December 12, 2025

Dear Parent:

Santo ISD is sharing this information about the district and your child's campus with you as part of its obligations under the federal Every Student Succeeds Act of 2015 (ESSA).

Federal Report Cards for the state, the district, and each of the district's campuses are now available on the district's website at this link: https://www.santoisd.net/fs/admin/site/pages/841 or are also available on the Texas Education Agency's website at: https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/federal-report-cards.

Information on these 2024-2025 report cards includes:

Part (i): General Description of the Texas State Accountability System

I. the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system;
II. the long-term goals and measurements of interim progress for all students and for each of the subgroups of students;
III. the indicators used to meaningfully differentiate all public schools in the State;
IV. the State's system for meaningfully differentiating all public schools in the State, including—
(aa) the specific weight of the indicators in such differentiation;
(bb) the methodology by which the State differentiates all such schools;
(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students; and
(dd) the methodology by which the State identifies a school for comprehensive support and improvement;
V. the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans;
VI. the exit criteria established by the State, including the length of years established.

Part (ii): Student Achievement by Proficiency Level

I. This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2024-25 school year. These results include all students tested, regardless of whether they were in the accountability subset.

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

I. This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools without a graduation rate, for the 2024-25 school year. These results include all students tested, regardless of whether they were in the accountability subset.

II. This section provides information on high school graduation rates for the class of 2024. The six-year graduation rates for the class of 2023 will be updated in March 2026.

Part (iv): English Language Proficiency

I. This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2025 Texas English Language Proficiency Assessment System (TELPAS) data.

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

I. This section provides information on school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate.

Part (vi): Goal Meeting Status

I. This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (Not applicable to district and state report cards)

Part (vii): STAAR Participation

I. This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2024-25 school year.

Part (viii): Civil Rights Data

I. The section provides information from the 2021-22 Civil Right Data Collection (CRDC) surveys, submitted by school districts to the Office for Civil Rights, on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school-related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment.

II. This section provides information from the 2021-22 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

Part (ix): Teacher Quality Data

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

Part (x): Per-pupil Expenditure

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

Per-pupil Expenditure for the 2025 fiscal year will be updated by June 30th, 2026.

Part (xi): STAAR Alternate 2 Participation

I. This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2024-25 school year.

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

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

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

I. This section provides information on the cohort rate at which students who graduated from high school in the 2022-23 school year enrolled in the 2023-24 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas.

Part (xiv): Additional Information – Chronic Absenteeism

I. This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K – 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2023-24 school year.

Part (xv): Section 1003 Fund

I. This section provides a list of all the local educational agencies and schools that received funds under Section 1003, including the amount of funds each school received, and the types of strategies implemented in each school with such funds for the 2023-24 school year.
Section 1003 Funds for the 2024-25 school year will be updated by June 30th, 2026.

Part (xvi): Counts of First Year Englisher Learners Excluded from the State Accountability

I. This section provides number of recently arrived English learners exempted from one administration of the reading/language arts assessments and whose results are excluded from the 2024-25 State accountability.

If you have difficulty accessing the information from the website, hard copies of the reports are available at the district or campus office. If you have questions about the information, please contact Elementary Principal Haley Price or Secondary Principal Randy Thornton.

Sincerely,

Elementary Principal Haley Price or Secondary Principal Randy Thornton

Information Included in the 2024–25 Federal Report Card for Texas Public Schools

Part (i): Description of State Accountability System

I. the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system;

II. the long-term goals and measurements of interim progress for all students and for each of the subgroups of students;

III. the indicators used to meaningfully differentiate all public schools in the State;

IV. the State's system for meaningfully differentiating all public schools in the State, including—
(aa) the specific weight of the indicators in such differentiation;
(bb) the methodology by which the State differentiates all such schools;
(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students; and
(dd) the methodology by which the State identifies a school for comprehensive support and improvement;

V. the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans;

VI. the exit criteria established by the State, including the length of years established.

Part (ii): Student Achievement by Proficiency Level

I. This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2024-25 school year. These results include all students tested, regardless of whether they were in the accountability subset.

Part (iii): Academic Growth and Graduation Rate

I. This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools without a graduation rate, for the 2024-25 school year. These results include all students tested, regardless of whether they were in the accountability subset.

II. This section provides information on high school graduation rates for the class of 2024. The six-year graduation rates for the class of 2023 will be updated in March 2026.

Part (iv): English Language Proficiency

I. This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2025 Texas English Language Proficiency Assessment System (TELPAS) data.

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

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

Part (vi): Goal Meeting Status

I. This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (Not applicable to district and state report cards)

Part (vii): STAAR Participation

I. This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2024-25 school year.

Part (viii): Civil Rights Data

I. The section provides information from the 2021-22 Civil Rights Data Collection (CRDC) surveys, submitted by school districts to the Office for Civil Rights, on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school-related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment.

II. This section provides information from the 2021-22 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

Part (ix): Teacher Quality Data

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

Part (x): Per-pupil Expenditure

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

Per-pupil Expenditure for the 2025 fiscal year will be updated by June 30th, 2026.

Part (xi): STAAR Alternate 2 Participation

I. This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2024-25 school year.

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

I. This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2024 National Assessment of Educational Progress, compared to the national average of such results.

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

I. This section provides information on the cohort rate at which students who graduated from high school in the 2022-23 school year enrolled in the 2023-24 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas.

Part (xiv): Additional Information – Chronic Absenteeism

I. This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K-12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2023-24 school year.

Part (xv): Section 1003 Fund

I. This section provides a list of all the local educational agencies and schools that received funds under Section 1003, including the amount of funds each school received, and the types of strategies implemented in each school with such funds for the 2023-24 school year.

Section 1003 Funds for the 2024-25 school year will be updated by June 30th, 2026.

Part (xvi): Counts of First Year English Learners Excluded from the State Accountability

I. This section provides number of recently arrived English learners exempted from one administration of the reading/language arts assessments and whose results are excluded from the 2024-25 State accountability.