

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.

December 16, 2025

Dear Parent:

Union Grove Elementary 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: www.ugisd.org 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.

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- 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 ED Facts definition: percent of unduplicated number of K – 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 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.

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 Stephaney Wallace at 903845-3481 or wallaces@ugisd.org.

Sincerely,

Stephaney Wallace

Union Grove Elementary Principal

December 16, 2025

Dear Parent:

Union Grove Junior High/High School 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).

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Sincerely,

Landon Trent

Union Grove Junior High/High School Principal

Texas Education Agency
2025 Federal Report Card
 UNION GROVE EL (230908101) - UNION GROVE ISD - UPSHUR COUNTY

Part (i): Description of State Accountability System

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

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

State and District ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2027-28 through 2031-32	53%	43%	48%	67%	53%	78%	54%	63%	44%	33%	41%
	2032-33 through 2036-37	62%	54%	59%	74%	63%	82%	63%	70%	55%	47%	53%
	2037-38	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2027-28 through 2031-32	55%	43%	50%	66%	54%	85%	58%	62%	47%	36%	50%
	2032-33 through 2036-37	64%	55%	60%	73%	63%	88%	66%	70%	58%	49%	60%
	2037-38	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%
Graduation Rate: 4-Year Longitudinal Rate												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

Texas Education Agency
2025 Federal Report Card
 UNION GROVE EL (230908101) - UNION GROVE ISD - UPSHUR COUNTY

Campus ESSA Goals (HS/K-12 and AEA)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2022-23 through 2026-27	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2027-28 through 2031-32	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
	2032-33 through 2036-37	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
	2037-38	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Mathematics	Baseline Rates	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2022-23 through 2026-27	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2027-28 through 2031-32	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
	2032-33 through 2036-37	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
	2037-38	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
EL Progress												
	Baseline Rates											34%
	2022-23 through 2026-27											34%
	2027-28 through 2031-32											36%
	2032-33 through 2036-37											38%
	2037-38											40%
Graduation Rate: 4-Year Longitudinal Rate												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

Texas Education Agency
2025 Federal Report Card
 UNION GROVE EL (230908101) - UNION GROVE ISD - UPSHUR COUNTY

Campus ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2022-23 through 2026-27	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
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	2037-38											50%

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

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

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

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

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, and AEAs	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status ¹	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only ²	30%

1 If Federal Graduation Status is not available, Academic Growth Status is used.

2 If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

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(bb) the methodology by which the State differentiates all such schools. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number and is further used to differentiate all public schools. See the accountability manual for details: [Chapter 4-2025 Closing the Gaps Domain](#)

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. Texas uses the Closing the Gaps domain to identify campuses that have consistently under-performing student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered 'consistently underperforming'. Data from 2023, 2024, and 2025 are considered consecutive years for 2025 Targeted Support and Improvement (TSI) identification. Any campus not identified for Comprehensive Support and Improvement (CSI) that has at least one consistently underperforming student group is identified for TSI. TSI identifies both Title I and non-Title I campuses. Campuses are evaluated annually for TSI identification. See the accountability manual for details: [Chapter 10-2025 Identification of Schools for Improvement](#)

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

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2024-2025 school year: [Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#).

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

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Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2024-25 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
STAAR Percent at Approaches Grade Level or Above																							
Grade 3																							
Reading	All Students	76%	97%	97%	-	*	97%	*	-	-	*	95%	100%	83%	100%	*	100%	95%	-	-	*	-	
	CWD	53%	83%	83%	-	-	83%	-	-	-	-	*	*	83%	-	*	*	*	-	-	-	-	
	CWOD	82%	100%	100%	-	*	100%	*	-	-	*	100%	100%	-	100%	-	100%	100%	-	-	*	-	
	EL	64%	*	*	-	-	*	-	-	-	-	*	-	*	-	*	-	*	-	-	-	-	-
	Male	74%	100%	100%	-	*	100%	*	-	-	*	100%	100%	*	100%	-	100%	-	-	-	-	*	-
	Female	78%	95%	95%	-	-	95%	-	-	-	-	91%	100%	*	100%	*	-	95%	-	-	-	-	-
Mathematics	All Students	70%	92%	92%	-	*	94%	*	-	-	*	89%	94%	67%	97%	*	94%	89%	-	-	*	-	
	CWD	48%	67%	67%	-	-	67%	-	-	-	-	*	*	67%	-	*	*	*	-	-	-	-	
	CWOD	75%	97%	97%	-	*	100%	*	-	-	*	100%	94%	-	97%	-	93%	100%	-	-	*	-	
	EL	63%	*	*	-	-	*	-	-	-	-	*	-	*	-	*	-	*	-	-	-	-	
	Male	72%	94%	94%	-	*	100%	*	-	-	*	100%	90%	*	93%	-	94%	-	-	-	-	*	-
	Female	67%	89%	89%	-	-	89%	-	-	-	-	82%	100%	*	100%	*	-	89%	-	-	-	-	-
Grade 4																							
Reading	All Students	79%	80%	80%	-	86%	79%	-	-	-	*	71%	96%	54%	88%	*	73%	87%	-	-	-	-	
	CWD	55%	54%	54%	-	-	54%	-	-	-	-	25%	100%	54%	-	-	56%	*	-	-	-	-	
	CWOD	86%	88%	88%	-	86%	87%	-	-	-	*	83%	94%	-	88%	*	81%	93%	-	-	-	-	
	EL	68%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-	
	Male	77%	73%	73%	-	*	69%	-	-	-	*	58%	100%	56%	81%	*	73%	-	-	-	-	-	
	Female	82%	87%	87%	-	80%	88%	-	-	-	-	84%	92%	*	93%	*	-	87%	-	-	-	-	
Mathematics	All Students	68%	77%	77%	-	57%	78%	-	-	-	*	68%	91%	50%	83%	*	73%	80%	-	-	-	-	
	CWD	44%	50%	50%	-	-	50%	-	-	-	-	29%	80%	50%	-	-	44%	*	-	-	-	-	
	CWOD	74%	83%	83%	-	57%	87%	-	-	-	*	77%	94%	-	83%	*	86%	81%	-	-	-	-	
	EL	61%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-	
	Male	70%	73%	73%	-	*	69%	-	-	-	*	63%	91%	44%	86%	*	73%	-	-	-	-	-	
	Female	65%	80%	80%	-	40%	88%	-	-	-	-	72%	92%	*	81%	*	-	80%	-	-	-	-	
Grade 5																							
Reading	All Students	76%	86%	86%	*	100%	84%	-	-	-	*	83%	89%	46%	98%	*	82%	90%	-	-	-	-	
	CWD	45%	46%	46%	-	-	46%	-	-	-	-	29%	67%	46%	-	-	43%	50%	-	-	-	-	
	CWOD	84%	98%	98%	*	100%	97%	-	-	-	*	100%	95%	-	98%	*	95%	100%	-	-	-	-	
	EL	66%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-	
	Male	73%	82%	82%	-	*	79%	-	-	-	*	80%	85%	43%	95%	*	82%	-	-	-	-	-	
	Female	80%	90%	90%	*	*	88%	-	-	-	*	87%	93%	50%	100%	*	-	90%	-	-	-	-	

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Mathematics	All Students	73%	83%	83%	*	100%	80%	-	-	-	*	73%	93%	38%	96%	*	82%	83%	-	-	-	-
	CWD	47%	38%	38%	-	-	38%	-	-	-	-	14%	67%	38%	-	-	29%	50%	-	-	-	-
	CWOD	79%	96%	96%	*	100%	95%	-	-	-	*	91%	100%	-	96%	*	100%	92%	-	-	-	-
	EL	65%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	73%	82%	82%	-	*	79%	-	-	-	*	73%	92%	29%	100%	*	82%	-	-	-	-	-
	Female	72%	83%	83%	*	*	81%	-	-	-	*	73%	93%	50%	92%	*	-	83%	-	-	-	-
Science	All Students	63%	86%	86%	*	100%	84%	-	-	-	*	80%	93%	46%	98%	*	82%	90%	-	-	-	-
	CWD	40%	46%	46%	-	-	46%	-	-	-	-	29%	67%	46%	-	-	29%	67%	-	-	-	-
	CWOD	69%	98%	98%	*	100%	97%	-	-	-	*	96%	100%	-	98%	*	100%	96%	-	-	-	-
	EL	49%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	66%	82%	82%	-	*	79%	-	-	-	*	73%	92%	29%	100%	*	82%	-	-	-	-	-
	Female	61%	90%	90%	*	*	88%	-	-	-	*	87%	93%	67%	96%	*	-	90%	-	-	-	-
Grade 6																						
Reading	All Students	76%	88%	88%	-	86%	88%	*	-	-	*	83%	93%	60%	95%	*	85%	94%	-	-	-	-
	CWD	46%	60%	60%	-	*	57%	-	-	-	-	56%	*	60%	-	-	57%	*	-	-	-	-
	CWOD	82%	95%	95%	-	*	94%	*	-	-	*	100%	92%	-	95%	*	93%	100%	-	-	-	-
	EL	56%	*	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	72%	85%	85%	-	*	86%	*	-	-	*	79%	90%	57%	93%	*	85%	-	-	-	-	-
	Female	80%	94%	94%	-	*	92%	-	-	-	-	89%	100%	*	100%	-	-	94%	-	-	-	-
Mathematics	All Students	72%	90%	90%	-	86%	90%	*	-	-	*	83%	96%	50%	100%	*	88%	94%	-	-	-	-
	CWD	50%	50%	50%	-	*	43%	-	-	-	-	56%	*	50%	-	-	43%	*	-	-	-	-
	CWOD	78%	100%	100%	-	*	100%	*	-	-	*	100%	100%	-	100%	*	100%	100%	-	-	-	-
	EL	60%	*	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	74%	88%	88%	-	*	89%	*	-	-	*	79%	95%	43%	100%	*	88%	-	-	-	-	-
	Female	71%	94%	94%	-	*	92%	-	-	-	-	89%	100%	*	100%	-	-	94%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	50%	68%	68%	-	*	71%	*	-	-	*	63%	72%	17%	77%	*	56%	79%	-	-	*	-
	CWD	27%	17%	17%	-	-	17%	-	-	-	-	*	*	17%	-	*	*	*	-	-	-	-
	CWOD	57%	77%	77%	-	*	82%	*	-	-	*	73%	81%	-	77%	-	67%	88%	-	-	*	-
	EL	36%	*	*	-	-	*	-	-	-	-	*	-	*	-	*	-	*	-	-	-	-
	Male	48%	56%	56%	-	*	60%	*	-	-	*	63%	50%	*	67%	-	56%	-	-	-	-	*
	Female	53%	79%	79%	-	-	79%	-	-	-	-	64%	100%	*	88%	*	-	79%	-	-	-	-
Mathematics	All Students	45%	68%	68%	-	*	68%	*	-	-	*	63%	72%	33%	74%	*	78%	58%	-	-	*	-
	CWD	27%	33%	33%	-	-	33%	-	-	-	-	*	*	33%	-	*	*	*	-	-	-	-
	CWOD	50%	74%	74%	-	*	75%	*	-	-	*	67%	81%	-	74%	-	87%	63%	-	-	*	-
	EL	37%	*	*	-	-	*	-	-	-	-	*	-	*	-	*	-	*	-	-	-	-
	Male	49%	78%	78%	-	*	80%	*	-	-	*	100%	60%	*	87%	-	78%	-	-	-	-	*
	Female	41%	58%	58%	-	-	58%	-	-	-	-	36%	88%	*	63%	*	-	58%	-	-	-	-
Grade 4																						

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Reading	All Students	53%	43%	43%	-	14%	48%	-	-	-	*	42%	43%	15%	50%	*	30%	55%	-	-	-	-
	CWD	26%	15%	15%	-	-	15%	-	-	-	-	13%	20%	15%	-	-	11%	*	-	-	-	-
	CWOD	60%	50%	50%	-	14%	59%	-	-	-	*	50%	50%	-	50%	*	38%	59%	-	-	-	-
	EL	40%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	50%	30%	30%	-	*	35%	-	-	-	*	32%	27%	11%	38%	*	30%	-	-	-	-	-
	Female	57%	55%	55%	-	20%	62%	-	-	-	-	53%	58%	*	59%	*	-	55%	-	-	-	-
Mathematics	All Students	46%	47%	47%	-	29%	51%	-	-	-	*	43%	52%	17%	54%	*	40%	53%	-	-	-	-
	CWD	25%	17%	17%	-	-	17%	-	-	-	-	14%	20%	17%	-	-	22%	*	-	-	-	-
	CWOD	51%	54%	54%	-	29%	62%	-	-	-	*	50%	61%	-	54%	*	48%	59%	-	-	-	-
	EL	37%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	50%	40%	40%	-	*	42%	-	-	-	*	42%	36%	22%	48%	*	40%	-	-	-	-	-
	Female	42%	53%	53%	-	20%	60%	-	-	-	-	44%	67%	*	59%	*	-	53%	-	-	-	-
Grade 5																						
Reading	All Students	57%	66%	66%	*	60%	64%	-	-	-	*	47%	86%	31%	76%	*	61%	70%	-	-	-	-
	CWD	26%	31%	31%	-	-	31%	-	-	-	-	0%	67%	31%	-	-	29%	33%	-	-	-	-
	CWOD	65%	76%	76%	*	60%	76%	-	-	-	*	61%	91%	-	76%	*	71%	79%	-	-	-	-
	EL	41%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	53%	61%	61%	-	*	63%	-	-	-	*	40%	85%	29%	71%	*	61%	-	-	-	-	-
	Female	61%	70%	70%	*	*	65%	-	-	-	*	53%	87%	33%	79%	*	-	70%	-	-	-	-
Mathematics	All Students	46%	48%	48%	*	60%	46%	-	-	-	*	40%	57%	0%	62%	*	50%	47%	-	-	-	-
	CWD	23%	0%	0%	-	-	0%	-	-	-	-	0%	0%	0%	-	-	0%	0%	-	-	-	-
	CWOD	52%	62%	62%	*	60%	62%	-	-	-	*	52%	73%	-	62%	*	67%	58%	-	-	-	-
	EL	36%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	48%	50%	50%	-	*	50%	-	-	-	*	47%	54%	0%	67%	*	50%	-	-	-	-	-
	Female	44%	47%	47%	*	*	42%	-	-	-	*	33%	60%	0%	58%	*	-	47%	-	-	-	-
Science	All Students	30%	48%	48%	*	60%	46%	-	-	-	*	27%	71%	15%	58%	*	46%	50%	-	-	-	-
	CWD	17%	15%	15%	-	-	15%	-	-	-	-	0%	33%	15%	-	-	14%	17%	-	-	-	-
	CWOD	33%	58%	58%	*	60%	57%	-	-	-	*	35%	82%	-	58%	*	57%	58%	-	-	-	-
	EL	16%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	33%	46%	46%	-	*	46%	-	-	-	*	27%	69%	14%	57%	*	46%	-	-	-	-	-
	Female	27%	50%	50%	*	*	46%	-	-	-	*	27%	73%	17%	58%	*	-	50%	-	-	-	-
Grade 6																						
Reading	All Students	55%	72%	72%	-	57%	73%	*	-	-	*	61%	81%	20%	85%	*	71%	75%	-	-	-	-
	CWD	24%	20%	20%	-	*	14%	-	-	-	-	22%	*	20%	-	-	14%	*	-	-	-	-
	CWOD	62%	85%	85%	-	*	85%	*	-	-	*	86%	85%	-	85%	*	85%	85%	-	-	-	-
	EL	30%	*	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	50%	71%	71%	-	*	71%	*	-	-	*	57%	80%	14%	85%	*	71%	-	-	-	-	-
	Female	59%	75%	75%	-	*	77%	-	-	-	-	67%	86%	*	85%	-	-	75%	-	-	-	-

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Mathematics	All Students	38%	70%	70%	-	57%	73%	*	-	-	*	65%	74%	20%	83%	*	68%	75%	-	-	-	-
	CWD	19%	20%	20%	-	*	29%	-	-	-	-	22%	*	20%	-	-	29%	*	-	-	-	-
	CWOD	43%	83%	83%	-	*	82%	*	-	-	*	93%	77%	-	83%	*	78%	92%	-	-	-	-
	EL	22%	*	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	41%	68%	68%	-	*	71%	*	-	-	*	64%	70%	29%	78%	*	68%	-	-	-	-	-
	Female	36%	75%	75%	-	*	77%	-	-	-	-	67%	86%	*	92%	-	-	75%	-	-	-	-
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	22%	22%	22%	-	*	24%	*	-	-	*	21%	22%	0%	26%	*	17%	26%	-	-	*	-
	CWD	7%	0%	0%	-	-	0%	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	26%	26%	26%	-	*	29%	*	-	-	*	27%	25%	-	26%	-	20%	31%	-	-	*	-
	EL	13%	*	*	-	-	*	-	-	-	-	*	-	*	-	*	-	*	-	-	-	-
	Male	20%	17%	17%	-	*	20%	*	-	-	*	13%	20%	*	20%	-	17%	-	-	-	*	-
	Female	24%	26%	26%	-	-	26%	-	-	-	-	27%	25%	*	31%	*	-	26%	-	-	-	-
Mathematics	All Students	19%	19%	19%	-	*	18%	*	-	-	*	16%	22%	0%	23%	*	28%	11%	-	-	*	-
	CWD	8%	0%	0%	-	-	0%	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	22%	23%	23%	-	*	21%	*	-	-	*	20%	25%	-	23%	-	33%	13%	-	-	*	-
	EL	12%	*	*	-	-	*	-	-	-	-	*	-	*	-	*	-	*	-	-	-	-
	Male	22%	28%	28%	-	*	27%	*	-	-	*	25%	30%	*	33%	-	28%	-	-	-	*	-
	Female	15%	11%	11%	-	-	11%	-	-	-	-	9%	13%	*	13%	*	-	11%	-	-	-	-
Grade 4																						
Reading	All Students	23%	23%	23%	-	0%	27%	-	-	-	*	24%	22%	0%	29%	*	7%	39%	-	-	-	-
	CWD	6%	0%	0%	-	-	0%	-	-	-	-	0%	0%	0%	-	-	0%	*	-	-	-	-
	CWOD	28%	29%	29%	-	0%	36%	-	-	-	*	30%	28%	-	29%	*	10%	44%	-	-	-	-
	EL	13%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	20%	7%	7%	-	*	8%	-	-	-	*	11%	0%	0%	10%	*	7%	-	-	-	-	-
	Female	26%	39%	39%	-	0%	46%	-	-	-	-	37%	42%	*	44%	*	-	39%	-	-	-	-
Mathematics	All Students	23%	15%	15%	-	0%	18%	-	-	-	*	14%	17%	0%	19%	*	7%	23%	-	-	-	-
	CWD	9%	0%	0%	-	-	0%	-	-	-	-	0%	0%	0%	-	-	0%	*	-	-	-	-
	CWOD	27%	19%	19%	-	0%	23%	-	-	-	*	17%	22%	-	19%	*	10%	26%	-	-	-	-
	EL	16%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	27%	7%	7%	-	*	8%	-	-	-	*	11%	0%	0%	10%	*	7%	-	-	-	-	-
	Female	19%	23%	23%	-	0%	28%	-	-	-	-	17%	33%	*	26%	*	-	23%	-	-	-	-
Grade 5																						
Reading	All Students	29%	33%	33%	*	40%	32%	-	-	-	*	20%	46%	15%	38%	*	36%	30%	-	-	-	-
	CWD	7%	15%	15%	-	-	15%	-	-	-	-	0%	33%	15%	-	-	0%	33%	-	-	-	-
	CWOD	35%	38%	38%	*	40%	38%	-	-	-	*	26%	50%	-	38%	*	48%	29%	-	-	-	-
	EL	15%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	26%	36%	36%	-	*	33%	-	-	-	*	27%	46%	0%	48%	*	36%	-	-	-	-	-
	Female	32%	30%	30%	*	*	31%	-	-	-	*	13%	47%	33%	29%	*	-	30%	-	-	-	-

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Mathematics	All Students	21%	24%	24%	*	0%	28%	-	-	-	*	17%	32%	0%	31%	*	25%	23%	-	-	-	-	
	CWD	7%	0%	0%	-	-	0%	-	-	-	-	0%	0%	0%	-	-	0%	0%	-	-	-	-	
	CWOD	25%	31%	31%	*	0%	38%	-	-	-	*	22%	41%	-	31%	*	33%	29%	-	-	-	-	
	EL	13%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-	
	Male	24%	25%	25%	-	*	29%	-	-	-	*	20%	31%	0%	33%	*	25%	-	-	-	-	-	
	Female	19%	23%	23%	*	*	27%	-	-	-	*	13%	33%	0%	29%	*	-	23%	-	-	-	-	
Science	All Students	12%	28%	28%	*	20%	26%	-	-	-	*	17%	39%	0%	36%	*	36%	20%	-	-	-	-	
	CWD	5%	0%	0%	-	-	0%	-	-	-	-	0%	0%	0%	-	-	0%	0%	-	-	-	-	
	CWOD	14%	36%	36%	*	20%	35%	-	-	-	*	22%	50%	-	36%	*	48%	25%	-	-	-	-	
	EL	4%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-	
	Male	13%	36%	36%	-	*	33%	-	-	-	*	20%	54%	0%	48%	*	36%	-	-	-	-	-	
	Female	11%	20%	20%	*	*	19%	-	-	-	*	13%	27%	0%	25%	*	-	20%	-	-	-	-	
Grade 6																							
Reading	All Students	28%	38%	38%	-	0%	44%	*	-	-	*	30%	44%	10%	45%	*	35%	44%	-	-	-	-	
	CWD	7%	10%	10%	-	*	14%	-	-	-	-	11%	*	10%	-	-	14%	*	-	-	-	-	
	CWOD	33%	45%	45%	-	*	50%	*	-	-	*	43%	46%	-	45%	*	41%	54%	-	-	-	-	
	EL	9%	*	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-	
	Male	24%	35%	35%	-	*	39%	*	-	-	*	29%	40%	14%	41%	*	35%	-	-	-	-	-	
	Female	32%	44%	44%	-	*	54%	-	-	-	-	33%	57%	*	54%	-	-	44%	-	-	-	-	
Mathematics	All Students	16%	42%	42%	-	14%	46%	*	-	-	*	48%	37%	20%	48%	*	44%	38%	-	-	-	-	
	CWD	5%	20%	20%	-	*	29%	-	-	-	-	22%	*	20%	-	-	29%	*	-	-	-	-	
	CWOD	18%	48%	48%	-	*	50%	*	-	-	*	64%	38%	-	48%	*	48%	46%	-	-	-	-	
	EL	6%	*	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-	
	Male	17%	44%	44%	-	*	46%	*	-	-	*	50%	40%	29%	48%	*	44%	-	-	-	-	-	
	Female	14%	38%	38%	-	*	46%	-	-	-	-	44%	29%	*	46%	-	-	38%	-	-	-	-	
STAAR Percent at Approaches Grade Level or Above																							
All Grades																							
All Subjects	All Students	73%	86%	86%	*	87%	85%	*	-	-	93%	79%	94%	52%	94%	82%	83%	88%	-	-	*	-	
	CWD	46%	53%	52%	-	67%	51%	-	-	-	-	39%	76%	52%	-	*	49%	57%	-	-	-	-	
	CWOD	79%	92%	94%	*	90%	95%	*	-	-	93%	92%	97%	-	94%	93%	94%	95%	-	-	*	-	
	EL	59%	71%	82%	-	93%	*	-	-	-	-	80%	*	*	93%	82%	100%	57%	-	-	-	-	
	Male	71%	82%	83%	-	91%	82%	*	-	-	91%	75%	93%	49%	94%	100%	83%	-	-	-	*	-	
	Female	75%	89%	88%	*	82%	89%	-	-	-	*	83%	95%	57%	95%	57%	-	88%	-	-	-	-	
Reading	All Students	74%	87%	87%	*	90%	86%	*	-	-	100%	81%	94%	57%	95%	86%	84%	91%	-	-	*	-	
	CWD	45%	52%	57%	-	*	56%	-	-	-	-	43%	86%	57%	-	*	58%	56%	-	-	-	-	
	CWOD	80%	93%	95%	*	94%	94%	*	-	-	100%	94%	95%	-	95%	100%	92%	98%	-	-	*	-	
	EL	57%	75%	86%	-	100%	*	-	-	-	-	83%	*	*	100%	86%	*	*	-	-	-	-	
	Male	70%	82%	84%	-	90%	82%	*	-	-	100%	75%	93%	58%	92%	*	84%	-	-	-	-	*	-
	Female	79%	91%	91%	*	90%	90%	-	-	-	*	87%	95%	56%	98%	*	-	91%	-	-	-	-	

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Mathematics	All Students	70%	82%	84%	*	80%	85%	*	-	-	83%	76%	94%	49%	93%	71%	84%	85%	-	-	*	-
	CWD	45%	48%	49%	-	*	47%	-	-	-	-	37%	71%	49%	-	*	46%	53%	-	-	-	-
	CWOD	76%	89%	93%	*	82%	95%	*	-	-	83%	89%	98%	-	93%	83%	95%	91%	-	-	*	-
	EL	60%	55%	71%	-	83%	*	-	-	-	-	67%	*	*	83%	71%	*	*	-	-	-	-
	Male	71%	79%	84%	-	90%	83%	*	-	-	80%	75%	93%	46%	95%	*	84%	-	-	-	*	-
	Female	70%	85%	85%	*	70%	87%	-	-	-	*	77%	95%	53%	91%	*	-	85%	-	-	-	-
Science	All Students	76%	91%	86%	*	100%	84%	-	-	-	*	80%	93%	46%	98%	*	82%	90%	-	-	-	-
	CWD	52%	63%	46%	-	-	46%	-	-	-	-	29%	67%	46%	-	-	29%	67%	-	-	-	-
	CWOD	81%	97%	98%	*	100%	97%	-	-	-	*	96%	100%	-	98%	*	100%	96%	-	-	-	-
	EL	63%	100%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	77%	90%	82%	-	*	79%	-	-	-	*	73%	92%	29%	100%	*	82%	-	-	-	-	-
	Female	76%	93%	90%	*	*	88%	-	-	-	*	87%	93%	67%	96%	*	-	90%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	48%	61%	57%	*	47%	59%	*	-	-	36%	48%	68%	18%	68%	35%	55%	60%	-	-	*	-
	CWD	23%	22%	18%	-	17%	18%	-	-	-	-	15%	24%	18%	-	*	17%	19%	-	-	-	-
	CWOD	53%	69%	68%	*	51%	70%	*	-	-	36%	59%	76%	-	68%	40%	67%	68%	-	-	*	-
	EL	30%	29%	35%	-	40%	*	-	-	-	-	27%	*	*	40%	35%	30%	43%	-	-	-	-
	Male	47%	57%	55%	-	39%	57%	*	-	-	36%	48%	62%	17%	67%	30%	55%	-	-	-	*	-
	Female	49%	65%	60%	*	55%	61%	-	-	-	*	48%	76%	19%	68%	43%	-	60%	-	-	-	-
Reading	All Students	53%	65%	61%	*	40%	63%	*	-	-	50%	51%	72%	21%	71%	29%	55%	68%	-	-	*	-
	CWD	23%	23%	21%	-	*	21%	-	-	-	-	14%	36%	21%	-	*	15%	31%	-	-	-	-
	CWOD	59%	73%	71%	*	41%	75%	*	-	-	50%	63%	78%	-	71%	33%	67%	75%	-	-	*	-
	EL	31%	25%	29%	-	33%	*	-	-	-	-	17%	*	*	33%	29%	*	*	-	-	-	-
	Male	48%	57%	55%	-	30%	57%	*	-	-	40%	45%	65%	15%	67%	*	55%	-	-	-	*	-
	Female	58%	72%	68%	*	50%	69%	-	-	-	*	57%	81%	31%	75%	*	-	68%	-	-	-	-
Mathematics	All Students	43%	55%	57%	*	50%	58%	*	-	-	17%	50%	64%	15%	67%	43%	57%	56%	-	-	*	-
	CWD	22%	16%	15%	-	*	16%	-	-	-	-	19%	7%	15%	-	*	19%	7%	-	-	-	-
	CWOD	48%	62%	67%	*	59%	70%	*	-	-	17%	61%	73%	-	67%	50%	69%	65%	-	-	*	-
	EL	30%	27%	43%	-	50%	*	-	-	-	-	33%	*	*	50%	43%	*	*	-	-	-	-
	Male	45%	54%	57%	-	50%	59%	*	-	-	20%	57%	57%	19%	69%	*	57%	-	-	-	*	-
	Female	42%	56%	56%	*	50%	57%	-	-	-	*	43%	71%	7%	65%	*	-	56%	-	-	-	-
Science	All Students	46%	66%	48%	*	60%	46%	-	-	-	*	27%	71%	15%	58%	*	46%	50%	-	-	-	-
	CWD	22%	30%	15%	-	-	15%	-	-	-	-	0%	33%	15%	-	-	14%	17%	-	-	-	-
	CWOD	50%	73%	58%	*	60%	57%	-	-	-	*	35%	82%	-	58%	*	57%	58%	-	-	-	-
	EL	26%	40%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	47%	66%	46%	-	*	46%	-	-	-	*	27%	69%	14%	57%	*	46%	-	-	-	-	-
	Female	45%	65%	50%	*	*	46%	-	-	-	*	27%	73%	17%	58%	*	-	50%	-	-	-	-

STAAR Percent at Masters Grade Level

All Grades																						
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All Subjects	All Students	20%	26%	27%	*	9%	29%	*	-	-	14%	22%	33%	5%	33%	6%	27%	28%	-	-	*	-	
	CWD	6%	7%	5%	-	0%	6%	-	-	-	-	5%	6%	5%	-	*	5%	5%	-	-	-	-	
	CWOD	23%	29%	33%	*	10%	36%	*	-	-	14%	28%	38%	-	33%	7%	33%	32%	-	-	*	-	
	EL	9%	4%	6%	-	7%	*	-	-	-	-	7%	*	*	7%	6%	0%	14%	-	-	-	-	
	Male	20%	24%	27%	-	13%	28%	*	-	-	-	18%	22%	31%	5%	33%	0%	27%	-	-	-	*	-
	Female	21%	27%	28%	*	5%	31%	-	-	-	-	*	22%	34%	5%	32%	14%	-	28%	-	-	-	-
Reading	All Students	22%	27%	29%	*	10%	32%	*	-	-	17%	24%	35%	7%	35%	14%	25%	34%	-	-	*	-	
	CWD	6%	8%	7%	-	*	8%	-	-	-	-	4%	14%	7%	-	*	4%	13%	-	-	-	-	
	CWOD	25%	30%	35%	*	12%	38%	*	-	-	17%	30%	39%	-	35%	17%	31%	39%	-	-	*	-	
	EL	8%	8%	14%	-	17%	*	-	-	-	-	17%	*	*	17%	14%	*	*	-	-	-	-	
	Male	19%	21%	25%	-	10%	26%	*	-	-	-	20%	20%	30%	4%	31%	*	25%	-	-	-	*	-
	Female	25%	33%	34%	*	10%	38%	-	-	-	-	*	28%	43%	13%	39%	*	-	34%	-	-	-	-
Mathematics	All Students	19%	25%	25%	*	5%	27%	*	-	-	0%	22%	28%	5%	30%	0%	26%	23%	-	-	*	-	
	CWD	7%	6%	5%	-	*	5%	-	-	-	-	7%	0%	5%	-	*	8%	0%	-	-	-	-	
	CWOD	22%	29%	30%	*	6%	33%	*	-	-	0%	27%	33%	-	30%	0%	32%	28%	-	-	*	-	
	EL	11%	0%	0%	-	0%	*	-	-	-	-	0%	*	*	0%	0%	*	*	-	-	-	-	
	Male	21%	26%	26%	-	10%	28%	*	-	-	-	0%	25%	28%	8%	32%	*	26%	-	-	-	*	-
	Female	18%	24%	23%	*	0%	27%	-	-	-	-	*	19%	29%	0%	28%	*	-	23%	-	-	-	-
Science	All Students	17%	24%	28%	*	20%	26%	-	-	-	*	17%	39%	0%	36%	*	36%	20%	-	-	-	-	
	CWD	5%	7%	0%	-	-	0%	-	-	-	-	0%	0%	0%	-	-	0%	0%	-	-	-	-	
	CWOD	19%	28%	36%	*	20%	35%	-	-	-	*	22%	50%	-	36%	*	48%	25%	-	-	-	-	
	EL	5%	0%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-	
	Male	18%	28%	36%	-	*	33%	-	-	-	*	20%	54%	0%	48%	*	36%	-	-	-	-	-	
	Female	15%	21%	20%	*	*	19%	-	-	-	*	13%	27%	0%	25%	*	-	20%	-	-	-	-	

- Indicates there are no students in the group.

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

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Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2024-25 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	79	*	74	79	*	-	-	*	74	55	75
CWD	55	-	*	54	-	-	-	-	42	55	-
CWOD	85	*	75	86	*	-	-	*	84	-	75
EL ◇	75	-	75	-	-	-	-	-	70	-	75
Male	80	-	81	80	*	-	-	*	73	55	*
Female	77	*	67	78	-	-	-	*	74	56	*
Mathematics											
All Students	79	*	75	79	*	-	-	*	74	74	88
CWD	74	-	*	76	-	-	-	-	67	74	-
CWOD	81	*	80	80	*	-	-	*	76	-	88
EL ◇	88	-	88	-	-	-	-	-	85	-	88
Male	83	-	86	83	*	-	-	*	77	75	*
Female	75	*	65	75	-	-	-	*	70	71	*

- Indicates there are no students in the group.

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

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Part (iii)(II): Graduation Rate

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

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

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

Part (iv): English Language Proficiency

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
10	4	40%

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	57	*	48	58	*	-	-	48	50	25	41
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

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Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2023-2027)	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
Target Met	Y		Y	Y					Y	N	
Interim Goals (2028-2032)	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
Target Met	Y		N	N					Y	N	
Interim Goals (2033-2037)	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
Target Met	N		N	N					N	N	
Long-Term Goals	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Target Met	N		N	N					N	N	
Mathematics											
Interim Goals (2023-2027)	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
Target Met	Y		Y	N					Y	N	
Interim Goals (2028-2032)	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
Target Met	Y		N	N					Y	N	
Interim Goals (2033-2037)	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
Target Met	N		N	N					N	N	
Long-Term Goals	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
Target Met	N		N	N					N	N	
English Learner Language Proficiency Status											
Interim Goals (2023-2027)											49%
Target Met											Y
Interim Goals (2028-2032)											51%
Target Met											Y
Interim Goals (2033-2037)											53%
Target Met											Y
Long-Term Goals											55%
Target Met											Y
Federal Graduation Status											
Interim Goals (2023-2027)	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80%
Target Met											

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

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

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

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Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2024-25 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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

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

- Indicates there are no students in the group.

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

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Part (viii): Civil Rights Data

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities												
In-School Suspensions												
	Male	14	0	0	13	1	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	14	0	0	13	1	0	0	0	0		
Out-of-School Suspensions												
	Male	1	0	0	1	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	1	0	0	1	0	0	0	0	0		
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Students With Disabilities												
In-School Suspensions												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	6	0	0	5	1	0	0	0	0		2
	Female	0	0	0	0	0	0	0	0	0		0
	Total	6	0	0	5	1	0	0	0	0		2
Out-of-School Suspensions												
	Male	1	0	0	1	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	1	0	0	1	0	0	0	0	0		0
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism												
	Male	6	-8	1	5	-8	-8	-8	-8	-8	-8	2
	Female	14	-8	-8	13	-8	-8	-8	1	-8	3	3
	Total	20	-8	1	18	-8	-8	-8	1	-8	3	5

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	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or Bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

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

Preschool Programs

	Total Students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Male	4	0	0	3	0	0	0	1	0	1
Female	10	0	0	10	0	0	0	0	0	0
Total	14	0	0	13	0	0	0	1	0	1

Accelerated Coursework

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

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

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

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Part (ix): Teacher Quality Data

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

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	6.0	19.2%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	1.8	6.2%

- Indicates there are no data available in the group.

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Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year (2024-25).

	Enrollment	State & Local and Federal	State & Local			Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$828	\$11	\$817	\$828			
Food services		\$659				\$599	\$60	\$659
Instruction		\$5,731	\$5,195	\$137	\$5,332	\$399		\$399
Support services, general administration		\$484		\$484	\$484			
Support services, instructional staff		\$29	\$29		\$29			
Support services, operation and maintenance of plant		\$2,358		\$2,358	\$2,358			
Support services, pupils		\$146	\$146		\$146			
Support services, school administration		\$598	\$598		\$598			
Support services, student transportation		\$229		\$229	\$229			
Total	384	\$11,062	\$5,979	\$4,025	\$10,004	\$997	\$60	\$1,057

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

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Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	7,517	2%	-	-	-	-
Mathematics	7,510	2%	-	-	-	-
Grade 4						
Reading	6,669	2%	*	2%	*	2%
Mathematics	6,666	2%	-	-	-	-
Grade 5						
Reading	6,321	2%	-	-	-	-
Mathematics	6,324	2%	-	-	-	-
Science	6,315	2%	-	-	-	-
Grade 6						
Reading	5,876	1%	-	-	-	-
Mathematics	5,877	1%	-	-	-	-
Grade 7						
Reading	5,387	1%	-	-	-	-
Mathematics	5,385	2%	-	-	-	-
Grade 8						
Reading	4,906	1%	-	-	-	-
Mathematics	4,907	1%	-	-	-	-
Science	4,904	1%	-	-	-	-
End of Course						
English I	4,932	1%	*	1%	-	-
English II	4,732	1%	*	2%	-	-
Algebra I	4,932	1%	*	2%	-	-
Biology	4,992	1%	*	1%	-	-
All Grades						
All Subjects	104,161	1%	5	0%	*	0%
Reading	46,349	1%	*	1%	*	0%
Mathematics	41,601	1%	*	0%	-	-
Science	16,211	1%	*	1%	-	-

- Indicates there are no students in the group.

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

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

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

State Level: 2024 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	43	40	57	60	28	31	7	8
		Black	53	56	47	44	17	17	2	3
		Hispanic	51	52	49	48	20	21	4	4
		White	28	30	72	70	42	39	11	11
		American Indian	*	61	*	39	*	14	*	2
		Asian	14	21	86	79	61	53	24	21
		Pacific Islander	*	47	*	53	*	22	*	5
		Two or More Races	41	36	59	64	29	35	11	10
		EcoDis	53	53	47	47	18	19	3	4
		Students with Disabilities	76	74	24	26	8	9	1	2
	English Language Learners	60	71	40	29	13	8	2	1	
	Mathematics	Overall	21	24	79	76	43	39	9	9
		Black	27	41	73	59	27	19	3	2
		Hispanic	27	34	73	66	34	27	4	4
		White	9	14	91	86	60	51	15	12
		American Indian	*	45	*	55	*	19	*	2
		Asian	4	10	96	90	78	66	33	25
		Pacific Islander	*	43	*	57	*	20	*	2
		Two or More Races	13	20	87	80	55	43	13	11
		EcoDis	27	35	73	65	32	25	4	3
Students with Disabilities		53	55	47	45	16	15	2	2	
English Language Learners	31	48	69	52	30	16	4	2		
Grade 8	Reading	Overall	39	33	61	67	25	30	3	4
		Black	48	48	52	52	18	16	1	1
		Hispanic	48	45	52	55	16	19	1	2
		White	24	23	76	77	37	37	5	5
		American Indian	*	44	*	56	*	18	*	2
		Asian	12	16	88	84	63	55	17	13
		Pacific Islander	*	41	*	59	*	24	*	4
		Two or More Races	27	30	73	70	36	35	2	5

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State Level: 2024 Percentages at NAEP Achievement Levels										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 8	Reading	EcoDis	50	46	50	54	14	18	1	1
		Students with Disabilities	75	69	25	31	3	7	*	1
		English Language Learners	57	70	43	30	9	5	*	*
	Mathematics	Overall	44	39	56	61	24	28	6	8
		Black	60	62	40	38	12	10	2	2
		Hispanic	52	54	48	46	17	15	2	3
		White	28	26	72	74	35	38	8	10
		American Indian	*	60	*	40	*	11	*	2
		Asian	12	15	88	85	57	59	32	31
		Pacific Islander	*	56	*	44	*	16	*	4
		Two or More Races	37	36	63	64	37	31	17	10
		EcoDis	54	55	46	45	14	14	2	3
		Students with Disabilities	80	77	20	23	4	6	1	1
English Language Learners	62	77	38	23	10	5	2	1		

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

State Level: 2024 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	80%
		English Learners	90%
	Mathematics	Students with Disabilities	86%
		English Learners	94%
Grade 8	Reading	Students with Disabilities	82%
		English Learners	96%
	Mathematics	Students with Disabilities	81%
		English Learners	96%

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

This section provides information on the cohort rate at which students who graduated from high school in the 2022-23 school year enrolled in a Texas public postsecondary education institution 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. (CWD: children with disability; EL: English learner)

There is no data for this campus.

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Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2023-24 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	11%	0%	9%	11%	*	-	-	25%	13%	12%	7%

- Indicates there are no students in the group.

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

Part (xv): Section 1003 Fund

This section provides a list of all the LEAs and schools that received funds under Section 1003, including the amount of funds each school received and the types of strategies implemented in each school with such funds for the 2024-25 school year.

There is no data for this campus.

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

This section provides number of recently arrived English learners exempted from the ELA/Reading assessments and whose results are excluded from the 2024-25 State accountability.

There is no data for this campus.

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Part (i): Description of State Accountability System

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

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

State and District ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2027-28 through 2031-32	53%	43%	48%	67%	53%	78%	54%	63%	44%	33%	41%
	2032-33 through 2036-37	62%	54%	59%	74%	63%	82%	63%	70%	55%	47%	53%
	2037-38	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2027-28 through 2031-32	55%	43%	50%	66%	54%	85%	58%	62%	47%	36%	50%
	2032-33 through 2036-37	64%	55%	60%	73%	63%	88%	66%	70%	58%	49%	60%
	2037-38	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%
Graduation Rate: 4-Year Longitudinal Rate												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

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Campus ESSA Goals (HS/K-12 and AEA)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2022-23 through 2026-27	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2027-28 through 2031-32	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
	2032-33 through 2036-37	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
	2037-38	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Mathematics	Baseline Rates	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2022-23 through 2026-27	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2027-28 through 2031-32	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
	2032-33 through 2036-37	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
	2037-38	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
EL Progress												
	Baseline Rates											34%
	2022-23 through 2026-27											34%
	2027-28 through 2031-32											36%
	2032-33 through 2036-37											38%
	2037-38											40%
Graduation Rate: 4-Year Longitudinal Rate												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

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Campus ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2022-23 through 2026-27	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2027-28 through 2031-32	53%	43%	46%	66%	53%	78%	55%	63%	43%	33%	40%
	2032-33 through 2036-37	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
	2037-38	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%
Mathematics	Baseline Rates	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2022-23 through 2026-27	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2027-28 through 2031-32	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
	2032-33 through 2036-37	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
	2037-38	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
EL Progress												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%

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

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

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

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

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, and AEAs	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status ¹	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only ²	30%

1 If Federal Graduation Status is not available, Academic Growth Status is used.

2 If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

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(bb) the methodology by which the State differentiates all such schools. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number and is further used to differentiate all public schools. See the accountability manual for details: [Chapter 4-2025 Closing the Gaps Domain](#)

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. Texas uses the Closing the Gaps domain to identify campuses that have consistently under-performing student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered 'consistently underperforming'. Data from 2023, 2024, and 2025 are considered consecutive years for 2025 Targeted Support and Improvement (TSI) identification. Any campus not identified for Comprehensive Support and Improvement (CSI) that has at least one consistently underperforming student group is identified for TSI. TSI identifies both Title I and non-Title I campuses. Campuses are evaluated annually for TSI identification. See the accountability manual for details: [Chapter 10-2025 Identification of Schools for Improvement](#)

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

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2024-2025 school year: [Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#).

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

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Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2024-25 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
STAAR Percent at Approaches Grade Level or Above																							
Grade 7																							
Reading	All Students	74%	77%	77%	-	75%	78%	-	*	-	*	65%	83%	38%	83%	*	67%	88%	-	*	*	-	
	CWD	41%	38%	38%	-	*	43%	-	-	-	-	17%	*	38%	-	-	43%	*	-	-	-	-	
	CWOD	81%	83%	83%	-	86%	85%	-	*	-	*	86%	82%	-	83%	*	74%	92%	-	*	*	-	
	EL	56%	*	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	*	-	*	-	-
	Male	70%	67%	67%	-	*	64%	-	-	-	*	54%	76%	43%	74%	*	67%	-	-	*	-	-	
	Female	79%	88%	88%	-	*	95%	-	*	-	-	86%	89%	*	92%	*	-	88%	-	-	*	-	-
Mathematics	All Students	53%	64%	64%	-	63%	67%	-	*	-	*	45%	75%	38%	69%	*	53%	77%	-	*	*	-	
	CWD	31%	38%	38%	-	*	43%	-	-	-	-	17%	*	38%	-	-	43%	*	-	-	-	-	
	CWOD	58%	69%	69%	-	71%	72%	-	*	-	*	57%	74%	-	69%	*	57%	80%	-	*	*	-	
	EL	39%	*	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	*	-	*	-	-
	Male	55%	53%	53%	-	*	56%	-	-	-	*	38%	65%	43%	57%	*	53%	-	-	*	-	-	-
	Female	51%	77%	77%	-	*	81%	-	*	-	-	57%	84%	*	80%	*	-	77%	-	-	*	-	-
Grade 8																							
Reading	All Students	80%	96%	96%	-	*	96%	-	-	-	*	96%	97%	67%	100%	*	92%	100%	-	*	*	-	
	CWD	49%	67%	67%	-	-	67%	-	-	-	-	*	*	67%	-	-	*	*	-	-	-	-	
	CWOD	85%	100%	100%	-	*	100%	-	-	-	*	100%	100%	-	100%	*	100%	100%	-	*	*	-	
	EL	62%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-	
	Male	76%	92%	92%	-	*	92%	-	-	-	-	92%	93%	*	100%	-	92%	-	-	-	*	-	-
	Female	85%	100%	100%	-	*	100%	-	-	-	*	100%	100%	*	100%	*	-	100%	-	-	*	-	-
Mathematics	All Students	69%	84%	84%	-	*	87%	-	-	-	*	75%	93%	67%	86%	*	81%	87%	-	*	*	-	
	CWD	42%	67%	67%	-	-	67%	-	-	-	-	*	*	67%	-	-	*	*	-	-	-	-	
	CWOD	74%	86%	86%	-	*	89%	-	-	-	*	76%	96%	-	86%	*	86%	86%	-	*	*	-	
	EL	56%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-	
	Male	68%	81%	81%	-	*	80%	-	-	-	-	67%	93%	*	86%	-	81%	-	-	-	*	-	-
	Female	71%	87%	87%	-	*	93%	-	-	-	*	81%	93%	*	86%	*	-	87%	-	-	*	-	-
Science	All Students	72%	93%	93%	-	*	94%	-	-	-	*	100%	86%	67%	96%	*	92%	94%	-	*	*	-	
	CWD	43%	67%	67%	-	-	67%	-	-	-	-	*	*	67%	-	-	*	*	-	-	-	-	
	CWOD	77%	96%	96%	-	*	98%	-	-	-	*	100%	92%	-	96%	*	95%	97%	-	*	*	-	
	EL	54%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-	
	Male	73%	92%	92%	-	*	92%	-	-	-	-	100%	86%	*	95%	-	92%	-	-	-	*	-	-
	Female	71%	94%	94%	-	*	96%	-	-	-	*	100%	87%	*	97%	*	-	94%	-	-	*	-	-
STAAR Percent at Meets Grade Level or Above																							

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Grade 7																							
Reading	All Students	52%	46%	46%	-	50%	48%	-	*	-	*	25%	58%	25%	50%	*	37%	58%	-	*	*	-	
	CWD	21%	25%	25%	-	*	29%	-	-	-	-	0%	*	25%	-	-	29%	*	-	-	-	-	
	CWOD	58%	50%	50%	-	57%	51%	-	*	-	*	36%	56%	-	50%	*	39%	60%	-	*	*	-	
	EL	30%	*	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	*	-	*	-	-
	Male	47%	37%	37%	-	*	36%	-	-	-	*	23%	47%	29%	39%	*	37%	-	-	*	-	-	-
	Female	58%	58%	58%	-	*	62%	-	*	-	-	29%	68%	*	60%	*	-	58%	-	-	*	-	-
Mathematics	All Students	32%	46%	46%	-	50%	48%	-	*	-	*	25%	58%	25%	50%	*	43%	50%	-	*	*	-	
	CWD	17%	25%	25%	-	*	29%	-	-	-	-	0%	*	25%	-	-	29%	*	-	-	-	-	
	CWOD	36%	50%	50%	-	57%	51%	-	*	-	*	36%	56%	-	50%	*	48%	52%	-	*	*	-	
	EL	19%	*	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	-	*	-	-	-
	Male	35%	43%	43%	-	*	44%	-	-	-	*	31%	53%	29%	48%	*	43%	-	-	*	-	-	-
	Female	30%	50%	50%	-	*	52%	-	*	-	-	14%	63%	*	52%	*	-	50%	-	-	*	-	-
Grade 8																							
Reading	All Students	57%	75%	75%	-	*	79%	-	-	-	*	71%	79%	33%	80%	*	65%	84%	-	*	*	-	
	CWD	23%	33%	33%	-	-	33%	-	-	-	-	*	*	33%	-	-	*	*	-	-	-	-	
	CWOD	63%	80%	80%	-	*	85%	-	-	-	*	72%	88%	-	80%	*	73%	86%	-	*	*	-	
	EL	32%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-	
	Male	51%	65%	65%	-	*	68%	-	-	-	-	58%	71%	*	73%	-	65%	-	-	-	*	-	-
	Female	63%	84%	84%	-	*	89%	-	-	-	*	81%	87%	*	86%	*	-	84%	-	*	-	-	-
Mathematics	All Students	45%	61%	61%	-	*	63%	-	-	-	*	50%	72%	17%	67%	*	58%	65%	-	*	*	-	
	CWD	22%	17%	17%	-	-	17%	-	-	-	-	*	*	17%	-	-	*	*	-	-	-	-	
	CWOD	50%	67%	67%	-	*	70%	-	-	-	*	52%	81%	-	67%	*	68%	66%	-	*	*	-	
	EL	30%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-	
	Male	45%	58%	58%	-	*	60%	-	-	-	-	50%	64%	*	68%	-	58%	-	-	-	*	-	
	Female	46%	65%	65%	-	*	67%	-	-	-	*	50%	80%	*	66%	*	-	65%	-	*	-	-	
Science	All Students	47%	68%	68%	-	*	71%	-	-	-	*	57%	79%	33%	73%	*	62%	74%	-	*	*	-	
	CWD	22%	33%	33%	-	-	33%	-	-	-	-	*	*	33%	-	-	*	*	-	-	-	-	
	CWOD	51%	73%	73%	-	*	76%	-	-	-	*	60%	85%	-	73%	*	64%	79%	-	*	*	-	
	EL	25%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-	
	Male	49%	62%	62%	-	*	64%	-	-	-	-	50%	71%	*	64%	-	62%	-	-	-	*	-	
	Female	45%	74%	74%	-	*	78%	-	-	-	*	63%	87%	*	79%	*	-	74%	-	*	-	-	
STAAR Percent at Masters Grade Level																							
Grade 7																							
Reading	All Students	26%	25%	25%	-	13%	28%	-	*	-	*	15%	31%	25%	25%	*	20%	31%	-	*	*	-	
	CWD	6%	25%	25%	-	*	29%	-	-	-	-	0%	*	25%	-	-	29%	*	-	-	-	-	
	CWOD	30%	25%	25%	-	14%	28%	-	*	-	*	21%	26%	-	25%	*	17%	32%	-	*	*	-	
	EL	9%	*	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	-	*	-	-	
	Male	23%	20%	20%	-	*	24%	-	-	-	*	15%	24%	29%	17%	*	20%	-	-	*	-	-	
	Female	30%	31%	31%	-	*	33%	-	*	-	-	14%	37%	*	32%	*	-	31%	-	-	*	-	

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Mathematics	All Students	11%	13%	13%	-	13%	13%	-	*	-	*	5%	17%	13%	13%	*	13%	12%	-	*	*	-
	CWD	5%	13%	13%	-	*	14%	-	-	-	-	0%	*	13%	-	-	14%	*	-	-	-	-
	CWOD	12%	13%	13%	-	14%	13%	-	*	-	*	7%	15%	-	13%	*	13%	12%	-	*	*	-
	EL	4%	*	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	-	*	-	-
	Male	12%	13%	13%	-	*	12%	-	-	-	*	8%	18%	14%	13%	*	13%	-	-	*	-	-
	Female	9%	12%	12%	-	*	14%	-	*	-	-	0%	16%	*	12%	*	-	12%	-	-	*	-
Grade 8																						
Reading	All Students	31%	51%	51%	-	*	54%	-	-	-	*	43%	59%	17%	55%	*	35%	65%	-	*	*	-
	CWD	7%	17%	17%	-	-	17%	-	-	-	-	*	*	17%	-	-	*	*	-	-	-	-
	CWOD	35%	55%	55%	-	*	59%	-	-	-	*	44%	65%	-	55%	*	41%	66%	-	*	*	-
	EL	10%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	26%	35%	35%	-	*	36%	-	-	-	-	25%	43%	*	41%	-	35%	-	-	-	*	-
	Female	36%	65%	65%	-	*	70%	-	-	-	*	56%	73%	*	66%	*	-	65%	-	*	-	-
Mathematics	All Students	18%	37%	37%	-	*	40%	-	-	-	*	29%	45%	17%	39%	*	31%	42%	-	*	*	-
	CWD	7%	17%	17%	-	-	17%	-	-	-	-	*	*	17%	-	-	*	*	-	-	-	-
	CWOD	20%	39%	39%	-	*	43%	-	-	-	*	28%	50%	-	39%	*	36%	41%	-	*	*	-
	EL	8%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	18%	31%	31%	-	*	32%	-	-	-	-	25%	36%	*	36%	-	31%	-	-	-	*	-
	Female	17%	42%	42%	-	*	48%	-	-	-	*	31%	53%	*	41%	*	-	42%	-	*	-	-
Science	All Students	18%	33%	33%	-	*	37%	-	-	-	*	25%	41%	17%	35%	*	38%	29%	-	*	*	-
	CWD	6%	17%	17%	-	-	17%	-	-	-	-	*	*	17%	-	-	*	*	-	-	-	-
	CWOD	20%	35%	35%	-	*	39%	-	-	-	*	24%	46%	-	35%	*	41%	31%	-	*	*	-
	EL	5%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	20%	38%	38%	-	*	40%	-	-	-	-	33%	43%	*	41%	-	38%	-	-	-	*	-
	Female	16%	29%	29%	-	*	33%	-	-	-	*	19%	40%	*	31%	*	-	29%	-	*	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	86%	83%	-	79%	85%	-	*	-	40%	79%	86%	53%	87%	29%	76%	90%	-	40%	80%	-
	CWD	46%	53%	53%	-	*	56%	-	-	-	-	43%	69%	53%	-	-	50%	63%	-	-	-	-
	CWOD	79%	92%	87%	-	85%	89%	-	*	-	40%	86%	88%	-	87%	29%	82%	91%	-	40%	80%	-
	EL	59%	71%	29%	-	40%	-	-	*	-	-	40%	*	-	29%	29%	*	40%	-	*	-	-
	Male	71%	82%	76%	-	73%	77%	-	-	-	*	69%	82%	50%	82%	*	76%	-	-	*	*	-
	Female	75%	89%	90%	-	82%	93%	-	*	-	*	89%	90%	63%	91%	40%	-	90%	-	*	*	-
Reading	All Students	74%	87%	87%	-	83%	88%	-	*	-	*	83%	89%	50%	92%	*	79%	95%	-	*	*	-
	CWD	45%	52%	50%	-	*	54%	-	-	-	-	33%	80%	50%	-	-	45%	*	-	-	-	-
	CWOD	80%	93%	92%	-	91%	93%	-	*	-	*	95%	90%	-	92%	*	87%	96%	-	*	*	-
	EL	57%	75%	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	-	*	-	-
	Male	70%	82%	79%	-	80%	78%	-	-	-	*	72%	84%	45%	87%	*	79%	-	-	*	*	-
	Female	79%	91%	95%	-	86%	98%	-	*	-	*	96%	94%	*	96%	*	-	95%	-	*	*	-

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Mathematics	All Students	70%	82%	74%	-	67%	78%	-	*	-	*	63%	83%	50%	78%	*	66%	82%	-	*	*	-
	CWD	45%	48%	50%	-	*	54%	-	-	-	-	33%	80%	50%	-	-	45%	*	-	-	-	-
	CWOD	76%	89%	78%	-	73%	81%	-	*	-	*	69%	83%	-	78%	*	71%	83%	-	*	*	-
	EL	60%	55%	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	-	*	-	-
	Male	71%	79%	66%	-	60%	68%	-	-	-	*	52%	77%	45%	71%	*	66%	-	-	*	*	-
	Female	70%	85%	82%	-	71%	88%	-	*	-	*	74%	88%	*	83%	*	-	82%	-	*	*	-
Science	All Students	76%	91%	93%	-	*	94%	-	-	-	*	100%	86%	67%	96%	*	92%	94%	-	*	*	-
	CWD	52%	63%	67%	-	-	67%	-	-	-	-	*	*	67%	-	-	*	*	-	-	-	-
	CWOD	81%	97%	96%	-	*	98%	-	-	-	*	100%	92%	-	96%	*	95%	97%	-	*	*	-
	EL	63%	100%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	77%	90%	92%	-	*	92%	-	-	-	-	100%	86%	*	95%	-	92%	-	-	-	*	-
	Female	76%	93%	94%	-	*	96%	-	-	-	*	100%	87%	*	97%	*	-	94%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	48%	61%	60%	-	50%	63%	-	*	-	0%	48%	69%	26%	64%	0%	52%	67%	-	40%	20%	-
	CWD	23%	22%	26%	-	*	28%	-	-	-	-	19%	38%	26%	-	-	27%	25%	-	-	-	-
	CWOD	53%	69%	64%	-	54%	68%	-	*	-	0%	54%	71%	-	64%	0%	58%	69%	-	40%	20%	-
	EL	30%	29%	0%	-	0%	-	-	*	-	-	0%	*	-	0%	0%	*	0%	-	*	-	-
	Male	47%	57%	52%	-	36%	54%	-	-	-	*	42%	61%	27%	58%	*	52%	-	-	*	*	-
	Female	49%	65%	67%	-	59%	71%	-	*	-	*	55%	76%	25%	69%	0%	-	67%	-	*	*	-
Reading	All Students	53%	65%	61%	-	50%	64%	-	*	-	*	52%	68%	29%	66%	*	50%	72%	-	*	*	-
	CWD	23%	23%	29%	-	*	31%	-	-	-	-	22%	40%	29%	-	-	27%	*	-	-	-	-
	CWOD	59%	73%	66%	-	55%	69%	-	*	-	*	59%	70%	-	66%	*	56%	74%	-	*	*	-
	EL	31%	25%	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	-	*	-	-
	Male	48%	57%	50%	-	40%	52%	-	-	-	*	40%	58%	27%	56%	*	50%	-	-	*	*	-
	Female	58%	72%	72%	-	57%	77%	-	*	-	*	65%	76%	*	74%	*	-	72%	-	*	*	-
Mathematics	All Students	43%	55%	54%	-	50%	56%	-	*	-	*	40%	65%	21%	59%	*	50%	58%	-	*	*	-
	CWD	22%	16%	21%	-	*	23%	-	-	-	-	11%	40%	21%	-	-	18%	*	-	-	-	-
	CWOD	48%	62%	59%	-	55%	61%	-	*	-	*	46%	67%	-	59%	*	58%	59%	-	*	*	-
	EL	30%	27%	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	-	*	-	-
	Male	45%	54%	50%	-	40%	52%	-	-	-	*	40%	58%	18%	58%	*	50%	-	-	*	*	-
	Female	42%	56%	58%	-	57%	60%	-	*	-	*	39%	71%	*	59%	*	-	58%	-	*	*	-
Science	All Students	46%	66%	68%	-	*	71%	-	-	-	*	57%	79%	33%	73%	*	62%	74%	-	*	*	-
	CWD	22%	30%	33%	-	-	33%	-	-	-	-	*	*	33%	-	-	*	*	-	-	-	-
	CWOD	50%	73%	73%	-	*	76%	-	-	-	*	60%	85%	-	73%	*	64%	79%	-	*	*	-
	EL	26%	40%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	47%	66%	62%	-	*	64%	-	-	-	-	50%	71%	*	64%	-	62%	-	-	-	*	-
	Female	45%	65%	74%	-	*	78%	-	-	-	*	63%	87%	*	79%	*	-	74%	-	*	-	-

STAAR Percent at Masters Grade Level

All Grades

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All Subjects	All Students	20%	26%	32%	-	11%	35%	-	*	-	0%	25%	37%	18%	34%	0%	27%	37%	-	20%	0%	-
	CWD	6%	7%	18%	-	*	19%	-	-	-	-	14%	23%	18%	-	-	15%	25%	-	-	-	-
	CWOD	23%	29%	34%	-	12%	38%	-	*	-	0%	27%	38%	-	34%	0%	29%	37%	-	20%	0%	-
	EL	9%	4%	0%	-	0%	-	-	*	-	-	0%	*	-	0%	0%	*	0%	-	*	-	-
	Male	20%	24%	27%	-	9%	29%	-	-	-	*	21%	32%	15%	29%	*	27%	-	-	*	*	-
	Female	21%	27%	37%	-	12%	41%	-	*	-	*	29%	42%	25%	37%	0%	-	37%	-	*	*	-
Reading	All Students	22%	27%	38%	-	17%	42%	-	*	-	*	31%	43%	21%	40%	*	27%	49%	-	*	*	-
	CWD	6%	8%	21%	-	*	23%	-	-	-	-	11%	40%	21%	-	-	18%	*	-	-	-	-
	CWOD	25%	30%	40%	-	18%	45%	-	*	-	*	36%	43%	-	40%	*	29%	50%	-	*	*	-
	EL	8%	8%	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	-	*	-	-
	Male	19%	21%	27%	-	0%	30%	-	-	-	*	20%	32%	18%	29%	*	27%	-	-	*	*	-
	Female	25%	33%	49%	-	29%	54%	-	*	-	*	43%	53%	*	50%	*	-	49%	-	*	*	-
Mathematics	All Students	19%	25%	25%	-	8%	28%	-	*	-	*	19%	29%	14%	26%	*	21%	28%	-	*	*	-
	CWD	7%	6%	14%	-	*	15%	-	-	-	-	11%	20%	14%	-	-	9%	*	-	-	-	-
	CWOD	22%	29%	26%	-	9%	29%	-	*	-	*	21%	30%	-	26%	*	24%	28%	-	*	*	-
	EL	11%	0%	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	-	*	-	-
	Male	21%	26%	21%	-	20%	22%	-	-	-	*	16%	26%	9%	24%	*	21%	-	-	*	*	-
	Female	18%	24%	28%	-	0%	33%	-	*	-	*	22%	32%	*	28%	*	-	28%	-	*	*	-
Science	All Students	17%	24%	33%	-	*	37%	-	-	-	*	25%	41%	17%	35%	*	38%	29%	-	*	*	-
	CWD	5%	7%	17%	-	-	17%	-	-	-	-	*	*	17%	-	-	*	*	-	-	-	-
	CWOD	19%	28%	35%	-	*	39%	-	-	-	*	24%	46%	-	35%	*	41%	31%	-	*	*	-
	EL	5%	0%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	18%	28%	38%	-	*	40%	-	-	-	-	33%	43%	*	41%	-	38%	-	-	-	*	-
	Female	15%	21%	29%	-	*	33%	-	-	-	*	19%	40%	*	31%	*	-	29%	-	*	-	-

- Indicates there are no students in the group.

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

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Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2024-25 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	75	-	55	78	-	-	-	*	73	57	*
CWD	57	-	*	62	-	-	-	-	53	57	-
CWOD	77	-	60	80	-	-	-	*	78	-	*
EL ◇	*	-	*	-	-	-	-	-	*	-	*
Male	68	-	*	72	-	-	-	-	72	64	*
Female	81	-	71	84	-	-	-	*	74	*	*
Mathematics											
All Students	77	-	73	78	-	-	-	*	70	55	*
CWD	55	-	*	60	-	-	-	-	39	55	-
CWOD	80	-	80	81	-	-	-	*	78	-	*
EL ◇	*	-	*	-	-	-	-	-	*	-	*
Male	70	-	*	70	-	-	-	-	64	48	*
Female	84	-	79	86	-	-	-	*	76	*	*

- Indicates there are no students in the group.

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

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Part (iii)(II): Graduation Rate

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

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

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

Part (iv): English Language Proficiency

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

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

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	58	-	47	61	-	*	-	13	51	32	10
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

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Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2023-2027)	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
Target Met	Y		Y	Y					Y	Y	
Interim Goals (2028-2032)	53%	43%	46%	66%	53%	78%	55%	63%	43%	33%	40%
Target Met	Y		Y	N					Y	N	
Interim Goals (2033-2037)	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
Target Met	Y		N	N					N	N	
Long-Term Goals	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%
Target Met	N		N	N					N	N	
Mathematics											
Interim Goals (2023-2027)	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
Target Met	Y		Y	N					Y	Y	
Interim Goals (2028-2032)	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
Target Met	N		Y	N					N	N	
Interim Goals (2033-2037)	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
Target Met	N		N	N					N	N	
Long-Term Goals	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
Target Met	N		N	N					N	N	
English Learner Language Proficiency Status											
Interim Goals (2023-2027)											44%
Target Met											
Interim Goals (2028-2032)											46%
Target Met											
Interim Goals (2033-2037)											48%
Target Met											
Long-Term Goals											50%
Target Met											
Federal Graduation Status											
Interim Goals (2023-2027)	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80%
Target Met											

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

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

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

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Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2024-25 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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

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

- Indicates there are no students in the group.

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

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Part (viii): Civil Rights Data

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities												
In-School Suspensions												
	Male	13	0	1	11	0	0	0	1	0		
	Female	2	0	0	1	0	0	0	1	0		
	Total	15	0	1	12	0	0	0	2	0		
Out-of-School Suspensions												
	Male	1	0	0	1	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	1	0	0	1	0	0	0	0	0		
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Students With Disabilities												
In-School Suspensions												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	1	0	0	1	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	1	0	0	1	0	0	0	0	0		0
Out-of-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism												
	Male	6	-8	1	5	-8	-8	-8	-8	1	-8	4
	Female	9	-8	-8	8	-8	-8	-8	1	-8	-8	3
	Total	15	-8	1	13	-8	-8	-8	1	1	-8	7

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	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or Bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

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

Preschool Programs

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

Accelerated Coursework

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

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

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

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Part (ix): Teacher Quality Data

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

	Low Poverty School	
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	2.9	26.4%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	3.2	31.1%

- Indicates there are no data available in the group.

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Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year (2024-25).

	Enrollment	State & Local and Federal	State & Local			Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$832	\$15	\$817	\$832			
Food services		\$937				\$877	\$60	\$937
Instruction		\$7,337	\$7,200	\$137	\$7,337			
Support services, general administration		\$484		\$484	\$484			
Support services, instructional staff		\$123	\$123		\$123			
Support services, operation and maintenance of plant		\$2,370	\$12	\$2,358	\$2,370			
Support services, pupils		\$441	\$441		\$441			
Support services, school administration		\$906	\$906		\$906			
Support services, student transportation		\$229		\$229	\$229			
Total	120	\$13,658	\$8,696	\$4,025	\$12,721	\$877	\$60	\$937

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

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Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	7,517	2%	-	-	-	-
Mathematics	7,510	2%	-	-	-	-
Grade 4						
Reading	6,669	2%	*	2%	-	-
Mathematics	6,666	2%	-	-	-	-
Grade 5						
Reading	6,321	2%	-	-	-	-
Mathematics	6,324	2%	-	-	-	-
Science	6,315	2%	-	-	-	-
Grade 6						
Reading	5,876	1%	-	-	-	-
Mathematics	5,877	1%	-	-	-	-
Grade 7						
Reading	5,387	1%	-	-	-	-
Mathematics	5,385	2%	-	-	-	-
Grade 8						
Reading	4,906	1%	-	-	-	-
Mathematics	4,907	1%	-	-	-	-
Science	4,904	1%	-	-	-	-
End of Course						
English I	4,932	1%	*	1%	-	-
English II	4,732	1%	*	2%	-	-
Algebra I	4,932	1%	*	2%	-	-
Biology	4,992	1%	*	1%	-	-
All Grades						
All Subjects	104,161	1%	5	0%	-	-
Reading	46,349	1%	*	1%	-	-
Mathematics	41,601	1%	*	0%	-	-
Science	16,211	1%	*	1%	-	-

- Indicates there are no students in the group.

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

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

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

State Level: 2024 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	43	40	57	60	28	31	7	8
		Black	53	56	47	44	17	17	2	3
		Hispanic	51	52	49	48	20	21	4	4
		White	28	30	72	70	42	39	11	11
		American Indian	*	61	*	39	*	14	*	2
		Asian	14	21	86	79	61	53	24	21
		Pacific Islander	*	47	*	53	*	22	*	5
		Two or More Races	41	36	59	64	29	35	11	10
		EcoDis	53	53	47	47	18	19	3	4
		Students with Disabilities	76	74	24	26	8	9	1	2
	English Language Learners	60	71	40	29	13	8	2	1	
	Mathematics	Overall	21	24	79	76	43	39	9	9
		Black	27	41	73	59	27	19	3	2
		Hispanic	27	34	73	66	34	27	4	4
		White	9	14	91	86	60	51	15	12
		American Indian	*	45	*	55	*	19	*	2
		Asian	4	10	96	90	78	66	33	25
		Pacific Islander	*	43	*	57	*	20	*	2
		Two or More Races	13	20	87	80	55	43	13	11
		EcoDis	27	35	73	65	32	25	4	3
Students with Disabilities		53	55	47	45	16	15	2	2	
English Language Learners	31	48	69	52	30	16	4	2		
Grade 8	Reading	Overall	39	33	61	67	25	30	3	4
		Black	48	48	52	52	18	16	1	1
		Hispanic	48	45	52	55	16	19	1	2
		White	24	23	76	77	37	37	5	5
		American Indian	*	44	*	56	*	18	*	2
		Asian	12	16	88	84	63	55	17	13
		Pacific Islander	*	41	*	59	*	24	*	4
		Two or More Races	27	30	73	70	36	35	2	5

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State Level: 2024 Percentages at NAEP Achievement Levels										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 8	Reading	EcoDis	50	46	50	54	14	18	1	1
		Students with Disabilities	75	69	25	31	3	7	*	1
		English Language Learners	57	70	43	30	9	5	*	*
	Mathematics	Overall	44	39	56	61	24	28	6	8
		Black	60	62	40	38	12	10	2	2
		Hispanic	52	54	48	46	17	15	2	3
		White	28	26	72	74	35	38	8	10
		American Indian	*	60	*	40	*	11	*	2
		Asian	12	15	88	85	57	59	32	31
		Pacific Islander	*	56	*	44	*	16	*	4
		Two or More Races	37	36	63	64	37	31	17	10
		EcoDis	54	55	46	45	14	14	2	3
		Students with Disabilities	80	77	20	23	4	6	1	1
English Language Learners	62	77	38	23	10	5	2	1		

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

State Level: 2024 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	80%
		English Learners	90%
	Mathematics	Students with Disabilities	86%
		English Learners	94%
Grade 8	Reading	Students with Disabilities	82%
		English Learners	96%
	Mathematics	Students with Disabilities	81%
		English Learners	96%

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

This section provides information on the cohort rate at which students who graduated from high school in the 2022-23 school year enrolled in a Texas public postsecondary education institution 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. (CWD: children with disability; EL: English learner)

There is no data for this campus.

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Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2023-24 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	10%	*	9%	9%	*	-	-	*	19%	7%	*

- Indicates there are no students in the group.

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

Part (xv): Section 1003 Fund

This section provides a list of all the LEAs and schools that received funds under Section 1003, including the amount of funds each school received and the types of strategies implemented in each school with such funds for the 2024-25 school year.

There is no data for this campus.

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

This section provides number of recently arrived English learners exempted from the ELA/Reading assessments and whose results are excluded from the 2024-25 State accountability.

There is no data for this campus.

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Part (i): Description of State Accountability System

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

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

State and District ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2027-28 through 2031-32	53%	43%	48%	67%	53%	78%	54%	63%	44%	33%	41%
	2032-33 through 2036-37	62%	54%	59%	74%	63%	82%	63%	70%	55%	47%	53%
	2037-38	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2027-28 through 2031-32	55%	43%	50%	66%	54%	85%	58%	62%	47%	36%	50%
	2032-33 through 2036-37	64%	55%	60%	73%	63%	88%	66%	70%	58%	49%	60%
	2037-38	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%
Graduation Rate: 4-Year Longitudinal Rate												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

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Campus ESSA Goals (HS/K-12 and AEA)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2022-23 through 2026-27	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2027-28 through 2031-32	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
	2032-33 through 2036-37	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
	2037-38	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Mathematics	Baseline Rates	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2022-23 through 2026-27	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2027-28 through 2031-32	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
	2032-33 through 2036-37	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
	2037-38	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
EL Progress												
	Baseline Rates											34%
	2022-23 through 2026-27											34%
	2027-28 through 2031-32											36%
	2032-33 through 2036-37											38%
	2037-38											40%
Graduation Rate: 4-Year Longitudinal Rate												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

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Campus ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2022-23 through 2026-27	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2027-28 through 2031-32	53%	43%	46%	66%	53%	78%	55%	63%	43%	33%	40%
	2032-33 through 2036-37	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
	2037-38	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%
Mathematics	Baseline Rates	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2022-23 through 2026-27	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2027-28 through 2031-32	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
	2032-33 through 2036-37	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
	2037-38	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
EL Progress												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%

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

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

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

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

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, and AEAs	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status ¹	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only ²	30%

1 If Federal Graduation Status is not available, Academic Growth Status is used.

2 If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

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(bb) the methodology by which the State differentiates all such schools. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number and is further used to differentiate all public schools. See the accountability manual for details: [Chapter 4-2025 Closing the Gaps Domain](#)

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. Texas uses the Closing the Gaps domain to identify campuses that have consistently under-performing student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered 'consistently underperforming'. Data from 2023, 2024, and 2025 are considered consecutive years for 2025 Targeted Support and Improvement (TSI) identification. Any campus not identified for Comprehensive Support and Improvement (CSI) that has at least one consistently underperforming student group is identified for TSI. TSI identifies both Title I and non-Title I campuses. Campuses are evaluated annually for TSI identification. See the accountability manual for details: [Chapter 10-2025 Identification of Schools for Improvement](#)

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

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2024-2025 school year: [Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#).

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

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Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2024-25 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
STAAR Percent at Approaches Grade Level or Above																							
End of Course																							
English I	All Students	66%	86%	86%	*	71%	88%	*	-	-	*	83%	88%	45%	93%	*	85%	86%	-	*	*	-	
	CWD	35%	45%	45%	-	*	50%	-	-	-	-	50%	40%	45%	-	-	*	57%	-	-	-	-	
	CWOD	72%	93%	93%	*	83%	96%	*	-	-	*	92%	94%	-	93%	*	93%	93%	-	*	*	-	
	EL	45%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	*	-	-
	Male	61%	85%	85%	*	*	85%	*	-	-	*	82%	88%	*	93%	*	85%	-	-	-	*	*	-
	Female	72%	86%	86%	-	*	90%	-	-	-	*	85%	87%	57%	93%	-	-	86%	-	-	-	-	-
English II	All Students	70%	86%	86%	*	90%	86%	-	-	-	*	86%	86%	33%	92%	*	80%	91%	-	*	-	-	
	CWD	36%	33%	33%	-	*	40%	-	-	-	-	*	*	33%	-	-	*	*	-	-	-	-	
	CWOD	76%	92%	92%	*	100%	92%	-	-	-	*	92%	93%	-	92%	*	83%	100%	-	*	-	-	
	EL	47%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-	
	Male	66%	80%	80%	*	*	78%	-	-	-	*	77%	83%	*	83%	-	80%	-	-	-	*	-	-
	Female	75%	91%	91%	-	86%	92%	-	-	-	*	93%	88%	*	100%	*	-	91%	-	-	-	-	-
Algebra I	All Students	76%	88%	88%	*	100%	87%	*	-	-	*	78%	95%	44%	95%	*	84%	91%	-	*	*	-	
	CWD	52%	44%	44%	-	-	44%	-	-	-	-	40%	*	44%	-	-	*	60%	-	-	-	-	
	CWOD	80%	95%	95%	*	100%	95%	*	-	-	*	86%	100%	-	95%	*	93%	96%	-	*	*	-	
	EL	68%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	*	-	-
	Male	73%	84%	84%	*	*	83%	*	-	-	*	75%	94%	*	93%	*	84%	-	-	-	*	*	-
	Female	79%	91%	91%	-	*	90%	-	-	-	*	82%	95%	60%	96%	-	-	91%	-	-	-	-	-
Biology	All Students	91%	94%	94%	*	100%	95%	*	-	-	*	86%	100%	82%	97%	*	94%	95%	-	*	*	-	
	CWD	76%	82%	82%	-	-	82%	-	-	-	-	60%	100%	82%	-	-	*	86%	-	-	-	-	
	CWOD	93%	97%	97%	*	100%	98%	*	-	-	*	91%	100%	-	97%	*	96%	97%	-	*	*	-	
	EL	82%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	*	-	-
	Male	89%	94%	94%	*	*	96%	*	-	-	*	88%	100%	*	96%	*	94%	-	-	-	*	*	-
	Female	92%	95%	95%	-	*	94%	-	-	-	*	83%	100%	86%	97%	-	-	95%	-	-	-	-	-
STAAR Percent at Meets Grade Level or Above																							
End of Course																							
English I	All Students	47%	70%	70%	*	57%	72%	*	-	-	*	67%	73%	18%	80%	*	68%	72%	-	*	*	-	
	CWD	18%	18%	18%	-	*	20%	-	-	-	-	17%	20%	18%	-	-	*	29%	-	-	-	-	
	CWOD	53%	80%	80%	*	67%	83%	*	-	-	*	79%	80%	-	80%	*	77%	83%	-	*	*	-	
	EL	23%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	*	-	-
	Male	42%	68%	68%	*	*	65%	*	-	-	*	71%	65%	*	77%	*	68%	-	-	-	*	*	-
	Female	54%	72%	72%	-	*	77%	-	-	-	*	62%	78%	29%	83%	-	-	72%	-	-	-	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English II	All Students	53%	81%	81%	*	90%	83%	-	-	-	*	82%	79%	33%	86%	*	72%	88%	-	*	-	-
	CWD	20%	33%	33%	-	*	40%	-	-	-	-	*	*	33%	-	-	*	*	-	-	-	-
	CWOD	58%	86%	86%	*	100%	89%	-	-	-	*	88%	85%	-	86%	*	74%	96%	-	*	-	-
	EL	25%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	48%	72%	72%	*	*	78%	-	-	-	*	69%	75%	*	74%	-	72%	-	-	*	-	-
	Female	59%	88%	88%	-	86%	88%	-	-	-	*	93%	82%	*	96%	*	-	88%	-	-	-	-
Algebra I	All Students	43%	49%	49%	*	67%	47%	*	-	-	*	44%	53%	11%	55%	*	47%	52%	-	*	*	-
	CWD	19%	11%	11%	-	-	11%	-	-	-	-	20%	*	11%	-	-	*	20%	-	-	-	-
	CWOD	47%	55%	55%	*	67%	55%	*	-	-	*	50%	59%	-	55%	*	54%	57%	-	*	*	-
	EL	30%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	*	-	-
	Male	42%	47%	47%	*	*	42%	*	-	-	*	38%	56%	*	54%	*	47%	-	-	*	*	-
	Female	45%	52%	52%	-	*	52%	-	-	-	*	55%	50%	20%	57%	-	-	52%	-	-	-	-
Biology	All Students	59%	78%	78%	*	83%	77%	*	-	-	*	71%	83%	45%	84%	*	88%	70%	-	*	*	-
	CWD	30%	45%	45%	-	-	45%	-	-	-	-	40%	50%	45%	-	-	*	43%	-	-	-	-
	CWOD	64%	84%	84%	*	83%	85%	*	-	-	*	78%	89%	-	84%	*	93%	77%	-	*	*	-
	EL	35%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	*	-	-
	Male	58%	88%	88%	*	*	88%	*	-	-	*	81%	94%	*	93%	*	88%	-	-	*	*	-
	Female	61%	70%	70%	-	*	70%	-	-	-	*	58%	76%	43%	77%	-	-	70%	-	-	-	-
STAAR Percent at Masters Grade Level																						
End of Course																						
English I	All Students	14%	16%	16%	*	0%	19%	*	-	-	*	13%	18%	0%	19%	*	6%	25%	-	*	*	-
	CWD	4%	0%	0%	-	*	0%	-	-	-	-	0%	0%	0%	-	-	*	0%	-	-	-	-
	CWOD	16%	19%	19%	*	0%	23%	*	-	-	*	17%	20%	-	19%	*	7%	31%	-	*	*	-
	EL	2%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	*	-	-
	Male	11%	6%	6%	*	*	8%	*	-	-	*	6%	6%	*	7%	*	6%	-	-	*	*	-
	Female	17%	25%	25%	-	*	29%	-	-	-	*	23%	26%	0%	31%	-	-	25%	-	-	-	-
English II	All Students	8%	9%	9%	*	0%	12%	-	-	-	*	4%	14%	0%	10%	*	12%	6%	-	*	-	-
	CWD	3%	0%	0%	-	*	0%	-	-	-	-	*	*	0%	-	-	*	*	-	-	-	-
	CWOD	9%	10%	10%	*	0%	14%	-	-	-	*	4%	15%	-	10%	*	13%	7%	-	*	-	-
	EL	1%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	7%	12%	12%	*	*	17%	-	-	-	*	0%	25%	*	13%	-	12%	-	-	*	-	-
	Female	9%	6%	6%	-	0%	8%	-	-	-	*	7%	6%	*	7%	*	-	6%	-	-	-	-
Algebra I	All Students	26%	26%	26%	*	17%	26%	*	-	-	*	26%	26%	0%	30%	*	31%	21%	-	*	*	-
	CWD	8%	0%	0%	-	-	0%	-	-	-	-	0%	*	0%	-	-	*	0%	-	-	-	-
	CWOD	29%	30%	30%	*	17%	32%	*	-	-	*	32%	29%	-	30%	*	36%	25%	-	*	*	-
	EL	14%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	*	-	-
	Male	25%	31%	31%	*	*	29%	*	-	-	*	25%	38%	*	36%	*	31%	-	-	*	*	-
	Female	27%	21%	21%	-	*	24%	-	-	-	*	27%	18%	0%	25%	-	-	21%	-	-	-	-

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Biology	All Students	20%	14%	14%	*	17%	14%	*	-	-	*	18%	12%	9%	16%	*	13%	16%	-	*	*	-
	CWD	6%	9%	9%	-	-	9%	-	-	-	-	0%	17%	9%	-	-	*	14%	-	-	-	-
	CWOD	22%	16%	16%	*	17%	15%	*	-	-	*	22%	11%	-	16%	*	14%	17%	-	*	*	-
	EL	6%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	*	-	-
	Male	20%	13%	13%	*	*	8%	*	-	-	*	13%	13%	*	14%	*	13%	-	-	*	*	-
	Female	19%	16%	16%	-	*	18%	-	-	-	*	25%	12%	14%	17%	-	-	16%	-	-	-	-

STAAR Percent at Approaches Grade Level or Above

All Grades																						
All Subjects	All Students	73%	86%	89%	100%	90%	89%	*	-	-	100%	83%	93%	54%	94%	*	86%	91%	-	89%	*	-
	CWD	46%	53%	54%	-	*	57%	-	-	-	-	50%	59%	54%	-	-	43%	61%	-	-	-	-
	CWOD	79%	92%	94%	100%	96%	95%	*	-	-	100%	90%	97%	-	94%	*	92%	97%	-	89%	*	-
	EL	59%	71%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	*	-	-
	Male	71%	82%	86%	100%	100%	86%	*	-	-	100%	81%	92%	43%	92%	*	86%	-	-	89%	*	-
	Female	75%	89%	91%	-	79%	91%	-	-	-	100%	86%	93%	61%	97%	*	-	91%	-	-	-	-
Reading	All Students	74%	87%	86%	*	82%	87%	*	-	-	100%	84%	87%	41%	93%	*	83%	88%	-	80%	*	-
	CWD	45%	52%	41%	-	*	47%	-	-	-	-	50%	29%	41%	-	-	33%	45%	-	-	-	-
	CWOD	80%	93%	93%	*	93%	94%	*	-	-	100%	92%	94%	-	93%	*	89%	96%	-	80%	*	-
	EL	57%	75%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	*	-	-
	Male	70%	82%	83%	*	100%	82%	*	-	-	*	80%	86%	33%	89%	*	83%	-	-	80%	*	-
	Female	79%	91%	88%	-	70%	91%	-	-	-	*	89%	88%	45%	96%	*	-	88%	-	-	-	-
Mathematics	All Students	70%	82%	88%	*	100%	87%	*	-	-	*	78%	95%	44%	95%	*	84%	91%	-	*	*	-
	CWD	45%	48%	44%	-	-	44%	-	-	-	-	40%	*	44%	-	-	*	60%	-	-	-	-
	CWOD	76%	89%	95%	*	100%	95%	*	-	-	*	86%	100%	-	95%	*	93%	96%	-	*	*	-
	EL	60%	55%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	*	-	-
	Male	71%	79%	84%	*	*	83%	*	-	-	*	75%	94%	*	93%	*	84%	-	-	*	*	-
	Female	70%	85%	91%	-	*	90%	-	-	-	*	82%	95%	60%	96%	-	-	91%	-	-	-	-
Science	All Students	76%	91%	94%	*	100%	95%	*	-	-	*	86%	100%	82%	97%	*	94%	95%	-	*	*	-
	CWD	52%	63%	82%	-	-	82%	-	-	-	-	60%	100%	82%	-	-	*	86%	-	-	-	-
	CWOD	81%	97%	97%	*	100%	98%	*	-	-	*	91%	100%	-	97%	*	96%	97%	-	*	*	-
	EL	63%	100%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	*	-	-
	Male	77%	90%	94%	*	*	96%	*	-	-	*	88%	100%	*	96%	*	94%	-	-	*	*	-
	Female	76%	93%	95%	-	*	94%	-	-	-	*	83%	100%	86%	97%	-	-	95%	-	-	-	-

STAAR Percent at Meets Grade Level or Above

All Grades																						
All Subjects	All Students	48%	61%	69%	71%	76%	69%	*	-	-	75%	66%	72%	27%	76%	*	68%	70%	-	44%	*	-
	CWD	23%	22%	27%	-	*	29%	-	-	-	-	30%	24%	27%	-	-	21%	30%	-	-	-	-
	CWOD	53%	69%	76%	71%	81%	78%	*	-	-	75%	74%	78%	-	76%	*	74%	78%	-	44%	*	-
	EL	30%	29%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	*	-	-
	Male	47%	57%	68%	71%	87%	67%	*	-	-	80%	65%	72%	21%	74%	*	68%	-	-	44%	*	-
	Female	49%	65%	70%	-	64%	71%	-	-	-	71%	69%	71%	30%	78%	*	-	70%	-	-	-	-

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Reading	All Students	53%	65%	75%	*	76%	77%	*	-	-	67%	74%	75%	24%	83%	*	69%	79%	-	40%	*	-
	CWD	23%	23%	24%	-	*	27%	-	-	-	-	30%	14%	24%	-	-	17%	27%	-	-	-	-
	CWOD	59%	73%	83%	*	87%	86%	*	-	-	67%	83%	82%	-	83%	*	75%	89%	-	40%	*	-
	EL	31%	25%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	*	-	-
	Male	48%	57%	69%	*	86%	70%	*	-	-	*	70%	69%	17%	75%	*	69%	-	-	40%	*	-
	Female	58%	72%	79%	-	70%	82%	-	-	-	*	79%	80%	27%	89%	*	-	79%	-	-	-	-
Mathematics	All Students	43%	55%	49%	*	67%	47%	*	-	-	*	44%	53%	11%	55%	*	47%	52%	-	*	*	-
	CWD	22%	16%	11%	-	-	11%	-	-	-	-	20%	*	11%	-	-	*	20%	-	-	-	-
	CWOD	48%	62%	55%	*	67%	55%	*	-	-	*	50%	59%	-	55%	*	54%	57%	-	*	*	-
	EL	30%	27%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	*	-	-
	Male	45%	54%	47%	*	*	42%	*	-	-	*	38%	56%	*	54%	*	47%	-	-	*	*	-
	Female	42%	56%	52%	-	*	52%	-	-	-	*	55%	50%	20%	57%	-	-	52%	-	-	-	-
Science	All Students	46%	66%	78%	*	83%	77%	*	-	-	*	71%	83%	45%	84%	*	88%	70%	-	*	*	-
	CWD	22%	30%	45%	-	-	45%	-	-	-	-	40%	50%	45%	-	-	*	43%	-	-	-	-
	CWOD	50%	73%	84%	*	83%	85%	*	-	-	*	78%	89%	-	84%	*	93%	77%	-	*	*	-
	EL	26%	40%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	*	-	-
	Male	47%	66%	88%	*	*	88%	*	-	-	*	81%	94%	*	93%	*	88%	-	-	*	*	-
	Female	45%	65%	70%	-	*	70%	-	-	-	*	58%	76%	43%	77%	-	-	70%	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	20%	26%	16%	29%	7%	18%	*	-	-	8%	15%	18%	3%	19%	*	15%	17%	-	0%	*	-
	CWD	6%	7%	3%	-	*	3%	-	-	-	-	0%	6%	3%	-	-	0%	4%	-	-	-	-
	CWOD	23%	29%	19%	29%	7%	21%	*	-	-	8%	18%	19%	-	19%	*	17%	20%	-	0%	*	-
	EL	9%	4%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	*	-	-
	Male	20%	24%	15%	29%	13%	15%	*	-	-	20%	11%	20%	0%	17%	*	15%	-	-	0%	*	-
	Female	21%	27%	17%	-	0%	21%	-	-	-	0%	20%	16%	4%	20%	*	-	17%	-	-	-	-
Reading	All Students	22%	27%	13%	*	0%	16%	*	-	-	0%	9%	16%	0%	15%	*	8%	16%	-	0%	*	-
	CWD	6%	8%	0%	-	*	0%	-	-	-	-	0%	0%	0%	-	-	0%	0%	-	-	-	-
	CWOD	25%	30%	15%	*	0%	19%	*	-	-	0%	10%	18%	-	15%	*	9%	19%	-	0%	*	-
	EL	8%	8%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	*	-	-
	Male	19%	21%	8%	*	0%	11%	*	-	-	*	3%	14%	0%	9%	*	8%	-	-	0%	*	-
	Female	25%	33%	16%	-	0%	20%	-	-	-	*	14%	18%	0%	19%	*	-	16%	-	-	-	-
Mathematics	All Students	19%	25%	26%	*	17%	26%	*	-	-	*	26%	26%	0%	30%	*	31%	21%	-	*	*	-
	CWD	7%	6%	0%	-	-	0%	-	-	-	-	0%	*	0%	-	-	*	0%	-	-	-	-
	CWOD	22%	29%	30%	*	17%	32%	*	-	-	*	32%	29%	-	30%	*	36%	25%	-	*	*	-
	EL	11%	0%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	*	-	-
	Male	21%	26%	31%	*	*	29%	*	-	-	*	25%	38%	*	36%	*	31%	-	-	*	*	-
	Female	18%	24%	21%	-	*	24%	-	-	-	*	27%	18%	0%	25%	-	-	21%	-	-	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	17%	24%	14%	*	17%	14%	*	-	-	*	18%	12%	9%	16%	*	13%	16%	-	*	*	-
	CWD	5%	7%	9%	-	-	9%	-	-	-	-	0%	17%	9%	-	-	*	14%	-	-	-	-
	CWOD	19%	28%	16%	*	17%	15%	*	-	-	*	22%	11%	-	16%	*	14%	17%	-	*	*	-
	EL	5%	0%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	*	-	-
	Male	18%	28%	13%	*	*	8%	*	-	-	*	13%	13%	*	14%	*	13%	-	-	*	*	-
	Female	15%	21%	16%	-	*	18%	-	-	-	*	25%	12%	14%	17%	-	-	16%	-	-	-	-

- Indicates there are no students in the group.

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

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Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2024-25 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	67	*	53	73	-	-	-	*	71	55	*
CWD	55	-	*	59	-	-	-	-	58	55	-
CWOD	69	*	57	76	-	-	-	*	73	-	*
EL ◇	*	-	*	-	-	-	-	-	*	-	*
Male	62	*	50	70	-	-	-	*	65	42	*
Female	70	-	56	75	-	-	-	*	76	64	*
Mathematics											
All Students	58	*	70	56	-	-	-	*	59	42	*
CWD	42	-	-	42	-	-	-	-	55	42	-
CWOD	61	*	70	59	-	-	-	*	60	-	*
EL ◇	*	-	*	-	-	-	-	-	*	-	*
Male	58	*	*	56	-	-	-	*	52	*	*
Female	59	-	*	56	-	-	-	*	68	40	-

- Indicates there are no students in the group.

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

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Part (iii)(II): Graduation Rate

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

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

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

Part (iv): English Language Proficiency

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

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

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	58	67	58	59	*	-	-	61	55	28	*
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	86%	*	71%	88%	*	-	-	*	75%	*	*

- Indicates there are no students in the group.

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

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Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2023-2027)	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
Target Met	Y		Y	Y					Y	Y	
Interim Goals (2028-2032)	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
Target Met	Y		Y	Y					Y	N	
Interim Goals (2033-2037)	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
Target Met	Y		Y	Y					Y	N	
Long-Term Goals	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Target Met	Y		Y	N					Y	N	
Mathematics											
Interim Goals (2023-2027)	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
Target Met	Y			N					Y		
Interim Goals (2028-2032)	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
Target Met	Y			N					Y		
Interim Goals (2033-2037)	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
Target Met	N			N					N		
Long-Term Goals	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
Target Met	N			N					N		
English Learner Language Proficiency Status											
Interim Goals (2023-2027)											34%
Target Met											
Interim Goals (2028-2032)											36%
Target Met											
Interim Goals (2033-2037)											48%
Target Met											
Long-Term Goals											40%
Target Met											
Federal Graduation Status											
Interim Goals (2023-2027)	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80%
Target Met	Y			Y					Y		

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

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

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

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Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2024-25 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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

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

- Indicates there are no students in the group.

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

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Part (viii): Civil Rights Data

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities												
In-School Suspensions												
	Male	17	0	0	17	0	0	0	0	0		
	Female	9	0	0	8	0	0	0	1	0		
	Total	26	0	0	25	0	0	0	1	0		
Out-of-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Students With Disabilities												
In-School Suspensions												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	6	0	0	6	0	0	0	0	0		6
	Female	2	0	0	2	0	0	0	0	0		2
	Total	8	0	0	8	0	0	0	0	0		8
Out-of-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		1
	Female	1	0	0	1	0	0	0	0	0		0
	Total	1	0	0	1	0	0	0	0	0		1
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism												
	Male	14	-8	1	12	1	-8	-8	-8	-8	3	3
	Female	17	-8	3	14	-8	-8	-8	-8	-8	3	3
	Total	31	-8	4	26	1	-8	-8	-8	-8	6	6

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	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or Bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

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

Preschool Programs

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

Accelerated Coursework

	Total Students		African American		Hispanic		White		Indian or Alaska Native		Asian		Pacific Islander		Two or More Races		EL		Students with Disabilities	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Advanced Placement Courses																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs																				
Male	12	12	0	-	2	25	10	11	0	0	0	-	0	-	0	0	0	0	0	0
Female	22	20	0	0	3	27	17	18	0	0	1	100	0	-	1	100	0	0	0	0
Total	34	16	0	0	5	26	27	15	0	0	1	100	0	-	1	33	0	0	0	0

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

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Part (ix): Teacher Quality Data

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

	Low Poverty School	
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	4.7	18.6%
Teachers Teaching with Emergency or Provisional Credentials	1.0	4.1%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	6.2	25.2%

- Indicates there are no data available in the group.

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Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year (2024-25).

	Enrollment	State & Local and Federal	State & Local			Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$828	\$11	\$817	\$828			
Food services		\$741				\$681	\$60	\$741
Instruction		\$10,046	\$9,909	\$137	\$10,046			
Support services, general administration		\$484		\$484	\$484			
Support services, instructional staff		\$101	\$101		\$101			
Support services, operation and maintenance of plant		\$2,386	\$28	\$2,358	\$2,386			
Support services, pupils		\$542	\$542		\$542			
Support services, school administration		\$734	\$734		\$734			
Support services, student transportation		\$229		\$229	\$229			
Total	232	\$16,092	\$11,326	\$4,025	\$15,351	\$681	\$60	\$741

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

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

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Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	7,517	2%	-	-	-	-
Mathematics	7,510	2%	-	-	-	-
Grade 4						
Reading	6,669	2%	*	2%	-	-
Mathematics	6,666	2%	-	-	-	-
Grade 5						
Reading	6,321	2%	-	-	-	-
Mathematics	6,324	2%	-	-	-	-
Science	6,315	2%	-	-	-	-
Grade 6						
Reading	5,876	1%	-	-	-	-
Mathematics	5,877	1%	-	-	-	-
Grade 7						
Reading	5,387	1%	-	-	-	-
Mathematics	5,385	2%	-	-	-	-
Grade 8						
Reading	4,906	1%	-	-	-	-
Mathematics	4,907	1%	-	-	-	-
Science	4,904	1%	-	-	-	-
End of Course						
English I	4,932	1%	*	1%	*	1%
English II	4,732	1%	*	2%	*	2%
Algebra I	4,932	1%	*	2%	*	2%
Biology	4,992	1%	*	1%	*	1%
All Grades						
All Subjects	104,161	1%	5	0%	*	2%
Reading	46,349	1%	*	1%	*	2%
Mathematics	41,601	1%	*	0%	*	2%
Science	16,211	1%	*	1%	*	1%

- Indicates there are no students in the group.

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

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

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

State Level: 2024 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	43	40	57	60	28	31	7	8
		Black	53	56	47	44	17	17	2	3
		Hispanic	51	52	49	48	20	21	4	4
		White	28	30	72	70	42	39	11	11
		American Indian	*	61	*	39	*	14	*	2
		Asian	14	21	86	79	61	53	24	21
		Pacific Islander	*	47	*	53	*	22	*	5
		Two or More Races	41	36	59	64	29	35	11	10
		EcoDis	53	53	47	47	18	19	3	4
		Students with Disabilities	76	74	24	26	8	9	1	2
	English Language Learners	60	71	40	29	13	8	2	1	
	Mathematics	Overall	21	24	79	76	43	39	9	9
		Black	27	41	73	59	27	19	3	2
		Hispanic	27	34	73	66	34	27	4	4
		White	9	14	91	86	60	51	15	12
		American Indian	*	45	*	55	*	19	*	2
		Asian	4	10	96	90	78	66	33	25
		Pacific Islander	*	43	*	57	*	20	*	2
		Two or More Races	13	20	87	80	55	43	13	11
		EcoDis	27	35	73	65	32	25	4	3
Students with Disabilities		53	55	47	45	16	15	2	2	
English Language Learners	31	48	69	52	30	16	4	2		
Grade 8	Reading	Overall	39	33	61	67	25	30	3	4
		Black	48	48	52	52	18	16	1	1
		Hispanic	48	45	52	55	16	19	1	2
		White	24	23	76	77	37	37	5	5
		American Indian	*	44	*	56	*	18	*	2
		Asian	12	16	88	84	63	55	17	13
		Pacific Islander	*	41	*	59	*	24	*	4
		Two or More Races	27	30	73	70	36	35	2	5

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State Level: 2024 Percentages at NAEP Achievement Levels										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 8	Reading	EcoDis	50	46	50	54	14	18	1	1
		Students with Disabilities	75	69	25	31	3	7	*	1
		English Language Learners	57	70	43	30	9	5	*	*
	Mathematics	Overall	44	39	56	61	24	28	6	8
		Black	60	62	40	38	12	10	2	2
		Hispanic	52	54	48	46	17	15	2	3
		White	28	26	72	74	35	38	8	10
		American Indian	*	60	*	40	*	11	*	2
		Asian	12	15	88	85	57	59	32	31
		Pacific Islander	*	56	*	44	*	16	*	4
		Two or More Races	37	36	63	64	37	31	17	10
		EcoDis	54	55	46	45	14	14	2	3
		Students with Disabilities	80	77	20	23	4	6	1	1
English Language Learners	62	77	38	23	10	5	2	1		

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

State Level: 2024 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	80%
		English Learners	90%
	Mathematics	Students with Disabilities	86%
		English Learners	94%
Grade 8	Reading	Students with Disabilities	82%
		English Learners	96%
	Mathematics	Students with Disabilities	81%
		English Learners	96%

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

This section provides information on the cohort rate at which students who graduated from high school in the 2022-23 school year enrolled in a Texas public postsecondary education institution 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. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	59%	-	*	58%	*	*	-	-	56%	*	*
In-State Private Institutions	-	-	-	-	-	-	-	-	-	-	-
Out-of-State Institutions	*	-	-	*	-	-	-	-	*	-	-

- Indicates there are no students in the group.

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

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Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2023-24 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	14%	*	8%	15%	*	-	-	*	21%	32%	17%

- Indicates there are no students in the group.

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

Part (xv): Section 1003 Fund

This section provides a list of all the LEAs and schools that received funds under Section 1003, including the amount of funds each school received and the types of strategies implemented in each school with such funds for the 2024-25 school year.

There is no data for this campus.

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

This section provides number of recently arrived English learners exempted from the ELA/Reading assessments and whose results are excluded from the 2024-25 State accountability.

There is no data for this campus.

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Part (i): Description of State Accountability System

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

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

State and District ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2027-28 through 2031-32	53%	43%	48%	67%	53%	78%	54%	63%	44%	33%	41%
	2032-33 through 2036-37	62%	54%	59%	74%	63%	82%	63%	70%	55%	47%	53%
	2037-38	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2027-28 through 2031-32	55%	43%	50%	66%	54%	85%	58%	62%	47%	36%	50%
	2032-33 through 2036-37	64%	55%	60%	73%	63%	88%	66%	70%	58%	49%	60%
	2037-38	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%
Graduation Rate: 4-Year Longitudinal Rate												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

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Campus ESSA Goals (HS/K-12 and AEA)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2022-23 through 2026-27	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2027-28 through 2031-32	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
	2032-33 through 2036-37	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
	2037-38	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Mathematics	Baseline Rates	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2022-23 through 2026-27	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2027-28 through 2031-32	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
	2032-33 through 2036-37	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
	2037-38	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
EL Progress												
	Baseline Rates											34%
	2022-23 through 2026-27											34%
	2027-28 through 2031-32											36%
	2032-33 through 2036-37											38%
	2037-38											40%
Graduation Rate: 4-Year Longitudinal Rate												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

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Campus ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2022-23 through 2026-27	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2027-28 through 2031-32	53%	43%	46%	66%	53%	78%	55%	63%	43%	33%	40%
	2032-33 through 2036-37	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
	2037-38	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%
Mathematics	Baseline Rates	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2022-23 through 2026-27	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2027-28 through 2031-32	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
	2032-33 through 2036-37	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
	2037-38	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
EL Progress												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%

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

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

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

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

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, and AEAs	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status ¹	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only ²	30%

1 If Federal Graduation Status is not available, Academic Growth Status is used.

2 If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

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(bb) the methodology by which the State differentiates all such schools. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number and is further used to differentiate all public schools. See the accountability manual for details: [Chapter 4-2025 Closing the Gaps Domain](#)

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. Texas uses the Closing the Gaps domain to identify campuses that have consistently under-performing student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered 'consistently underperforming'. Data from 2023, 2024, and 2025 are considered consecutive years for 2025 Targeted Support and Improvement (TSI) identification. Any campus not identified for Comprehensive Support and Improvement (CSI) that has at least one consistently underperforming student group is identified for TSI. TSI identifies both Title I and non-Title I campuses. Campuses are evaluated annually for TSI identification. See the accountability manual for details: [Chapter 10-2025 Identification of Schools for Improvement](#)

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

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2024-2025 school year: [Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#).

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

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Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2024-25 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																						
Grade 3																						
Reading	All Students	76%	78%	97%	-	*	97%	*	-	-	*	95%	100%	83%	100%	*	100%	95%	-	-	*	-
	CWD	53%	54%	83%	-	-	83%	-	-	-	-	*	*	83%	-	*	*	*	-	-	-	-
	CWOD	82%	85%	100%	-	*	100%	*	-	-	*	100%	100%	-	100%	-	100%	100%	-	-	*	-
	EL	64%	67%	*	-	-	*	-	-	-	-	*	-	*	-	*	-	*	-	-	-	-
	Male	74%	76%	100%	-	*	100%	*	-	-	*	100%	100%	*	100%	-	100%	-	-	-	*	-
	Female	78%	80%	95%	-	-	95%	-	-	-	-	91%	100%	*	100%	*	-	95%	-	-	-	-
Mathematics	All Students	70%	71%	92%	-	*	94%	*	-	-	*	89%	94%	67%	97%	*	94%	89%	-	-	*	-
	CWD	48%	49%	67%	-	-	67%	-	-	-	-	*	*	67%	-	*	*	*	-	-	-	-
	CWOD	75%	77%	97%	-	*	100%	*	-	-	*	100%	94%	-	97%	-	93%	100%	-	-	*	-
	EL	63%	65%	*	-	-	*	-	-	-	-	*	-	*	-	*	-	*	-	-	-	-
	Male	72%	73%	94%	-	*	100%	*	-	-	*	100%	90%	*	93%	-	94%	-	-	-	*	-
	Female	67%	69%	89%	-	-	89%	-	-	-	-	82%	100%	*	100%	*	-	89%	-	-	-	-
Grade 4																						
Reading	All Students	79%	80%	80%	-	86%	79%	-	-	-	*	71%	96%	54%	88%	*	73%	87%	-	-	-	-
	CWD	55%	54%	54%	-	-	54%	-	-	-	-	25%	100%	54%	-	-	56%	*	-	-	-	-
	CWOD	86%	87%	88%	-	86%	87%	-	-	-	*	83%	94%	-	88%	*	81%	93%	-	-	-	-
	EL	68%	69%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	77%	77%	73%	-	*	69%	-	-	-	*	58%	100%	56%	81%	*	73%	-	-	-	-	-
	Female	82%	82%	87%	-	80%	88%	-	-	-	-	84%	92%	*	93%	*	-	87%	-	-	-	-
Mathematics	All Students	68%	68%	77%	-	57%	78%	-	-	-	*	68%	91%	50%	83%	*	73%	80%	-	-	-	-
	CWD	44%	43%	50%	-	-	50%	-	-	-	-	29%	80%	50%	-	-	44%	*	-	-	-	-
	CWOD	74%	74%	83%	-	57%	87%	-	-	-	*	77%	94%	-	83%	*	86%	81%	-	-	-	-
	EL	61%	60%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	70%	70%	73%	-	*	69%	-	-	-	*	63%	91%	44%	86%	*	73%	-	-	-	-	-
	Female	65%	65%	80%	-	40%	88%	-	-	-	-	72%	92%	*	81%	*	-	80%	-	-	-	-
Grade 5																						
Reading	All Students	76%	75%	86%	*	100%	84%	-	-	-	*	83%	89%	46%	98%	*	82%	90%	-	-	-	-
	CWD	45%	41%	46%	-	-	46%	-	-	-	-	29%	67%	46%	-	-	43%	50%	-	-	-	-
	CWOD	84%	84%	98%	*	100%	97%	-	-	-	*	100%	95%	-	98%	*	95%	100%	-	-	-	-
	EL	66%	65%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	73%	72%	82%	-	*	79%	-	-	-	*	80%	85%	43%	95%	*	82%	-	-	-	-	-
	Female	80%	79%	90%	*	*	88%	-	-	-	*	87%	93%	50%	100%	*	-	90%	-	-	-	-

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Mathematics	All Students	73%	72%	83%	*	100%	80%	-	-	-	*	73%	93%	38%	96%	*	82%	83%	-	-	-	-	
	CWD	47%	45%	38%	-	-	38%	-	-	-	-	14%	67%	38%	-	-	29%	50%	-	-	-	-	
	CWOD	79%	79%	96%	*	100%	95%	-	-	-	*	91%	100%	-	96%	*	100%	92%	-	-	-	-	
	EL	65%	63%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-	-
	Male	73%	72%	82%	-	*	79%	-	-	-	*	73%	92%	29%	100%	*	82%	-	-	-	-	-	-
	Female	72%	72%	83%	*	*	81%	-	-	-	*	73%	93%	50%	92%	*	-	83%	-	-	-	-	-
Science	All Students	63%	65%	86%	*	100%	84%	-	-	-	*	80%	93%	46%	98%	*	82%	90%	-	-	-	-	
	CWD	40%	41%	46%	-	-	46%	-	-	-	-	29%	67%	46%	-	-	29%	67%	-	-	-	-	
	CWOD	69%	71%	98%	*	100%	97%	-	-	-	*	96%	100%	-	98%	*	100%	96%	-	-	-	-	
	EL	49%	48%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-	-
	Male	66%	67%	82%	-	*	79%	-	-	-	*	73%	92%	29%	100%	*	82%	-	-	-	-	-	-
	Female	61%	63%	90%	*	*	88%	-	-	-	*	87%	93%	67%	96%	*	-	90%	-	-	-	-	-
Grade 6																							
Reading	All Students	76%	75%	88%	-	86%	88%	*	-	-	*	83%	93%	60%	95%	*	85%	94%	-	-	-	-	
	CWD	46%	42%	60%	-	*	57%	-	-	-	-	56%	*	60%	-	-	57%	*	-	-	-	-	
	CWOD	82%	83%	95%	-	*	94%	*	-	-	*	100%	92%	-	95%	*	93%	100%	-	-	-	-	
	EL	56%	57%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-	-
	Male	72%	70%	85%	-	*	86%	*	-	-	*	79%	90%	57%	93%	*	85%	-	-	-	-	-	-
	Female	80%	80%	94%	-	*	92%	-	-	-	-	89%	100%	*	100%	-	-	94%	-	-	-	-	-
Mathematics	All Students	72%	72%	90%	-	86%	90%	*	-	-	*	83%	96%	50%	100%	*	88%	94%	-	-	-	-	
	CWD	50%	47%	50%	-	*	43%	-	-	-	-	56%	*	50%	-	-	43%	*	-	-	-	-	
	CWOD	78%	78%	100%	-	*	100%	*	-	-	*	100%	100%	-	100%	*	100%	100%	-	-	-	-	
	EL	60%	58%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-	-
	Male	74%	73%	88%	-	*	89%	*	-	-	*	79%	95%	43%	100%	*	88%	-	-	-	-	-	-
	Female	71%	71%	94%	-	*	92%	-	-	-	-	89%	100%	*	100%	-	-	94%	-	-	-	-	-
Grade 7																							
Reading	All Students	74%	73%	77%	-	75%	78%	-	*	-	*	65%	83%	38%	83%	*	67%	88%	-	*	*	-	
	CWD	41%	35%	38%	-	*	43%	-	-	-	-	17%	*	38%	-	-	43%	*	-	-	-	-	
	CWOD	81%	81%	83%	-	86%	85%	-	*	-	*	86%	82%	-	83%	*	74%	92%	-	*	*	-	
	EL	56%	55%	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	-	*	-	-	-
	Male	70%	67%	67%	-	*	64%	-	-	-	*	54%	76%	43%	74%	*	67%	-	-	*	-	-	-
	Female	79%	79%	88%	-	*	95%	-	*	-	-	86%	89%	*	92%	*	-	88%	-	-	*	-	-
Mathematics	All Students	53%	54%	64%	-	63%	67%	-	*	-	*	45%	75%	38%	69%	*	53%	77%	-	*	*	-	
	CWD	31%	26%	38%	-	*	43%	-	-	-	-	17%	*	38%	-	-	43%	*	-	-	-	-	
	CWOD	58%	61%	69%	-	71%	72%	-	*	-	*	57%	74%	-	69%	*	57%	80%	-	*	*	-	
	EL	39%	38%	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	-	*	-	-	-
	Male	55%	55%	53%	-	*	56%	-	-	-	*	38%	65%	43%	57%	*	53%	-	-	*	-	-	-
	Female	51%	54%	77%	-	*	81%	-	*	-	-	57%	84%	*	80%	*	-	77%	-	-	*	-	-
Grade 8																							

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Reading	All Students	80%	79%	96%	-	*	96%	-	-	-	*	96%	97%	67%	100%	*	92%	100%	-	*	*	-	
	CWD	49%	45%	67%	-	-	67%	-	-	-	-	*	*	67%	-	-	*	*	-	-	-	-	
	CWOD	85%	86%	100%	-	*	100%	-	-	-	*	100%	100%	-	100%	*	100%	100%	-	*	*	-	
	EL	62%	62%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-	-
	Male	76%	75%	92%	-	*	92%	-	-	-	-	92%	93%	*	100%	-	92%	-	-	-	*	-	-
	Female	85%	84%	100%	-	*	100%	-	-	-	*	100%	100%	*	100%	*	-	100%	-	*	-	-	-
Mathematics	All Students	69%	63%	84%	-	*	87%	-	-	-	*	75%	93%	67%	86%	*	81%	87%	-	*	*	-	
	CWD	42%	36%	67%	-	-	67%	-	-	-	-	*	*	67%	-	-	*	*	-	-	-	-	
	CWOD	74%	69%	86%	-	*	89%	-	-	-	*	76%	96%	-	86%	*	86%	86%	-	*	*	-	
	EL	56%	50%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-	-
	Male	68%	62%	81%	-	*	80%	-	-	-	-	67%	93%	*	86%	-	81%	-	-	-	*	-	-
	Female	71%	64%	87%	-	*	93%	-	-	-	*	81%	93%	*	86%	*	-	87%	-	*	-	-	-
Science	All Students	72%	68%	93%	-	*	94%	-	-	-	*	100%	86%	67%	96%	*	92%	94%	-	*	*	-	
	CWD	43%	36%	67%	-	-	67%	-	-	-	-	*	*	67%	-	-	*	*	-	-	-	-	
	CWOD	77%	73%	96%	-	*	98%	-	-	-	*	100%	92%	-	96%	*	95%	97%	-	*	*	-	
	EL	54%	47%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-	
	Male	73%	69%	92%	-	*	92%	-	-	-	-	100%	86%	*	95%	-	92%	-	-	-	*	-	-
	Female	71%	66%	94%	-	*	96%	-	-	-	*	100%	87%	*	97%	*	-	94%	-	*	-	-	-
End of Course																							
English I	All Students	66%	64%	86%	*	71%	88%	*	-	-	*	83%	88%	45%	93%	*	85%	86%	-	*	*	-	
	CWD	35%	30%	45%	-	*	50%	-	-	-	-	50%	40%	45%	-	-	*	57%	-	-	-	-	
	CWOD	72%	71%	93%	*	83%	96%	*	-	-	*	92%	94%	-	93%	*	93%	93%	-	*	*	-	
	EL	45%	46%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	*	-	-	
	Male	61%	60%	85%	*	*	85%	*	-	-	*	82%	88%	*	93%	*	85%	-	-	*	*	-	
	Female	72%	69%	86%	-	*	90%	-	-	-	*	85%	87%	57%	93%	-	-	86%	-	-	-	-	
English II	All Students	70%	68%	86%	*	90%	86%	-	-	-	*	86%	86%	33%	92%	*	80%	91%	-	*	-	-	
	CWD	36%	30%	33%	-	*	40%	-	-	-	-	*	*	33%	-	-	*	*	-	-	-	-	
	CWOD	76%	75%	92%	*	100%	92%	-	-	-	*	92%	93%	-	92%	*	83%	100%	-	*	-	-	
	EL	47%	47%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-	
	Male	66%	64%	80%	*	*	78%	-	-	-	*	77%	83%	*	83%	-	80%	-	-	*	-	-	
	Female	75%	72%	91%	-	86%	92%	-	-	-	*	93%	88%	*	100%	*	-	91%	-	-	-	-	
Algebra I	All Students	76%	67%	88%	*	100%	87%	*	-	-	*	78%	95%	44%	95%	*	84%	91%	-	*	*	-	
	CWD	52%	39%	44%	-	-	44%	-	-	-	-	40%	*	44%	-	-	*	60%	-	-	-	-	
	CWOD	80%	73%	95%	*	100%	95%	*	-	-	*	86%	100%	-	95%	*	93%	96%	-	*	*	-	
	EL	68%	59%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	*	-	-	
	Male	73%	65%	84%	*	*	83%	*	-	-	*	75%	94%	*	93%	*	84%	-	-	*	*	-	
	Female	79%	69%	91%	-	*	90%	-	-	-	*	82%	95%	60%	96%	-	-	91%	-	-	-	-	

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Biology	All Students	91%	89%	94%	*	100%	95%	*	-	-	*	86%	100%	82%	97%	*	94%	95%	-	*	*	-
	CWD	76%	71%	82%	-	-	82%	-	-	-	-	60%	100%	82%	-	-	*	86%	-	-	-	-
	CWOD	93%	93%	97%	*	100%	98%	*	-	-	*	91%	100%	-	97%	*	96%	97%	-	*	*	-
	EL	82%	82%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	*	-	-
	Male	89%	87%	94%	*	*	96%	*	-	-	*	88%	100%	*	96%	*	94%	-	-	*	*	-
	Female	92%	91%	95%	-	*	94%	-	-	-	*	83%	100%	86%	97%	-	-	95%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	50%	50%	68%	-	*	71%	*	-	-	*	63%	72%	17%	77%	*	56%	79%	-	-	*	-
	CWD	27%	27%	17%	-	-	17%	-	-	-	-	*	*	17%	-	*	*	*	-	-	-	-
	CWOD	57%	57%	77%	-	*	82%	*	-	-	*	73%	81%	-	77%	-	67%	88%	-	-	*	-
	EL	36%	36%	*	-	-	*	-	-	-	-	*	-	*	-	*	-	*	-	-	-	-
	Male	48%	48%	56%	-	*	60%	*	-	-	*	63%	50%	*	67%	-	56%	-	-	-	*	-
	Female	53%	53%	79%	-	-	79%	-	-	-	-	64%	100%	*	88%	*	-	79%	-	-	-	-
Mathematics	All Students	45%	45%	68%	-	*	68%	*	-	-	*	63%	72%	33%	74%	*	78%	58%	-	-	*	-
	CWD	27%	28%	33%	-	-	33%	-	-	-	-	*	*	33%	-	*	*	*	-	-	-	-
	CWOD	50%	50%	74%	-	*	75%	*	-	-	*	67%	81%	-	74%	-	87%	63%	-	-	*	-
	EL	37%	36%	*	-	-	*	-	-	-	-	*	-	*	-	*	-	*	-	-	-	-
	Male	49%	49%	78%	-	*	80%	*	-	-	*	100%	60%	*	87%	-	78%	-	-	-	*	-
	Female	41%	41%	58%	-	-	58%	-	-	-	-	36%	88%	*	63%	*	-	58%	-	-	-	-
Grade 4																						
Reading	All Students	53%	50%	43%	-	14%	48%	-	-	-	*	42%	43%	15%	50%	*	30%	55%	-	-	-	-
	CWD	26%	25%	15%	-	-	15%	-	-	-	-	13%	20%	15%	-	-	11%	*	-	-	-	-
	CWOD	60%	58%	50%	-	14%	59%	-	-	-	*	50%	50%	-	50%	*	38%	59%	-	-	-	-
	EL	40%	36%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	50%	47%	30%	-	*	35%	-	-	-	*	32%	27%	11%	38%	*	30%	-	-	-	-	-
	Female	57%	54%	55%	-	20%	62%	-	-	-	-	53%	58%	*	59%	*	-	55%	-	-	-	-
Mathematics	All Students	46%	45%	47%	-	29%	51%	-	-	-	*	43%	52%	17%	54%	*	40%	53%	-	-	-	-
	CWD	25%	26%	17%	-	-	17%	-	-	-	-	14%	20%	17%	-	-	22%	*	-	-	-	-
	CWOD	51%	50%	54%	-	29%	62%	-	-	-	*	50%	61%	-	54%	*	48%	59%	-	-	-	-
	EL	37%	35%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	50%	49%	40%	-	*	42%	-	-	-	*	42%	36%	22%	48%	*	40%	-	-	-	-	-
	Female	42%	41%	53%	-	20%	60%	-	-	-	-	44%	67%	*	59%	*	-	53%	-	-	-	-
Grade 5																						
Reading	All Students	57%	55%	66%	*	60%	64%	-	-	-	*	47%	86%	31%	76%	*	61%	70%	-	-	-	-
	CWD	26%	22%	31%	-	-	31%	-	-	-	-	0%	67%	31%	-	-	29%	33%	-	-	-	-
	CWOD	65%	63%	76%	*	60%	76%	-	-	-	*	61%	91%	-	76%	*	71%	79%	-	-	-	-
	EL	41%	38%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	53%	50%	61%	-	*	63%	-	-	-	*	40%	85%	29%	71%	*	61%	-	-	-	-	-
	Female	61%	59%	70%	*	*	65%	-	-	-	*	53%	87%	33%	79%	*	-	70%	-	-	-	-

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Mathematics	All Students	46%	44%	48%	*	60%	46%	-	-	-	*	40%	57%	0%	62%	*	50%	47%	-	-	-	-
	CWD	23%	21%	0%	-	-	0%	-	-	-	-	0%	0%	0%	-	-	0%	0%	-	-	-	-
	CWOD	52%	50%	62%	*	60%	62%	-	-	-	*	52%	73%	-	62%	*	67%	58%	-	-	-	-
	EL	36%	32%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	48%	46%	50%	-	*	50%	-	-	-	*	47%	54%	0%	67%	*	50%	-	-	-	-	-
	Female	44%	42%	47%	*	*	42%	-	-	-	*	33%	60%	0%	58%	*	-	47%	-	-	-	-
Science	All Students	30%	31%	48%	*	60%	46%	-	-	-	*	27%	71%	15%	58%	*	46%	50%	-	-	-	-
	CWD	17%	16%	15%	-	-	15%	-	-	-	-	0%	33%	15%	-	-	14%	17%	-	-	-	-
	CWOD	33%	35%	58%	*	60%	57%	-	-	-	*	35%	82%	-	58%	*	57%	58%	-	-	-	-
	EL	16%	13%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	33%	34%	46%	-	*	46%	-	-	-	*	27%	69%	14%	57%	*	46%	-	-	-	-	-
	Female	27%	28%	50%	*	*	46%	-	-	-	*	27%	73%	17%	58%	*	-	50%	-	-	-	-
Grade 6																						
Reading	All Students	55%	52%	72%	-	57%	73%	*	-	-	*	61%	81%	20%	85%	*	71%	75%	-	-	-	-
	CWD	24%	20%	20%	-	*	14%	-	-	-	-	22%	*	20%	-	-	14%	*	-	-	-	-
	CWOD	62%	60%	85%	-	*	85%	*	-	-	*	86%	85%	-	85%	*	85%	85%	-	-	-	-
	EL	30%	29%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	50%	47%	71%	-	*	71%	*	-	-	*	57%	80%	14%	85%	*	71%	-	-	-	-	-
	Female	59%	58%	75%	-	*	77%	-	-	-	-	67%	86%	*	85%	-	-	75%	-	-	-	-
Mathematics	All Students	38%	37%	70%	-	57%	73%	*	-	-	*	65%	74%	20%	83%	*	68%	75%	-	-	-	-
	CWD	19%	16%	20%	-	*	29%	-	-	-	-	22%	*	20%	-	-	29%	*	-	-	-	-
	CWOD	43%	42%	83%	-	*	82%	*	-	-	*	93%	77%	-	83%	*	78%	92%	-	-	-	-
	EL	22%	20%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	41%	39%	68%	-	*	71%	*	-	-	*	64%	70%	29%	78%	*	68%	-	-	-	-	-
	Female	36%	35%	75%	-	*	77%	-	-	-	-	67%	86%	*	92%	-	-	75%	-	-	-	-
Grade 7																						
Reading	All Students	52%	49%	46%	-	50%	48%	-	*	-	*	25%	58%	25%	50%	*	37%	58%	-	*	*	-
	CWD	21%	15%	25%	-	*	29%	-	-	-	-	0%	*	25%	-	-	29%	*	-	-	-	-
	CWOD	58%	56%	50%	-	57%	51%	-	*	-	*	36%	56%	-	50%	*	39%	60%	-	*	*	-
	EL	30%	27%	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	-	*	-	-
	Male	47%	42%	37%	-	*	36%	-	-	-	*	23%	47%	29%	39%	*	37%	-	-	*	-	-
	Female	58%	56%	58%	-	*	62%	-	*	-	-	29%	68%	*	60%	*	-	58%	-	-	*	-
Mathematics	All Students	32%	33%	46%	-	50%	48%	-	*	-	*	25%	58%	25%	50%	*	43%	50%	-	*	*	-
	CWD	17%	13%	25%	-	*	29%	-	-	-	-	0%	*	25%	-	-	29%	*	-	-	-	-
	CWOD	36%	38%	50%	-	57%	51%	-	*	-	*	36%	56%	-	50%	*	48%	52%	-	*	*	-
	EL	19%	19%	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	-	*	-	-
	Male	35%	35%	43%	-	*	44%	-	-	-	*	31%	53%	29%	48%	*	43%	-	-	*	-	-
	Female	30%	32%	50%	-	*	52%	-	*	-	-	14%	63%	*	52%	*	-	50%	-	-	*	-
Grade 8																						

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Reading	All Students	57%	54%	75%	-	*	79%	-	-	-	*	71%	79%	33%	80%	*	65%	84%	-	*	*	-
	CWD	23%	20%	33%	-	-	33%	-	-	-	-	*	*	33%	-	-	*	*	-	-	-	-
	CWOD	63%	61%	80%	-	*	85%	-	-	-	*	72%	88%	-	80%	*	73%	86%	-	*	*	-
	EL	32%	29%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	51%	48%	65%	-	*	68%	-	-	-	-	58%	71%	*	73%	-	65%	-	-	-	*	-
	Female	63%	60%	84%	-	*	89%	-	-	-	*	81%	87%	*	86%	*	-	84%	-	*	-	-
Mathematics	All Students	45%	39%	61%	-	*	63%	-	-	-	*	50%	72%	17%	67%	*	58%	65%	-	*	*	-
	CWD	22%	19%	17%	-	-	17%	-	-	-	-	*	*	17%	-	-	*	*	-	-	-	-
	CWOD	50%	43%	67%	-	*	70%	-	-	-	*	52%	81%	-	67%	*	68%	66%	-	*	*	-
	EL	30%	23%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	45%	38%	58%	-	*	60%	-	-	-	-	50%	64%	*	68%	-	58%	-	-	-	*	-
	Female	46%	40%	65%	-	*	67%	-	-	-	*	50%	80%	*	66%	*	-	65%	-	*	-	-
Science	All Students	47%	41%	68%	-	*	71%	-	-	-	*	57%	79%	33%	73%	*	62%	74%	-	*	*	-
	CWD	22%	16%	33%	-	-	33%	-	-	-	-	*	*	33%	-	-	*	*	-	-	-	-
	CWOD	51%	45%	73%	-	*	76%	-	-	-	*	60%	85%	-	73%	*	64%	79%	-	*	*	-
	EL	25%	20%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	49%	43%	62%	-	*	64%	-	-	-	-	50%	71%	*	64%	-	62%	-	-	-	*	-
	Female	45%	38%	74%	-	*	78%	-	-	-	*	63%	87%	*	79%	*	-	74%	-	*	-	-
End of Course																						
English I	All Students	47%	43%	70%	*	57%	72%	*	-	-	*	67%	73%	18%	80%	*	68%	72%	-	*	*	-
	CWD	18%	14%	18%	-	*	20%	-	-	-	-	17%	20%	18%	-	-	*	29%	-	-	-	-
	CWOD	53%	49%	80%	*	67%	83%	*	-	-	*	79%	80%	-	80%	*	77%	83%	-	*	*	-
	EL	23%	20%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	*	-	-
	Male	42%	38%	68%	*	*	65%	*	-	-	*	71%	65%	*	77%	*	68%	-	-	*	*	-
	Female	54%	49%	72%	-	*	77%	-	-	-	*	62%	78%	29%	83%	-	-	72%	-	-	-	-
English II	All Students	53%	49%	81%	*	90%	83%	-	-	-	*	82%	79%	33%	86%	*	72%	88%	-	*	-	-
	CWD	20%	15%	33%	-	*	40%	-	-	-	-	*	*	33%	-	-	*	*	-	-	-	-
	CWOD	58%	55%	86%	*	100%	89%	-	-	-	*	88%	85%	-	86%	*	74%	96%	-	*	-	-
	EL	25%	23%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	48%	45%	72%	*	*	78%	-	-	-	*	69%	75%	*	74%	-	72%	-	-	*	-	-
	Female	59%	53%	88%	-	86%	88%	-	-	-	*	93%	82%	*	96%	*	-	88%	-	-	-	-
Algebra I	All Students	43%	32%	49%	*	67%	47%	*	-	-	*	44%	53%	11%	55%	*	47%	52%	-	*	*	-
	CWD	19%	12%	11%	-	-	11%	-	-	-	-	20%	*	11%	-	-	*	20%	-	-	-	-
	CWOD	47%	37%	55%	*	67%	55%	*	-	-	*	50%	59%	-	55%	*	54%	57%	-	*	*	-
	EL	30%	20%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	*	-	-
	Male	42%	31%	47%	*	*	42%	*	-	-	*	38%	56%	*	54%	*	47%	-	-	*	*	-
	Female	45%	33%	52%	-	*	52%	-	-	-	*	55%	50%	20%	57%	-	-	52%	-	-	-	-

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Biology	All Students	59%	51%	78%	*	83%	77%	*	-	-	*	71%	83%	45%	84%	*	88%	70%	-	*	*	-
	CWD	30%	23%	45%	-	-	45%	-	-	-	-	40%	50%	45%	-	-	*	43%	-	-	-	-
	CWOD	64%	56%	84%	*	83%	85%	*	-	-	*	78%	89%	-	84%	*	93%	77%	-	*	*	-
	EL	35%	26%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	*	-	-
	Male	58%	51%	88%	*	*	88%	*	-	-	*	81%	94%	*	93%	*	88%	-	-	*	*	-
	Female	61%	51%	70%	-	*	70%	-	-	-	*	58%	76%	43%	77%	-	-	70%	-	-	-	-
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	22%	20%	22%	-	*	24%	*	-	-	*	21%	22%	0%	26%	*	17%	26%	-	-	*	-
	CWD	7%	6%	0%	-	-	0%	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	26%	24%	26%	-	*	29%	*	-	-	*	27%	25%	-	26%	-	20%	31%	-	-	*	-
	EL	13%	12%	*	-	-	*	-	-	-	-	*	-	*	-	*	-	*	-	-	-	-
	Male	20%	18%	17%	-	*	20%	*	-	-	*	13%	20%	*	20%	-	17%	-	-	-	*	-
	Female	24%	22%	26%	-	-	26%	-	-	-	-	27%	25%	*	31%	*	-	26%	-	-	-	-
Mathematics	All Students	19%	17%	19%	-	*	18%	*	-	-	*	16%	22%	0%	23%	*	28%	11%	-	-	*	-
	CWD	8%	8%	0%	-	-	0%	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	22%	20%	23%	-	*	21%	*	-	-	*	20%	25%	-	23%	-	33%	13%	-	-	*	-
	EL	12%	11%	*	-	-	*	-	-	-	-	*	-	*	-	*	-	*	-	-	-	-
	Male	22%	20%	28%	-	*	27%	*	-	-	*	25%	30%	*	33%	-	28%	-	-	-	*	-
	Female	15%	14%	11%	-	-	11%	-	-	-	-	9%	13%	*	13%	*	-	11%	-	-	-	-
Grade 4																						
Reading	All Students	23%	19%	23%	-	0%	27%	-	-	-	*	24%	22%	0%	29%	*	7%	39%	-	-	-	-
	CWD	6%	5%	0%	-	-	0%	-	-	-	-	0%	0%	0%	-	-	0%	*	-	-	-	-
	CWOD	28%	23%	29%	-	0%	36%	-	-	-	*	30%	28%	-	29%	*	10%	44%	-	-	-	-
	EL	13%	11%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	20%	17%	7%	-	*	8%	-	-	-	*	11%	0%	0%	10%	*	7%	-	-	-	-	-
	Female	26%	22%	39%	-	0%	46%	-	-	-	-	37%	42%	*	44%	*	-	39%	-	-	-	-
Mathematics	All Students	23%	21%	15%	-	0%	18%	-	-	-	*	14%	17%	0%	19%	*	7%	23%	-	-	-	-
	CWD	9%	8%	0%	-	-	0%	-	-	-	-	0%	0%	0%	-	-	0%	*	-	-	-	-
	CWOD	27%	25%	19%	-	0%	23%	-	-	-	*	17%	22%	-	19%	*	10%	26%	-	-	-	-
	EL	16%	15%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	27%	25%	7%	-	*	8%	-	-	-	*	11%	0%	0%	10%	*	7%	-	-	-	-	-
	Female	19%	18%	23%	-	0%	28%	-	-	-	-	17%	33%	*	26%	*	-	23%	-	-	-	-
Grade 5																						
Reading	All Students	29%	26%	33%	*	40%	32%	-	-	-	*	20%	46%	15%	38%	*	36%	30%	-	-	-	-
	CWD	7%	5%	15%	-	-	15%	-	-	-	-	0%	33%	15%	-	-	0%	33%	-	-	-	-
	CWOD	35%	31%	38%	*	40%	38%	-	-	-	*	26%	50%	-	38%	*	48%	29%	-	-	-	-
	EL	15%	11%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	26%	23%	36%	-	*	33%	-	-	-	*	27%	46%	0%	48%	*	36%	-	-	-	-	-
	Female	32%	29%	30%	*	*	31%	-	-	-	*	13%	47%	33%	29%	*	-	30%	-	-	-	-

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Mathematics	All Students	21%	19%	24%	*	0%	28%	-	-	-	*	17%	32%	0%	31%	*	25%	23%	-	-	-	-
	CWD	7%	6%	0%	-	-	0%	-	-	-	-	0%	0%	0%	-	-	0%	0%	-	-	-	-
	CWOD	25%	23%	31%	*	0%	38%	-	-	-	*	22%	41%	-	31%	*	33%	29%	-	-	-	-
	EL	13%	12%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	24%	21%	25%	-	*	29%	-	-	-	*	20%	31%	0%	33%	*	25%	-	-	-	-	-
	Female	19%	17%	23%	*	*	27%	-	-	-	*	13%	33%	0%	29%	*	-	23%	-	-	-	-
Science	All Students	12%	12%	28%	*	20%	26%	-	-	-	*	17%	39%	0%	36%	*	36%	20%	-	-	-	-
	CWD	5%	5%	0%	-	-	0%	-	-	-	-	0%	0%	0%	-	-	0%	0%	-	-	-	-
	CWOD	14%	14%	36%	*	20%	35%	-	-	-	*	22%	50%	-	36%	*	48%	25%	-	-	-	-
	EL	4%	3%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	13%	13%	36%	-	*	33%	-	-	-	*	20%	54%	0%	48%	*	36%	-	-	-	-	-
	Female	11%	11%	20%	*	*	19%	-	-	-	*	13%	27%	0%	25%	*	-	20%	-	-	-	-
Grade 6																						
Reading	All Students	28%	24%	38%	-	0%	44%	*	-	-	*	30%	44%	10%	45%	*	35%	44%	-	-	-	-
	CWD	7%	5%	10%	-	*	14%	-	-	-	-	11%	*	10%	-	-	14%	*	-	-	-	-
	CWOD	33%	29%	45%	-	*	50%	*	-	-	*	43%	46%	-	45%	*	41%	54%	-	-	-	-
	EL	9%	8%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-
	Male	24%	20%	35%	-	*	39%	*	-	-	*	29%	40%	14%	41%	*	35%	-	-	-	-	-
	Female	32%	28%	44%	-	*	54%	-	-	-	-	33%	57%	*	54%	-	-	44%	-	-	-	-
Mathematics	All Students	16%	14%	42%	-	14%	46%	*	-	-	*	48%	37%	20%	48%	*	44%	38%	-	-	-	-
	CWD	5%	4%	20%	-	*	29%	-	-	-	-	22%	*	20%	-	-	29%	*	-	-	-	-
	CWOD	18%	16%	48%	-	*	50%	*	-	-	*	64%	38%	-	48%	*	48%	46%	-	-	-	-
	EL	6%	4%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-
	Male	17%	15%	44%	-	*	46%	*	-	-	*	50%	40%	29%	48%	*	44%	-	-	-	-	-
	Female	14%	13%	38%	-	*	46%	-	-	-	-	44%	29%	*	46%	-	-	38%	-	-	-	-
Grade 7																						
Reading	All Students	26%	23%	25%	-	13%	28%	-	*	-	*	15%	31%	25%	25%	*	20%	31%	-	*	*	-
	CWD	6%	4%	25%	-	*	29%	-	-	-	-	0%	*	25%	-	-	29%	*	-	-	-	-
	CWOD	30%	27%	25%	-	14%	28%	-	*	-	*	21%	26%	-	25%	*	17%	32%	-	*	*	-
	EL	9%	7%	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	-	*	*	-
	Male	23%	18%	20%	-	*	24%	-	-	-	*	15%	24%	29%	17%	*	20%	-	-	*	-	-
	Female	30%	27%	31%	-	*	33%	-	*	-	-	14%	37%	*	32%	*	-	31%	-	-	*	-
Mathematics	All Students	11%	11%	13%	-	13%	13%	-	*	-	*	5%	17%	13%	13%	*	13%	12%	-	*	*	-
	CWD	5%	3%	13%	-	*	14%	-	-	-	-	0%	*	13%	-	-	14%	*	-	-	-	-
	CWOD	12%	13%	13%	-	14%	13%	-	*	-	*	7%	15%	-	13%	*	13%	12%	-	*	*	-
	EL	4%	4%	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	-	*	*	-
	Male	12%	11%	13%	-	*	12%	-	-	-	*	8%	18%	14%	13%	*	13%	-	-	*	-	-
	Female	9%	10%	12%	-	*	14%	-	*	-	-	0%	16%	*	12%	*	-	12%	-	-	*	-
Grade 8																						

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		State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	31%	28%	51%	-	*	54%	-	-	-	*	43%	59%	17%	55%	*	35%	65%	-	*	*	-
	CWD	7%	5%	17%	-	-	17%	-	-	-	-	*	*	17%	-	-	*	*	-	-	-	-
	CWOD	35%	32%	55%	-	*	59%	-	-	-	*	44%	65%	-	55%	*	41%	66%	-	*	*	-
	EL	10%	8%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	26%	22%	35%	-	*	36%	-	-	-	-	25%	43%	*	41%	-	35%	-	-	-	*	-
	Female	36%	34%	65%	-	*	70%	-	-	-	*	56%	73%	*	66%	*	-	65%	-	*	-	-
Mathematics	All Students	18%	13%	37%	-	*	40%	-	-	-	*	29%	45%	17%	39%	*	31%	42%	-	*	*	-
	CWD	7%	5%	17%	-	-	17%	-	-	-	-	*	*	17%	-	-	*	*	-	-	-	-
	CWOD	20%	15%	39%	-	*	43%	-	-	-	*	28%	50%	-	39%	*	36%	41%	-	*	*	-
	EL	8%	5%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	18%	13%	31%	-	*	32%	-	-	-	-	25%	36%	*	36%	-	31%	-	-	-	*	-
	Female	17%	13%	42%	-	*	48%	-	-	-	*	31%	53%	*	41%	*	-	42%	-	*	-	-
Science	All Students	18%	14%	33%	-	*	37%	-	-	-	*	25%	41%	17%	35%	*	38%	29%	-	*	*	-
	CWD	6%	3%	17%	-	-	17%	-	-	-	-	*	*	17%	-	-	*	*	-	-	-	-
	CWOD	20%	16%	35%	-	*	39%	-	-	-	*	24%	46%	-	35%	*	41%	31%	-	*	*	-
	EL	5%	4%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	20%	16%	38%	-	*	40%	-	-	-	-	33%	43%	*	41%	-	38%	-	-	-	*	-
	Female	16%	12%	29%	-	*	33%	-	-	-	*	19%	40%	*	31%	*	-	29%	-	*	-	-
End of Course																						
English I	All Students	14%	11%	16%	*	0%	19%	*	-	-	*	13%	18%	0%	19%	*	6%	25%	-	*	*	-
	CWD	4%	2%	0%	-	*	0%	-	-	-	-	0%	0%	0%	-	-	*	0%	-	-	-	-
	CWOD	16%	12%	19%	*	0%	23%	*	-	-	*	17%	20%	-	19%	*	7%	31%	-	*	*	-
	EL	2%	2%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	*	-
	Male	11%	8%	6%	*	*	8%	*	-	-	*	6%	6%	*	7%	*	6%	-	-	-	*	*
	Female	17%	13%	25%	-	*	29%	-	-	-	*	23%	26%	0%	31%	-	-	25%	-	-	-	-
English II	All Students	8%	6%	9%	*	0%	12%	-	-	-	*	4%	14%	0%	10%	*	12%	6%	-	*	-	-
	CWD	3%	2%	0%	-	*	0%	-	-	-	-	*	*	0%	-	-	*	*	-	-	-	-
	CWOD	9%	6%	10%	*	0%	14%	-	-	-	*	4%	15%	-	10%	*	13%	7%	-	*	-	-
	EL	1%	0%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	7%	5%	12%	*	*	17%	-	-	-	*	0%	25%	*	13%	-	12%	-	-	-	*	-
	Female	9%	6%	6%	-	0%	8%	-	-	-	*	7%	6%	*	7%	*	-	6%	-	-	-	-
Algebra I	All Students	26%	18%	26%	*	17%	26%	*	-	-	*	26%	26%	0%	30%	*	31%	21%	-	*	*	-
	CWD	8%	4%	0%	-	-	0%	-	-	-	-	0%	*	0%	-	-	*	0%	-	-	-	-
	CWOD	29%	21%	30%	*	17%	32%	*	-	-	*	32%	29%	-	30%	*	36%	25%	-	*	*	-
	EL	14%	9%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	*	-
	Male	25%	18%	31%	*	*	29%	*	-	-	*	25%	38%	*	36%	*	31%	-	-	-	*	*
	Female	27%	19%	21%	-	*	24%	-	-	-	*	27%	18%	0%	25%	-	-	21%	-	-	-	-

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		State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Biology	All Students	20%	14%	14%	*	17%	14%	*	-	-	*	18%	12%	9%	16%	*	13%	16%	-	*	*	-	
	CWD	6%	3%	9%	-	-	9%	-	-	-	-	0%	17%	9%	-	-	*	14%	-	-	-	-	
	CWOD	22%	16%	16%	*	17%	15%	*	-	-	*	22%	11%	-	16%	*	14%	17%	-	*	*	-	
	EL	6%	3%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	*	-	-
	Male	20%	15%	13%	*	*	8%	*	-	-	*	13%	13%	*	14%	*	13%	-	-	-	*	*	-
	Female	19%	12%	16%	-	*	18%	-	-	-	-	*	25%	12%	14%	17%	-	-	16%	-	-	-	-

STAAR Percent at Approaches Grade Level or Above

All Grades

All Subjects	All Students	73%	71%	86%	100%	85%	86%	57%	*	-	87%	80%	91%	53%	92%	71%	82%	89%	-	71%	90%	-
	CWD	46%	43%	53%	-	40%	54%	-	-	-	-	42%	70%	53%	-	*	48%	59%	-	-	-	-
	CWOD	79%	78%	92%	100%	90%	93%	57%	*	-	87%	90%	94%	-	92%	77%	90%	94%	-	71%	90%	-
	EL	59%	57%	71%	-	83%	*	-	*	-	-	75%	*	*	77%	71%	87%	54%	-	60%	-	-
	Male	71%	70%	82%	100%	90%	81%	57%	-	-	89%	75%	89%	48%	90%	87%	82%	-	-	73%	100%	-
	Female	75%	73%	89%	*	81%	91%	-	*	-	85%	85%	93%	59%	94%	54%	-	89%	-	*	*	-
Reading	All Students	74%	73%	87%	*	86%	87%	*	*	-	100%	82%	90%	52%	93%	75%	82%	91%	-	71%	*	-
	CWD	45%	41%	52%	-	33%	54%	-	-	-	-	43%	69%	52%	-	*	51%	53%	-	-	-	-
	CWOD	80%	80%	93%	*	93%	94%	*	*	-	100%	93%	93%	-	93%	82%	90%	97%	-	71%	*	-
	EL	57%	56%	75%	-	90%	*	-	*	-	-	80%	*	*	82%	75%	83%	67%	-	*	-	-
	Male	70%	69%	82%	*	91%	81%	*	-	-	100%	76%	89%	51%	90%	83%	82%	-	-	67%	*	-
	Female	79%	77%	91%	*	81%	93%	-	*	-	100%	90%	92%	53%	97%	67%	-	91%	-	*	*	-
Mathematics	All Students	70%	67%	82%	*	79%	83%	*	*	-	73%	73%	90%	48%	89%	55%	79%	85%	-	*	*	-
	CWD	45%	41%	48%	-	*	48%	-	-	-	-	37%	70%	48%	-	*	44%	57%	-	-	-	-
	CWOD	76%	73%	89%	*	82%	91%	*	*	-	73%	83%	93%	-	89%	60%	88%	90%	-	*	*	-
	EL	60%	56%	55%	-	67%	*	-	*	-	-	56%	*	*	60%	55%	83%	20%	-	*	-	-
	Male	71%	68%	79%	*	84%	78%	*	-	-	71%	69%	88%	44%	88%	83%	79%	-	-	*	*	-
	Female	70%	67%	85%	*	74%	88%	-	*	-	*	77%	93%	57%	90%	20%	-	85%	-	*	*	-
Science	All Students	76%	75%	91%	*	100%	91%	*	-	-	83%	88%	94%	63%	97%	100%	90%	93%	-	*	*	-
	CWD	52%	51%	63%	-	-	63%	-	-	-	-	53%	73%	63%	-	-	53%	73%	-	-	-	-
	CWOD	81%	81%	97%	*	100%	98%	*	-	-	83%	96%	98%	-	97%	100%	97%	96%	-	*	*	-
	EL	63%	62%	100%	-	100%	-	-	-	-	-	100%	-	-	100%	100%	*	*	-	*	-	-
	Male	77%	76%	90%	*	100%	89%	*	-	-	*	86%	93%	53%	97%	*	90%	-	-	*	*	-
	Female	76%	75%	93%	*	100%	93%	-	-	-	*	91%	95%	73%	96%	*	-	93%	-	*	-	-

STAAR Percent at Meets Grade Level or Above

All Grades

All Subjects	All Students	48%	44%	61%	80%	56%	62%	57%	*	-	45%	52%	69%	22%	69%	29%	57%	65%	-	43%	50%	-
	CWD	23%	19%	22%	-	10%	22%	-	-	-	-	18%	27%	22%	-	*	20%	24%	-	-	-	-
	CWOD	53%	50%	69%	80%	61%	71%	57%	*	-	45%	61%	75%	-	69%	31%	66%	71%	-	43%	50%	-
	EL	30%	26%	29%	-	33%	*	-	*	-	-	25%	*	*	31%	29%	27%	31%	-	20%	-	-
	Male	47%	43%	57%	71%	53%	58%	57%	-	-	44%	51%	64%	20%	66%	27%	57%	-	-	36%	63%	-
	Female	49%	46%	65%	*	58%	66%	-	*	-	46%	54%	74%	24%	71%	31%	-	65%	-	*	*	-

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		State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	53%	50%	65%	*	55%	67%	*	*	-	50%	57%	72%	23%	73%	25%	57%	72%	-	43%	*	-
	CWD	23%	19%	23%	-	17%	24%	-	-	-	-	19%	31%	23%	-	*	19%	30%	-	-	-	-
	CWOD	59%	57%	73%	*	60%	76%	*	*	-	50%	68%	77%	-	73%	27%	66%	79%	-	43%	*	-
	EL	31%	29%	25%	-	30%	*	-	*	-	-	20%	*	*	27%	25%	17%	33%	-	*	-	-
	Male	48%	45%	57%	*	50%	59%	*	-	-	44%	50%	64%	19%	66%	17%	57%	-	-	33%	*	-
	Female	58%	55%	72%	*	59%	75%	-	*	-	60%	65%	79%	30%	79%	33%	-	72%	-	*	*	-
Mathematics	All Students	43%	39%	55%	*	53%	56%	*	*	-	27%	47%	62%	16%	62%	27%	54%	56%	-	*	*	-
	CWD	22%	19%	16%	-	*	17%	-	-	-	-	17%	13%	16%	-	*	17%	13%	-	-	-	-
	CWOD	48%	44%	62%	*	59%	64%	*	*	-	27%	55%	68%	-	62%	30%	63%	62%	-	*	*	-
	EL	30%	26%	27%	-	33%	*	-	*	-	-	22%	*	*	30%	27%	33%	20%	-	*	-	-
	Male	45%	41%	54%	*	53%	54%	*	-	-	29%	49%	57%	17%	63%	33%	54%	-	-	*	*	-
	Female	42%	38%	56%	*	53%	57%	-	*	-	*	44%	66%	13%	62%	20%	-	56%	-	*	*	-
Science	All Students	46%	42%	66%	*	67%	65%	*	-	-	67%	51%	79%	30%	73%	40%	66%	65%	-	*	*	-
	CWD	22%	19%	30%	-	-	30%	-	-	-	-	20%	40%	30%	-	-	33%	27%	-	-	-	-
	CWOD	50%	47%	73%	*	67%	74%	*	-	-	67%	58%	86%	-	73%	40%	73%	72%	-	*	*	-
	EL	26%	20%	40%	-	40%	-	-	-	-	-	40%	-	-	40%	40%	*	*	-	*	-	-
	Male	47%	43%	66%	*	63%	66%	*	-	-	*	53%	79%	33%	73%	*	66%	-	-	*	*	-
	Female	45%	40%	65%	*	71%	65%	-	-	-	*	49%	78%	27%	72%	*	-	65%	-	*	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	20%	17%	26%	30%	9%	28%	43%	*	-	10%	21%	30%	7%	29%	4%	24%	27%	-	7%	10%	-
	CWD	6%	5%	7%	-	0%	8%	-	-	-	-	6%	9%	7%	-	*	7%	7%	-	-	-	-
	CWOD	23%	19%	29%	30%	10%	33%	43%	*	-	10%	25%	33%	-	29%	4%	28%	31%	-	7%	10%	-
	EL	9%	7%	4%	-	4%	*	-	*	-	-	4%	*	*	4%	4%	0%	8%	-	0%	-	-
	Male	20%	16%	24%	29%	12%	25%	43%	-	-	17%	19%	29%	7%	28%	0%	24%	-	-	0%	13%	-
	Female	21%	17%	27%	*	6%	31%	-	*	-	0%	23%	31%	7%	31%	8%	-	27%	-	*	*	-
Reading	All Students	22%	18%	27%	*	8%	30%	*	*	-	7%	21%	32%	8%	30%	8%	21%	33%	-	14%	*	-
	CWD	6%	4%	8%	-	0%	9%	-	-	-	-	4%	15%	8%	-	*	7%	10%	-	-	-	-
	CWOD	25%	21%	30%	*	9%	35%	*	*	-	7%	26%	34%	-	30%	9%	24%	36%	-	14%	*	-
	EL	8%	6%	8%	-	10%	*	-	*	-	-	10%	*	*	9%	8%	0%	17%	-	*	-	-
	Male	19%	15%	21%	*	5%	24%	*	-	-	11%	15%	26%	7%	24%	0%	21%	-	-	0%	*	-
	Female	25%	21%	33%	*	11%	37%	-	*	-	0%	28%	37%	10%	36%	17%	-	33%	-	*	*	-
Mathematics	All Students	19%	16%	25%	*	8%	27%	*	*	-	9%	22%	28%	6%	29%	0%	26%	24%	-	*	*	-
	CWD	7%	6%	6%	-	*	7%	-	-	-	-	7%	4%	6%	-	*	7%	4%	-	-	-	-
	CWOD	22%	19%	29%	*	9%	32%	*	*	-	9%	26%	31%	-	29%	0%	31%	27%	-	*	*	-
	EL	11%	9%	0%	-	0%	*	-	*	-	-	0%	*	*	0%	0%	0%	0%	-	*	-	-
	Male	21%	17%	26%	*	16%	26%	*	-	-	14%	23%	29%	7%	31%	0%	26%	-	-	*	*	-
	Female	18%	15%	24%	*	0%	28%	-	*	-	*	21%	28%	4%	27%	0%	-	24%	-	*	*	-

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		State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	17%	13%	24%	*	13%	25%	*	-	-	17%	20%	29%	7%	28%	0%	28%	21%	-	*	*	-
	CWD	5%	4%	7%	-	-	7%	-	-	-	-	7%	7%	7%	-	-	7%	7%	-	-	-	-
	CWOD	19%	15%	28%	*	13%	29%	*	-	-	17%	23%	33%	-	28%	0%	32%	24%	-	*	*	-
	EL	5%	4%	0%	-	0%	-	-	-	-	-	0%	-	-	0%	0%	*	*	-	*	-	-
	Male	18%	15%	28%	*	25%	27%	*	-	-	*	21%	35%	7%	32%	*	28%	-	-	*	*	-
	Female	15%	12%	21%	*	0%	23%	-	-	-	*	19%	24%	7%	24%	*	-	21%	-	*	-	-

- Indicates there are no students in the group.

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

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Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2024-25 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	74	*	62	77	*	-	-	33	73	55	60
CWD	55	-	40	57	-	-	-	-	48	55	-
CWOD	78	*	65	81	*	-	-	33	80	-	60
EL ◇	60	-	60	-	-	-	-	-	56	-	60
Male	72	*	59	75	*	-	-	40	70	55	50
Female	76	*	64	79	-	-	-	*	75	56	*
Mathematics											
All Students	75	*	74	75	*	-	-	75	70	64	69
CWD	64	-	*	66	-	-	-	-	58	64	-
CWOD	77	*	78	77	*	-	-	75	74	-	69
EL ◇	69	-	69	-	-	-	-	-	66	-	69
Male	75	*	77	74	*	-	-	*	69	64	79
Female	75	*	71	75	-	-	-	*	71	65	*

- Indicates there are no students in the group.

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

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Part (iii)(II): Graduation Rate

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

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

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

Part (iv): English Language Proficiency

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
17	6	35%

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	58	70	50	59	52	*	-	47	51	27	35
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	86%	*	71%	88%	*	-	-	*	75%	*	*

- Indicates there are no students in the group.

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

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Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2023-2027)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y		Y	Y				N	Y	Y	Y
Interim Goals (2028-2032)	53%	43%	48%	67%	53%	78%	54%	63%	44%	33%	41%
Target Met	Y		Y	Y				N	Y	N	N
Interim Goals (2033-2037)	62%	54%	59%	74%	63%	82%	63%	70%	55%	47%	53%
Target Met	Y		N	N				N	Y	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N	N				N	N	N	N
Mathematics											
Interim Goals (2023-2027)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y		Y	N				N	Y	N	Y
Interim Goals (2028-2032)	55%	43%	50%	66%	54%	85%	58%	62%	47%	36%	50%
Target Met	Y		Y	N				N	Y	N	N
Interim Goals (2033-2037)	64%	55%	60%	73%	63%	88%	66%	70%	58%	49%	60%
Target Met	N		N	N				N	N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N	N				N	N	N	N
English Learner Language Proficiency Status											
Interim Goals (2023-2027)											44%
Target Met											Y
Interim Goals (2028-2032)											46%
Target Met											Y
Interim Goals (2033-2037)											48%
Target Met											Y
Long-Term Goals											50%
Target Met											Y
Federal Graduation Status											
Interim Goals (2023-2027)	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80%
Target Met	Y			Y					Y		

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

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

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

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Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2024-25 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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

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

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

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

Campus Level of School Quality, Climate, and Safety

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

Campus Level of Preschool Programs and Accelerated Coursework

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Part (ix): Teacher Quality Data

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

	All School		High-Poverty Schools		Low-Poverty Schools	
	Number	Percent	Number	Percent	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	13.6	20.1%			7.6	20.9%
Teachers Teaching with Emergency or Provisional Credentials	1.0	1.6%			1.0	2.9%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	11.2	17.5%			9.4	26.9%

- Indicates there are no data available in the group.

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Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year (2024-25).

	Enrollment	State & Local and Federal	State & Local			Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$829	\$12	\$817	\$829			
Food services		\$730				\$670	\$60	\$730
Instruction		\$7,353	\$7,008	\$137	\$7,145	\$208		\$208
Support services, general administration		\$484		\$484	\$484			
Support services, instructional staff		\$67	\$67		\$67			
Support services, operation and maintenance of plant		\$2,369	\$11	\$2,358	\$2,369			
Support services, pupils		\$319	\$319		\$319			
Support services, school administration		\$691	\$691		\$691			
Support services, student transportation		\$229		\$229	\$229			
Total	736	\$13,070	\$8,107	\$4,024	\$12,132	\$878	\$60	\$938

Campus Level PPE Summary Report

Note: Downloadable PDF and Excel files are available.

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

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Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2	Region 07 Number of ALT2	Region 07 Rate of ALT2	District Number of ALT2	District Rate of ALT2
Grade 3						
Reading	7,517	2%	213	2%	-	-
Mathematics	7,510	2%	212	2%	-	-
Grade 4						
Reading	6,669	2%	177	1%	*	2%
Mathematics	6,666	2%	176	1%	-	-
Grade 5						
Reading	6,321	2%	166	1%	-	-
Mathematics	6,324	2%	166	1%	-	-
Science	6,315	2%	166	1%	-	-
Grade 6						
Reading	5,876	1%	164	1%	-	-
Mathematics	5,877	1%	164	1%	-	-
Grade 7						
Reading	5,387	1%	142	1%	-	-
Mathematics	5,385	2%	142	1%	-	-
Grade 8						
Reading	4,906	1%	158	1%	-	-
Mathematics	4,907	1%	158	1%	-	-
Science	4,904	1%	158	1%	-	-
End of Course						
English I	4,932	1%	156	1%	*	1%
English II	4,732	1%	156	1%	*	2%
Algebra I	4,932	1%	157	1%	*	2%
Biology	4,992	1%	172	1%	*	1%
All Grades						
All Subjects	104,161	1%	3,003	1%	5	0%
Reading	46,349	1%	1,332	1%	*	1%
Mathematics	41,601	1%	1,175	1%	*	0%
Science	16,211	1%	496	1%	*	1%

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

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

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

State Level: 2024 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	43	40	57	60	28	31	7	8
		Black	53	56	47	44	17	17	2	3
		Hispanic	51	52	49	48	20	21	4	4
		White	28	30	72	70	42	39	11	11
		American Indian	*	61	*	39	*	14	*	2
		Asian	14	21	86	79	61	53	24	21
		Pacific Islander	*	47	*	53	*	22	*	5
		Two or More Races	41	36	59	64	29	35	11	10
		EcoDis	53	53	47	47	18	19	3	4
		Students with Disabilities	76	74	24	26	8	9	1	2
	English Language Learners	60	71	40	29	13	8	2	1	
	Mathematics	Overall	21	24	79	76	43	39	9	9
		Black	27	41	73	59	27	19	3	2
		Hispanic	27	34	73	66	34	27	4	4
		White	9	14	91	86	60	51	15	12
		American Indian	*	45	*	55	*	19	*	2
		Asian	4	10	96	90	78	66	33	25
		Pacific Islander	*	43	*	57	*	20	*	2
		Two or More Races	13	20	87	80	55	43	13	11
		EcoDis	27	35	73	65	32	25	4	3
Students with Disabilities		53	55	47	45	16	15	2	2	
English Language Learners	31	48	69	52	30	16	4	2		
Grade 8	Reading	Overall	39	33	61	67	25	30	3	4
		Black	48	48	52	52	18	16	1	1
		Hispanic	48	45	52	55	16	19	1	2
		White	24	23	76	77	37	37	5	5
		American Indian	*	44	*	56	*	18	*	2
		Asian	12	16	88	84	63	55	17	13
		Pacific Islander	*	41	*	59	*	24	*	4
		Two or More Races	27	30	73	70	36	35	2	5

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State Level: 2024 Percentages at NAEP Achievement Levels										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 8	Reading	EcoDis	50	46	50	54	14	18	1	1
		Students with Disabilities	75	69	25	31	3	7	*	1
		English Language Learners	57	70	43	30	9	5	*	*
	Mathematics	Overall	44	39	56	61	24	28	6	8
		Black	60	62	40	38	12	10	2	2
		Hispanic	52	54	48	46	17	15	2	3
		White	28	26	72	74	35	38	8	10
		American Indian	*	60	*	40	*	11	*	2
		Asian	12	15	88	85	57	59	32	31
		Pacific Islander	*	56	*	44	*	16	*	4
		Two or More Races	37	36	63	64	37	31	17	10
		EcoDis	54	55	46	45	14	14	2	3
		Students with Disabilities	80	77	20	23	4	6	1	1
English Language Learners	62	77	38	23	10	5	2	1		

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

State Level: 2024 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	80%
		English Learners	90%
	Mathematics	Students with Disabilities	86%
		English Learners	94%
Grade 8	Reading	Students with Disabilities	82%
		English Learners	96%
	Mathematics	Students with Disabilities	81%
		English Learners	96%

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

This section provides information on the cohort rate at which students who graduated from high school in the 2022-23 school year enrolled in a Texas public postsecondary education institution 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. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	59%	-	*	58%	*	*	-	-	56%	*	*
In-State Private Institutions	-	-	-	-	-	-	-	-	-	-	-
Out-of-State Institutions	*	-	-	*	-	-	-	-	*	-	-

- Indicates there are no students in the group.

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

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Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2023-24 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	12%	17%	8%	12%	0%	-	-	20%	16%	15%	13%

- Indicates there are no students in the group.

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

Part (xv): Section 1003 Fund

This section provides a list of all the LEAs and schools that received funds under Section 1003, including the amount of funds each school received and the types of strategies implemented in each school with such funds for the 2024-25 school year.

There is no data for this district.

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

This section provides number of recently arrived English learners exempted from the ELA/Reading assessments and whose results are excluded from the 2024-25 State accountability.

There is no data for this district.

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Part (i): Description of State Accountability System

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

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

State and District ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2027-28 through 2031-32	53%	43%	48%	67%	53%	78%	54%	63%	44%	33%	41%
	2032-33 through 2036-37	62%	54%	59%	74%	63%	82%	63%	70%	55%	47%	53%
	2037-38	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2027-28 through 2031-32	55%	43%	50%	66%	54%	85%	58%	62%	47%	36%	50%
	2032-33 through 2036-37	64%	55%	60%	73%	63%	88%	66%	70%	58%	49%	60%
	2037-38	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%
Graduation Rate: 4-Year Longitudinal Rate												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

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Campus ESSA Goals (HS/K-12 and AEA)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2022-23 through 2026-27	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2027-28 through 2031-32	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
	2032-33 through 2036-37	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
	2037-38	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Mathematics	Baseline Rates	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2022-23 through 2026-27	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2027-28 through 2031-32	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
	2032-33 through 2036-37	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
	2037-38	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
EL Progress												
	Baseline Rates											34%
	2022-23 through 2026-27											34%
	2027-28 through 2031-32											36%
	2032-33 through 2036-37											38%
	2037-38											40%
Graduation Rate: 4-Year Longitudinal Rate												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

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Campus ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2022-23 through 2026-27	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2027-28 through 2031-32	53%	43%	46%	66%	53%	78%	55%	63%	43%	33%	40%
	2032-33 through 2036-37	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
	2037-38	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%
Mathematics	Baseline Rates	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2022-23 through 2026-27	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2027-28 through 2031-32	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
	2032-33 through 2036-37	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
	2037-38	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
EL Progress												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%

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

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

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

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

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, and AEAs	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status ¹	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only ²	30%

1 If Federal Graduation Status is not available, Academic Growth Status is used.

2 If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

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(bb) the methodology by which the State differentiates all such schools. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number and is further used to differentiate all public schools. See the accountability manual for details: [Chapter 4-2025 Closing the Gaps Domain](#)

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. Texas uses the Closing the Gaps domain to identify campuses that have consistently under-performing student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered 'consistently underperforming'. Data from 2023, 2024, and 2025 are considered consecutive years for 2025 Targeted Support and Improvement (TSI) identification. Any campus not identified for Comprehensive Support and Improvement (CSI) that has at least one consistently underperforming student group is identified for TSI. TSI identifies both Title I and non-Title I campuses. Campuses are evaluated annually for TSI identification. See the accountability manual for details: [Chapter 10-2025 Identification of Schools for Improvement](#)

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

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2024-2025 school year: [Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#).

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

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Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2024-25 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																				
Grade 3																				
Reading	All Students	76%	69%	71%	86%	71%	90%	77%	83%	68%	87%	53%	82%	64%	74%	78%	60%	58%	63%	85%
	CWD	53%	43%	47%	66%	51%	66%	50%	59%	45%	67%	53%	-	39%	53%	52%	41%	42%	48%	62%
	CWOD	82%	77%	77%	92%	77%	93%	85%	89%	75%	92%	-	82%	69%	81%	83%	65%	64%	71%	92%
	EL	64%	74%	62%	69%	57%	82%	54%	68%	62%	75%	39%	69%	64%	62%	66%	53%	48%	55%	73%
	Male	74%	66%	69%	85%	69%	89%	74%	81%	66%	86%	53%	81%	62%	74%	-	59%	56%	62%	82%
	Female	78%	72%	73%	87%	74%	92%	81%	84%	71%	89%	52%	83%	66%	-	78%	61%	61%	64%	88%
Mathematics	All Students	70%	57%	65%	80%	67%	89%	69%	75%	62%	82%	48%	75%	63%	72%	67%	57%	50%	56%	78%
	CWD	48%	35%	43%	60%	50%	67%	48%	53%	41%	62%	48%	-	42%	53%	41%	40%	36%	43%	56%
	CWOD	75%	63%	71%	87%	72%	92%	74%	81%	68%	87%	-	75%	68%	79%	72%	62%	54%	63%	85%
	EL	63%	68%	61%	66%	60%	82%	58%	67%	61%	74%	42%	68%	63%	67%	60%	54%	50%	48%	69%
	Male	72%	58%	68%	82%	71%	90%	73%	77%	65%	84%	53%	79%	67%	72%	-	61%	53%	57%	79%
	Female	67%	56%	62%	78%	63%	89%	65%	73%	58%	81%	41%	72%	60%	-	67%	53%	46%	54%	77%
Grade 4																				
Reading	All Students	79%	73%	75%	88%	79%	91%	80%	85%	73%	90%	55%	86%	68%	77%	82%	66%	64%	66%	89%
	CWD	55%	46%	50%	68%	56%	67%	52%	62%	48%	70%	55%	-	42%	54%	57%	42%	44%	47%	68%
	CWOD	86%	82%	82%	94%	85%	94%	86%	92%	81%	94%	-	86%	73%	85%	88%	72%	70%	79%	94%
	EL	68%	73%	66%	69%	67%	81%	65%	66%	66%	76%	42%	73%	68%	65%	70%	61%	52%	55%	77%
	Male	77%	69%	73%	86%	76%	90%	75%	83%	70%	88%	54%	85%	65%	77%	-	63%	60%	63%	87%
	Female	82%	77%	78%	90%	81%	93%	85%	88%	76%	92%	57%	88%	70%	-	82%	70%	68%	69%	91%
Mathematics	All Students	68%	54%	64%	78%	70%	89%	67%	72%	60%	80%	44%	74%	61%	70%	65%	59%	49%	51%	76%
	CWD	44%	31%	41%	55%	44%	65%	40%	48%	37%	57%	44%	-	39%	48%	38%	44%	32%	38%	55%
	CWOD	74%	61%	70%	85%	77%	91%	73%	79%	67%	86%	-	74%	66%	78%	71%	63%	55%	60%	82%
	EL	61%	60%	60%	62%	59%	78%	58%	60%	59%	69%	39%	66%	61%	64%	58%	55%	48%	50%	66%
	Male	70%	55%	67%	81%	71%	89%	67%	74%	63%	82%	48%	78%	64%	70%	-	63%	51%	54%	78%
	Female	65%	52%	61%	76%	69%	88%	67%	70%	57%	79%	38%	71%	58%	-	65%	55%	47%	46%	74%
Grade 5																				
Reading	All Students	76%	67%	73%	85%	72%	90%	78%	81%	69%	87%	45%	84%	66%	73%	80%	62%	59%	54%	85%
	CWD	45%	36%	41%	56%	41%	59%	48%	51%	38%	59%	45%	-	36%	43%	48%	36%	32%	35%	54%
	CWOD	84%	77%	81%	92%	80%	93%	83%	89%	78%	93%	-	84%	72%	82%	86%	69%	68%	67%	93%
	EL	66%	65%	65%	66%	60%	75%	61%	64%	65%	72%	36%	72%	66%	62%	70%	57%	52%	47%	70%
	Male	73%	62%	69%	82%	69%	88%	73%	78%	65%	84%	43%	82%	62%	73%	-	60%	55%	52%	82%
	Female	80%	73%	77%	87%	77%	93%	82%	84%	73%	90%	48%	86%	70%	-	80%	65%	63%	56%	88%

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		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	73%	60%	69%	82%	70%	92%	76%	77%	65%	84%	47%	79%	65%	73%	72%	61%	53%	54%	81%
	CWD	47%	35%	44%	57%	46%	69%	53%	50%	41%	59%	47%	-	42%	49%	44%	44%	34%	38%	56%
	CWOD	79%	68%	75%	89%	76%	94%	80%	84%	72%	89%	-	79%	70%	80%	78%	66%	59%	64%	88%
	EL	65%	64%	63%	67%	62%	81%	58%	64%	63%	72%	42%	70%	65%	65%	64%	56%	52%	51%	69%
	Male	73%	58%	69%	82%	73%	92%	74%	77%	65%	84%	49%	80%	65%	73%	-	64%	52%	56%	82%
	Female	72%	61%	68%	81%	67%	92%	78%	76%	65%	84%	44%	78%	64%	-	72%	59%	53%	51%	81%
Science	All Students	63%	50%	57%	78%	60%	84%	63%	70%	54%	78%	40%	69%	49%	66%	61%	49%	43%	45%	74%
	CWD	40%	28%	35%	54%	39%	58%	46%	45%	33%	54%	40%	-	31%	43%	34%	31%	28%	30%	50%
	CWOD	69%	56%	63%	84%	65%	87%	67%	77%	60%	83%	-	69%	53%	73%	66%	54%	48%	54%	81%
	EL	49%	50%	47%	52%	40%	66%	39%	52%	47%	57%	31%	53%	49%	52%	45%	44%	35%	34%	56%
	Male	66%	50%	60%	80%	65%	85%	67%	72%	56%	80%	43%	73%	52%	66%	-	53%	46%	48%	75%
	Female	61%	49%	54%	76%	56%	84%	60%	69%	51%	76%	34%	66%	45%	-	61%	44%	38%	41%	73%
Grade 6																				
Reading	All Students	76%	69%	70%	86%	76%	92%	79%	82%	68%	88%	46%	82%	56%	72%	80%	57%	55%	60%	84%
	CWD	46%	38%	41%	58%	52%	66%	38%	55%	39%	61%	46%	-	33%	43%	50%	28%	35%	41%	54%
	CWOD	82%	78%	77%	92%	81%	94%	85%	89%	75%	92%	-	82%	60%	79%	85%	64%	61%	72%	90%
	EL	56%	67%	54%	60%	52%	73%	55%	57%	54%	63%	33%	60%	56%	51%	60%	48%	33%	46%	63%
	Male	72%	63%	65%	83%	71%	90%	74%	78%	63%	85%	43%	79%	51%	72%	-	52%	49%	54%	80%
	Female	80%	75%	75%	89%	80%	94%	84%	87%	73%	91%	50%	85%	60%	-	80%	62%	61%	67%	88%
Mathematics	All Students	72%	62%	67%	84%	72%	93%	75%	78%	64%	85%	50%	78%	60%	74%	71%	60%	55%	54%	81%
	CWD	50%	39%	46%	61%	56%	73%	53%	53%	44%	62%	50%	-	43%	52%	45%	44%	41%	41%	58%
	CWOD	78%	68%	72%	89%	76%	94%	78%	83%	70%	89%	-	78%	63%	80%	76%	64%	59%	62%	86%
	EL	60%	65%	58%	64%	56%	81%	59%	62%	58%	68%	43%	63%	60%	62%	57%	56%	47%	46%	61%
	Male	74%	62%	69%	84%	74%	93%	74%	78%	66%	86%	52%	80%	62%	74%	-	64%	56%	56%	82%
	Female	71%	62%	66%	83%	70%	92%	75%	77%	63%	84%	45%	76%	57%	-	71%	56%	54%	52%	80%
Grade 7																				
Reading	All Students	74%	68%	69%	85%	73%	92%	74%	81%	66%	86%	41%	81%	56%	70%	79%	57%	52%	52%	83%
	CWD	41%	34%	37%	51%	44%	62%	38%	45%	35%	54%	41%	-	30%	38%	45%	30%	30%	37%	49%
	CWOD	81%	76%	75%	91%	78%	93%	80%	88%	73%	91%	-	81%	60%	77%	84%	64%	58%	65%	90%
	EL	56%	64%	54%	59%	48%	72%	54%	54%	55%	61%	30%	60%	56%	51%	61%	46%	31%	35%	60%
	Male	70%	61%	64%	81%	67%	90%	69%	77%	61%	83%	38%	77%	51%	70%	-	49%	46%	45%	79%
	Female	79%	75%	74%	88%	80%	93%	80%	85%	72%	90%	45%	84%	61%	-	79%	65%	57%	59%	88%
Mathematics	All Students	53%	40%	47%	67%	52%	86%	54%	59%	44%	68%	31%	58%	39%	55%	51%	41%	33%	32%	62%
	CWD	31%	23%	28%	39%	25%	60%	33%	33%	26%	41%	31%	-	25%	33%	27%	26%	23%	25%	37%
	CWOD	58%	45%	51%	74%	57%	88%	58%	65%	48%	74%	-	58%	42%	61%	56%	45%	36%	39%	68%
	EL	39%	44%	37%	47%	32%	65%	40%	46%	37%	46%	25%	42%	39%	42%	36%	34%	27%	33%	41%
	Male	55%	40%	49%	69%	54%	87%	57%	60%	46%	70%	33%	61%	42%	55%	-	43%	34%	35%	63%
	Female	51%	40%	44%	66%	50%	85%	51%	57%	42%	67%	27%	56%	36%	-	51%	39%	32%	29%	60%
Grade 8																				

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Reading	All Students	80%	74%	75%	89%	78%	93%	80%	86%	73%	90%	49%	85%	62%	76%	85%	64%	59%	60%	89%
	CWD	49%	41%	46%	59%	51%	67%	40%	52%	43%	61%	49%	-	38%	45%	55%	35%	35%	40%	59%
	CWOD	85%	82%	80%	94%	83%	95%	85%	92%	79%	93%	-	85%	66%	82%	88%	70%	65%	72%	94%
	EL	62%	67%	61%	61%	51%	72%	63%	57%	62%	64%	38%	66%	62%	57%	67%	56%	40%	50%	65%
	Male	76%	68%	71%	86%	75%	92%	74%	81%	68%	87%	45%	82%	57%	76%	-	59%	53%	54%	86%
	Female	85%	81%	80%	92%	80%	95%	87%	90%	79%	93%	55%	88%	67%	-	85%	71%	65%	66%	92%
Mathematics	All Students	69%	58%	64%	80%	65%	92%	71%	74%	61%	81%	42%	74%	56%	68%	71%	57%	48%	44%	78%
	CWD	42%	32%	40%	49%	41%	68%	36%	42%	37%	52%	42%	-	37%	42%	41%	38%	30%	32%	50%
	CWOD	74%	64%	69%	85%	70%	93%	76%	81%	66%	85%	-	74%	59%	74%	75%	61%	53%	51%	83%
	EL	56%	60%	55%	60%	51%	77%	56%	56%	55%	61%	37%	59%	56%	55%	57%	49%	43%	43%	53%
	Male	68%	54%	63%	79%	64%	91%	70%	73%	59%	80%	42%	74%	55%	68%	-	55%	46%	46%	77%
	Female	71%	62%	66%	81%	65%	92%	73%	76%	63%	82%	41%	75%	57%	-	71%	60%	51%	42%	79%
Science	All Students	72%	60%	66%	84%	71%	92%	73%	79%	63%	85%	43%	77%	54%	73%	71%	55%	50%	49%	83%
	CWD	43%	32%	39%	54%	45%	65%	34%	47%	37%	55%	43%	-	33%	46%	38%	33%	29%	35%	55%
	CWOD	77%	66%	71%	89%	76%	93%	77%	85%	68%	88%	-	77%	57%	78%	75%	59%	55%	58%	88%
	EL	54%	56%	53%	56%	50%	71%	52%	54%	53%	58%	33%	57%	54%	57%	51%	47%	39%	42%	62%
	Male	73%	59%	68%	85%	75%	92%	72%	78%	64%	85%	46%	78%	57%	73%	-	57%	51%	52%	84%
	Female	71%	61%	65%	84%	67%	92%	73%	80%	62%	84%	38%	75%	51%	-	71%	54%	49%	46%	82%
End of Course																				
English I	All Students	66%	59%	60%	81%	62%	87%	73%	77%	58%	80%	35%	72%	45%	61%	72%	46%	45%	44%	80%
	CWD	35%	28%	32%	45%	39%	54%	40%	42%	30%	46%	35%	-	26%	32%	39%	27%	29%	31%	47%
	CWOD	72%	66%	65%	88%	66%	89%	76%	83%	63%	85%	-	72%	47%	67%	76%	49%	49%	52%	86%
	EL	45%	45%	44%	45%	37%	56%	46%	38%	44%	47%	26%	47%	45%	42%	49%	38%	27%	29%	47%
	Male	61%	52%	55%	77%	57%	85%	68%	72%	53%	76%	32%	67%	42%	61%	-	42%	40%	40%	76%
	Female	72%	67%	66%	86%	67%	89%	78%	82%	64%	85%	39%	76%	49%	-	72%	50%	51%	48%	85%
English II	All Students	70%	63%	65%	84%	68%	89%	75%	79%	63%	82%	36%	76%	47%	66%	75%	53%	50%	46%	83%
	CWD	36%	29%	34%	46%	39%	57%	39%	41%	31%	46%	36%	-	26%	34%	40%	27%	25%	34%	43%
	CWOD	76%	70%	70%	89%	73%	91%	79%	85%	68%	87%	-	76%	50%	72%	80%	56%	55%	54%	89%
	EL	47%	48%	47%	49%	42%	59%	45%	42%	47%	48%	26%	50%	47%	44%	51%	41%	32%	26%	53%
	Male	66%	57%	61%	80%	64%	88%	73%	75%	58%	79%	34%	72%	44%	66%	-	46%	45%	41%	79%
	Female	75%	70%	70%	88%	73%	91%	78%	84%	68%	87%	40%	80%	51%	-	75%	61%	55%	51%	87%
Algebra I	All Students	76%	67%	74%	84%	72%	94%	79%	79%	71%	85%	52%	80%	68%	73%	79%	68%	61%	50%	84%
	CWD	52%	43%	52%	57%	47%	69%	53%	52%	49%	59%	52%	-	51%	51%	54%	46%	44%	37%	60%
	CWOD	80%	73%	77%	89%	76%	95%	81%	84%	75%	88%	-	80%	70%	78%	82%	71%	65%	58%	88%
	EL	68%	68%	67%	68%	63%	81%	63%	66%	68%	68%	51%	70%	68%	65%	71%	64%	59%	52%	67%
	Male	73%	64%	71%	82%	68%	93%	77%	77%	68%	83%	51%	78%	65%	73%	-	65%	58%	47%	82%
	Female	79%	72%	77%	86%	75%	95%	81%	82%	74%	87%	54%	82%	71%	-	79%	71%	65%	53%	86%

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Biology	All Students	91%	87%	89%	96%	89%	97%	94%	94%	88%	95%	76%	93%	82%	89%	92%	81%	81%	76%	96%	
	CWD	76%	69%	75%	83%	75%	83%	73%	80%	73%	83%	76%	-	70%	74%	78%	69%	67%	66%	84%	
	CWOD	93%	91%	91%	98%	91%	98%	96%	96%	90%	97%	-	93%	84%	92%	94%	84%	84%	84%	83%	97%
	EL	82%	83%	82%	83%	77%	89%	84%	82%	82%	83%	70%	84%	82%	81%	84%	75%	72%	71%	83%	
	Male	89%	84%	87%	95%	87%	97%	92%	93%	85%	94%	74%	92%	81%	89%	-	78%	78%	70%	95%	
	Female	92%	90%	91%	97%	91%	98%	96%	95%	90%	96%	78%	94%	84%	-	92%	85%	84%	82%	97%	
STAAR Percent at Meets Grade Level or Above																					
Grade 3																					
Reading	All Students	50%	41%	43%	64%	46%	76%	50%	60%	39%	67%	27%	57%	36%	48%	53%	32%	30%	35%	61%	
	CWD	27%	21%	23%	36%	29%	45%	28%	32%	21%	39%	27%	-	19%	28%	26%	17%	19%	24%	32%	
	CWOD	57%	47%	48%	73%	51%	80%	55%	67%	45%	74%	-	57%	39%	55%	58%	36%	34%	42%	70%	
	EL	36%	47%	32%	42%	30%	60%	29%	46%	32%	50%	19%	39%	36%	34%	37%	27%	21%	28%	45%	
	Male	48%	37%	41%	62%	44%	74%	48%	57%	37%	65%	28%	55%	34%	48%	-	33%	28%	33%	57%	
	Female	53%	44%	45%	67%	49%	79%	52%	62%	42%	70%	26%	58%	37%	-	53%	31%	32%	38%	66%	
Mathematics	All Students	45%	31%	38%	58%	43%	75%	40%	52%	35%	61%	27%	50%	37%	49%	41%	30%	25%	28%	53%	
	CWD	27%	19%	23%	36%	29%	49%	23%	29%	21%	38%	27%	-	22%	31%	20%	19%	17%	24%	31%	
	CWOD	50%	35%	42%	65%	47%	77%	45%	58%	39%	66%	-	50%	40%	55%	45%	33%	27%	31%	59%	
	EL	37%	42%	34%	41%	33%	61%	26%	43%	34%	50%	22%	40%	37%	41%	32%	27%	25%	30%	44%	
	Male	49%	33%	43%	62%	45%	77%	43%	55%	39%	65%	31%	55%	41%	49%	-	34%	28%	32%	56%	
	Female	41%	29%	34%	53%	41%	72%	37%	48%	30%	57%	20%	45%	32%	-	41%	25%	22%	25%	50%	
Grade 4																					
Reading	All Students	53%	42%	47%	65%	51%	77%	50%	61%	43%	69%	26%	60%	40%	50%	57%	34%	32%	33%	62%	
	CWD	26%	19%	22%	35%	24%	43%	17%	31%	20%	37%	26%	-	18%	26%	26%	15%	18%	24%	33%	
	CWOD	60%	50%	54%	74%	58%	81%	56%	69%	50%	76%	-	60%	44%	58%	63%	38%	38%	39%	70%	
	EL	40%	45%	38%	40%	41%	56%	27%	42%	38%	50%	18%	44%	40%	37%	43%	28%	26%	22%	47%	
	Male	50%	38%	44%	61%	47%	75%	45%	57%	40%	65%	26%	58%	37%	50%	-	31%	29%	32%	58%	
	Female	57%	47%	51%	68%	54%	80%	55%	65%	47%	72%	26%	63%	43%	-	57%	36%	36%	34%	67%	
Mathematics	All Students	46%	31%	40%	57%	47%	76%	45%	51%	36%	61%	25%	51%	37%	50%	42%	34%	26%	27%	52%	
	CWD	25%	17%	22%	33%	24%	49%	22%	29%	20%	36%	25%	-	21%	29%	19%	21%	18%	21%	32%	
	CWOD	51%	36%	45%	65%	53%	79%	49%	58%	41%	67%	-	51%	41%	56%	46%	38%	29%	31%	58%	
	EL	37%	37%	35%	38%	42%	59%	36%	39%	35%	47%	21%	41%	37%	41%	32%	32%	26%	26%	43%	
	Male	50%	33%	44%	62%	50%	78%	47%	55%	40%	65%	29%	56%	41%	50%	-	36%	29%	33%	57%	
	Female	42%	29%	36%	53%	44%	74%	43%	48%	32%	57%	19%	46%	32%	-	42%	32%	24%	20%	48%	
Grade 5																					
Reading	All Students	57%	45%	51%	69%	53%	81%	54%	64%	47%	73%	26%	65%	41%	53%	61%	40%	35%	35%	66%	
	CWD	26%	19%	22%	35%	23%	42%	26%	30%	20%	37%	26%	-	18%	25%	26%	14%	16%	19%	33%	
	CWOD	65%	54%	59%	78%	60%	85%	59%	73%	55%	80%	-	65%	47%	62%	68%	46%	41%	46%	75%	
	EL	41%	43%	40%	44%	34%	57%	24%	44%	40%	50%	18%	47%	41%	38%	45%	33%	28%	29%	47%	
	Male	53%	41%	47%	66%	50%	78%	48%	60%	43%	69%	25%	62%	38%	53%	-	36%	32%	33%	64%	
	Female	61%	50%	55%	73%	57%	84%	60%	68%	51%	76%	26%	68%	45%	-	61%	43%	38%	38%	69%	

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		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	46%	32%	40%	57%	44%	79%	44%	51%	36%	61%	23%	52%	36%	48%	44%	34%	25%	28%	54%
	CWD	23%	15%	20%	30%	21%	48%	28%	25%	18%	32%	23%	-	19%	26%	18%	21%	14%	16%	28%
	CWOD	52%	37%	46%	65%	49%	82%	47%	58%	41%	67%	-	52%	39%	55%	49%	38%	29%	35%	62%
	EL	36%	36%	34%	38%	30%	58%	18%	37%	34%	45%	19%	39%	36%	38%	33%	29%	23%	21%	40%
	Male	48%	32%	43%	60%	46%	80%	45%	54%	38%	63%	26%	55%	38%	48%	-	37%	26%	29%	57%
	Female	44%	31%	38%	55%	41%	78%	44%	49%	34%	59%	18%	49%	33%	-	44%	31%	23%	26%	52%
Science	All Students	30%	18%	23%	43%	30%	58%	26%	37%	20%	45%	17%	33%	16%	33%	27%	17%	14%	15%	37%
	CWD	17%	12%	14%	23%	17%	35%	18%	19%	13%	24%	17%	-	12%	19%	12%	11%	11%	14%	20%
	CWOD	33%	20%	25%	49%	33%	60%	28%	41%	22%	49%	-	33%	17%	37%	30%	19%	15%	15%	41%
	EL	16%	18%	14%	19%	13%	31%	3%	20%	14%	23%	12%	17%	16%	18%	13%	12%	9%	10%	20%
	Male	33%	20%	26%	47%	33%	60%	27%	40%	23%	48%	19%	37%	18%	33%	-	20%	15%	16%	40%
	Female	27%	17%	20%	40%	26%	55%	26%	33%	17%	41%	12%	30%	13%	-	27%	14%	12%	13%	34%
Grade 6																				
Reading	All Students	55%	44%	47%	69%	55%	82%	53%	63%	43%	72%	24%	62%	30%	50%	59%	33%	33%	38%	64%
	CWD	24%	19%	20%	33%	27%	46%	14%	30%	18%	36%	24%	-	14%	24%	24%	15%	17%	28%	29%
	CWOD	62%	52%	53%	77%	62%	85%	59%	71%	50%	78%	-	62%	33%	58%	66%	37%	37%	45%	72%
	EL	30%	40%	28%	34%	28%	49%	23%	32%	28%	39%	14%	33%	30%	27%	34%	24%	16%	28%	39%
	Male	50%	39%	42%	64%	51%	80%	46%	59%	38%	68%	24%	58%	27%	50%	-	30%	28%	33%	59%
	Female	59%	50%	52%	74%	60%	85%	61%	68%	48%	77%	24%	66%	34%	-	59%	35%	37%	44%	70%
Mathematics	All Students	38%	26%	31%	53%	38%	77%	39%	45%	27%	56%	19%	43%	22%	41%	36%	20%	20%	22%	45%
	CWD	19%	13%	16%	25%	23%	48%	14%	21%	14%	28%	19%	-	13%	22%	14%	12%	14%	20%	20%
	CWOD	43%	30%	34%	59%	41%	79%	42%	50%	31%	61%	-	43%	24%	46%	40%	22%	22%	24%	51%
	EL	22%	28%	20%	29%	19%	51%	13%	26%	20%	33%	13%	24%	22%	24%	19%	15%	14%	23%	26%
	Male	41%	27%	33%	55%	40%	78%	40%	47%	29%	58%	22%	46%	24%	41%	-	23%	21%	24%	48%
	Female	36%	26%	28%	50%	36%	76%	37%	43%	25%	54%	14%	40%	19%	-	36%	17%	19%	20%	42%
Grade 7																				
Reading	All Students	52%	42%	45%	65%	53%	82%	48%	60%	41%	69%	21%	58%	30%	47%	58%	33%	29%	28%	62%
	CWD	21%	16%	18%	27%	22%	42%	20%	23%	17%	29%	21%	-	13%	20%	21%	14%	15%	18%	25%
	CWOD	58%	49%	50%	72%	58%	84%	53%	67%	46%	74%	-	58%	33%	53%	63%	38%	33%	37%	69%
	EL	30%	38%	28%	33%	27%	48%	22%	33%	28%	36%	13%	33%	30%	26%	34%	21%	15%	23%	32%
	Male	47%	36%	40%	60%	46%	79%	43%	55%	36%	64%	20%	53%	26%	47%	-	27%	24%	27%	56%
	Female	58%	49%	50%	71%	60%	85%	55%	66%	47%	74%	21%	63%	34%	-	58%	39%	34%	30%	68%
Mathematics	All Students	32%	21%	26%	45%	34%	74%	31%	37%	23%	47%	17%	36%	19%	35%	30%	22%	16%	17%	39%
	CWD	17%	13%	16%	21%	12%	46%	24%	18%	15%	23%	17%	-	13%	20%	13%	15%	13%	17%	22%
	CWOD	36%	23%	28%	50%	38%	77%	32%	42%	26%	52%	-	36%	20%	39%	33%	23%	17%	17%	43%
	EL	19%	23%	17%	25%	15%	45%	14%	26%	18%	26%	13%	20%	19%	22%	16%	16%	13%	15%	19%
	Male	35%	21%	28%	47%	35%	77%	34%	40%	26%	50%	20%	39%	22%	35%	-	22%	17%	20%	42%
	Female	30%	20%	23%	42%	32%	72%	27%	35%	21%	45%	13%	33%	16%	-	30%	22%	15%	13%	36%
Grade 8																				

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Reading	All Students	57%	46%	49%	71%	54%	85%	57%	65%	46%	73%	23%	63%	32%	51%	63%	35%	31%	32%	68%
	CWD	23%	18%	20%	30%	24%	45%	22%	25%	19%	32%	23%	-	13%	22%	24%	13%	14%	19%	31%
	CWOD	63%	53%	54%	78%	59%	87%	61%	72%	51%	78%	-	63%	35%	57%	68%	39%	36%	40%	74%
	EL	32%	36%	31%	32%	25%	46%	30%	25%	31%	36%	13%	35%	32%	28%	36%	25%	17%	22%	35%
	Male	51%	39%	44%	65%	49%	82%	50%	59%	40%	68%	22%	57%	28%	51%	-	30%	25%	27%	63%
	Female	63%	54%	56%	77%	58%	87%	66%	72%	52%	79%	24%	68%	36%	-	63%	41%	38%	37%	74%
Mathematics	All Students	45%	32%	39%	59%	40%	81%	45%	52%	35%	61%	22%	50%	30%	45%	46%	30%	25%	22%	54%
	CWD	22%	16%	20%	27%	22%	52%	24%	22%	18%	29%	22%	-	16%	24%	19%	12%	15%	14%	28%
	CWOD	50%	36%	42%	64%	44%	83%	48%	58%	39%	65%	-	50%	32%	50%	50%	34%	28%	27%	59%
	EL	30%	34%	28%	36%	31%	56%	24%	35%	29%	36%	16%	32%	30%	30%	30%	22%	20%	21%	31%
	Male	45%	30%	39%	59%	41%	81%	46%	52%	35%	61%	24%	50%	30%	45%	-	28%	24%	25%	54%
	Female	46%	35%	39%	59%	40%	81%	44%	52%	36%	61%	19%	50%	30%	-	46%	33%	26%	19%	54%
Science	All Students	47%	33%	39%	62%	44%	80%	46%	55%	35%	64%	22%	51%	25%	49%	45%	30%	24%	24%	59%
	CWD	22%	15%	19%	29%	22%	48%	21%	24%	18%	30%	22%	-	14%	24%	17%	16%	14%	16%	28%
	CWOD	51%	37%	42%	68%	48%	82%	49%	61%	39%	68%	-	51%	27%	54%	48%	32%	27%	28%	65%
	EL	25%	28%	24%	28%	22%	45%	21%	26%	24%	31%	14%	27%	25%	28%	21%	21%	16%	18%	29%
	Male	49%	33%	42%	65%	48%	81%	46%	56%	38%	66%	24%	54%	28%	49%	-	32%	26%	25%	62%
	Female	45%	33%	36%	60%	40%	79%	46%	55%	33%	61%	17%	48%	21%	-	45%	27%	22%	22%	57%
End of Course																				
English I	All Students	47%	37%	40%	67%	43%	80%	54%	60%	37%	66%	18%	53%	23%	42%	54%	24%	26%	24%	64%
	CWD	18%	13%	15%	26%	17%	37%	21%	22%	14%	26%	18%	-	10%	17%	19%	11%	14%	16%	26%
	CWOD	53%	43%	44%	74%	47%	82%	57%	67%	41%	71%	-	53%	24%	47%	59%	27%	28%	30%	71%
	EL	23%	25%	22%	26%	18%	37%	24%	23%	22%	26%	10%	24%	23%	20%	26%	15%	12%	14%	27%
	Male	42%	30%	35%	60%	37%	77%	47%	54%	31%	60%	17%	47%	20%	42%	-	21%	21%	23%	58%
	Female	54%	45%	46%	74%	50%	83%	61%	67%	43%	73%	19%	59%	26%	-	54%	28%	31%	25%	72%
English II	All Students	53%	42%	46%	71%	52%	82%	56%	65%	43%	70%	20%	58%	25%	48%	59%	32%	30%	29%	68%
	CWD	20%	15%	18%	29%	25%	42%	25%	24%	17%	28%	20%	-	11%	19%	21%	13%	13%	20%	25%
	CWOD	58%	48%	50%	77%	56%	84%	60%	71%	47%	74%	-	58%	27%	54%	63%	34%	34%	34%	74%
	EL	25%	26%	25%	27%	25%	37%	21%	25%	25%	27%	11%	27%	25%	23%	28%	20%	15%	16%	29%
	Male	48%	35%	42%	66%	47%	80%	52%	59%	38%	65%	19%	54%	23%	48%	-	26%	27%	24%	63%
	Female	59%	50%	51%	77%	57%	84%	61%	71%	48%	75%	21%	63%	28%	-	59%	38%	34%	33%	73%
Algebra I	All Students	43%	31%	38%	55%	37%	82%	45%	48%	34%	58%	19%	47%	30%	42%	45%	30%	25%	19%	54%
	CWD	19%	14%	19%	23%	17%	46%	19%	19%	17%	25%	19%	-	17%	20%	18%	16%	14%	15%	23%
	CWOD	47%	35%	41%	61%	41%	83%	47%	54%	38%	62%	-	47%	31%	46%	49%	33%	27%	22%	59%
	EL	30%	31%	28%	33%	24%	54%	24%	32%	29%	32%	17%	31%	30%	29%	31%	25%	24%	24%	30%
	Male	42%	28%	36%	54%	35%	81%	43%	46%	33%	56%	20%	46%	29%	42%	-	28%	23%	19%	52%
	Female	45%	35%	40%	57%	39%	83%	47%	51%	37%	59%	18%	49%	31%	-	45%	33%	27%	19%	55%

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Biology	All Students	59%	47%	51%	77%	57%	88%	62%	70%	48%	75%	30%	64%	35%	58%	61%	35%	37%	35%	74%
	CWD	30%	21%	26%	41%	32%	54%	24%	36%	25%	41%	30%	-	20%	31%	28%	19%	21%	24%	43%
	CWOD	64%	53%	55%	82%	61%	90%	65%	75%	52%	79%	-	64%	37%	63%	64%	38%	41%	42%	79%
	EL	35%	38%	34%	43%	34%	58%	29%	43%	34%	40%	20%	37%	35%	36%	34%	25%	23%	25%	39%
	Male	58%	43%	51%	75%	56%	87%	60%	68%	47%	74%	31%	63%	36%	58%	-	34%	37%	37%	74%
	Female	61%	51%	52%	78%	58%	89%	65%	72%	49%	77%	28%	64%	34%	-	61%	35%	38%	33%	75%
STAAR Percent at Masters Grade Level																				
Grade 3																				
Reading	All Students	22%	15%	16%	31%	20%	46%	19%	28%	14%	35%	7%	26%	13%	20%	24%	9%	9%	10%	27%
	CWD	7%	4%	5%	11%	6%	14%	7%	10%	4%	12%	7%	-	4%	7%	7%	3%	4%	3%	8%
	CWOD	26%	18%	19%	38%	23%	50%	22%	34%	17%	40%	-	26%	15%	24%	28%	11%	11%	14%	32%
	EL	13%	18%	11%	16%	10%	27%	6%	18%	11%	22%	4%	15%	13%	12%	15%	7%	8%	6%	14%
	Male	20%	12%	15%	28%	19%	43%	16%	26%	12%	32%	7%	24%	12%	20%	-	8%	8%	8%	23%
	Female	24%	17%	18%	34%	21%	50%	22%	31%	15%	38%	7%	28%	15%	-	24%	10%	11%	13%	31%
Mathematics	All Students	19%	10%	13%	28%	18%	45%	14%	24%	11%	30%	8%	22%	12%	22%	15%	10%	7%	8%	23%
	CWD	8%	4%	6%	13%	9%	19%	5%	10%	5%	14%	8%	-	6%	10%	5%	4%	4%	4%	10%
	CWOD	22%	12%	15%	33%	20%	48%	17%	27%	13%	34%	-	22%	14%	26%	17%	12%	8%	10%	26%
	EL	12%	15%	10%	17%	8%	29%	9%	19%	10%	21%	6%	14%	12%	15%	9%	8%	7%	8%	15%
	Male	22%	11%	17%	32%	21%	49%	18%	27%	14%	35%	10%	26%	15%	22%	-	12%	8%	8%	26%
	Female	15%	9%	10%	23%	14%	41%	11%	20%	9%	26%	5%	17%	9%	-	15%	8%	5%	8%	19%
Grade 4																				
Reading	All Students	23%	15%	18%	31%	21%	49%	22%	29%	15%	36%	6%	28%	13%	20%	26%	11%	11%	9%	27%
	CWD	6%	3%	5%	10%	3%	15%	6%	9%	4%	11%	6%	-	3%	6%	6%	3%	3%	4%	9%
	CWOD	28%	19%	21%	38%	25%	53%	25%	34%	18%	42%	-	28%	15%	25%	30%	13%	13%	12%	31%
	EL	13%	16%	12%	13%	10%	22%	9%	14%	12%	19%	3%	15%	13%	12%	15%	7%	8%	7%	16%
	Male	20%	13%	16%	28%	19%	45%	19%	25%	13%	32%	6%	25%	12%	20%	-	9%	9%	8%	23%
	Female	26%	18%	20%	35%	23%	53%	24%	32%	17%	40%	6%	30%	15%	-	26%	13%	13%	9%	30%
Mathematics	All Students	23%	12%	18%	32%	24%	54%	21%	27%	15%	36%	9%	27%	16%	27%	19%	14%	10%	9%	27%
	CWD	9%	4%	7%	14%	6%	20%	8%	11%	5%	15%	9%	-	6%	11%	5%	4%	4%	6%	13%
	CWOD	27%	15%	21%	38%	29%	57%	24%	32%	18%	40%	-	27%	18%	33%	22%	17%	12%	11%	31%
	EL	16%	17%	14%	17%	18%	34%	13%	21%	14%	24%	6%	18%	16%	19%	12%	12%	10%	7%	16%
	Male	27%	14%	22%	37%	27%	58%	24%	32%	18%	41%	11%	33%	19%	27%	-	16%	12%	11%	32%
	Female	19%	11%	14%	27%	20%	49%	18%	23%	12%	30%	5%	22%	12%	-	19%	13%	8%	6%	22%
Grade 5																				
Reading	All Students	29%	19%	23%	39%	28%	60%	25%	36%	19%	44%	7%	35%	15%	26%	32%	15%	12%	11%	35%
	CWD	7%	4%	5%	11%	5%	15%	6%	9%	5%	12%	7%	-	4%	7%	7%	5%	3%	4%	9%
	CWOD	35%	24%	28%	47%	33%	64%	29%	43%	24%	50%	-	35%	18%	32%	38%	18%	15%	15%	42%
	EL	15%	15%	14%	17%	13%	27%	4%	16%	14%	21%	4%	18%	15%	13%	17%	11%	8%	9%	16%
	Male	26%	16%	20%	36%	26%	56%	21%	32%	17%	40%	7%	32%	13%	26%	-	14%	10%	9%	31%
	Female	32%	22%	26%	43%	30%	63%	29%	39%	22%	48%	7%	38%	17%	-	32%	16%	13%	13%	39%

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Mathematics	All Students	21%	11%	16%	29%	21%	55%	19%	25%	14%	33%	7%	25%	13%	24%	19%	10%	8%	8%	24%
	CWD	7%	4%	6%	10%	5%	19%	8%	8%	5%	11%	7%	-	5%	9%	4%	3%	4%	3%	8%
	CWOD	25%	14%	19%	34%	25%	58%	21%	30%	16%	37%	-	25%	15%	28%	22%	12%	10%	11%	29%
	EL	13%	12%	12%	16%	8%	30%	5%	17%	12%	19%	5%	15%	13%	15%	11%	7%	8%	9%	13%
	Male	24%	12%	19%	32%	24%	58%	22%	28%	16%	36%	9%	28%	15%	24%	-	11%	9%	8%	27%
	Female	19%	11%	14%	26%	18%	52%	16%	23%	12%	30%	4%	22%	11%	-	19%	9%	8%	7%	21%
Science	All Students	12%	6%	8%	19%	13%	32%	10%	16%	6%	21%	5%	14%	4%	13%	11%	5%	4%	5%	14%
	CWD	5%	3%	4%	7%	5%	9%	6%	6%	4%	8%	5%	-	3%	6%	4%	4%	4%	5%	5%
	CWOD	14%	7%	8%	22%	15%	34%	10%	19%	7%	23%	-	14%	5%	16%	12%	5%	5%	5%	17%
	EL	4%	5%	4%	5%	5%	11%	1%	5%	4%	7%	3%	5%	4%	5%	4%	4%	3%	7%	5%
	Male	13%	6%	9%	21%	17%	34%	10%	18%	7%	22%	6%	16%	5%	13%	-	7%	5%	5%	15%
	Female	11%	5%	6%	17%	10%	30%	9%	14%	5%	19%	4%	12%	4%	-	11%	3%	4%	5%	13%
Grade 6																				
Reading	All Students	28%	19%	21%	40%	24%	62%	27%	35%	17%	44%	7%	33%	9%	24%	32%	11%	12%	11%	34%
	CWD	7%	4%	5%	11%	6%	18%	3%	9%	5%	12%	7%	-	3%	7%	7%	6%	4%	6%	9%
	CWOD	33%	23%	24%	46%	28%	65%	31%	41%	21%	49%	-	33%	10%	29%	36%	13%	14%	15%	39%
	EL	9%	13%	8%	11%	6%	19%	6%	10%	8%	14%	3%	10%	9%	8%	11%	6%	5%	9%	12%
	Male	24%	15%	18%	35%	21%	58%	24%	31%	15%	39%	7%	29%	8%	24%	-	9%	10%	10%	29%
	Female	32%	22%	24%	45%	28%	66%	31%	40%	20%	49%	7%	36%	11%	-	32%	14%	14%	13%	39%
Mathematics	All Students	16%	9%	10%	23%	15%	51%	15%	20%	9%	26%	5%	18%	6%	17%	14%	5%	6%	5%	17%
	CWD	5%	4%	5%	7%	5%	18%	5%	7%	4%	8%	5%	-	4%	7%	4%	5%	4%	6%	5%
	CWOD	18%	10%	11%	26%	17%	53%	16%	23%	10%	30%	-	18%	7%	20%	16%	5%	6%	4%	19%
	EL	6%	8%	5%	9%	5%	22%	3%	7%	5%	11%	4%	7%	6%	7%	5%	3%	3%	6%	7%
	Male	17%	9%	11%	25%	16%	52%	16%	21%	9%	28%	7%	20%	7%	17%	-	7%	6%	6%	18%
	Female	14%	8%	9%	21%	14%	49%	13%	19%	8%	25%	4%	16%	5%	-	14%	3%	5%	4%	16%
Grade 7																				
Reading	All Students	26%	18%	20%	37%	26%	61%	22%	33%	17%	41%	6%	30%	9%	23%	30%	10%	10%	9%	32%
	CWD	6%	4%	5%	8%	5%	12%	1%	7%	4%	9%	6%	-	2%	6%	5%	4%	4%	6%	6%
	CWOD	30%	21%	23%	42%	30%	64%	25%	39%	19%	45%	-	30%	10%	27%	34%	12%	12%	11%	37%
	EL	9%	13%	8%	10%	7%	19%	0%	12%	8%	13%	2%	10%	9%	8%	11%	4%	4%	7%	11%
	Male	23%	14%	17%	32%	21%	57%	18%	28%	14%	36%	6%	27%	8%	23%	-	7%	8%	9%	27%
	Female	30%	22%	23%	42%	32%	65%	26%	39%	20%	46%	5%	34%	11%	-	30%	14%	13%	8%	37%
Mathematics	All Students	11%	5%	7%	15%	12%	47%	9%	13%	6%	19%	5%	12%	4%	12%	9%	7%	4%	5%	11%
	CWD	5%	4%	5%	5%	3%	15%	4%	5%	4%	6%	5%	-	3%	6%	3%	8%	4%	6%	4%
	CWOD	12%	6%	7%	18%	14%	50%	10%	15%	7%	21%	-	12%	5%	14%	11%	6%	4%	4%	13%
	EL	4%	6%	3%	7%	3%	17%	0%	7%	4%	7%	3%	5%	4%	5%	3%	4%	3%	4%	4%
	Male	12%	6%	8%	17%	14%	51%	11%	14%	7%	21%	6%	14%	5%	12%	-	8%	4%	7%	13%
	Female	9%	5%	6%	13%	11%	44%	7%	11%	5%	17%	3%	11%	3%	-	9%	6%	3%	3%	9%
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Reading	All Students	31%	21%	23%	43%	28%	66%	31%	39%	20%	46%	7%	35%	10%	26%	36%	15%	12%	11%	38%
	CWD	7%	5%	6%	10%	8%	16%	7%	9%	5%	11%	7%	-	3%	7%	7%	3%	4%	6%	8%
	CWOD	35%	25%	26%	49%	32%	69%	34%	44%	23%	51%	-	35%	11%	30%	40%	17%	15%	15%	43%
	EL	10%	12%	10%	12%	8%	19%	3%	10%	10%	13%	3%	11%	10%	8%	12%	8%	4%	8%	12%
	Male	26%	16%	19%	37%	23%	61%	26%	32%	16%	40%	7%	30%	8%	26%	-	14%	10%	10%	31%
	Female	36%	27%	28%	50%	33%	72%	36%	46%	24%	53%	7%	40%	12%	-	36%	16%	15%	13%	45%
Mathematics	All Students	18%	9%	12%	25%	14%	57%	13%	22%	10%	29%	7%	20%	8%	18%	17%	9%	6%	4%	20%
	CWD	7%	4%	6%	9%	8%	18%	8%	6%	5%	9%	7%	-	4%	8%	5%	5%	5%	2%	7%
	CWOD	20%	10%	13%	29%	15%	59%	13%	25%	11%	31%	-	20%	8%	21%	18%	10%	6%	5%	22%
	EL	8%	8%	6%	11%	7%	25%	1%	14%	7%	12%	4%	8%	8%	8%	7%	6%	4%	7%	7%
	Male	18%	9%	13%	27%	16%	58%	15%	23%	11%	30%	8%	21%	8%	18%	-	10%	6%	5%	21%
	Female	17%	10%	12%	24%	12%	55%	10%	21%	10%	27%	5%	18%	7%	-	17%	9%	5%	2%	18%
Science	All Students	18%	9%	12%	28%	16%	51%	17%	23%	10%	29%	6%	20%	5%	20%	16%	8%	6%	5%	23%
	CWD	6%	3%	5%	8%	6%	13%	4%	6%	4%	8%	6%	-	2%	7%	4%	4%	4%	4%	7%
	CWOD	20%	10%	13%	31%	18%	53%	19%	26%	11%	32%	-	20%	5%	23%	17%	9%	7%	7%	26%
	EL	5%	5%	4%	7%	5%	15%	6%	7%	5%	7%	2%	5%	5%	6%	4%	5%	3%	5%	5%
	Male	20%	9%	14%	31%	18%	53%	19%	25%	12%	32%	7%	23%	6%	20%	-	10%	7%	6%	26%
	Female	16%	8%	10%	24%	14%	49%	15%	21%	8%	27%	4%	17%	4%	-	16%	6%	5%	4%	21%
End of Course																				
English I	All Students	14%	8%	9%	24%	12%	47%	13%	21%	7%	25%	4%	16%	2%	11%	17%	4%	4%	4%	20%
	CWD	4%	2%	3%	5%	3%	9%	6%	5%	3%	5%	4%	-	2%	4%	3%	3%	3%	5%	4%
	CWOD	16%	9%	10%	27%	14%	49%	14%	24%	8%	28%	-	16%	2%	12%	19%	4%	5%	4%	23%
	EL	2%	3%	2%	3%	2%	6%	2%	3%	2%	3%	2%	2%	2%	2%	3%	1%	1%	2%	3%
	Male	11%	5%	7%	19%	8%	42%	12%	17%	5%	20%	4%	12%	2%	11%	-	3%	3%	4%	15%
	Female	17%	11%	11%	30%	17%	53%	16%	26%	9%	31%	3%	19%	3%	-	17%	5%	6%	5%	25%
English II	All Students	8%	4%	5%	14%	6%	30%	5%	12%	4%	15%	3%	9%	1%	7%	9%	2%	2%	2%	10%
	CWD	3%	3%	3%	4%	4%	7%	0%	4%	3%	4%	3%	-	2%	3%	3%	4%	3%	5%	3%
	CWOD	9%	4%	5%	15%	6%	31%	6%	14%	4%	16%	-	9%	1%	8%	10%	2%	2%	1%	12%
	EL	1%	1%	1%	1%	1%	2%	0%	1%	1%	1%	2%	1%	1%	1%	1%	0%	0%	1%	1%
	Male	7%	3%	4%	12%	5%	29%	5%	11%	4%	13%	3%	8%	1%	7%	-	1%	2%	2%	9%
	Female	9%	5%	5%	16%	7%	31%	5%	14%	4%	16%	3%	10%	1%	-	9%	3%	2%	2%	12%
Algebra I	All Students	26%	16%	21%	36%	21%	69%	26%	31%	18%	39%	8%	29%	14%	25%	27%	13%	12%	8%	33%
	CWD	8%	5%	8%	10%	8%	24%	8%	8%	7%	11%	8%	-	6%	9%	7%	5%	6%	6%	10%
	CWOD	29%	19%	23%	40%	24%	71%	27%	35%	20%	42%	-	29%	15%	29%	30%	15%	13%	9%	36%
	EL	14%	15%	13%	18%	12%	37%	10%	16%	14%	17%	6%	15%	14%	14%	14%	9%	11%	10%	14%
	Male	25%	14%	20%	35%	21%	68%	23%	30%	17%	38%	9%	29%	14%	25%	-	12%	11%	8%	32%
	Female	27%	18%	21%	36%	22%	69%	28%	31%	19%	39%	7%	30%	14%	-	27%	15%	13%	8%	34%

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		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Biology	All Students	20%	11%	13%	31%	19%	56%	19%	28%	11%	32%	6%	22%	6%	20%	19%	6%	8%	7%	28%
	CWD	6%	4%	5%	9%	7%	14%	6%	8%	5%	9%	6%	-	3%	7%	5%	4%	5%	5%	9%
	CWOD	22%	13%	14%	34%	21%	58%	21%	31%	12%	35%	-	22%	6%	23%	21%	6%	8%	7%	30%
	EL	6%	7%	5%	10%	5%	17%	6%	12%	5%	8%	3%	6%	6%	6%	5%	3%	5%	7%	8%
	Male	20%	10%	14%	32%	17%	56%	20%	28%	12%	32%	7%	23%	6%	20%	-	5%	8%	7%	28%
	Female	19%	13%	12%	31%	21%	56%	19%	27%	11%	32%	5%	21%	5%	-	19%	7%	8%	6%	28%
STAAR Percent at Approaches Grade Level or Above																				
All Grades																				
All Subjects	All Students	73%	64%	68%	84%	71%	91%	75%	79%	65%	85%	46%	79%	59%	71%	75%	59%	54%	53%	82%
	CWD	46%	37%	43%	57%	47%	65%	46%	51%	40%	59%	46%	-	38%	47%	46%	38%	35%	39%	56%
	CWOD	79%	71%	74%	89%	76%	93%	79%	85%	71%	89%	-	79%	63%	78%	79%	63%	59%	63%	88%
	EL	59%	62%	58%	62%	54%	75%	56%	59%	58%	65%	38%	63%	59%	58%	60%	52%	44%	45%	63%
	Male	71%	61%	67%	83%	70%	90%	73%	77%	64%	83%	47%	78%	58%	71%	-	57%	52%	52%	81%
	Female	75%	67%	70%	85%	72%	92%	77%	80%	67%	86%	46%	79%	60%	-	75%	61%	56%	55%	84%
Reading	All Students	74%	67%	69%	85%	71%	91%	77%	82%	67%	86%	45%	80%	57%	70%	79%	57%	55%	54%	85%
	CWD	45%	36%	41%	57%	46%	63%	44%	52%	39%	59%	45%	-	34%	43%	48%	33%	34%	38%	56%
	CWOD	80%	75%	75%	91%	77%	93%	82%	88%	73%	90%	-	80%	61%	77%	83%	62%	60%	65%	91%
	EL	57%	62%	55%	60%	50%	72%	54%	56%	56%	62%	34%	61%	57%	53%	61%	48%	38%	40%	63%
	Male	70%	61%	65%	82%	67%	89%	72%	78%	62%	83%	43%	77%	53%	70%	-	52%	50%	50%	81%
	Female	79%	73%	74%	89%	76%	92%	82%	85%	72%	89%	48%	83%	61%	-	79%	62%	60%	59%	88%
Mathematics	All Students	70%	58%	66%	81%	68%	91%	72%	75%	62%	82%	45%	76%	60%	71%	70%	59%	51%	49%	78%
	CWD	45%	35%	43%	55%	45%	68%	46%	48%	40%	57%	45%	-	40%	48%	42%	40%	35%	36%	54%
	CWOD	76%	65%	71%	87%	73%	93%	76%	81%	68%	86%	-	76%	64%	77%	75%	63%	56%	58%	84%
	EL	60%	62%	58%	63%	56%	79%	57%	61%	59%	66%	40%	64%	60%	61%	59%	54%	48%	47%	63%
	Male	71%	57%	66%	81%	69%	91%	72%	75%	63%	83%	48%	77%	61%	71%	-	60%	51%	51%	79%
	Female	70%	60%	65%	80%	67%	91%	72%	74%	62%	82%	42%	75%	59%	-	70%	57%	51%	48%	78%
Science	All Students	76%	67%	72%	86%	75%	91%	78%	81%	69%	87%	52%	81%	63%	77%	76%	64%	59%	59%	84%
	CWD	52%	43%	49%	62%	53%	66%	51%	56%	47%	63%	52%	-	44%	54%	49%	45%	40%	47%	60%
	CWOD	81%	73%	76%	91%	79%	93%	82%	86%	74%	90%	-	81%	66%	82%	80%	68%	64%	67%	89%
	EL	63%	63%	62%	64%	58%	74%	61%	63%	62%	67%	44%	66%	63%	64%	61%	57%	50%	53%	67%
	Male	77%	66%	73%	87%	77%	91%	78%	81%	70%	87%	54%	82%	64%	77%	-	64%	59%	58%	85%
	Female	76%	68%	71%	86%	73%	91%	78%	81%	68%	86%	49%	80%	61%	-	76%	63%	59%	60%	84%
SAT/ACT All Subjects	All Students	89%	84%	83%	95%	88%	99%	93%	94%	82%	94%	70%	90%	63%	90%	89%	89%	77%	73%	91%
	CWD	70%	55%	60%	86%	-	89%	*	79%	58%	81%	70%	-	44%	73%	63%	-	100%	*	44%
	CWOD	90%	84%	83%	95%	88%	99%	93%	95%	82%	94%	-	90%	63%	90%	89%	89%	76%	78%	92%
	EL	63%	68%	62%	71%	50%	83%	67%	*	62%	67%	44%	63%	63%	65%	61%	77%	63%	57%	64%
	Male	90%	84%	84%	95%	91%	99%	94%	95%	83%	94%	73%	90%	65%	90%	-	89%	78%	76%	91%
	Female	89%	84%	82%	95%	84%	98%	92%	93%	81%	94%	63%	89%	61%	-	89%	89%	76%	70%	91%
STAAR Percent at Meets Grade Level or Above																				
All Grades																				

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		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Subjects	All Students	48%	36%	41%	62%	46%	79%	48%	56%	37%	64%	23%	53%	30%	47%	49%	30%	27%	27%	58%
	CWD	23%	16%	20%	30%	23%	45%	22%	26%	18%	32%	23%	-	16%	24%	20%	15%	15%	19%	28%
	CWOD	53%	41%	45%	69%	50%	81%	52%	62%	42%	70%	-	53%	33%	53%	54%	34%	30%	32%	65%
	EL	30%	34%	28%	34%	27%	51%	23%	34%	28%	38%	16%	33%	30%	30%	30%	23%	19%	21%	35%
	Male	47%	33%	40%	61%	44%	78%	45%	54%	36%	63%	24%	53%	30%	47%	-	29%	26%	27%	57%
	Female	49%	39%	42%	63%	47%	80%	50%	57%	39%	66%	20%	54%	30%	-	49%	31%	28%	27%	59%
Reading	All Students	53%	42%	46%	68%	50%	81%	53%	62%	42%	70%	23%	59%	31%	48%	58%	32%	30%	31%	65%
	CWD	23%	17%	20%	32%	24%	43%	22%	28%	18%	34%	23%	-	15%	23%	24%	14%	16%	21%	30%
	CWOD	59%	49%	51%	75%	56%	83%	58%	70%	48%	76%	-	59%	34%	55%	63%	36%	35%	38%	72%
	EL	31%	37%	30%	35%	27%	50%	25%	34%	30%	38%	15%	34%	31%	28%	35%	23%	18%	21%	37%
	Male	48%	36%	41%	63%	46%	78%	47%	57%	37%	65%	23%	55%	28%	48%	-	28%	27%	28%	60%
	Female	58%	49%	50%	73%	55%	84%	59%	67%	47%	75%	24%	63%	35%	-	58%	36%	35%	34%	70%
Mathematics	All Students	43%	30%	37%	56%	41%	79%	42%	49%	33%	59%	22%	48%	30%	45%	42%	29%	23%	23%	51%
	CWD	22%	15%	20%	29%	22%	48%	22%	24%	18%	31%	22%	-	18%	25%	18%	16%	15%	18%	27%
	CWOD	48%	34%	40%	62%	45%	81%	45%	55%	37%	64%	-	48%	33%	50%	46%	32%	26%	27%	57%
	EL	30%	34%	28%	35%	28%	56%	22%	35%	29%	39%	18%	33%	30%	32%	28%	24%	21%	23%	34%
	Male	45%	30%	38%	58%	42%	80%	43%	51%	35%	61%	25%	50%	32%	45%	-	30%	24%	26%	53%
	Female	42%	30%	35%	54%	39%	78%	41%	48%	31%	57%	18%	46%	28%	-	42%	28%	23%	20%	49%
Science	All Students	46%	34%	38%	61%	45%	75%	46%	54%	35%	62%	22%	50%	26%	47%	45%	28%	26%	26%	57%
	CWD	22%	16%	19%	30%	24%	44%	21%	25%	18%	31%	22%	-	15%	24%	18%	16%	15%	19%	28%
	CWOD	50%	38%	42%	67%	49%	77%	50%	60%	39%	66%	-	50%	27%	52%	49%	31%	29%	30%	62%
	EL	26%	28%	24%	30%	24%	42%	19%	29%	24%	32%	15%	27%	26%	28%	23%	20%	16%	19%	29%
	Male	47%	33%	40%	63%	47%	76%	45%	55%	36%	63%	24%	52%	28%	47%	-	30%	27%	27%	58%
	Female	45%	34%	37%	60%	42%	74%	48%	53%	34%	61%	18%	49%	23%	-	45%	27%	25%	24%	55%
SAT/ACT All Subjects	All Students	59%	45%	42%	73%	57%	91%	57%	70%	40%	70%	38%	59%	15%	63%	54%	51%	30%	23%	57%
	CWD	38%	23%	23%	60%	-	73%	*	53%	20%	55%	38%	-	9%	42%	30%	-	14%	*	22%
	CWOD	59%	45%	42%	73%	57%	91%	57%	71%	40%	70%	-	59%	15%	63%	55%	51%	30%	24%	58%
	EL	15%	28%	13%	26%	13%	49%	17%	*	14%	22%	9%	15%	15%	19%	11%	19%	16%	0%	16%
	Male	63%	48%	47%	76%	63%	92%	63%	73%	45%	73%	42%	63%	19%	63%	-	60%	33%	29%	60%
	Female	54%	43%	37%	69%	51%	89%	52%	68%	35%	67%	30%	55%	11%	-	54%	43%	28%	17%	54%
STAAR Percent at Masters Grade Level																				
All Grades																				
All Subjects	All Students	20%	12%	14%	29%	18%	52%	18%	26%	12%	32%	6%	23%	9%	20%	21%	9%	8%	7%	25%
	CWD	6%	4%	5%	9%	6%	16%	6%	8%	5%	10%	6%	-	4%	7%	5%	4%	4%	5%	8%
	CWOD	23%	14%	16%	33%	21%	55%	20%	30%	14%	35%	-	23%	10%	23%	23%	10%	9%	9%	28%
	EL	9%	11%	8%	11%	7%	22%	4%	12%	8%	13%	4%	10%	9%	9%	9%	5%	5%	6%	10%
	Male	20%	11%	14%	28%	18%	52%	18%	25%	12%	31%	7%	23%	9%	20%	-	8%	8%	7%	24%
	Female	21%	13%	15%	30%	19%	52%	19%	27%	13%	33%	5%	23%	9%	-	21%	9%	8%	7%	26%

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		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Reading	All Students	22%	14%	16%	32%	19%	52%	20%	29%	13%	35%	6%	25%	8%	19%	25%	9%	9%	8%	28%	
	CWD	6%	4%	5%	9%	5%	14%	5%	8%	4%	10%	6%	-	3%	6%	6%	4%	4%	5%	7%	
	CWOD	25%	17%	18%	37%	22%	55%	22%	34%	16%	39%	-	25%	9%	22%	28%	10%	10%	10%	32%	
	EL	8%	11%	8%	10%	6%	19%	3%	10%	8%	12%	3%	9%	8%	7%	10%	5%	4%	5%	10%	
	Male	19%	11%	13%	28%	16%	49%	17%	25%	11%	31%	6%	22%	7%	19%	-	7%	7%	7%	23%	
	Female	25%	17%	18%	36%	23%	56%	23%	33%	16%	39%	6%	28%	10%	-	25%	10%	10%	9%	32%	
Mathematics	All Students	19%	11%	14%	27%	18%	54%	17%	24%	12%	30%	7%	22%	11%	21%	18%	10%	8%	7%	22%	
	CWD	7%	4%	6%	10%	7%	19%	6%	8%	5%	11%	7%	-	5%	9%	5%	5%	5%	5%	9%	
	CWOD	22%	13%	16%	31%	21%	57%	19%	27%	14%	34%	-	22%	12%	25%	20%	11%	9%	8%	26%	
	EL	11%	12%	10%	14%	9%	29%	6%	15%	10%	17%	5%	12%	11%	12%	9%	7%	7%	8%	12%	
	Male	21%	11%	16%	29%	20%	57%	19%	26%	14%	33%	9%	25%	12%	21%	-	11%	8%	7%	25%	
	Female	18%	11%	13%	24%	16%	51%	15%	21%	11%	28%	5%	20%	9%	-	18%	10%	7%	6%	20%	
Science	All Students	17%	9%	11%	26%	16%	46%	16%	22%	9%	28%	5%	19%	5%	18%	15%	6%	6%	6%	22%	
	CWD	5%	3%	5%	8%	6%	12%	6%	6%	4%	8%	5%	-	3%	6%	4%	4%	5%	5%	7%	
	CWOD	19%	10%	12%	29%	18%	48%	17%	25%	10%	30%	-	19%	5%	21%	17%	7%	7%	6%	24%	
	EL	5%	6%	4%	7%	5%	14%	4%	8%	5%	8%	3%	5%	5%	6%	4%	4%	4%	4%	6%	6%
	Male	18%	9%	12%	28%	17%	48%	17%	24%	10%	29%	6%	21%	6%	18%	-	7%	7%	6%	23%	
	Female	15%	9%	10%	24%	15%	45%	15%	21%	8%	26%	4%	17%	4%	-	15%	5%	6%	5%	20%	
SAT/ACT All Subjects	All Students	13%	5%	4%	14%	13%	49%	10%	19%	4%	19%	9%	13%	1%	17%	10%	19%	1%	0%	8%	
	CWD	9%	1%	4%	16%	-	28%	*	16%	3%	15%	9%	-	1%	12%	3%	-	14%	*	0%	
	CWOD	13%	5%	4%	14%	13%	50%	10%	19%	4%	19%	-	13%	1%	17%	10%	19%	1%	0%	8%	
	EL	1%	0%	0%	1%	0%	12%	0%	*	0%	3%	1%	1%	1%	1%	1%	8%	0%	0%	0%	
	Male	17%	7%	6%	18%	17%	56%	14%	24%	6%	23%	12%	17%	1%	17%	-	17%	2%	0%	10%	
	Female	10%	4%	3%	10%	10%	43%	6%	14%	3%	15%	3%	10%	1%	-	10%	20%	1%	0%	6%	

- Indicates there are no students in the group.

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

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Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2024-25 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	68	63	65	73	67	82	68	72	63	50	59
CWD	50	44	47	56	50	63	48	53	46	50	43
CWOD	72	68	69	76	70	84	71	75	67	-	63
EL ◇	59	63	59	62	56	71	58	62	59	43	59
Male	65	59	62	70	64	81	64	69	60	47	57
Female	71	67	68	76	70	84	72	75	67	53	63
Mathematics											
All Students	66	60	63	70	65	85	67	68	62	55	62
CWD	55	51	54	59	53	71	59	56	53	55	53
CWOD	68	63	66	73	68	86	69	71	64	-	64
EL ◇	62	64	61	66	59	76	61	66	61	53	62
Male	66	59	63	71	66	85	68	68	62	56	62
Female	66	61	63	70	65	84	67	68	62	54	62

- Indicates there are no students in the group.

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

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Part (iii)(II): Graduation Rate

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ◇	Homeless ◇	Foster Care ◇
Federal Graduation Rates													
6-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2023													
All Students	92.2%	88.6%	90.9%	95.3%	90.9%	97.8%	91.7%	93.1%	89.5%	85.2%	84.8%	80.7%	68.3%
CWD	85.2%	82.9%	85.1%	87.4%	87.8%	79.4%	83.3%	86.2%	84.4%	85.2%	87.0%	78.4%	67.4%
CWOD	92.9%	89.4%	91.5%	96.0%	91.2%	98.4%	92.5%	93.9%	90.2%	-	84.6%	81.1%	68.6%
EL ◇	84.8%	89.8%	84.2%	88.2%	83.0%	93.6%	83.1%	83.3%	85.4%	87.0%	84.8%	74.5%	71.9%
Male	90.5%	85.9%	88.8%	94.4%	88.7%	97.4%	90.7%	92.0%	87.3%	84.0%	82.2%	76.8%	66.6%
Female	93.9%	91.3%	93.0%	96.2%	93.1%	98.2%	92.7%	94.1%	91.8%	87.4%	88.1%	84.2%	69.6%

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

Part (iv): English Language Proficiency

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
1,248,970	236,265	19%

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	47	37	41	58	45	74	47	54	38	25	33
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	80%	73%	79%	84%	76%	92%	76%	81%	77%	75%	74%

- Indicates there are no students in the group.

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

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Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2023-2027)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Interim Goals (2028-2032)	53%	43%	48%	67%	53%	78%	54%	63%	44%	33%	41%
Target Met	Y	Y	N	Y	Y	Y	Y	Y	N	N	N
Interim Goals (2033-2037)	62%	54%	59%	74%	63%	82%	63%	70%	55%	47%	53%
Target Met	N	N	N	N	N	Y	N	N	N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Mathematics											
Interim Goals (2023-2027)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	Y	N	N	N	N	N	N	N	Y	N
Interim Goals (2028-2032)	55%	43%	50%	66%	54%	85%	58%	62%	47%	36%	50%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Interim Goals (2033-2037)	64%	55%	60%	73%	63%	88%	66%	70%	58%	49%	60%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N	N	N	N	N	N	N	N
English Learner Language Proficiency Status											
Interim Goals (2023-2027)											44%
Target Met											Y
Interim Goals (2028-2032)											46%
Target Met											Y
Interim Goals (2033-2037)											48%
Target Met											Y
Long-Term Goals											50%
Target Met											Y
Federal Graduation Status											
Interim Goals (2023-2027)	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80%
Target Met		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

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

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

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

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Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2024-25 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	
Participation Rate																		
All Subjects	All Students	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%	
	CWD	99%	99%	99%	99%	99%	99%	98%	98%	99%	99%	99%	-	99%	99%	99%	99%	
	CWOD	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	-	99%	99%	99%	99%	99%	
	EL	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%	
	Male	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%	-	99%	
	Female	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%	-	99%	
Reading	All Students	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%	
	CWD	99%	99%	99%	99%	98%	99%	98%	98%	99%	99%	99%	-	100%	99%	99%	99%	
	CWOD	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	-	99%	99%	99%	99%	100%	
	EL	99%	100%	99%	100%	99%	100%	99%	99%	99%	99%	100%	99%	99%	99%	99%	100%	
	Male	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%	99%	-	99%
	Female	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%	-	99%	
Mathematics	All Students	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%	
	CWD	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%	-	99%	99%	99%	99%	
	CWOD	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	-	99%	99%	99%	99%	99%	
	EL	99%	99%	99%	99%	99%	100%	100%	99%	99%	99%	99%	99%	99%	99%	99%	99%	
	Male	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%	-	99%	
	Female	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%	-	99%	
Science	All Students	99%	98%	99%	99%	98%	99%	98%	99%	99%	99%	99%	99%	99%	99%	99%	99%	
	CWD	99%	98%	99%	99%	98%	99%	97%	98%	98%	99%	99%	-	99%	99%	99%	98%	
	CWOD	99%	98%	99%	99%	98%	99%	98%	99%	99%	99%	-	99%	99%	99%	99%	99%	
	EL	99%	99%	99%	99%	98%	99%	98%	96%	99%	99%	99%	99%	99%	99%	99%	99%	
	Male	99%	98%	99%	99%	99%	99%	98%	99%	99%	99%	99%	99%	99%	99%	-	99%	
	Female	99%	98%	99%	99%	98%	99%	98%	98%	99%	99%	99%	99%	99%	99%	-	99%	
SAT/ACT All Subjects	All Students	94%	95%	93%	94%	93%	96%	91%	94%	92%	95%	88%	94%	91%	93%	94%	91%	
	CWD	88%	91%	86%	88%	*	92%	*	95%	86%	89%	88%	-	90%	88%	87%	-	
	CWOD	94%	95%	93%	94%	94%	96%	91%	94%	92%	95%	-	94%	91%	93%	94%	91%	
	EL	91%	93%	91%	88%	80%	98%	75%	*	91%	91%	90%	91%	91%	90%	91%	76%	
	Male	93%	94%	92%	94%	95%	96%	88%	94%	91%	94%	88%	93%	90%	93%	-	95%	
	Female	94%	95%	93%	94%	92%	97%	94%	94%	93%	95%	87%	94%	91%	-	94%	88%	
Non-Participation Rate																		

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		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All Students	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
	CWD	1%	1%	1%	1%	1%	1%	2%	2%	1%	1%	1%	-	1%	1%	1%	1%
	CWOD	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	-	1%	1%	1%	1%	1%
	EL	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
	Male	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	1%	-	1%
	Female	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	1%	-	1%
Reading	All Students	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
	CWD	1%	1%	1%	1%	2%	1%	2%	2%	1%	1%	1%	-	0%	1%	1%	1%
	CWOD	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	-	1%	1%	1%	1%	0%
	EL	1%	0%	1%	0%	1%	0%	1%	1%	1%	1%	0%	1%	1%	1%	1%	0%
	Male	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	1%	-	1%
	Female	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	1%	-	1%
Mathematics	All Students	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
	CWD	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	-	1%	1%	1%	1%
	CWOD	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	-	1%	1%	1%	1%	1%
	EL	1%	1%	1%	1%	1%	0%	0%	1%	1%	1%	1%	1%	1%	1%	1%	1%
	Male	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	1%	-	1%
	Female	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	1%	-	1%
Science	All Students	1%	2%	1%	1%	2%	1%	2%	1%	1%	1%	1%	1%	1%	1%	1%	1%
	CWD	1%	2%	1%	1%	2%	1%	3%	2%	2%	1%	1%	-	1%	1%	1%	2%
	CWOD	1%	2%	1%	1%	2%	1%	2%	1%	1%	1%	-	1%	1%	1%	1%	1%
	EL	1%	1%	1%	1%	2%	1%	2%	4%	1%	1%	1%	1%	1%	1%	1%	1%
	Male	1%	2%	1%	1%	1%	1%	2%	1%	1%	1%	1%	1%	1%	1%	-	1%
	Female	1%	2%	1%	1%	2%	1%	2%	2%	1%	1%	1%	1%	1%	1%	-	1%
SAT/ACT All Subjects	All Students	6%	5%	7%	6%	7%	4%	9%	6%	8%	5%	12%	6%	9%	7%	6%	9%
	CWD	12%	9%	14%	12%	*	8%	*	5%	14%	11%	12%	-	10%	12%	13%	-
	CWOD	6%	5%	7%	6%	6%	4%	9%	6%	8%	5%	-	6%	9%	7%	6%	9%
	EL	9%	7%	9%	12%	20%	2%	25%	*	9%	9%	10%	9%	9%	10%	9%	24%
	Male	7%	6%	8%	6%	5%	4%	12%	6%	9%	6%	12%	7%	10%	7%	-	5%
	Female	6%	5%	7%	6%	8%	3%	6%	6%	7%	5%	13%	6%	9%	-	6%	12%

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

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

Statewide Campus Level of School Quality, Climate, and Safety

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

Statewide Campus Level of Preschool Programs and Accelerated Coursework

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Part (ix): Teacher Quality Data

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

	All School		High-Poverty Schools		Low-Poverty Schools	
	Number	Percent	Number	Percent	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	60,346.3	15.4%	14,991.1	18.2%	13,973.6	12.1%
Teachers Teaching with Emergency or Provisional Credentials	13,294.4	3.6%	3,122.5	4.0%	3,481.4	3.2%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	57,219.3	15.4%	13,395.1	17.3%	12,343.9	11.2%

- Indicates there are no data available in the group.

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Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year (2024-25).

	State & Local and Federal		State & Local			Federal		
	Enrollment	Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$615	\$15	\$570	\$585	\$1	\$29	\$30
Food services		\$629	\$44	\$50	\$94	\$309	\$227	\$536
Instruction		\$6,974	\$5,976	\$242	\$6,218	\$557	\$199	\$756
Support services, general administration		\$149	\$0	\$148	\$148		\$0	\$0
Support services, instructional staff		\$628	\$417	\$44	\$461	\$67	\$100	\$167
Support services, operation and maintenance of plant		\$1,432	\$409	\$964	\$1,373	\$24	\$34	\$58
Support services, pupils		\$666	\$482	\$31	\$514	\$66	\$86	\$152
Support services, school administration		\$696	\$662	\$8	\$670	\$21	\$5	\$26
Support services, student transportation		\$353	\$13	\$330	\$343	\$0	\$9	\$9
Total	5,517,839	\$12,142	\$8,019	\$2,388	\$10,407	\$1,045	\$690	\$1,735
Campus Level PPE Summary Report District Level PPE Summary Report								
Note: Downloadable PDF and Excel files are available.								

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

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Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2
Grade 3		
Reading	7,517	2%
Mathematics	7,510	2%
Grade 4		
Reading	6,669	2%
Mathematics	6,666	2%
Grade 5		
Reading	6,321	2%
Mathematics	6,324	2%
Science	6,315	2%
Grade 6		
Reading	5,876	1%
Mathematics	5,877	1%
Grade 7		
Reading	5,387	1%
Mathematics	5,385	2%
Grade 8		
Reading	4,906	1%
Mathematics	4,907	1%
Science	4,904	1%
End of Course		
English I	4,932	1%
English II	4,732	1%
Algebra I	4,932	1%
Biology	4,992	1%
All Grades		
All Subjects	104,161	1%
Reading	46,349	1%
Mathematics	41,601	1%
Science	16,211	1%

- Indicates there are no students in the group.

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

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

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

State Level: 2024 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	43	40	57	60	28	31	7	8
		Black	53	56	47	44	17	17	2	3
		Hispanic	51	52	49	48	20	21	4	4
		White	28	30	72	70	42	39	11	11
		American Indian	*	61	*	39	*	14	*	2
		Asian	14	21	86	79	61	53	24	21
		Pacific Islander	*	47	*	53	*	22	*	5
		Two or More Races	41	36	59	64	29	35	11	10
		EcoDis	53	53	47	47	18	19	3	4
		Students with Disabilities	76	74	24	26	8	9	1	2
	English Language Learners	60	71	40	29	13	8	2	1	
	Mathematics	Overall	21	24	79	76	43	39	9	9
		Black	27	41	73	59	27	19	3	2
		Hispanic	27	34	73	66	34	27	4	4
		White	9	14	91	86	60	51	15	12
		American Indian	*	45	*	55	*	19	*	2
		Asian	4	10	96	90	78	66	33	25
		Pacific Islander	*	43	*	57	*	20	*	2
		Two or More Races	13	20	87	80	55	43	13	11
		EcoDis	27	35	73	65	32	25	4	3
Students with Disabilities		53	55	47	45	16	15	2	2	
English Language Learners	31	48	69	52	30	16	4	2		
Grade 8	Reading	Overall	39	33	61	67	25	30	3	4
		Black	48	48	52	52	18	16	1	1
		Hispanic	48	45	52	55	16	19	1	2
		White	24	23	76	77	37	37	5	5
		American Indian	*	44	*	56	*	18	*	2
		Asian	12	16	88	84	63	55	17	13
		Pacific Islander	*	41	*	59	*	24	*	4
		Two or More Races	27	30	73	70	36	35	2	5

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State Level: 2024 Percentages at NAEP Achievement Levels										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 8	Reading	EcoDis	50	46	50	54	14	18	1	1
		Students with Disabilities	75	69	25	31	3	7	*	1
		English Language Learners	57	70	43	30	9	5	*	*
	Mathematics	Overall	44	39	56	61	24	28	6	8
		Black	60	62	40	38	12	10	2	2
		Hispanic	52	54	48	46	17	15	2	3
		White	28	26	72	74	35	38	8	10
		American Indian	*	60	*	40	*	11	*	2
		Asian	12	15	88	85	57	59	32	31
		Pacific Islander	*	56	*	44	*	16	*	4
		Two or More Races	37	36	63	64	37	31	17	10
		EcoDis	54	55	46	45	14	14	2	3
		Students with Disabilities	80	77	20	23	4	6	1	1
English Language Learners	62	77	38	23	10	5	2	1		

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

State Level: 2024 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	80%
		English Learners	90%
	Mathematics	Students with Disabilities	86%
		English Learners	94%
Grade 8	Reading	Students with Disabilities	82%
		English Learners	96%
	Mathematics	Students with Disabilities	81%
		English Learners	96%

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

This section provides information on the cohort rate at which students who graduated from high school in the 2022-23 school year enrolled in a Texas public postsecondary education institution 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. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	50%	47%	48%	52%	45%	76%	38%	49%	45%	27%	47%
In-State Private Institutions	3%	4%	3%	4%	2%	3%	1%	4%	2%	1%	2%
Out-of-State Institutions	7%	9%	4%	11%	10%	9%	7%	11%	4%	3%	3%

- Indicates there are no students in the group.

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

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Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2023-24 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	19%	24%	22%	14%	21%	7%	24%	18%	23%	23%	19%

- Indicates there are no students in the group.

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

Part (xv): Section 1003 Fund

This section provides a list of all the LEAs and schools that received funds under Section 1003, including the amount of funds each school received and the types of strategies implemented in each school with such funds for the 2024-25 school year.

Statewide Section 1003 Funds

Note: Downloadable PDF and Excel files are available.

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

This section provides number of recently arrived English learners exempted from the ELA/Reading assessments and whose results are excluded from the 2024-25 State accountability.

State	Count of 1st Year English Learners Excluded from the State Accountability
Texas	6,368
District-Campus Level of 1st Year English Learner Excluded from the State Accountability	
Note: PDF and Excel files are available at District and State Levels.	

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