	*	-	*	27%	40%	53%	89%	54%	46%
	2023	48%	43%	**43%**	-	27%	78%	-	*	-	*	20%	*	41%	50%	30%	22%
Math Including EOC	2024	46%	60%	**60%**	-	57%	79%	-	*	-	*	33%	80%	60%	67%	54%	46%
	2023	48%	62%	**62%**	-	49%	91%	-	*	-	*	27%	*	59%	72%	53%	33%
5th Graders																	
Reading and Mathematics	2024	42%	47%	**47%**	-	36%	74%	-	*	-	*	16%	*	45%	56%	38%	38%
	2023	43%	39%	**39%**	*	34%	59%	-	*	-	*	21%	*	37%	47%	28%	38%
Reading and Mathematics Including EOC	2024	42%	47%	**47%**	-	36%	74%	-	*	-	*	16%	*	45%	56%	38%	38%
	2023	43%	39%	**39%**	*	34%	59%	-	*	-	*	21%	*	37%	47%	28%	38%
Reading Including EOC	2024	55%	56%	**56%**	-	46%	83%	-	*	-	*	16%	*	53%	69%	50%	42%
	2023	57%	57%	**57%**	*	55%	65%	-	*	-	*	29%	*	57%	58%	43%	50%
Math Including EOC	2024	51%	53%	**53%**	-	43%	78%	-	*	-	*	32%	*	51%	63%	42%	42%
	2023	51%	47%	**47%**	*	42%	71%	-	*	-	*	36%	*	44%	58%	37%	44%
3rd - 8th Graders																	
Reading and Mathematics	2024	36%	36%	**41%**	-	35%	55%	*	80%	-	33%	18%	44%	39%	57%	34%	31%
	2023	37%	34%	**42%**	*	33%	68%	-	83%	-	50%	23%	71%	39%	52%	33%	29%
Reading and Mathematics Including EOC	2024	38%	37%	**41%**	-	35%	55%	*	80%	-	33%	18%	44%	39%	57%	34%	31%
	2023	39%	36%	**42%**	*	33%	68%	-	83%	-	50%	23%	71%	39%	52%	33%	29%
Reading Including EOC	2024	54%	54%	**49%**	-	44%	64%	*	80%	-	33%	22%	44%	46%	71%	45%	41%
	2023	53%	51%	**50%**	*	43%	71%	-	83%	-	67%	26%	71%	49%	57%	41%	35%
Math Including EOC	2024	45%	45%	**53%**	-	48%	65%	*	80%	-	50%	32%	78%	51%	64%	46%	43%
	2023	47%	47%	**56%**	*	48%	82%	-	83%	-	50%	30%	86%	53%	70%	48%	40%

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2024	67%	67%	**67%**	-	67%	75%	-	*	-	*	50%	70%	63%	100%	61%	50%
	2023	55%	48%	**48%**	-	41%	59%	-	*	-	*	39%	*	47%	50%	42%	44%
Grade 4 Mathematics	2024	60%	80%	**80%**	-	78%	89%	-	*	-	*	83%	90%	78%	94%	80%	77%
	2023	63%	73%	**73%**	-	68%	84%	-	*	-	*	61%	*	70%	87%	70%	54%
Grade 5 ELA/Reading	2024	70%	71%	**71%**	-	66%	87%	-	*	-	*	42%	*	73%	66%	68%	65%
	2023	65%	64%	**64%**	*	62%	71%	-	*	-	*	43%	*	64%	66%	59%	69%
Grade 5 Mathematics	2024	65%	55%	**55%**	-	51%	70%	-	*	-	*	63%	*	55%	53%	51%	60%
	2023	71%	53%	**53%**	*	49%	59%	-	*	-	*	71%	*	47%	74%	56%	78%
All Grades Both Subjects	2024	64%	63%	**68%**	-	65%	80%	-	81%	-	45%	59%	88%	67%	73%	64%	63%
	2023	64%	62%	**59%**	*	55%	69%	-	80%	-	100%	54%	83%	57%	69%	57%	58%
All Grades ELA/Reading	2024	67%	66%	**69%**	-	66%	82%	-	*	-	40%	46%	81%	68%	78%	65%	60%
	2023	63%	62%	**56%**	*	52%	64%	-	80%	-	*	41%	*	55%	59%	50%	53%
All Grades Mathematics	2024	60%	60%	**67%**	-	65%	77%	-	*	-	50%	72%	94%	67%	68%	64%	65%
	2023	66%	61%	**63%**	*	58%	73%	-	80%	-	*	66%	*	59%	79%	63%	63%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2024	38%	42%	**42%**	-	45%	*	-	-	-	-	14%	-	36%	*	33%	*
	2023	33%	29%	**29%**	-	18%	*	-	*	-	*	18%	-	33%	*	17%	22%
Grade 4 Mathematics	2024	26%	36%	**36%**	-	36%	*	-	-	-	*	33%	-	38%	*	33%	*
	2023	27%	45%	**45%**	-	33%	*	-	*	-	*	30%	-	50%	*	48%	40%
Grade 5 ELA/Reading	2024	35%	27%	**27%**	-	25%	*	-	*	-	-	7%	*	30%	*	27%	25%
	2023	37%	69%	**69%**	-	64%	*	-	-	-	*	20%	-	56%	*	64%	60%
Grade 5 Mathematics	2024	41%	44%	**44%**	-	40%	*	-	-	-	-	25%	*	54%	*	43%	57%
	2023	48%	44%	**44%**	*	38%	-	-	-	-	-	*	-	38%	*	44%	*
All Grades Both Subjects	2024	32%	34%	**35%**	-	34%	*	-	*	-	*	19%	*	38%	13%	33%	40%
	2023	38%	41%	**45%**	*	35%	100%	-	*	-	*	20%	-	43%	50%	41%	37%
All Grades ELA/Reading	2024	30%	26%	**32%**	-	31%	*	-	*	-	-	9%	*	32%	*	29%	21%
	2023	35%	34%	**44%**	-	36%	*	-	*	-	*	19%	-	41%	57%	34%	36%
All Grades Mathematics	2024	35%	43%	**40%**	-	38%	*	-	-	-	*	29%	*	46%	*	38%	64%
	2023	40%	48%	**45%**	*	35%	*	-	*	-	*	21%	-	46%	40%	47%	38%

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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2024	75%	79%	**80%**	-	-	-	-	-	-	73%	-	73%	86%	-	82%	73%	-
	2023	76%	81%	**79%**	68%	-	-	-	-	68%	87%	87%	-	-	-	82%	71%	-
At Meets Grade Level or Above	2024	48%	48%	**49%**	-	-	-	-	-	-	38%	-	38%	50%	-	52%	38%	-
	2023	49%	50%	**49%**	34%	-	-	-	-	34%	60%	60%	-	-	-	52%	37%	-
At Masters Grade Level	2024	20%	16%	**18%**	-	-	-	-	-	-	15%	-	15%	0%	-	19%	15%	-
	2023	20%	17%	**18%**	14%	-	-	-	-	14%	40%	40%	-	-	-	18%	17%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	79%	**82%**	-	-	-	-	-	-	75%	-	75%	86%	-	84%	75%	-
	2023	77%	80%	**82%**	69%	-	-	-	-	69%	83%	83%	-	-	-	84%	71%	-
At Meets Grade Level or Above	2024	54%	54%	**49%**	-	-	-	-	-	-	41%	-	41%	57%	-	52%	41%	-
	2023	53%	53%	**50%**	31%	-	-	-	-	31%	67%	67%	-	-	-	54%	35%	-
At Masters Grade Level	2024	22%	20%	**20%**	-	-	-	-	-	-	18%	-	18%	0%	-	20%	18%	-
	2023	20%	21%	**21%**	14%	-	-	-	-	14%	33%	33%	-	-	-	22%	16%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	77%	**83%**	-	-	-	-	-	-	82%	-	82%	86%	-	83%	82%	-
	2023	75%	81%	**83%**	69%	-	-	-	-	69%	100%	100%	-	-	-	86%	73%	-
At Meets Grade Level or Above	2024	43%	43%	**53%**	-	-	-	-	-	-	43%	-	43%	43%	-	55%	43%	-
	2023	45%	47%	**56%**	37%	-	-	-	-	37%	67%	67%	-	-	-	60%	40%	-
At Masters Grade Level	2024	17%	11%	**18%**	-	-	-	-	-	-	16%	-	16%	0%	-	18%	16%	-
	2023	19%	14%	**18%**	14%	-	-	-	-	14%	50%	50%	-	-	-	18%	18%	-
All Grades Science																		
At Approaches Grade Level or Above	2024	75%	81%	**70%**	-	-	-	-	-	-	54%	-	54%	-	-	76%	54%	-
	2023	77%	82%	**61%**	62%	-	-	-	-	62%	*	*	-	-	-	61%	63%	-
At Meets Grade Level or Above	2024	43%	39%	**35%**	-	-	-	-	-	-	19%	-	19%	-	-	41%	19%	-
	2023	47%	48%	**26%**	38%	-	-	-	-	38%	*	*	-	-	-	24%	38%	-
At Masters Grade Level	2024	16%	11%	**17%**	-	-	-	-	-	-	8%	-	8%	-	-	21%	8%	-
	2023	18%	15%	**10%**	8%	-	-	-	-	8%	*	*	-	-	-	10%	13%	-
School Progress - Annual Growth																		
All Grades Both Subjects	2024	64%	63%	**68%**	-	-	-	-	-	-	63%	-	63%	-	-	70%	63%	-
	2023	64%	62%	**59%**	54%	-	-	-	-	54%	83%	83%	-	-	-	60%	58%	-
All Grades ELA/Reading	2024	67%	66%	**69%**	-	-	-	-	-	-	60%	-	60%	-	-	72%	60%	-
	2023	63%	62%	**56%**	49%	-	-	-	-	49%	83%	83%	-	-	-	57%	53%	-

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades Mathematics	2024	60%	60%	**67%**	-	-	-	-	-	-	65%	-	65%	-	-	68%	65%	-
	2023	66%	61%	**63%**	59%	-	-	-	-	59%	83%	83%	-	-	-	63%	63%	-
School Progress - Accelerated Learning																		
All Grades Both Subjects	2024	32%	34%	**35%**	-	-	-	-	-	-	40%	-	40%	-	-	33%	40%	-
	2023	38%	41%	**45%**	33%	-	-	-	-	33%	*	*	-	-	-	50%	37%	-
All Grades ELA/Reading	2024	30%	26%	**32%**	-	-	-	-	-	-	21%	-	21%	-	-	38%	21%	-
	2023	35%	34%	**44%**	33%	-	-	-	-	33%	*	*	-	-	-	50%	36%	-
All Grades Mathematics	2024	35%	43%	**40%**	-	-	-	-	-	-	64%	-	64%	-	-	26%	64%	-
	2023	40%	48%	**45%**	33%	-	-	-	-	33%	*	*	-	-	-	50%	38%	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	-	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	97%	**98%**	-	98%	96%	*	100%	-	100%	100%	100%	100%	85%	98%	95%
Not Included in Accountability: Mobile	4%	2%	**2%**	-	1%	4%	*	0%	-	0%	0%	0%	0%	13%	2%	4%
Not Included in Accountability: Other Exclusions	2%	1%	**0%**	-	0%	0%	*	0%	-	0%	0%	0%	0%	2%	1%	1%
Not Tested	1%	0%	**0%**	-	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**100%**	-	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	91%	96%	**98%**	-	98%	96%	*	100%	-	100%	100%	100%	100%	85%	98%	96%
Not Included in Accountability: Mobile	4%	1%	**2%**	-	1%	4%	*	0%	-	0%	0%	0%	0%	12%	2%	2%
Not Included in Accountability: Other Exclusions	4%	3%	**0%**	-	1%	0%	*	0%	-	0%	0%	0%	0%	3%	1%	2%
Not Tested	1%	0%	**0%**	-	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	**100%**	-	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	98%	**98%**	-	98%	95%	*	100%	-	100%	100%	100%	100%	82%	98%	94%
Not Included in Accountability: Mobile	5%	2%	**2%**	-	1%	5%	*	0%	-	0%	0%	0%	0%	15%	2%	4%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	-	1%	0%	*	0%	-	0%	0%	0%	0%	3%	1%	2%
Not Tested	1%	0%	**0%**	-	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	100%	**100%**	-	100%	100%	-	*	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	93%	97%	**98%**	-	98%	96%	-	*	-	*	100%	*	100%	89%	100%	93%
Not Included in Accountability: Mobile	4%	2%	**2%**	-	2%	4%	-	*	-	*	0%	*	0%	11%	0%	7%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	-	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	-	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	0%	**0%**	-	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	96%	**97%**	100%	98%	96%	-	100%	-	87%	97%	100%	99%	90%	97%	96%
Not Included in Accountability: Mobile	4%	3%	**3%**	0%	2%	4%	-	0%	-	13%	2%	0%	1%	10%	2%	2%
Not Included in Accountability: Other Exclusions	2%	1%	**0%**	0%	0%	0%	-	0%	-	0%	1%	0%	0%	0%	0%	2%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**100%**	*	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	95%	**97%**	*	98%	95%	-	100%	-	86%	96%	100%	99%	88%	97%	95%
Not Included in Accountability: Mobile	4%	3%	**3%**	*	2%	5%	-	0%	-	14%	2%	0%	0%	12%	2%	2%
Not Included in Accountability: Other Exclusions	3%	2%	**1%**	*	1%	0%	-	0%	-	0%	2%	0%	1%	0%	1%	3%
Not Tested	1%	0%	**0%**	*	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	*	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	*	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	**100%**	*	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	96%	**97%**	*	98%	95%	-	100%	-	86%	98%	100%	100%	88%	98%	98%
Not Included in Accountability: Mobile	5%	3%	**3%**	*	2%	5%	-	0%	-	14%	2%	0%	0%	12%	2%	2%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	*	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	*	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	*	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	*	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**100%**	*	100%	100%	-	*	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	93%	97%	**98%**	*	97%	100%	-	*	-	*	100%	*	99%	95%	97%	94%
Not Included in Accountability: Mobile	4%	2%	**2%**	*	3%	0%	-	*	-	*	0%	*	1%	5%	3%	6%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	*	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	*	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Absent	1%	1%	**0%**	*	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	*	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%

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

- Indicates there are no students in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2022-23	93.3%	95.9%	**96.3%**	*	96.5%	95.8%	-	98.4%	-	95.7%	96.1%	96.1%	97.6%
2021-22	92.2%	94.5%	**95.4%**	*	95.5%	94.8%	-	96.8%	-	*	94.7%	95.4%	96.4%
Chronic Absenteeism													
2022-23	20.3%	9.0%	**5.6%**	*	4.4%	7.7%	-	0.0%	-	14.3%	9.4%	7.1%	0.0%
2021-22	25.7%	13.6%	**6.8%**	*	6.0%	10.9%	-	0.0%	-	*	15.7%	7.3%	2.7%
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2021-22	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2021-22	2.2%	2.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	94.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	4.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	94.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022													
Graduated	89.7%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	10.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	89.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	89.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	10.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	89.4%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.2%	89.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	92.2%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.7%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.7%	91.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	93.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	89.7%	87.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2023	4.3%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	3.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2023	84.3%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	84.3%	97.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	88.6%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	88.0%	97.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	1.1%	-	-	-	-	-	-	-	-	-	-	-
2021-22	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	93.4%	-	-	-	-	-	-	-	-	-	-	-
2021-22	82.3%	95.3%	-	-	-	-	-	-	-	-	-	-	-
Texas First DLA Graduates (Annual Rate)													
2022-23	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2022-23	86.8%	94.5%	-	-	-	-	-	-	-	-	-	-	-
2021-22	86.0%	95.3%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2022-23 Annual Graduates)				
Total Graduates	-	-	91	377,367
By Ethnicity:				
African American	-	-	0	46,822
Hispanic	-	-	68	197,333
White	-	-	16	103,009
American Indian	-	-	0	1,181
Asian	-	-	5	19,151
Pacific Islander	-	-	0	574
Two or More Races	-	-	2	9,297
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	270
Foundation H.S. Program (No Endorsement)	-	-	5	49,278
Foundation H.S. Program (Endorsement)	-	-	1	16,475
Foundation H.S. Program (DLA)	-	-	85	310,689
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	0	222
Special Education Graduates	-	-	9	34,589
Economically Disadvantaged Graduates	-	-	63	206,367
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	8	50,229
At-Risk Graduates	-	-	34	168,430
CTE Completers	-	-	41	116,959

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	**247**	**100.0%**	**1,259**	**5,517,464**	**248**	**100.0%**	**1,266**	**5,531,236**
Students by Grade								
Grade 3	72	29.1%	5.7%	7.2%	72	29.0%	5.7%	7.2%
Grade 4	83	33.6%	6.6%	7.2%	84	33.9%	6.6%	7.2%
Grade 5	92	37.2%	7.3%	7.2%	92	37.1%	7.3%	7.2%
Ethnic Distribution								
African American	0	0.0%	1.1%	12.8%	0	0.0%	1.1%	12.8%
Hispanic	178	72.1%	71.9%	53.2%	179	72.2%	72.0%	53.2%
White	58	23.5%	21.0%	25.0%	58	23.4%	20.9%	25.0%
American Indian	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Asian	5	2.0%	4.4%	5.4%	5	2.0%	4.4%	5.4%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	6	2.4%	1.4%	3.1%	6	2.4%	1.3%	3.1%
Sex								
Female	115	46.6%	49.1%	48.9%	115	46.4%	49.1%	48.8%
Male	132	53.4%	50.9%	51.1%	133	53.6%	50.9%	51.2%
Other Student Cohorts								
Economically Disadvantaged	186	75.3%	78.7%	62.3%	187	75.4%	78.8%	62.2%
Non-Educationally Disadvantaged	61	24.7%	21.3%	37.7%	61	24.6%	21.2%	37.8%
Section 504 Students	13	5.3%	3.3%	7.2%	13	5.2%	3.2%	7.2%
EB Students/EL	53	21.5%	19.4%	24.4%	53	21.4%	19.3%	24.3%
Students w/ Disciplinary Placements (2022-23)	1	0.4%	1.3%	1.9%				
Students w/ Dyslexia	16	6.5%	3.4%	6.0%	16	6.5%	3.4%	6.0%
Foster Care	1	0.4%	0.2%	0.2%	1	0.4%	0.2%	0.2%
Homeless	0	0.0%	0.2%	1.4%	0	0.0%	0.2%	1.4%
Immigrant	0	0.0%	1.2%	2.9%	0	0.0%	1.2%	2.9%
Migrant	0	0.0%	0.4%	0.2%	0	0.0%	0.4%	0.2%
Title I	247	100.0%	100.0%	65.7%	248	100.0%	100.0%	65.7%
Military Connected	2	0.8%	1.2%	3.9%	2	0.8%	1.2%	3.9%
At-Risk	99	40.1%	43.2%	53.2%	100	40.3%	43.0%	53.2%
Students by Instructional Program								
Bilingual/ESL Education	53	21.5%	19.3%	24.5%	53	21.4%	19.2%	24.4%
Career and Technical Education	0	0.0%	46.4%	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	94.8%	73.3%	-	-	-	-
Gifted and Talented Education	35	14.2%	8.1%	8.5%	35	14.1%	8.1%	8.5%
Special Education	50	20.2%	16.3%	13.9%	51	20.6%	16.7%	14.0%
Students with Disabilities by Type of Primary Disability								

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students with Disabilities	**50**							
Students with Intellectual Disabilities	31	62.0%	50.7%	45.7%				
Students with Physical Disabilities	*	*	15.1%	18.9%				
Students with Autism	9	18.0%	15.6%	16.2%				
Students with Behavioral Disabilities	**	**	13.2%	17.6%				
Students with Non-Categorical Early Childhood	0	0.0%	5.4%	1.7%				
Mobility (2022-23)								
Total Mobile Students	**21**	**7.4%**	**8.4%**	**16.1%**				
African American	0	0.0%	0.3%	3.4%				
Hispanic	11	3.9%	4.8%	8.5%				
White	9	3.2%	2.7%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	1	0.4%	0.5%	0.5%				
Special Ed Students who are Mobile	5	9.4%	10.1%	17.6%				
Count and Percent of EB Students/EL who are Mobile	6	9.8%	7.4%	16.3%				
Count and Percent of Econ Dis Students who are Mobile	19	9.4%	8.7%	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	**16**	**8.6%**	**9.5%**	**18.1%**				

	Non-Special Education Rates			Special Education Rates		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade						
Grade 3	0.0%	0.0%	0.7%	0.0%	0.0%	0.7%
Grade 4	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%
Grade 5	0.0%	0.0%	0.2%	0.0%	0.0%	0.3%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
Elementary			
Grade 3	17.5	17.5	19.4
Grade 4	15.9	15.9	19.4
Grade 5	17.9	17.9	20.9

Texas Education Agency
2023-24 Staff Information (TAPR)
EAST SIDE INT (158905102) - PALACIOS ISD - MATAGORDA COUNTY

	Campus			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	**31.4**	**100.0%**	**100.0%**	**100.0%**
Professional Staff	24.7	78.6%	59.0%	63.9%
Teachers	20.2	64.3%	46.2%	48.3%
Professional Support	3.0	9.5%	8.1%	11.1%
Campus Administration (School Leadership)	1.5	4.8%	2.9%	3.3%
Educational Aides	6.7	21.4%	14.5%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	1.0	n/a	1.0	4,187.0
Part-time Librarians	0.0	n/a	1.0	651.0
Full-time Counselors	1.0	n/a	3.0	13,870.0
Part-time Counselors	0.0	n/a	0.0	1,172.0
Total Minority Staff	**15.4**	**49.0%**	**45.0%**	**54.4%**
Teachers by Ethnicity				
African American	0.0	0.0%	1.0%	12.6%
Hispanic	5.3	26.4%	21.3%	30.1%
White	13.9	68.6%	75.8%	53.4%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	1.0	4.9%	1.9%	2.1%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.0%	1.3%
Teachers by Sex				
Males	1.8	8.9%	18.9%	24.5%
Females	18.4	91.1%	81.1%	75.5%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	0.0%	2.5%
Bachelors	17.2	85.1%	79.5%	71.7%
Masters	3.0	14.9%	19.5%	24.9%
Doctorate	0.0	0.0%	1.0%	0.8%
Teachers by Years of Experience				
Beginning Teachers	1.0	5.0%	2.9%	8.7%
1-5 Years Experience	7.3	36.3%	31.0%	27.4%
6-10 Years Experience	3.8	18.6%	18.4%	20.2%
11-20 Years Experience	4.8	23.7%	24.0%	27.1%
21-30 Years Experience	1.0	5.0%	15.9%	13.7%
Over 30 Years Experience	2.3	11.5%	7.8%	3.0%
Number of Students per Teacher	12.2	n/a	12.2	14.7

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	14.0	12.3	6.0
Average Years Experience of Principals with District	14.0	12.3	5.1
Average Years Experience of Assistant Principals	2.0	2.8	5.1
Average Years Experience of Assistant Principals with District	2.0	2.8	4.3
Average Years Experience of Teachers	12.4	13.1	11.1
Average Years Experience of Teachers with District	9.3	8.1	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	$51,701	$50,968	$54,272
1-5 Years Experience	$52,553	$52,468	$58,185
6-10 Years Experience	$56,234	$55,106	$61,494
11-20 Years Experience	$61,980	$61,628	$65,219
21-30 Years Experience	$64,270	$68,102	$69,723
Over 30 Years Experience	$58,355	$61,608	$74,014
Average Actual Salaries (regular duties only)			
Teachers	$56,676	$58,306	$62,474
Professional Support	$66,104	$67,295	$73,783
Campus Administration (School Leadership)	$78,857	$84,468	$86,738
Instructional Staff Percent	n/a	62.6%	65.0%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,970.1

	Campus			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served)				
Bilingual/ESL Education	1.0	5.0%	2.5%	6.0%
Career and Technical Education	0.0	0.0%	10.2%	5.5%
Compensatory Education	0.0	0.0%	5.0%	3.1%
Gifted and Talented Education	0.0	0.0%	0.0%	1.6%
Regular Education	17.3	85.4%	70.8%	69.8%
Special Education	1.9	9.6%	8.0%	10.3%
Other	0.0	0.0%	3.5%	3.7%

- \- Indicates there is no data for the item.
- * Indicates results are masked due to small numbers.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2022-23 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

2023-24 Texas Academic Performance Report (TAPR)

District Name: PALACIOS ISD

Campus Name: CENTRAL EL

Campus Number: 158905101

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This campus is not rated on STAAR Performance (TAPR).

This campus is not rated on STAAR Progress (TAPR).

This campus is not rated on Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR).

This campus is not rated on STAAR Participation (TAPR).

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2022-23	93.3%	95.9%	**95.0%**	*	94.9%	95.5%	-	*	-	*	93.0%	94.6%	96.0%
2021-22	92.2%	94.5%	**94.0%**	-	94.1%	93.7%	-	*	-	*	93.4%	93.6%	95.0%
Chronic Absenteeism													
2022-23	20.3%	9.0%	**8.4%**	*	7.9%	10.0%	-	*	-	*	19.4%	9.8%	2.5%
2021-22	25.7%	13.6%	**17.1%**	-	16.7%	20.9%	-	*	-	*	21.4%	18.9%	13.8%
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2021-22	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2021-22	2.2%	2.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	94.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	4.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	94.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022													
Graduated	89.7%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	10.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	89.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	89.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	10.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	89.4%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.2%	89.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	92.2%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.7%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.7%	91.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	93.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	89.7%	87.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2023	4.3%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	3.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2023	84.3%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	84.3%	97.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	88.6%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	88.0%	97.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	1.1%	-	-	-	-	-	-	-	-	-	-	-
2021-22	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	93.4%	-	-	-	-	-	-	-	-	-	-	-
2021-22	82.3%	95.3%	-	-	-	-	-	-	-	-	-	-	-
Texas First DLA Graduates (Annual Rate)													
2022-23	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2022-23	86.8%	94.5%	-	-	-	-	-	-	-	-	-	-	-
2021-22	86.0%	95.3%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2022-23 Annual Graduates)				
Total Graduates	-	-	91	377,367
By Ethnicity:				
African American	-	-	0	46,822
Hispanic	-	-	68	197,333
White	-	-	16	103,009
American Indian	-	-	0	1,181
Asian	-	-	5	19,151
Pacific Islander	-	-	0	574
Two or More Races	-	-	2	9,297
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	270
Foundation H.S. Program (No Endorsement)	-	-	5	49,278
Foundation H.S. Program (Endorsement)	-	-	1	16,475
Foundation H.S. Program (DLA)	-	-	85	310,689
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	0	222
Special Education Graduates	-	-	9	34,589
Economically Disadvantaged Graduates	-	-	63	206,367
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	8	50,229
At-Risk Graduates	-	-	34	168,430
CTE Completers	-	-	41	116,959

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	**354**	**100.0%**	**1,259**	**5,517,464**	**359**	**100.0%**	**1,266**	**5,531,236**
Students by Grade								
Early Childhood Education	1	0.3%	0.1%	0.3%	5	1.4%	0.4%	0.5%
Pre-Kindergarten	77	21.8%	6.1%	4.5%	77	21.4%	6.1%	4.5%
Pre-Kindergarten: 3-year Old	3	0.8%	0.2%	0.8%	3	0.8%	0.2%	0.8%
Pre-Kindergarten: 4-year Old	74	20.9%	5.9%	3.7%	74	20.6%	5.8%	3.7%
Kindergarten	91	25.7%	7.2%	6.5%	91	25.3%	7.2%	6.5%
Grade 1	85	24.0%	6.8%	7.0%	85	23.7%	6.7%	7.0%
Grade 2	100	28.2%	7.9%	7.3%	101	28.1%	8.0%	7.3%
Ethnic Distribution								
African American	3	0.8%	1.1%	12.8%	3	0.8%	1.1%	12.8%
Hispanic	259	73.2%	71.9%	53.2%	264	73.5%	72.0%	53.2%
White	75	21.2%	21.0%	25.0%	75	20.9%	20.9%	25.0%
American Indian	1	0.3%	0.2%	0.3%	1	0.3%	0.2%	0.3%
Asian	11	3.1%	4.4%	5.4%	11	3.1%	4.4%	5.4%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	5	1.4%	1.4%	3.1%	5	1.4%	1.3%	3.1%
Sex								
Female	168	47.5%	49.1%	48.9%	171	47.6%	49.1%	48.8%
Male	186	52.5%	50.9%	51.1%	188	52.4%	50.9%	51.2%
Other Student Cohorts								
Economically Disadvantaged	292	82.5%	78.7%	62.3%	297	82.7%	78.8%	62.2%
Non-Educationally Disadvantaged	62	17.5%	21.3%	37.7%	62	17.3%	21.2%	37.8%
Section 504 Students	2	0.6%	3.3%	7.2%	2	0.6%	3.2%	7.2%
EB Students/EL	83	23.4%	19.4%	24.4%	83	23.1%	19.3%	24.3%
Students w/ Disciplinary Placements (2022-23)	0	0.0%	1.3%	1.9%				
Students w/ Dyslexia	5	1.4%	3.4%	6.0%	5	1.4%	3.4%	6.0%
Foster Care	1	0.3%	0.2%	0.2%	1	0.3%	0.2%	0.2%
Homeless	0	0.0%	0.2%	1.4%	0	0.0%	0.2%	1.4%
Immigrant	4	1.1%	1.2%	2.9%	4	1.1%	1.2%	2.9%
Migrant	1	0.3%	0.4%	0.2%	1	0.3%	0.4%	0.2%
Title I	354	100.0%	100.0%	65.7%	359	100.0%	100.0%	65.7%
Military Connected	0	0.0%	1.2%	3.9%	0	0.0%	1.2%	3.9%
At-Risk	88	24.9%	43.2%	53.2%	88	24.5%	43.0%	53.2%
Students by Instructional Program								
Bilingual/ESL Education	82	23.2%	19.3%	24.5%	82	22.8%	19.2%	24.4%
Career and Technical Education	0	0.0%	46.4%	26.9%	-	-	-	-

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Career and Technical Education (9-12 grades only)	0	0.0%	94.8%	73.3%	-	-	-	-
Gifted and Talented Education	18	5.1%	8.1%	8.5%	18	5.0%	8.1%	8.5%
Special Education	55	15.5%	16.3%	13.9%	60	16.7%	16.7%	14.0%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	**55**							
Students with Intellectual Disabilities	**	**	50.7%	45.7%				
Students with Physical Disabilities	25	45.5%	15.1%	18.9%				
Students with Autism	9	16.4%	15.6%	16.2%				
Students with Behavioral Disabilities	*	*	13.2%	17.6%				
Students with Non-Categorical Early Childhood	11	20.0%	5.4%	1.7%				
Mobility (2022-23)								
Total Mobile Students	**21**	**11.1%**	**8.4%**	**16.1%**				
African American	0	0.0%	0.3%	3.4%				
Hispanic	15	7.9%	4.8%	8.5%				
White	5	2.6%	2.7%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	1	0.5%	0.5%	0.5%				
Special Ed Students who are Mobile	5	13.9%	10.1%	17.6%				
Count and Percent of EB Students/EL who are Mobile	2	5.0%	7.4%	16.3%				
Count and Percent of Econ Dis Students who are Mobile	15	11.1%	8.7%	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	**23**	**8.4%**	**9.5%**	**18.1%**				

	Non-Special Education Rates			Special Education Rates		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade						
Kindergarten	0.0%	0.0%	1.3%	0.0%	0.0%	3.9%
Grade 1	0.0%	0.0%	2.1%	0.0%	0.0%	3.3%
Grade 2	0.0%	0.0%	1.3%	0.0%	0.0%	1.6%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
Elementary			
Kindergarten	18.0	18.0	18.4
Grade 1	16.6	16.6	18.8
Grade 2	19.4	19.4	19.1

Texas Education Agency
2023-24 Staff Information (TAPR)
CENTRAL EL (158905101) - PALACIOS ISD - MATAGORDA COUNTY

	Campus			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	**44.6**	**100.0%**	**100.0%**	**100.0%**
Professional Staff	30.6	68.6%	59.0%	63.9%
Teachers	25.1	56.3%	46.2%	48.3%
Professional Support	4.0	9.0%	8.1%	11.1%
Campus Administration (School Leadership)	1.5	3.4%	2.9%	3.3%
Educational Aides	14.0	31.4%	14.5%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	1.0	4,187.0
Part-time Librarians	0.0	n/a	1.0	651.0
Full-time Counselors	1.0	n/a	3.0	13,870.0
Part-time Counselors	0.0	n/a	0.0	1,172.0
Total Minority Staff	**23.1**	**51.8%**	**45.0%**	**54.4%**
Teachers by Ethnicity				
African American	0.0	0.0%	1.0%	12.6%
Hispanic	7.7	30.5%	21.3%	30.1%
White	16.4	65.5%	75.8%	53.4%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	1.0	4.0%	1.9%	2.1%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.0%	1.3%
Teachers by Sex				
Males	1.5	6.0%	18.9%	24.5%
Females	23.6	94.0%	81.1%	75.5%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	0.0%	2.5%
Bachelors	23.1	92.0%	79.5%	71.7%
Masters	2.0	8.0%	19.5%	24.9%
Doctorate	0.0	0.0%	1.0%	0.8%
Teachers by Years of Experience				
Beginning Teachers	0.0	0.0%	2.9%	8.7%
1-5 Years Experience	6.7	26.5%	31.0%	27.4%
6-10 Years Experience	3.2	12.9%	18.4%	20.2%
11-20 Years Experience	8.0	31.9%	24.0%	27.1%
21-30 Years Experience	4.5	18.0%	15.9%	13.7%
Over 30 Years Experience	2.7	10.7%	7.8%	3.0%
Number of Students per Teacher	14.1	n/a	12.2	14.7

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	14.0	12.3	6.0
Average Years Experience of Principals with District	14.0	12.3	5.1
Average Years Experience of Assistant Principals	1.0	2.8	5.1
Average Years Experience of Assistant Principals with District	1.0	2.8	4.3
Average Years Experience of Teachers	15.3	13.1	11.1
Average Years Experience of Teachers with District	11.4	8.1	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	-	$50,968	$54,272
1-5 Years Experience	$52,226	$52,468	$58,185
6-10 Years Experience	$44,848	$55,106	$61,494
11-20 Years Experience	$62,368	$61,628	$65,219
21-30 Years Experience	$66,796	$68,102	$69,723
Over 30 Years Experience	$75,073	$61,608	$74,014
Average Actual Salaries (regular duties only)			
Teachers	$59,565	$58,306	$62,474
Professional Support	$58,266	$67,295	$73,783
Campus Administration (School Leadership)	$74,897	$84,468	$86,738
Instructional Staff Percent	n/a	62.6%	65.0%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,970.1

	Campus			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served)				
Bilingual/ESL Education	0.5	2.1%	2.5%	6.0%
Career and Technical Education	0.0	0.0%	10.2%	5.5%
Compensatory Education	5.1	20.4%	5.0%	3.1%
Gifted and Talented Education	0.0	0.0%	0.0%	1.6%
Regular Education	17.7	70.6%	70.8%	69.8%
Special Education	1.7	6.9%	8.0%	10.3%
Other	0.0	0.0%	3.5%	3.7%

- Indicates there is no data for the item.
* Indicates results are masked due to small numbers.
** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
n/a Indicates data reporting is not applicable for this group.
? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2022-23 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

2022 - 2023 Actual Financial Data
Totals for PALACIOS ISD (158905)
Total Enrolled Membership: 1,298

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Revenues									
Operating Revenue									
Local Property Tax from M&O (excluding recapture)	$12,945,235	79.86%	$9,973	$12,945,235	64.18%	$9,973	$28,691,872,133	40.66%	$5,214
State Operating Funds	$1,142,601	7.05%	$880	$1,445,820	7.17%	$1,114	$23,719,158,787	33.61%	$4,310
Federal Funds	$482,591	2.98%	$372	$3,694,271	18.32%	$2,846	$14,132,922,804	20.03%	$2,568
Other Local	$1,639,969	10.12%	$1,263	$2,083,811	10.33%	$1,605	$4,021,402,796	5.70%	$731
Total Operating Revenue	$16,210,396	100.00%	$12,489	$20,169,137	100.00%	$15,539	$70,565,356,520	100.00%	$12,822
Other Revenue									
Local Property Tax from I&S	$0	0.00%	$0	$6,892,812	99.42%	$5,310	$10,181,652,781	86.55%	$1,850
State Assistance for Debt Service	$0	0.00%	$0	$9,235	0.13%	$7	$388,614,109	3.30%	$71
Misc Rev Debt Service Fund (F599)	$0	0.00%	$0	$30,633	0.44%	$24	$314,731,759	2.68%	$57
Other Receipts (excluding debt service financing)	$0	0.00%	$0	$0	0.00%	$0	$879,081,869	7.47%	$160
Total Other Revenue	$0	0.00%	$0	$6,932,680	100.00%	$5,341	$11,764,080,518	100.00%	$2,138
Subtotal: Operating and Other Revenue	$16,210,396	100.00%	$12,489	$27,101,817	100.00%	$20,880	$82,329,437,038	100.00%	$14,960
Recapture Revenue									
Local Property Tax Recaptured	$33,103	100.00%	$26	$33,103	100.00%	$26	$4,520,744,064	100.00%	$821
Total Recaptured Revenue	$33,103	100.00%	$26	$33,103	100.00%	$26	$4,520,744,064	100.00%	$821
Subtotal: Operating, Other and Recaptured Revenue	$16,243,499	100.00%	$12,514	$27,134,920	100.00%	$20,905	$86,850,181,102	100.00%	$15,781
Debt Service Financing and TRS Estimate Revenue									
Debt Service Financing Related Revenue	$0	0.00%	$0	$0	0.00%	$0	$2,519,285,839	48.45%	$458
Estimated State TRS Contributions	$815,817	100.00%	$629	$815,817	100.00%	$629	$2,680,158,246	51.55%	$487
Subtotal: Debt Service Financing and TRS Estimate Revenue	$815,817	100.00%	$629	$815,817	100.00%	$629	$5,199,444,085	100.00%	$945
Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture	$17,026,213	100.00%	$13,117	$27,917,634	100.00%	$21,508	$87,528,881,123	100.00%	$15,905
Expenditures									
Operating Expenditures by Object (61xx-64xx only)									

2022 - 2023 Actual Financial Data
Totals for PALACIOS ISD (158905)
Total Enrolled Membership: 1,298

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Payroll Expenditures (Object 61xx)	$13,587,672	80.36%	$10,468	$15,053,952	72.94%	$11,598	$53,061,122,304	77.83%	$9,642
Professional & Contracted Services (Object 62xx)	$1,376,126	8.14%	$1,060	$2,712,653	13.14%	$2,090	$6,951,471,452	10.20%	$1,263
Supplies & Materials (Object 63xx)	$774,040	4.58%	$596	$1,420,353	6.88%	$1,094	$6,000,809,548	8.80%	$1,090
Other Operating Expenditures (Object 64xx)	$1,170,167	6.92%	$902	$1,451,963	7.04%	$1,119	$2,164,945,111	3.18%	$393
Total Operating Expenditures by Object	$16,908,005	100.00%	$13,026	$20,638,921	100.00%	$15,901	$68,178,348,415	100.00%	$12,389
Non-Operating Expenditures by Object									
Capital Outlay (Object 61xx-64xx)	$761,393	85.01%	$587	$761,393	1.24%	$587	$62,503,609	0.26%	$11
Debt Services (Object 65xx)	$0	0.00%	$0	$6,882,970	11.20%	$5,303	$11,163,943,942	46.06%	$2,029
Capital Outlay (Object 66xx)	$134,286	14.99%	$103	$53,822,464	87.56%	$41,466	$13,009,251,112	53.68%	$2,364
Total Non-Operating Expenditures by Object	$895,679	100.00%	$690	$61,466,827	100.00%	$47,355	$24,235,698,663	100.00%	$4,404
Grand Total: Operating and Non-Operating Expenditures by Object	$17,803,684	100.00%	$13,716	$82,105,748	100.00%	$63,256	$92,414,047,078	100.00%	$16,792
Operating Expenditures by Function (61xx-64xx only)									
Instruction (Function 11,95)	$8,313,700	49.17%	$6,405	$10,075,869	48.82%	$7,763	$37,694,253,296	55.29%	$6,849
Instructional Resources & Media Services (Function 12)	$181,666	1.07%	$140	$257,334	1.25%	$198	$666,798,594	0.98%	$121
Curriculum & Staff Development (Function 13)	$257,334	1.52%	$198	$274,665	1.33%	$212	$1,695,187,680	2.49%	$308
Instructional Leadership (Function 21)	$322,160	1.91%	$248	$328,290	1.59%	$253	$1,229,238,310	1.80%	$223
School Leadership (Function 23)	$1,113,026	6.58%	$857	$1,137,526	5.51%	$876	$3,907,731,028	5.73%	$710
Guidance Counseling Services (Function 31)	$582,014	3.44%	$448	$591,210	2.86%	$455	$2,737,811,247	4.02%	$497
Social Work Services (Function 32)	$0	0.00%	$0	$0	0.00%	$0	$252,643,229	0.37%	$46
Health Services (Function 33)	$186,372	1.10%	$144	$190,970	0.93%	$147	$732,011,214	1.07%	$133
Transportation (Function 34)	$428,662	2.54%	$330	$439,452	2.13%	$339	$2,059,867,566	3.02%	$374
Food Services (Function 35)	$0	0.00%	$0	$1,198,986	5.81%	$924	$3,474,009,318	5.10%	$631
Extracurricular (Function 36)	$977,951	5.78%	$753	$1,235,796	5.99%	$952	$2,112,169,842	3.10%	$384
General Administration (Function 41,92)	$939,313	5.56%	$724	$956,744	4.64%	$737	$2,263,873,359	3.32%	$411
Facilities Maintenance & Operations (Function 51)	$2,940,675	17.39%	$2,266	$3,038,525	14.72%	$2,341	$6,750,271,702	9.90%	$1,227
Security & Monitoring Services (Function 52)	$245,461	1.45%	$189	$449,614	2.18%	$346	$909,865,518	1.33%	$165
Data Processing Services (Function 53)	$380,502	2.25%	$293	$423,238	2.05%	$326	$1,317,893,172	1.93%	$239
Community Services (Function 61)	$39,169	0.23%	$30	$40,702	0.20%	$31	$352,764,015	0.52%	$64

2022 - 2023 Actual Financial Data
Totals for PALACIOS ISD (158905)
Total Enrolled Membership: 1,298

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Fund Raising CHARTER SCHOOLS ONLY (Function 81)	$0	0.00%	$0	$0	0.00%	$0	$21,959,325	0.03%	$4
Total Operating Expenditures by Function	$16,908,005	100.00%	$13,026	$20,638,921	100.00%	$15,901	$68,178,348,415	100.00%	$12,389
Non-Operating Expenditures by Function									
Non-Operating Expenditures by Function (81) (61xx-64xx)	$761,393	85.01%	$587	$761,393	1.24%	$587	$62,503,609	0.26%	$11
Non-Operating Expenditures by Function (1x-9x) (65xx)	$0	0.00%	$0	$6,882,970	11.20%	$5,303	$11,163,943,942	46.06%	$2,029
Non-Operating Expenditures by Function (1x-9x) (66xx)	$134,286	14.99%	$103	$53,822,464	87.56%	$41,466	$13,009,251,112	53.68%	$2,364
Total Non-Operating Expenditures by Function	$895,679	100.00%	$690	$61,466,827	100.00%	$47,355	$24,235,698,663	100.00%	$4,404
Grand Total: Operating and Non-Operating Expenditures by Function	$17,803,684	100.00%	$13,716	$82,105,748	100.00%	$63,256	$92,414,047,078	100.00%	$16,792
Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)									
Basic Educational Services (PIC 11)	$4,759,901	28.15%	$3,667	$5,295,609	25.66%	$4,080	$27,689,146,835	40.61%	$5,031
Gifted and Talented (PIC 21)	$26,103	0.15%	$20	$61,563	0.30%	$47	$402,862,418	0.59%	$73
Career and Technical (PIC 22)	$910,768	5.39%	$702	$879,236	4.26%	$677	$2,307,412,199	3.38%	$419
Students with Disabilities (PICs 23,33,43)	$2,134,779	12.63%	$1,645	$2,513,125	12.18%	$1,936	$8,680,955,352	12.73%	$1,577
State Compensatory Education (PICs 24,26,28,29,30,34)	$1,915,779	11.33%	$1,476	$2,583,467	12.52%	$1,990	$6,677,859,721	9.79%	$1,213
Bilingual (PICs 25,35)	$82,374	0.49%	$63	$107,859	0.52%	$83	$757,673,102	1.11%	$138
High School Allotment (PIC 31)	$0	0.00%	$0	$0	0.00%	$0	$0	0.00%	$0
Early Education Allotment (PIC 36)	$1,097,984	6.49%	$846	$1,097,984	5.32%	$846	$1,312,642,101	1.93%	$239
Dyslexia or Related Disorder Services (PIC 37)	$43,733	0.26%	$34	$43,733	0.21%	$34	$400,803,739	0.59%	$73
College, Career, and Military Readiness (CCMR) (PIC 38)	$56,109	0.33%	$43	$126,844	0.61%	$98	$377,840,010	0.55%	$69
Athletics/Related Activities (PIC 91)	$877,655	5.19%	$676	$880,720	4.27%	$679	$1,361,458,192	2.00%	$247
Un-Allocated (PIC 99)	$5,002,820	29.59%	$3,854	$7,048,781	34.15%	$5,430	$18,209,694,746	26.71%	$3,309
Total Operating Expenditures by Program Intent Code (PIC)	$16,908,005	100.00%	$13,026	$20,638,921	100.00%	$15,901	$68,178,348,415	100.00%	$12,389
Non-Operating Expenditures by PIC									
Non-Operating Expenditures by PIC (81) Capital Outlay (61xx-64xx)	$761,393	85.01%	$587	$761,393	1.24%	$587	$62,503,609	0.26%	$11
Non-Operating Expenditures by PIC (1x-9x) (65xx)	$0	0.00%	$0	$6,882,970	11.20%	$5,303	$11,163,943,942	46.06%	$2,029
Non-Operating Expenditures by PIC (1x-9x) (66xx)	$134,286	14.99%	$103	$53,822,464	87.56%	$41,466	$13,009,251,112	53.68%	$2,364

2022 - 2023 Actual Financial Data
Totals for PALACIOS ISD (158905)
Total Enrolled Membership: 1,298

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Total Non-Operating Expenditures by Program Intent Code (PIC)	$895,679	100.00%	$690	$61,466,827	100.00%	$47,355	$24,235,698,663	100.00%	$4,404
Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)	$17,803,684	100.00%	$13,716	$82,105,748	100.00%	$63,256	$92,414,047,078	100.00%	$16,792
Disbursements									
Total Disbursements									
Operating Expenditures	$16,908,005	92.37%	$13,026	$20,638,921	24.98%	$15,901	$68,178,348,415	68.96%	$12,389
Recapture	$33,103	0.20%	$26	$33,103	0.00%	$26	$4,520,744,064	4.57%	$821
Total Other Uses	$0	0.00%	$0	$0	0.00%	$0	$1,186,632,466	1.20%	$216
Intergovernmental Charge	$467,469	2.55%	$360	$467,469	0.57%	$360	$748,756,781	0.76%	$136
Capital Outlay (Object 61xx-64xx)	$761,393	4.16%	$587	$761,393	0.92%	$587	$62,503,609	0.06%	$11
Debt Service (Object 65xx)	$0	0.00%	$0	$6,882,970	8.33%	$5,303	$11,163,943,942	11.29%	$2,029
Capital Projects (Object 66xx)	$134,286	0.73%	$103	$53,822,464	65.16%	$41,466	$13,009,251,112	13.16%	$2,364
Total Disbursements	$18,304,256	100.00%	$14,102	$82,606,320	100.00%	$63,641	$98,870,180,389	100.00%	$17,966
Tax Rates									
2022 - 2023 (current tax year) Tax Rates									
Maintenance & Operations Tax Rate				0.9441			0.9123		
Interest & Sinking Tax Rate				0.3426			0.2273		
Total Tax Rate				1.2867			1.1396		
Tax Detail									
Maximum Compressed Tax Rate (MCR)				0.8941			0.8185		
Tier I Tax Rate				0.8941			0.8182		
Tier II Tax Rate (Enrichment Pennies)				0.0500			0.0941		
Fund Balance**									
Fund Balance									
Nonspendable Fund Balance	$709,391		$547	$736,666		$568	$432,562,929		$85

2022 - 2023 Actual Financial Data
Totals for PALACIOS ISD (158905)
Total Enrolled Membership: 1,298

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Restricted Fund Balance	$0		$0	$67,750,056		$52,196	$34,649,934,798		$6,795
Committed Fund Balance	$3,996,903		$3,079	$4,351,053		$3,352	$4,558,561,099		$894
Assigned Fund Balance	$0		$0	$0		$0	$4,079,140,041		$800
Unassigned Fund Balance	$12,972,333		$9,994	$12,972,333		$9,994	$17,788,393,141		$3,488
Total Fund Balance**	$17,678,627		$13,620	$85,810,108		$66,109	$61,508,592,008		$12,062
Fund Balance Reconciliation									
2021-2022 Total Fund Balance (Previous Year)	$18,923,570		$14,336	$137,104,400		$103,867	$50,783,175,728		$10,106
2022-2023 Excess (Deficiency) Operating Expenditures	$-1,244,943		$-959	$-51,294,292		$-39,518	$-9,216,770,473		$-1,807
2022-2023 Excess (Deficiency) Non-Operating Expenditures	$0		$0	$0		$0	$19,912,005,526		$3,905
2022-2023 Uncommon Items	$0		$0	$0		$0	$30,181,227		$6
2022-2023 Total Fund Balance	$17,678,627		$13,620	$85,810,108		$66,109	$61,508,592,008		$12,062

2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR PALACIOS JUNIOR SENIOR H S (158905001)
PALACIOS ISD

Total Enrolled Membership: 383

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	$4,306,328	100.00%	$11,244	$4,605,727	100.00%	$12,025
Operating-Payroll	$3,775,766	87.68%	$9,858	$3,989,664	86.62%	$10,417
Other Operating	$514,667	11.95%	$1,344	$558,098	12.12%	$1,457
Non-Operating(Equipt/Supplies)	$15,895	0.37%	$42	$57,965	1.26%	$151
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	$4,290,433	100.00%	$11,202	$4,547,762	100.00%	$11,874
Instruction (11,95) *	$2,806,425	65.41%	$7,327	$3,085,028	67.84%	$8,055
Instructional Res/Media (12) *	$90,650	2.11%	$237	$90,650	1.99%	$237
Curriculum/Staff Develop (13) *	$74,814	1.74%	$195	$74,814	1.65%	$195
Instructional Leadership (21) *	$81,525	1.90%	$213	$81,525	1.79%	$213
School Leadership (23) *	$368,955	8.60%	$963	$368,955	8.11%	$963
Guidance/Counseling Svcs (31) *	$163,891	3.82%	$428	$163,891	3.60%	$428
Social Work Services (32) *	$0	0.00%	$0	$0	0.00%	$0
Health Services (33) *	$26,928	0.63%	$70	$26,928	0.59%	$70
Transportation(34) *	$17,796	0.41%	$46	$17,796	0.41%	$46
Food (35) **	$0	0.00%	$0	$0	0.00%	$0
Extracurricular (36) **	$651,333	15.18%	$1,701	$585,612	12.88%	$1,529
Plant Maint/Operation (51) **	$0	0.00%	$0	$0	0.00%	$0
Security/Monitoring (52) **	$0	0.00%	$0	$4,270	0.09%	$11

2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR PALACIOS JUNIOR SENIOR H S (158905001)
PALACIOS ISD

Total Enrolled Membership: 383

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	$0	0.00%	$0	$40,177	0.88%	$105
Fund Raising CHARTER ONLY (81) **	$0	0.00%	$0	$0	0.00%	$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	$4,282,317	100.00%	$11,181	$4,539,646	100.00%	$11,853
Regular	$1,830,854	42.75%	$4,780	$1,878,304	41.38%	$4,904
Gifted & Talented	$535	0.01%	$1	$535	0.01%	$1
Career & Technical	$768,869	17.95%	$2,007	$737,337	16.24%	$1,925
Students with Disabilities	$362,038	8.45%	$945	$399,579	8.80%	$1,043
State Compensatory ED	$612,232	14.30%	$1,599	$724,376	15.96%	$1,891
Bilingual	$347	0.01%	$1	$347	0.01%	$1
Early Education Allotment	$0	0.00%	$0	$0	0.00%	$0
Dyslexia or Related Disorder Serv	$0	0.00%	$0	$0	0.00%	$0
CCMR	$56,109	1.31%	$146	$59,109	1.30%	$154
Athletic Programming	$603,462	14.09%	$1,576	$616,196	13.57%	$1,609
Un-Allocated	$47,871	1.12%	$125	$123,863	2.73%	$323

Note: Some amounts may not total due to rounding.

* Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

** Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

Link to PEIMS Financial Standard Reports to be used for the analysis of costs reported by comparable school districts.

2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR EAST SIDE INT (158905102)
PALACIOS ISD

Total Enrolled Membership: 275

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	$1,854,411	100.00%	$6,743	$2,219,455	100.00%	$8,071
Operating-Payroll	$1,773,779	95.65%	$6,450	$2,121,031	95.57%	$7,713
Other Operating	$80,632	4.35%	$293	$98,424	4.43%	$358
Non-Operating(Equipt/Supplies)	$0	0.00%	$0	$0	0.00%	$0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	$1,854,411	100.00%	$6,743	$2,219,455	100.00%	$8,071
Instruction (11,95) *	$1,332,292	71.84%	$4,845	$1,703,372	76.75%	$6,194
Instructional Res/Media (12) *	$74,278	4.01%	$270	$74,278	3.35%	$270
Curriculum/Staff Develop (13) *	$38,424	2.07%	$140	$38,424	1.73%	$140
Instructional Leadership (21) *	$41,641	2.25%	$151	$41,641	1.88%	$151
School Leadership (23) *	$188,863	10.18%	$687	$188,863	8.51%	$687
Guidance/Counseling Svcs (31) *	$107,896	5.82%	$392	$107,896	4.86%	$392
Social Work Services (32) *	$0	0.00%	$0	$0	0.00%	$0
Health Services (33) *	$63,778	3.44%	$232	$63,778	2.87%	$232
Transportation(34) *	$0	0.00%	$0	$0	0.00%	$0
Food (35) **	$0	0.00%	$0	$0	0.00%	$0
Extracurricular (36) **	$7,239	0.39%	$26	$-427	(0.02%)	$-2
Plant Maint/Operation (51) **	$0	0.00%	$0	$0	0.00%	$0
Security/Monitoring (52) **	$0	0.00%	$0	$1,630	0.07%	$6

2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR EAST SIDE INT (158905102)
PALACIOS ISD

Total Enrolled Membership: 275

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	$0	0.00%	$0	$0	0.00%	$0
Fund Raising CHARTER ONLY (81) **	$0	0.00%	$0	$0	0.00%	$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	$1,854,411	100.00%	$6,743	$2,219,455	100.00%	$8,071
Regular	$913,515	49.26%	$3,322	$914,843	41.22%	$3,327
Gifted & Talented	$0	0.00%	$0	$0	0.00%	$0
Career & Technical	$0	0.00%	$0	$0	0.00%	$0
Students with Disabilities	$188,862	10.18%	$687	$443,050	19.96%	$1,611
State Compensatory ED	$519,046	27.99%	$1,887	$612,043	27.58%	$2,226
Bilingual	$0	0.00%	$0	$22,567	1.02%	$82
Early Education Allotment	$224,001	12.08%	$815	$224,001	10.09%	$815
Dyslexia or Related Disorder Serv	$1,748	0.09%	$6	$1,748	0.08%	$6
CCMR	$0	0.00%	$0	$0	0.00%	$0
Athletic Programming	$0	0.00%	$0	$0	0.00%	$0
Un-Allocated	$7,239	0.39%	$26	$1,203	0.05%	$4

Note: Some amounts may not total due to rounding.

* Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

** Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

Link to PEIMS Financial Standard Reports to be used for the analysis of costs reported by comparable school districts.

2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR CENTRAL EL (158905101)
PALACIOS ISD

Total Enrolled Membership: 347

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	$2,698,787	100.00%	$7,777	$2,935,070	100.00%	$8,458
Operating-Payroll	$2,545,314	94.31%	$7,335	$2,700,520	92.01%	$7,782
Other Operating	$153,473	5.69%	$442	$234,550	7.99%	$676
Non-Operating(Equipt/Supplies)	$0	0.00%	$0	$0	0.00%	$0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	$2,698,787	100.00%	$7,777	$2,935,070	100.00%	$8,458
Instruction (11,95) *	$2,139,971	79.29%	$6,167	$2,344,343	79.87%	$6,756
Instructional Res/Media (12) *	$8,742	0.32%	$25	$38,671	1.32%	$111
Curriculum/Staff Develop (13) *	$72,548	2.69%	$209	$72,548	2.47%	$209
Instructional Leadership (21) *	$84,639	3.14%	$244	$84,639	2.88%	$244
School Leadership (23) *	$193,853	7.18%	$559	$193,853	6.60%	$559
Guidance/Counseling Svcs (31) *	$126,126	4.67%	$363	$126,126	4.30%	$363
Social Work Services (32) *	$0	0.00%	$0	$0	0.00%	$0
Health Services (33) *	$72,065	2.67%	$208	$72,065	2.46%	$208
Transportation(34) *	$0	0.00%	$0	$0	0.00%	$0
Food (35) **	$0	0.00%	$0	$0	0.00%	$0
Extracurricular (36) **	$843	0.03%	$2	$2,825	0.10%	$8
Plant Maint/Operation (51) **	$0	0.00%	$0	$0	0.00%	$0
Security/Monitoring (52) **	$0	0.00%	$0	$0	0.00%	$0

2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR CENTRAL EL (158905101)
PALACIOS ISD

Total Enrolled Membership: 347

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	$0	0.00%	$0	$0	0.00%	$0
Fund Raising CHARTER ONLY (81) **	$0	0.00%	$0	$0	0.00%	$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	$2,698,787	100.00%	$7,777	$2,935,070	100.00%	$8,458
Regular	$796,520	29.51%	$2,295	$883,743	30.11%	$2,547
Gifted & Talented	$330	0.01%	$1	$330	0.01%	$1
Career & Technical	$0	0.00%	$0	$0	0.00%	$0
Students with Disabilities	$669,110	24.79%	$1,928	$709,595	24.18%	$2,045
State Compensatory ED	$279,112	10.34%	$804	$385,705	13.14%	$1,112
Bilingual	$78,889	2.92%	$227	$78,889	2.69%	$227
Early Education Allotment	$873,983	32.38%	$2,519	$873,983	29.78%	$2,519
Dyslexia or Related Disorder Serv	$0	0.00%	$0	$0	0.00%	$0
CCMR	$0	0.00%	$0	$0	0.00%	$0
Athletic Programming	$0	0.00%	$0	$0	0.00%	$0
Un-Allocated	$843	0.03%	$2	$2,825	0.10%	$8

Note: Some amounts may not total due to rounding.

* Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

** Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

Link to PEIMS Financial Standard Reports to be used for the analysis of costs reported by comparable school districts.

2022-2023 Accreditation Statuses

The Texas Education Agency awards an accreditation status to each public school district and charter school. The accreditation status is based on the academic accountability rating and financial ratings from the Financial Integrity Rating System of Texas. A district or charter must be accredited by the state to operate as a public school.

The district accreditation statuses for 2022-2023 are listed below:

Show/Hide columns:
CDN | Name | ESC | District Type | 2018 FIRST Rating | 2018 Accountability Rating | 2019 FIRST Rating | 2019 Accountability Rating | 2020 FIRST Rating | 2020 Accountability Rating | 2021 FIRST Rating | 2021 Accountability Rating | 2022 FIRST Rating | 2022 Accountability Rating | 2022-2023 Accreditation Status | Reason For Status | Notes

Show 100 entries Search: palacios

CDN	DISTRICT NAME	ESC	2022 FIRST Rating	2022 Accountability Rating	2022-2023 Accreditation Status	Reason For Status	Notes
158905	PALACIOS ISD	3	A - Superior Achievement	B	ACCREDITED		

Showing 1 to 1 of 1 entries (filtered from 1,206 total entries) Previous 1 Next

2024-2025 Campus Performance Objectives

Campus Improvement Plans (CIP)

● Each campus has developed and is implementing a CIP, as required by TEC §11.253

● Each CIP includes performance objectives (approved by the Board) that are based on data analysis and needs assessments – including data reported in annual TAPR reports

● Each campus periodically measures progress toward its performance objectives

● Updated CIPs for the 2024-2025 school year (which show each campus's progress toward meeting its performance objectives) and are available for review at the district's central office or at the applicable campus

Palacios Independent School District

Secondary School

2024-2025 Campus Improvement Plan

Mission Statement

The Palacios Independent School District is dedicated to keeping students first. We will ensure all students acquire the knowledge and skills necessary to reach their full potential through staff who are effective, supportive, and committed for the ultimate benefit of our multi-cultural community.

Vision

Every student prepared for a successful future.

Value Statement

Fairness and Equity:

- All students, parents, and staff will be treated with consideration, integrity, and respect.
- We will foster an environment built on consistency, transparency, and mutual trust.

Professionalism:

- We will serve as positive role models for our community, students, and staff.
- We will carry out our roles and responsibilities with a high level of commitment, diligence, and skill.

Accountability and High Expectations:

- We are responsible for the academic performance of every student.
- We believe that all student can learn, perform, and achieve at high levels.

Positive Environment:

- We are responsible for establishing a safe and secure environment for all.
- We will support a dynamic atmosphere based on teamwork, communication, and collaboration.

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Goals

Goal 1: Academic Achievement for ALL - PISD will inspire individual excellence through collaboratively building a safe, respectful, and inviting learning community where every student's story matters.

Performance Objective 1: By the end of the 2024-25 school year, 90% of students will meet their projected ELAR growth goal as predicted by NWEA testing.

Evaluation Data Sources: NWEA Reports, Mindplay Reading Reports, STAAR/EOC Reading Scores (Meets) and ECR Results

Strategy 1 Details	Formative Reviews		
	Formative		
Strategy 1: Students will participate in Mindplay during Advisory classes on Tuesdays and Thursdays. **Strategy's Expected Result/Impact:** Students will increase in reading performance (comprehension and fluency) as measured in the Mindplay program online. **Staff Responsible for Monitoring:** Campus Administrators and Advisory Teachers	Dec	Feb	Apr

Strategy 2 Details	Formative Reviews		
	Formative		
Strategy 2: Secondary ELAR teachers will meet in PLC's to find strategies to address the ECR on STAAR, review data, and track student progress in conjunction with department goals. **Strategy's Expected Result/Impact:** The number of students receiving a rating greater than 5 on the ECR will increase. **Staff Responsible for Monitoring:** Campus Administrators and ELAR teachers.	Dec	Feb	Apr

No Progress



Accomplished


Continue/Modify


Discontinue

Goal 1: Academic Achievement for ALL - PISD will inspire individual excellence through collaboratively building a safe, respectful, and inviting learning community where every student's story matters.

Performance Objective 2: By 2025, 80% of students will be Algebra ready by the end of 8th grade.

Evaluation Data Sources: STAAR performance at Meets standard

Strategy 1 Details	Formative Reviews		
	Formative		
Strategy 1: Math teachers will meet in PLCs to evaluate student performance, review 6th-8th grade scope and sequence, and monitor student progress as it relates to increasing student performance as measured by NWEA throughout the year and STAAR progress at the end of the year. **Strategy's Expected Result/Impact:** Student performance on STAAR at the end of the 2024-25 school year will reflect student growth for at least 90% of students tested. **Staff Responsible for Monitoring:** Campus Principals and Math Teachers	Dec	Feb	Apr

Strategy 2 Details	Formative Reviews		
	Formative		
Strategy 2: Algebra 1 teachers will work with the Math PLC to evaluate data and make instructional changes to increase the performance of high school Algebra 1 students by 5% at the masters grade level as measured by Algebra 1 EOC in 2024-25. **Strategy's Expected Result/Impact:** High school Algebra 1 students will show an increase in performance at the masters level on Algebra 1 EOC. **Staff Responsible for Monitoring:** Campus principals and Algebra 1 teacher (with Math Department)	Dec	Feb	Apr

No Progress



Accomplished


Continue/Modify


Discontinue

Goal 1: Academic Achievement for ALL - PISD will inspire individual excellence through collaboratively building a safe, respectful, and inviting learning community where every student's story matters.

Performance Objective 3: All students in grades 9-12 will have established a sequence in a CTE program of studies.

Evaluation Data Sources: CCMR Tracker for MOY and EOY PEIMS Data Reports, Program Tracker

Strategy 1 Details	Formative Reviews		
	Formative		
Strategy 1: Monthly CCMR Meetings **Strategy's Expected Result/Impact:** The monthly check-in meeting will allow a dedicated time to discuss relevant changes to the CCMR criterion, review the CCMR tracker, review and update CTE programs of study, and collectively approach campus obstacles as a team. **Staff Responsible for Monitoring:** Secondary Principal, High School Counselor, CCMR Specialist	Dec	Feb	Apr

Strategy 2 Details	Formative Reviews		
	Formative		
Strategy 2: Continue to add OnRamps courses onto the high school campus, specifically math. **Strategy's Expected Result/Impact:** Increase the opportunity of college level courses for students at multiple grade levels in various subjects. **Staff Responsible for Monitoring:** Principal, CCMR Specialist, OnRamps Teacher	Dec	Feb	Apr

No Progress



Accomplished


Continue/Modify


Discontinue

Goal 2: Educating the WHOLE Child - PISD will support the whole student by providing them with rich opportunities. The district will provide effective professional development for staff which will support student growth in academics, conflict resolution, character building, and post high school career aspirations.

Performance Objective 1: Increase participation in non-athletic extra-curricular activities by increasing awareness of current organizations and adding more opportunities for students to get involved.

Evaluation Data Sources: Club roster reports, student surveys

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase awareness of student organizations and opportunities to participate.	Formative		
Strategy's Expected Result/Impact: Secondary club night, increase the level of visibility of student organizations on campus during the school day through hallway TVs, lunch talks, Advisory, and surveys. **Staff Responsible for Monitoring:** Campus Administrators, Club Sponsors	Dec	Feb	Apr

Strategy 2 Details	Formative Reviews		
Strategy 2: Increase the number of opportunities for students to participate by adding new organizations and including JH branches to HS organizations.	Formative		
Strategy's Expected Result/Impact: More students will be involved in after school and extra-curricular activities. **Staff Responsible for Monitoring:** Campus Administrators, Club Sponsors	Dec	Feb	Apr

No Progress


Accomplished

Continue/Modify

Discontinue

Goal 2: Educating the WHOLE Child - PISD will support the whole student by providing them with rich opportunities. The district will provide effective professional development for staff which will support student growth in academics, conflict resolution, character building, and post high school career aspirations.

Performance Objective 2: Student growth in non-academic areas such as soft skills, character education, and student leadership opportunities are supported by PISD.

Evaluation Data Sources: Group sessions with the counselor, Monday character lessons, and increased leadership opportunities as measured by student surveys, AVID activities, and community partnerships.

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop a calendar of events for Advisory that includes character lessons, counselor chats, student surveys, and student leadership opportunities.	Formative		
Strategy's Expected Result/Impact: Students will use Advisory as a campus resource. **Staff Responsible for Monitoring:** Campus Administrators, Advisory Teachers	Dec	Feb	Apr

Strategy 2 Details	Formative Reviews		
Strategy 2: Continue AVID cohorts through grade levels.	Formative		
Strategy's Expected Result/Impact: Cohort will include grades 6-11, more teachers will be trained on the AVID strategies, and more students will participate in the program. **Staff Responsible for Monitoring:** Campus Administrators, AVID Teachers	Dec	Feb	Apr

Strategy 3 Details	Formative Reviews		
Strategy 3: Expand program implemented in GT Advisory at the JH.	Formative		
Strategy's Expected Result/Impact: Increased engagement in the secondary GT program. **Staff Responsible for Monitoring:** Campus Administrators, GT Interventionist, Advisory Teacher	Dec	Feb	Apr

No Progress


Accomplished

Continue/Modify

Discontinue

Goal 3: Human Capital - Cultivate an inclusive, professional environment that supports, provides opportunities for growth and development, and empowers all employees.

Performance Objective 1: The secondary campus has an appropriate Teacher Retention Rate for the current school year.

Evaluation Data Sources: Local documentation on staffing retention, transfer, and resignations

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Feb	Apr
Strategy 1: Campus Administrators will attend Job Fair events and collaborate with District Administrators to ensure teachers are correctly placed in teaching assignments. **Strategy's Expected Result/Impact:** Teacher recruitment will be more effective and their subsequent teaching assignment will be more aligned to their certifications/strengths. **Staff Responsible for Monitoring:** Campus Administrators with Director of Administrative Services			

Strategy 2 Details	Formative Reviews		
	Formative		
	Dec	Feb	Apr
Strategy 2: The campus will establish a Joy Committee to help increase teacher morale by creating opportunities for teachers to interact outside of the classroom both on and off campus. **Strategy's Expected Result/Impact:** Teachers will enjoy a stronger professional network to rely on for collaboration and support. **Staff Responsible for Monitoring:** Campus Administrators, Joy Committee			

No Progress



Accomplished


Continue/Modify


Discontinue

Goal 3: Human Capital - Cultivate an inclusive, professional environment that supports, provides opportunities for growth and development, and empowers all employees.

Performance Objective 2: PISD will work with our non-certified teaching staff to get them certified and with non-teaching staff to earn their degree.

Evaluation Data Sources: Documentation of contact with non-certified teaching staff and handouts for additional certification.

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Feb	Apr
Strategy 1: Continuous follow-up with non-certified teachers regarding progress on Alternative Certification program, assist with study materials if needed, and provide for sub coverage to take required exams. **Strategy's Expected Result/Impact:** Non-certified teachers will become SBEC certified. **Staff Responsible for Monitoring:** Campus Administrators and Director Administrative Services			

Strategy 2 Details	Formative Reviews		
	Formative		
	Dec	Feb	Apr
Strategy 2: Regularly scheduled check ins to determine study plan and schedule certification testing. **Strategy's Expected Result/Impact:** More staff eligible to become certified teachers. **Staff Responsible for Monitoring:** Campus Administrators and Director of Human Services			

No Progress



Accomplished


Continue/Modify


Discontinue

Goal 4: Parent and Community Partnership - Palacios ISD will provide information and establish multilingual input and feedback avenues to build inclusive partnerships where all family and community members are actively involved.

Performance Objective 1: The campus will establish mechanisms for parent, community, and business involvement in the schools and encourages participation.

Evaluation Data Sources: Documentation of meetings/events with flyers, pictures, and sign-ins.

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Feb	Apr
Strategy 1: Scheduled Campus Improvement Meetings, PJSH Career Fair, Secondary Club Night, FAFSA Night, AVID Family Nights, Dual Enrollment Parent Night, Group Travel Opportunities for Families (EF Tours), Veteran's Day Breakfast, Blood Drives, Graduation Activities and Baccalaureate, FFA Chili Supper and Banquet, Scholarship Ceremony, Athletic Banquet **Strategy's Expected Result/Impact:** Increase in parent involvement **Staff Responsible for Monitoring:** Campus Administrators, Club Sponsors, Athletic Director			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Parent and Community Partnership - Palacios ISD will provide information and establish multilingual input and feedback avenues to build inclusive partnerships where all family and community members are actively involved.

Performance Objective 2: The campus partners with other governmental entities and community organizations to meet the needs of students and the community in a coordinated manner.

Evaluation Data Sources: Documentation of meetings/events with flyers, pictures, and sign-ins.

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Feb	Apr
Strategy 1: Secondary Campus will work with Community in Schools the Palacios Chamber of Commerce, Rotary Club, local businesses, and others to support and recognize students. **Strategy's Expected Result/Impact:** Increase in student recognition and opportunities to be visible in the community. **Staff Responsible for Monitoring:** Campus Administrators, CIS Staff, CTE Teachers			

Strategy 2 Details	Formative Reviews		
	Formative		
	Dec	Feb	Apr
Strategy 2: The Secondary Campus will work with the HUB to partner in a community Job Fair. **Strategy's Expected Result/Impact:** Students and local businesses will learn about each other. **Staff Responsible for Monitoring:** Campus Administrators, CCMR Specialist, CTE Teachers			

No Progress


Accomplished

Continue/Modify

Discontinue

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Student Welfare: Discipline/Conflict/Violence Management	Dr. Brian Williams	6/30/2025	Jared Duncum	10/14/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Dr. Brian Williams	6/30/2025	Jared Duncum	10/14/2024

Palacios Independent School District

Elementary School

2024-2025 Campus Improvement Plan

Mission Statement

The Palacios Independent School District is dedicated to keeping students first. We will ensure all students acquire the knowledge and skills necessary to reach their full potential through staff who are effective, supportive, and committed for the ultimate benefit of our multi-cultural community.

Vision

Every student prepared for a successful future

Core Beliefs

Fairness and Equity:

All students, parents, and staff will be treated with consideration, integrity, and respect
We will foster an environment built on consistency, transparency and mutual trust

Professionalism:

We will serve as positive role models for our community, student, and staff
We will carry out our roles and responsibilities with a high level of commitment, diligence, and skill

Accountability and High Expectations:

We are responsible for the academic performance of every student
We believe that all students can learn, perform, and achieve at high levels

Positive Environment:

We are responsible for establishing a safe and secure environment for all
We will support a dynamic atmosphere based on teamwork, communication, and collaboration

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Goals

Goal 1: Academic Achievement for ALL - PISD will inspire individual excellence through collaboratively building a safe, respectful, and inviting learning community where every student's story matters.

Performance Objective 1: By 2025 80% of students will be reading on grade level by the end of 3rd grade and will remain on grade level

High Priority

HB3 Goal

Evaluation Data Sources: MindPlay Reading assessment and intervention, District (CBA) and State developed interim testing, STAAR Reading assessment Meets standard

Strategy 1 Details	Formative Reviews		
Strategy 1: The elementary campus will consistently use MindPlay with fidelity	Formative		
Strategy's Expected Result/Impact: Individual Student Growth will be seen in student reading fluency and comprehension **Staff Responsible for Monitoring:** Campus Administration	Dec	Feb	Apr

Strategy 2 Details	Formative Reviews		
Strategy 2: Response to Intervention (RTI) and High Impact Tutors will work with students on Tier 3 to address learning gaps	Formative		
Strategy's Expected Result/Impact: Gaps in student learning will be filled based on individual student plans **Staff Responsible for Monitoring:** Campus Administration, RTI teachers, Dyslexia Teacher, Hit Tutors	Dec	Feb	Apr

No Progress



Accomplished


Continue/Modify


Discontinue

Goal 1: Academic Achievement for ALL - PISD will inspire individual excellence through collaboratively building a safe, respectful, and inviting learning community where every student's story matters.

Performance Objective 2: By 2025 80% of students will be Algebra ready by the end of 8th grade.

High Priority

HB3 Goal

Evaluation Data Sources: MindPlay Math assessment and intervention (K-5th grade), MobyMax (Junior High Math), District (CBA) and State developed interim testing, STAAR Math assessment Meets standard

Strategy 1 Details	Formative Reviews		
	Formative		
Strategy 1: The elementary campus will consistently use MindPlay Math with fidelity **Strategy's Expected Result/Impact:** Students will show growth based on MindPlay results showing that students are closing gaps in math **Staff Responsible for Monitoring:** Campus Adminsistration	Dec	Feb	Apr

Strategy 2 Details	Formative Reviews		
	Formative		
Strategy 2: Elementary Teachers will use disrict curriculum such as Envision, Lowman, and Think-Up to provide math instruction guided by PLC data **Strategy's Expected Result/Impact:** Growth / Student mastery will be shown on data reports, and CBA / Interim / Benchmark data **Staff Responsible for Monitoring:** Campus Administration, Teachers	Dec	Feb	Apr

No Progress



Accomplished


Continue/Modify


Discontinue

Goal 1: Academic Achievement for ALL - PISD will inspire individual excellence through collaboratively building a safe, respectful, and inviting learning community where every student's story matters.

Performance Objective 3: The percentage of students meeting College, Career, and Military Readiness will increase 15% by 2025. (2020 baseline of 57.1%)

High Priority

HB3 Goal

Evaluation Data Sources: CCMR Percentage report at MOY based on CCMR Tracker and PEIMS data with final report given at EOY.

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Feb	Apr
Strategy 1: East Side will incorporate a Career Day to expose students to the various careers around the community **Staff Responsible for Monitoring:** Campus Administration, Counselor, CIS			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Academic Achievement for ALL - PISD will inspire individual excellence through collaboratively building a safe, respectful, and inviting learning community where every student's story matters.

Performance Objective 4: During 2023-24 PISD will establish as baseline for improving student writing.

Evaluation Data Sources: MiWrite and STAAR Extended Constructed Response.

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Feb	Apr
Strategy 1: The ELAR teachers will incorporate regular writing assignments into their lessons, and use MI-Write with fidelity **Strategy's Expected Result/Impact:** Student growth will be shown through Mi-Write data and teacher use of district developed writing rubric. **Staff Responsible for Monitoring:** Campus Administration, teachers			

No Progress



Accomplished


Continue/Modify


Discontinue

Goal 2: Educating the WHOLE Child - PISD will support the whole student by providing them with rich opportunities. The district will provide effective professional development for staff which will support student growth in academics, conflict resolution, character building, and post high school career aspirations.

Performance Objective 1: PISD will implement coherent CTE programs which lead to student completers and industry based certifications.

HB3 Goal

Evaluation Data Sources: Local student tracking sheets showing the number of completers and IBC's earned. TEA Data (lagging by two years).

Strategy 1 Details	Formative Reviews		
	Formative		
Strategy 1: East Side will incorporate a Career Day to expose students to the various careers around the community **Strategy's Expected Result/Impact:** Students will have a better understanding of Secondary programs that support different jobs that are showcased during career day **Staff Responsible for Monitoring:** Campus administration, counselor	Dec	Feb	Apr

Strategy 2 Details	Formative Reviews		
	Formative		
Strategy 2: Students will be given the opportunity to participate in clubs such as robotics that will encourcage CTE participation **Staff Responsible for Monitoring:** Robotics teacher	Dec	Feb	Apr

No Progress



Accomplished


Continue/Modify


Discontinue

Goal 2: Educating the WHOLE Child - PISD will support the whole student by providing them with rich opportunities. The district will provide effective professional development for staff which will support student growth in academics, conflict resolution, character building, and post high school career aspirations.

Performance Objective 2: PISD will develop and implement Character Education Programs for our students (Integrity).

Evaluation Data Sources: Documentation of programs used currently and the selection of programs to use move forward.

Strategy 1 Details	Formative Reviews		
	Formative		
Strategy 1: Elementary Counselors will provide direct character lessons in classrooms throughout the year. **Staff Responsible for Monitoring:** Counselors	Dec	Feb	Apr

Strategy 2 Details	Formative Reviews		
	Formative		
Strategy 2: Project Wisdom, character education daily announcements made school wide. **Staff Responsible for Monitoring:** Counselor	Dec	Feb	Apr

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Human Capital - Cultivate an inclusive, professional environment that supports, provides opportunities for growth and development, and empowers all employees.

Performance Objective 1: PISD will create pathways to teaching certification for our current employees.

Evaluation Data Sources: Local documentation of pathways for Instructional Aides, Alternatively Certified teachers, and Locally Certified teachers to earn SBEC certification.

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Feb	Apr
Strategy 1: Campus administration will promote opportunities to complete their teacher certification through programs such as Hartwell College, or other certification programs **Staff Responsible for Monitoring:** Campus Administration			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Human Capital - Cultivate an inclusive, professional environment that supports, provides opportunities for growth and development, and empowers all employees.

Performance Objective 2: PISD will encourage stability by focusing on employee accountability, retention, and employee incentives.

Evaluation Data Sources: Local documentation of employee accountability, retention efforts, and employee incentives.

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Feb	Apr
Strategy 1: Mentor teacher program will be supported through scheduled meetings and check-in's with new teachers. **Staff Responsible for Monitoring:** Campus Administration			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Parent and Community Partnership - Palacios ISD will provide information and establish multilingual input and feedback avenues to build inclusive partnerships where all family and community members are actively involved.

Performance Objective 1: PISD Staff and Campuses will plan events that encourage our PISD community to participate.

Evaluation Data Sources: Calendars of events, notifications of events sent to parents/community, sign-in sheets.

Strategy 1 Details	Formative Reviews		
Strategy 1: Elementary campuses will provide parent engaement activities throughout the year with a minimum of 4 events. **Staff Responsible for Monitoring:** Campus Administration	Formative		
	Dec	Feb	Apr

Strategy 2 Details	Formative Reviews		
Strategy 2: Elementary campuses will continue to promote and serve on newly established PTO organization. **Staff Responsible for Monitoring:** Campus administration, teachers	Formative		
	Dec	Feb	Apr

No Progress


Accomplished

Continue/Modify

Discontinue

Goal 4: Parent and Community Partnership - Palacios ISD will provide information and establish multilingual input and feedback avenues to build inclusive partnerships where all family and community members are actively involved.

Performance Objective 2: PISD will encourage Shark Pride in our community.

Evaluation Data Sources: Local documentation of advertising and events for which the community would see and may attend.

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Feb	Apr
Strategy 1: Campus music teachers will teach all elementary students the Palacios Alma Mater **Staff Responsible for Monitoring:** Campus Administration, Music Teachers.			

 No Progress  Accomplished  Continue/Modify  Discontinue

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Student Welfare: Discipline/Conflict/Violence Management	Dr. Brian Williams	6/30/2025	Jared Duncum	10/14/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Dr. Brian Williams	6/30/2025	Jared Duncum	10/14/2024

Palacios ISD

2023-24 School Year Report on Violent or Criminal Incidents Student Disciplinary Action Incident Counts by Reason Code ***(To comply with FERPA, data are masked with an asterick (*) if the number of students involved is less than 5)***

Reason Code	Description	158905001 PALACIOS H S	158905041 PALACIOS J H	158905102 EAST SIDE INT	158905101 CENTRAL EL
11	Used, exhibited, possessed firearm				
12	Used, exhibited possessed illegal knife				
13	Used, exhibited, possessed illegal club				
14	Used, exhibited, possessed prohibited weapon				
16	Arson				
17	Murder, capital murder, criminal attempt to commit murder/capital murder				
18	Indecency with a child				
19	Aggravated kidnapping				
29	Aggravated assault against school district employee/volunteer				
30	Aggravated assault against non-employee/volunteer				
31	Sexual assault/aggravated sexual assault against school district employee/volunteer				
32	Sexual assault/aggravated sexual assault against non-employee/volunteer				
36	Felony controlled substance violation				
37	Felony alcohol violation				
46	Aggravated robbery				
47	Manslaughter				
48	Criminally negligent homicide				
49	Engages in deadly conduct				
57	Continuous Sexual Abuse of Young Child or Children				
	Total Incidents	0	0	0	0
Student Enrollment (Fall 2023 PEIMS Snapshot)		381	278	248	359
	Incident Rate	0.0%	0.0%	0.0%	0.0%

The Reason Codes listed in this table are the PEIMS/TSDS Action Reason Codes applicable to **mandatory expellable incidents** that TEA uses in its methodology for identifying Persistently Dangerous Schools as required under the Unsafe School Choice Option (USCO) described in Section 8532 of ESSA.

For information concerning school violence prevention and violence intervention policies that the district is using to protect students, please refer to the District's Student Code of Conduct and School Board Policies (both of which are available on the District's webpage and at all campuses and at the District's Central Administrative Offices).

Texas High School Graduates From FY 2023
Enrolled in Texas Public or Independent Higher Education Fall 2023

County=MATAGORDA

District	Code	Institution	Students
BAY CITY ISD	158901	WHARTON COUNTY JUNIOR COLLEGE (003668)	56
		SAM HOUSTON STATE UNIVERSITY (003606)	8
		TEXAS A&M UNIV-KINGSVILLE (003639)	8
		TEXAS A&M UNIVERSITY (003632)	6
		Other Pub/Ind 4-yr Institution (14)	22
		Other Pub/Ind 2-yr Institution (8)	9
		Not trackable	9
		Not found	108
		Total high school graduates	*226*
PALACIOS ISD	158905	WHARTON COUNTY JUNIOR COLLEGE (003668)	16
		TEXAS STATE UNIVERSITY (003615)	6
		Other Pub/Ind 4-yr Institution (8)	14
		Other Pub/Ind 2-yr Institution (5)	6
		Not trackable	8
		Not found	41
		Total high school graduates	*91*
TIDEHAVEN ISD	158902	WHARTON COUNTY JUNIOR COLLEGE (003668)	17
		Other Pub/Ind 4-yr Institution (7)	12
		Other Pub/Ind 2-yr Institution (2)	2
		Not trackable	2
		Not found	27
		Total high school graduates	*60*
VAN VLECK ISD	158906	WHARTON COUNTY JUNIOR COLLEGE (003668)	23
		BRAZOSPORT COLLEGE (007857)	5
		Other Pub/Ind 4-yr Institution (12)	22
		Other Pub/Ind 2-yr Institution (3)	5
		Not trackable	1
		Not found	30
		Total high school graduates	*86*

Districts with more than 25 graduates
"Other" records combine records where total Students for one institution < 5.
"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.
"Not found" graduates have standard ID numbers that were not found in the specified Fall term at Texas higher education institutions.

Source: Texas Higher Education Coordinating Board and Texas Education Agency
9 Oct 2024 -- Server:HS2HEnew\XM20-010\H2Hdistrict.sas - \QWK04569\MainProc.sas

Progress Toward Board Adopted HB3 Goals

With the board adopted Goal 1: Academic Achievement for ALL, PISD is on track to measure student progress in the areas of:

- Goal 1, Objective 1 – By 2025, 80% of students will be reading on grade level by the end of 3rd grade and will remain on grade level.

	2022 (Baseline)	2023*	2024	2025
Target	57%	64.4%	72.2%	80%
Actual	57%	53%	54%	

*2023 TEA reset cutoff scores and testing methodologies

- Goal 1, Objective 2 – By 2025, 80% of students will be Algebra ready by the end of 8th grade.

	2022 (Baseline)	2023*	2024	2025
Target	54%	62.6%	71.2%	80%
Actual	54%	47%	43%	

*2023 TEA reset cutoff scores and testing methodologies

- Goal 1, Objective 3 – The percentage of students meeting College, Career, and Military Readiness will increase by 15% by 2025.

	2022 (Baseline)	2023	2024	2025
Target	57%	62%	67%	72%
Actual	57%	62%	93.4 %	

*CTE Scores lag by 2 years in accountability data, 2024 data was compiled using local data, not the 2023-24 TAPR

2023–24 Texas Academic Performance Report (TAPR) Glossary

Cover Page

Currently, the TAPR does not include scale scores, *A–F* ratings or Distinction Designations. The initial release does not include the District or Campus Accountability Reports. The issuance of the *A–F* ratings under 2024 rule is pending and subject to change**.**

2024 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration) *(districts serving grades 10–12):* Senate Bill 1843 requires that each school year, each school district and open-enrollment charter school provide students in grades 10–12 the opportunity to take the ASVAB and consult with a military recruiter.

Performance

STAAR: A comprehensive testing program for public school students in grades 3–8 or high school courses with end-of-course (EOC) assessments. The STAAR program is designed to measure to what extent a student has learned, understood, and is able to apply the concepts and skills expected at each grade level or after completing each course for which an EOC assessment exists. Each STAAR assessment is linked directly to the Texas Essential Knowledge and Skills (TEKS). The TEKS are the state-mandated content standards that describe what a student should know and be able to do upon completion of a course. For more information on the TEKS, see the *Texas Essential Knowledge and Skills* website at http://tea.texas.gov/curriculum/teks/.

Other Important Information:

STAAR (with and without accommodations) and STAAR Alternate 2. The TAPR and the Texas Performance Reporting System (TPRS) include performance on STAAR and STAAR Alternate 2.

Spanish STAAR. All STAAR assessments in grades 3, 4, and 5 are available in both English and Spanish. The TAPR and the TPRS include performance on the Spanish STAAR.

Rounding of STAAR results. STAAR performance shown on the TAPR and TPRS is rounded to whole numbers. For example, 49.877% is rounded to 50%; 49.4999% is rounded to 49%; and 59.5% is rounded to 60%.

Masking. STAAR performance rates are masked when necessary to comply with FERPA. For more information, see the Explanation of Masking at https://rptsvr1.tea.texas.gov/perfreport/tapr/2024/masking.html.

STAAR Performance (2023–24)

The STAAR Performance section displays performance results by grade, subject and performance level for students in the accountability subset, which are students enrolled in the same district/campus on both the snapshot date (PEIMS October snapshot) and the testing date. The STAAR Performance–All Students section of the TPRS displays STAAR performance by grade, subject, and performance level and includes all students tested, regardless of whether they were in the accountability subset.

2023–24 Texas Academic Performance Report (TAPR) Glossary

STAAR Subjects by Grade:

Grade 3 – Reading Language Arts (RLA) and Mathematics

Grade 4 – Reading Language Arts (RLA), and Mathematics

Grade 5 – Reading Language Arts (RLA), Mathematics, and Science

Grade 6 – Reading Language Arts (RLA) and Mathematics

Grade 7 – Reading Language Arts (RLA) and Mathematics

Grade 8 – Reading Language Arts (RLA), Mathematics, Science, and Social Studies

STAAR End-of-Course (EOC) Subjects:

English I

English II

Algebra I

Biology

U.S. History

Accelerated Testers:

SAT/ACT

Percentage at Approaches Grade Level or Above. The percentage of assessments that met or exceeded the Approaches Grade Level standard.

Percentage at Meets Grade Level or Above. The percentage of assessments that met or exceeded the Meets Grade Level standard.

Percentage at Masters Grade Level. The percentage of assessments that met the Masters Grade Level standard.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Both Reading and Mathematics. The percentage of students who took both the reading and mathematics STAAR and met or exceeded the Meets Grade Level standard on both assessments (excluding EOC assessments).

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Both Reading and Mathematics Including EOC. The percentage of students who took both the reading and mathematics STAAR or EOC and met or exceeded the Meets Grade Level standard on both assessments.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Reading Including EOC. The percentage of students who took the reading STAAR or the English I or II EOC and met or exceeded the Meets Grade Level standard.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Mathematics Including EOC. The percentage of students who took the mathematics STAAR or the Algebra I EOC and met or exceeded the Meets Grade Level standard.

2023–24 Texas Academic Performance Report (TAPR) Glossary

Progress (Annual Growth, Accelerated Learning and STAAR Progress Measure)

School Progress Domain— Annual Growth is the percentage of students that grew academically by at least one school year. For STAAR assessments (with or without accommodations), annual growth is measured by a transition table. Individual student growth is calculated as the change between Low Did Not Meet Grade Level, High Did Not Meet Grade Level, Low Approaches Grade Level, High Approaches Grade Level, Meets Grade Level, and Masters Grade Level performance from the prior year to the current year.

School Progress Domain—Accelerated Learning is the percentage of students who earned Did Not Meet Grade Level in the prior year and were accelerated to Approaches Grade Level or above in the current year.

The above measures were used to determine the Annual Growth and Accelerated Learning in the Bilingual Education/ESL report.

Bilingual Education/ESL

Bilingual Education (BE): Dual-language program that enables emergent bilingual (EB) students/English learners (ELs) to become proficient in listening, speaking, reading, and writing in the English language through the development of literacy and academic skills in the primary language and English. This category includes the following:

- *BE Trans Early Exit*. Bilingual program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than two or later than five years after the student enrolls in school.
- *BE Trans Late Exit*. Bilingual program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school.
- *BE Dual Two-Way*. Bilingual/biliteracy program model in which students identified as EB students/ELs are integrated with non-EB/non-EL students and are served in both English and another language and are prepared to meet reclassification criteria in order to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school. This model provides ongoing instruction in literacy and academic content in English and another language with at least half of the instruction delivered in the non-English program language for the duration of the program.
- *BE Dual One-Way*. Bilingual/biliteracy program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria in order to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school. This model provides ongoing instruction in literacy and academic content in the students' primary language as well as English, with at least half of the instruction delivered in the students' primary language for the duration of the program.

2023–24 Texas Academic Performance Report (TAPR) Glossary

English as a Second Language (ESL): An English acquisition program that enables emergent bilingual (EB) students/English learners (ELs) to become proficient in listening, speaking, reading, and writing in the English language through the integrated use of second language acquisition methods. This category includes the following:

- *ESL Content-Based*. An English acquisition program that serves students identified as EB students/ELs through English instruction by a teacher appropriately certified in ESL under TEC, §29.061(c), through English language arts and reading, mathematics, science, and social studies.
- *ESL Pull-Out*. An English program that serves students identified as EB students/ELs through English instruction provided by an appropriately certified ESL teacher under the TEC, §29.061(c), through English language arts and reading. Instruction shall be provided by the ESL teacher in a pull-out or inclusionary delivery model.

Alternative Language Program (ALP): An alternative language program provided to emergent bilingual (EB) students/English learners (ELs) for whom the local education agency (LEA) does not have the appropriately certified teachers for the required bilingual education or English as a second language (ESL) program for the current school year. This category includes the following:

- *ALP Bilingual (Exception)*. An alternative language program to the required bilingual education (BE) program approved by the TEA for the current school year due to the LEA's submission of a bilingual education exception application.
- *ALP ESL (Waiver)*. An alternative language program to the required English as a second language (ESL) program approved by the TEA for the current school year due to the LEA's submission of an ESL waiver application.

Emergent Bilingual (EB) Students/English Learner (EL): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. As a result of the 87th Texas Legislature, the term "emergent bilingual student" replaced the term of "limited English proficient (LEP) student" used in the Texas Education Code (TEC), Chapter 29, Subchapter B, and thus, will be changing the term of "English learner (EL)" used in 19 TAC Chapter 89, Subchapter BB. These terms describe the same group of Texas students. In the revised Texas Education Data Standards (TEDS), the terms of "emergent bilingual" and "English learner" have been bridged as EB/EL. The term "English learner" is still used in federal regulations and guidance. This category includes:

- *EB/EL with Parental Denial.* Students identified as emergent bilingual (EB) students/English learners (ELs) whose parents have denied all bilingual and ESL program services.
- *Never EB/EL.* Students who have never been identified as EB students/ELs (non-EB/non-EL students).
- *Total EB/EL (Current).* Students currently identified as EB students/ELs, including those served in a standard or alternative bilingual or ESL program as well as those with a parental denial of services.
- *Monitored & Former EB/EL.* Students who were once identified as EB students/ELs but have reclassified as English proficient, including students within their four years of state and federal monitoring and those beyond monitoring years.

STAAR Participation (2023–24)

This Texas Academic Performance Report (TAPR) provides the State Assessment participation rate as used in State Accountability. This participation rate includes students who are considered participants

for state reporting purposes but are excluded from the federal participation rate. The report details the participation rate by All Tests, Reading, Mathematics, Science, Social Studies, and Accelerated Testers and which assessments and students are included or excluded from accountability.

Assessment Participants

- STAAR Assessments:
  - Includes STAAR and STAAR Alternate 2 assessments with a score code of "S."
- STAAR Alternate 2 Assessments:
  - Includes assessments with a score code of "N."
- STAAR Reading Language Arts (RLA) Assessments:
  - Includes STAAR and STAAR Alternate 2 assessments with a score code of "A" or "O," provided a TELPAS or TELPAS Alternate assessment has a score code of "S."
- STAAR Mathematics Assessments:
  - Includes assessments with a score code of "A" or "O," provided a TELPAS or TELPAS Alternate assessment has a score code of "S" for year 1 asylees/ refugees or students with interrupted formal education (SIFEs).
- Accelerated Testers:
  - This includes Evidence-Based Reading and Writing (EBRW) SAT, English Language Arts (ELA) ACT, ACT science, and mathematics SAT and ACT results for students who complete a STAAR End-of-Course (EOC) assessment at the Approaches Grade Level or above in Algebra I, English II, and/or Biology before grade 9.

Included in Accountability:

- This represents the state assessment participation rate used in state accountability measures.
- Includes all of the participants listed above, except for students classified as "Mobile" or under "Other Exclusions."

Not Included in Accountability:

- *Mobile:* Refers to the percentage of assessments excluded from the "Included in Accountability" rate because the students enrolled in the district or campus after the Texas Student Data System (TSDS) Public Education Information Management System (PEIMS) fall snapshot date.
- *Other Exclusions:* Refers to the percentage of assessments excluded from the "Included in Accountability" rate for the following reasons:
  - STAAR Assessments (STAAR and STAAR Alternate 2) with score codes "A" or "O" that do NOT have a corresponding TELPAS or TELPAS Alternate assessment with a score code of "S."
  - STAAR Alternate 2 assessments with a score code of "N."
  - Answer documents of students who are an Emergent Bilingual/English learner (EB/EL) who has been in school in the U.S. for one year.
  - Other exclusions specified in the 2024 Accountability Manual — Appendix G.

Not Tested

- Assessments that are not considered in the participation rate include:
  - Absent: Assessments with a score code of "A."
  - Other: Assessments with a score code of "O."
  - Accelerated Testers: Accelerated testers who did not take an SAT/ACT assessment.

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The denominator for participation is the sum of these five categories: Included in Accountability, Mobile, Other Exclusions, and Not Tested (Absent and Other). *STAAR Participation Rate* is rounded to a whole number. For example, 94.49% is rounded to 94%. Small values may show as zero: 0.4% is rounded to 0%, and 0.6% is rounded to 1%.

Attendance, Graduation, and Dropout Rates (2023–24)

Attendance Rate: The percentage of days that students were present based on student attendance for the entire school year. Only students in grades 1–12 are included in the calculation.

Attendance is calculated as follows:

$$\frac{\textbf{total number of days that students in grades 1–12 were present during the 2022–23 school year}}{\textbf{total number of days that students in grades 1–12 were in membership during the 2022–23 school year}}$$

(Data source: PEIMS 42400)

Chronic Absenteeism: The unduplicated number of K–12 students enrolled for at least 10 days and absent for 10 percent or more days. Chronic Absenteeism is calculated as follows:

$$\frac{\textbf{total number of K–12 students enrolled for at least 10 days and absent for 10 percent or more days during the 2022–23 school year}}{\textbf{total number of K–12 students enrolled for at least 10 days during the 2022–23 school year}}$$

(Data source: PEIMS 42400)

Annual Dropout Rate: The percentage of students who drop out of school during a school year. Annual dropout rates are shown for districts and campuses that serve grades 7–8 and/or 9–12. State law prohibits including a student who meets any of the following criteria from campus and district annual dropout rate calculations:

- Is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate
- Was previously reported to the state as a dropout (previous dropout exclusions do not apply to completion measure calculations for AEA campuses)
- Was in attendance but not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds)
- Was initially enrolled in a school in the United States in any grade 7 through 12 as an unschooled refugee or asylee as defined by TEC §39.027(a-1)
- Attends a district exclusively as a function of having been detained at a county detention facility and is not otherwise a student of the district in which the facility is located or is being provided

services by an open-enrollment charter school exclusively as the result of having been detained at the facility

- Is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult
- Is a student who has suffered a condition, injury, or illness that requires substantial medical care and leaves the student unable to attend school and assigned to a medical or residential treatment facility
- Is a student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district
- Is at least 18 years of age as of September 1 and has satisfied the credit requirements for high school graduation; has not completed his or her individualized education program (IEP); and is enrolled and receiving IEP services
- Is a student who (a) is at least 18 years of age and under 26 years of age; (b) has not been previously reported as a dropout; and (c) has not been enrolled in school during the previous nine months before enrolling in a high school equivalency program, a dropout recovery school, or an adult education program provided under a high school diploma and industry certification charter school program (previous dropout/previous dropout exclusions do not apply to completion measure calculations for AEA campuses)

Annual Dropout Rate (Gr 7–8). This includes only grades 7 and 8. It is calculated as follows:

$$\frac{\textbf{number of dropouts in grades 7 and 8 during the 2022–23 school year}}{\textbf{number of students in grades 7 and 8 in attendance at any time during the 2022–23 school year}}$$

Annual Dropout Rate (Gr 9–12). This includes grades 9 through 12. It is calculated as follows:

$$\frac{\textbf{number of dropouts in grades 9–12 during the 2022–23 school year}}{\textbf{number of students in grades 9–12 in attendance at any time during the 2022–23 school year}}$$

Both annual dropout rates appear on campus, district, region, and state TAPRs. The state and region annual dropout rates that are reported on district and campus TAPRs, however, are calculated without the exclusions required for campus and district calculations.

Note that with all annual dropout rate calculations, a cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effect of mobility by including in the denominator every student ever reported in attendance at the district or campus throughout the school year, regardless of length of enrollment. For a more complete description of dropout rates and exclusions, see the Secondary School Completion and Dropouts in Texas Public Schools, 2022-23 reports, available on the TEA website at Completion, Graduation, and Dropout | Texas Education Agency.

For detailed information on data sources, see Appendix H in the *2024 Accountability Manual*. *(Data source: PEIMS 40203, 40110, 42400, and 42500)*

2023–24 Texas Academic Performance Report (TAPR) Glossary

Longitudinal Rates: The status of a group (cohort) of students after four years in high school (*4-Year Longitudinal Rate*), after five years in high school (*5-Year Extended Longitudinal Rate*), or after six years in high school (*6-Year Extended Longitudinal Rate*).

For the *4-Year Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2019–20. They are followed through their expected graduation with the Class of 2023.

For the *5-Year Extended Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2018–19. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2022.

For the *6-Year Extended Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2017–18. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2021.

Additional Information on Cohorts:

A student transfers into a campus, district, or state cohort when he or she moves into the cohort from another high school in Texas, from another district in Texas, or from out of state.

A student transfers out of a campus or district cohort when he or she moves to another public high school in Texas or moves to another district in Texas. Note that these students are transferred into the cohort of the high school or district to which they moved. There are also students who move out of state or out of the country and students who transfer to private schools or who are home-schooled. These types of transfer students cannot be tracked and are not included in longitudinal rate calculations.

A student does not change cohorts if he or she repeats or skips a grade. A student who begins with the 2019–20 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2019–20 but takes 5 years to graduate (i.e., graduates in May 2024) is still part of the 2023 cohort; he or she is not switched to the 2024 cohort. This student would be considered a continuing student and counted as part of the Continued HS number for the Class of 2023. This is also true for the five-year and six-year extended longitudinal cohorts.

There are four student outcomes used in computing each longitudinal rate:

4-Year Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma in four years or fewer by August 31, 2023 for the 2023 cohort.

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2023}}{\textbf{number of students in the 2023 cohort*}}$$

(2) *Received TxCHSE:* For the 2023 cohort, the percentage who received a Texas high school equivalency certificate by August 31, 2023. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a TxCHSE by August 31, 2023}}{}$$

number of students in the 2023 cohort*

(3) *Continued High School:* The percentage of the 2023 cohort still enrolled as students in the fall after his or her anticipated graduation. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2023–24 school year

number of students in the 2023 cohort*

(4) *Dropped Out:* The percentage of the 2023 cohort who dropped out and did not return by the fall of the 2023–24 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2023–24 school year

number of students in the 2023 cohort*

(5) *Graduates & TxCHSE:* The percentage of graduates and TxCHSE recipients in the 2023 cohort. It is calculated as follows:

number of students from the 2023 cohort who received a high school diploma by August 31, 2023 plus number of students from the cohort who received a TxCHSE by August 31, 2023

number of students in the 2023 cohort*

(6) *Graduates, TxCHSE & Continuers:* The percentage of graduates, TxCHSE recipients, and continuers in the 2022 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2023
plus
number of students from the cohort who received a TxCHSE by August 31, 2023
plus
number of students from the cohort who were enrolled in the fall of the 2023–24 school year

number of students in the 2023 cohort*

The graduation rate calculation is modified to credit AEA campuses for graduates, continuing students (continuers), TxCHSE recipients, and previous dropouts who complete. The completion rate component includes the four-year rates.

5-Year Extended Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma by August 31, 2023, for the 2022 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2023

number of students in the 2022 cohort*

(2) *Received TxCHSE:* For the 2022 cohort, the percentage who received a TxCHSE certificate by August 31, 2023. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2023

number of students in the 2022 cohort*

(3) *Continued High School:* The percentage of the 2022 cohort still enrolled as students in the fall of the **2023–24** school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2023–24 school year

number of students in the 2022 cohort*

(4) *Dropped Out:* The percentage of the 2022 cohort who dropped out and did not return by the fall of the **2023–24** school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2023–24 school year

number of students in the 2022 cohort*

(5) *Graduates & TxCHSE:* The percentage of graduates and TxCHSE recipients in the 2022 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2023
plus
number of students from the cohort who received a TxCHSE by August 31, 2023

number of students in the 2022 cohort*

(6) *Graduates, TxCHSE & Continuers:* The percentage of graduates, TxCHSE recipients, and continuers in the 2022 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2023
plus
number of students from the cohort who received a TxCHSE by August 31, 2023
plus
number of students from the cohort who were enrolled in the fall of the 2023–24 school year

number of students in the 2022 cohort*

The graduation rate calculation is modified to credit AEA campuses for graduates, continuing students (continuers), TxCHSE recipients, and previous dropouts who complete. The completion rate component includes the five-year rates.

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6-year Extended Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma by August 31, 2023, for the 2021 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2023}}{\textbf{number of students in the 2021 cohort*}}$$

(2) *Received TxCHSE:* For the 2021 cohort, the percentage who received a TxCHSE certificate by August 31, 2023. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a TxCHSE by August 31, 2023}}{\textbf{number of students in the 2021 cohort*}}$$

(3) *Continued High School:* The percentage of the 2021 cohort still enrolled as students in the fall of the **2023–24** school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who were enrolled in the fall of the 2023–24 school year}}{\textbf{number of students in the 2021 cohort*}}$$

(4) *Dropped Out:* The percentage of the 2021 cohort who dropped out and did not return by the fall of the **2023–24** school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who dropped out before fall of the 2023–24 school year}}{\textbf{number of students in the 2021 cohort*}}$$

(5) *Graduates & TxCHSE.* The percentage of graduates and TxCHSE recipients in the 2021 cohort. It is calculated as follows:

$$\frac{\begin{array}{c}\textbf{number of students from the cohort who received a high school diploma by August 31, 2023}\\ \textbf{plus}\\ \textbf{number of students from the cohort who received a TxCHSE by August 31, 2023}\end{array}}{\textbf{number of students in the 2021 cohort*}}$$

(6) *Graduates, TxCHSE & Continuers.* The percentage of graduates, TxCHSE recipients, and continuers in the 2021 cohort. It is calculated as follows:

$$\frac{\begin{array}{c}\textbf{number of students from the cohort who received a high school diploma by August 31, 2023}\\ \textbf{plus}\\ \textbf{number of students from the cohort who received a TxCHSE by August 31, 2023}\end{array}}{}$$

plus

number of students from the cohort who were enrolled in the fall of the 2023–24 school year

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number of students in the 2021 cohort*

The graduation rate calculation is modified to credit AEA campuses for graduates, continuing students (continuers), TxCHSE recipients, and previous dropouts who complete. The completion rate component includes the six-year rates.

* The cohort in the denominator of the formulas shown above includes those students who graduated, continued in school, received a TxCHSE, or dropped out. It does not include data errors or leavers with the leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, 88, 89 or 90. See *Annual Dropout Rate* for a list of all the exclusions mandated by state statute for districts and campuses.

The graduation, continuation, TxCHSE recipient, and dropout rates sum to 100% (some totals may not equal exactly 100% due to rounding). Students served through special education who graduate with an individualized education program (IEP) are included as graduates.

Additional Information about Federal Graduation Rates

In addition to the detailed breakdown of the four-, five- and six-year longitudinal rates, the district and campus reports show federal graduation rates for the following:

(1) *4-Year Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2019–20. They are followed through their expected graduation with the Class of 2023. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2023

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number of students in the 2023 cohort **

(2) *5-Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2018–19. They are followed for five years to see if they graduated within a year after their expected graduation with the Class of 2022. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2023

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number of students in the 2022 cohort**

(3) 6-*Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2017–18. They are followed for six years to see if they graduated within two years after their expected graduation with the Class of 2021. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2023

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number of students in the 2021 cohort**

** The cohort in the denominator above includes those students who graduated, continued in school, received a TxCHSE, or dropped out. It does not include data errors or leavers with leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, or 90. Students with leaver codes 88 and 89 are included in the federal rates.

A student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district is excluded from district and campus graduation rates calculated for federal accountability purposes. Students served by special education who graduate with an individualized education program (IEP) are included as graduates.

For further information on these rates, see the Secondary School Completion and Dropouts in Texas Public Schools, 2022-23. *(Data source: PEIMS 40203 and Texas Certificate of High School Equivalency Information File)*

Graduation Program: The percentage of students who graduated under one of the following programs:

RHSP/DAP Graduates (Longitudinal Rate) (Class of 2023) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

$$\frac{\textbf{number of graduates in the Class of 2023 who complete a 4-year RHSP or DAP}}{\textbf{number of graduates in the Class of 2023 with reported graduation plans (excludes graduates with FHSP graduation plans)}}$$

FHSP-E Graduates (Longitudinal Rate) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program with an endorsement.

$$\frac{\textbf{number of graduates in the Class of 2023 who complete a 4-year FHSP-E}}{\textbf{number of graduates in the Class of 2023 with reported FHSP graduation plans}}$$

FHSP-DLA Graduates (Longitudinal Rate) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

$$\frac{\textbf{number of graduates in the Class of 2023 who complete a 4-year FHSP-DLA}}{\textbf{number of graduates in the Class of 2023 with reported FHSP graduation plans}}$$

RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Longitudinal Rate) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, the Foundation High School Program with an endorsement or at the distinguished level of achievement, or the Texas First Early High School Completion Program.

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$$\frac{\textbf{number of graduates in the Class of 2023 who complete a 4-year RHSP or DAP or FHSP-E or FHSP-DLA or Texas First-DLA}}{\textbf{number of graduates in the Class of 2023 with reported graduation plans}}$$

RHSP/DAP Graduates (Annual Rate) (2022-23) The percentage of graduates who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

$$\frac{\textbf{number of graduates in SY 2022-23 reported with graduation codes for RHSP or DAP}}{\textbf{number of graduates in SY 2022-23 with reported graduation plans (excludes graduates with FHSP graduation plans)}}$$

FHSP-E Graduates (Annual Rate) (2022–23) The percentage of graduates who satisfied the course requirements for the Foundation High School Program with an endorsement.

$$\frac{\textbf{number of graduates in SY 2022–23 who earn an FHSP-E}}{\textbf{number of graduates in SY 2022–23 with reported FHSP graduation plans}}$$

FHSP-DLA Graduates (Annual Rate) (2022–23) The percentage of graduates who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

$$\frac{\textbf{number of graduates in SY 2022–23 who earn an FHSP-DLA}}{\textbf{number of graduates in SY 2022–23 with reported FHSP graduation plans}}$$

Texas First-DLA Graduates (Annual Rate) (2022-23) The percentage of graduates who satisfied the requirements for the Texas First Early High School Completion Program. Graduates under this program are considered to have earned a diploma with a distinguished level of achievement under Texas Education Code §28.025.

$$\frac{\textbf{number of graduates in SY 2022–23 who earn a Texas First-DLA}}{\textbf{number of graduates in SY 2022–23 with reported graduation plans}}$$

RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate) (2022–23) The percentage of graduates who satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, the Foundation High School Program with an endorsement or at the distinguished level of achievement, or the Texas First Early High School Completion Program.

$$\frac{\textbf{number of graduates in SY 2022–23 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA or Texas First-DLA}}{}$$

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number of graduates in SY 2022–23 with reported graduation plans

RHSP graduates have graduation type codes of 19, 22, 25, 28, or 31; DAP graduates have graduation type codes of 20, 23, 26, 29, or 32; FHSP graduates are students with graduation type codes of 34, 35, 54, 55, 56, or 57. FHSP graduates with code type 35 are eligible for endorsements starting with the Class of 2020. Texas First-DLA graduates have graduation type code 40. See the Texas Education Data Standards for more information. *(Data source: PEIMS 40203)*

For additional information about graduation programs please see https://tea.texas.gov/Academics/Graduation_Information/State_Graduation_Requirements.

Graduation Profile

Annual Graduates: The count and percentage of students who graduate at some time during the school year. It includes summer graduates and is reported by districts in the fall of the following school year. It includes all students in grade 12 who graduated, as well as graduates from other grades. Students served by special education who graduate are included in the totals. Counts of students graduating under the following graduation types in 2022–23 are also shown:

- Minimum High School Program (MHSP)
- Recommended High School Program (RHSP)
- Distinguished Achievement Program (DAP)
- Foundation High School Program (FHSP)
- Texas First Early High School Completion Program (Texas First-DLA)

(Data source: PEIMS 40203)

Special Education: The count and percentage of graduates served by special education programs. *(Data source: PEIMS 41163)*

Economically Disadvantaged: The count and percentage of graduates eligible for free or reduced-price lunch or eligible for other public assistance. *(Data source: PEIMS 40100 and STAAR*)

number of graduates in the 2022–23 school year eligible for free or reduced-price lunch or other public assistance

total number of graduates in the 2022-23 school year

Emergent Bilingual (EB)/English Learner (EL): The count and percentage of graduates whose primary language is other than English and who are in the process of acquiring English. The terms “Emergent Bilingual,” “English learner” and “Limited English Proficient” (LEP) are used interchangeably. *(Data source: PEIMS 40110)*

At-Risk: The count and percentage of graduates identified as being at risk of dropping out of school as defined by TEC §29.081(d) and (d-1). *(Data source: PEIMS 40100)*

number of graduates in the 2022–23 school year considered as at risk

total number of graduates in the 2022-23 school year

CTE Completers: The count and percentage of graduates who completed and passed three or more Career and Technical Education (CTE) courses for a total of four or more credits within a program of study, including one level three or level four course from within the same program of study. (*Data source: PEIMS Course Completion Records)*

College, Career, or Military* Readiness (CCMR) (2023–24)

Annual graduates demonstrate college, career, or military readiness in any one of the following ways:

College Readiness

1) **Texas Success Initiative (TSI) Criteria:** Meet Texas Success Initiative (TSI) Criteria in RLA and Mathematics. A student meeting the TSI college readiness standards in both RLA and mathematics; specifically, meeting the college-ready criteria on the TSIA1 and/or TSIA2 assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014 and TEC §51.338, in both RLA and mathematics. The criteria for successful completion of a college prep course should be in alignment between an LEA and the partnering IHE(s). In accordance with TEC §51.338(e), upon successful completion of a college prep course, students earn a TSI exemption from the partnering IHE(s) in that content area. Students should only be reported as successfully completing a course if they have met TSI exemption requirements. The assessment results considered include TSIA1 and/or TSIA2 assessments through October 2023, SAT and ACT results through the July 2023 administration, and course completion data via TSDS PEIMS. See Appendix H for additional information. A student must meet the TSI requirement for both RLA and mathematics but does not necessarily need to meet them on the same assessment. For example, a student may meet the TSI criteria for college readiness in RLA on the SAT and complete and earn credit for a college prep course in mathematics. *(Data source: PEIMS 43415, THECB, College Board, and ACT, Inc.)*
2) **Earn Dual Course Credits:** A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. *(Data source: PEIMS 43415)*
3) **Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination:** A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB. *(Data source: College Board or IB)*
4) **Earn an Associate Degree:** A graduate earning an associate degree by August 31 immediately following high school graduation. *(Data source: PEIMS 40100)*
5) **Earn OnRamps Course Credits:** A graduate completing an OnRamps dual enrollment course and qualifying for at least three hours of university or college credit in any subject area. *(Data source: OnRamps program)*
6) **Graduates under an Advanced Diploma Plan and Identified as a current Special Education Student:** A graduate who is identified as receiving special education services during the year of graduation and whose graduation plan type is identified as a Recommended High School

Plan (RHSP), Distinguished Achievement Plan (DAP), Foundation High School Plan with an Endorsement (FHSP-E), Foundation High School Plan with a Distinguished Level of Achievement (FHSP-DLA), or Texas First Early High School Completion Program (Texas First-DLA) (*Data source: PEIMS 40203 and 40110)*

Career/Military Readiness

7) **Earn an Industry-Based Certification:** A graduate earning an IBC under 19 TAC, §74.1003. See Appendix J for a complete list of approved IBCs. The sunsetting IBC limit applied within the Student Achievement and School Progress, Part B: Relative Performance domains is not applied within Closing the Gaps. *(Data source: PEIMS 40100)*

8) **Graduate with Completed IEP and Workforce Readiness:** A graduate receiving a graduation type code of 04, 05, 54, or 55 which indicates the student has completed his/her IEP and has either demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services. *(Data source: PEIMS 40203)*

9) **Graduate with Level I or Level II Certificate:** A graduate earning a level I or level II certificate in any workforce education area. *(Data source: THECB)*

10) **Enlist in the Armed Forces** A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, Marines, or Texas National Guard *(Data source: DD Form 4 - Enlistment/Reenlistment Document Armed Forces of the United States).*

College, Career, or Military Ready Graduates

College, Career, or Military Ready (Student Achievement): The percentage of annual graduates who demonstrated college, career, or military readiness by meeting at least one of the nine criteria described in *College, Career, or Military Readiness.*

Only College Ready: The percentage of annual graduates who demonstrated only college readiness by meeting college ready criteria 1, 2, 3, 4, 5 or 6 but did not meet any of the career and military ready criteria 7, 8, 9 or 10 described in *College, Career, or Military Readiness.*

Only Career/Military Ready: The percentage of annual graduates who demonstrated only career or military readiness by meeting career or military ready criteria 7, 8, 9 or 10 but did not meet any of the college ready criteria 1, 2, 3, 4, 5 or 6 described in *College, Career, or Military Readiness.*

College Ready Graduates

College Ready: The percentage of annual graduates who demonstrated college readiness by meeting criteria 1, 2, 3, 4, 5, or 6 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met career or military ready criteria 7, 8, 9 or 10. *(Data source: PEIMS 43415, THECB, College Board, ACT, IB, and PEIMS 49010)*

TSI Criteria Graduates: The percentage of annual graduates who met or exceeded the college-ready criteria on the Texas Success Initiative Assessment (TSIA1 and/or TSIA2), the SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. The criteria for each are as follows:

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TSI Criteria						
TSIA1 and/or TSIA2		**SAT**		**ACT**		**College Prep Course**
>= ELAR criteria shown below	**or**	>=480 on the Evidence-Based Reading and Writing (EBRW)	**or**	**Before Feb 15, 2023** >=19 on English and >= 23 Composite **After Feb 15, 2023** English + Reading Combined score >=40	**or**	Complete and earn credit for ELA college prep course
>= Mathematics criteria shown below	**or**	>=530 on Mathematics	**or**	**Before Feb 15, 2023** >=19 on Mathematics and >=23 Composite **After Feb 15, 2023** Mathematics score >=22	**or**	Complete and earn credit for mathematics college prep course

Subject	**Assessment Version**	**Score Requirements for CCMR**				
English Language Arts and Reading (ELAR)	TSIA1	Score ≥ 351 on Reading				
	TSIA2	Score ≥ 945 on the ELAR College Readiness Classification (CRC)	AND		Score ≥ 5 on the essay	
		OR				
		Score < 945 on the ELAR CRC	AND	Score ≥ 5 on the diagnostic	AND	Score ≥ 5 on the essay

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	Combination	Score ≥ 945 on the ELAR CRC on the TSIA2	AND		Score ≥ 5 on the TSIA1 essay	
		OR				
		Score < 945 on the ELAR CRC on the TSIA2	AND	Score ≥ 5 on the diagnostic on the TSIA2	AND	Score ≥ 5 on the TSIA1 essay
Mathematics	TSIA1	Score ≥ 350 on Mathematics				
	TSIA2	Score ≥ 950 on the Mathematics CRC				
		OR				
		Score < 950 on the Mathematics CRC	AND	Score = 6 on the diagnostic		

The percentages are calculated as follows:

English Language Arts.

number of 2022-23 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA

number of 2022-23 annual graduates

Mathematics.

number of 2022-23 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in mathematics

number of 2022-23 annual graduates

Both Subjects.

number of 2022-23 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in both ELA and mathematics

number of 2022-23 annual graduates

Any Subject.

number of 2022-23 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA or mathematics

number of 2022-23 annual graduates

AP/IB Criteria Met in Any Subject: The percentage of annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination. *(Data source: College Board and IB)*

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$$\frac{\text{number of 2022-23 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination}}{\text{number of 2022-23 annual graduates}}$$

Associate Degree: The percentage of annual graduates who earned an associate degree by August 31 immediately following high school graduation. *(Data source: PEIMS 40100)*

$$\frac{\text{number of 2022-23 annual graduates who earned an associate degree by August 31 immediately following high school graduation.}}{\text{number of 2022-23 annual graduates}}$$

Dual Course Credits: A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. *(Data source: PEIMS 43415)*

$$\frac{\text{number of 2022-23 annual graduates who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics}}{\text{Number of 2022-23 annual graduates}}$$

OnRamps Course Credits: The percentage of annual graduates who completed an OnRamps dual enrollment course and qualified for at least three hours of university or college credit in any subject area *(Data source: OnRamps program)*

$$\frac{\text{number of 2022-23 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation}}{\text{number of 2022-23 annual graduates}}$$

Graduates Under an Advanced Diploma Plan and be Identified as a Current Special Education Student: The percentage of annual graduates under an advanced diploma plan and identified as a current special education student *(Data source: PEIMS 40203 and 42401)*

$$\frac{\text{number of 2022-23 annual graduates who graduated under an advanced diploma plan and were identified as a current special education student}}{\text{number of 2022-23 annual graduates}}$$

Career/Military Ready Graduates

Career or Military Ready Graduates: The percentage of annual graduates who demonstrated career or military readiness by meeting criteria 7, 8, 9 or 10 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met college ready criteria 1, 2, 3, 4, 5 or 6.

Approved Industry-Based Certification: The percentage of annual graduates who earned an approved industry-based certification. For additional information, see Chapter 2 of the *2024 Accountability Manual*. *(Data source: PEIMS 48011)*

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$$\frac{\text{number of 2022-23 annual graduates who earned an approved industry-based certification}}{\text{number of 2022-23 annual graduates}}$$

Graduates with Level I or Level II Certificate: The percentage of annual graduates who earned a level I or level II certificate *(Data source: THECB)*

$$\frac{\text{number of 2022-23 annual graduates who earned a level I or level II certificate}}{\text{number of 2022-23 annual graduates}}$$

Graduates with Completed IEP and Workforce Readiness: The percentage of annual graduates who received a graduation type code of 04, 05, 54, or 55. For additional information, see Chapter 2 of the 2024 Accountability Manual. *(Data source: PEIMS 40203)*

$$\frac{\text{number of 2022-23 annual graduates who received a graduation type code of 04, 05, 54, or 55}}{\text{number of 2022-23 annual graduates}}$$

U.S. Armed Forces Enlistment (Annual Graduates): The percentage of annual graduates who enlist in the U.S. Army, Navy, Air Force, Coast Guard, Marines, or Texas National Guard (Data source: DD Form 4 - Enlistment/Reenlistment Document Armed Forces of the United States).

$$\frac{\text{number of 2022-23 annual graduates enlisting in the U.S. Armed Forces or Texas National Guard by December 31 immediately following high school graduation}}{\text{number of 2022-23 annual graduates}}$$

CCMR-related Indicators (2023–24)

TSIA Results (Graduates >= Criterion) (Annual Graduates): The percentage of annual graduates who met the TSI criteria on the TSIA1 and/or TSIA2 *(Data source: THECB and PEIMS 40203)*

English Language Arts.

$$\frac{\text{number of 2022-23 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in ELA}}{\text{number of 2022-23 annual graduates}}$$

Mathematics.

$$\frac{\text{number of 2022-23 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in mathematics}}{\text{number of 2022-23 annual graduates}}$$

Both Subjects.

$$\frac{\text{number of 2022-23 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in both ELA and mathematics}}{\text{number of 2022-23 annual graduates}}$$

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Completed and Received Credit for College Prep Courses (Annual Graduates): The percentage of annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in either ELA or mathematics or both. *(Data source: PEIMS 43415)*

English Language Arts.

$$\frac{\text{number of 2022-23 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA}}{\text{number of 2022-23 annual graduates}}$$

Mathematics.

$$\frac{\text{number of 2022-23 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in mathematics}}{\text{number of 2022-23 annual graduates}}$$

Both Subjects.

$$\frac{\text{number of 2022-23 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA and mathematics}}{\text{number of 2022-23 annual graduates}}$$

AP/IB Results (Participation) (Grades 11–12): The percentage of students in grades 11 and 12 who took the College Board's Advanced Placement (AP) examinations or the International Baccalaureate's (IB) examinations. *(Data source: College Board and IB)*

All Subjects.

$$\frac{\text{number of students in grades 11 \& 12 in the 2022-23 school year who took at least one AP or IB examination}}{\text{total students enrolled in grades 11 \& 12}}$$

English Language Arts.

$$\frac{\text{number of students in grades 11 \& 12 in the 2022-23 school year who took at least one AP or IB examination in ELA}}{\text{total students enrolled in grades 11 \& 12}}$$

Mathematics.

$$\frac{\text{number of students in grade 11 \& 12 in the 2022-23 school year who took at least one AP or IB examination in mathematics}}{\text{total students enrolled in grades 11 \& 12}}$$

Science.

$$\frac{\text{number of students in grade 11 \& 12 in the 2022-23 school year who took at least one AP or IB examination in science}}{\text{total students enrolled in grades 11 \& 12}}$$

Social Studies.

$$\frac{\text{number of students in grade 11 \& 12 in the 2022-23 school year who took at least one AP or IB examination in social studies}}{\text{total students enrolled in grades 11 \& 12}}$$

(Data source: College Board, IB, and PEIMS 40110)

AP/IB Results (Examinees >= Criterion) (Grades 11–12): The percentage of students with at least one AP or IB examination in grades 11 and 12 at or above the criterion score. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. *(Data source: College Board and IB)*

All Subjects.

$$\frac{\text{number of 11th and 12th graders in the 2022-23 school year with at least one AP or IB score at or above criterion}}{\text{number of 11th and 12th graders with at least one AP or IB examination}}$$

English Language Arts.

$$\frac{\text{number of 11th and 12th graders in the 2022-23 school year with at least one AP or IB score at or above criterion in ELA}}{\text{number of 11th and 12th graders with at least one AP or IB examination in ELA}}$$

Mathematics.

$$\frac{\text{number of 11th and 12th graders in the 2022-23 school year with at least one AP or IB score at or above criterion in mathematics}}{\text{number of 11th and 12th graders with at least one AP or IB examination in mathematics}}$$

Science.

$$\frac{\text{number of 11th and 12th graders in the 2022-23 school year with at least one AP or IB score at or above criterion in science}}{\text{number of 11th and 12th graders with at least one AP or IB examination in science}}$$

Social Studies.

$$\frac{\text{number of 11th and 12th graders in the 2022-23 school year with at least one AP or IB score at or above criterion in social studies}}{\text{number of 11th and 12th graders with at least one AP or IB examination in social studies}}$$

(Data source: The College Board, The International Baccalaureate Organization, and PEIMS 40110)

AP/IB Results (11th & 12th Graders >= Criterion): The percentage of students enrolled in grades 11 and 12 with at least one AP or IB score at or above the criterion score. This denominator includes students enrolled in grades 11 and 12 who did not take AP or IB examination. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced

placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. *(Data source: College Board and IB)*

All Subjects.

$$\frac{\text{number of 11th and 12th graders in the 2022-23 school year with at least one AP or IB score at or above criterion}}{\text{total students enrolled in 11th and 12th grades}}$$

SAT/ACT Results (Annual Graduates): Participation and performance of annual graduates from all Texas public schools on the College Board's SAT and ACT, Inc.'s ACT assessment. ACT and SAT scores are based on each student's highest section scores across all exams taken, and the SAT total and ACT composite scores are calculated using the highest section scores.

(1) *Tested:* The percentage of graduates who took either college admissions assessment:

$$\frac{\text{number of 2022-23 graduates who took either the SAT or the ACT}}{\text{number of 2022-23 graduates reported}}$$

(2) *At/Above Criterion for All Graduates:* The percentage of graduates who scored at or above the criterion score of 480 on the SAT evidence-based reading and writing *or* 19 on ACT English section and 23 on the ACT composite (before February 15, 2023) *and* 530 on SAT mathematics *or* 19 on ACT Mathematics section and 23 on the ACT composite (before February 15, 2023). After February 15, 2023, the percentage of graduates who scored at or above the criterion score of 40 on ACT English and Reading Combined *and* at or above 22 on ACT Mathematics:

$$\frac{\text{number of 2022-23 graduating examinees who scored at or above the criterion score on either the SAT or the ACT}}{\text{number of 2022-23 graduates reported}}$$

Average SAT Score (Annual Graduates): Performance of annual graduates from all Texas public schools on the College Board's SAT assessment. If a student takes the SAT more than once, the best result by subject area is selected, and the SAT total is calculated as the sum of the highest section scores.

(1) *All Subjects:* The average score for the SAT evidence-based reading and writing and mathematics combined. The maximum score is 1600.

$$\frac{\text{sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2022-23 graduates who took the SAT}}{\text{number of 2022-23 graduates who took the SAT}}$$

(2) *English Language Arts and Writing:* The average score for the SAT evidence-based reading and writing. The maximum score is 800.

$$\frac{\text{sum of SAT evidence-based reading and writing scores of all 2022-23 graduates who took the SAT}}{\text{number of 2022-23 graduates who took the SAT}}$$

(3) *Mathematics:* The average score for the SAT mathematics. The maximum score is 800.

$$\frac{\text{sum of SAT mathematics scores of all 2022-23 graduates who took the SAT}}{\text{number of 2022-23 graduates who took the SAT}}$$

(Data source: College Board and PEIMS 40203)

Average ACT Score (Annual Graduates): Performance of annual graduates from all Texas public schools on the ACT Inc.'s ACT assessment. If a student takes the ACT more than once, the best result by subject area is selected, and the ACT composite scores is calculated as the average of the highest section scores.

(1) *All Subjects:* The average score for the ACT composite. The maximum score is 36.

$$\frac{\text{sum of ACT composite scores of all 2022-23 graduates who took the ACT}}{\text{number of 2022-23 graduates who took the ACT}}$$

(2) *English Language Arts:* The average score for the ACT English and reading combined. The maximum score is 36.

$$\frac{\text{sum of ACT English and reading combined scores of all 2022-23 graduates who took the ACT}}{\text{number of 2022-23 graduates who took the ACT}}$$

(3) *Mathematics:* The average score for the mathematics ACT. The maximum score is 36.

$$\frac{\text{sum of ACT mathematics scores of all 2022-23 graduates who took the ACT}}{\text{number of 2022-23 graduates who took the ACT}}$$

(4) *Science:* The average score for the science ACT. The maximum score is 36.

$$\frac{\text{sum of ACT science scores of all 2022-23 graduates who took the ACT}}{\text{number of 2022-23 graduates who took the ACT}}$$

Other Postsecondary Indicators (2023–24)

Advanced/Dual-Credit Course Completion (Grades 9–12): The percentage of students who completed and received credit for at least one advanced or dual-credit course. Decisions about awarding high school credit for college courses are described in Texas Administrative Code §74.25.

Appendix A lists all courses identified as advanced courses. Courses for which a student can earn dual credit are not listed because they vary from campus to campus.

Course completion information is reported by districts through the PEIMS after the close of the school year. For example, the values, expressed as percentages for grades 9–12, are calculated as follows: *(Data source: PEIMS 43415)*

Any Subject.

$$\frac{\text{number of students in grades 9–12 in 2022-23 who received credit for at least one advanced/dual-credit course}}{}$$

number of students in grades 9–12 who received credit for at least one course in 2022-23

English Language Arts.

number of students in grades 9–12 in 2022-23 who received credit for at least one ELA advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one ELA course in 2022-23

Mathematics.

number of students in grades 9–12 in 2022-23 who received credit for at least one mathematics advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one mathematics course in 2022-23

Science.

number of students in grades 9–12 in 2022-23 who received credit for at least one science advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one science course in 2022-23

Social Studies.

number of students in grades 9–12 in 2022-23 who received credit for at least one social studies advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one social studies course in 2022-23

(Data source: PEIMS 43415)

Graduates Enrolled in Texas Institution of Higher Education (TX IHE): The percentage of students who enrolled and began instruction at an institution of higher education in Texas for the school year following high school graduation.

number of graduates during the 2021-22 school year who attended a public or independent college or university in Texas in the following academic year

number of graduates during the 2021-22 school year

Students who enrolled in out-of-state colleges or universities or any non-public career school are not included. Students who attend public community colleges in Texas are included.
(Data source: THECB)

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Additional reports showing students enrolled in Texas public colleges and universities are available on the Texas Higher Education Coordinating Board (THECB) site at http://www.txhighereddata.org/generatelinks.cfm?Section=HS2Col.

For more information on the data used in this indicator, contact the Texas Higher Education Coordinating Board at (512) 427-6153. *(Data source: THECB)*

Student Information (2023–24)

Please note, the Enrollment section of this report was added beginning with 2019–20. The definitions below describe the nuances between Membership and Enrollment. If comparing the data shown from this year's report to reports prior to 2019–2020, use the data displayed under Membership.

Enrollment: Students reported as enrolled as of the last Friday in October.

Membership: Membership differs from enrollment, as it does not include those students who are served for less than two hours per day. A student is in membership if he/she is enrolled and is either

- scheduled to attend at least two hours of instruction each school day or
- participating in an alternative attendance accounting program.

For example, the count of *Total Students* excludes students who attend a non-public school but receive some services, such as speech therapy—for less than two hours per day—from their local school district.

Total Students: The total number of public school students who were reported at any grade from early childhood education through grade 12. *(Data source: PEIMS 40110)*

Students by Grade: The count of students in each grade divided by the total number of students. *(Data source: PEIMS 40110)*

Ethnic Distribution: The number and percentage of students who are identified as belonging to one of the following groups: African American, Hispanic, white, American Indian, Asian, Pacific Islander, and two or more races. *(Data source: PEIMS 40100, 30040, 30050, 30090)*

Male/Female: The number and percentage of students who are identified as male or female. *(Data source: PEIMS 40100)*

Economically Disadvantaged: The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance.

$$\frac{\textbf{number of students eligible for free or reduced-price lunch or other public assistance}}{\textbf{total number of students}}$$

(Data source: PEIMS 40100 and TEA Student Assessment Division)

Non-Educationally Disadvantaged: Those students not eligible to participate in free or reduced-price lunch or to receive any other public assistance. This is the complementary count and percentage to Economically Disadvantaged.

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Section 504 Students: The count and percentage of students identified as receiving section 504 services. *(Data source: PEIMS 40110)*

Emergent bilingual students/English learner (EB/EL) : The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms "English Learner" (EL) and "Emergent Bilingual" (EB) are used interchangeably.

The percentage of EB/ELs is calculated by dividing the number of EB/ELs by the total number of students in the district or campus. Not all students identified as EB/ELs receive bilingual or English as a second language instruction. *(Data source: TELPAS file)*

Students with Disciplinary Placements: The count and percentage of students placed in alternative education programs under Chapter 37 of the Texas Education Code (Discipline; Law and Order). Districts report the disciplinary actions taken toward students who are removed from the classroom for at least one day. Although students can have multiple removals throughout the year, this measure counts students only once and includes only those whose removal results in a placement in a disciplinary alternative education program or juvenile justice alternative education program. It is calculated as follows:

$$\frac{\textbf{number of students with one or more disciplinary placements}}{\textbf{number of students who were in attendance at any time during the school year}}$$

For 2023–24, the following 19 disciplinary action codes are included as disciplinary placements: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60, and 61. *(Data source: PEIMS 44425)*

Students with Dyslexia: The count and percentage of students identified with Dyslexia. *(Data source: PEIMS 40100)*

Foster Care: The count and percentage of students identified as in the conservatorship of the Department of Family and Protective Services (DFPS). *(Data source: PEIMS 40100)*

Homeless: The count and percentage of students meeting the criteria defined by 42 U.S.C. Section 11434(a), the term "homeless children and youths" —

(A) individuals who lack a fixed, regular, and adequate nighttime residence [within the meaning of section 11302(a)(1)]; and

(B) includes —

(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters;

(ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings [within the meaning of section 11302(a)(2) (C)];

(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

(iv) migratory children (as such term is defined in section 6399 of title 20) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

(Data source: PEIMS 40100)

Immigrant: The count and percentage of students identified under the definition found under Title III of the No Child Left Behind Act of 2001 (NCLB), where the term 'immigrant children and youth' is defined as, "individuals who are aged 3 through 21; were not born in any state; and have not been attending one or more schools in any one or more states for more than 3 full academic years." The term 'State' means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico. *(Data source: PEIMS 40100)*

Migrant: The count and percentage of students that meet the following criteria: Student is (ages 3-21), or the student's parent, spouse, or guardian is a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, spouse, or guardian in order to obtain, temporary or seasonal employment in agricultural or fishing work: 1) has moved from one school district to another; or 2) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity. *(Data source: PEIMS 40100)*

Title I: The count and percentage of students participating in a program authorized under Elementary and Secondary Education Act (ESEA), Title I, Part A of the Improving America's Schools Act. *(Data source: PEIMS 41461)*

Military Connected: The count and percentage of students who are dependents of an active duty or former member of the United States military, the Texas National Guard, or a reserve force of the United States military, or who are dependents of a member of the United States military, the Texas National Guard, or a reserve force of the United States military who was killed in the line of duty. *(Data source: PEIMS 40100)*

At-Risk: The count and percentage of students identified as being at risk of dropping out of school as defined by TEC §29.081(d) and (d-1).

$$\frac{\textbf{number of students in the 2023–24 school year considered as at risk}}{\textbf{total number of students}}$$

(Data source: PEIMS 40110)

Student by Instructional Program:
The count and percentage of students served in programs and/or courses for special education, career and technical education, career and technical education (grades 9– 12 only), bilingual/ESL education, or gifted and talented education. The percentages do not total to 100 because students may participate in more than one of these programs. (Data source: TSDS PEIMS 40110, 41163 and 41169)

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Students with Disabilities by Type of Primary Disability: The count of students disaggregated by primary disability. The TAPR and Texas Performance Reporting System (TPRS) uses five categories of primary disability: Students with Intellectual Disabilities, Students with Physical Disabilities, Students with Autism, Students with Behavioral Disabilities, and Students with Non-Categorical Early Childhood. Additional information is provided below.

Students with Intellectual Disabilities (PEIMS disability codes 06, 08, 12, 13)

- 06—Intellectual Disability (ID)
- 08—Learning Disability (LD)
- 12—Developmental Delay (DD)
- 13—Traumatic Brain Injury (TBI)

Students with Physical Disabilities (PEIMS disability codes 01, 03, 04, 05, 09)

- 01—Orthopedic Impairment (OI)
- 03—Auditory Impairment (AI)
- 04—Visual Impairment (VI)
- 05—Deaf-Blind (DB)
- 09—Speech Impairment

Students with Autism (PEIMS disability code 10)

- 10—Autism (AU)

Students with Behavioral Disabilities (PEIMS disability codes 02 and 07)

- 02—Other Health Impairment (OHI)
- 07—Emotional Disturbance (ED)

Students with Noncategorical Early Childhood (PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

(Data source: PEIMS 41163)

Mobility: The count and percentage of students who have been in membership for less than 83 percent of the school year (i.e., missed six or more weeks).

$$\frac{\textbf{number of mobile students in 2022–23}}{\textbf{number of students who were in membership at any time during the 2022–23 school year}}$$

This rate is calculated at the state, region, district, and campus level and is disaggregated by race/ethnicity, economically disadvantaged status, special education status, and emergent bilingual students/English learner status. The mobility rates shown are based on the count of mobile students identified at the campus level. The district mobility rate reflects school-to-school mobility within the

same district or from outside the district. The region mobility rate reflects school-to-school mobility within the same region or from outside the region. *(Data source: PEIMS 42400)*

Attrition Rate: The percentage of students enrolled in fall 2022-23 who did not return to the same campus in the fall of 2023-24. This calculation is adjusted to account for the grade levels available to students at each campus as well as additional factors. For instance, students were excluded from the calculation if the campus in which they were enrolled in 2022-23 did not offer the next grade they were expected to move into in 2023-24 or if they were at a campus in 2022-23 that was no longer active in 2023-24. Students who were retained in grade, including those in Grade 12, remained in the calculation.

Some campuses may not receive an attrition rate because all of their students are excluded from the attrition denominator due to their subsequent grade level not being offered at that campus in 2023-24. Examples of such campuses are campuses that serve single grade levels or campuses that changed the grades offered in 2023-24. Attrition Rate is calculated as follows:

$$\frac{\textbf{number of students enrolled in fall 2022 – number of students who returned in fall 2023}}{\textbf{number of students enrolled in fall 2022}}$$

Aggregations of campus denominators and numerators are created for district, region and state levels, and rates for each of those levels are calculated from these sums.

Retention Rates by Grade*:* The percentage of students in Texas public schools who enrolled in fall 2023 in the same grade in which they were reported for the last six-week period of the prior school year (2022–23).

$$\frac{\textbf{number of students enrolled in the same grade from one school year to the next}}{\textbf{number of students enrolled from one school year who return the next year or who graduate}}$$

Special education retention rates are calculated and reported separately because local retention practices differ for students served by special education.

The TAPR and TPRS show retention rates only for grades K–9. Retention rates for all grades can be found in Grade-Level Retention in Texas Public Schools, 2022-23 available from TEA*. (Data source: PEIMS 40110)*

Data Quality *(not on campus profile)*: The percentage of errors made by the district in the PEIMS Student Leaver Data.

Percent of Underreported Students. Underreported students are 7th–12th graders who were enrolled at any time during the prior year, who are not accounted for through district records or TEA processing in the current year, and for whom the district did not submit a leaver record. A district is required to submit a leaver record for any student served in grades 7–12 the previous year unless the student received a Texas high school equivalency certificate (TxCHSE) certificate by August 31, is a previous Texas public school graduate, moved to and enrolled in another Texas

public school district, or returned to the district by the end of the school start window. (For 2022–23 the end of the school-start window was September 30, 2023)

$$\frac{\textbf{number of underreported students}}{\textbf{number of students in grades 7–12 who were served in the district in the 2022–23 school year}}$$

(Data source: Texas High School Equivalency Certificate Information File; PEIMS 40100, 40110, 42400, and 42500)

Class Size Averages by Grade and Subject: The average class size by grade (elementary) or selected subjects (secondary classes).

For secondary classes, averages are determined by totaling the number of students served (in a subject at the campus) and dividing that sum by the count of classes for that subject.

For elementary classes, the average is determined based on the instructional model. If an elementary teacher teaches all subjects to the same group of fourth graders all day, the class size average is simply the number of fourth grade students served by that teacher. If an elementary teacher teaches a single subject to five different sections of fourth graders each day, however, the average is calculated the same way as for secondary subjects. For example, one fourth grade science teacher teaches five science classes each day with 18, 20, 19, 21, and 22 students in each class. The total of 100 students divided by the five classes produces an average class size of 20 students for that teacher.

The following rules apply to the average class sizes:

- Classes identified as serving regular, compensatory/remedial, gifted and talented, career and technical, and honors students are included in the calculation.
- English language arts (ELA), mathematics, science, social studies, languages other than English, computer science, and career and technical education are included in the calculation, as are self-contained classrooms.
- Classes where the number of students served is reported as zero are not included.
- Service codes with the “SR” prefix are not included.
- Teacher roles coded as “teacher” and/or “substitute teacher” are included.
- Only class settings coded as “regular class” are included.
- Missing partial FTE counts are not included.
- Elementary classes in which the number of students exceeds 100 are not included.
- Mixed grade-level class averages are not included.

(Data source: PEIMS 30090)

Staff Information (2023–24)

Total Staff: The total count of staff which includes professional staff (teachers, professional support, administrators), educational aides, and (on the district profile) auxiliary staff. *(Data source: PEIMS 30040, 30050, and 30090)*

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Professional Staff: The full-time equivalent (FTE) count of teachers, professional support staff, campus administrators, and on the district profile, central office administrators. Staff are grouped according to roles as reported in PEIMS. Each type of professional staff is shown as a percentage of the total staff FTE. See Appendix B for all PEIMS Role IDs. *(Data source: PEIMS 30040, 30050, and 30090)*

Educational Aides: The count and percentage of paraprofessional staff who are reported with a role of 033 (Educational Aide) or 036 (Certified Interpreter). The FTE counts of educational aides are expressed as a percentage of the total staff FTEs. See Appendix B for all PEIMS Role IDs. *(Data source: PEIMS 30090)*

Auxiliary Staff *(not on campus profile)*: The count of full-time equivalent (FTE) staff reported in PEIMS employment and payroll records who are not reported in the PEIMS 30090 Staff – Responsibilities record. The auxiliary staff (and educational aide who performs routine classroom tasks under the general supervision of a certified teacher or teaching team) are expressed as a percentage of total staff. For auxiliary staff, the FTE is the value of the percentage of day worked. *(Data source: PEIMS 30060 and 30090)*

Librarians and Counselors (Headcount): The headcount of librarians and counselors is based on full-time equivalent (FTE) for full-time and part-time headcounts. Librarians and counselors are considered part-time when the FTE count is less than or equal to .85 (For example, if an FTE count is less than or equal to .85, the part-time headcount is equal to 1).

Librarians and counselors are headcounts, not sums of FTEs. The district headcount is not a sum of the campus headcount. For example, a counselor spends 50 percent of their time at the elementary (0.50 FTE) and 50 percent of their time at the high school (0.50 FTE). On each of the campus reports, this counselor will be reflected as 1.0 part-time counselor. On the district report, the counselor will be reflected as 1.0 full-time counselor since the FTE count is greater than .85 (0.50 FTE plus 0.50 FTE=1.0 FTE). See Appendix B for PEIMS Role IDs (Professional Support Staff). *(Data source: PEIMS 30040, 30050, and 30090)*

Total Minority Staff: The total count of minority staff is the sum of the FTE counts for all non-white staff groups (African American, Hispanic, American Indian, Asian, Pacific Islander, and Two or More Races). The minority staff FTE count is expressed as a percentage of the total staff FTE. *(Data source: PEIMS 30040, 30050, and 30090)*

Teachers by Ethnicity and Sex: The counts of teacher FTEs by ethnic group and by sex. Counts are also expressed as a percentage of the total teacher FTEs. *(Data source: PEIMS 30040, 30050, and 30090)*

Teachers by Highest Degree Held: The distribution of degrees held by teachers. The FTE counts of teachers with no degree, a bachelor's degree, a master's degree, or a doctorate are expressed as a percentage of the total teacher FTEs. *(Data source: PEIMS 30040, 30050, and 30090)*

Teachers by Years of Experience: The FTE count of teachers by total years of experience for the individual, not necessarily years of experience in the district or campus. Teacher counts within each range of experience are expressed as a percentage of total teacher FTEs. Teachers are reported with zero years of experience (first year teachers), 1–5 years, 6–10 years, 11–20 years, 21–30 years, and over 30 years. *(Data source: PEIMS 30040, 30050, and 30090)*

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Number of Students per Teacher: The total number of students divided by the total teacher FTE count. *(Data source: PEIMS 30040, 30050, and 30090)*

Experience of Campus Leadership: The average years of experience for principals and assistant principals.

Average Years as Principal: The number of completed years of experience as a principal, regardless of district or interruption in service. These amounts are added together and divided by the number of all principals reported for the campus.

Average Years as Principal with District: The number of years a principal is employed in the district regardless of any interruption in service. The amounts are added together and divided by the number of principals reported for the district.

Average Years as Assistant Principal: The number of completed years of experience as assistant principal, regardless of district or interruption of service. The amounts are added together and divided by the number of assistant principals reported for the campus.

Average Years as Assistant Principal with District: The number of years employed as assistant principal in the district regardless of any interruption in service. These amounts are added together and divided by the number of assistant principals reported for the district.

(Data source: PEIMS 30050)

Average Years Experience of Teachers: The average number of completed years of professional experience, regardless of district. Weighted averages are calculated by multiplying each teacher's FTE coefficient (1 for a full-time teacher, .75 for a three-quarter-time teacher, and .5 for a half-time teacher, for example) by his or her years of experience. These amounts are added together and divided by the sum of all teachers' FTE coefficients. *(Data source: PEIMS 30040, 30050, and 30090)*

Average Years Experience of Teachers with District: The average number of years employed in the district regardless of any interruption in service. Weighted averages are calculated by multiplying each teacher's FTE coefficient by his or her years of experience in the district. These amounts are added together and divided by the sum of all teacher's coefficients. *(Data source: PEIMS 30050)*

Average Teacher Salary by Years of Experience (regular duties only): Total pay for all teachers in each category divided by the total teacher FTE count in that category. For the purpose of this calculation, the total actual salary amount is pay for regular duties only and does not include supplemental pay. For teachers who also have non-teaching roles, only the portion of time and pay dedicated to classroom responsibilities is factored into the average teacher salary calculation. Teachers are reported with zero years of experience (first year teacher), 1–5 years, 6–10 years, 11–20 years, 21–30 years, and over 30 years. *(Data source: PEIMS 30060)*

Average Actual Salaries (regular duties only): For each category, the total salary for that category divided by the total FTE count for that category. Only payment for regular duties is included in the total salary; supplemental payments for extra duties (e.g., coaching, band and orchestra assignments, club sponsorships) are not included. See Appendix B for lists of the PEIMS role IDs included in each category.

Teachers. Teachers, special duty teachers, and substitute teachers. Substitute teachers are either temporarily hired to replace a teacher or hired permanently on an as-needed basis. The District

Teacher Salary Report and Graph also uses this definition in creating counts for various salary ranges.

Professional Support. Therapists, nurses, librarians, counselors, and other campus professional personnel.

Campus Administration (School Leadership). Principals, assistant principals, and other administrators reported with a specific school ID.

Central Administration (not on campus profile). Superintendents, presidents, chief executive officers, chief administrative officers, business managers, athletic directors, and other administrators reported with a central office ID and not a specific school ID.

Instructional Staff Percent *(district profile only)*: The percentage of the district's FTEs whose job function was to provide classroom instruction directly to students during the 2022–23 school year. The instructional staff percent is a district-level measure and is calculated as follows:

$$\frac{\textbf{total number of hours for district staff who were reported under expenditure object codes 6112, 6119, and 6129, and function codes 11, 12, 13, and 31}}{\textbf{total number of hours worked by all district employees}}$$

Contact the Division of Financial Compliance at (512) 463-9095 for further details about this measure. *(Data source: PEIMS 30040, 30050, and 30090)*

Turnover Rate for Teachers *(not on campus profile)*: The percentage of teachers from the fall of 2022–23 who were not employed in the district in the fall of 2023–24. It is calculated as the total FTE count of teachers from the fall of 2022–23 who were not employed in the district in the fall of 2023–24, divided by the total teacher FTE count for the fall of 2022–23. Staff who remained employed in the district but not as teachers also count toward teacher turnover. *(Data source: PEIMS 30040 and 30090)*

Staff Exclusions *(not on campus profile):* The counts of individuals who serve public school students but are not included in the FTE totals for any of the other employee statistics. There are two types of these entries: individuals participating in a shared services arrangement and individuals on contract with the district to provide instructional services.

Shared Services Arrangement (SSA) Staff are staff who work in schools located in districts other than their employing district or whose assigned organization (in PEIMS) shows a code of 751, indicating that they are employed by the fiscal agent of an SSA. Only the portion of a person's total FTE amount associated with the school in another district (or with the 751 organization code) is counted as SSA. SSA staff are grouped into three categories: Professional Staff (which includes teachers, administrators, and professional support); Educational Aides; and Auxiliary Staff. Note that SSA Auxiliary Staff are identified by the type of fund from which they are paid.

Contracted Instructional Staff (District and Campus Profiles) refers to counts of instructors for whom the district has entered into a contractual agreement with some outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They are never employees of the reporting school district. *(Data source: PEIMS 30055 and 30060)*

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Contracted Instructional Staff: The count of individuals who are not regular classroom teachers who have signed a contract with a district, nor are they shared services arrangement employees. Rather, these are instructors for whom the district has entered into a contractual agreement with an outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They include, but are not limited to, speech therapists, occupational therapists, and any other professional contracted staff working in a classroom on a dedicated basis. *(Data source: PEIMS 30055)*

Teacher Incentive Allotment (TIA): The headcount of teachers who received incentive allotment per House Bill 3 and TEC Sec. 48.112 and average TIA payout by categories of Recognized, Exemplary and Master for the 2023-24 school year. *(Data source: Division of District Talent Systems)*

Teachers by Program *(population served):* The FTE count of teachers categorized by the type of student populations served: regular, special, compensatory, bilingual/ESL, gifted and talented education students, and other populations. Teacher FTE values are allocated across population types for teachers who serve multiple population types. Percentages are expressed as a percentage of total teacher FTEs. *(Data source: PEIMS 30040, 30050, and 30090)*

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Appendix A
Advanced Academic Courses

- All courses shown were for the 2022–23 school year.
- An "A" prefix indicates a College Board Advanced Placement course.
- An "I" prefix indicates an International Baccalaureate course.
- Dual credit courses are not specifically shown on this list.

English Language Arts	
03221100	RESEARCH/TECHNICAL WRITING
03221200	CREATIVE WRITING
03221500	LITERARY GENRES (LIT GENR)
03221600	HUMANITIES (FIRST TIME TAKEN)
03221800	INDEP STUDY/ENGLISH (1ST TIME)
03231000	INDEP STUDY/JOURNALISM (1ST)
03231902	ADV BROADCAST JOURNALISM III
03240400	ORAL INTERPRETATION III
03240800	DEBATE III (DEBATE 3)
03241100	PUBLIC SPEAKING III (PUBSPKG3)
03241200	INDEP STUDY/SPEECH (1ST TIME)
A3220100	AP ENGLISH LANGUAGE AND COMP
A3220200	AP ENGLISH LITERATURE AND COMP
I3220500	IB LNG A: LANG & LIT STD LEVEL
I3220600	IB LNG A: LANG & LIT HIGH LEVL
I3220700	IB LNG A: LITERATURE STD LEVEL
I3220800	IB LNG A: LITERATURE HIGH LEVL
I3220900	IB LITERATURE & PERF STD LEVEL
I3366010	IB PHILOSOPHY STANDARD LEVEL

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Mathematics	
03101100	PRECALCULUS (PRE CALC)
03102500	INDEP STUDY IN MATH (1ST TIME)
03102501	INDEP STUDY IN MATH (2ND TIME)
03102502	INDEP STUDY IN MATH (3RD TIME)
03580370	DISCRETE MATH FOR COMP SCIENCE
12701410	APPLIED MATH FOR TECH PROFNALS
13001000	MATH APPL IN AG/FOOD/& NAT RES
13016700	ACCOUNTING II
13016900	STAT & BUSNESS DECISION MAKING
13018000	FINANCIAL MATHEMATICS
13020970	MATH FOR MEDICAL PROFESSIONALS
13032950	MANU ENGINEERING TECHNOLOGY II
13036700	ENGINEERING MATHEMATICS
13037050	ROBOTICS II
13037600	DIGITAL ELECTRONICS
A3100101	AP CALCULUS AB
A3100102	AP CALCULUS BC
A3100200	AP STATISTICS (APSTATS)
A3580110	AP COMPUTER SCIENCE A - MATH
A3580120	AP COMPUTER SCIENCE A - LOTE
I3100500	IB MATH ANALYS & APRCH STD LVL
I3100600	IB MATH ANALYS & APRCH HGH LVL
I3100700	IB MATH APS & INTERPT STD LVL
I3100800	IB MATH APPS & INTERPT HGH LVL
I3580310	IB COMP SCI A - HIGHR LVL MATH
I3580320	IB COMP SCI A - HIGHR LVL LOTE
03101100	PRECALCULUS (PRE CALC)
03102500	INDEP STUDY IN MATH (1ST TIME)
03102501	INDEP STUDY IN MATH (2ND TIME)
03102502	INDEP STUDY IN MATH (3RD TIME)

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Career and Technology Applications	
03580200	COMPUTER SCIENCE I
03580300	COMPUTER SCIENCE II
A3580300	AP COMPUTER SCIENCE PRINCIPLES
I3580200	IB COMPUTER SCIENCE STD LEVEL
I3580400	IB INFO TECH-GLOBL SOC STD LVL
I3580500	IB INFO TECH-GLOBL SOC HGH LVL

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Fine Arts	
03150400	MUSIC IV, BAND IV
03150800	MUSIC IV, ORCHESTRA IV
03151200	MUSIC IV, CHOIR IV
03151600	MUSIC IV, JAZZ ENSEMBLE IV
03152000	MUSIC IV, INSTRUMENTL ENSEM IV
03152400	MUSIC IV, VOCAL ENSEMBLE IV
03250400	THEATRE IV, THEATRE ARTS IV
03251000	THEATRE IV, THEATRE PROD IV
03251200	TECHNICAL THEATRE IV (TH4TECH)
03502300	ART IV, DRAWING III
03502400	ART IV, PAINTING III
03502500	ART IV, PRINTMAKING III
03502600	ART IV, FIBERS III
03502700	ART IV, CERAMICS III
03502800	ART IV, SCULPTURE III
03502900	ART IV, JEWELRY III
03503100	ART IV, PHOTOGRAPHY III
03830400	DANCE IV, PRINCIPLS OF DNCE IV
A3150200	AP MUSIC THEORY
A3500100	AP ART HISTORY
A3500300	AP STUDIO ART:DRWING PORTFOLIO
A3500400	AP STUDIO ART:2-DIM DSGN PORTF
A3500500	AP STUDIO ART:3-DIM DSGN PORTF
I3250200	IB MUSIC SL
I3250300	IB MUSIC HL
I3600100	ART, IB VISUAL ARTS HL
I3600200	ART, IB VISUAL ARTS SL
I3750200	THEATRE, IB THEATRE SL
I3750300	THEATRE, IB THEATRE HL
I3830100	DANCE, LEVEL III, IB DANCE I
I3830200	DANCE, LEVEL IV, IB DANCE II
I3830300	IB FILM STANDARD LEVEL
I3830400	IB FILM HIGHER LEVEL

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Science	
13000700	ADVANCED ANIMAL SCIENCE
13002100	ADV PLANT & SOIL SCIENCE
13020600	ANATOMY & PHYSIOLOGY
13020700	MEDICAL MICROBIOLOGY
13020800	PATHOPHYSIOLOGY
13023000	FOOD SCIENCE
13029500	FORENSIC SCIENCE
13036400	BIOTECHNOLOGY I
13036450	BIOTECHNOLOGY II
13037100	PRINCIPLES OF TECHNOLOGY
13037200	SCIENTIFIC RESEARCH & DESIGN
13037210	SCIENTIFIC RESEARCH & DESGN II
13037220	SCIEN RESEARCH & DESIGN III
13037300	ENG DESIGN & PROB SOLVING
13037500	ENGINEERING SCIENCE
A3010200	AP BIOLOGY
A3020000	AP ENVIRONMENTAL SCIENCE
A3040000	AP CHEMISTRY
A3050003	AP PHYSICS 1: ALGEBRA BASED
A3050004	AP PHYSICS 2: ALGEBRA BASED
A3050005	AP PHYSICS C: ELECTR&MAGNETISM
A3050006	AP PHYSICS C: MECHANICS
I3010201	IB BIOLOGY STANDARD LEVEL
I3010202	IB BIOLOGY HIGHER LEVEL
I3020000	IB ENVIRN SYS & SOC STND LEVL
I3030001	IB DESIGN TECHNOLOGY STD LEVEL
I3030002	IB DESIGN TECHNOLOGY HIGHR LVL
I3040002	IB CHEMISTRY STANDARD LEVEL
I3040003	IB CHEMISTRY HIGHER LEVEL
I3050002	IB PHYSICS STANDARD LEVEL
I3050003	IB PHYSICS HIGHER LEVEL
I3060001	IB SPRTS EXERS&HLTH SCI ST LVL
I3060002	IB SPRTS EXERS&HLTH SCI HGH LV

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Social Studies/History	
03310301	ECONOMICS ADV STUDIES, 1ST TME
03380001	SOCIAL STD ADV STDYS (1ST TME)
03380021	SOCIAL STD ADV STDYS (2ND TME)
A3220300	AP INTERNATIONAL ENGL LANGUAGE
A3310100	AP MICROECONOMICS
A3310200	AP MACROECONOMICS
A3330100	AP U.S. GOVERNMENT & POLITICS
A3330200	AP COMPARATIVE GOVT & POLITICS
A3340100	AP UNITED STATES HISTORY
A3340200	AP EUROPEAN HISTORY
A3350100	AP PSYCHOLOGY
A3360100	AP HUMAN GEOGRAPHY (WRLD GEOG)
A3360200	AP HUMAN GEOGRAPHY (ELECTIVE)
A3370100	AP WORLD HISTORY
I3301100	IB HISTORY STANDARD LEVEL
I3301200	IB HIST AFRICA&MIDEAST HGHR LV
I3301300	IB HIST OF AMERICAS HIGHER LVL
I3301400	IB HIST ASIA&OCEANIA HIGHR LVL
I3301500	IB HIST OF EUROPE HIGHER LEVEL
I3302100	IB GEOGRAPHY STANDARD LEVEL
I3302200	IB GEOGRAPHY HIGHER LEVEL
I3302300	IB SOC & CULTRL ANTHRO STD LVL
I3302400	IB SOC & CULTRL ANTHRO HGH LVL
I3302500	IB GLOBAL POLITICS STAND LEVEL
I3302600	IB GLOBAL POLITICS HIGHER LVL
I3303100	IB ECONOMICS STANDARD LEVEL
I3303200	IB ECONOMICS HIGHER LEVEL
I3304100	IB PSYCHOLOGY STANDARD LEVEL
I3304200	IB PSYCHOLOGY HIGHER LEVEL
N1130026	AP SEMINAR
N1290325	IB BUSINESS & MGT STANDARD LVL

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Foreign Language	
03110400	LANG O/T ENGLISH IV - ARABIC
03110500	LANG O/T ENGLISH V - ARABIC
03110600	LANG O/T ENGLISH VI - ARABIC
03110700	LANG O/T ENGLISH VII-ARABIC
03110910	SEM LOT, ADV 1ST TIME, ARABIC
03110920	SEM LOT, ADV 2ND TIME, ARABIC
03110930	SEM LOT, ADV 3RD TIME, ARABIC
03120400	LANG O/T ENGLISH IV - JAPANESE
03120500	LANG O/T ENGLISH V-JAPANESE
03120600	LANG O/T ENGLISH VI - JAPANESE
03120700	LANG O/T ENGLISH VII-JAPANESE
03120910	SEM LOT, ADV 1ST TME, JAPANESE
03120920	SEM LOT, ADV 2ND TME, JAPANESE
03120930	SEM LOT, ADV 3RD TME, JAPANESE
03400400	LANG O/T ENGLISH IV - ITALIAN
03400500	LANG O/T ENGLISH V - ITALIAN
03400600	LANG O/T ENGLISH VI - ITALIAN
03400700	LANG O/T ENGLISH VII-ITALIAN
03400910	SEM LOT, ADV 1ST TIME, ITALIAN
03400920	SEM LOT, ADV 2ND TIME, ITALIAN
03400930	SEM LOT, ADV 3RD TIME, ITALIAN
03410400	LANG O/T ENGLISH IV - FRENCH
03410500	LANG O/T ENGLISH V - FRENCH
03410600	LANG O/T ENGLISH VI - FRENCH
03410700	LANG O/T ENGLISH VII - FRENCH
03410910	SEM LOT, ADV 1ST TIME, FRENCH
03410920	SEM LOT, ADV 2ND TIME, FRENCH
03410930	SEM LOT, ADV 3RD TIME, FRENCH
03420400	LANG O/T ENGLISH IV - GERMAN
03420500	LANG O/T ENGLISH V - GERMAN
03420600	LANG O/T ENGLISH VI - GERMAN
03420700	LANG O/T ENGLISH VII - GERMAN
03420910	SEM LOT, ADV 1ST TIME, GERMAN
03420920	SEM LOT, ADV 2ND TIME, GERMAN
03420930	SEM LOT, ADV 3RD TIME, GERMAN
03430400	LOTE CLASSIC LNG, LVL IV LATIN
03430500	LOTE CLASSIC LNG, LVL V LATIN
03430600	LOTE CLASSIC LNG, LVL VI LATIN

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Foreign Language	
03430700	LOTE CLASSIC LNG LVL VII LATIN
03430910	CLS LNG SEM, ADV 1ST TME LATIN
03430920	CLS LNG SEM, ADV 2ND TME LATIN
03430930	CLS LNG SEM, ADV 3RD TME LATIN
03440400	LANG O/T ENGLISH IV - SPANISH
03440440	SPANISH FOR SPAN SPEAKERS LVL4
03440500	LANG O/T ENGLISH V - SPANISH
03440600	LANG O/T ENGLISH VI - SPANISH
03440700	LANG O/T ENGLISH VII - SPANISH
03440910	SEM LOT, ADV 1ST TIME, SPANISH
03440920	SEM LOT, ADV 2ND TIME, SPANISH
03440930	SEM LOT, ADV 3RD TIME, SPANISH
03450400	LANG O/T ENGLISH IV - RUSSIAN
03450500	LANG O/T ENGLISH V - RUSSIAN
03450600	LANG O/T ENGLISH VI - RUSSIAN
03450700	LANG O/T ENGLISH VII-RUSSIAN
03450910	SEM LOT, ADV 1ST TIME, RUSSIAN
03450920	SEM LOT, ADV 2ND TIME, RUSSIAN
03450930	SEM LOT, ADV 3RD TIME, RUSSIAN
03470400	LANG O/T ENGLISH IV PORTUGUESE
03470500	LANG O/T ENGLISH V PORTUGUESE
03470600	LANG O/T ENGLISH VI PORTUGUESE
03470700	LANG O/T ENGLISH VII-PORTUGUES
03470910	SEM LOT, ADV 1ST TIME, PORTUGE
03470920	SEM LOT, ADV 2ND TIME, PORTUGE
03470930	SEM LOT, ADV 3RD TIME, PORTUGE
03490400	LANG O/T ENGLISH IV - CHINESE
03490500	LANG O/T ENGLISH V - CHINESE
03490600	LANG O/T ENGLISH VI - CHINESE
03490700	LANG O/T ENGLISH VII-CHINESE
03490910	SEM LOT, ADV 1ST TIME, CHINESE
03490920	SEM LOT, ADV 2ND TIME, CHINESE
03490930	SEM LOT, ADV 3RD TIME, CHINESE
03510400	LNG OTH THN ENG LVL IV VIETNAM
03510500	LNG OTH THN ENG LVL V VIETNAM
03510600	LNG OTH THN ENG LVL VI VIETNAM
03510700	LNG OTH THN EN LVL VII VIETNAM
03510910	SEM LOT, ADV 1ST TIME, VIETNAM

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Foreign Language	
03510920	SEM LOT, ADV 2ND TIME, VIETNAM
03510930	SEM LOT, ADV 3RD TIME, VIETNAM
03520400	LANG OTHR THN ENG LVL IV HINDI
03520500	LANG OTHR THAN ENG LVL V HINDI
03520600	LANG OTHR THN ENG LVL VI HINDI
03520700	LANG OTH THN ENG LVL VII HINDI
03520910	SEM LOT, ADV 1ST TIME, HINDI
03520920	SEM LOT, ADV 2ND TIME, HINDI
03520930	SEM LOT, ADV 3RD TIME, HINDI
03530400	LOE, LEVEL IV - URDU
03530500	LOE, LEVEL V - URDU
03530600	LOE, LEVEL VI - URDU
03530700	LOE, LEVEL VII - URDU
03530910	SEM LOT, ADV 1ST TIME, URDU
03530920	SEM LOT, ADV 2ND TIME, URDU
03530930	SEM LOT, ADV 3RD TIME, URDU
03980400	LANG O/T ENGLISH IV - ASL
03980910	AMER SIGN LNG ADV STD 1ST TIME
03980920	AMER SIGN LNG ADV STD 2ND TIME
03980930	AMER SIGN LNG ADV STD 3RD TIME
03996000	OTHER FOREIGN LANGUAGES IV
03996100	OTHER FOREIGN LANGUAGES V
03996200	OTHER FOREIGN LANGUAGES VI
03996300	OTHER FOREIGN LANGUAGES VII
11401400	LANG OTH ENG/LVLIV/TURK
11401500	LANG OTH ENG/LVLV/TURK
11401600	LANG OTH ENG/LVLVI/TURK
11401700	LANG OTH ENG/LVLVII/TURK
11401910	SEM LOT, ADV 1ST TIME, TURKISH
11401920	SEM LOT, ADV 2ND TIME, TURKISH
11401930	SEM LOT, ADV 3TD TIME, TURKISH
11403200	LANG OTH ENG/LVLIV/KOR
11403300	LANG OTH ENG/LVLV/KOR
11403400	LANG OTH ENG/LVLVI/KOR
11403500	LANG OTH ENG/LVLVII/KOR
11403610	SEM LOT, ADV 1ST TIME, KOREAN
11403620	SEM LOT, ADV 2ND TIME, KOREAN
11403630	SEM LOT, ADV 3RD TIME, KOREAN

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Foreign Language	
A3120400	AP LANG & CULTURE - JAPANESE
A3400400	AP LANG & CULTURE - ITALIAN
A3410100	AP LANGUAGE & CULTURE - FRENCH
A3420100	AP LANGUAGE & CULTURE - GERMAN
A3430100	AP LATIN
A3440100	AP LANG & CULTURE - SPANISH
A3440200	AP LITER & CULTURE - SPANISH
A3490400	AP LANGUAGE &CULTURE - CHINESE
I3110300	IB LANGUAGE AB INITIO STD LEVL
I3110400	IB LNG B MODRN LANG SL- ARABIC
I3110500	IB LNG B MODRN LANG HL- ARABIC
I3120400	IB LNG B MODRN LNG SL-JAPANESE
I3120500	IB LNG B MODRN LNG HL-JAPANESE
I3410400	IB LNG B MODERN LANG SL-FRENCH
I3410500	IB LNG B MODERN LANG HL-FRENCH
I3420400	IB LNG B MODERN LANG SL-GERMAN
I3420500	IB LNG B MODERN LANG HL-GERMAN
I3430400	IB LNG B CLASSIC LANG SL-LATIN
I3430500	IB LNG B CLASSIC LANG HL-LATIN
I3440400	IB LNG B MODRN LANG SL-SPANISH
I3440500	IB LNG B MODRN LANG HL-SPANISH
I3450400	IB LNG B MODRN LANG SL-RUSSIAN
I3450500	IB LNG B MODRN LANG HL-RUSSIAN
I3480400	IB LNG B MODERN LANG SL-HEBREW
I3480500	IB LNG B MODERN LANG HL-HEBREW
I3490400	IB LNG B MODRN LANG SL-CHINESE
I3490500	IB LNG B MODRN LANG HL-CHINESE
I3520400	IB LANG B MODERN LANG SL-HINDI
I3520500	IB LANG B MODERN LANG HL-HINDI
I3996000	IB LANG B, MODRN LANG SL OTHER
I3996100	IB LANG B, MODRN LANG HL OTHER

Other	
I3305100	IB WORLD RELIGIONS STANDRD LVL
N1290317	GIFD & TAL IND STUD MENTOR III
N1290318	GIFD & TAL IND STUD MENTOR IV
N1290322	IB THEORY OF KNOWLEDGE

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Appendix B
PEIMS Role Identifications

(In Alphabetical Order by Label)

CENTRAL ADMINISTRATORS

004 .....Assistant/Associate/Deputy Superintendent
027 .....Superintendent/CAO/CEO/President
061 .....Asst/Assoc/Deputy Exec Director
062 .....Component/Department Director
063 .....Coordinator/Manager/Supervisor

CAMPUS ADMINISTRATORS

003 .....Assistant Principal
020 .....Principal

EITHER CENTRAL OR CAMPUS ADMINISTRATORS*

012 .....Instructional Officer
028 .....Teacher Supervisor
040 .....Athletic Director
043 .....Business Manager
044 .....Tax Assessor and/or Collector
045 .....Director - Personnel/Human Resources
055 .....Registrar
060 .....Executive Director

PROFESSIONAL SUPPORT STAFF

002 .....Art Therapist
005 .....Psychological Associate
006 .....Audiologist
007 .....Corrective Therapist
008 .....Counselor
011 .....Educational Diagnostician
013 .....Librarian
015 .....Music Therapist
016 .....Occupational Therapist
017 .....Certified Orientation & Mobility Specialist
018 .....Physical Therapist
019 .....Physician
021 .....Recreational Therapist
022 .....School Nurse
023 .....LSSP/Psychologist
024 .....Social Worker
026 .....Speech Therapist/Speech-Lang Pathologist
030 .....Visiting Teacher/Truant Officer
032 .....Work-Based Learning Site Coordinator
041 .....Teacher Facilitator
042 .....Teacher Appraiser
054 .....Department Head
056 .....Athletic Trainer

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058 .....Other Campus Professional Personnel
064 .....Specialist/Consultant
065 .....Field Service Agent
079 .....Other ESC Professional Personnel
080 .....Other Non-Campus Professional Personnel
100 ..... Instructional Materials Coordinator
101 ..... Legal Services
102 .....Communications Professional
103 .....Research/Evaluation Professional
104 .....Internal Auditor
105 .....Security
106 .....District/Campus Information Technology Professional
107 .....Food Service Professional
108 .....Transportation
109 .....Athletics
110 .....Custodial
111 .....Maintenance
112 .....Business Services Professional
113 .....Other District Exempt Professional Auxiliary
114 .....Other Campus Exempt Professional Auxiliary
115.....Psychiatric Nurse
116.....Licensed Clinical Social Worker
117.....Licensed Professional Counselor
118.....Licensed Marriage & Family Therapist

TEACHERS

087 .....Teacher
047 .....Substitute Teacher

EDUCATIONAL AIDES

033 .....Educational Aide
036 .....Certified Interpreter

AUXILIARY STAFF

Employment record, but no responsibility records.

* Administrators reported with these roles are categorized as central office or campus, depending on the organization ID reported for them.