Texas Academic Performance Report for 2024-25

Arlington Classics Academy Annual Report

in compliance with TEC Ch. 39
January 15, 2026

Texas Education Code Chapter 39 requires that Arlington Classics Academy's board of directors publish on annual report that includes the Texas Academic Performance Report as prepared by the Texas Education Agency, campus performance objectives, a report of violent or criminal incidents, and information received under Texas Education Code §51.043(e) from the Texas Higher Education Coordinating Board.

Section 1- Texas Academic Performance Report

Section 1 provides the Texas Academic Performance Report (TAPR) as prepared by the Texas Education Agency for our district and each campus. Due to the length of the reports, they are attached as addendum A. These reports provide information concerning student body performance on the State of Texas Assessments of Academic Readiness (STAAR) as well as information on student enrollment, class size, and financial expenditures.

The report for our school may or may not have all the information described because the information presented depends on whether the school is an elementary, middle or high school. State law requires that the TAPR display information about the state, the district, and the school. Where possible, the information must be reported by race/ethnicity and socio-economic status of the students and must include at least two years of results.

More information about the accountability system and ratings can be found at www.txschools.gov.

As a school of choice, ACA is a proven opportunity for enriched and accelerated learning in our community. ACA continues to utilize norm referenced assessments in order to inform instructional programs and continuously improve our services to our students. Summary results of the NWEA assessment are available as addendum B.

Section 2 – PEIMS Financial Standard Reports (2023-24 Financial Actual Reports)

Additional to the financial reporting available in the TAPR, the Division of School Finance provides a PEIMS Financial Standards Report of Financial Actual Information and is included as addendum C. The Financial Actual Reports can be found at https://tea.texas.gov/finance-and-grants/state-funding/state-funding-reports-and-data/peims-financial-standard-reports.

Section 3 - Campus Performance Objectives

Each Texas school is compelled to design strategic goals for the coming year through a Campus Improvement Plan. These strategic goals are driven by campus performance data with the TAPR. During each TAPR reporting period, campuses are asked to reflect on the previous year's successes and challenges. Those are included in the reports. 2024-25 District Improvement Plan is the aggregation of Campus Improvement Plans (CIP) whose results are included in this report for review as addendum D.

Section 4 – District Accreditation Status

Each district annual report must include the 2023-24 accreditation status according to Texas Education Code §39.051. The accreditation statuses can be accessed online at https://tea.texas.gov/texas-schools/accountability/accreditation/accreditation-status

CDN	DISTRICT NAME	ESC	2023 FIRST Rating	2023 Accountability Rating	2023-2024 Accreditation Status	Reason For Status	Notes
220802	ARLINGTON CLASSICS ACADEMY	11	A - Superior Achievement	A	ACCREDITED		

This section also requires that we report any distinction designations awarded to campuses.

ACA MS received distinction designations for Academic Achievement in ELAR and Social Studies.

Section 5 – Special Education Determination Status (TAPR Report Only)

The annual report must include the district's special education determination status. The special education integrated intervention stage/determination status for each district is on the cover page of the report.

No special education intervention staging or determination status was published in the TAPR reports at this time.

Section 6 - Report on Violent or Criminal Incidents

Texas statute requires every district to publish a report on violent or criminal incidents at their schools. ACA is proud to be a safe place for students, families, and staff.

ACA reports zero (0) student violent or criminal incidents that occurred on any campus for the 2024-25 school year.

ACA has adopted and follows school violence prevention and intervention policies and procedures that ensure the safety of our students to the best of our ability. Campus efforts in drug awareness and violence/bullying prevention include inviting officers to discuss the power of good choices as well as other projects and assemblies. Each campus has designated guidance lessons to address these issues directly. Each campus has adopted a Positive Behavior Intervention System or similar discipline management system. The district bullying reporting system is in place and each campus has a method to anonymously report incidents. We continue to contract with off-duty officers at both campuses for safety and in compliance with current law regarding armed guards on campuses.

The Safe and Drug-Free Schools and Communities Act of 1994 requires school district to evaluate high school students for safety and drug awareness and report the findings from those evaluations. ACA does not have a high school and; therefore, this requirement does not apply.

Section 7 - Reports of Student Enrollment and Academic Performance (TEC §SI.043(e))

ACA is an open-enrollment charter school that served students in grades Kindergarten through 8th grade for the 2023-24 school year. Therefore, ACA is not included in this report.

Section 8 - Progress Towards HB3 Goals

TEC, §39.306(a)(8) the Annual Report to include the progress of the district and each campus in the district toward meeting the goals set in the district's early childhood literacy and mathematics proficiency plans adopted under Section 11.185. Reports can be found on ACA's website: LINK.

Addendum

A

TAPR Reports

2024-25 Texas Academic Performance Report (TAPR)

District Name: ARLINGTON CLASSICS ACADEMY

District Number: 220802

2025 District Accountability Score: B

This district is a Charter District.

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	School Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2025	77%	78%	**95%**	92%	97%	96%	-	100%	-	91%	67%	*	95%	96%	91%	96%
	2024	74%	74%	**90%**	94%	81%	97%	*	83%	-	71%	50%	*	92%	78%	87%	71%
At Meets Grade Level or Above	2025	52%	52%	**73%**	61%	77%	74%	-	84%	-	70%	44%	*	72%	81%	64%	76%
	2024	48%	48%	**63%**	63%	62%	64%	*	72%	-	57%	21%	*	65%	56%	58%	57%
At Masters Grade Level	2025	23%	23%	**28%**	17%	26%	34%	-	35%	-	30%	6%	*	29%	27%	16%	20%
	2024	21%	20%	**28%**	38%	19%	26%	*	33%	-	36%	0%	*	28%	30%	30%	24%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2025	71%	72%	**94%**	81%	97%	98%	-	100%	-	96%	83%	*	93%	100%	89%	92%
	2024	70%	71%	**87%**	78%	79%	96%	*	89%	-	86%	36%	*	90%	74%	80%	81%
At Meets Grade Level or Above	2025	46%	47%	**78%**	56%	83%	83%	-	94%	-	75%	56%	*	77%	85%	66%	76%
	2024	42%	44%	**68%**	69%	55%	73%	*	72%	-	71%	29%	*	70%	59%	58%	71%
At Masters Grade Level	2025	19%	21%	**41%**	19%	34%	53%	-	55%	-	42%	11%	*	40%	44%	29%	44%
	2024	15%	16%	**27%**	19%	21%	26%	*	44%	-	50%	0%	*	29%	19%	23%	24%
Grade 4 Reading																	
At Approaches Grade Level or Above	2025	81%	81%	**94%**	91%	93%	100%	*	83%	-	100%	65%	*	94%	94%	94%	86%
	2024	81%	81%	**96%**	96%	93%	98%	*	96%	-	100%	92%	83%	98%	94%	96%	89%
At Meets Grade Level or Above	2025	54%	54%	**75%**	76%	68%	78%	*	67%	-	91%	23%	*	75%	71%	77%	57%
	2024	51%	51%	**74%**	54%	64%	82%	*	92%	-	87%	25%	50%	77%	66%	61%	74%
At Masters Grade Level	2025	24%	23%	**26%**	32%	23%	25%	*	22%	-	36%	4%	*	26%	26%	25%	19%
	2024	23%	23%	**34%**	14%	27%	42%	*	52%	-	33%	8%	0%	37%	26%	16%	16%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2025	69%	69%	**84%**	85%	78%	87%	*	78%	-	100%	50%	*	85%	80%	77%	71%
	2024	69%	68%	**77%**	71%	61%	87%	*	92%	-	73%	58%	50%	82%	66%	73%	63%
At Meets Grade Level or Above	2025	47%	46%	**53%**	50%	58%	49%	*	50%	-	73%	15%	*	56%	40%	46%	52%
	2024	46%	45%	**54%**	46%	34%	62%	*	84%	-	53%	50%	0%	55%	51%	41%	32%
At Masters Grade Level	2025	24%	23%	**27%**	24%	25%	28%	*	39%	-	27%	8%	*	28%	23%	27%	29%
	2024	21%	21%	**22%**	7%	14%	29%	*	44%	-	13%	8%	0%	26%	13%	10%	11%
Grade 5 Reading																	

	School Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2025	77%	77%	**92%**	89%	80%	98%	*	100%	-	93%	68%	*	94%	88%	91%	88%
	2024	79%	79%	**91%**	92%	89%	90%	-	96%	-	91%	33%	80%	95%	78%	87%	95%
At Meets Grade Level or Above	2025	58%	58%	**74%**	64%	64%	81%	*	83%	-	80%	50%	*	77%	67%	63%	71%
	2024	55%	55%	**74%**	70%	59%	79%	-	81%	-	77%	0%	60%	80%	55%	68%	86%
At Masters Grade Level	2025	30%	30%	**43%**	25%	30%	46%	*	73%	-	47%	9%	*	44%	40%	27%	46%
	2024	29%	28%	**46%**	35%	33%	45%	-	59%	-	64%	0%	40%	50%	33%	32%	62%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2025	74%	73%	**85%**	86%	66%	94%	*	93%	-	87%	59%	*	85%	83%	79%	79%
	2024	77%	76%	**89%**	92%	74%	88%	-	96%	-	95%	56%	100%	89%	88%	89%	100%
At Meets Grade Level or Above	2025	47%	46%	**52%**	36%	23%	67%	*	83%	-	53%	41%	*	56%	42%	38%	33%
	2024	50%	50%	**67%**	50%	52%	74%	-	81%	-	77%	22%	40%	71%	53%	59%	81%
At Masters Grade Level	2025	22%	21%	**26%**	18%	9%	31%	*	53%	-	20%	5%	*	27%	23%	18%	21%
	2024	19%	20%	**34%**	16%	26%	36%	-	52%	-	45%	0%	40%	36%	25%	24%	52%
Grade 5 Science																	
At Approaches Grade Level or Above	2025	65%	64%	**74%**	79%	50%	83%	*	80%	-	87%	50%	*	75%	71%	71%	54%
	2024	58%	58%	**75%**	62%	74%	79%	-	78%	-	86%	33%	60%	82%	55%	64%	81%
At Meets Grade Level or Above	2025	31%	30%	**31%**	11%	16%	50%	*	47%	-	20%	14%	*	35%	21%	13%	17%
	2024	28%	28%	**39%**	30%	26%	47%	-	44%	-	48%	0%	40%	45%	23%	26%	48%
At Masters Grade Level	2025	12%	12%	**10%**	0%	5%	15%	*	27%	-	0%	0%	*	12%	6%	2%	4%
	2024	11%	11%	**22%**	19%	19%	17%	-	26%	-	38%	0%	40%	25%	10%	17%	29%
Grade 6 Reading																	
At Approaches Grade Level or Above	2025	77%	78%	**90%**	86%	84%	93%	-	96%	-	91%	25%	100%	94%	81%	90%	92%
	2024	77%	78%	**88%**	89%	78%	93%	-	95%	-	88%	18%	100%	90%	85%	82%	86%
At Meets Grade Level or Above	2025	56%	58%	**76%**	70%	65%	79%	-	93%	-	83%	8%	60%	86%	55%	69%	79%
	2024	57%	57%	**67%**	53%	58%	76%	-	91%	-	63%	0%	40%	69%	63%	62%	62%
At Masters Grade Level	2025	29%	30%	**41%**	28%	30%	47%	-	52%	-	52%	0%	20%	47%	26%	35%	46%
	2024	26%	26%	**19%**	13%	14%	26%	-	18%	-	25%	0%	0%	21%	13%	13%	10%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2025	74%	75%	**87%**	88%	78%	86%	-	93%	-	96%	25%	100%	94%	73%	81%	83%
	2024	72%	72%	**85%**	79%	80%	86%	-	100%	-	88%	36%	80%	85%	83%	73%	86%

	School Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2025	40%	41%	**46%**	36%	27%	48%	-	68%	-	65%	0%	60%	53%	32%	46%	54%
	2024	39%	40%	**47%**	34%	38%	55%	-	68%	-	50%	0%	20%	49%	42%	36%	33%
At Masters Grade Level	2025	16%	17%	**18%**	17%	5%	14%	-	36%	-	26%	0%	20%	23%	5%	15%	29%
	2024	14%	14%	**14%**	3%	6%	22%	-	32%	-	13%	0%	0%	15%	12%	15%	14%
Grade 7 Reading																	
At Approaches Grade Level or Above	2025	76%	77%	**95%**	95%	86%	98%	-	100%	-	100%	60%	-	93%	98%	94%	95%
	2024	74%	75%	**91%**	79%	90%	96%	-	100%	-	90%	36%	*	94%	82%	83%	85%
At Meets Grade Level or Above	2025	54%	54%	**71%**	65%	61%	75%	-	87%	-	75%	20%	-	73%	66%	64%	68%
	2024	54%	55%	**76%**	58%	67%	85%	-	96%	-	90%	0%	*	81%	62%	65%	65%
At Masters Grade Level	2025	27%	27%	**29%**	24%	18%	42%	-	26%	-	38%	0%	-	31%	25%	24%	14%
	2024	29%	30%	**53%**	39%	48%	60%	-	70%	-	60%	0%	*	57%	44%	48%	45%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2025	55%	56%	**74%**	68%	68%	77%	-	83%	-	88%	27%	-	73%	77%	69%	68%
	2024	56%	56%	**78%**	58%	79%	87%	-	91%	-	80%	18%	*	80%	73%	68%	75%
At Meets Grade Level or Above	2025	33%	34%	**46%**	37%	41%	49%	-	61%	-	63%	9%	-	48%	41%	37%	45%
	2024	34%	33%	**54%**	34%	43%	70%	-	70%	-	60%	0%	*	55%	51%	45%	45%
At Masters Grade Level	2025	11%	11%	**13%**	5%	7%	13%	-	39%	-	13%	0%	-	15%	9%	16%	14%
	2024	11%	10%	**20%**	3%	7%	34%	-	43%	-	20%	0%	*	23%	11%	23%	15%
Grade 8 Reading																	
At Approaches Grade Level or Above	2025	82%	82%	**96%**	94%	95%	98%	-	100%	-	89%	50%	*	96%	96%	90%	87%
	2024	81%	80%	**99%**	100%	100%	98%	-	100%	-	100%	86%	*	99%	100%	100%	100%
At Meets Grade Level or Above	2025	58%	59%	**88%**	82%	79%	95%	-	95%	-	89%	10%	*	88%	88%	71%	67%
	2024	56%	57%	**91%**	91%	83%	94%	-	94%	-	90%	71%	*	92%	85%	76%	100%
At Masters Grade Level	2025	32%	32%	**68%**	53%	59%	77%	-	90%	-	67%	0%	*	70%	58%	52%	47%
	2024	29%	31%	**65%**	75%	45%	74%	-	72%	-	30%	43%	*	64%	70%	39%	71%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2025	71%	70%	*	*	*	*	-	-	-	-	*	-	*	*	*	*
	2024	72%	71%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2025	47%	46%	*	*	*	*	-	-	-	-	*	-	*	*	*	*
	2024	43%	42%	-	-	-	-	-	-	-	-	-	-	-	-	-	-

	School Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2025	18%	17%	*	*	*	*	-	-	-	-	*	-	*	*	*	*
	2024	16%	15%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2025	58%	58%	**91%**	88%	87%	93%	-	100%	-	89%	50%	*	92%	88%	77%	80%
	2024	60%	61%	**97%**	91%	100%	98%	-	100%	-	100%	86%	*	98%	95%	94%	100%
At Meets Grade Level or Above	2025	32%	32%	**74%**	62%	72%	79%	-	85%	-	89%	0%	*	76%	65%	58%	60%
	2024	33%	34%	**78%**	69%	69%	87%	-	89%	-	70%	57%	*	77%	85%	67%	86%
At Masters Grade Level	2025	17%	17%	**59%**	47%	46%	74%	-	65%	-	67%	0%	*	62%	42%	45%	40%
	2024	17%	18%	**49%**	38%	38%	60%	-	67%	-	30%	43%	*	52%	35%	30%	50%
End of Course Algebra I																	
At Approaches Grade Level or Above	2025	78%	76%	**94%**	94%	87%	98%	-	100%	-	90%	88%	*	92%	100%	87%	85%
	2024	81%	79%	**93%**	88%	87%	96%	-	100%	-	100%	63%	*	92%	100%	91%	100%
At Meets Grade Level or Above	2025	45%	43%	**61%**	44%	51%	77%	-	75%	-	60%	0%	*	65%	45%	40%	54%
	2024	43%	41%	**61%**	55%	53%	69%	-	83%	-	30%	25%	*	61%	65%	44%	79%
At Masters Grade Level	2025	27%	26%	**37%**	18%	21%	52%	-	65%	-	50%	0%	*	42%	17%	20%	31%
	2024	24%	23%	**33%**	21%	23%	44%	-	50%	-	10%	13%	*	38%	9%	15%	36%
End of Course Biology																	
At Approaches Grade Level or Above	2025	92%	92%	**98%**	97%	97%	98%	-	100%	-	100%	80%	*	98%	96%	97%	93%
	2024	91%	92%	**99%**	100%	100%	98%	-	100%	-	100%	86%	*	99%	100%	100%	100%
At Meets Grade Level or Above	2025	61%	63%	**86%**	79%	74%	95%	-	95%	-	100%	20%	*	88%	81%	65%	67%
	2024	56%	57%	**87%**	88%	80%	91%	-	89%	-	80%	57%	*	86%	90%	73%	93%
At Masters Grade Level	2025	21%	22%	**41%**	21%	23%	57%	-	70%	-	56%	0%	*	44%	27%	23%	20%
	2024	19%	19%	**41%**	41%	27%	47%	-	61%	-	10%	29%	*	41%	38%	27%	50%
All Grades All Subjects																	
At Approaches Grade Level or Above	2025	75%	75%	**89%**	87%	82%	93%	60%	94%	-	93%	57%	90%	90%	86%	85%	83%
	2024	75%	75%	**89%**	84%	84%	93%	*	94%	-	89%	50%	86%	91%	81%	83%	86%
At Meets Grade Level or Above	2025	50%	50%	**65%**	56%	56%	71%	20%	78%	-	71%	24%	55%	68%	55%	54%	58%
	2024	48%	49%	**66%**	57%	55%	73%	*	80%	-	67%	22%	51%	69%	57%	55%	65%

	School Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2025	21%	21%	**33%**	23%	23%	39%	0%	49%	-	37%	4%	17%	36%	24%	23%	28%
	2024	20%	20%	**33%**	25%	23%	38%	*	48%	-	35%	7%	18%	36%	23%	23%	32%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2025	76%	76%	**93%**	91%	89%	97%	*	97%	-	93%	59%	92%	94%	91%	92%	91%
	2024	76%	76%	**92%**	91%	88%	95%	*	95%	-	90%	52%	92%	94%	85%	88%	87%
At Meets Grade Level or Above	2025	54%	55%	**76%**	70%	69%	80%	*	85%	-	80%	30%	67%	78%	68%	68%	70%
	2024	54%	55%	**74%**	64%	65%	79%	*	88%	-	77%	17%	58%	77%	63%	64%	72%
At Masters Grade Level	2025	23%	23%	**39%**	30%	31%	44%	*	50%	-	44%	4%	17%	40%	32%	28%	31%
	2024	22%	22%	**40%**	36%	30%	44%	*	51%	-	44%	6%	17%	42%	32%	28%	36%
All Grades Mathematics																	
At Approaches Grade Level or Above	2025	72%	72%	**86%**	83%	78%	89%	*	92%	-	93%	54%	92%	87%	83%	79%	79%
	2024	72%	72%	**85%**	78%	76%	90%	*	95%	-	87%	43%	83%	87%	79%	79%	84%
At Meets Grade Level or Above	2025	45%	44%	**56%**	43%	46%	60%	*	74%	-	66%	24%	50%	59%	44%	46%	52%
	2024	43%	43%	**59%**	47%	45%	67%	*	77%	-	61%	22%	42%	61%	52%	48%	56%
At Masters Grade Level	2025	20%	20%	**27%**	16%	16%	30%	*	48%	-	31%	5%	17%	30%	18%	21%	27%
	2024	17%	17%	**25%**	11%	15%	32%	*	44%	-	29%	3%	17%	28%	15%	18%	25%
All Grades Science																	
At Approaches Grade Level or Above	2025	78%	77%	**85%**	89%	72%	90%	*	88%	-	92%	59%	*	86%	80%	80%	69%
	2024	75%	75%	**86%**	80%	88%	88%	-	87%	-	90%	56%	71%	90%	70%	78%	89%
At Meets Grade Level or Above	2025	47%	48%	**57%**	48%	43%	70%	*	66%	-	50%	16%	*	61%	42%	31%	36%
	2024	43%	44%	**61%**	57%	54%	68%	-	62%	-	58%	25%	57%	65%	46%	44%	66%
At Masters Grade Level	2025	17%	17%	**25%**	11%	13%	34%	*	44%	-	21%	0%	*	28%	14%	9%	10%
	2024	16%	16%	**30%**	29%	23%	32%	-	40%	-	29%	13%	29%	33%	20%	21%	37%
All Grades Social Studies																	
At Approaches Grade Level or Above	2025	77%	78%	**91%**	88%	87%	93%	-	100%	-	89%	50%	*	92%	88%	77%	80%
	2024	78%	79%	**97%**	91%	100%	98%	-	100%	-	100%	86%	*	98%	95%	94%	100%
At Meets Grade Level or Above	2025	50%	52%	**74%**	62%	72%	79%	-	85%	-	89%	0%	*	76%	65%	58%	60%
	2024	51%	53%	**78%**	69%	69%	87%	-	89%	-	70%	57%	*	77%	85%	67%	86%

	School Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2025	27%	29%	**59%**	47%	46%	74%	-	65%	-	67%	0%	*	62%	42%	45%	40%
	2024	27%	29%	**49%**	38%	38%	60%	-	67%	-	30%	43%	*	52%	35%	30%	50%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2025	39%	40%	**66%**	47%	71%	68%	-	81%	-	61%	39%	*	64%	77%	52%	68%
	2024	35%	36%	**55%**	63%	49%	53%	*	61%	-	57%	14%	*	56%	48%	47%	52%
Reading and Mathematics Including EOC	2025	39%	40%	**66%**	47%	71%	68%	-	81%	-	61%	39%	*	64%	77%	52%	68%
	2024	35%	36%	**55%**	63%	49%	53%	*	61%	-	57%	14%	*	56%	48%	47%	52%
Reading Including EOC	2025	52%	52%	**73%**	61%	77%	74%	-	84%	-	70%	44%	*	72%	81%	64%	76%
	2024	48%	48%	**63%**	63%	62%	64%	*	72%	-	57%	21%	*	65%	56%	58%	57%
Math Including EOC	2025	46%	47%	**78%**	56%	83%	83%	-	94%	-	75%	56%	*	77%	85%	66%	76%
	2024	42%	44%	**68%**	69%	55%	73%	*	72%	-	71%	29%	*	70%	59%	58%	71%
4th Graders																	
Reading and Mathematics	2025	40%	40%	**46%**	50%	48%	41%	*	44%	-	73%	4%	*	50%	31%	40%	38%
	2024	38%	38%	**49%**	36%	32%	56%	*	80%	-	47%	25%	0%	51%	43%	31%	32%
Reading and Mathematics Including EOC	2025	40%	40%	**46%**	50%	48%	41%	*	44%	-	73%	4%	*	50%	31%	40%	38%
	2024	38%	38%	**49%**	36%	32%	56%	*	80%	-	47%	25%	0%	51%	43%	31%	32%
Reading Including EOC	2025	54%	54%	**75%**	76%	68%	78%	*	67%	-	91%	23%	*	75%	71%	77%	57%
	2024	51%	51%	**74%**	54%	64%	82%	*	92%	-	87%	25%	50%	77%	66%	61%	74%
Math Including EOC	2025	47%	47%	**53%**	50%	58%	49%	*	50%	-	73%	15%	*	56%	40%	46%	52%
	2024	46%	46%	**54%**	46%	34%	62%	*	84%	-	53%	50%	0%	55%	51%	41%	32%
5th Graders																	
Reading and Mathematics	2025	42%	41%	**48%**	29%	20%	63%	*	77%	-	53%	32%	*	52%	38%	30%	33%
	2024	42%	42%	**62%**	49%	44%	71%	-	70%	-	73%	0%	40%	67%	45%	53%	71%
Reading and Mathematics Including EOC	2025	42%	41%	**48%**	29%	20%	63%	*	77%	-	53%	32%	*	52%	38%	30%	33%
	2024	42%	42%	**62%**	49%	44%	71%	-	70%	-	73%	0%	40%	67%	45%	53%	71%
Reading Including EOC	2025	58%	58%	**74%**	64%	64%	81%	*	83%	-	80%	50%	*	77%	67%	63%	71%
	2024	55%	55%	**74%**	70%	59%	79%	-	81%	-	77%	0%	60%	80%	55%	68%	86%
Math Including EOC	2025	48%	46%	**52%**	36%	23%	67%	*	83%	-	53%	41%	*	56%	42%	38%	33%
	2024	51%	50%	**67%**	50%	52%	74%	-	81%	-	77%	22%	40%	71%	53%	59%	81%
6th Graders																	

	School Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics	2025	37%	38%	**45%**	31%	27%	46%	-	70%	-	65%	0%	40%	53%	26%	44%	54%
	2024	36%	37%	**41%**	29%	32%	50%	-	64%	-	38%	0%	20%	44%	37%	35%	29%
Reading and Mathematics Including EOC	2025	37%	38%	**45%**	31%	27%	46%	-	70%	-	65%	0%	40%	53%	26%	44%	54%
	2024	36%	37%	**41%**	29%	32%	50%	-	64%	-	38%	0%	20%	44%	37%	35%	29%
Reading Including EOC	2025	56%	58%	**76%**	70%	65%	79%	-	93%	-	83%	8%	60%	86%	55%	69%	79%
	2024	57%	57%	**67%**	53%	58%	76%	-	91%	-	63%	0%	40%	69%	63%	62%	62%
Math Including EOC	2025	41%	42%	**46%**	36%	27%	48%	-	68%	-	65%	0%	60%	53%	32%	46%	54%
	2024	40%	41%	**47%**	34%	38%	55%	-	68%	-	50%	0%	20%	49%	42%	36%	33%
7th Graders																	
Reading and Mathematics	2025	36%	37%	**42%**	35%	39%	42%	-	57%	-	63%	0%	-	45%	34%	34%	41%
	2024	35%	35%	**50%**	26%	40%	66%	-	70%	-	60%	0%	*	52%	44%	45%	45%
Reading and Mathematics Including EOC	2025	38%	38%	**42%**	35%	39%	42%	-	57%	-	63%	0%	-	45%	34%	34%	41%
	2024	36%	36%	**50%**	26%	40%	66%	-	70%	-	60%	0%	*	52%	44%	45%	45%
Reading Including EOC	2025	54%	55%	**71%**	65%	61%	75%	-	87%	-	75%	20%	-	73%	66%	64%	68%
	2024	54%	56%	**76%**	58%	67%	85%	-	96%	-	90%	0%	*	81%	62%	65%	65%
Math Including EOC	2025	43%	43%	**46%**	37%	41%	49%	-	61%	-	63%	9%	-	48%	41%	37%	45%
	2024	40%	41%	**54%**	34%	43%	70%	-	70%	-	60%	0%	*	55%	51%	45%	45%
8th Graders																	
Reading and Mathematics	2025	30%	28%	*	*	*	*	-	-	-	-	*	-	*	*	*	*
Reading and Mathematics Including EOC	2025	44%	43%	**60%**	38%	51%	77%	-	75%	-	67%	0%	*	63%	46%	39%	47%
	2024	41%	41%	**63%**	56%	55%	70%	-	83%	-	30%	29%	*	61%	75%	45%	79%
Reading Including EOC	2025	59%	60%	**88%**	82%	79%	95%	-	95%	-	89%	10%	*	88%	88%	71%	67%
	2024	57%	58%	**91%**	91%	83%	94%	-	94%	-	90%	71%	*	92%	85%	76%	100%
Math Including EOC	2025	51%	49%	**62%**	44%	51%	77%	-	75%	-	67%	0%	*	64%	50%	39%	47%
	2024	49%	47%	**63%**	56%	55%	70%	-	83%	-	30%	29%	*	61%	75%	45%	79%
3rd - 8th Graders																	
Reading and Mathematics	2025	38%	38%	**49%**	38%	40%	51%	*	68%	-	63%	16%	36%	53%	37%	40%	47%
	2024	36%	36%	**51%**	40%	39%	59%	*	70%	-	58%	9%	36%	54%	43%	42%	46%
Reading and Mathematics Including EOC	2025	40%	40%	**51%**	38%	42%	54%	*	69%	-	63%	15%	42%	55%	38%	40%	47%
	2024	38%	39%	**53%**	42%	41%	60%	*	71%	-	54%	11%	38%	55%	45%	42%	50%

	School Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading Including EOC	2025	55%	56%	**76%**	70%	69%	80%	*	85%	-	80%	30%	67%	78%	68%	68%	70%
	2024	54%	54%	**74%**	64%	65%	79%	*	88%	-	77%	17%	58%	77%	63%	64%	72%
Math Including EOC	2025	46%	46%	**56%**	43%	46%	61%	*	74%	-	67%	24%	50%	59%	45%	46%	52%
	2024	45%	45%	**59%**	48%	45%	67%	*	77%	-	61%	22%	42%	61%	52%	48%	56%

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

	School Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)	G/T
School Progress - Annual Growth by Grade and Subject																		
Grade 4 ELA/Reading	2025	70%	70%	**76%**	73%	72%	80%	*	72%	-	82%	48%	*	75%	79%	74%	79%	-
	2024	67%	67%	**75%**	57%	76%	86%	*	82%	-	67%	68%	42%	79%	65%	70%	68%	---
Grade 4 Mathematics	2025	65%	63%	**58%**	71%	62%	53%	*	53%	-	59%	36%	*	62%	43%	57%	52%	-
	2024	60%	59%	**45%**	32%	40%	49%	*	56%	-	47%	25%	25%	47%	39%	35%	31%	---
Grade 5 ELA/Reading	2025	69%	69%	**78%**	70%	77%	81%	*	87%	-	73%	71%	*	78%	80%	72%	88%	-
	2024	70%	69%	**79%**	89%	67%	76%	-	78%	-	89%	39%	*	80%	76%	84%	76%	---
Grade 5 Mathematics	2025	67%	66%	**73%**	70%	52%	82%	*	92%	-	77%	76%	*	74%	71%	65%	71%	-
	2024	65%	65%	**82%**	82%	69%	82%	-	89%	-	89%	56%	*	82%	83%	82%	88%	---
Grade 6 ELA/Reading	2025	64%	66%	**72%**	66%	70%	76%	-	81%	-	65%	46%	70%	73%	70%	71%	63%	-
	2024	61%	62%	**55%**	38%	51%	62%	-	81%	-	50%	23%	0%	58%	49%	56%	67%	---
Grade 6 Mathematics	2025	56%	59%	**47%**	46%	41%	41%	-	61%	-	57%	38%	50%	53%	34%	43%	40%	-
	2024	48%	50%	**45%**	45%	34%	47%	-	62%	-	56%	50%	40%	46%	43%	39%	45%	---
Grade 7 ELA/Reading	2025	64%	64%	**81%**	83%	77%	78%	-	89%	-	92%	70%	-	82%	79%	80%	82%	-
	2024	66%	67%	**84%**	74%	84%	85%	-	93%	-	100%	50%	*	87%	74%	84%	71%	---
Grade 7 Mathematics	2025	50%	50%	**59%**	54%	60%	53%	-	72%	-	83%	36%	-	58%	60%	54%	61%	-
	2024	49%	46%	**63%**	46%	72%	71%	-	67%	-	50%	50%	*	64%	63%	71%	73%	---
Grade 8 ELA/Reading	2025	72%	71%	**93%**	87%	87%	98%	-	100%	-	100%	61%	*	92%	96%	83%	70%	-
	2024	69%	69%	**90%**	92%	84%	89%	-	94%	-	88%	86%	*	90%	85%	83%	100%	---
Grade 8 Mathematics	2025	68%	66%	*	*	*	*	-	-	-	-	*	-	*	*	*	*	-
	2024	66%	64%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-
End of Course Algebra I	2025	74%	72%	**83%**	83%	73%	90%	-	88%	-	88%	83%	*	84%	82%	73%	73%	-
	2024	72%	71%	**74%**	75%	72%	74%	-	89%	-	55%	57%	*	73%	83%	65%	96%	---
All Grades Both Subjects	2025	65%	65%	**71%**	69%	67%	72%	*	80%	-	73%	55%	60%	73%	68%	66%	67%	-
	2024	64%	64%	**69%**	63%	63%	72%	*	79%	-	72%	49%	49%	71%	63%	66%	70%	---
All Grades ELA/Reading	2025	67%	67%	**80%**	76%	77%	82%	*	86%	-	77%	58%	75%	80%	79%	75%	76%	-
	2024	67%	67%	**76%**	70%	71%	79%	*	85%	-	80%	51%	45%	79%	67%	74%	75%	---
All Grades Mathematics	2025	64%	63%	**63%**	63%	58%	62%	*	74%	-	68%	51%	45%	66%	56%	57%	58%	-
	2024	60%	60%	**62%**	57%	55%	64%	*	72%	-	64%	47%	53%	63%	58%	57%	65%	---
School Progress - Accelerated Learning by Grade and Subject																		
Grade 4 ELA/Reading	2025	40%	40%	**57%**	*	57%	*	-	*	-	*	25%	-	60%	*	*	50%	-
	2024	38%	39%	**71%**	*	*	*	-	-	-	*	*	-	80%	*	*	*	---
Grade 4 Mathematics	2025	27%	25%	**29%**	40%	29%	*	-	*	-	-	10%	-	31%	*	50%	*	-
	2024	26%	25%	**10%**	*	17%	-	-	*	-	*	*	*	17%	*	*	*	---
Grade 5 ELA/Reading	2025	25%	24%	**29%**	*	*	*	-	*	-	-	20%	-	*	*	*	*	-
	2024	35%	34%	**45%**	80%	*	*	-	-	-	*	0%	-	*	43%	43%	*	---
Grade 5 Mathematics	2025	35%	33%	**45%**	56%	25%	75%	-	*	-	*	11%	*	44%	46%	44%	38%	-
	2024	41%	39%	**60%**	83%	43%	33%	-	*	-	*	20%	-	47%	73%	69%	*	---

	School Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)	G/T
Grade 6 ELA/Reading	2025	27%	28%	**41%**	*	20%	50%	-	*	-	*	13%	*	*	50%	43%	*	-
	2024	24%	24%	**21%**	*	14%	*	-	*	-	*	0%	-	25%	17%	25%	*	---
Grade 6 Mathematics	2025	33%	35%	**42%**	*	50%	33%	-	*	-	*	11%	-	67%	21%	33%	*	-
	2024	27%	28%	**20%**	25%	0%	20%	-	*	-	*	13%	*	23%	14%	18%	*	---
Grade 7 ELA/Reading	2025	25%	25%	**76%**	*	67%	*	-	*	-	-	43%	-	67%	100%	75%	*	-
	2024	23%	23%	**36%**	25%	*	*	-	-	-	*	0%	-	50%	17%	33%	*	---
Grade 7 Mathematics	2025	16%	16%	**17%**	14%	25%	13%	-	*	-	-	14%	-	17%	17%	17%	*	-
	2024	14%	13%	**11%**	0%	17%	*	-	*	-	-	0%	-	0%	22%	10%	*	---
Grade 8 ELA/Reading	2025	40%	39%	**60%**	67%	*	*	-	-	-	-	33%	-	50%	*	60%	*	-
	2024	34%	33%	*	*	*	-	-	-	-	-	*	-	*	-	*	-	---
Grade 8 Mathematics	2025	42%	39%	*	*	*	*	-	-	-	-	*	-	*	*	*	*	-
	2024	44%	39%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-
End of Course Algebra I	2025	54%	50%	**85%**	83%	67%	100%	-	*	-	*	100%	-	81%	100%	78%	*	-
	2024	55%	51%	**71%**	80%	*	*	-	*	-	*	*	-	67%	*	*	*	---
All Grades Both Subjects	2025	33%	32%	**48%**	52%	41%	51%	-	50%	-	63%	23%	*	49%	46%	46%	31%	-
	2024	32%	31%	**39%**	48%	28%	29%	-	63%	-	50%	13%	*	40%	38%	41%	26%	---
All Grades ELA/Reading	2025	31%	30%	**55%**	53%	50%	60%	-	67%	-	*	26%	*	53%	58%	56%	44%	-
	2024	30%	29%	**42%**	53%	33%	25%	-	*	-	*	13%	-	52%	29%	37%	22%	---
All Grades Mathematics	2025	35%	34%	**44%**	51%	36%	47%	-	38%	-	60%	21%	*	47%	37%	41%	20%	-
	2024	35%	33%	**38%**	46%	25%	31%	-	57%	-	50%	13%	*	35%	43%	43%	30%	---

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

\- Indicates there are no students in the group.

--- First reported in 2025.

	School Year	State	Region 11	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2025	75%	75%	**89%**	-	-	-	-	-	-	77%	-	77%	-	*	90%	77%	96%
	2024	75%	75%	**89%**	-	-	-	-	-	-	83%	-	83%	-	*	89%	83%	99%
At Meets Grade Level or Above	2025	50%	50%	**65%**	-	-	-	-	-	-	47%	-	47%	-	*	66%	47%	82%
	2024	48%	49%	**66%**	-	-	-	-	-	-	60%	-	60%	-	*	66%	59%	90%
At Masters Grade Level	2025	21%	21%	**33%**	-	-	-	-	-	-	17%	-	17%	-	*	34%	17%	54%
	2024	20%	20%	**33%**	-	-	-	-	-	-	26%	-	26%	-	*	33%	26%	59%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2025	76%	76%	**93%**	-	-	-	-	-	-	86%	-	86%	-	*	94%	87%	100%
	2024	76%	76%	**92%**	-	-	-	-	-	-	84%	-	84%	-	*	93%	84%	100%
At Meets Grade Level or Above	2025	54%	55%	**76%**	-	-	-	-	-	-	57%	-	57%	-	*	77%	57%	98%
	2024	54%	55%	**74%**	-	-	-	-	-	-	67%	-	67%	-	*	74%	67%	96%
At Masters Grade Level	2025	23%	23%	**39%**	-	-	-	-	-	-	19%	-	19%	-	*	39%	19%	60%
	2024	22%	22%	**40%**	-	-	-	-	-	-	30%	-	30%	-	*	40%	29%	68%
All Grades Mathematics																		
At Approaches Grade Level or Above	2025	72%	72%	**86%**	-	-	-	-	-	-	72%	-	72%	-	*	87%	72%	94%
	2024	72%	72%	**85%**	-	-	-	-	-	-	81%	-	81%	-	*	85%	81%	96%
At Meets Grade Level or Above	2025	45%	44%	**56%**	-	-	-	-	-	-	42%	-	42%	-	*	56%	42%	74%
	2024	43%	43%	**59%**	-	-	-	-	-	-	50%	-	50%	-	*	59%	49%	86%

	School Year	State	Region 11	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2025	20%	20%	**27%**	-	-	-	-	-	-	19%	-	19%	-	*	26%	19%	49%
	2024	17%	17%	**25%**	-	-	-	-	-	-	20%	-	20%	-	*	24%	20%	54%
All Grades Science																		
At Approaches Grade Level or Above	2025	78%	77%	**85%**	-	-	-	-	-	-	61%	-	61%	-	-	87%	61%	93%
	2024	75%	75%	**86%**	-	-	-	-	-	-	83%	-	83%	-	-	86%	83%	100%
At Meets Grade Level or Above	2025	47%	48%	**57%**	-	-	-	-	-	-	32%	-	32%	-	-	59%	32%	53%
	2024	43%	44%	**61%**	-	-	-	-	-	-	61%	-	61%	-	-	60%	61%	81%
At Masters Grade Level	2025	17%	17%	**25%**	-	-	-	-	-	-	4%	-	4%	-	-	26%	4%	40%
	2024	16%	16%	**30%**	-	-	-	-	-	-	30%	-	30%	-	-	29%	30%	50%
All Grades Social Studies																		
At Approaches Grade Level or Above	2025	77%	78%	**91%**	-	-	-	-	-	-	78%	-	78%	-	-	92%	78%	90%
	2024	78%	79%	**97%**	-	-	-	-	-	-	100%	-	100%	-	-	97%	100%	100%
At Meets Grade Level or Above	2025	50%	52%	**74%**	-	-	-	-	-	-	44%	-	44%	-	-	76%	44%	80%
	2024	51%	53%	**78%**	-	-	-	-	-	-	78%	-	78%	-	-	77%	78%	100%
At Masters Grade Level	2025	27%	29%	**59%**	-	-	-	-	-	-	22%	-	22%	-	-	60%	22%	70%
	2024	27%	29%	**49%**	-	-	-	-	-	-	44%	-	44%	-	-	48%	44%	67%
School Progress - Annual Growth																		
All Grades Both Subjects	2025	65%	65%	**71%**	-	-	-	-	-	-	62%	-	62%	-	*	72%	62%	80%
	2024	64%	64%	**69%**	-	-	-	-	-	-	67%	-	67%	-	*	68%	66%	86%
All Grades ELA/Reading	2025	67%	67%	**80%**	-	-	-	-	-	-	71%	-	71%	-	*	80%	71%	88%
	2024	67%	67%	**76%**	-	-	-	-	-	-	71%	-	71%	-	*	76%	72%	88%

	School Year	State	Region 11	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades Mathematics	2025	64%	63%	**63%**	-	-	-	-	-	-	54%	-	54%	-	*	64%	53%	73%
	2024	60%	60%	**62%**	-	-	-	-	-	-	62%	-	62%	-	*	61%	61%	84%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2025	33%	32%	**48%**	-	-	-	-	-	-	30%	-	30%	-	-	51%	30%	*
	2024	32%	31%	**39%**	-	-	-	-	-	-	24%	-	24%	-	-	41%	24%	*
All Grades ELA/Reading	2025	31%	30%	**55%**	-	-	-	-	-	-	44%	-	44%	-	-	59%	44%	-
	2024	30%	29%	**42%**	-	-	-	-	-	-	22%	-	22%	-	-	46%	22%	-
All Grades Mathematics	2025	35%	34%	**44%**	-	-	-	-	-	-	18%	-	18%	-	-	48%	18%	*
	2024	35%	33%	**38%**	-	-	-	-	-	-	25%	-	25%	-	-	39%	25%	*

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

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2025 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	**98%**	94%	100%	99%	100%	99%	-	100%	98%	100%	99%	95%	97%	98%
Not Included in Accountability: Mobile	4%	4%	**1%**	5%	0%	0%	0%	1%	-	0%	2%	0%	0%	4%	2%	1%
Not Included in Accountability: Other Exclusions	2%	2%	**0%**	1%	0%	0%	0%	0%	-	0%	0%	0%	0%	1%	1%	2%
Not Tested	1%	1%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	99%	-	99%	99%	100%	100%	99%	100%	100%
Included in Accountability	91%	92%	**98%**	94%	100%	99%	*	99%	-	99%	97%	100%	99%	94%	97%	98%
Not Included in Accountability: Mobile	4%	4%	**1%**	5%	0%	0%	*	1%	-	0%	2%	0%	0%	4%	2%	1%
Not Included in Accountability: Other Exclusions	4%	4%	**0%**	1%	0%	0%	*	0%	-	0%	0%	0%	0%	1%	1%	1%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	1%	-	1%	1%	0%	0%	1%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	*	1%	-	1%	1%	0%	0%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	94%	**98%**	94%	100%	100%	*	99%	-	100%	98%	100%	99%	95%	97%	98%
Not Included in Accountability: Mobile	4%	4%	**1%**	5%	0%	0%	*	1%	-	0%	2%	0%	0%	4%	2%	1%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	1%	0%	0%	*	0%	-	0%	0%	0%	0%	1%	1%	1%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	100%	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	94%	94%	**99%**	94%	100%	100%	*	100%	-	100%	100%	*	100%	96%	98%	98%
Not Included in Accountability: Mobile	4%	4%	**1%**	5%	0%	0%	*	0%	-	0%	0%	*	0%	3%	1%	0%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	2%	0%	0%	*	0%	-	0%	0%	*	0%	1%	1%	3%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	0%	-	0%	0%	*	0%	0%	0%	0%

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

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

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

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2023-24	93.6%	94.1%	**96.9%**	97.4%	96.1%	96.8%	*	98.0%	*	96.2%	95.9%	96.3%	97.2%
2022-23	93.3%	93.9%	**96.1%**	96.4%	95.5%	95.9%	*	97.5%	*	95.9%	94.9%	95.5%	96.8%
Chronic Absenteeism													
2023-24	19.0%	16.8%	**3.7%**	2.4%	5.3%	3.7%	*	0.6%	*	5.9%	7.3%	6.1%	3.0%
2022-23	20.3%	17.9%	**5.8%**	5.1%	6.0%	6.6%	*	3.3%	*	6.6%	12.6%	10.3%	3.0%
Annual Dropout Rate (Gr 7-8)													
2023-24	0.7%	0.6%	**0.3%**	1.4%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	1.2%	0.0%
2022-23	0.8%	0.8%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	*	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2023-24	1.9%	1.6%	**-**	-	-	-	-	-	-	-	-	-	-
2022-23	2.0%	1.8%	**-**	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2024													
Graduated	90.7%	90.5%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.3%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	3.5%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	5.6%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	91.1%	90.8%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	94.4%	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2023													
Graduated	90.3%	89.9%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.3%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	3.8%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.1%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	90.2%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.9%	**-**	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	92.1%	92.2%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	1.2%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.5%	6.2%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	92.6%	**-**	-	-	-	-	-	-	-	-	-	-

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.5%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022													
Graduated	91.8%	92.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.2%	93.6%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	92.2%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	6.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.2%	93.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	92.7%	93.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	5.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	94.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2024	90.7%	90.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	90.3%	89.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2024	44.9%	70.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	72.3%	20.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2024	11.0%	3.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	4.3%	2.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2024	78.5%	83.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	84.3%	83.1%	-	-	-	-	-	-	-	-	-	-	-
Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	0.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	89.5%	86.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	88.6%	85.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2023-24	24.6%	63.6%	-	-	-	-	-	-	-	-	-	-	-
2022-23	38.4%	14.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2023-24	11.0%	3.2%	-	-	-	-	-	-	-	-	-	-	-
2022-23	4.4%	2.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2023-24	76.9%	81.6%	-	-	-	-	-	-	-	-	-	-	-
2022-23	82.5%	81.2%	-	-	-	-	-	-	-	-	-	-	-
Texas First-DLA Graduates (Annual Rate)													
2023-24	0.1%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2022-23	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2023-24	87.8%	84.8%	-	-	-	-	-	-	-	-	-	-	-
2022-23	86.8%	83.8%	-	-	-	-	-	-	-	-	-	-	-

	District Count	District Percent	State Count	State Percent
Graduates (2023-24 Annual Graduates)				
Total Graduates	-	-	382,023	100.0%
By Ethnicity:				
African American	-	-	48,064	12.6%
Hispanic	-	-	200,942	52.6%
White	-	-	101,714	26.6%
American Indian	-	-	1,231	0.3%
Asian	-	-	19,746	5.2%
Pacific Islander	-	-	606	0.2%
Two or More Races	-	-	9,720	2.5%
By Graduation Type:				
Minimum H.S. Program	-	-	309	0.1%
Recommended H.S. Program/Distinguished Achievement Program	-	-	101	0.0%
Foundation H.S. Program (No Endorsement)	-	-	46,183	12.1%
Foundation H.S. Program (Endorsement)	-	-	42,042	11.0%
Foundation H.S. Program (DLA)	-	-	293,032	76.7%
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	356	0.1%
Special Education Graduates	-	-	35,935	9.4%
Economically Disadvantaged Graduates	-	-	211,984	55.5%
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	56,967	14.9%
At-Risk Graduates	-	-	173,035	45.3%
CTE Completers	-	-	127,800	33.5%

There is no data for this district.

There is no data for this district.

There is no data for this district.

	Membership				Enrollment			
	District		State		District		State	
Student Information	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Total Students	**1,506**	**100.0%**	**5,530,499**	**100.0%**	**1,506**	**100.0%**	**5,544,255**	**100.0%**
Students by Grade								
Early Childhood Education	0	0.0%	18,464	0.3%	0	0.0%	26,099	0.5%
Pre-Kindergarten	0	0.0%	249,407	4.5%	0	0.0%	249,875	4.5%
Pre-Kindergarten: 3-year Old	0	0.0%	43,727	0.8%	0	0.0%	43,914	0.8%
Pre-Kindergarten: 4-year Old	0	0.0%	205,680	3.7%	0	0.0%	205,961	3.7%
Kindergarten	153	10.2%	359,286	6.5%	153	10.2%	359,871	6.5%
Grade 1	156	10.4%	377,900	6.8%	156	10.4%	378,335	6.8%
Grade 2	164	10.9%	389,823	7.0%	164	10.9%	390,170	7.0%
Grade 3	174	11.6%	406,424	7.3%	174	11.6%	406,747	7.3%
Grade 4	175	11.6%	405,454	7.3%	175	11.6%	405,715	7.3%
Grade 5	175	11.6%	404,900	7.3%	175	11.6%	405,128	7.3%
Grade 6	190	12.6%	404,802	7.3%	190	12.6%	404,988	7.3%
Grade 7	171	11.4%	407,375	7.4%	171	11.4%	407,512	7.4%
Grade 8	148	9.8%	410,722	7.4%	148	9.8%	410,871	7.4%
Grade 9	0	0.0%	459,854	8.3%	0	0.0%	460,045	8.3%
Grade 10	0	0.0%	439,300	7.9%	0	0.0%	439,519	7.9%
Grade 11	0	0.0%	410,245	7.4%	0	0.0%	410,503	7.4%
Grade 12	0	0.0%	386,543	7.0%	0	0.0%	388,877	7.0%
Ethnic Distribution								
African American	311	20.7%	706,216	12.8%	311	20.7%	707,648	12.8%
Hispanic	341	22.6%	2,961,084	53.5%	341	22.6%	2,967,187	53.5%
White	508	33.7%	1,347,596	24.4%	508	33.7%	1,352,852	24.4%
American Indian	3	0.2%	18,175	0.3%	3	0.2%	18,224	0.3%
Asian	213	14.1%	307,983	5.6%	213	14.1%	308,431	5.6%
Pacific Islander	1	0.1%	8,729	0.2%	1	0.1%	8,744	0.2%
Two or More Races	129	8.6%	180,716	3.3%	129	8.6%	181,169	3.3%
Sex								
Female	782	51.9%	2,702,798	48.9%	782	51.9%	2,707,618	48.8%
Male	724	48.1%	2,827,701	51.1%	724	48.1%	2,836,637	51.2%
Other Student Cohorts								
Economically Disadvantaged	425	28.2%	3,346,090	60.5%	425	28.2%	3,349,612	60.4%
Non-Educationally Disadvantaged	1,081	71.8%	2,184,409	39.5%	1,081	71.8%	2,194,643	39.6%
Section 504 Students	137	9.1%	375,297	6.8%	137	9.1%	375,601	6.8%
EB Students/EL	153	10.2%	1,343,669	24.3%	153	10.2%	1,345,042	24.3%
Students w/ Disciplinary Placements (2023-24)	0	0.0%	122,515	2.1%				
Students w/ Dyslexia	67	4.4%	356,584	6.4%	67	4.4%	356,830	6.4%

	Membership				Enrollment			
	District		State		District		State	
Student Information	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Foster Care	0	0.0%	11,656	0.2%	0	0.0%	11,713	0.2%
Homeless	0	0.0%	77,954	1.4%	0	0.0%	78,060	1.4%
Immigrant	0	0.0%	193,676	3.5%	0	0.0%	193,831	3.5%
Migrant	0	0.0%	13,377	0.2%	0	0.0%	13,426	0.2%
Title I	56	3.7%	3,683,060	66.6%	56	3.7%	3,689,382	66.5%
Military Connected	8	0.5%	229,259	4.1%	8	0.5%	229,370	4.1%
At-Risk	520	34.5%	2,960,262	53.5%	520	34.5%	2,963,913	53.5%
Students by Instructional Program								
Bilingual/ESL Education	150	10.0%	1,344,546	24.3%	150	10.0%	1,345,594	24.3%
Career and Technical Education	62	4.1%	1,531,679	27.7%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	1,254,694	74.0%	-	-	-	-
Gifted and Talented Education	0	0.0%	483,301	8.7%	0	0.0%	483,373	8.7%
Special Education	128	8.5%	846,876	15.3%	128	8.5%	856,651	15.5%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	**128**		**843,012**					
Students with Intellectual Disabilities	72	56.3%	407,120	48.3%				
Students with Physical Disabilities	31	24.2%	143,568	17.0%				
Students with Autism	12	9.4%	141,526	16.8%				
Students with Behavioral Disabilities	13	10.2%	137,182	16.3%				
Students with Non-Categorical Early Childhood	0	0.0%	13,616	1.6%				
Mobility (2023-24)								
Total Mobile Students	**76**	**5.4%**	**882,523**	**16.4%**				
African American	17	1.2%	180,657	3.3%				
Hispanic	24	1.7%	481,794	8.9%				
White	24	1.7%	157,650	2.9%				
American Indian	0	0.0%	3,546	0.1%				
Asian	3	0.2%	27,084	0.5%				
Pacific Islander	0	0.0%	1,905	0.0%				
Two or More Races	8	0.6%	29,887	0.6%				
Special Ed Students who are Mobile	7	6.4%	149,136	17.3%				
Count and Percent of EB Students/EL who are Mobile	7	5.3%	233,506	17.9%				
Count and Percent of Econ Dis Students who are Mobile	40	8.8%	645,101	19.0%				
Student Attrition (2023-24)								
Total Student Attrition	**111**	**11.1%**	**765,408**	**18.0%**				

	Non-Special Education Rates		Special Education Rates	
Student Information	**District**	**State**	**District**	**State**
Retention Rates by Grade				
Kindergarten	0.8%	1.3%	0.0%	3.6%
Grade 1	0.7%	1.9%	0.0%	3.0%
Grade 2	0.6%	1.1%	0.0%	1.4%
Grade 3	1.3%	0.6%	0.0%	0.6%
Grade 4	1.3%	0.4%	0.0%	0.4%
Grade 5	0.6%	0.3%	0.0%	0.4%
Grade 6	0.0%	0.3%	0.0%	0.4%
Grade 7	0.0%	0.4%	9.1%	0.5%
Grade 8	0.0%	0.4%	0.0%	0.5%
Grade 9	-	7.3%	-	11.0%

	District		State	
	Count	**Percent**	**Count**	**Percent**
Data Quality				
Underreported Students	8	2.5%	11,417	0.4%

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

Class Size Information	District	State
Elementary		
Kindergarten	20.4	18.9
Grade 1	22.0	19.2
Grade 2	23.3	19.4
Grade 3	21.9	20.1
Grade 4	22.1	20.0
Grade 5	23.0	21.3
Grade 6	22.8	19.8
Secondary		
English/Language Arts	23.4	16.4
Foreign Languages	20.7	18.9
Mathematics	23.5	17.8
Science	24.2	18.9
Social Studies	22.5	18.9

	District		State	
Staff Information	**Count**	**Percent**	**Count**	**Percent**
Total Staff	**152.2**	**100.0%**	**764,857.7**	**100.0%**
Professional Staff	121.3	79.7%	487,682.3	63.8%
Teachers	97.4	64.0%	369,689.2	48.3%
Professional Support	15.8	10.4%	82,751.4	10.8%
Campus Administration (School Leadership)	5.6	3.7%	25,687.5	3.4%
Central Administration	2.5	1.6%	9,554.2	1.2%
Educational Aides	8.0	5.3%	81,972.7	10.7%
Auxiliary Staff	22.9	15.1%	195,202.8	25.5%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	4,125.0	n/a
Part-time Librarians	0.0	n/a	583.0	n/a
Full-time Counselors	3.0	n/a	13,704.0	n/a
Part-time Counselors	0.0	n/a	1,298.0	n/a
Total Minority Staff	**35.2**	**23.1%**	**423,307.3**	**55.3%**
Teachers by Ethnicity				
African American	5.4	5.5%	47,165.6	12.8%
Hispanic	9.0	9.2%	114,597.9	31.0%
White	80.0	82.1%	193,115.3	52.2%
American Indian	0.0	0.0%	1,235.8	0.3%
Asian	1.0	1.0%	8,295.0	2.2%
Pacific Islander	0.0	0.0%	466.9	0.1%
Two or More Races	2.0	2.1%	4,812.6	1.3%
Teachers by Sex				
Males	13.0	13.3%	90,958.2	24.6%
Females	84.4	86.7%	278,731.0	75.4%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	8,698.9	2.4%
Bachelors	65.0	66.7%	264,052.9	71.4%
Masters	31.4	32.2%	93,864.5	25.4%
Doctorate	1.0	1.0%	3,072.9	0.8%
Teachers by Years of Experience				
Beginning Teachers	1.0	1.0%	26,999.3	7.3%
1-5 Years Experience	20.0	20.5%	104,446.4	28.3%
6-10 Years Experience	14.0	14.4%	72,857.4	19.7%
11-20 Years Experience	28.4	29.2%	101,940.9	27.6%
21-30 Years Experience	32.0	32.9%	52,207.3	14.1%
Over 30 Years Experience	2.0	2.1%	11,237.9	3.0%
Number of Students per Teacher	15.5	n/a	15.0	n/a

Staff Information	District	State
Experience of Campus Leadership		
Average Years Experience of Principals	8.0	6.0
Average Years Experience of Principals with District	8.0	5.1
Average Years Experience of Assistant Principals	2.7	5.1
Average Years Experience of Assistant Principals with District	2.0	4.3
Average Years Experience of Teachers	14.9	11.2
Average Years Experience of Teachers with District	5.7	7.0
Average Teacher Salary by Years of Experience (regular duties only)		
Beginning Teachers	$59,080	$55,689
1-5 Years Experience	$56,703	$59,266
6-10 Years Experience	$60,180	$62,607
11-20 Years Experience	$65,985	$66,353
21-30 Years Experience	$71,693	$70,976
Over 30 Years Experience	$75,878	$75,042
Average Actual Salaries (regular duties only)		
Teachers	$65,253	$63,751
Professional Support	$70,831	$75,909
Campus Administration (School Leadership)	$83,448	$88,786
Central Administration	$139,210	$118,447
Instructional Staff Percent	72.0%	64.8%
Turnover Rate for Teachers	17.9%	18.8%
Staff Exclusions		
Shared Services Arrangement Staff: Professional Staff	0.0	1,167.5
Educational Aides	0.0	197.4
Auxiliary Staff	0.0	398.6
Contracted Instructional Staff	0.0	1,637.7

	District		State	
Designation	**Headcount**	**Average Payout**	**Headcount**	**Average Payout**
Teacher Incentive Allotment				
Recognized	17	$3,695	12,718	$5,567
Exemplary	29	$7,400	16,951	$11,062
Master	7	$14,196	10,103	$20,910

	District		State	
Program Information	**Count**	**Percent**	**Count**	**Percent**
Teachers by Program (population served)				
Bilingual/ESL Education	0.6	0.6%	23,158.4	6.3%
Career and Technical Education	0.7	0.8%	20,492.0	5.5%
Compensatory Education	0.0	0.0%	9,612.7	2.6%
Gifted and Talented Education	0.1	0.1%	5,840.0	1.6%
Regular Education	84.6	86.9%	255,127.2	69.0%
Special Education	9.4	9.7%	42,195.7	11.4%
Other	1.9	1.9%	13,272.1	3.6%

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

Link to: PEIMS Financial Standard Reports 2023-24 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

2024-25 Texas Academic Performance Report (TAPR)

District Name: ARLINGTON CLASSICS ACADEMY

Campus Name: ARLINGTON CLASSICS ACADEMY - ARKANSAS CAMPUS

Campus Number: 220802101

2025 Campus Accountability Score: Not Rated

This school is a Charter School.

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

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

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

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2023-24	93.6%	96.9%	**96.7%**	97.5%	95.5%	97.1%	-	97.2%	*	95.8%	96.0%	96.2%	97.1%
2022-23	93.3%	96.1%	**95.4%**	95.9%	94.7%	95.1%	*	96.8%	*	95.0%	94.0%	94.8%	95.2%
Chronic Absenteeism													
2023-24	19.0%	3.7%	**2.8%**	0.0%	6.7%	1.6%	-	2.3%	*	2.8%	10.5%	6.0%	2.9%
2022-23	20.3%	5.8%	**8.8%**	7.9%	10.8%	8.7%	*	6.8%	*	6.3%	18.5%	13.4%	7.1%
Annual Dropout Rate (Gr 7-8)													
2023-24	0.7%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2022-23	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2023-24	1.9%	-	-	-	-	-	-	-	-	-	-	-	-
2022-23	2.0%	-	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2024													
Graduated	90.7%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	91.1%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2023													
Graduated	90.3%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	-	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	92.1%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.5%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	-	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2022													
Graduated	91.8%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.2%	-	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	92.2%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.2%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	92.7%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	-	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2024	90.7%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	90.3%	-	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2024	44.9%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2024	11.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	4.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2024	78.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	84.3%	-	-	-	-	-	-	-	-	-	-	-	-
Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	0.1%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	0.0%	-	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	89.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	88.6%	-	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2023-24	24.6%	-	-	-	-	-	-	-	-	-	-	-	-
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2023-24	11.0%	-	-	-	-	-	-	-	-	-	-	-	-
2022-23	4.4%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2023-24	76.9%	-	-	-	-	-	-	-	-	-	-	-	-
2022-23	82.5%	-	-	-	-	-	-	-	-	-	-	-	-
Texas First-DLA Graduates (Annual Rate)													
2023-24	0.1%	-	-	-	-	-	-	-	-	-	-	-	-
2022-23	0.1%	-	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2023-24	87.8%	-	-	-	-	-	-	-	-	-	-	-	-
2022-23	86.8%	-	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2023-24 Annual Graduates)				
Total Graduates	-	-	-	382,023
By Ethnicity:				
African American	-	-	-	48,064
Hispanic	-	-	-	200,942
White	-	-	-	101,714
American Indian	-	-	-	1,231
Asian	-	-	-	19,746
Pacific Islander	-	-	-	606
Two or More Races	-	-	-	9,720
By Graduation Type:				
Minimum H.S. Program	-	-	-	309
Recommended H.S. Program/Distinguished Achievement Program	-	-	-	101
Foundation H.S. Program (No Endorsement)	-	-	-	46,183
Foundation H.S. Program (Endorsement)	-	-	-	42,042
Foundation H.S. Program (DLA)	-	-	-	293,032
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	-	356
Special Education Graduates	-	-	-	35,935
Economically Disadvantaged Graduates	-	-	-	211,984
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	-	56,967
At-Risk Graduates	-	-	-	173,035
CTE Completers	-	-	-	127,800

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	**473**	**100.0%**	**1,506**	**5,530,499**	**473**	**100.0%**	**1,506**	**5,544,255**
Students by Grade								
Kindergarten	153	32.3%	10.2%	6.5%	153	32.3%	10.2%	6.5%
Grade 1	156	33.0%	10.4%	6.8%	156	33.0%	10.4%	6.8%
Grade 2	164	34.7%	10.9%	7.0%	164	34.7%	10.9%	7.0%
Ethnic Distribution								
African American	90	19.0%	20.7%	12.8%	90	19.0%	20.7%	12.8%
Hispanic	101	21.4%	22.6%	53.5%	101	21.4%	22.6%	53.5%
White	180	38.1%	33.7%	24.4%	180	38.1%	33.7%	24.4%
American Indian	1	0.2%	0.2%	0.3%	1	0.2%	0.2%	0.3%
Asian	62	13.1%	14.1%	5.6%	62	13.1%	14.1%	5.6%
Pacific Islander	1	0.2%	0.1%	0.2%	1	0.2%	0.1%	0.2%
Two or More Races	38	8.0%	8.6%	3.3%	38	8.0%	8.6%	3.3%
Sex								
Female	242	51.2%	51.9%	48.9%	242	51.2%	51.9%	48.8%
Male	231	48.8%	48.1%	51.1%	231	48.8%	48.1%	51.2%
Other Student Cohorts								
Economically Disadvantaged	133	28.1%	28.2%	60.5%	133	28.1%	28.2%	60.4%
Non-Educationally Disadvantaged	340	71.9%	71.8%	39.5%	340	71.9%	71.8%	39.6%
Section 504 Students	17	3.6%	9.1%	6.8%	17	3.6%	9.1%	6.8%
EB Students/EL	62	13.1%	10.2%	24.3%	62	13.1%	10.2%	24.3%
Students w/ Disciplinary Placements (2023-24)	0	0.0%	0.0%	2.1%				
Students w/ Dyslexia	11	2.3%	4.4%	6.4%	11	2.3%	4.4%	6.4%
Foster Care	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Homeless	0	0.0%	0.0%	1.4%	0	0.0%	0.0%	1.4%
Immigrant	0	0.0%	0.0%	3.5%	0	0.0%	0.0%	3.5%
Migrant	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Title I	56	11.8%	3.7%	66.6%	56	11.8%	3.7%	66.5%
Military Connected	0	0.0%	0.5%	4.1%	0	0.0%	0.5%	4.1%
At-Risk	210	44.4%	34.5%	53.5%	210	44.4%	34.5%	53.5%
Students by Instructional Program								
Bilingual/ESL Education	59	12.5%	10.0%	24.3%	59	12.5%	10.0%	24.3%
Career and Technical Education	0	0.0%	4.1%	27.7%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	0.0%	74.0%	-	-	-	-
Gifted and Talented Education	0	0.0%	0.0%	8.7%	0	0.0%	0.0%	8.7%
Special Education	41	8.7%	8.5%	15.3%	41	8.7%	8.5%	15.5%
Students with Disabilities by Type of Primary Disability								

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students with Disabilities	**41**							
Students with Intellectual Disabilities	10	24.4%	56.3%	48.3%				
Students with Physical Disabilities	22	53.7%	24.2%	17.0%				
Students with Autism	**	**	9.4%	16.8%				
Students with Behavioral Disabilities	*	*	10.2%	16.3%				
Students with Non-Categorical Early Childhood	0	0.0%	0.0%	1.6%				
Mobility (2023-24)								
Total Mobile Students	**25**	**7.0%**	**5.4%**	**16.4%**				
African American	5	1.4%	1.2%	3.3%				
Hispanic	7	2.0%	1.7%	8.9%				
White	9	2.5%	1.7%	2.9%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	2	0.6%	0.2%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	2	0.6%	0.6%	0.6%				
Special Ed Students who are Mobile	3	7.9%	6.4%	17.3%				
Count and Percent of EB Students/EL who are Mobile	3	8.8%	5.3%	17.9%				
Count and Percent of Econ Dis Students who are Mobile	13	10.4%	8.8%	19.0%				
Student Attrition (2023-24)								
Total Student Attrition	**39**	**12.7%**	**11.1%**	**18.0%**				

	Non-Special Education Rates			Special Education Rates		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade						
Kindergarten	0.8%	0.8%	1.3%	0.0%	0.0%	3.6%
Grade 1	0.7%	0.7%	1.9%	0.0%	0.0%	3.0%
Grade 2	0.6%	0.6%	1.1%	0.0%	0.0%	1.4%

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

Class Size Information	Campus	District	State
Elementary			
Kindergarten	20.4	20.4	18.9
Grade 1	22.0	22.0	19.2
Grade 2	23.3	23.3	19.4

	Campus			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	**40.7**	**100.0%**	**100.0%**	**100.0%**
Professional Staff	37.2	91.4%	79.7%	63.8%
Teachers	33.0	81.1%	64.0%	48.3%
Professional Support	2.2	5.4%	10.4%	10.8%
Campus Administration (School Leadership)	2.0	4.9%	3.7%	3.4%
Educational Aides	3.5	8.6%	5.3%	10.7%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	0.0	4,125.0
Part-time Librarians	0.0	n/a	0.0	583.0
Full-time Counselors	1.0	n/a	3.0	13,704.0
Part-time Counselors	0.0	n/a	0.0	1,298.0
Total Minority Staff	**11.2**	**27.5%**	**23.1%**	**55.3%**
Teachers by Ethnicity				
African American	2.0	6.1%	5.5%	12.8%
Hispanic	4.0	12.1%	9.2%	31.0%
White	26.0	78.8%	82.1%	52.2%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	1.0%	2.2%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	1.0	3.0%	2.1%	1.3%
Teachers by Sex				
Males	1.0	3.0%	13.3%	24.6%
Females	32.0	97.0%	86.7%	75.4%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	0.0%	2.4%
Bachelors	20.0	60.6%	66.7%	71.4%
Masters	13.0	39.4%	32.2%	25.4%
Doctorate	0.0	0.0%	1.0%	0.8%
Teachers by Years of Experience				
Beginning Teachers	0.0	0.0%	1.0%	7.3%
1-5 Years Experience	6.0	18.2%	20.5%	28.3%
6-10 Years Experience	4.0	12.1%	14.4%	19.7%
11-20 Years Experience	11.0	33.3%	29.2%	27.6%
21-30 Years Experience	11.0	33.3%	32.9%	14.1%
Over 30 Years Experience	1.0	3.0%	2.1%	3.0%
Number of Students per Teacher	14.3	n/a	15.5	15.0

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	9.0	8.0	6.0
Average Years Experience of Principals with District	9.0	8.0	5.1
Average Years Experience of Assistant Principals	3.0	2.7	5.1
Average Years Experience of Assistant Principals with District	3.0	2.0	4.3
Average Years Experience of Teachers	15.5	14.9	11.2
Average Years Experience of Teachers with District	6.8	5.7	7.0
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	-	$59,080	$55,689
1-5 Years Experience	$57,456	$56,703	$59,266
6-10 Years Experience	$59,525	$60,180	$62,607
11-20 Years Experience	$65,459	$65,985	$66,353
21-30 Years Experience	$72,019	$71,693	$70,976
Over 30 Years Experience	$75,378	$75,878	$75,042
Average Actual Salaries (regular duties only)			
Teachers	$65,772	$65,253	$63,751
Professional Support	$63,513	$70,831	$75,909
Campus Administration (School Leadership)	$81,600	$83,448	$88,786
Instructional Staff Percent	n/a	72.0%	64.8%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,637.7

	Campus			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served)				
Bilingual/ESL Education	0.6	1.8%	0.6%	6.3%
Career and Technical Education	0.0	0.0%	0.8%	5.5%
Compensatory Education	0.0	0.0%	0.0%	2.6%
Gifted and Talented Education	0.1	0.4%	0.1%	1.6%
Regular Education	27.3	82.6%	86.9%	69.0%
Special Education	5.0	15.2%	9.7%	11.4%
Other	0.0	0.0%	1.9%	3.6%

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

Link to: PEIMS Financial Standard Reports 2023-24 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

2024-25 Texas Academic Performance Report (TAPR)

District Name: ARLINGTON CLASSICS ACADEMY

Campus Name: ARLINGTON CLASSICS ACADEMY -INTERMEDIATE

Campus Number: 220802102

2025 Campus Accountability Score: B

This school is a Charter School.

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2025	77%	95%	**95%**	92%	97%	96%	-	100%	-	91%	67%	*	95%	96%	91%	96%
	2024	74%	90%	**90%**	94%	81%	97%	*	83%	-	71%	50%	*	92%	78%	87%	71%
At Meets Grade Level or Above	2025	52%	73%	**73%**	61%	77%	74%	-	84%	-	70%	44%	*	72%	81%	64%	76%
	2024	48%	63%	**63%**	63%	62%	64%	*	72%	-	57%	21%	*	65%	56%	58%	57%
At Masters Grade Level	2025	23%	28%	**28%**	17%	26%	34%	-	35%	-	30%	6%	*	29%	27%	16%	20%
	2024	21%	28%	**28%**	38%	19%	26%	*	33%	-	36%	0%	*	28%	30%	30%	24%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2025	71%	94%	**94%**	81%	97%	98%	-	100%	-	96%	83%	*	93%	100%	89%	92%
	2024	70%	87%	**87%**	78%	79%	96%	*	89%	-	86%	36%	*	90%	74%	80%	81%
At Meets Grade Level or Above	2025	46%	78%	**78%**	56%	83%	83%	-	94%	-	75%	56%	*	77%	85%	66%	76%
	2024	42%	68%	**68%**	69%	55%	73%	*	72%	-	71%	29%	*	70%	59%	58%	71%
At Masters Grade Level	2025	19%	41%	**41%**	19%	34%	53%	-	55%	-	42%	11%	*	40%	44%	29%	44%
	2024	15%	27%	**27%**	19%	21%	26%	*	44%	-	50%	0%	*	29%	19%	23%	24%
Grade 4 Reading																	
At Approaches Grade Level or Above	2025	81%	94%	**94%**	91%	93%	100%	*	83%	-	100%	65%	*	94%	94%	94%	86%
	2024	81%	96%	**96%**	96%	93%	98%	*	96%	-	100%	92%	83%	98%	94%	96%	89%
At Meets Grade Level or Above	2025	54%	75%	**75%**	76%	68%	78%	*	67%	-	91%	23%	*	75%	71%	77%	57%
	2024	51%	74%	**74%**	54%	64%	82%	*	92%	-	87%	25%	50%	77%	66%	61%	74%
At Masters Grade Level	2025	24%	26%	**26%**	32%	23%	25%	*	22%	-	36%	4%	*	26%	26%	25%	19%
	2024	23%	34%	**34%**	14%	27%	42%	*	52%	-	33%	8%	0%	37%	26%	16%	16%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2025	69%	84%	**84%**	85%	78%	87%	*	78%	-	100%	50%	*	85%	80%	77%	71%
	2024	69%	77%	**77%**	71%	61%	87%	*	92%	-	73%	58%	50%	82%	66%	73%	63%
At Meets Grade Level or Above	2025	47%	53%	**53%**	50%	58%	49%	*	50%	-	73%	15%	*	56%	40%	46%	52%
	2024	46%	54%	**54%**	46%	34%	62%	*	84%	-	53%	50%	0%	55%	51%	41%	32%
At Masters Grade Level	2025	24%	27%	**27%**	24%	25%	28%	*	39%	-	27%	8%	*	28%	23%	27%	29%
	2024	21%	22%	**22%**	7%	14%	29%	*	44%	-	13%	8%	0%	26%	13%	10%	11%
Grade 5 Reading																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2025	77%	92%	**92%**	89%	80%	98%	*	100%	-	93%	68%	*	94%	88%	91%	88%
	2024	79%	91%	**91%**	92%	89%	90%	-	96%	-	91%	33%	80%	95%	78%	87%	95%
At Meets Grade Level or Above	2025	58%	74%	**74%**	64%	64%	81%	*	83%	-	80%	50%	*	77%	67%	63%	71%
	2024	55%	74%	**74%**	70%	59%	79%	-	81%	-	77%	0%	60%	80%	55%	68%	86%
At Masters Grade Level	2025	30%	43%	**43%**	25%	30%	46%	*	73%	-	47%	9%	*	44%	40%	27%	46%
	2024	29%	46%	**46%**	35%	33%	45%	-	59%	-	64%	0%	40%	50%	33%	32%	62%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2025	74%	85%	**85%**	86%	66%	94%	*	93%	-	87%	59%	*	85%	83%	79%	79%
	2024	77%	89%	**89%**	92%	74%	88%	-	96%	-	95%	56%	100%	89%	88%	89%	100%
At Meets Grade Level or Above	2025	47%	52%	**52%**	36%	23%	67%	*	83%	-	53%	41%	*	56%	42%	38%	33%
	2024	50%	67%	**67%**	50%	52%	74%	-	81%	-	77%	22%	40%	71%	53%	59%	81%
At Masters Grade Level	2025	22%	26%	**26%**	18%	9%	31%	*	53%	-	20%	5%	*	27%	23%	18%	21%
	2024	19%	34%	**34%**	16%	26%	36%	-	52%	-	45%	0%	40%	36%	25%	24%	52%
Grade 5 Science																	
At Approaches Grade Level or Above	2025	65%	74%	**74%**	79%	50%	83%	*	80%	-	87%	50%	*	75%	71%	71%	54%
	2024	58%	75%	**75%**	62%	74%	79%	-	78%	-	86%	33%	60%	82%	55%	64%	81%
At Meets Grade Level or Above	2025	31%	31%	**31%**	11%	16%	50%	*	47%	-	20%	14%	*	35%	21%	13%	17%
	2024	28%	39%	**39%**	30%	26%	47%	-	44%	-	48%	0%	40%	45%	23%	26%	48%
At Masters Grade Level	2025	12%	10%	**10%**	0%	5%	15%	*	27%	-	0%	0%	*	12%	6%	2%	4%
	2024	11%	22%	**22%**	19%	19%	17%	-	26%	-	38%	0%	40%	25%	10%	17%	29%
All Grades All Subjects																	
At Approaches Grade Level or Above	2025	75%	89%	**88%**	86%	79%	94%	60%	92%	-	93%	62%	80%	89%	86%	85%	81%
	2024	75%	89%	**87%**	84%	79%	91%	*	90%	-	87%	52%	79%	90%	76%	82%	83%
At Meets Grade Level or Above	2025	50%	65%	**62%**	52%	54%	68%	20%	74%	-	66%	33%	40%	65%	54%	52%	55%
	2024	48%	66%	**63%**	54%	51%	69%	*	75%	-	67%	23%	48%	66%	51%	53%	64%
At Masters Grade Level	2025	21%	33%	**29%**	20%	21%	32%	0%	45%	-	30%	6%	0%	30%	26%	20%	26%
	2024	20%	33%	**30%**	22%	22%	31%	*	45%	-	41%	3%	21%	33%	22%	22%	31%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2025	76%	93%	**94%**	91%	89%	98%	*	96%	-	94%	67%	83%	94%	92%	92%	90%
	2024	76%	92%	**92%**	94%	88%	95%	*	93%	-	88%	60%	86%	95%	84%	90%	85%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2025	54%	76%	**74%**	67%	69%	78%	*	80%	-	78%	38%	67%	75%	72%	68%	69%
	2024	54%	74%	**70%**	63%	62%	74%	*	83%	-	75%	17%	64%	74%	60%	62%	72%
At Masters Grade Level	2025	23%	39%	**32%**	24%	26%	34%	*	47%	-	37%	6%	0%	33%	32%	23%	29%
	2024	22%	40%	**36%**	30%	26%	37%	*	50%	-	47%	3%	14%	38%	29%	26%	34%
All Grades Mathematics																	
At Approaches Grade Level or Above	2025	72%	86%	**88%**	84%	79%	92%	*	92%	-	94%	62%	83%	88%	86%	82%	81%
	2024	72%	85%	**85%**	82%	71%	91%	*	93%	-	86%	49%	79%	87%	75%	81%	82%
At Meets Grade Level or Above	2025	45%	56%	**61%**	48%	52%	64%	*	80%	-	68%	35%	33%	63%	52%	50%	54%
	2024	43%	59%	**63%**	55%	46%	70%	*	80%	-	69%	34%	36%	66%	54%	53%	62%
At Masters Grade Level	2025	20%	27%	**31%**	20%	22%	36%	*	51%	-	32%	8%	0%	32%	28%	24%	31%
	2024	17%	25%	**28%**	14%	19%	30%	*	47%	-	37%	3%	21%	30%	18%	19%	30%
All Grades Science																	
At Approaches Grade Level or Above	2025	78%	85%	**74%**	79%	50%	83%	*	80%	-	87%	50%	*	75%	71%	71%	54%
	2024	75%	86%	**75%**	62%	74%	79%	-	78%	-	86%	33%	60%	82%	55%	64%	81%
At Meets Grade Level or Above	2025	47%	57%	**31%**	11%	16%	50%	*	47%	-	20%	14%	*	35%	21%	13%	17%
	2024	43%	61%	**39%**	30%	26%	47%	-	44%	-	48%	0%	40%	45%	23%	26%	48%
At Masters Grade Level	2025	17%	25%	**10%**	0%	5%	15%	*	27%	-	0%	0%	*	12%	6%	2%	4%
	2024	16%	30%	**22%**	19%	19%	17%	-	26%	-	38%	0%	40%	25%	10%	17%	29%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2025	39%	66%	**66%**	47%	71%	68%	-	81%	-	61%	39%	*	64%	77%	52%	68%
	2024	35%	55%	**55%**	63%	49%	53%	*	61%	-	57%	14%	*	56%	48%	47%	52%
Reading and Mathematics Including EOC	2025	39%	66%	**66%**	47%	71%	68%	-	81%	-	61%	39%	*	64%	77%	52%	68%
	2024	35%	55%	**55%**	63%	49%	53%	*	61%	-	57%	14%	*	56%	48%	47%	52%
Reading Including EOC	2025	52%	73%	**73%**	61%	77%	74%	-	84%	-	70%	44%	*	72%	81%	64%	76%
	2024	48%	63%	**63%**	63%	62%	64%	*	72%	-	57%	21%	*	65%	56%	58%	57%
Math Including EOC	2025	46%	78%	**78%**	56%	83%	83%	-	94%	-	75%	56%	*	77%	85%	66%	76%
	2024	42%	68%	**68%**	69%	55%	73%	*	72%	-	71%	29%	*	70%	59%	58%	71%
4th Graders																	
Reading and Mathematics	2025	40%	46%	**46%**	50%	48%	41%	*	44%	-	73%	4%	*	50%	31%	40%	38%
	2024	38%	49%	**49%**	36%	32%	56%	*	80%	-	47%	25%	0%	51%	43%	31%	32%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2025	40%	46%	**46%**	50%	48%	41%	*	44%	-	73%	4%	*	50%	31%	40%	38%
	2024	38%	49%	**49%**	36%	32%	56%	*	80%	-	47%	25%	0%	51%	43%	31%	32%
Reading Including EOC	2025	54%	75%	**75%**	76%	68%	78%	*	67%	-	91%	23%	*	75%	71%	77%	57%
	2024	51%	74%	**74%**	54%	64%	82%	*	92%	-	87%	25%	50%	77%	66%	61%	74%
Math Including EOC	2025	47%	53%	**53%**	50%	58%	49%	*	50%	-	73%	15%	*	56%	40%	46%	52%
	2024	46%	54%	**54%**	46%	34%	62%	*	84%	-	53%	50%	0%	55%	51%	41%	32%
5th Graders																	
Reading and Mathematics	2025	42%	48%	**48%**	29%	20%	63%	*	77%	-	53%	32%	*	52%	38%	30%	33%
	2024	42%	62%	**62%**	49%	44%	71%	-	70%	-	73%	0%	40%	67%	45%	53%	71%
Reading and Mathematics Including EOC	2025	42%	48%	**48%**	29%	20%	63%	*	77%	-	53%	32%	*	52%	38%	30%	33%
	2024	42%	62%	**62%**	49%	44%	71%	-	70%	-	73%	0%	40%	67%	45%	53%	71%
Reading Including EOC	2025	58%	74%	**74%**	64%	64%	81%	*	83%	-	80%	50%	*	77%	67%	63%	71%
	2024	55%	74%	**74%**	70%	59%	79%	-	81%	-	77%	0%	60%	80%	55%	68%	86%
Math Including EOC	2025	48%	52%	**52%**	36%	23%	67%	*	83%	-	53%	41%	*	56%	42%	38%	33%
	2024	51%	67%	**67%**	50%	52%	74%	-	81%	-	77%	22%	40%	71%	53%	59%	81%
3rd - 8th Graders																	
Reading and Mathematics	2025	38%	49%	**53%**	43%	45%	55%	*	71%	-	61%	23%	33%	55%	45%	41%	47%
	2024	36%	51%	**55%**	49%	41%	60%	*	71%	-	61%	14%	36%	58%	45%	44%	52%
Reading and Mathematics Including EOC	2025	40%	51%	**53%**	43%	45%	55%	*	71%	-	61%	23%	33%	55%	45%	41%	47%
	2024	38%	53%	**55%**	49%	41%	60%	*	71%	-	61%	14%	36%	58%	45%	44%	52%
Reading Including EOC	2025	55%	76%	**74%**	67%	69%	78%	*	80%	-	78%	38%	67%	75%	72%	68%	69%
	2024	54%	74%	**70%**	63%	62%	74%	*	83%	-	75%	17%	64%	74%	60%	62%	72%
Math Including EOC	2025	46%	56%	**61%**	48%	52%	64%	*	80%	-	68%	35%	33%	63%	52%	50%	54%
	2024	45%	59%	**63%**	55%	46%	70%	*	80%	-	69%	34%	36%	66%	54%	53%	62%

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)	G/T
School Progress - Annual Growth by Grade and Subject																		
Grade 4 ELA/Reading	2025	70%	76%	**76%**	73%	72%	80%	*	72%	-	82%	48%	*	75%	79%	74%	79%	-
	2024	67%	75%	**75%**	57%	76%	86%	*	82%	-	67%	68%	42%	79%	65%	70%	68%	---
Grade 4 Mathematics	2025	65%	58%	**58%**	71%	62%	53%	*	53%	-	59%	36%	*	62%	43%	57%	52%	-
	2024	60%	45%	**45%**	32%	40%	49%	*	56%	-	47%	25%	25%	47%	39%	35%	31%	---
Grade 5 ELA/Reading	2025	69%	78%	**78%**	70%	77%	81%	*	87%	-	73%	71%	*	78%	80%	72%	88%	-
	2024	70%	79%	**79%**	89%	67%	76%	-	78%	-	89%	39%	*	80%	76%	84%	76%	---
Grade 5 Mathematics	2025	67%	73%	**73%**	70%	52%	82%	*	92%	-	77%	76%	*	74%	71%	65%	71%	-
	2024	65%	82%	**82%**	82%	69%	82%	-	89%	-	89%	56%	*	82%	83%	82%	88%	---
All Grades Both Subjects	2025	65%	71%	**72%**	71%	66%	73%	*	79%	-	73%	57%	50%	72%	70%	67%	73%	-
	2024	64%	69%	**70%**	68%	62%	73%	*	76%	-	76%	47%	48%	72%	65%	68%	67%	---
All Grades ELA/Reading	2025	67%	80%	**77%**	71%	75%	80%	*	81%	-	77%	59%	*	76%	80%	73%	83%	-
	2024	67%	76%	**77%**	75%	72%	81%	*	80%	-	80%	55%	55%	80%	70%	77%	73%	---
All Grades Mathematics	2025	64%	63%	**66%**	70%	57%	66%	*	77%	-	69%	54%	*	68%	61%	61%	62%	-
	2024	60%	62%	**64%**	61%	51%	66%	*	73%	-	72%	39%	40%	65%	59%	60%	62%	---
School Progress - Accelerated Learning by Grade and Subject																		
Grade 4 ELA/Reading	2025	40%	57%	**57%**	*	57%	*	-	*	-	*	25%	-	60%	*	*	50%	-
	2024	38%	71%	**71%**	*	*	*	-	-	-	*	*	-	80%	*	*	*	---
Grade 4 Mathematics	2025	27%	29%	**29%**	40%	29%	*	-	*	-	-	10%	-	31%	*	50%	*	-
	2024	26%	10%	**10%**	*	17%	-	-	*	-	*	*	*	17%	*	*	*	---
Grade 5 ELA/Reading	2025	25%	29%	**29%**	*	*	*	-	*	-	-	20%	-	*	*	*	*	-
	2024	35%	45%	**45%**	80%	*	*	-	-	-	*	0%	-	*	43%	43%	*	---
Grade 5 Mathematics	2025	35%	45%	**45%**	56%	25%	75%	-	*	-	*	11%	*	44%	46%	44%	38%	-
	2024	41%	60%	**60%**	83%	43%	33%	-	*	-	*	20%	-	47%	73%	69%	*	---
All Grades Both Subjects	2025	33%	48%	**42%**	41%	33%	64%	-	25%	-	*	16%	*	43%	40%	45%	35%	-
	2024	32%	39%	**50%**	75%	32%	40%	-	*	-	50%	20%	*	47%	54%	57%	40%	---
All Grades ELA/Reading	2025	31%	55%	**48%**	*	50%	*	-	*	-	*	23%	-	54%	38%	40%	38%	-
	2024	30%	42%	**56%**	83%	33%	*	-	-	-	*	25%	-	67%	44%	44%	*	---
All Grades Mathematics	2025	35%	44%	**40%**	50%	26%	64%	-	*	-	*	11%	*	39%	41%	46%	33%	-
	2024	35%	38%	**48%**	71%	31%	33%	-	*	-	*	14%	*	38%	58%	63%	*	---

* Indicates results are masked due to small numbers to protect student confidentiality.
\- Indicates there are no students in the group.
--- First reported in 2025.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2025	75%	89%	**88%**	-	-	-	-	-	-	78%	-	78%	-	*	89%	78%	94%
	2024	75%	89%	**87%**	-	-	-	-	-	-	79%	-	79%	-	-	87%	79%	100%
At Meets Grade Level or Above	2025	50%	65%	**62%**	-	-	-	-	-	-	50%	-	50%	-	*	63%	50%	73%
	2024	48%	66%	**63%**	-	-	-	-	-	-	59%	-	59%	-	-	63%	59%	86%
At Masters Grade Level	2025	21%	33%	**29%**	-	-	-	-	-	-	22%	-	22%	-	*	29%	21%	45%
	2024	20%	33%	**30%**	-	-	-	-	-	-	25%	-	25%	-	-	30%	25%	59%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2025	76%	93%	**94%**	-	-	-	-	-	-	87%	-	87%	-	*	94%	88%	100%
	2024	76%	92%	**92%**	-	-	-	-	-	-	82%	-	82%	-	-	93%	82%	100%
At Meets Grade Level or Above	2025	54%	76%	**74%**	-	-	-	-	-	-	60%	-	60%	-	*	75%	61%	100%
	2024	54%	74%	**70%**	-	-	-	-	-	-	68%	-	68%	-	-	70%	68%	91%
At Masters Grade Level	2025	23%	39%	**32%**	-	-	-	-	-	-	22%	-	22%	-	*	33%	21%	57%
	2024	22%	40%	**36%**	-	-	-	-	-	-	26%	-	26%	-	-	36%	26%	73%
All Grades Mathematics																		
At Approaches Grade Level or Above	2025	72%	86%	**88%**	-	-	-	-	-	-	78%	-	78%	-	*	89%	79%	93%
	2024	72%	85%	**85%**	-	-	-	-	-	-	78%	-	78%	-	-	85%	78%	100%
At Meets Grade Level or Above	2025	45%	56%	**61%**	-	-	-	-	-	-	51%	-	51%	-	*	62%	50%	71%
	2024	43%	59%	**63%**	-	-	-	-	-	-	54%	-	54%	-	-	63%	54%	100%

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2025	20%	27%	**31%**	-	-	-	-	-	-	27%	-	27%	-	*	31%	27%	50%
	2024	17%	25%	**28%**	-	-	-	-	-	-	24%	-	24%	-	-	27%	24%	55%
All Grades Science																		
At Approaches Grade Level or Above	2025	78%	85%	**74%**	-	-	-	-	-	-	47%	-	47%	-	-	77%	47%	80%
	2024	75%	86%	**75%**	-	-	-	-	-	-	71%	-	71%	-	-	74%	71%	100%
At Meets Grade Level or Above	2025	47%	57%	**31%**	-	-	-	-	-	-	21%	-	21%	-	-	34%	21%	0%
	2024	43%	61%	**39%**	-	-	-	-	-	-	43%	-	43%	-	-	38%	43%	57%
At Masters Grade Level	2025	17%	25%	**10%**	-	-	-	-	-	-	5%	-	5%	-	-	11%	5%	0%
	2024	16%	30%	**22%**	-	-	-	-	-	-	21%	-	21%	-	-	21%	21%	43%
School Progress - Annual Growth																		
All Grades Both Subjects	2025	65%	71%	**72%**	-	-	-	-	-	-	71%	-	71%	-	*	71%	71%	81%
	2024	64%	69%	**70%**	-	-	-	-	-	-	62%	-	62%	-	-	71%	62%	88%
All Grades ELA/Reading	2025	67%	80%	**77%**	-	-	-	-	-	-	81%	-	81%	-	*	76%	82%	89%
	2024	67%	76%	**77%**	-	-	-	-	-	-	69%	-	69%	-	-	78%	69%	88%
All Grades Mathematics	2025	64%	63%	**66%**	-	-	-	-	-	-	61%	-	61%	-	*	67%	60%	72%
	2024	60%	62%	**64%**	-	-	-	-	-	-	55%	-	55%	-	-	64%	55%	88%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2025	33%	48%	**42%**	-	-	-	-	-	-	33%	-	33%	-	-	45%	33%	*
	2024	32%	39%	**50%**	-	-	-	-	-	-	40%	-	40%	-	-	51%	40%	-
All Grades ELA/Reading	2025	31%	55%	**48%**	-	-	-	-	-	-	38%	-	38%	-	-	54%	38%	-
	2024	30%	42%	**56%**	-	-	-	-	-	-	*	-	*	-	-	60%	*	-
All Grades Mathematics	2025	35%	44%	**40%**	-	-	-	-	-	-	30%	-	30%	-	-	42%	30%	*
	2024	35%	38%	**48%**	-	-	-	-	-	-	*	-	*	-	-	47%	*	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2025 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	100%	100%	-	99%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	98%	**98%**	92%	100%	100%	100%	100%	-	99%	99%	100%	100%	93%	96%	96%
Not Included in Accountability: Mobile	4%	1%	**1%**	6%	0%	0%	0%	0%	-	0%	1%	0%	0%	5%	3%	1%
Not Included in Accountability: Other Exclusions	2%	0%	**0%**	2%	0%	0%	0%	0%	-	0%	0%	0%	0%	2%	1%	3%
Not Tested	1%	0%	**0%**	0%	0%	0%	0%	0%	-	1%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	0%	0%	-	1%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	*	100%	-	98%	100%	100%	100%	99%	100%	100%
Included in Accountability	91%	98%	**98%**	92%	100%	100%	*	100%	-	98%	99%	100%	100%	92%	96%	96%
Not Included in Accountability: Mobile	4%	1%	**1%**	6%	0%	0%	*	0%	-	0%	1%	0%	0%	5%	3%	1%
Not Included in Accountability: Other Exclusions	4%	0%	**0%**	2%	0%	0%	*	0%	-	0%	0%	0%	0%	2%	1%	3%
Not Tested	1%	0%	**0%**	0%	0%	0%	*	0%	-	2%	0%	0%	0%	1%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	*	0%	-	2%	0%	0%	0%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	98%	**98%**	92%	100%	100%	*	100%	-	100%	99%	100%	100%	93%	96%	96%
Not Included in Accountability: Mobile	4%	1%	**1%**	6%	0%	0%	*	0%	-	0%	1%	0%	0%	5%	3%	1%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	2%	0%	0%	*	0%	-	0%	0%	0%	0%	2%	1%	3%
Not Tested	1%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	*	100%	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	94%	99%	**98%**	90%	100%	100%	*	100%	-	100%	100%	*	100%	94%	97%	96%
Not Included in Accountability: Mobile	4%	1%	**1%**	6%	0%	0%	*	0%	-	0%	0%	*	0%	4%	2%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**1%**	3%	0%	0%	*	0%	-	0%	0%	*	0%	2%	2%	4%
Not Tested	1%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	*	0%	0%	0%	0%

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**1%**	3%	0%	0%	-	0%	-	4%	0%	0%	2%	0%	2%	0%
Absent	1%	1%	**1%**	3%	0%	0%	-	0%	-	4%	0%	0%	2%	0%	2%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2023-24	93.6%	96.9%	**96.9%**	97.4%	96.0%	96.9%	*	98.2%	-	96.4%	96.0%	96.2%	97.4%
2022-23	93.3%	96.1%	**96.4%**	96.6%	95.7%	96.4%	*	97.5%	-	96.2%	95.1%	95.8%	97.4%
Chronic Absenteeism													
2023-24	19.0%	3.7%	**3.9%**	2.8%	4.2%	4.3%	*	0.0%	-	9.1%	4.8%	6.9%	1.9%
2022-23	20.3%	5.8%	**3.7%**	3.8%	3.3%	4.3%	*	1.3%	-	6.8%	8.3%	6.7%	2.0%
Annual Dropout Rate (Gr 7-8)													
2023-24	0.7%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2022-23	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2023-24	1.9%	-	-	-	-	-	-	-	-	-	-	-	-
2022-23	2.0%	-	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2024													
Graduated	90.7%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	91.1%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2023													
Graduated	90.3%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	-	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	92.1%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.5%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	-	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2022													
Graduated	91.8%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.2%	-	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	92.2%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.2%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	92.7%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	-	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2024	90.7%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	90.3%	-	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2024	44.9%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2024	11.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	4.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2024	78.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	84.3%	-	-	-	-	-	-	-	-	-	-	-	-
Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	0.1%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	0.0%	-	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	89.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	88.6%	-	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2023-24	24.6%	-	-	-	-	-	-	-	-	-	-	-	-
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2023-24	11.0%	-	-	-	-	-	-	-	-	-	-	-	-
2022-23	4.4%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2023-24	76.9%	-	-	-	-	-	-	-	-	-	-	-	-
2022-23	82.5%	-	-	-	-	-	-	-	-	-	-	-	-
Texas First-DLA Graduates (Annual Rate)													
2023-24	0.1%	-	-	-	-	-	-	-	-	-	-	-	-
2022-23	0.1%	-	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2023-24	87.8%	-	-	-	-	-	-	-	-	-	-	-	-
2022-23	86.8%	-	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2023-24 Annual Graduates)				
Total Graduates	-	-	-	382,023
By Ethnicity:				
African American	-	-	-	48,064
Hispanic	-	-	-	200,942
White	-	-	-	101,714
American Indian	-	-	-	1,231
Asian	-	-	-	19,746
Pacific Islander	-	-	-	606
Two or More Races	-	-	-	9,720
By Graduation Type:				
Minimum H.S. Program	-	-	-	309
Recommended H.S. Program/Distinguished Achievement Program	-	-	-	101
Foundation H.S. Program (No Endorsement)	-	-	-	46,183
Foundation H.S. Program (Endorsement)	-	-	-	42,042
Foundation H.S. Program (DLA)	-	-	-	293,032
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	-	356
Special Education Graduates	-	-	-	35,935
Economically Disadvantaged Graduates	-	-	-	211,984
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	-	56,967
At-Risk Graduates	-	-	-	173,035
CTE Completers	-	-	-	127,800

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	**524**	**100.0%**	**1,506**	**5,530,499**	**524**	**100.0%**	**1,506**	**5,544,255**
Students by Grade								
Grade 3	174	33.2%	11.6%	7.3%	174	33.2%	11.6%	7.3%
Grade 4	175	33.4%	11.6%	7.3%	175	33.4%	11.6%	7.3%
Grade 5	175	33.4%	11.6%	7.3%	175	33.4%	11.6%	7.3%
Ethnic Distribution								
African American	103	19.7%	20.7%	12.8%	103	19.7%	20.7%	12.8%
Hispanic	119	22.7%	22.6%	53.5%	119	22.7%	22.6%	53.5%
White	171	32.6%	33.7%	24.4%	171	32.6%	33.7%	24.4%
American Indian	2	0.4%	0.2%	0.3%	2	0.4%	0.2%	0.3%
Asian	79	15.1%	14.1%	5.6%	79	15.1%	14.1%	5.6%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	50	9.5%	8.6%	3.3%	50	9.5%	8.6%	3.3%
Sex								
Female	278	53.1%	51.9%	48.9%	278	53.1%	51.9%	48.8%
Male	246	46.9%	48.1%	51.1%	246	46.9%	48.1%	51.2%
Other Student Cohorts								
Economically Disadvantaged	159	30.3%	28.2%	60.5%	159	30.3%	28.2%	60.4%
Non-Educationally Disadvantaged	365	69.7%	71.8%	39.5%	365	69.7%	71.8%	39.6%
Section 504 Students	65	12.4%	9.1%	6.8%	65	12.4%	9.1%	6.8%
EB Students/EL	58	11.1%	10.2%	24.3%	58	11.1%	10.2%	24.3%
Students w/ Disciplinary Placements (2023-24)	0	0.0%	0.0%	2.1%				
Students w/ Dyslexia	34	6.5%	4.4%	6.4%	34	6.5%	4.4%	6.4%
Foster Care	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Homeless	0	0.0%	0.0%	1.4%	0	0.0%	0.0%	1.4%
Immigrant	0	0.0%	0.0%	3.5%	0	0.0%	0.0%	3.5%
Migrant	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Title I	0	0.0%	3.7%	66.6%	0	0.0%	3.7%	66.5%
Military Connected	0	0.0%	0.5%	4.1%	0	0.0%	0.5%	4.1%
At-Risk	148	28.2%	34.5%	53.5%	148	28.2%	34.5%	53.5%
Students by Instructional Program								
Bilingual/ESL Education	57	10.9%	10.0%	24.3%	57	10.9%	10.0%	24.3%
Career and Technical Education	0	0.0%	4.1%	27.7%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	0.0%	74.0%	-	-	-	-
Gifted and Talented Education	0	0.0%	0.0%	8.7%	0	0.0%	0.0%	8.7%
Special Education	56	10.7%	8.5%	15.3%	56	10.7%	8.5%	15.5%
Students with Disabilities by Type of Primary Disability								

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students with Disabilities	**56**							
Students with Intellectual Disabilities	38	67.9%	56.3%	48.3%				
Students with Physical Disabilities	8	14.3%	24.2%	17.0%				
Students with Autism	5	8.9%	9.4%	16.8%				
Students with Behavioral Disabilities	5	8.9%	10.2%	16.3%				
Students with Non-Categorical Early Childhood	0	0.0%	0.0%	1.6%				
Mobility (2023-24)								
Total Mobile Students	**27**	**5.0%**	**5.4%**	**16.4%**				
African American	9	1.7%	1.2%	3.3%				
Hispanic	9	1.7%	1.7%	8.9%				
White	5	0.9%	1.7%	2.9%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	1	0.2%	0.2%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	3	0.6%	0.6%	0.6%				
Special Ed Students who are Mobile	4	9.5%	6.4%	17.3%				
Count and Percent of EB Students/EL who are Mobile	2	3.8%	5.3%	17.9%				
Count and Percent of Econ Dis Students who are Mobile	16	8.8%	8.8%	19.0%				
Student Attrition (2023-24)								
Total Student Attrition	**27**	**7.8%**	**11.1%**	**18.0%**				

	Non-Special Education Rates			Special Education Rates		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade						
Grade 3	1.3%	1.3%	0.6%	0.0%	0.0%	0.6%
Grade 4	1.3%	1.3%	0.4%	0.0%	0.0%	0.4%
Grade 5	0.6%	0.6%	0.3%	0.0%	0.0%	0.4%

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

Class Size Information	Campus	District	State
Elementary			
Grade 3	21.9	21.9	20.1
Grade 4	22.1	22.1	20.0
Grade 5	23.0	23.0	21.3

	Campus			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	**39.5**	**100.0%**	**100.0%**	**100.0%**
Professional Staff	36.0	91.1%	79.7%	63.8%
Teachers	32.0	81.0%	64.0%	48.3%
Professional Support	2.0	5.1%	10.4%	10.8%
Campus Administration (School Leadership)	2.0	5.1%	3.7%	3.4%
Educational Aides	3.5	8.9%	5.3%	10.7%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	0.0	4,125.0
Part-time Librarians	0.0	n/a	0.0	583.0
Full-time Counselors	1.0	n/a	3.0	13,704.0
Part-time Counselors	0.0	n/a	0.0	1,298.0
Total Minority Staff	**5.0**	**12.7%**	**23.1%**	**55.3%**
Teachers by Ethnicity				
African American	2.0	6.2%	5.5%	12.8%
Hispanic	1.0	3.1%	9.2%	31.0%
White	28.0	87.5%	82.1%	52.2%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	1.0	3.1%	1.0%	2.2%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	2.1%	1.3%
Teachers by Sex				
Males	5.0	15.6%	13.3%	24.6%
Females	27.0	84.4%	86.7%	75.4%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	0.0%	2.4%
Bachelors	22.0	68.8%	66.7%	71.4%
Masters	9.0	28.1%	32.2%	25.4%
Doctorate	1.0	3.1%	1.0%	0.8%
Teachers by Years of Experience				
Beginning Teachers	0.0	0.0%	1.0%	7.3%
1-5 Years Experience	8.0	25.0%	20.5%	28.3%
6-10 Years Experience	4.0	12.5%	14.4%	19.7%
11-20 Years Experience	11.0	34.4%	29.2%	27.6%
21-30 Years Experience	8.0	25.0%	32.9%	14.1%
Over 30 Years Experience	1.0	3.1%	2.1%	3.0%
Number of Students per Teacher	16.4	n/a	15.5	15.0

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	9.0	8.0	6.0
Average Years Experience of Principals with District	9.0	8.0	5.1
Average Years Experience of Assistant Principals	4.0	2.7	5.1
Average Years Experience of Assistant Principals with District	2.0	2.0	4.3
Average Years Experience of Teachers	14.5	14.9	11.2
Average Years Experience of Teachers with District	5.5	5.7	7.0
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	-	$59,080	$55,689
1-5 Years Experience	$56,944	$56,703	$59,266
6-10 Years Experience	$60,795	$60,180	$62,607
11-20 Years Experience	$66,274	$65,985	$66,353
21-30 Years Experience	$71,296	$71,693	$70,976
Over 30 Years Experience	$76,378	$75,878	$75,042
Average Actual Salaries (regular duties only)			
Teachers	$64,828	$65,253	$63,751
Professional Support	$61,881	$70,831	$75,909
Campus Administration (School Leadership)	$85,935	$83,448	$88,786
Instructional Staff Percent	n/a	72.0%	64.8%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,637.7

	Campus			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served)				
Bilingual/ESL Education	0.0	0.0%	0.6%	6.3%
Career and Technical Education	0.0	0.0%	0.8%	5.5%
Compensatory Education	0.0	0.0%	0.0%	2.6%
Gifted and Talented Education	0.0	0.0%	0.1%	1.6%
Regular Education	29.0	90.6%	86.9%	69.0%
Special Education	3.0	9.4%	9.7%	11.4%
Other	0.0	0.0%	1.9%	3.6%

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

Link to: PEIMS Financial Standard Reports 2023-24 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

2024-25 Texas Academic Performance Report (TAPR)

District Name: ARLINGTON CLASSICS ACADEMY

Campus Name: ARLINGTON CLASSICS ACADEMY - MIDDLE

Campus Number: 220802040

2025 Campus Accountability Score: A

Distinction Designations:

- **Academic Achievement in ELA/Reading**
- **Academic Achievement in Social Studies**

This school is a Charter School.

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 6 Reading																	
At Approaches Grade Level or Above	2025	77%	90%	**90%**	86%	84%	93%	-	96%	-	91%	25%	100%	94%	81%	90%	92%
	2024	77%	88%	**88%**	89%	78%	93%	-	95%	-	88%	18%	100%	90%	85%	82%	86%
At Meets Grade Level or Above	2025	56%	76%	**76%**	70%	65%	79%	-	93%	-	83%	8%	60%	86%	55%	69%	79%
	2024	57%	67%	**67%**	53%	58%	76%	-	91%	-	63%	0%	40%	69%	63%	62%	62%
At Masters Grade Level	2025	29%	41%	**41%**	28%	30%	47%	-	52%	-	52%	0%	20%	47%	26%	35%	46%
	2024	26%	19%	**19%**	13%	14%	26%	-	18%	-	25%	0%	0%	21%	13%	13%	10%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2025	74%	87%	**87%**	88%	78%	86%	-	93%	-	96%	25%	100%	94%	73%	81%	83%
	2024	72%	85%	**85%**	79%	80%	86%	-	100%	-	88%	36%	80%	85%	83%	73%	86%
At Meets Grade Level or Above	2025	40%	46%	**46%**	36%	27%	48%	-	68%	-	65%	0%	60%	53%	32%	46%	54%
	2024	39%	47%	**47%**	34%	38%	55%	-	68%	-	50%	0%	20%	49%	42%	36%	33%
At Masters Grade Level	2025	16%	18%	**18%**	17%	5%	14%	-	36%	-	26%	0%	20%	23%	5%	15%	29%
	2024	14%	14%	**14%**	3%	6%	22%	-	32%	-	13%	0%	0%	15%	12%	15%	14%
Grade 7 Reading																	
At Approaches Grade Level or Above	2025	76%	95%	**95%**	95%	86%	98%	-	100%	-	100%	60%	-	93%	98%	94%	95%
	2024	74%	91%	**91%**	79%	90%	96%	-	100%	-	90%	36%	*	94%	82%	83%	85%
At Meets Grade Level or Above	2025	54%	71%	**71%**	65%	61%	75%	-	87%	-	75%	20%	-	73%	66%	64%	68%
	2024	54%	76%	**76%**	58%	67%	85%	-	96%	-	90%	0%	*	81%	62%	65%	65%
At Masters Grade Level	2025	27%	29%	**29%**	24%	18%	42%	-	26%	-	38%	0%	-	31%	25%	24%	14%
	2024	29%	53%	**53%**	39%	48%	60%	-	70%	-	60%	0%	*	57%	44%	48%	45%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2025	55%	74%	**74%**	68%	68%	77%	-	83%	-	88%	27%	-	73%	77%	69%	68%
	2024	56%	78%	**78%**	58%	79%	87%	-	91%	-	80%	18%	*	80%	73%	68%	75%
At Meets Grade Level or Above	2025	33%	46%	**46%**	37%	41%	49%	-	61%	-	63%	9%	-	48%	41%	37%	45%
	2024	34%	54%	**54%**	34%	43%	70%	-	70%	-	60%	0%	*	55%	51%	45%	45%
At Masters Grade Level	2025	11%	13%	**13%**	5%	7%	13%	-	39%	-	13%	0%	-	15%	9%	16%	14%
	2024	11%	20%	**20%**	3%	7%	34%	-	43%	-	20%	0%	*	23%	11%	23%	15%
Grade 8 Reading																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2025	82%	96%	**96%**	94%	95%	98%	-	100%	-	89%	50%	*	96%	96%	90%	87%
	2024	81%	99%	**99%**	100%	100%	98%	-	100%	-	100%	86%	*	99%	100%	100%	100%
At Meets Grade Level or Above	2025	58%	88%	**88%**	82%	79%	95%	-	95%	-	89%	10%	*	88%	88%	71%	67%
	2024	56%	91%	**91%**	91%	83%	94%	-	94%	-	90%	71%	*	92%	85%	76%	100%
At Masters Grade Level	2025	32%	68%	**68%**	53%	59%	77%	-	90%	-	67%	0%	*	70%	58%	52%	47%
	2024	29%	65%	**65%**	75%	45%	74%	-	72%	-	30%	43%	*	64%	70%	39%	71%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2025	71%	*	*	*	*	*	-	-	-	-	*	-	*	*	*	*
	2024	72%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2025	47%	*	*	*	*	*	-	-	-	-	*	-	*	*	*	*
	2024	43%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2025	18%	*	*	*	*	*	-	-	-	-	*	-	*	*	*	*
	2024	16%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2025	58%	91%	**91%**	88%	87%	93%	-	100%	-	89%	50%	*	92%	88%	77%	80%
	2024	60%	97%	**97%**	91%	100%	98%	-	100%	-	100%	86%	*	98%	95%	94%	100%
At Meets Grade Level or Above	2025	32%	74%	**74%**	62%	72%	79%	-	85%	-	89%	0%	*	76%	65%	58%	60%
	2024	33%	78%	**78%**	69%	69%	87%	-	89%	-	70%	57%	*	77%	85%	67%	86%
At Masters Grade Level	2025	17%	59%	**59%**	47%	46%	74%	-	65%	-	67%	0%	*	62%	42%	45%	40%
	2024	17%	49%	**49%**	38%	38%	60%	-	67%	-	30%	43%	*	52%	35%	30%	50%
End of Course Algebra I																	
At Approaches Grade Level or Above	2025	78%	94%	**94%**	94%	87%	98%	-	100%	-	90%	88%	*	92%	100%	87%	85%
	2024	81%	93%	**93%**	88%	87%	96%	-	100%	-	100%	63%	*	92%	100%	91%	100%
At Meets Grade Level or Above	2025	45%	61%	**61%**	44%	51%	77%	-	75%	-	60%	0%	*	65%	45%	40%	54%
	2024	43%	61%	**61%**	55%	53%	69%	-	83%	-	30%	25%	*	61%	65%	44%	79%
At Masters Grade Level	2025	27%	37%	**37%**	18%	21%	52%	-	65%	-	50%	0%	*	42%	17%	20%	31%
	2024	24%	33%	**33%**	21%	23%	44%	-	50%	-	10%	13%	*	38%	9%	15%	36%
End of Course Biology																	
At Approaches Grade Level or Above	2025	92%	98%	**98%**	97%	97%	98%	-	100%	-	100%	80%	*	98%	96%	97%	93%
	2024	91%	99%	**99%**	100%	100%	98%	-	100%	-	100%	86%	*	99%	100%	100%	100%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2025	61%	86%	**86%**	79%	74%	95%	-	95%	-	100%	20%	*	88%	81%	65%	67%
	2024	56%	87%	**87%**	88%	80%	91%	-	89%	-	80%	57%	*	86%	90%	73%	93%
At Masters Grade Level	2025	21%	41%	**41%**	21%	23%	57%	-	70%	-	56%	0%	*	44%	27%	23%	20%
	2024	19%	41%	**41%**	41%	27%	47%	-	61%	-	10%	29%	*	41%	38%	27%	50%
All Grades All Subjects																	
At Approaches Grade Level or Above	2025	75%	89%	**90%**	88%	85%	92%	-	96%	-	93%	47%	100%	91%	86%	85%	84%
	2024	75%	89%	**91%**	85%	87%	94%	-	98%	-	93%	48%	96%	92%	86%	85%	90%
At Meets Grade Level or Above	2025	50%	65%	**68%**	59%	59%	73%	-	82%	-	77%	8%	71%	72%	55%	55%	61%
	2024	48%	66%	**69%**	59%	59%	78%	-	85%	-	67%	21%	54%	71%	63%	57%	67%
At Masters Grade Level	2025	21%	33%	**37%**	26%	26%	45%	-	54%	-	44%	0%	36%	42%	23%	27%	29%
	2024	20%	33%	**36%**	28%	24%	45%	-	51%	-	25%	12%	13%	39%	25%	25%	33%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2025	76%	93%	**93%**	91%	88%	96%	-	99%	-	93%	44%	100%	94%	90%	92%	92%
	2024	76%	92%	**92%**	89%	88%	96%	-	98%	-	93%	41%	100%	94%	86%	87%	89%
At Meets Grade Level or Above	2025	54%	76%	**78%**	72%	68%	82%	-	91%	-	83%	13%	67%	82%	66%	68%	72%
	2024	54%	74%	**77%**	66%	67%	85%	-	94%	-	82%	17%	50%	80%	67%	66%	73%
At Masters Grade Level	2025	23%	39%	**45%**	34%	35%	54%	-	54%	-	53%	0%	33%	49%	32%	35%	34%
	2024	22%	40%	**44%**	41%	33%	52%	-	52%	-	39%	10%	20%	47%	35%	30%	38%
All Grades Mathematics																	
At Approaches Grade Level or Above	2025	72%	86%	**84%**	83%	77%	86%	-	92%	-	93%	38%	100%	86%	80%	76%	75%
	2024	72%	85%	**85%**	74%	81%	90%	-	97%	-	89%	37%	90%	86%	83%	76%	85%
At Meets Grade Level or Above	2025	45%	56%	**50%**	38%	40%	56%	-	68%	-	63%	3%	67%	55%	38%	40%	49%
	2024	43%	59%	**54%**	40%	43%	64%	-	73%	-	46%	7%	50%	55%	50%	41%	49%
At Masters Grade Level	2025	20%	27%	**22%**	13%	11%	24%	-	45%	-	29%	0%	33%	26%	9%	16%	23%
	2024	17%	25%	**22%**	8%	11%	33%	-	41%	-	14%	3%	10%	25%	11%	17%	20%
All Grades Science																	
At Approaches Grade Level or Above	2025	78%	85%	**98%**	97%	97%	98%	-	100%	-	100%	80%	*	98%	96%	97%	93%
	2024	75%	86%	**99%**	100%	100%	98%	-	100%	-	100%	86%	*	99%	100%	100%	100%
At Meets Grade Level or Above	2025	47%	57%	**86%**	79%	74%	95%	-	95%	-	100%	20%	*	88%	81%	65%	67%
	2024	43%	61%	**87%**	88%	80%	91%	-	89%	-	80%	57%	*	86%	90%	73%	93%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2025	17%	25%	**41%**	21%	23%	57%	-	70%	-	56%	0%	*	44%	27%	23%	20%
	2024	16%	30%	**41%**	41%	27%	47%	-	61%	-	10%	29%	*	41%	38%	27%	50%
All Grades Social Studies																	
At Approaches Grade Level or Above	2025	77%	91%	**91%**	88%	87%	93%	-	100%	-	89%	50%	*	92%	88%	77%	80%
	2024	78%	97%	**97%**	91%	100%	98%	-	100%	-	100%	86%	*	98%	95%	94%	100%
At Meets Grade Level or Above	2025	50%	74%	**74%**	62%	72%	79%	-	85%	-	89%	0%	*	76%	65%	58%	60%
	2024	51%	78%	**78%**	69%	69%	87%	-	89%	-	70%	57%	*	77%	85%	67%	86%
At Masters Grade Level	2025	27%	59%	**59%**	47%	46%	74%	-	65%	-	67%	0%	*	62%	42%	45%	40%
	2024	27%	49%	**49%**	38%	38%	60%	-	67%	-	30%	43%	*	52%	35%	30%	50%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
6th Graders																	
Reading and Mathematics	2025	37%	45%	**45%**	31%	27%	46%	-	70%	-	65%	0%	40%	53%	26%	44%	54%
	2024	36%	41%	**41%**	29%	32%	50%	-	64%	-	38%	0%	20%	44%	37%	35%	29%
Reading and Mathematics Including EOC	2025	37%	45%	**45%**	31%	27%	46%	-	70%	-	65%	0%	40%	53%	26%	44%	54%
	2024	36%	41%	**41%**	29%	32%	50%	-	64%	-	38%	0%	20%	44%	37%	35%	29%
Reading Including EOC	2025	56%	76%	**76%**	70%	65%	79%	-	93%	-	83%	8%	60%	86%	55%	69%	79%
	2024	57%	67%	**67%**	53%	58%	76%	-	91%	-	63%	0%	40%	69%	63%	62%	62%
Math Including EOC	2025	41%	46%	**46%**	36%	27%	48%	-	68%	-	65%	0%	60%	53%	32%	46%	54%
	2024	40%	47%	**47%**	34%	38%	55%	-	68%	-	50%	0%	20%	49%	42%	36%	33%
7th Graders																	
Reading and Mathematics	2025	36%	42%	**42%**	35%	39%	42%	-	57%	-	63%	0%	-	45%	34%	34%	41%
	2024	35%	50%	**50%**	26%	40%	66%	-	70%	-	60%	0%	*	52%	44%	45%	45%
Reading and Mathematics Including EOC	2025	38%	42%	**42%**	35%	39%	42%	-	57%	-	63%	0%	-	45%	34%	34%	41%
	2024	36%	50%	**50%**	26%	40%	66%	-	70%	-	60%	0%	*	52%	44%	45%	45%
Reading Including EOC	2025	54%	71%	**71%**	65%	61%	75%	-	87%	-	75%	20%	-	73%	66%	64%	68%
	2024	54%	76%	**76%**	58%	67%	85%	-	96%	-	90%	0%	*	81%	62%	65%	65%
Math Including EOC	2025	43%	46%	**46%**	37%	41%	49%	-	61%	-	63%	9%	-	48%	41%	37%	45%
	2024	40%	54%	**54%**	34%	43%	70%	-	70%	-	60%	0%	*	55%	51%	45%	45%
8th Graders																	
Reading and Mathematics	2025	30%	*	*	*	*	*	-	-	-	-	*	-	*	*	*	*

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2025	44%	60%	**60%**	38%	51%	77%	-	75%	-	67%	0%	*	63%	46%	39%	47%
	2024	41%	63%	**63%**	56%	55%	70%	-	83%	-	30%	29%	*	61%	75%	45%	79%
Reading Including EOC	2025	59%	88%	**88%**	82%	79%	95%	-	95%	-	89%	10%	*	88%	88%	71%	67%
	2024	57%	91%	**91%**	91%	83%	94%	-	94%	-	90%	71%	*	92%	85%	76%	100%
Math Including EOC	2025	51%	62%	**62%**	44%	51%	77%	-	75%	-	67%	0%	*	64%	50%	39%	47%
	2024	49%	63%	**63%**	56%	55%	70%	-	83%	-	30%	29%	*	61%	75%	45%	79%
3rd - 8th Graders																	
Reading and Mathematics	2025	38%	49%	**43%**	33%	33%	43%	-	64%	-	65%	0%	40%	49%	29%	38%	46%
	2024	36%	51%	**46%**	28%	36%	57%	-	67%	-	50%	0%	38%	48%	40%	39%	37%
Reading and Mathematics Including EOC	2025	40%	51%	**48%**	35%	39%	53%	-	67%	-	65%	0%	50%	54%	33%	39%	48%
	2024	38%	53%	**51%**	36%	40%	61%	-	71%	-	43%	7%	40%	52%	46%	41%	47%
Reading Including EOC	2025	55%	76%	**78%**	72%	68%	82%	-	91%	-	83%	13%	67%	82%	66%	68%	72%
	2024	54%	74%	**77%**	66%	67%	85%	-	94%	-	82%	17%	50%	80%	67%	66%	73%
Math Including EOC	2025	46%	56%	**51%**	39%	40%	57%	-	68%	-	65%	3%	67%	55%	39%	41%	49%
	2024	45%	59%	**54%**	41%	44%	65%	-	73%	-	46%	7%	50%	55%	51%	41%	49%

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)	G/T
School Progress - Annual Growth by Grade and Subject																		
Grade 6 ELA/Reading	2025	64%	72%	**72%**	66%	70%	76%	-	81%	-	65%	46%	70%	73%	70%	71%	63%	-
	2024	61%	55%	**55%**	38%	51%	62%	-	81%	-	50%	23%	0%	58%	49%	56%	67%	---
Grade 6 Mathematics	2025	56%	47%	**47%**	46%	41%	41%	-	61%	-	57%	38%	50%	53%	34%	43%	40%	-
	2024	48%	45%	**45%**	45%	34%	47%	-	62%	-	56%	50%	40%	46%	43%	39%	45%	---
Grade 7 ELA/Reading	2025	64%	81%	**81%**	83%	77%	78%	-	89%	-	92%	70%	-	82%	79%	80%	82%	-
	2024	66%	84%	**84%**	74%	84%	85%	-	93%	-	100%	50%	*	87%	74%	84%	71%	---
Grade 7 Mathematics	2025	50%	59%	**59%**	54%	60%	53%	-	72%	-	83%	36%	-	58%	60%	54%	61%	-
	2024	49%	63%	**63%**	46%	72%	71%	-	67%	-	50%	50%	*	64%	63%	71%	73%	---
Grade 8 ELA/Reading	2025	72%	93%	**93%**	87%	87%	98%	-	100%	-	100%	61%	*	92%	96%	83%	70%	-
	2024	69%	90%	**90%**	92%	84%	89%	-	94%	-	88%	86%	*	90%	85%	83%	100%	---
Grade 8 Mathematics	2025	68%	*	*	*	*	*	-	-	-	-	*	-	*	*	*	*	-
	2024	66%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
End of Course Algebra I	2025	74%	83%	**83%**	83%	73%	90%	-	88%	-	88%	83%	*	84%	82%	73%	73%	-
	2024	72%	74%	**74%**	75%	72%	74%	-	89%	-	55%	57%	*	73%	83%	65%	96%	---
All Grades Both Subjects	2025	65%	71%	**71%**	69%	68%	71%	-	81%	-	72%	52%	67%	73%	66%	66%	64%	-
	2024	64%	69%	**68%**	61%	64%	71%	-	80%	-	66%	50%	50%	69%	61%	63%	72%	---
All Grades ELA/Reading	2025	67%	80%	**81%**	78%	78%	83%	-	89%	-	77%	58%	75%	82%	79%	77%	71%	-
	2024	67%	76%	**75%**	67%	71%	78%	-	89%	-	80%	48%	35%	78%	65%	71%	77%	---
All Grades Mathematics	2025	64%	63%	**61%**	60%	58%	59%	-	72%	-	68%	47%	58%	64%	53%	54%	56%	-
	2024	60%	62%	**60%**	54%	57%	63%	-	72%	-	54%	52%	65%	61%	57%	56%	68%	---
School Progress - Accelerated Learning by Grade and Subject																		
Grade 6 ELA/Reading	2025	27%	41%	**41%**	*	20%	50%	-	*	-	*	13%	*	*	50%	43%	*	-
	2024	24%	21%	**21%**	*	14%	*	-	*	-	*	0%	-	25%	17%	25%	*	---
Grade 6 Mathematics	2025	33%	42%	**42%**	*	50%	33%	-	*	-	*	11%	-	67%	21%	33%	*	-
	2024	27%	20%	**20%**	25%	0%	20%	-	*	-	*	13%	*	23%	14%	18%	*	---
Grade 7 ELA/Reading	2025	25%	76%	**76%**	*	67%	*	-	*	-	-	43%	-	67%	100%	75%	*	-
	2024	23%	36%	**36%**	25%	*	*	-	-	-	*	0%	-	50%	17%	33%	*	---
Grade 7 Mathematics	2025	16%	17%	**17%**	14%	25%	13%	-	*	-	-	14%	-	17%	17%	17%	*	-
	2024	14%	11%	**11%**	0%	17%	*	-	*	-	-	0%	-	0%	22%	10%	*	---
Grade 8 ELA/Reading	2025	40%	60%	**60%**	67%	*	*	-	-	-	-	33%	-	50%	*	60%	*	-
	2024	34%	*	*	*	*	-	-	-	-	-	*	-	*	-	*	-	---
Grade 8 Mathematics	2025	42%	*	*	*	*	*	-	-	-	-	*	-	*	*	*	*	-
	2024	44%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
End of Course Algebra I	2025	54%	85%	**85%**	83%	67%	100%	-	*	-	*	100%	-	81%	100%	78%	*	-
	2024	55%	71%	**71%**	80%	*	*	-	*	-	*	*	-	67%	*	*	*	---
All Grades Both Subjects	2025	33%	48%	**51%**	57%	47%	46%	-	83%	-	*	29%	*	53%	49%	46%	25%	-
	2024	32%	39%	**32%**	31%	26%	21%	-	80%	-	*	9%	*	37%	23%	30%	21%	---

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)	G/T
All Grades ELA/Reading	2025	31%	55%	**59%**	67%	50%	58%	-	*	-	*	29%	*	52%	65%	60%	50%	-
	2024	30%	42%	**33%**	36%	33%	*	-	*	-	*	7%	-	44%	17%	33%	17%	---
All Grades Mathematics	2025	35%	44%	**47%**	52%	44%	39%	-	*	-	*	29%	-	53%	35%	38%	0%	-
	2024	35%	38%	**31%**	29%	20%	30%	-	*	-	*	12%	*	32%	28%	28%	25%	---

* Indicates results are masked due to small numbers to protect student confidentiality.
\- Indicates there are no students in the group.
--- First reported in 2025.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2025	75%	89%	**90%**	-	-	-	-	-	-	75%	-	75%	-	-	91%	75%	97%
	2024	75%	89%	**91%**	-	-	-	-	-	-	88%	-	88%	-	*	91%	88%	98%
At Meets Grade Level or Above	2025	50%	65%	**68%**	-	-	-	-	-	-	42%	-	42%	-	-	68%	42%	85%
	2024	48%	66%	**69%**	-	-	-	-	-	-	60%	-	60%	-	*	69%	60%	92%
At Masters Grade Level	2025	21%	33%	**37%**	-	-	-	-	-	-	11%	-	11%	-	-	37%	11%	57%
	2024	20%	33%	**36%**	-	-	-	-	-	-	28%	-	28%	-	*	35%	28%	60%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2025	76%	93%	**93%**	-	-	-	-	-	-	85%	-	85%	-	-	93%	85%	100%
	2024	76%	92%	**92%**	-	-	-	-	-	-	86%	-	86%	-	*	93%	87%	100%
At Meets Grade Level or Above	2025	54%	76%	**78%**	-	-	-	-	-	-	52%	-	52%	-	-	78%	52%	97%
	2024	54%	74%	**77%**	-	-	-	-	-	-	66%	-	66%	-	*	77%	67%	100%
At Masters Grade Level	2025	23%	39%	**45%**	-	-	-	-	-	-	15%	-	15%	-	-	46%	15%	61%
	2024	22%	40%	**44%**	-	-	-	-	-	-	34%	-	34%	-	*	44%	33%	65%
All Grades Mathematics																		
At Approaches Grade Level or Above	2025	72%	86%	**84%**	-	-	-	-	-	-	61%	-	61%	-	-	85%	61%	94%
	2024	72%	85%	**85%**	-	-	-	-	-	-	84%	-	84%	-	*	85%	84%	94%
At Meets Grade Level or Above	2025	45%	56%	**50%**	-	-	-	-	-	-	27%	-	27%	-	-	50%	27%	76%
	2024	43%	59%	**54%**	-	-	-	-	-	-	45%	-	45%	-	*	54%	44%	76%

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2025	20%	27%	**22%**	-	-	-	-	-	-	6%	-	6%	-	-	21%	6%	48%
	2024	17%	25%	**22%**	-	-	-	-	-	-	16%	-	16%	-	*	21%	16%	53%
All Grades Science																		
At Approaches Grade Level or Above	2025	78%	85%	**98%**	-	-	-	-	-	-	89%	-	89%	-	-	98%	89%	100%
	2024	75%	86%	**99%**	-	-	-	-	-	-	100%	-	100%	-	-	99%	100%	100%
At Meets Grade Level or Above	2025	47%	57%	**86%**	-	-	-	-	-	-	56%	-	56%	-	-	89%	56%	80%
	2024	43%	61%	**87%**	-	-	-	-	-	-	89%	-	89%	-	-	86%	89%	100%
At Masters Grade Level	2025	17%	25%	**41%**	-	-	-	-	-	-	0%	-	0%	-	-	43%	0%	60%
	2024	16%	30%	**41%**	-	-	-	-	-	-	44%	-	44%	-	-	39%	44%	56%
All Grades Social Studies																		
At Approaches Grade Level or Above	2025	77%	91%	**91%**	-	-	-	-	-	-	78%	-	78%	-	-	92%	78%	90%
	2024	78%	97%	**97%**	-	-	-	-	-	-	100%	-	100%	-	-	97%	100%	100%
At Meets Grade Level or Above	2025	50%	74%	**74%**	-	-	-	-	-	-	44%	-	44%	-	-	76%	44%	80%
	2024	51%	78%	**78%**	-	-	-	-	-	-	78%	-	78%	-	-	77%	78%	100%
At Masters Grade Level	2025	27%	59%	**59%**	-	-	-	-	-	-	22%	-	22%	-	-	60%	22%	70%
	2024	27%	49%	**49%**	-	-	-	-	-	-	44%	-	44%	-	-	48%	44%	67%
School Progress - Annual Growth																		
All Grades Both Subjects	2025	65%	71%	**71%**	-	-	-	-	-	-	52%	-	52%	-	-	72%	52%	80%
	2024	64%	69%	**68%**	-	-	-	-	-	-	70%	-	70%	-	*	67%	70%	85%
All Grades ELA/Reading	2025	67%	80%	**81%**	-	-	-	-	-	-	59%	-	59%	-	-	82%	59%	88%
	2024	67%	76%	**75%**	-	-	-	-	-	-	73%	-	73%	-	*	75%	74%	88%

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades Mathematics	2025	64%	63%	**61%**	-	-	-	-	-	-	45%	-	45%	-	-	62%	45%	73%
	2024	60%	62%	**60%**	-	-	-	-	-	-	67%	-	67%	-	*	59%	66%	82%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2025	33%	48%	**51%**	-	-	-	-	-	-	27%	-	27%	-	-	55%	27%	*
	2024	32%	39%	**32%**	-	-	-	-	-	-	17%	-	17%	-	-	34%	17%	*
All Grades ELA/Reading	2025	31%	55%	**59%**	-	-	-	-	-	-	50%	-	50%	-	-	61%	50%	-
	2024	30%	42%	**33%**	-	-	-	-	-	-	17%	-	17%	-	-	38%	17%	-
All Grades Mathematics	2025	35%	44%	**47%**	-	-	-	-	-	-	0%	-	0%	-	-	51%	0%	*
	2024	35%	38%	**31%**	-	-	-	-	-	-	17%	-	17%	-	-	32%	17%	*

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2025 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	99%	100%	100%	-	99%	-	100%	99%	100%	100%	100%	99%	100%
Included in Accountability	93%	98%	**98%**	95%	100%	99%	-	98%	-	100%	97%	100%	99%	97%	98%	100%
Not Included in Accountability: Mobile	4%	1%	**1%**	4%	0%	0%	-	1%	-	0%	2%	0%	1%	3%	1%	0%
Not Included in Accountability: Other Exclusions	2%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	1%	0%	0%	-	1%	-	0%	1%	0%	0%	0%	1%	0%
Absent	1%	0%	**0%**	1%	0%	0%	-	1%	-	0%	1%	0%	0%	0%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**99%**	99%	100%	99%	-	99%	-	100%	97%	100%	99%	99%	99%	100%
Included in Accountability	91%	98%	**98%**	95%	100%	99%	-	97%	-	100%	94%	100%	99%	96%	98%	100%
Not Included in Accountability: Mobile	4%	1%	**1%**	4%	0%	1%	-	1%	-	0%	3%	0%	1%	3%	2%	0%
Not Included in Accountability: Other Exclusions	4%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	**1%**	1%	0%	1%	-	1%	-	0%	3%	0%	1%	1%	1%	0%
Absent	1%	0%	**1%**	1%	0%	1%	-	1%	-	0%	3%	0%	1%	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	**100%**	99%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	99%	100%
Included in Accountability	94%	98%	**98%**	95%	99%	99%	-	99%	-	100%	97%	100%	99%	96%	98%	100%
Not Included in Accountability: Mobile	4%	1%	**2%**	4%	1%	1%	-	1%	-	0%	3%	0%	1%	4%	1%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	1%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	1%	0%
Absent	1%	0%	**0%**	1%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	100%	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	94%	99%	**99%**	97%	100%	100%	-	100%	-	100%	100%	*	99%	100%	100%	100%
Not Included in Accountability: Mobile	4%	1%	**1%**	3%	0%	0%	-	0%	-	0%	0%	*	1%	0%	0%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	*	0%	0%	0%	0%

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

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

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2023-24	93.6%	96.9%	**96.9%**	97.5%	96.5%	96.5%	-	98.3%	-	96.1%	95.5%	96.6%	97.0%
2022-23	93.3%	96.1%	**96.4%**	96.7%	95.9%	95.9%	-	98.1%	*	96.2%	95.3%	95.9%	97.8%
Chronic Absenteeism													
2023-24	19.0%	3.7%	**4.0%**	3.6%	5.5%	4.7%	-	0.0%	-	3.7%	6.9%	5.1%	4.3%
2022-23	20.3%	5.8%	**5.9%**	4.5%	5.9%	7.6%	-	3.3%	*	6.7%	12.5%	11.7%	0.0%
Annual Dropout Rate (Gr 7-8)													
2023-24	0.7%	0.3%	**0.3%**	1.4%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	1.2%	0.0%
2022-23	0.8%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	*	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2023-24	1.9%	-	**-**	-	-	-	-	-	-	-	-	-	-
2022-23	2.0%	-	**-**	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2024													
Graduated	90.7%	-	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	-	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	-	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	-	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	91.1%	-	**-**	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	-	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2023													
Graduated	90.3%	-	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	-	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	-	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	-	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	-	**-**	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	-	**-**	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	92.1%	-	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	-	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	-	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.5%	-	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	-	**-**	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2022													
Graduated	91.8%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.2%	-	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	92.2%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.2%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	92.7%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	-	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2024	90.7%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	90.3%	-	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2024	44.9%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2024	11.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	4.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2024	78.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	84.3%	-	-	-	-	-	-	-	-	-	-	-	-
Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	0.1%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	0.0%	-	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	89.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	88.6%	-	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2023-24	24.6%	-	-	-	-	-	-	-	-	-	-	-	-
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2023-24	11.0%	-	-	-	-	-	-	-	-	-	-	-	-
2022-23	4.4%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2023-24	76.9%	-	-	-	-	-	-	-	-	-	-	-	-
2022-23	82.5%	-	-	-	-	-	-	-	-	-	-	-	-
Texas First-DLA Graduates (Annual Rate)													
2023-24	0.1%	-	-	-	-	-	-	-	-	-	-	-	-
2022-23	0.1%	-	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2023-24	87.8%	-	-	-	-	-	-	-	-	-	-	-	-
2022-23	86.8%	-	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2023-24 Annual Graduates)				
Total Graduates	-	-	-	382,023
By Ethnicity:				
African American	-	-	-	48,064
Hispanic	-	-	-	200,942
White	-	-	-	101,714
American Indian	-	-	-	1,231
Asian	-	-	-	19,746
Pacific Islander	-	-	-	606
Two or More Races	-	-	-	9,720
By Graduation Type:				
Minimum H.S. Program	-	-	-	309
Recommended H.S. Program/Distinguished Achievement Program	-	-	-	101
Foundation H.S. Program (No Endorsement)	-	-	-	46,183
Foundation H.S. Program (Endorsement)	-	-	-	42,042
Foundation H.S. Program (DLA)	-	-	-	293,032
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	-	356
Special Education Graduates	-	-	-	35,935
Economically Disadvantaged Graduates	-	-	-	211,984
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	-	56,967
At-Risk Graduates	-	-	-	173,035
CTE Completers	-	-	-	127,800

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	**509**	**100.0%**	**1,506**	**5,530,499**	**509**	**100.0%**	**1,506**	**5,544,255**
Students by Grade								
Grade 6	190	37.3%	12.6%	7.3%	190	37.3%	12.6%	7.3%
Grade 7	171	33.6%	11.4%	7.4%	171	33.6%	11.4%	7.4%
Grade 8	148	29.1%	9.8%	7.4%	148	29.1%	9.8%	7.4%
Ethnic Distribution								
African American	118	23.2%	20.7%	12.8%	118	23.2%	20.7%	12.8%
Hispanic	121	23.8%	22.6%	53.5%	121	23.8%	22.6%	53.5%
White	157	30.8%	33.7%	24.4%	157	30.8%	33.7%	24.4%
American Indian	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Asian	72	14.1%	14.1%	5.6%	72	14.1%	14.1%	5.6%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	41	8.1%	8.6%	3.3%	41	8.1%	8.6%	3.3%
Sex								
Female	262	51.5%	51.9%	48.9%	262	51.5%	51.9%	48.8%
Male	247	48.5%	48.1%	51.1%	247	48.5%	48.1%	51.2%
Other Student Cohorts								
Economically Disadvantaged	133	26.1%	28.2%	60.5%	133	26.1%	28.2%	60.4%
Non-Educationally Disadvantaged	376	73.9%	71.8%	39.5%	376	73.9%	71.8%	39.6%
Section 504 Students	55	10.8%	9.1%	6.8%	55	10.8%	9.1%	6.8%
EB Students/EL	33	6.5%	10.2%	24.3%	33	6.5%	10.2%	24.3%
Students w/ Disciplinary Placements (2023-24)	0	0.0%	0.0%	2.1%				
Students w/ Dyslexia	22	4.3%	4.4%	6.4%	22	4.3%	4.4%	6.4%
Foster Care	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Homeless	0	0.0%	0.0%	1.4%	0	0.0%	0.0%	1.4%
Immigrant	0	0.0%	0.0%	3.5%	0	0.0%	0.0%	3.5%
Migrant	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Title I	0	0.0%	3.7%	66.6%	0	0.0%	3.7%	66.5%
Military Connected	8	1.6%	0.5%	4.1%	8	1.6%	0.5%	4.1%
At-Risk	162	31.8%	34.5%	53.5%	162	31.8%	34.5%	53.5%
Students by Instructional Program								
Bilingual/ESL Education	34	6.7%	10.0%	24.3%	34	6.7%	10.0%	24.3%
Career and Technical Education	62	12.2%	4.1%	27.7%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	0.0%	74.0%	-	-	-	-
Gifted and Talented Education	0	0.0%	0.0%	8.7%	0	0.0%	0.0%	8.7%
Special Education	31	6.1%	8.5%	15.3%	31	6.1%	8.5%	15.5%
Students with Disabilities by Type of Primary Disability								

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students with Disabilities	**31**							
Students with Intellectual Disabilities	24	77.4%	56.3%	48.3%				
Students with Physical Disabilities	*	*	24.2%	17.0%				
Students with Autism	*	*	9.4%	16.8%				
Students with Behavioral Disabilities	*	*	10.2%	16.3%				
Students with Non-Categorical Early Childhood	0	0.0%	0.0%	1.6%				
Mobility (2023-24)								
Total Mobile Students	**24**	**4.8%**	**5.4%**	**16.4%**				
African American	3	0.6%	1.2%	3.3%				
Hispanic	8	1.6%	1.7%	8.9%				
White	10	2.0%	1.7%	2.9%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.2%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	3	0.6%	0.6%	0.6%				
Special Ed Students who are Mobile	0	0.0%	6.4%	17.3%				
Count and Percent of EB Students/EL who are Mobile	2	4.3%	5.3%	17.9%				
Count and Percent of Econ Dis Students who are Mobile	11	7.5%	8.8%	19.0%				
Student Attrition (2023-24)								
Total Student Attrition	**45**	**12.9%**	**11.1%**	**18.0%**				

	Non-Special Education Rates			Special Education Rates		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade						
Grade 6	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%
Grade 7	0.0%	0.0%	0.4%	9.1%	9.1%	0.5%
Grade 8	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%

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

Class Size Information	Campus	District	State
Elementary			
Grade 6	22.8	22.8	19.8
Secondary			
English/Language Arts	23.4	23.4	16.4
Foreign Languages	20.7	20.7	18.9
Mathematics	23.5	23.5	17.8
Science	24.2	24.2	18.9
Social Studies	22.5	22.5	18.9

	Campus			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	**37.1**	**100.0%**	**100.0%**	**100.0%**
Professional Staff	36.1	97.3%	79.7%	63.8%
Teachers	32.4	87.3%	64.0%	48.3%
Professional Support	2.1	5.7%	10.4%	10.8%
Campus Administration (School Leadership)	1.6	4.3%	3.7%	3.4%
Educational Aides	1.0	2.7%	5.3%	10.7%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	0.0	4,125.0
Part-time Librarians	0.0	n/a	0.0	583.0
Full-time Counselors	1.0	n/a	3.0	13,704.0
Part-time Counselors	0.0	n/a	0.0	1,298.0
Total Minority Staff	**7.0**	**18.9%**	**23.1%**	**55.3%**
Teachers by Ethnicity				
African American	1.4	4.3%	5.5%	12.8%
Hispanic	4.0	12.3%	9.2%	31.0%
White	26.0	80.2%	82.1%	52.2%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	1.0%	2.2%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	1.0	3.1%	2.1%	1.3%
Teachers by Sex				
Males	7.0	21.6%	13.3%	24.6%
Females	25.4	78.4%	86.7%	75.4%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	0.0%	2.4%
Bachelors	23.0	71.0%	66.7%	71.4%
Masters	9.4	29.0%	32.2%	25.4%
Doctorate	0.0	0.0%	1.0%	0.8%
Teachers by Years of Experience				
Beginning Teachers	1.0	3.1%	1.0%	7.3%
1-5 Years Experience	6.0	18.5%	20.5%	28.3%
6-10 Years Experience	6.0	18.5%	14.4%	19.7%
11-20 Years Experience	6.4	19.8%	29.2%	27.6%
21-30 Years Experience	13.0	40.1%	32.9%	14.1%
Over 30 Years Experience	0.0	0.0%	2.1%	3.0%
Number of Students per Teacher	15.7	n/a	15.5	15.0

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	6.0	8.0	6.0
Average Years Experience of Principals with District	6.0	8.0	5.1
Average Years Experience of Assistant Principals	1.0	2.7	5.1
Average Years Experience of Assistant Principals with District	1.0	2.0	4.3
Average Years Experience of Teachers	14.7	14.9	11.2
Average Years Experience of Teachers with District	4.7	5.7	7.0
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	$59,080	$59,080	$55,689
1-5 Years Experience	$55,629	$56,703	$59,266
6-10 Years Experience	$60,207	$60,180	$62,607
11-20 Years Experience	$66,392	$65,985	$66,353
21-30 Years Experience	$71,662	$71,693	$70,976
Over 30 Years Experience	-	$75,878	$75,042
Average Actual Salaries (regular duties only)			
Teachers	$65,143	$65,253	$63,751
Professional Support	$72,347	$70,831	$75,909
Campus Administration (School Leadership)	$82,648	$83,448	$88,786
Instructional Staff Percent	n/a	72.0%	64.8%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,637.7

	Campus			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served)				
Bilingual/ESL Education	0.0	0.0%	0.6%	6.3%
Career and Technical Education	0.7	2.3%	0.8%	5.5%
Compensatory Education	0.0	0.0%	0.0%	2.6%
Gifted and Talented Education	0.0	0.0%	0.1%	1.6%
Regular Education	28.4	87.6%	86.9%	69.0%
Special Education	1.4	4.3%	9.7%	11.4%
Other	1.9	5.8%	1.9%	3.6%

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

Link to: PEIMS Financial Standard Reports 2023-24 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

Addendum

B

MAP Reports

Academic Services
June 2025

Kim Neill
Director of Academic Services

Courtney Boswell
Coordinator of Special Populations
and Assessment

Regina Davis
Coordinator of Special Education

Erin Baltensperger
Special Education Services Lead

June 2025 Report

ACA's Ends Policy



Global Statement

ACA produces excellent outcomes for students, parents, and the local community, with an emphasis on continual improvement.

Student Outcomes

Students develop knowledge, skills, and attitudes consistent with the rigorous standards of ACA and to the degree appropriate for their individual developmental levels.

- Student's lifelong learning skills measurably improve.
- Students demonstrate high academic achievement.
- Students possess and can demonstrate the skills and attributes of an effective citizen or collaborator.

High Academic Achievement

HB3 Goal 1: Increase the percentage of students reading at grade level.

The percentage of 3rd Grade students reading at grade level or above, as measured by Meets Standard or better on the STAAR Reading assessment, will increase from the baseline of 63% to 72% as reported on the 2029 STAAR Summary Report.

Performance Data

School Year	2024	2025	2026	2027	2028	2029
Annual Target	Baseline	65%	67%	69%	70%	72%
Actual Performance	63%	73%				

Reading

Subpopulation	Baseline as reported on Spring 2024 STAAR Data	2025	
		Target	Actual
African American	61%	64%	59%
Hispanic	62%	64%	77%
White	64%	66%	74%
Asian	72%	65%	84%
Two or More Races	57%	60%	70%
Special Education (Current)	21%	31%	44%
Economically Disadvantaged	57%	60%	63%
EL (Current and Monitored)	57%	60%	67%

High Academic Achievement

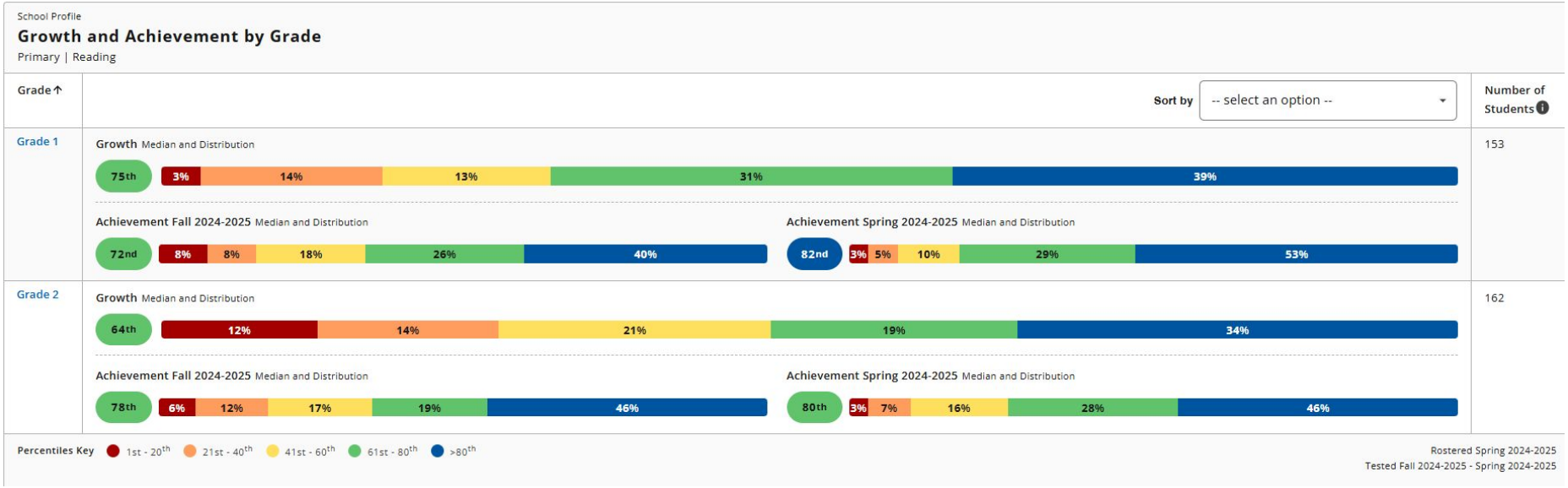
		STAAR Redesign				STAAR Redesign				STAAR Redesign		
Reading												
Grade	**21-22 App**	**22-23 App**	**23-24 App**	**24-25 App**	**21-22 Met**	**22-23 Met**	**23-24 Met**	**24-25 Met**	**21-22 Mas**	**22-23 Mas**	**23-24 Mas**	**24-25 Mas**
3	93%	94%	90%	95%	76%	70%	63%	73%	54%	33%	28%	28%
4	91%	94%	95%	94%	72%	75%	72%	74%	38%	42%	32%	26%
5	94%	92%	91%	91%	81%	71%	73%	74%	66%	38%	45%	42%
6	89%	91%	87%	90%	58%	66%	66%	76%	30%	34%	19%	41%
7	95%	99%	91%	95%	78%	92%	76%	71%	61%	57%	53%	29%
8	94%	97%	99%	96%	80%	87%	91%	87%	58%	59%	65%	67%

Reading				
	DNM	App	Meets	Masters
ACA- 3rd	5	95	73	28
Region	21	79	53	24
State	22	78	52	23
ACA- 4th	6	94	74	26
Region	18	82	54	24
State	19	81	54	24
ACA- 5th	9	91	74	42
Region	23	77	58	30
State	23	77	58	30

percentage of students performing at each level

Reading				
	DNM	App	Meets	Masters
ACA- 6th	10	90	76	41
Region	23	77	56	29
State	25	75	54	28
ACA- 7th	5	95	71	29
Region	25	75	52	27
State	26	74	52	26
ACA- 8th	4	96	87	67
Region	20	80	57	31
State	20	80	56	31

NWEA MAP Growth: Reading
Fall to Spring Median Growth
Fall to Spring Median Achievement Comparison



NWEA MAP Growth: Reading
Fall to Spring Median Growth
Fall to Spring Median Achievement Comparison



NWEA MAP Growth: Reading
Fall to Spring Median Growth
Fall to Spring Median Achievement Comparison



High Academic Achievement

HB3 Goal 1: Increase the percentage of students applying mathematics at grade level.						
The percentage of 3rd Grade students reading at grade level or above, as measured by Meets Standard or better on the STAAR Reading assessment, will increase from the baseline of 68% to 75% as reported on the 2029 STAAR Summary Report.						
Performance Data						
School Year	**2024**	**2025**	**2026**	**2027**	**2028**	**2029**
Annual Target	Baseline	70%	72%	73%	74%	75%
Actual Performance	68%	77%				

Math

Subpopulation	Baseline as reported on Spring 2024 STAAR Data	2025	
		Target	Actual
African American	70%	70%	54%
Hispanic	55%	59%	83%
White	73%	70%	83%
Asian	72%	70%	94%
Two or More Races	71%	70%	75%
Special Education (Current)	29%	38%	56%
Economically Disadvantaged	59%	62%	64%
EL (Current and Monitored)	71%	70%	67%

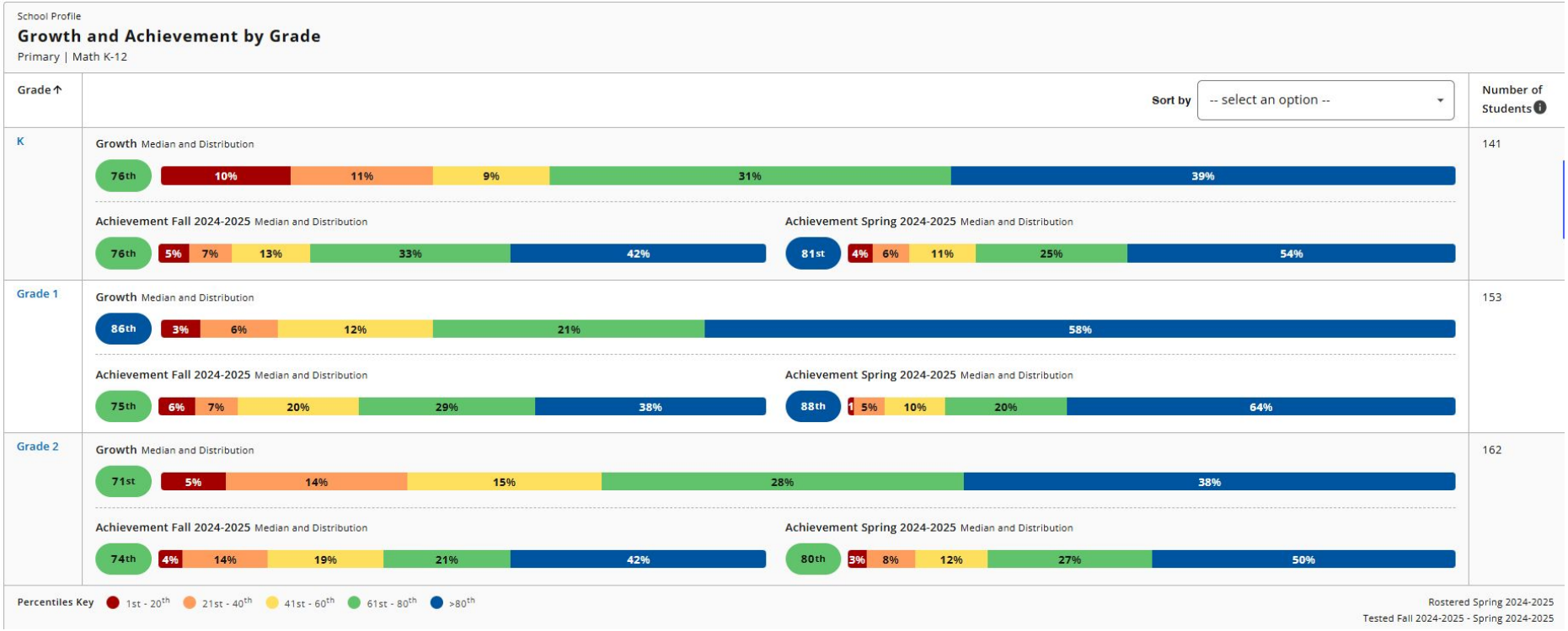
High Academic Achievement

		↓ STAAR Redesign				↓ STAAR Redesign				↓ STAAR Redesign		
Math												
Grade	**21-22 App**	**22-23 App**	**23-24 App**	**24-25 App**	**21-22 Met**	**22-23 Met**	**23-24 Met**	**24-25 Met**	**21-22 Mas**	**22-23 Mas**	**23-24 Mas**	**24-25 Mas**
3	91%	96%	87%	94%	67%	69%	68%	77%	46%	38%	27%	41%
4	78%	85%	76%	83%	47%	63%	53%	52%	27%	29%	21%	27%
5	91%	89%	88%	85%	71%	63%	66%	51%	42%	28%	34%	26%
6	86%	89%	84%	87%	44%	56%	47%	46%	16%	21%	14%	17%
7	80%	91%	78%	74%	46%	63%	54%	47%	20%	20%	20%	13%
8 (Alg)	92%	95%	93%	93%	57%	69%	63%	63%	38%	42%	34%	38%

Math				
	DNM	App	Meets	Masters
ACA- 3rd	6	94	77	41
Region	29	71	46	20
State	30	70	45	19
ACA- 4th	17	83	52	27
Region	32	68	45	23
State	32	68	46	24
ACA- 5th	15	85	51	26
Region	28	72	45	21
State	27	73	46	22

Math				
	DNM	App	Meets	Masters
ACA- 6th	13	87	46	17
Region	26	74	39	16
State	28	72	38	15
ACA- 7th	26	74	47	13
Region	47	53	32	11
State	48	52	31	10
ACA- 8th (Alg)	7	93	63	38
Region	27	73	44	27
State	24	76	47	29

NWEA MAP Growth: Mathematics
Fall to Spring Median Growth
Fall to Spring Median Achievement Comparison



NWEA MAP Growth: Mathematics
Fall to Spring Median Growth
Fall to Spring Median Achievement Comparison



School Profile

Growth and Achievement by Grade

Middle | Math K-12

Grade ↑	Sort by -- select an option --	Number of Students
Grade 6	Growth Median and Distribution: 60th — 19% / 16% / 20% / 15% / 30% Achievement Fall 2024-2025 Median and Distribution: 67th — 8% / 9% / 23% / 32% / 28% Achievement Spring 2024-2025 Median and Distribution: 71st — 6% / 12% / 25% / 26% / 31%	182
Grade 7	Growth Median and Distribution: 64th — 15% / 15% / 14% / 33% / 23% Achievement Fall 2024-2025 Median and Distribution: 70th — 5% / 11% / 20% / 30% / 34% Achievement Spring 2024-2025 Median and Distribution: 71st — 2 / 10% / 21% / 33% / 34%	163

School Profile

Growth and Achievement by Grade

Middle | Algebra 1

Grade ↑	Sort by -- select an option --	Number of Students
Grade 8	Growth Median and Distribution: 66th — 4% / 14% / 23% / 28% / 31% Achievement Fall 2024-2025 Median and Distribution: 79th — 3% / 8% / 17% / 24% / 48% Achievement Spring 2024-2025 Median and Distribution: 82nd — 5% / 8% / 14% / 20% / 53%	143

Percentiles Key: 1st - 20th | 21st - 40th | 41st - 60th | 61st - 80th | >80th

Rostered Spring 2024-2025
Tested Fall 2024-2025 - Spring 2024-2025

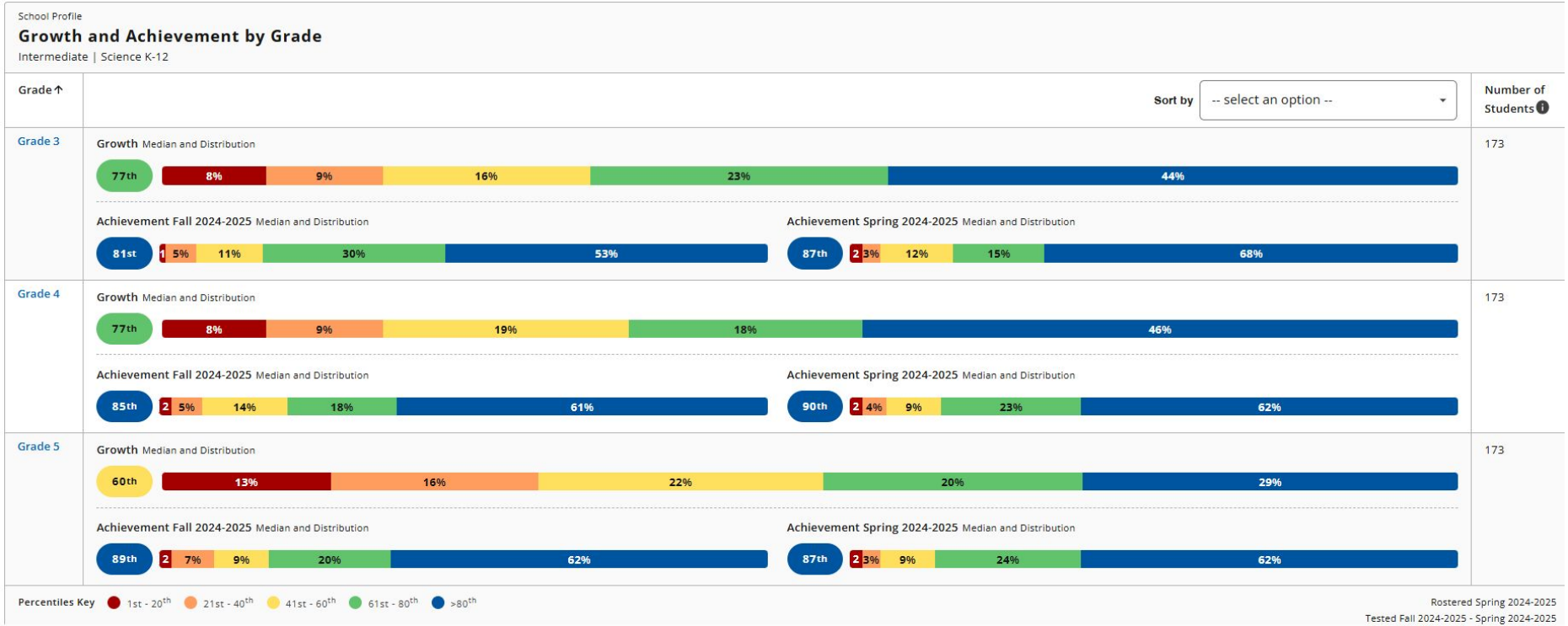
High Academic Achievement

		↓ STAAR Redesign				↓ STAAR Redesign				↓ STAAR Redesign		
Science/ Biology												
Grade	**21-22 App**	**22-23 App**	**23-24 App**	**24-25 App**	**21-22 Met**	**22-23 Met**	**23-24 Met**	**24-25 Met**	**21-22 Mas**	**22-23 Mas**	**23-24 Mas**	**24-25 Mas**
5	82%	86%	75%	73%	53%	48%	39%	31%	32%	24%	22%	10%
8 (Bio)	96%	96%	99%	98%	82%	78%	87%	86%	35%	34%	41%	41%

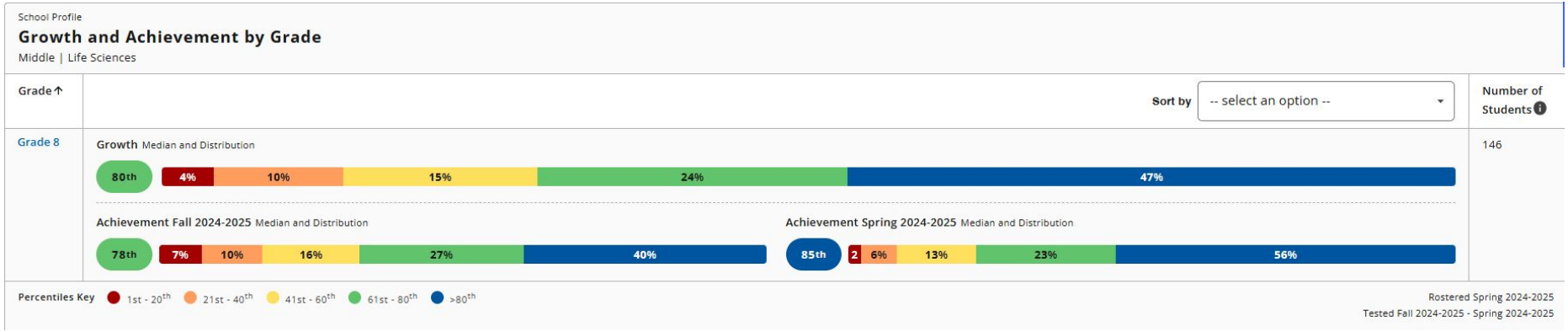
Science				
	DNM	App	Meets	Masters
ACA- 5th	27	73	31	10
Region	37	63	29	12
State	36	64	30	12

Biology				
	DNM	App	Meets	Masters
ACA- 8th	2	98	86	41
Region	9	91	63	21
State	9	91	62	21

NWEA MAP Growth: Science
Fall to Spring Median Growth
Fall to Spring Median Achievement Comparison



NWEA MAP Growth: Science
Fall to Spring Median Growth
Fall to Spring Median Achievement Comparison



High Academic Achievement

		STAAR Redesign				STAAR Redesign				STAAR Redesign		
Social Studies												
Grade	**21-22 App**	**22-23 App**	**23-24 App**	**24-25 App**	**21-22 Met**	**22-23 Met**	**23-24 Met**	**24-25 Met**	**21-22 Mas**	**22-23 Mas**	**23-24 Mas**	**24-25 Mas**
8	85%	89%	97%	91%	48%	67%	78%	74%	29%	44%	49%	58%

Social Studies				
	DNM	App	Meets	Masters
ACA- 8th	9	91	74	58
Region	44	56	30	16
State	45	55	30	16

High Academic Achievement

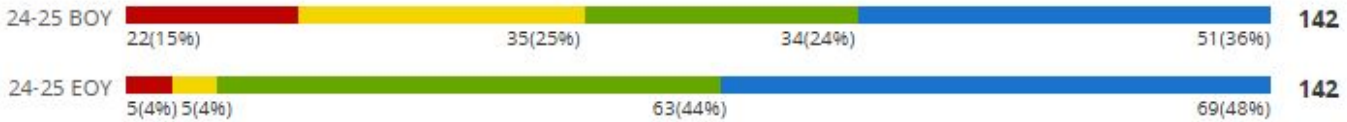
Arlington Classics Academy

Current as of 06/21/2025

Grade K

Reference Data (Compare these results against a wider population)

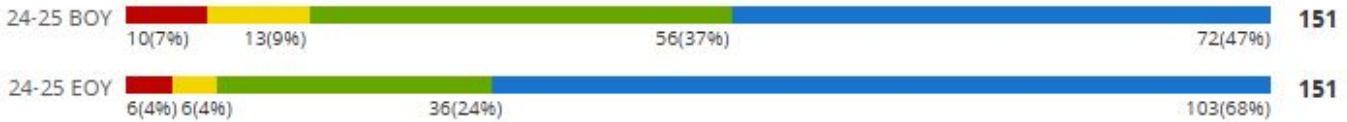
Arlington Classics Primary



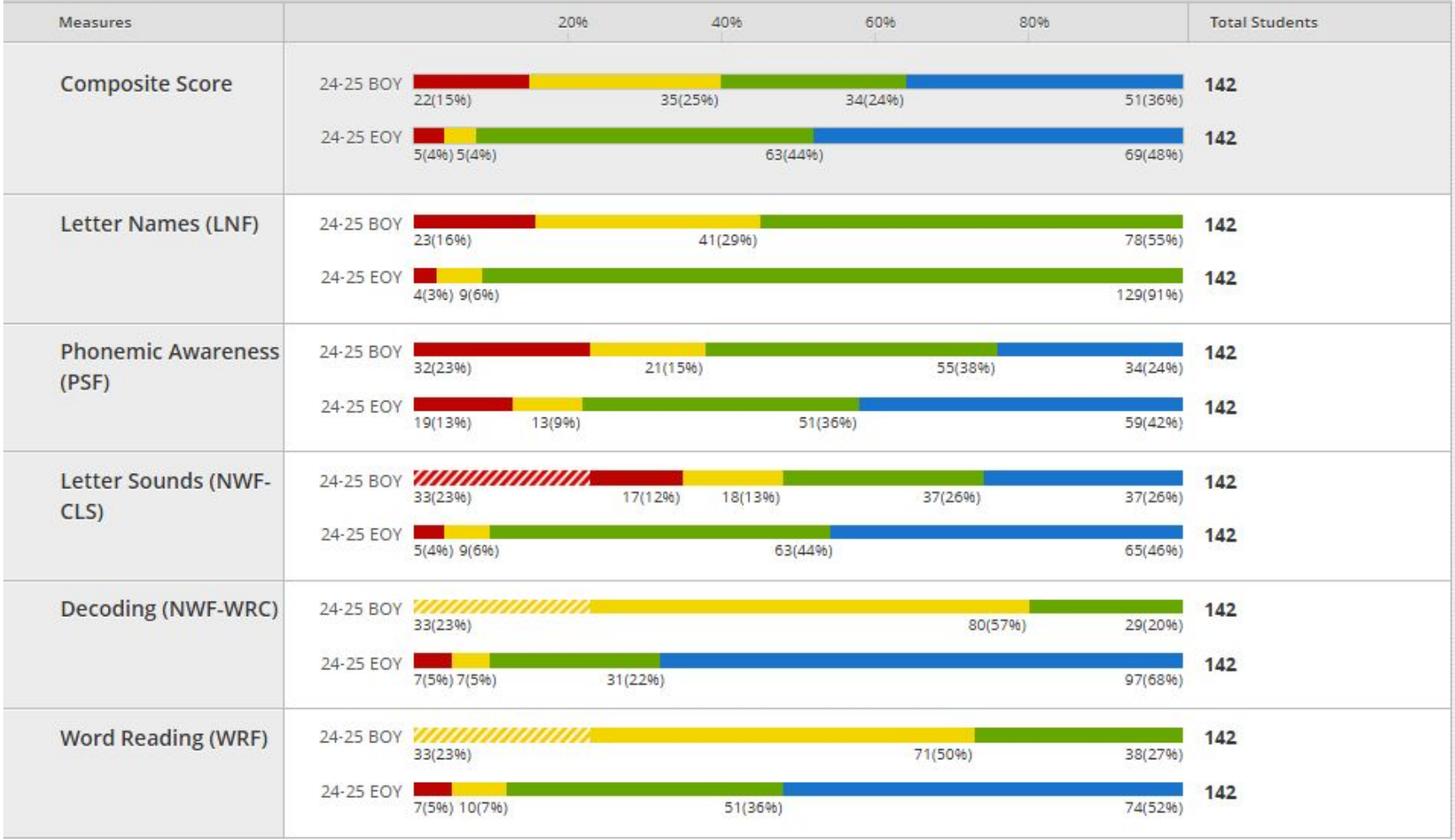
Grade 1

Reference Data (Compare these results against a wider population)

Arlington Classics Primary



Grade K


Measures
20%
40%
60%
80%
Total Students
Composite Score
24-25 BOY
22(15%)
35(25%)
34(24%)
51(36%)
142
24-25 EOY
5(4%)
5(4%)
63(44%)
69(48%)
142
Letter Names (LNF)
24-25 BOY
23(16%)
41(29%)
78(55%)
142
24-25 EOY
4(3%)
9(6%)
129(91%)
142
Phonemic Awareness (PSF)
24-25 BOY
32(23%)
21(15%)
55(38%)
34(24%)
142
24-25 EOY
19(13%)
13(9%)
51(36%)
59(42%)
142
Letter Sounds (NWF-CLS)
24-25 BOY
33(23%)
17(12%)
18(13%)
37(26%)
37(26%)
142
24-25 EOY
5(4%)
9(6%)
63(44%)
65(46%)
142
Decoding (NWF-WRC)
24-25 BOY
33(23%)
80(57%)
29(20%)
142
24-25 EOY
7(5%)
7(5%)
31(22%)
97(68%)
142
Word Reading (WRF)
24-25 BOY
33(23%)
71(50%)
38(27%)
142
24-25 EOY
7(5%)
10(7%)
51(36%)
74(52%)
142

Grade 1

Measures	20%	40%	60%	80%	Total Students
Composite Score	24-25 BOY: 10(7%), 13(9%), 56(37%), 72(47%)				151
	24-25 EOY: 6(4%), 6(4%), 36(24%), 103(68%)				151
Letter Names (LNF)	24-25 BOY: 8(5%), 18(12%), 125(83%)				151
	24-25 EOY: 6(4%), 5(3%), 56(37%), 84(56%)				151
Phonemic Awareness (PSF)	24-25 BOY: 6(4%), 29(19%), 86(57%), 30(20%)				151
	24-25 EOY: 7(5%), 12(8%), 32(21%), 84(55%), 16(11%)				151
Letter Sounds (NWF-CLS)	24-25 BOY: 19(13%), 12(8%), 44(29%), 76(50%)				151
	24-25 EOY: 8(5%), 7(5%), 52(34%), 84(56%)				151
Decoding (NWF-WRC)	24-25 BOY: 14(9%), 19(13%), 63(42%), 55(36%)				151
	24-25 EOY: 8(5%), 6(4%), 53(35%), 84(56%)				151
Word Reading (WRF)	24-25 BOY: 15(10%), 10(7%), 47(31%), 79(52%)				151
	24-25 EOY: 5(3%), 14(9%), 32(21%), 100(67%)				151
Reading Accuracy (ORF-Accu)	24-25 BOY: 2(1%), 22(15%), 37(25%), 90(59%)				151
	24-25 EOY: 13(9%), 7(5%), 131(86%)				151
Reading Fluency (ORF)	24-25 BOY: 2(1%), 15(10%), 17(11%), 49(32%), 68(46%)				151
	24-25 EOY: 6(4%), 9(6%), 34(23%), 102(67%)				151

Addendum

C

PEIMS FINANCIAL REPORTS

2023 - 2024 Actual Financial Data
Totals for ARLINGTON CLASSICS ACADEMY (220802)
Total Enrolled Membership: 1,494

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Revenues									
Operating Revenue									
Local Property Tax from M&O (excluding recapture)	$0	0.00%	$0	$0	0.00%	$0	$25,115,673,157	34.92%	$4,553
State Operating Funds	$14,559,460	92.12%	$9,745	$14,783,515	83.31%	$9,895	$30,587,705,535	42.53%	$5,545
Federal Funds	$0	0.00%	$0	$1,354,972	7.64%	$907	$11,797,301,551	16.40%	$2,138
Other Local	$1,245,193	7.88%	$833	$1,605,903	9.05%	$1,075	$4,418,441,068	6.14%	$801
Total Operating Revenue	$15,804,653	100.00%	$10,579	$17,744,390	100.00%	$11,877	$71,919,121,311	100.00%	$13,037
Other Revenue									
Local Property Tax from I&S	$0	0.00%	$0	$0	0.00%	$0	$10,895,016,475	80.59%	$1,975
State Assistance for Debt Service	$0	0.00%	$0	$0	0.00%	$0	$1,105,366,975	8.18%	$200
Misc Rev Debt Service Fund (F599)	$0	0.00%	$0	$0	0.00%	$0	$389,717,405	2.88%	$71
Other Receipts (excluding debt service financing)	$0	0.00%	$0	$0	0.00%	$0	$1,129,524,892	8.35%	$205
Total Other Revenue	$0	0.00%	$0	$0	0.00%	$0	$13,519,625,747	100.00%	$2,451
Subtotal: Operating and Other Revenue	$15,804,653	100.00%	$10,579	$17,744,390	100.00%	$11,877	$85,438,747,058	100.00%	$15,487
Recapture Revenue									
Local Property Tax Recaptured	$0	0.00%	$0	$0	0.00%	$0	$2,693,303,580	100.00%	$488
Total Recaptured Revenue	$0	0.00%	$0	$0	0.00%	$0	$2,693,303,580	100.00%	$488
Subtotal: Operating, Other and Recaptured Revenue	$15,804,653	100.00%	$10,579	$17,744,390	100.00%	$11,877	$88,132,050,638	100.00%	$15,975
Debt Service Financing and TRS Estimate Revenue									
Debt Service Financing Related Revenue	$0	0.00%	$0	$0	0.00%	$0	$3,466,427,330	53.10%	$628
Estimated State TRS Contributions	$672,789	100.00%	$450	$672,789	100.00%	$450	$3,062,147,998	46.90%	$555
Subtotal: Debt Service Financing and TRS Estimate Revenue	$672,789	100.00%	$450	$672,789	100.00%	$450	$6,528,575,328	100.00%	$1,183
Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture	$16,477,442	100.00%	$11,029	$18,417,179	100.00%	$12,327	$91,967,322,386	100.00%	$16,671
Expenditures									
Operating Expenditures by Object (61xx-64xx only)									
Payroll Expenditures (Object 61xx)	$11,531,836	79.01%	$7,719	$12,847,950	77.70%	$8,600	$55,579,370,977	77.80%	$10,075

2023 - 2024 Actual Financial Data
Totals for ARLINGTON CLASSICS ACADEMY (220802)
Total Enrolled Membership: 1,494

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Professional & Contracted Services (Object 62xx)	$1,333,533	9.14%	$893	$1,429,847	8.65%	$957	$7,412,529,453	10.38%	$1,344
Supplies & Materials (Object 63xx)	$500,483	3.43%	$335	$1,021,999	6.18%	$684	$6,022,343,036	8.43%	$1,092
Other Operating Expenditures (Object 64xx)	$1,230,477	8.43%	$824	$1,236,268	7.48%	$827	$2,426,950,644	3.40%	$440
Total Operating Expenditures by Object	$14,596,329	100.00%	$9,770	$16,536,064	100.00%	$11,068	$71,441,194,110	100.00%	$12,950
Non-Operating Expenditures by Object									
Capital Outlay (Object 61xx-64xx)	$0	0.00%	$0	$0	0.00%	$0	$38,266,042	0.13%	$7
Debt Services (Object 65xx)	$1,061,953	100.00%	$711	$1,061,953	100.00%	$711	$12,475,005,940	43.70%	$2,261
Capital Outlay (Object 66xx)	$0	0.00%	$0	$0	0.00%	$0	$16,033,551,537	56.17%	$2,906
Total Non-Operating Expenditures by Object	$1,061,953	100.00%	$711	$1,061,953	100.00%	$711	$28,546,823,519	100.00%	$5,175
Grand Total: Operating and Non-Operating Expenditures by Object	$15,658,282	100.00%	$10,481	$17,598,017	100.00%	$11,779	$99,988,017,629	100.00%	$18,125
Operating Expenditures by Function (61xx-64xx only)									
Instruction (Function 11,95)	$8,610,488	58.99%	$5,763	$9,413,168	56.93%	$6,301	$39,176,659,787	54.84%	$7,101
Instructional Resources & Media Services (Function 12)	$63,454	0.43%	$42	$63,454	0.38%	$42	$657,456,589	0.92%	$119
Curriculum & Staff Development (Function 13)	$284,670	1.95%	$191	$284,670	1.72%	$191	$1,768,032,392	2.47%	$320
Instructional Leadership (Function 21)	$0	0.00%	$0	$0	0.00%	$0	$1,299,882,283	1.82%	$236
School Leadership (Function 23)	$1,118,518	7.66%	$749	$1,118,518	6.76%	$749	$4,090,184,319	5.73%	$741
Guidance Counseling Services (Function 31)	$514,290	3.52%	$344	$522,163	3.16%	$350	$2,896,985,750	4.06%	$525
Social Work Services (Function 32)	$0	0.00%	$0	$0	0.00%	$0	$248,791,333	0.35%	$45
Health Services (Function 33)	$214,770	1.47%	$144	$214,770	1.30%	$144	$730,487,490	1.02%	$132
Transportation (Function 34)	$0	0.00%	$0	$0	0.00%	$0	$2,180,244,579	3.05%	$395
Food Services (Function 35)	$70,775	0.48%	$47	$761,080	4.60%	$509	$3,765,975,564	5.27%	$683
Extracurricular (Function 36)	$231,753	1.59%	$155	$231,753	1.40%	$155	$2,209,273,631	3.09%	$400
General Administration (Function 41,92)	$719,938	4.93%	$482	$719,938	4.35%	$482	$2,353,926,229	3.29%	$427
Facilities Maintenance & Operations (Function 51)	$2,245,794	15.39%	$1,503	$2,245,794	13.58%	$1,503	$7,189,345,570	10.06%	$1,303
Security & Monitoring Services (Function 52)	$-3,466	(0.02%)	$-2	$196,534	1.19%	$132	$1,152,159,150	1.61%	$209
Data Processing Services (Function 53)	$353,753	2.42%	$237	$592,630	3.58%	$397	$1,330,101,476	1.86%	$241
Community Services (Function 61)	$300	0.00%	$0	$300	0.00%	$0	$367,631,791	0.51%	$67
Fund Raising CHARTER SCHOOLS ONLY (Function 81)	$171,292	1.17%	$115	$171,292	1.04%	$115	$24,056,177	0.03%	$4

2023 - 2024 Actual Financial Data
Totals for ARLINGTON CLASSICS ACADEMY (220802)
Total Enrolled Membership: 1,494

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Total Operating Expenditures by Function	$14,596,329	100.00%	$9,770	$16,536,064	100.00%	$11,068	$71,441,194,110	100.00%	$12,950
Non-Operating Expenditures by Function									
Non-Operating Expenditures by Function (81) (61xx-64xx)	$0	0.00%	$0	$0	0.00%	$0	$38,266,042	0.13%	$7
Non-Operating Expenditures by Function (1x-9x) (65xx)	$1,061,953	100.00%	$711	$1,061,953	100.00%	$711	$12,475,005,940	43.70%	$2,261
Non-Operating Expenditures by Function (1x-9x) (66xx)	$0	0.00%	$0	$0	0.00%	$0	$16,033,551,537	56.17%	$2,906
Total Non-Operating Expenditures by Function	$1,061,953	100.00%	$711	$1,061,953	100.00%	$711	$28,546,823,519	100.00%	$5,175
Grand Total: Operating and Non-Operating Expenditures by Function	$15,658,282	100.00%	$10,481	$17,598,017	100.00%	$11,779	$99,988,017,629	100.00%	$18,125
Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)									
Basic Educational Services (PIC 11)	$9,591,928	65.71%	$6,420	$9,650,298	58.36%	$6,459	$28,879,935,685	40.42%	$5,235
Gifted and Talented (PIC 21)	$0	0.00%	$0	$0	0.00%	$0	$387,893,289	0.54%	$70
Career and Technical (PIC 22)	$92,632	0.63%	$62	$92,632	0.56%	$62	$2,465,499,880	3.45%	$447
Students with Disabilities (PICs 23,33,43)	$332,744	2.28%	$223	$819,872	4.96%	$549	$9,477,470,234	13.27%	$1,718
State Compensatory Education (PICs 24,26,28,29,30,34)	$511,871	3.51%	$343	$763,025	4.61%	$511	$6,534,482,938	9.15%	$1,184
Bilingual (PICs 25,35)	$96,533	0.66%	$65	$110,434	0.67%	$74	$830,420,586	1.16%	$151
Early Education Allotment (PIC 36)	$183,086	1.25%	$123	$183,086	1.11%	$123	$1,353,176,371	1.89%	$245
Dyslexia or Related Disorder Services (PIC 37)	$47,182	0.32%	$32	$47,182	0.29%	$32	$417,573,465	0.58%	$76
College, Career, and Military Readiness (CCMR) (PIC 38)	$0	0.00%	$0	$0	0.00%	$0	$394,493,831	0.55%	$72
Athletics/Related Activities (PIC 91)	$0	0.00%	$0	$0	0.00%	$0	$1,419,449,950	1.99%	$257
Un-Allocated (PIC 99)	$3,740,353	25.63%	$2,504	$4,869,535	29.45%	$3,259	$19,280,797,881	26.99%	$3,495
Total Operating Expenditures by Program Intent Code (PIC)	$14,596,329	100.00%	$9,770	$16,536,064	100.00%	$11,068	$71,441,194,110	100.00%	$12,950
Non-Operating Expenditures by PIC									
Non-Operating Expenditures by PIC (81) Capital Outlay (61xx-64xx)	$0	0.00%	$0	$0	0.00%	$0	$38,266,042	0.13%	$7
Non-Operating Expenditures by PIC (1x-9x) (65xx)	$1,061,953	100.00%	$711	$1,061,953	100.00%	$711	$12,475,005,940	43.70%	$2,261
Non-Operating Expenditures by PIC (1x-9x) (66xx)	$0	0.00%	$0	$0	0.00%	$0	$16,033,551,537	56.17%	$2,906
Total Non-Operating Expenditures by Program Intent Code (PIC)	$1,061,953	100.00%	$711	$1,061,953	100.00%	$711	$28,546,823,519	100.00%	$5,175

2023 - 2024 Actual Financial Data
Totals for ARLINGTON CLASSICS ACADEMY (220802)
Total Enrolled Membership: 1,494

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)	$15,658,282	100.00%	$10,481	$17,598,017	100.00%	$11,779	$99,988,017,629	100.00%	$18,125
Disbursements									
Total Disbursements									
Operating Expenditures	$14,596,329	93.22%	$9,770	$16,536,064	93.97%	$11,068	$71,441,194,110	68.44%	$12,950
Recapture	$0	0.00%	$0	$0	0.00%	$0	$2,693,303,580	2.58%	$488
Total Other Uses	$0	0.00%	$0	$0	0.00%	$0	$915,610,042	0.88%	$166
Intergovernmental Charge	$0	0.00%	$0	$0	0.00%	$0	$782,603,994	0.75%	$142
Capital Outlay (Object 61xx-64xx)	$0	0.00%	$0	$0	0.00%	$0	$38,266,042	0.04%	$7
Debt Service (Object 65xx)	$1,061,953	6.78%	$711	$1,061,953	6.03%	$711	$12,475,005,940	11.95%	$2,261
Capital Projects (Object 66xx)	$0	0.00%	$0	$0	0.00%	$0	$16,033,551,537	15.36%	$2,906
Total Disbursements	$15,658,282	100.00%	$10,481	$17,598,017	100.00%	$11,779	$104,379,535,245	100.00%	$18,921
Net Assets**									
Net Assets									
Unrestricted Net Assets	$0		$0	$8,460,906		$5,663	$870,413,514		$2,059
Temporary Restricted Net Assets	$0		$0	$2,712,222		$1,815	$1,687,729,471		$3,991
Total Net Asset Balance**	$0		$0	$11,173,128		$7,479	$2,560,848,069		$6,056
Net Assets Reconciliation									
2022-2023 Total Net Assets (Previous Year)	$0		$0	$10,353,949		$6,848	$2,338,075,466		$5,791
2023-2024 Excess (Deficiency) Operating Expenditures	$0		$0	$819,179		$548	$271,086,796		$641
2023-2024 Excess (Deficiency) Non-Operating Expenditures	$0		$0	$0		$0	$-21,007,164		$-50
2023-2024 Uncommon Items	$0		$0	$0		$0	$-27,307,029		$-65
2023-2024 Total Net Assets	$0		$0	$11,173,128		$7,479	$2,560,848,069		$6,056

Addendum
D

DIP (All CIPS)

ARLINGTON CLASSICS ACADEMY

Charter Improvement Plan
2024/2025

Knowledge for a lifetime!



Craig Sims, Executive Director
5206 S Bowen RD, Arlington, TX 76017
817-987-1819
csims@acaedu.net

ARLINGTON CLASSICS ACADEMY

Mission

The mission of Arlington Classics Academy is to equip a diverse student body with a comprehensive education, including a special focus on Western civilization. Students will develop a commanding knowledge of the origins of our liberty and the ability to sustain it through moral leadership. We aim to accomplish this goal through a high level of academic instruction and high behavioral expectations.

Vision

The vision of Arlington Classics Academy is to be an educational institution of academic excellence that provides a college preparatory, liberal arts curriculum delivered through a classical style of instruction.

Nondiscrimination Notice
ARLINGTON CLASSICS ACADEMY does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

ARLINGTON CLASSICS ACADEMY Site Base

Name	Position
Do, Alan	Parent
Ramirez, Anjeanette	MS Teacher
Wamsley, Brian	Tech Coordinator
Bellah, Cara	Intermediate Teacher
Trinh, Cathy	Parent
Boswell, Courtney	Special Programs
Cooley, David	Parent
Chavez, Flora	Parent
Stout, Gary	Parent
Barnett, Greyden	HR & Student Services
Thrift, Jenna	Interm Administrator
Barton, Julie	Primary Teacher
Creecy, Karen	Parent
Shields, Kathryn	Parent
Neill, Kimberly	Director of Academics
DeWolf, Kristine	Parent
Baltensperger, Matthew	Coordinator
Fambrough, Melissa	Primary Administrator
Russo, Mia	Coordinator
Gattong, Michael	Board of Directors
Armstrong, Morgan	Parent
Jones, Niesha	Parent
Lewis, Rebecca	Parent
Davis, Regina	Special Education
Mondloch, Shawn	MS Teacher
Stewart, Susan	Admin Assistant
Ebrahimji, Tasneem	Parent
Muzzi, Tavia	Parent

ARLINGTON CLASSICS ACADEMY Site Base

Name	Position
Montez, Trissia	Parent
Fish, Valerie	Interm Teacher
Dawson, Yolonda	MS Administrator

Resources

Resource	Source
IDEA Special Education (224)	Federal
Title 1 (211)	Federal
Title IIA Principal and Teacher Improvement(255)	Federal
Title III Bilingual / ESL (263)	Federal
Title IV	Federal
Local Charter Funds (198 or 461)	Local
General State Revenue (420)	State
School Safety Allotment 42.168 (420 Function 52)	State
State Compensatory (420 PIC 24)	State
State CTE (420 PIC 22)	State
State Dyslexia (420 PIC 37)	State
State Dyslexia SpEd (420 PIC 43)	State
State ECLP (420 PIC 36)	State
State ESL Funds (420 PIC 25)	State
State Security Grant	State
State Special Education Funds (420 PIC 23)	State

ACA Board Ends Policies

Student Outcomes:

1.Students' lifelong learning skills measurably improve.
2.Students demonstrate high academic achievement.
3.Students possess and can demonstrate the skills and attributes of an effective leader.

Parent/Family Outcomes:

1.Parents are satisfied with the education of their ACA students.
2.Parents effectively function as co-educators for their ACA students with the help of a support system provided by ACA.
3.Parents are an integral part of the ACA community.
4.Parents financially support ACA.

Public Outcomes

1.ACA publicly provides current practice and performance information.
2.ACA is perceived as an excellent school, a good neighbor, and a good citizen.
3.ACA receives financial support from sources beyond the ACA community.

For a Title 1, Part A TA program, the LEA identifies students in need of service through a description of the LEA's selection criteria, which must be multiple, educationally related, objective criteria, except that children in preschool through grade 2 shall be selected solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures. These developmentally appropriate measures include:

retained/did not meet passing standard for nine week grading period
below level on Reading Progress Monitoring assessment
below 50th percentile on MAP Math and/or Reading assessment
Covid lag

Additionally, students identified as homeless, in foster care, or LEP may receive Title IA targeted assistance supplemental services.

ARLINGTON CLASSICS ACADEMY

Goal 1. (High Academic Outcomes) All students improve their academic fundamentals at a high rate compared to local, statewide, and national standards.

Objective 1. (Reading, Math, and Science Performance Measured by STAAR/STAAR EoC, Grades 3-8) The percentage of all students in each grade (grades 3-8) scoring Meets or higher as measured by Spring 2025 STAAR Reading/Mathematics/Science and STAAR EoC Biology I and Algebra I will increase by a minimum of 2%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct T-TESS Calibration for campus administrators, then schedule targeted walk-throughs at district and campus levels to monitor and promote effective instructional strategies across programs and tiers. (Target Group: All)	Assistant Principal, Coordinator of Special Education, Coordinator of Special Programs and Assessment, Director of Academic Services, Principal	July 2024-May 2025		Criteria: T-TESS Walk Through Data T-TESS Appraisal Data NWEA MAP Student Performance Data mclass Amplify Data (K-1)
2. Meet with campus principals monthly to monitor campus action plan integrity and goal progress and to identify areas for curriculum and/or instructional improvement within and across grade levels and departments. (Target Group: All)	Coordinator of Special Education, Coordinator of Special Programs and Assessment, Director of Academic Services, Principal	September 2024-June 2025		Criteria: Campus Improvement Plan Progress Monitoring Data HB3 Goals Progress Monitoring Data
3. Using data from monthly principal meetings, facilitate the procurement or design and implementation of professional development to meet identified needs of individuals, teams, departments, and/or campuses to strengthen the definition, design, delivery, and monitoring of ACA instructional programs. (Target Group: All)	Assistant Principal, Coordinator of Special Education, Coordinator of Special Programs and Assessment, Director of Academic Services, Principal	September 2024-June 2025		Criteria: T-TESS Walk Through Data T-TESS Appraisal Data Student NWEA MAP performance data CIP Goal Progress Monitoring Data Frontline Professional Growth Sign In Sheets and Catalog

ARLINGTON CLASSICS ACADEMY

Goal 1. (High Academic Outcomes) All students improve their academic fundamentals at a high rate compared to local, statewide, and national standards.

Objective 2. (Reading, Math and Science Performanced Measured by NWEA MAP Growth) Each grade level, K-8, will meet or exceed the Grade Level Norm Projected Growth for Reading (1-8), Math/Algebra I (K-7/8), and Science/Biology I (3-7/8) as measured by Spring 2025 NWEA MAP Growth Assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct T-TESS Calibration for campus administrators, then schedule targeted walkthroughs at district and campus levels to monitor and promote effective instructional strategies across programs and tiers. (Target Group: All)	Assistant Principal, Coordinator of Special Education, Coordinator of Special Programs and Assessment, Director of Academic Services, Principal	July 2024 - May 2025		Criteria: T-TESS Walk Through Data T-TESS Appraisal Data NWEA MAP Student Performance Data mclass Amplify Data (K-1)
2. Meet with campus principals monthly to monitor campus action plan integrity and goal progress and to identify areas for curriculum and/or instructional improvement within and across grade levels and departments. (Target Group: All)	Coordinator of Special Education, Coordinator of Special Programs and Assessment, Director of Academic Services, Principal	September 2024-June 2025		Criteria: Campus Improvement Plan Progress Monitoring Data HB3 Progress Monitoring Data
3. Using data from monthly principal meetings, facilitate the procurement or design and implementation of professional development to meet identified needs of individuals, teams, departments, and/or campuses to strengthen the definition, design, delivery, and monitoring of ACA instructional programs. (Target Group: All)	Assistant Principal, Coordinator of Special Education, Coordinator of Special Programs and Assessment, Director of Academic Services, Principal	September 2024-June 2025		Criteria: T-TESS Walk Through Data T-TESS Appraisal Data NWEA MAP Student Performance Data CIP Goal Progress Monitoring Data Frontline Professional Growth Sign In Sheets and Catalog

ARLINGTON CLASSICS ACADEMY

Goal 1. (High Academic Outcomes) All students improve their academic fundamentals at a high rate compared to local, statewide, and national standards.

Objective 3. (Closing Achievement Gaps as measured by Grade 3 STAAR Reading and Math Assessments) Student subpopulation STAAR Meets Standard Performance will meet or exceed annual targets outlined in Board-Adopted HB3 Goals for Grade 3.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Support campuses in the implementation of progress monitoring and problem-solving within the district MTSS model, with particular focus on monitoring the performance of targeted demographic, Special Education, and At Risk subpopulations at both the group and individual levels. (Title I TA: 2,3,4,5) (Target Group: H,AA,ECD,EB,SPED,AtRisk)	Assistant Principal, Coordinator of Special Education, Coordinator of Special Programs and Assessment, Director of Academic Services, Principal	August 2024-May 2025	(F)IDEA Special Education (224), (F)Title 1 (211), (S)State Compensatory (420 PIC 24), (S)State ESL Funds (420 PIC 25)	Criteria: Campus At Risk Identification Logs MTSS-GGT Problem-Solving notes Intervention logs Student Performance Data (such as NWEA MAP, mclass Amplify, intervention program data, classroom gradebook data) Student attendance data HB3 Progress Monitoring Data for grades K-3
2. Using data from monthly principal meetings, facilitate the procurement or design and implementation of professional development to meet identified needs of individuals, teams, departments, and/or campuses to strengthen the definition, design, delivery, and monitoring of ACA intervention programs. (Title I TA: 1,2,3,4,5,6,8) (Target Group: H,AA,ECD,EB,SPED,AtRisk)	Assistant Principal, Coordinator of Special Education, Coordinator of Special Programs and Assessment, Director of Academic Services, Principal	August 2024 - May 2025	(F)IDEA Special Education (224), (F)Title 1 (211), (S)State Compensatory (420 PIC 24), (S)State ESL Funds (420 PIC 25)	Criteria: Student Performance Data (such as NWEA MAP, mclass Amplify, classroom gradebook data) Intervention Progress Monitoring Data Attendance Data Frontline Professional Growth Catalog and sign in sheets

ARLINGTON CLASSICS ACADEMY

Goal 1. (High Academic Outcomes) All students improve their academic fundamentals at a high rate compared to local, statewide, and national standards.

Objective 4. (Closing Achievement Gaps as Measured by STAAR Performance, Grades 3-8) Student subpopulation percent of students scoring Meets or higher on STAAR Reading and Mathematics assessments will meet or exceed the State and District ESSA long-term goals as defined in the 2024 Federal Report Card.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Support campuses in the implementation of progress monitoring and problem-solving within the district MTSS model, with particular focus on monitoring the performance of targeted demographic, Special Education, and At Risk subpopulations at both the group and individual levels. (Title I TA: 1,3,4,5) (Target Group: H,AA,ECD,EB,SPED,AtRisk)	Assistant Principal, Coordinator of Special Education, Coordinator of Special Programs and Assessment, Director of Academic Services, Principal	August 2024 - May 2025	(F)IDEA Special Education (224), (F)Title 1 (211), (S)State Compensatory (420 PIC 24), (S)State ESL Funds (420 PIC 25)	Criteria: Campus At Risk Identification Logs MTSS-GGT Problem-Solving notes Intervention logs Student Performance Data (such as NWEA MAP, mclass Amplify, intervention program data, classroom gradebook data) Student attendance data HB3 Progress Monitoring Data for grades K-3
2. Using data from monthly principal meetings, facilitate the procurement or design and implementation of professional development to meet identified needs of individuals, teams, departments, and/or campuses to strengthen the definition, design, delivery, and monitoring of ACA intervention programs. (Title I TA: 1,2,3,4,5,6,8)	Assistant Principal, Coordinator of Special Education, Coordinator of Special Programs and Assessment, Director of Academic Services, Principal	August 2024 - May 2025	(F)IDEA Special Education (224), (F)Title 1 (211), (S)State Compensatory (420 PIC 24), (S)State ESL Funds (420 PIC 25)	Criteria: Student Performance Data (such as NWEA MAP, mclass Amplify, classroom gradebook data) Intervention Progress Monitoring Data Attendance Data Frontline Professional Growth Catalog and sign in sheets

Every child, prepared for success in college, a career or the military.

Strategic priorities



Recruit, support and retain teachers and principals



Build a foundation of reading and math



Connect high school to career and college

Improve low-performing schools

Enablers

Increase transparency, fairness and rigor in district and campus academic and financial performance

Ensure compliance, effectively implement legislation and inform policymakers

Strengthen organizational foundations (resource efficiency, culture, capabilities, partnerships)

**adapted from TEA Strategic Plan - https://tea.texas.gov*

ARLINGTON CLASSICS ACADEMY -PRI

Campus Improvement Plan
2024/2025



Melissa Fambrough
mfambrough@acaedu.net

Date Reviewed:

Date Approved:

ARLINGTON CLASSICS ACADEMY -PRI

Mission

The mission of Arlington Classics Academy is to equip a diverse student body with a comprehensive education, including a special focus on Western civilization. Students will develop a commanding knowledge of the origins of our liberty and the ability to sustain it through moral leadership. We aim to accomplish this goal through a high level of academic instruction and high behavioral expectations

Vision

The vision of Arlington Classics Academy is to be an educational institution of academic excellence that provides a college preparatory, liberal arts curriculum delivered through a classical style of instruction

Nondiscrimination Notice
ARLINGTON CLASSICS ACADEMY - PRI does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

Campus Value Statement:

Arlington Classics Academy Primary students will learn to be respectful, responsible, safe, problem solvers through staff modeling and positive reinforcement. Staff will promote social emotional health by fostering a growth mindset in students.

ACA Board Ends Policies

Student Outcomes

1. Students' lifelong learning skills measurably improve.
2. Students demonstrate high academic achievement.
3. Students possess and can demonstrate the skills and attributes of an effective leader.

Family Outcomes:
1. Parents are satisfied with the education of their ACA students.
2. Parents effectively function as co-educators for their ACA students with the help of a support system provided by ACA.
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1. ACA publicly provides current practice and performance information.
2. ACA is perceived as an excellent school, a good neighbor, and a good citizen.
3. ACA receives financial support from sources beyond the ACA community.

For a Title 1, Part A TA program, the LEA identifies students in need of service through a description of the LEA's selection criteria, which must be multiple, educationally related, objective criteria, except that children in preschool through grade 2 shall be selected solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures. These developmentally appropriate measures include:

retained/did not meet passing standard for nine week grading period
below level on Reading Progress Monitoring assessment
below 50th percentile on MAP Math and/or Reading assessment
Covid lag

Additionally, students identified as homeless, in foster care, Dyslexia, or LEP may receive Title IA targeted assistance supplemental services.

ARLINGTON CLASSICS ACADEMY -PRI Site Base

Name	Position
Hathaway, Kristin	Teacher
Marsic, Carmen	Teacher
Cardenas, Melanie	Teacher
Niblo, Rachel	Teacher
Partain, Lisa	Teacher
Rayburn, Jessica	Teacher
Embry, Cathleen	Campus User
Souder, Danielle	Teacher
Hindman, Elizabeth	Campus User
Wheeler, Larissa	Parent
Fambrough, Melissa	District Manager
Jenson, Angelica	District Manager
Marshall, Angela	Counselor

Resources

Resource	Source
No rows defined.	

ARLINGTON CLASSICS ACADEMY -PRI

Goal 1. Goal 1- Reduce the amount of persistent misbehavior for all students by keeping high behavioral expectations.

Objective 1. The percentage of persistent misbehavior incidents resulting in office referrals will decrease from 48% to 40% in grades K-2.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 100% of staff will receive CHAMPS training (Target Group: All)	Assistant Principal, Principal, Teacher(s)	September 2024		Criteria: Office referrals will decrease (persistent misbehavior incidents);
2. PBIS committee will routinely update campus (via staff meeting/team meeting, etc.) on the number of office referrals incidents by grade level each month. (Target Group: All)	Assistant Principal, Principal, Teacher(s)	August 2024 (monthly)		Criteria: Evidenced by a decrease in persistent misbehavior incident data.
3. Establish a system for monitoring and providing feedback regarding implementation of domain 3 expectations in the classroom. (Target Group: All)	Assistant Principal, Principal, Teacher(s)	August 2024		Criteria: Evidenced by observations in all classrooms by administrator walkthroughs.
4. Establish a teacher-student mentor system for check in/check out with tier 2 behavior challenges. (Target Group: All)	Counselor, Principal, Teacher(s)	August 2024-weekly		Criteria: Students working with a mentor will demonstrate positive behaviors demonstrated by their ability to remain in the classroom instead of receiving office referrals due to misbehavior.

ARLINGTON CLASSICS ACADEMY -PRI

Goal 2. Goal 2: Increase Kindergarten Attendance Rates from 95% to 97%.

Objective 1. Attendance rates for kindergarten students will increase from 95% to 97%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue to implement positive attendance incentives weekly to recognize classes with the highest attendance rates. (Target Group: All,K)	Assistant Principal, Principal, Teacher(s)	August 24-May 25 (weekly)		Criteria: Attendance rates each six weeks will reflect at least 97% attendance for kindergarten students.
2. Parent University to communicate the benefits of consistent attendance and the impact on learning. (Target Group: All)	Assistant Principal, Principal	September 2024		Criteria: Increased student attendance each six weeks High parent attendance at Parent U
3. Administrator monitoring of attendance and tardies weekly by contacting individual families who are truant. (Target Group: All)	Principal	August 2024-weekly		Criteria: Kindergarten attendance rates will increase from the previous year, and documentation of contacts will show more communication between administration and parent, than the previous year.

ARLINGTON CLASSICS ACADEMY -PRI

Goal 3. Goal 3- High Academic Achievement for all students reading on or above grade level in alignment with HB3.

Objective 1. The percentage of first and second graders reading on grade level or above, as measured by "meets standard" or better, will demonstrate a 3% increase from their Fall 2024 score, on EOY MAP Reading.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Reading interventionists will use research based materials to target student needs through the MTSS process, including progress monitoring. (Title I TA: 1) (Target Group: ECD,EB,AtRisk,Dys) (Strategic Priorities: 2)	Principal, Reading Specialist	August 2024-May 2025	(F)Title 1 (211), (S)State Compensatory (420 PIC 24), (S)State Dyslexia (420 PIC 37), (S)State ESL Funds (420 PIC 25)	Criteria: Students identified through criteria will receive intervention and make progress toward reading on grade level, as measured by Reading MAP and Amplify from BOY to EOY.
2. Emply .5 FTE to support EB students in the classroom with language acquisition using research based materials and resources. (Title I TA: 1) (Target Group: EB) (Strategic Priorities: 2)	Principal, Teacher(s)	August 2024-May 2025	(S)State ESL Funds (420 PIC 25)	Criteria: EB students being served by .5 FTE will meet or exceed growth on EOY Reading MAP and Amplify.
3. Employ 2 FTE's to address targeted needs of students based on MAP and Amplify Assessment, including students who have been identified as students with dyslexia. (Title I TA: 1) (Target Group: All,EB,AtRisk,Dys) (Strategic Priorities: 2)	Principal, Reading Specialist	August 2024-May 2025	(F)Title 1 (211), (S)State Compensatory (420 PIC 24), (S)State Dyslexia SpEd (420 PIC 43)	Criteria: Students identified and served by interventionists will meet or exceed growth as demonstrated on EOY Reading MAP and Amplify.
4. Host Parent University (for students eligible for intervention services) to give parents tools needed to support partnership for academic success and growth. (Title I TA: 1) (Target Group: EB,SPED,AtRisk,Dys)	Coordinator of Special Education, Coordinator of Special Programs and Assessment, Principal, Reading Specialist	Fall 2024	(F)Title 1 (211), (S)State Compensatory (420 PIC 24), (S)State ECLP (420 PIC 36)	Criteria: Parent University will demonstrate high attendance, resulting in observed student growth on MAP and Amplify.
5. Monthly data meetings to discuss student growth and progress. (Title I TA: 2) (Target Group: All) (Strategic Priorities: 2)	Lead Teacher, Principal, Teacher(s)	September 2024-monthly		Criteria: Meeting agendas and notes will reflect student growth discussions and evidence of student growth will be observed on MAP and Amplify.

ARLINGTON CLASSICS ACADEMY -PRI

Goal 4. Goal 4- High academic achievement for all students in Math

Objective 1. Goal 4: All grades will demonstrate a fall to spring median growth score of at least the 65th percentile on Math MAP.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Employ 2 FTE's to identify and address student gaps in math foundational skills and monitor progress. (Title I TA: 1,8) (Target Group: All,ECD,AtRisk) (Strategic Priorities: 2)	Math Specialist, Principal	August 2024-May 2025	(F)Title 1 (211)	Criteria: Students identified and served by Math interventionists will demonstrate expected growth on EOY Math MAP.
2. Employ 3 FTE's to address student gaps in learning and monitor progress towards mastery for students in special education. (Target Group: SPED) (Strategic Priorities: 2)	Coordinator of Special Education, Principal, Special Ed Teachers	August 2024-May 2025	(F)IDEA Special Education (224), (S)State Special Education Funds (420 PIC 23)	Criteria: Students receiving special education services will demonstrate growth from BOY to EOY on Math MAP.
3. Monthly data meetings within each grade level to discuss student growth and progress. (Title I TA: 2) (Target Group: All) (Strategic Priorities: 2)	Lead Teacher, Principal, Teacher(s)	September 2024-monthly-		Criteria: Meeting agendas and notes will reflect student growth discussions and evidence of student growth will be observed on MAP.
4. Monitor implementation of ACA Math curriculum and acceleration strategies as outlined in scope and sequence (through lesson plan checks and walkthroughs/TTESS feedback loop). (Title I TA: 3) (Target Group: All) (Strategic Priorities: 2)	Assistant Principal, Director of Academic Services, Principal, Teacher(s)	August 2024-weekly		Criteria: Walkthroughs will reflect at least "accomplished" in domain 2 (instruction) and acceleration strategies will be observed during walkthroughs, with administrator feedback.

Comprehensive Needs Assessment

Demographics

Demographics Data Sources

Historical Post-Lottery Waitlist Report
Mobility Rates
OnData Suite Report
PEIMS Report

Demographics Strengths

First six weeks attendance shows at least 97% attendance rates for all grades
The campus implemented weekly attendance incentives that benefitted the campus (through purchasing ice cream rewards in the cafeteria- through child nutrition).
First and Second grades averaged 97% attendance rate overall for the year
Have a system for tracking declined wait-list students.
57% of students that enrolled after the first day of school, did so during the first semester

Demographics Weaknesses

Kindergarten attendance was at 93% for the fourth six week period and 94% for the third six week period (flu season).
Primary continues to have a number of students leave early/arrive late, missing instructional time.
A high percentage of families on the wait-list in all grades levels do not respond when called for enrollment (K- 14%, First- 86% Second- 59%).

Demographics Needs

System for increasing kindergarten attendance rates
System for monitoring and addressing tardy students
Continue to find ways to reach out to "no response" families to keep them on the bottom of the wait-list

Comprehensive Needs Assessment

Student Achievement

Student Achievement Data Sources

MAP performance reports
Special Programs Evaluations
Staff Survey (google)

Student Achievement Strengths

-87% of second graders receiving Reading intervention met growth on EOY Reading MAP
-81% of kindergarten students receiving Reading intervention performed at benchmark or above on EOY Amplify composite score
-Reading Interventionists met monthly with Director of Academics to discuss program resources and expectations
-Griffin Growth Team meetings process implemented with fidelity, resulting in a 94% qualification rate for students for dyslexia/special education.
-SIPPS training for all staff at BOY and implemented in K-2 with time built in the master schedule for time dedicated to phonics instruction.
-About 91% of teachers reported that they understand what it means to “teach to the green and blue”
-About 92% of teachers reported that they understand what a student’s RIT score means and can explain it to parents.
-About 78% of teachers reported that they understand how to use a student’s RIT score to access the appropriate green and blue lessons
-About 87% of teachers reported that they understand how MAP projects a student’s growth
-About 86% of teachers reported that it is clear what they are expected to teach using our curriculum resources
-About 86% of teachers reported that they know how to access the district purchased resources
-92% of teachers reported that they are using the district purchased resources to teach
-About 78% of teachers reported they understand what is meant by “acceleration strategies”
-96% of teachers reported that they understand what is meant by a “classical approach”
-82% of staff feel their grading is consistent with that of their teammates
-91% of teachers reported they have what they need to monitor progress in tier 1
-95% of teachers reported that they are an active part of the MTSS team meetings.
-12/14 first graders receiving intervention from Mrs. Brookby qualified for dyslexia or special education with a learning disability.
Median Achievement percentile was above the 50th percentile in ALL grades from Fall to Spring on Reading MAP (First 68th-78th percentile; Second- 76th -79th percentile)
Median Achievement percentile was above the 50th percentile in ALL grades from Fall to Spring on Math MAP (Kinder- 75th-84th percentile; first- 71st-83rd percentile; second- 74th-75th percentile)
ALL grades are in the ‘High Achievement/High Growth” quadrant for Reading and Math MAP on EOY testing.
75% of students receiving Math intervention in Kindergarten met or exceeded EOY growth on Math MAP
88% of students receiving Math intervention in first grade met or exceeded EOY growth on Math MAP
81% of students receiving Math intervention in second grade met or exceeded EOY growth on Math MAP
83% of kindergarten students receiving math intervention performed above the 40th percentile on EOY Math MAP
69% of first grade students receiving math intervention performed above the 40th percentile on EOY Math MAP
67% of second grade students receiving math intervention performed above the 40th percentile on EOY Math MAP

Student Achievement Strengths (Continued)

Student Achievement Weaknesses

-74% of first graders receiving Reading intervention performed at benchmark or higher on EOY Amplify
-54% of first graders receiving Reading intervention performed at benchmark or higher on EOY Amplify
-69% of first grade students performed in the green and blue quintiles on EOY Reading MAP

School Culture and Climate

School Culture and Climate Data Sources

Discipline Referral report
Parent Survey (google)
Staff Survey (google)

School Culture and Climate Strengths

About 80% of staff understand when to make an office referral for level 2 offenses
About 75% of staff understand what admin directed behaviors and consequences are.
88% of staff understand attendance policies, procedures, and consequences.
71% of staff feel their team plans effectively together and collaborate regularly
75% of staff understand the process for referring a student to the Griffin Growth Team for academics or behavior.
95% of staff understand the criteria for a student to be served by an interventionist.
About 88% of families would recommend ACA Primary to a friend
91% of families feel the Parent Involvement Policy encourages parent partnership and participation

School Culture and Climate Strengths (Continued)

Parent survey indicates Primary families describe ACA Primary as a community/family environment.

School Culture and Climate Weaknesses

About 50% of staff have been trained in the CHAMPS system of behavior management (of these, about 70% understand how to use CHAMPS within their classroom)
About 57% of classroom teachers noted that disruptive behavior negatively impacts their instruction in the classroom.
50% of staff believe our campus behavior plan is ineffective in removing barriers to instruction.
Only 66% of staff know and understand the role of the PBIS team

School Culture and Climate Needs

ALL staff should be trained in CHAMPS strategies and expectations
System for communicating PBIS objectives routinely to all staff
Equip teachers and staff with strategies to promote high student engagement to reduce disruptive behaviors

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Data Sources

AESOP Teacher Attendance Reports
District Policies
MAP performance reports
Staff Survey (google)

Staff Quality, Recruitment and Retention Strengths

Comprehensive Needs Assessment

MAP Data indicates high achievement/high growth in all areas for all grade levels on MAP Reading and Math
Interview practices indicate balance of representatives on campus when interviewing candidates
Mentor program utilized; staff mentor teachers their first two years at ACA
Subs were more consistent this year (less than 10 instances in which we could not find a sub for a teacher on any given day;compared to 17 days the year prior)

Staff Quality, Recruitment and Retention Weaknesses

New staff (within their first 3 years at ACA) indicated on staff survey, that they were not prepared to teach to the green and blue with the resources given.
Staff demographics do not reflect student demographics.

Staff Quality, Recruitment and Retention Needs

Continue utilizing mentors for the first two years, making sure to include time for mentors/mentees to align resources.
Continue current hiring practices, being fair and equitable with candidates; Ideally candidates chosen would reflect student demographics.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Data Sources

Campus Master Schedule
Staff Development
Staff Survey (google)

Curriculum, Instruction and Assessment Strengths

TTESS walkthrough data with administrator feedback is used to improve instruction in the classroom.
Regular MTSS and GGT meetings on the campus reflect a culture of continuous improvement, and 96% of teachers feel they take an active role in the process (According to

Curriculum, Instruction and Assessment Strengths (Continued)

staff survey)
Feedback from Director of Academic Services is given to staff members when implementing a new instructional resource (SIPPS, for example).
Master schedule reflects dedicated time to teaching systematic, explicit phonics, and Amplify data indicates that in classrooms where teachers taught with the resource consistently, students made growth.
Grade level teams utilize "data days" to plan for instructional grouping of students to promote student achievement for the next nine weeks.

Curriculum, Instruction and Assessment Weaknesses

Kindergarten data (Amplify) indicated three classrooms that did not consistently teach SIPPS, and in these areas, student achievement was significantly lower, resulting in a more reactive approach, then proactive
First grade MAP Reading data and Amplify were not consistent and did not reflect the same information for students, making it difficult to plan for intervention.
Staff survey indicated that teachers felt SIPPS training was not useful and did not give them good information for how the program works.
After school trainings led by Director of Academic Services were not well attended by Primary staff.

Curriculum, Instruction and Assessment Needs

Continue regular MTSS and GG meetings.
Planning for discussion in team meetings for how SIPPS is used in each grade level classroom
More relevant SIPPS training.
Build in time in the master schedule for professional development that teachers can attend.

Family and Community Involvement

Family and Community Involvement Data Sources

Parent Survey (google)
Parental Involvement Policy
Staff Survey (google)

Comprehensive Needs Assessment

Family and Community Involvement Data Sources (Continued)

Staff/Parents/Community/ Business members involved w/SBDM

Family and Community Involvement Strengths

Multiple opportunities for families to be involved: (Odyssey of the Mind, PTO Spirit Nights, Curriculum Night, Summer and In School Parent Universities, Family Museum Night, grade level choir concerts, Math night, reading night, Young Masters; Griffin Goodfellow, Kindergarten Signing Day)
Campus newsletter has translate feature for non english speaking families
Communication tools: website, Remind, Class Dojo (for positive parent communication)
Title 1 Parent nights (MAth and Reading) well attended (64% attendance for Math and 78% attendance for Reading) to promote parent involvement and partnership.
Effective system for managing high volume of parents on party days (pre-registration stickers printed)
85% of families stated they would recommend ACA Primary to a friend (as measured by answering a 9 or 10 out of 10 point scale, on the parent survey)
Positive parent feedback regarding “special services” on parent survey (EBS, 504, dyslexia, sped., and intervention)
96% of parents stated that the parent involvement policy encourages them to participate in their child’s education (as measured by a 3 or 4 out of a 4 point scale on the parent survey)
Campus fundraiser (Boosterthon) continued to be profitable (netting $40,000 for campus improvements)
Hosted volunteer reception at EOY to show appreciation for parent volunteers
Weekly copy moms/dads consistently came to campus weekly to assist in making copies
Parent volunteers utilized in multiple ways throughout the year (carline, cafeteria, copies, classroom readers, small group support)

Family and Community Involvement Weaknesses

Some kindergarten parents struggle with how to allow their child to productively struggle their first year at ACA.
"Parent Partnership" is an area that new to ACA teachers report feels like a challenge

Family and Community Involvement Needs

Parent University to address the "productive struggle" and Growth Mindset and how to help make that transition from preK to Kinder at ACA
More clearly defined three legged stool and how parents can partner with staff for those coming from outside ACA

Comprehensive Needs Assessment

School Context and Organization

School Context and Organization Data Sources

Campus Master Schedule
District Policies
Expulsion/Suspension Records
Parent Survey (google)
Staff Survey (google)

School Context and Organization Strengths

Students who require SPED services are grouped in such a way that it maximizes the SPED staff and their schedule.
Schoolwide instructional schedule (consistent number of instructional minutes a day for ELAR and Math); use of campus interventionists during small group time.
Teachers have access to the Director of Academic Services to request PD for district purchased resources, at any time. The Director of Academic Services is also available to observe and provide feedback to any staff member, at any time..
Teachers create classroom based formative and summative assessments based on TEKS, MAP and Amplify data.
Parent and Staff surveys (parent surveys yearly and staff surveys monthly)
District staff are on campus frequently and when GGT meetings are scheduled, they attend and give input regarding strategies to try for student success.
Mission and Vision are understood
Staff attended meetings in the spring to discuss how the mission/vision is aligned and connected to the master schedule, and gave input about any challenges from the current year, to improve for next year.

School Context and Organization Weaknesses

Staff survey indicates staff are inconsistent in their understanding of what constitutes a referral for an infraction of the student code of conduct
Staff survey indicates staff are inconsistent in their understanding of next steps after a student receives a consequence from admin.
School Culture and Climate CNA area has data to support more in this area

School Context and Organization Needs

System to address inconsistencies in school wide discipline system for addressing level 2 misbehaviors and consequences

School Context and Organization Needs (Continued)

System for proactively monitoring behavior and tie to classroom instruction

Technology

Technology Data Sources

Staff Survey (google)
Tech Inventory

Technology Strengths

Staff are proficient in Google basic products - Gmail, Drive, Docs, Zoom when needed
Also proficient in online teaching websites/platforms/curriculum resources
K-1 students are proficient with logging into Classlink to access individual programs. 2nd grade should be proficient with logging into Google Classroom
Reading - Raz-Kids
Splashlearn Math - assignments according to TEKS to mirror classroom learning and monitor progress with achievement reports.
Math-Khan Academy-2nd grade
Amplify - use on tablets to progress monitor and do normed assessments 3X per year
NWEA MAP - progress monitoring technology as well as normed assessments 3X per year
Technology department staff are always available to troubleshoot and solve problems.
Continue using and tweaking Raptor use for disaster communications
Security - doorbell to gain access to the front office lobby and cameras to see people coming and going and in hallways throughout campus
Primary Campus HUB for teachers to find all things related to school forms, documents, and help resources.

Technology Weaknesses

Speakers in hallways are not always reliable or working; often we find out they are not working during drills

Comprehensive Needs Assessment

Technology Weaknesses (Continued)

RAPTOR seems to continue to be a challenge for some (at times, staff won't get alerts and we have to troubleshoot after a drill)
Walkie talkies continue to need repair frequently and pick up other channels, not specific to Primary
Kindergarten only has half a class of Chromebooks so it can be a challenge to do a whole class tech activity or test.

Technology Needs

Continued training on RAPTOR for all staff
System for testing hallway speakers periodically to test effectiveness.
Alternative option for radios/walkie talkie with more reliability

Every child, prepared for success in college, a career or the military.

Strategic priorities



Recruit, support and retain teachers and principals



Build a foundation of reading and math



Connect high school to career and college

Improve low-performing schools

Enablers



Increase transparency, fairness and rigor in district and campus academic and financial performance



Ensure compliance, effectively implement legislation and inform policymakers



Strengthen organizational foundations (resource efficiency, culture, capabilities, partnerships)

*adapted from TEA Strategic Plan - https://tea.texas.gov

ARLINGTON CLASSICS ACADEMY -INTERMEDIATE

Campus Improvement Plan
2024/2025

ACA Intermediate strives to build strong positive relationships with our #GriffinTribe and provide rigor and relevance that will inspire all students to become lifelong learners.



Teri Rodgers
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Date Reviewed:

Date Approved:

Arlington Classics Academy Ends Policy
Adopted by ACA Board April 21, 2016

Global Ends Statement:
ACA produces excellent outcomes for students, parents, and the local community, with an emphasis on continual improvement.

Student Outcomes
1. Students' lifelong learning skills measurably improve.
2. Students demonstrate high academic achievement.
3. Students possess and can demonstrate the skills and attributes of an effective leader.

Family Outcomes:
1. Parents are satisfied with the education of their ACA students.
2. Parents effectively function as co-educators for their ACA students with the help of a support system provided by ACA.
3. Parents are an integral part of the ACA community.
4. Parents financially support ACA.

Public Outcomes:
1. ACA publicly provides current practice and performance information.
2. ACA is perceived as an excellent school, a good neighbor, and a good citizen.
3. ACA receives financial support from sources beyond the ACA community.

ARLINGTON CLASSICS ACADEMY -INTERMEDIATE Site Base

Name	Position
Hofer, Patrick	3rd Grade Teacher
Aguirre, LeighAnn	4th Grade Teacher
Hernandez, Julie	Fine Arts Teacher
Martin, Malorie	Intervention Team
Januta, Sherri	Parent
Burkhart, Jennfer	Community Member
Long, Bethany	Counselor
Rodgers, Teri	Principal
Bellah, Cara	5th Grade Teacher
Everett, Emily	Nurse
Freeman, Arianne	Special Education

ARLINGTON CLASSICS ACADEMY -INTERMEDIATE

Mission

The mission of Arlington Classics Academy is to equip a diverse student body with a comprehensive education, including a special focus on western civilization. Students will develop a commanding knowledge of the origins of our liberty and the ability to sustain it through moral leadership. We aim to accomplish this goal through a high level of academic instruction and high behavioral expectations.

Vision

The vision of Arlington Classics Academy is to be an educational institution of academic excellence that provides a college preparatory, liberal arts curriculum delivered through a classical style of instruction.

Nondiscrimination Notice
ARLINGTON CLASSICS ACADEMY -INTERMEDIATE does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

Resources

Resource	Source
General State Revenue (420)	State
State Compensatory (420 PIC 24)	State

ARLINGTON CLASSICS ACADEMY -INTERMEDIATE

Goal 1. (High Academic Achievement / Emergent Bilinguals) Grades 3-5 emergent bilingual students who progress one or more levels on their composite score (Listening, Speaking, Reading, & Writing) will increase by 3% on their 2025 TELPAS assessment.

Objective 1. (High Academic Achievement / Emergent Bilinguals) 3rd grade Emergent Bilingual students will increase the % of students that receive an Advanced or Advanced High score by 5% on the Speaking section of their TELPAS assessment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All ELAR teachers will intentionally incorporate ELPS strategies in their lesson design & lesson plans, to meet the needs of all learners & emergent bilingual students. (Target Group: EB,3rd,4th,5th) (Strategic Priorities: 2)	Assistant Principal, Coordinator of Special Programs and Assessment, Principal, Teacher(s)	August 2024 - May 2025	(S)General State Revenue (420), (S)State Compensatory (420 PIC 24)	Criteria: BOY, MOY, EOY MAP growth % 2024 TELPAS scores 2025 TELPAS scores Progress monitoring notes MTSS documentation Emergent Bilingual PD provided for all staff with district Special Programs Coordinator Differentiated instruction PD w/ district Curriculum & Instruction Coordinator "Little Sponges" emergent bilingual curriculum resource training for 3rd grade ELAR teachers 01/12/25 - On Track 01/02/25 - On Track
2. Staff will complete HB3 Reading Academy, revisit ELPS strategies, & be trained in the reading "workshop model" to increase academic English language proficiency. (Target Group: EB) (Strategic Priorities: 2)	Coordinator of Special Programs and Assessment, Director of Academic Services, Principal, Teacher(s)	August 2024 - May 2024	(S)General State Revenue (420), (S)State ESL Funds (420 PIC 25)	Criteria: Home language surveys BOY, MOY, & EOY MAP progress monitoring TELPAS scores STAAR scores Monthly meetings with Academic Services staff to evaluate progress 01/02/25 - On Track (S)

ARLINGTON CLASSICS ACADEMY -INTERMEDIATE

Goal 2. (High Academic Achievement / All Student Growth) The percentage of students meeting or exceeding their projected growth on NWEA MAP Growth will increase by 3%-6% as measured by Fall to Spring MAP (M, ELAR, & Sci) .

Objective 1. (Master Schedule) The master schedule will be created so that students don't miss Tier 1 instruction.to receive intervention and/or academic support. Core content subjects, Word Study, & Griffin Time instructional minutes are created to maximize learning for all learners.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The master schedule will be created so that students do not miss Tier 1 instruction to receive intervention and/or academic support. Core content subjects, Word Study, & Griffin Time instructional minutes are created to maximize learning for all learners. (Target Group: All) (Strategic Priorities: 2)	Assistant Principal, Principal	July 2024 - August 2024		Criteria: BOY, MOY, & EOY staff surveys BOY, MOY, & EOY growth progress Feedback from campus Master Schedule Committee Feedback & recommendations from Director of Academic Services 01/02/25 - Significant Progress (S)

ARLINGTON CLASSICS ACADEMY -INTERMEDIATE

Goal 2. (High Academic Achievement / All Student Growth) The percentage of students meeting or exceeding their projected growth on NWEA MAP Growth will increase by 3%-6% as measured by Fall to Spring MAP (M, ELAR, & Sci) .

Objective 2. (Acceleration Strategies) All classroom teachers will be trained on how to teach to the green and blue using acceleration strategies and classical approach .

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All classroom teachers will be trained on how to teach to the green and blue using acceleration strategies and classical approach . (Target Group: 3rd,4th,5th)	Assistant Principal, Principal	August 2024 - May 2024	(S)General State Revenue (420)	Criteria: BOY, MOY, & EOY staff surveys BOY, MOY, & EOY MAP results % of students meeting or exceeding growth after each MAP assessment 01/02/25 - Some Progress (S)
2. Grade 3 Classroom Teachers and Interventionists will be trained in the correlation between NWEA MAP Growth Reading and Mathematics data and STAAR data, in alignment with HB3 Growth goals. (Target Group: 3rd) (Strategic Priorities: 2)	Assistant Principal, Director of Academic Services, Principal	August 2024-May 2024	(S)General State Revenue (420)	Criteria: HB3 Goal Progress Monitoring using NWEA MAP Growth Scores Sign In Sheets 01/12/25 - On Track

ARLINGTON CLASSICS ACADEMY -INTERMEDIATE

Goal 2. (High Academic Achievement / All Student Growth) The percentage of students meeting or exceeding their projected growth on NWEA MAP Growth will increase by 3%-6% as measured by Fall to Spring MAP (M, ELAR, & Sci) .

Objective 3. (MTSS Systems) Interventionists and teachers will identify students who are eligible for tier 3 supports and and interventionists will provide targeted, research-based, systematic instruction and progress monitoring

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Interventionists and teachers will identify students who are eligible for tier 3 supports and and interventionists will provide targeted, research-based, systematic instruction and progress monitoring (Target Group: 3rd,4th,5th) (Strategic Priorities: 2)	Assistant Principal, Math Specialist, Principal, Reading Specialist, Teacher(s)	August 2024 - May 2024	(S)State Compensatory (420 PIC 24)	Criteria: BOY, MOY, & EOY staff surveys BOY, MOY, & EOY MAP growth % 01/07/25 - Significant Progress
2. MTSS processes will be followed consistently with regularly scheduled data meetings for students being served and GGTs (Griffin Growth Team mtgs) only when new problem-solving needs occur for a student not already being supported by intervention and/or specialized instruction. (Target Group: 3rd,4th,5th) (Strategic Priorities: 2)	Assistant Principal, Math Specialist, Principal, Reading Specialist, Teacher(s)	August 2024 - May 2024	(S)General State Revenue (420), (S)State Compensatory (420 PIC 24)	Criteria: BOY, MOY, & EOY staff surveys BOY, MOY, & EOY MAP growth % 01/07/25 - Significant Progress
3. Teachers will be trained how to create & implement their tier 1 lesson cycle by unit studies, small group teaching, & progress monitoring to check skill mastery of what is being taught in the classroom. (Target Group: 3rd,4th,5th) (Strategic Priorities: 2)	Assistant Principal, Principal, Special Ed Teachers, Teacher(s)	August 2024 - May 2024	(S)General State Revenue (420)	Criteria: BOY, MOY, & EOY staff surveys BOY, MOY, & EOY MAP growth % 01/07/25 - Some Progress
4. All content area teachers will be trained in DMAC to use progress monitoring tools for their tiered instruction & how to look at data to determine progress and when to intensity, fade, etc. (Target Group: 3rd,4th,5th) (Strategic Priorities: 2)	Assistant Principal, Principal	August 2024 - May 2024	(L)Local Charter Funds (198 or 461) - $1,000	Criteria: BOY, MOY, & EOY staff surveys BOY, MOY, & EOY MAP growth % Campus DMAC assessment schedule for each content area. 01/07/25 - Completed (S)

ARLINGTON CLASSICS ACADEMY -INTERMEDIATE

Goal 2. (High Academic Achievement / All Student Growth) The percentage of students meeting or exceeding their projected growth on NWEA MAP Growth will increase by 3%-6% as measured by Fall to Spring MAP (M, ELAR, & Sci) .

Objective 4. (Constructed Response Questions) All staff will be trained on constructed response question formats & responses to increase thinking through writing in all content areas.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All staff will be trained in constructed response question formats & responses to increase student thinking through writing in all content areas. (Target Group: 3rd,4th,5th) (Strategic Priorities: 2)	Assistant Principal, Director of Academic Services, Principal	August 2024 - May 2024	(S)General State Revenue (420)	Criteria: BOY, MOY, EOY MAP growth TELPAS writing scores STAAR scores Progress Monitoring TTESS observations Sign in sheets 01/07/25 - On Track

ARLINGTON CLASSICS ACADEMY -INTERMEDIATE

Goal 2. (High Academic Achievement / All Student Growth) The percentage of students meeting or exceeding their projected growth on NWEA MAP Growth will increase by 3%-6% as measured by Fall to Spring MAP (M, ELAR, & Sci) .

Objective 5. (Staffing) District & campus admin will evaluate campus needs (BOY, MOY, & EOY)& determine what personnel is needed to support teaching staff & help all students obtain EOY growth.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. District & campus admin will evaluate campus needs (BOY, MOY, & EOY)& determine what personnel is needed to support teaching staff & help all students obtain EOY growth. (Current needs = 2 full time sped teaching assistants, 1 full time reading specialist for tier 3 reading, 1 full time math specialist for tier 3 math, & 1 full time reading specialist for dyslexia) (Target Group: All,EB,SPED,AtRisk)	Assistant Principal, Director of Academic Services, Executive Director, Principal	July 2024 - June 2025	(S)State Compensatory (420 PIC 24), (S)State Dyslexia SpEd (420 PIC 43), (S)State ESL Funds (420 PIC 25), (S)State Special Education Funds (420 PIC 23)	Criteria: EOY MAP data EOY STAAR data 01/12/25 - On Track 01/12/25 - On Track

ARLINGTON CLASSICS ACADEMY -INTERMEDIATE

Goal 3. (High Behavioral Expectations / PBIS) 85% of all grade level students will earn/participate in campus PBIS 9wks behavior incentive.

Objective 1. (High Behavioral Expectations / PBIS) 85% or more of all grade level students will earn/participate in campus PBIS 9wks behavior incentive.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 100% of teaching staff will attend Capturing Kids' Hearts training & will implement CKH strategies daily, on campus with colleagues, students, & parents. (Target Group: 3rd,4th,5th) (Strategic Priorities: 1)	Assistant Principal, Principal	Aug 2024 - May 2025	(S)General State Revenue (420)	Criteria: Percentage of staff that completed CKH training 01/07/25 - On Track
2. Safe & Supportive Schools Team will meet monthly to review campus safety protocols & address any student concerns/behavior that may cause harm to self or others. (Target Group: 3rd,4th,5th) (Strategic Priorities: 1)	Assistant Principal, Counselor, Principal, Teacher(s)	Aug 2024 - May 2025	(S)General State Revenue (420)	Criteria: Safe & Supportive Schools Team agendas Safe & Supportive Schools Team sign in sheets EOY parent & staff surveys 01/07/25 - On Track
3. Attendance Committee will meet monthly to address student tardies, absence patterns, & truancy concerns. (Target Group: 3rd,4th,5th) (Strategic Priorities: 1)	Assistant Principal, Counselor, Principal, Teacher(s)	Aug 2024 - May 2025	(S)General State Revenue (420)	Criteria: EOY Surveys - parent - staff - student Attendance Data Teacher Data 01/07/25 - Significant Progress
4. PBIS Team will meet monthly to improve student academic success, student behavior, and school climate. (Target Group: 3rd,4th,5th) (Strategic Priorities: 1)	Assistant Principal, Counselor, Principal, Teacher(s)	Aug 2024 - May 2025	(S)General State Revenue (420)	Criteria: EOY Surveys - parent - staff - student 01/07/25 - On Track
5. All staff will enforce district Technology Acceptable Use Policy, discuss Cyberbullying terms, & improve student technology Digital Citizenship protocols. (Target Group: 3rd,4th,5th) (Strategic Priorities: 1)	Assistant Principal, Principal, Teacher(s)	Aug 2024 - May 2025		Criteria: Document receipt of parent signatures on Tech Usage Policy & keep in the front office for the 24-25 school year & use as needed to enforce district & campus student code of conduct. 01/07/25 - Some Progress

Demographics

Demographics Data Sources

OnData Suite Report

Demographics Strengths

23.24 Demographics - see attachment (previous demographics & data left in for historical comparison).

Student Demographics (2022 - 2023 Fall PEIMS file loaded 01/23/2023) Count Percent

Male to Female ratio is equitable
52.10% Female
47.90% Male

Student population is very diverse:
45% Two-or-More Races
35% White
23% Hispanic-Latino
19.5% African American
19% American Indian
14% Asian
0 % Native Hawaiian/Pacific Islander

% Students receiving Specialized Instruction/Supports is less than 20% student population
9.35% Emergent Bilingual (49 students)
5.35% Special Education (28 students)
5.53% Dyslexia (29 students)

Demographics Weaknesses

Staff demographics do not match student demographics

Comprehensive Needs Assessment

Demographics Weaknesses (Continued)

There has been an increase in Special Education & 504 #'s over past 5 years

Students w/ sped IEP's:
28 students in 2022-2023
27 students in 2021-2022
21 / 4% (20-21)
18 / 3% (19-20)
16 / 3% (18-19
12 / 2% (17-18)

Students w/ 504 plans:
63 students in 2022-23 (including 29 students receiving Dyslexia supports)
64 students in 2021-2022
60 / 11% (20-21)
49 / 9% (19-20)
56 / 11% (18-19)
0 / 0% (17-18)

Demographics Needs

Implement district & campus MTSS (Multi Tier System of Supports) for all learners.
-provide MTSS training/resources for all staff
-provide ELPS training/resources for all staff
-quarterly check-ins to discuss progress of MTSS

Demographics Summary

MTSS design

- Universal instruction / 100% (176 students per grade level)
- Targeted instruction / 20% (36 students per grade level)
- Intensive instruction / 5% or less (8-9 students per grade level)

Comprehensive Needs Assessment

Demographics Summary (Continued)

Teaching staff need additional training to DESIGN instruction that meets all students personalized needs.

23-24 Intermediate Demographics / CNA 24.25

School Population (2023 - 2024 Fall PEIMS file loaded 01/25/2024)	Count
Student Total	**521**
3rd Grade	175
4th Grade	171
5th Grade	175

Student Demographics (2023 - 2024 Fall PEIMS file loaded 01/25/2024)	Count	Percent
Gender		
Female	283	54.32%
Male	238	45.68%
Ethnicity		
Hispanic-Latino	113	21.69%
Race		
American Indian - Alaskan Native	2	0.38%
Asian	70	13.44%
Black - African American	99	19.00%
Native Hawaiian - Pacific Islander	0	0.00%
White	185	35.51%
Two-or-More	52	9.98%

Student Programs (2023 - 2024 Fall PEIMS file loaded 01/25/2024)	Count	Percent
Dyslexia	28	5.37%
Gifted and Talented	0	0.00%
Regional Day School Program for the Deaf	0	0.00%
Section 504	64	12.28%
Special Education (SPED)	37	7.10%
Bilingual/ESL		
Emergent Bilingual (EB)	50	9.60%
Bilingual	0	0.00%
English as a Second Language (ESL)	50	9.60%
Alternative Bilingual Language Program	0	0.00%
Alternative ESL Language Program	0	0.00%

Student Indicators (2023 - 2024 Fall PEIMS file loaded 01/25/2024)

	Count	Percent
At-Risk	148	28.41%
Foster Care	0	0.00%
IEP Continuer	0	0.00%
Immigrant	0	0.00%
Intervention Indicator	68	13.05%
Migrant	0	0.00%
Military Connected	6	1.15%
Transfer In Students	0	0%
Unschooled Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	167	32.05%
Free Meals	132	25.34%
Reduced-Price Meals	35	6.72%
Other Economic Disadvantage	0	0.00%

Special Education Services (2023 - 2024 Fall PEIMS file loaded 01/25/2024)

	Count	Percent
Primary Disabilities		
No Disability	0	0.00%
Orthopedic impairment	0	0.00%
Other health impairment	4	10.81%
Auditory impairment	0	0.00%
Visual impairment	0	0.00%
Deaf-Blind	0	0.00%
Intellectual disability	1	2.70%
Emotional disturbance	0	0.00%
Learning disability	18	48.65%
Speech impairment	5	13.51%
Autism	9	24.32%

Student Achievement

Student Achievement Data Sources

Disaggregated STAAR Data
STAAR Performance Reports

Student Achievement Strengths

2024

- 3-5 grades were 90% or above on their Reading STAAR test
- 3-5 grades all had over 20% Masters on their STAAR Rdg, Math, & Science test

2023 STAAR result projections:

- 130 students in the "green"
- 140 students in the "yellow"
- ZERO students in the "red"

2022 STAAR math results:

- 3rd grade / ALL students = 91% passed
- 3rd grade /Tier 3 math support (2022)
- 37 total students
- 86% (32 students) made growth from BOY to EOY MAP
- 6 scored Meets on STAAR
- 21 scored Approaches on STAAR
- 10 Did Not Meet grade level expectations on STAAR

Student Achievement Weaknesses

2024

Comprehensive Needs Assessment

Student Achievement Weaknesses (Continued)

- 4th & 5th grade continue to struggle on math STAAR assessment
- 4th & 5th make growth on MOY & EOY MAP assessments, but it does not carry over to STAAR
- 5th grade Science STAAR scores dropped this year

2023 STAAR math result projections:

- 127 students in the "green"
- 44 students in the "yellow"
- 5 students in the "red"

2022 STAAR math results:

- 4th grade / ALL students = 78% passed
- 4th grade / Tier 3 math supports (2022)
- 43 total students
- 74% (32 students) made growth from BOY to EOY MAP
- 1 scored Masters on STAAR
- 1 scored Meets on STAAR
- 12 scored Approaches on STAAR
- 29 Did Not Meet grade level expectations on STAAR

Student Achievement Needs

Ongoing professional development for staff to clearly define:

- Teaching to the green & blue
- Unit Planning
- Workshop Model
- Gradual Release lesson delivery
- Rigor & Relevance...“The human brain is wired for story”
- Lesson DESIGN to help students master processing skills
- MTSS systems

Comprehensive Needs Assessment

Student Achievement Summary

Staff surveys showed that staff do not have a clear understanding of campus & district systems or how to fulfill their roles in tiered systems, which in turn affects achievement or lack of achievement for all learners. Increased understanding of Tier 1, 2, 3, & specially designed instruction needs to strengthened to promote growth for all learners.

STAAR Constructed Response Scores / EOY 2024

CIP 2025 Strategy / All staff will be trained on constructed response question formats & responses to increase thinking through writing in all content areas.

Grade 3	0 Rating / %	1 Rating / %	2 Rating / %	3 Rating / %	4 Rating / %	5 Rating / %	6 Rating / %	7 Rating / %	8 Rating / %	9 Rating / %	10 Rating / %
Region / All Students	39	6	8	9	11	7	6	6	5	2	1
Region / EB's	46	6	9	10	10	6	4	4	3	2	1
Region / Sped	65	6	7	6	6	3	2	2	1	1	0
ACA / All Students (175)	23	6	13	9	19	6	9	8	4	2	2
ACA / EB's (18)	22	11	11	22	11	11	0	0	6	6	0
ACA / Sped (15)	57	7	14	7	14	0	0	0	0	0	0

Grade 4	0 Rating / %	1 Rating / %	2 Rating / %	3 Rating / %	4 Rating / %	5 Rating / %	6 Rating / %	7 Rating / %	8 Rating / %	9 Rating / %	10 Rating / %
Region / All Students	31	6	8	5	7	7	9	9	7	7	5
Region / EB's	39	7	9	6	7	6	8	7	5	5	2
Region / Sped	61	7	8	4	5	4	4	3	2	2	1
ACA / All Students (171)	18	5	9	5	10	12	11	10	10	6	5
ACA / EB's (19)	16	11	0	5	11	21	32	0	0	0	5
ACA / Sped (13)	50	7	21	7	0	7	7	0	0	0	0

Grade 5	0 Rating / %	1 Rating / %	2 Rating / %	3 Rating / %	4 Rating / %	5 Rating / %	6 Rating / %	7 Rating / %	8 Rating / %	9 Rating / %	10 Rating / %
Region / All Students	50	5	8	3	5	4	6	5	5	5	3
Region / EB's	57	6	8	3	5	4	5	3	4	3	2
Region / Sped	75	5	6	2	3	1	2	2	1	1	1
ACA / All Students (175)	31	5	10	5	8	8	10	9	6	5	3
ACA / EB's (15)	27	0	13	7	13	20	13	0	7	0	0
ACA / Sped (9)	100	0	0	0	0	0	0	0	0	0	0

TRodgers / June 2024

ACAandRegional ECRs- All/Sped/EB

Grade 3	0 Rating|Percent	1 Rating|Percent	2 Rating|Percent	3 Rating|Percent	4 Rating|Percent	5 Rating|Percent	6 Rating|Percent	7 Rating|Percent	8 Rating|Percent	9 Rating|Percent	10 Rating|Percent
All Students	39	6	8	9	11	7	6	6	5	2	1
Current EB/EL	46	6	9	10	10	6	4	4	3	2	1
Special Education	65	6	7	6	6	3	2	2	1	1	0
ACA- all	23	6	13	9	19	6	9	8	4	2	2
ACA EB/EL	22	11	11	22	11	11	0	0	6	6	0
ACA SPED	57	7	14	7	14	0	0	0	0	0	0

Grade 4	0 Rating|Percent	1 Rating|Percent	2 Rating|Percent	3 Rating|Percent	4 Rating|Percent	5 Rating|Percent	6 Rating|Percent	7 Rating|Percent	8 Rating|Percent	9 Rating|Percent	10 Rating|Percent
All Students	31	6	8	5	7	7	9	9	7	7	5
Current EB/EL	39	7	9	6	7	6	8	7	5	5	2
Special Education	61	7	8	4	5	4	4	3	2	2	1
ACA- all	18	5	9	5	10	12	11	10	10	6	5
ACA EB/EL	16	11	0	5	11	21	32	0	0	0	5
ACA SPED	50	7	21	7	0	7	7	0	0	0	0

Grade 5	0 Rating|Percent	1 Rating|Percent	2 Rating|Percent	3 Rating|Percent	4 Rating|Percent	5 Rating|Percent	6 Rating|Percent	7 Rating|Percent	8 Rating|Percent	9 Rating|Percent	10 Rating|Percent
All Students	50	5	8	3	5	4	6	5	5	5	3
Current EB/EL	57	6	8	3	5	4	5	3	4	3	2
Special Education	75	5	6	2	3	1	2	2	1	1	1
ACA- all	31	5	10	5	8	8	10	9	6	5	3
ACA EB/EL	27	0	13	7	13	20	13	0	7	0	0
ACA SPED	100	0	0	0	0	0	0	0	0	0	0

Grade 6	0 Rating|Percent	1 Rating|Percent	2 Rating|Percent	3 Rating|Percent	4 Rating|Percent	5 Rating|Percent	6 Rating|Percent	7 Rating|Percent	8 Rating|Percent	9 Rating|Percent	10 Rating|Percent
All Students	39	7	5	3	4	5	7	9	6	5	10
Current EB/EL	55	8	5	3	4	4	5	6	4	3	4
Special Education	72	7	4	2	3	3	3	3	2	1	1
ACA- all	46	15	4	6	7	6	6	4	4	2	1
ACA EB/EL	36	18	0	5	18	9	5	0	9	0	0
ACA SPED	91	9	0	0	0	0	0	0	0	0	0

Grade 7	0 Rating|Percent	1 Rating|Percent	2 Rating|Percent	3 Rating|Percent	4 Rating|Percent	5 Rating|Percent	6 Rating|Percent	7 Rating|Percent	8 Rating|Percent	9 Rating|Percent	10 Rating|Percent
All Students	27	4	6	6	10	6	8	8	8	8	10
Current EB/EL	44	6	7	6	10	5	6	5	4	4	4
Special Education	61	6	7	6	6	4	3	3	2	1	2
ACA- all	14	4	3	6	9	9	8	6	7	9	24
ACA EB/EL	47	0	0	7	0	0	7	0	7	13	20
ACA SPED	64	18	9	9	0	0	0	0	0	0	0

Grade 8	0 Rating|Percent	1 Rating|Percent	2 Rating|Percent	3 Rating|Percent	4 Rating|Percent	5 Rating|Percent	6 Rating|Percent	7 Rating|Percent	8 Rating|Percent	9 Rating|Percent	10 Rating|Percent

ACAandRegional ECRs- All/Sped/EB

All Students	29	3	6	5	9	5	6	8	10	10	8
Current EB/EL	47	5	7	6	9	5	4	5	5	4	3
Special Education	65	4	7	4	6	3	3	3	2	2	1
ACA- all	4	1	6	2	4	8	6	9	13	18	28
ACA EB/EL	0	0	0	0	11	11	22	22	0	11	22
ACA SPED	14	0	0	0	14	29	0	14	0	14	14

Preliminary 2024 STAAR scores

	Did Not Meet	Approaches	Meets	Masters
3rd Reading	10%	90%	63%	28%
3rd Math	13%	87%	68%	27%
4th Reading	5%	95%	72%	32%
4th Math	245	76%	53%	21%
5th Reading	9%	91%	73%	45%
5th Math	12%	88%	66%	34%
5th Science	25%	75%	39%	22%



New Question Types by Grade Level and Content Area

TEA | TEXAS ASSESSMENT

Assessments provide educators and parents with helpful information to support strong teaching and guide students to their full potential. State of Texas Assessments of Academic Readiness (STAAR®) is a summative assessment that serves several primary purposes, including determining student mastery of Texas Essential Knowledge and Skills (TEKS); determining effectiveness of curriculum and instruction programs; helping determine which individual students should receive additional holistic supports; and serving as a bar for rigor and standards alignment in planning.

State and federal laws require a redesign of the STAAR that will ensure it is more aligned with how students are learning in the classroom. Beginning with the spring 2023 STAAR administration, students who test online will interact with a variety of new question types in addition to traditional multiple-choice questions. The following table indicates all new question types and the subject areas and grade levels where they could appear on the summative test.

Question Type	Question Type Description	Math	Reading Language Arts	Science	Social Studies
Equation Editor	Student can write responses in the form of fractions, expressions, equations, or inequalities.	Grades 3–8 EOC			
Text Entry	Student responds by typing a brief string of text such as a number, word, or phrase.	Grades 3–8 EOC	Grades 6–8 EOC	Grade 8 EOC	
Graphing	Student selects points, draws lines, drags bar graphs, and performs other functions to independently create different types of graphs.	Grades 3–8 EOC			
Number Line	Student selects a point, an open or closed circle, and a direction arrow to demonstrate a solution set on a number line.	Grades 6–8 EOC			
Inline Choice	Student selects the correct answer(s) from one or more drop-down menu(s).	Grades 3–8 EOC	Grades 3–8 EOC		Grade 8 EOC
Hot Spot	Student responds by selecting one or more specific areas of a graphic.	Grades 3–8 EOC		Grades 5, 8 EOC	Grade 8 EOC
Hot Text	Student cites evidence by selecting highlighted text in a sentence, paragraph, or extended reading.		Grades 3–5		Grade 8 EOC
Fraction Model	Student represents a fraction by dividing an object into the correct number of sections to indicate the denominator and clicking to shade the appropriate number of sections to indicate the numerator.	Grades 3–5			
Drag and Drop	Student evaluates a given number of options (words, numbers, symbols, etc.) and chooses which response(s) to drag to a given area (diagram, map, chart, etc.)	Grades 3–8 EOC		Grades 5, 8 EOC	Grade 8 EOC
Multipart	Student responds to a two-part question where parts A and B are scored separately. In many cases, part B asks the student to give evidence or explain their thinking for their answer to part A.		Grades 3–8 EOC	Grades 5, 8 EOC	Grade 8 EOC
Match Table Grid	Student matches statements or objects to different categories presented in a table grid.	Grades 6–8 EOC	Grade 8 EOC		Grade 8 EOC
Multiselect	Student can select more than one correct answer from a set of possible answers.	Grades 3–8 EOC	Grades 3–8 EOC	Grades 5, 8 EOC	Grade 8 EOC
Short Constructed Response	Student gives a brief explanation in their own words to demonstrate their understanding of content. For writing, student demonstrates proficiency in the skill being assessed by constructing a sentence that corrects a revising or editing error.		Grades 3–8 EOC	Grades 5, 8 EOC	Grade 8 EOC
Extended Constructed Response	Student writes an in-depth response by explaining, analyzing, and evaluating information provided in a reading selection or stimulus.		Grades 3–8 EOC		

Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Data Sources

Discipline Referral report
Parent Survey (google)
Parental Involvement Policy
Staff Survey (google)

School Culture and Climate Strengths

- Classroom teachers consistently greeted students at the door & implemented Capturing Kids Hearts practices.
- PBIS team met quarterly.
- Sunshine Committee hosted monthly luncheons, celebrated national holidays, & provided bereavement flowers/food/cards for staff members.
- 90% of current teaching staff have attended Capturing Kids Hearts training.
- Positive EOY parent survey results.

School Culture and Climate Weaknesses

Out of placement discipline increased.

- 22-23 / 71.5 out of placement consequences
- 21-22 / 63.5 out of placement consequences
- 20-21 / 22.5 out of placement consequences
- 19-20 / 11 out of placement consequences (school year discipline data ended in March 2020)
- 18-19 / 50 out of placement consequences
- 17-18 / 55 out of placement consequences

School Culture and Climate Needs

Comprehensive Needs Assessment

Create & implement campus wide high behavior expectations.

- Universal attention signal
- MTSS for intensive behavior needs
- Targeted PBIS monthly meetings to address current campus needs
- Safe & Supportive School Team monthly meetings to address current campus needs
- Increase parent partnership / resources / communications

School Culture and Climate Summary

Campus has good systems in place, however they need to be revisited & expectations for all current & new staff need to be reinforced.

- Universal attention signal (campus & district)
- MTSS for intensive behavior needs
- Parent partnerships / resources / communications
- Enforce district dress code w/ fidelity
- Continue parent communications in a timely manner
- Continue campus Sunshine events to celebrate staff & #GriffinTribe culture

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Data Sources

Campus Master Schedule

Staff Quality, Recruitment and Retention Strengths

24.25

- All vacancies are currently filled @ this time.

23.24
96 % teaching staff are returning in the Fall of 2023 (24 out of 25 grade level teachers).

District admin worked w/ campus admin to revisit 23-24 master schedule options for grade levels, content areas, & the intervention team. Campus admin shared options w/ Team leaders, grade level teachers and SBDM members and asked for their input via a survey.

Campus feedback resulted in the following for the 23-24 master schedule:

- more instructional time for core content subjects (minimum of 60 minutes per content)
- 3rd grade will continue to team teach (1 ELAR/SS teacher & 1 Mth/Science teacher responsible)
- 4th grade will continue "triangle teach" (1 ELAR/SS teacher, 1 Math teacher, & 1 Science teacher)
- 5th grade will continue to be departmentalized (1 ELAR teacher, 1 Math teacher, 1 Science teacher, & 1 SS teacher).

Staff Quality, Recruitment and Retention Weaknesses

24.25

- We had 5 resignations in 23.24 & it affected the climate & culture of our bldg/campus.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Weaknesses (Continued)

23.24
As of June 2023 we have the following vacancies:

- Assistant Principal

The AP's role is responsible for several campus committee's and the new hire will need help/support transitioning onto a new campus.

Staff Quality, Recruitment and Retention Needs

24.25

- Currently all vacancies are filled at this time.

23.24
As of June 2023 we have the following new staff/roles:

- 3rd grade ELAR/SS teacher
- 4th grade Math teacher
- 5th grade Math teacher
- ESL teaching assistant
- Assistant Principal vacancy

Will need to increase supports for new staff and to reinforce campus/district expectations to maintain consistency across grade levels/campus.

Staff Quality, Recruitment and Retention Summary

24.25

- New staff vacancies & new additions have allowed us to revisit some "Back to Basics" trainings & we hope to strengthen our foundational campus systems.

23.24
Currently, we have:

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

- 47 staff assignments
- 46 assignments are filled
- 1 vacancy
- interviews scheduled

Campus admin are working to find highly trained professionals with appropriate certifications, strong work ethic, and #GriffinTribe traits.

Intermediate Staff Assignments

2024 - 2025

3rd Grade	3 Blue	3Blue	3 Green	3 Green
Math / Science	Curtis	Reed *@	Milton *	Cowan*+
ELAR / SS	Munoz *	Vanecek *	PHofer *	JHofer *

4th Grade	4 Blue	4 Green
Math	Robbins +*@	Quan
Science	Cook *	Aguirre
ELAR / SS	Thomasson *^	Langford%
ELAR / SS	Crow *	Fish

5th Grade	5 Blue	5 Green
Math	Hickman *	Johnson*
Science	Clark*	Bowman
ELAR	Wingard	Bellah *
Social Studies	LHale *^$	Padilla +*

Fine Arts	Intervention	Office	Cafe / Custodial
Linda Gaston # / Music Aaron Norris $ / PE Lee McGee / PE TA Carla Rivera @ / Spanish Julie Hernandez ^ / Art Jenni Huntley / Library	Lacey Anderson / Speech Jessica Johnson* / Math Malorie Martin* / Reading Melissa Vesper* / Dyslexia Ariane Freeman* / Sped Lisa Ward / Sped TA Melissa Johnson / Sped TA	Teri Rodgers / Principal Jenna Thrift / Assistant Principal Kristian Bricker / Admin Assistant Erika Carrillo / Attendance Bethany Long ^@ / Counselor Emily Everett / Nurse	Elena Moore / Cafe Mgr Eugene / Custodian Roxanne Gilcrease / Cafe

+ Team Leader # PTO rep $Threat Assessment Team *ESL certified

^ SBDM @ PBIS %Student Council

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Data Sources

District Policies
PD Resources

Curriculum, Instruction and Assessment Strengths

Teachers, staff, & interventionists continue to collaborate, plan, and seek ways to close the gaps & produce student growth in core content areas.

- Weekly common planning time built into the master schedule.
- 3rd & 4th grade math teachers administer weekly TEKS checks to assess content mastery.
- 3rd grade ELAR teachers participated in the HB3 Reading Academy.
- Each teacher has "Sub-pop Binder" with all IEP accommodations, 504 accommodations, and LPAC accommodations to provide personalized instruction.
- Multiplication & Division club members/participation continues to increase across grade levels. '
- Destination USA was created to encourage students to learn all 50 states & capitals

Curriculum, Instruction and Assessment Weaknesses

- Not all content areas have created progress monitoring systems for their grade level/content.
- Staff need assistance w/ progress monitoring tools
- Stronger understanding of campus/district MTSSsystem

Curriculum, Instruction and Assessment Needs

Better understanding of district MTSS systems.

Campus MTSS discussions for student academic & behavioral needs.

- Define the goal ...what do we want students to know and/or be able to do?
- Analyze the problem…why is this happening? what can we do to solve the problem?

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Needs (Continued)

- Develop & implement a plan…what will we do about it?
- Evaluate the response to instruction or intervention…is it working / not working? Are students making progress at a rate to close the gap?

Curriculum, Instruction and Assessment Summary

"We are only as good as our systems". District admin has trained campus admin how to implement district/campus wide "Multi Tier Support System" (MTSS)& campus admin & interventionists will continue to teach & support teachers/staff on how to use it consistently.

Comprehensive Needs Assessment

Family and Community Involvement

Family and Community Involvement Data Sources

Community Input
District Policies
PEIMS Report

Family and Community Involvement Strengths

Campus & district continue to partner with parents & exhibit the "three legged stool" on & off campus.

- PTO Spirit Nights
- Fine Arts Programs
- Spelling Bee
- Field Trips
- Grade level parties
- Field Day
- Boosterthon Fundraiser

Family and Community Involvement Weaknesses

- Currently, we need to strengthen parent partnership & better understanding of campus discipline & student code of conduct consequences.
- Pre-Covid our campus needed to improve campus communication, person to person interactions, & increase volunteer opportunities for parents.
- During Covid we increased our communications & how parents & students could access curriculum & campus information.
- Post Covid we have seen struggles in student work ethic, stamina, & decreased executive function skills.
- In 2022-23 we have seen a **decline in attendance** & we have also seen that more does not always mean better. **We are currently communicating so much that our #GrffinTribe is becoming numb to all the communication coming at them.**

Family and Community Involvement Needs

24.25 / Strengthen communication w/ all stakeholders on campus discipline expectations.

Comprehensive Needs Assessment

Family and Community Involvement Needs (Continued)

23.24 / Create & implement a campus wide attendance incentive.

- SBDM & Team leaders will gather @ the BOY & create a rubric to incentivize students to be on campus as much as possible (medical absences will be excused).
- The goal will be to increase monthly student attendance & increased time in the classroom for learning.

Family and Community Involvement Summary

EOY parent survey & staff survey results showed a need to strengthen "three legged stool" communications. Campus admin has plans for "back to basics" PD @ BOY and hopes to fill gaps where concerns were noted.

Comprehensive Needs Assessment

School Context and Organization

School Context and Organization Data Sources

Campus Duty Schedule
Discipline Referral report

School Context and Organization Strengths

- Staff know the "Big 3" ...High Level of Academic Instruction, High Behavioral Expectations, & Parent Parnterships
- Core content teachers meet & plan weekly
- Master Schedule is working & only a few minor "tweaks" are being made to increase instructional minutes.
- Fine Arts, counseling, technology, & PE is being provided weekly

School Context and Organization Weaknesses

- Uninterrupted instructional time still needed. Campus admin worked w/ district admin to create new master schedule w/ less interruptions & more intentional lesson design for all learners.
- Behavior consistency needs to be revisited/reinforced (based on PBIS EOY survey).

School Context and Organization Needs

Revisit campus behavioral expectations:

- social contracts
- meeting/greeting students daily
- universal attention signal
- enforce dress code daily
- attendance incentive
- behavior incentive/motivation

Comprehensive Needs Assessment

School Context and Organization Summary

Campus admin & staff will continue to reinforce the "Big 3" for the 23-24 school year.

- master schedule to increase academic growth
- master schedule that is developmentally appropriate for executive function/maturity
- social contracts for behavioral norms
- staff will meet/greet students daily
- implement a universal attention signal
- campus will enforce dress code daily
- campus will create an attendance incentive
- PBIS will create a quarterly behavior incentive/motivation

Technology

Technology Data Sources

Discipline Referral report
District Policies

Technology Strengths

District technology is very accessible & responsive to campus needs in a timely manner..

- District help ticket system
- Help w/ new technology, phones, student devices, etc.
- Assists w/ Raptor & Knight Security campus needs

Technology Weaknesses

Increase in digital citizenship concerns & students that are not following the district Technology Usage policy.

Comprehensive Needs Assessment

Technology Needs

Increase campus awareness of district Technology Usage Policy & forms. Parents/students complete at the BOY but there is little to no reteach after the form is turned in. PBIS will discuss & address current needs & implement high behavior tech expectations for the new school year.

Technology Summary

District tech staff & the Auxiliary personnel have been a great addition to the #GriffinTribe.

Campus admin will work w/ staff to increase awareness of district Technology Usage Policies & forms to implement high behavior tech expectations for students & partner w/ parents to create a healthy learning environment for their child @ school & @ home.

Comprehensive Needs Assessment Data Sources

Campus Duty Schedule
Campus Master Schedule
Campus Meeting Agenda
Community Demographics
Community Input
Discipline Referral report
OnData Suite Report
Parent Survey (google)
Sign in Sheets
Staff Survey (google)

Every child, prepared for success in college, a career or the military.

Strategic priorities



Recruit, support and retain teachers and principals



Build a foundation of reading and math



Connect high school to career and college

Improve low-performing schools

Enablers



Increase transparency, fairness and rigor in district and campus academic and financial performance



Ensure compliance, effectively implement legislation and inform policymakers



Strengthen organizational foundations (resource efficiency, culture, capabilities, partnerships)

**adapted from TEA Strategic Plan - https://tea.texas.gov*

ARLINGTON CLASSICS ACADEMY -MIDDLE

Campus Improvement Plan
2024/2025

"Make it a great day or not, the choice is yours!"

Yolonda Dawson
5200 South Bowen, Arlington, TX 76017
8179871909
ydawson@acaedu.net

ARLINGTON CLASSICS ACADEMY -MIDDLE

Mission

Our goal is to equip a diverse student body with a comprehensive education, including a special focus on Western civilization. Students will develop a commanding knowledge of the origins of our liberty and the ability to sustain it through moral leadership. We aim to accomplish this goal through a high level of academic instruction and high behavioral expectations.

Vision

To be an educational institution of academic excellence that provides a college preparatory, liberal arts curriculum delivered through a classical style of instruction.

One hundred(100) percent of our students will be eligible for at least one honors or AP course by grade 9 because we are building a community of learners who demonstrate inquiry, academic stamina, self-management, and a genuine concern for the community.

Nondiscrimination Notice
ARLINGTON CLASSICS ACADEMY - MIDDLE does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

ARLINGTON CLASSICS ACADEMY -MIDDLE Site Base

Name	Position
Yolonda, Dawson	District Manager
Barrett, Amy	Campus Manager
Congleton, Cheryl	Campus User
Rodriguez, Manuel	Teacher
Obrien, Jacqueline	Teacher
Dermott, Kalen	Assistant Principal
Oviedo, Candice	parent

Resources

Resource	Source
No rows defined.	

ARLINGTON CLASSICS ACADEMY -MIDDLE

Goal 1. Students demonstrate high academic achievement.

Objective 1. During the 2024-2025 school year, 85% of the 6th-grade students who are serviced through special education will increase from the 41st percentile to the 50th percentile on the EOY MATH MAP testing.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The teachers will undergo intensive training to recognize the students' learning gaps and implement instruction to address them. They will also support elective teachers in implementing the accommodations and how that looks in the classroom. (Target Group: SPED) (ESF: 5,5.1,5.2,5.3,5.4)	Director of Academic Services, Principal, Special Ed Teachers, Teacher(s)	August 2024-May 2025	(S)State Special Education Funds (420 PIC 23)	Criteria: Checklists, Training Evaluation checklist, BOY and MOY NWEA MAP assessments.
2. We will use the master schedule for problem-solving minutes to assist the teachers in understanding accommodations. (Target Group: SPED) (ESF: 3,3.1,3.3,5)	Amy Barrett, Assistant Principal, Teacher(s)	August 2024-2025	(F)IDEA Special Education (224), (L)Local Charter Funds (198 or 461)	Criteria: Master Schedule, documentation of minutes, monitoring tracking system
3. Training on implementing acceleration strategies for all teachers for best practices to help all populations grow consistently. (Target Group: All) (ESF: 4,4.1,5,5.1,5.2,5.3)	Catherine Wright, Director of Academic Services, Teacher(s)	August 2024-April 2025		Criteria: Unit Plans, monitoring tracking system

ARLINGTON CLASSICS ACADEMY -MIDDLE

Goal 1. Students demonstrate high academic achievement.

Objective 2. During 2024-2025, 85% of the 7th-grade students serviced through special education will increase their MATH MAP scores from the 41st to the 50th percentile by the EOY MATH Assessment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will have training sessions to understand their role in special education. (Target Group: SPED,6th,7th) (ESF: 1,1.1,3,3.3,5,5.2)	Coordinator of Special Education, Principal, Special Ed Teachers, Teacher(s)	August 2024-2025		Criteria: training log, tracking systems
2. Implementation of targeted intervention strategies for struggling students, including subpopulations. (Target Group: ECD,EB,SPED,7th) (ESF: 1,1.2,5,5.2,5.3,5.4)	Coordinator of Special Education, Director of Academic Services, Principal, Special Ed Teachers, Teacher(s)	September 2024-April 2025		Criteria: Monitoring Tracking system

ARLINGTON CLASSICS ACADEMY -MIDDLE

Goal 2. (Students demonstrate high academic achievement) The percentage of 8th-grade students on track for college and AP readiness, measured by Masters on Algebra 1 EOC, will increase from the baseline of 34% to 44% as reported on the 2029 TAPR (reported in January). The 2024 state average for Masters performance is 25%, and the ESC Region 11 average is 24%.

Objective 1. During 2024-2025, 80% of the students who are serviced through subpopulations will score meets or higher on the Reading and Math STAAR test.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The teachers will undergo intensive training to recognize the students' learning gaps and implement instruction to address them. They will also support elective teachers in implementing the accommodations and how that looks in the classroom. (Target Group: ECD,EB,SPED,AtRisk,6th,7th ,8th) (ESF: 1,1.2,4,5,5.1,5.2)	Coordinator of Special Education, Director of Academic Services, Principal, Teacher(s)	August 2024-April 2025		Criteria: Monitoring tracking system, unit plans

ARLINGTON CLASSICS ACADEMY -MIDDLE

Goal 2. (Students demonstrate high academic achievement) The percentage of 8th-grade students on track for college and AP readiness, measured by Masters on Algebra 1 EOC, will increase from the baseline of 34% to 44% as reported on the 2029 TAPR (reported in January). The 2024 state average for Masters performance is 25%, and the ESC Region 11 average is 24%.

Objective 2. Increase the percentage of students on track for college and AP readiness as measured by Masters performance on Algebra I EOC

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All Algebra I and math teachers will supplement CPM instruction with individualized instruction and practice in the ALEKS learning platform, using data generated to monitor progress and drive differentiated classroom supports. (Target Group: All) (Strategic Priorities: 2,3)	Director of Academic Services, Teacher(s)	September 2024-June 2025	(S)State Compensatory (420 PIC 24)	
2. All Algebra I teachers and math teachers will participate in and use the knowledge gained from ALEKS training focused on using the data to target student needs and monitor progress (Target Group: All) (Strategic Priorities: 2,3)	Director of Academic Services, Teacher(s)	Sept 2024-June 2025	(S)State Compensatory (420 PIC 24)	
3. To support students in transferring knowledge to new situations, all Algebra I teachers and math teachers will model and engage students in practicing the problem-solving strategy of identifying similarities and differences between different problem situations(CPM curriculum) (Target Group: All)	Teacher(s)	Aug 2024-May 2025	(S)General State Revenue (420)	

ARLINGTON CLASSICS ACADEMY -MIDDLE

Goal 2. (Students demonstrate high academic achievement) The percentage of 8th-grade students on track for college and AP readiness, measured by Masters on Algebra 1 EOC, will increase from the baseline of 34% to 44% as reported on the 2029 TAPR (reported in January). The 2024 state average for Masters performance is 25%, and the ESC Region 11 average is 24%.

Objective 3. Increase the percentage of each subpopulation of students on track for college and AP readiness as measured by Masters performance on Alg 1 EOC.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus Leadership and teachers will receive training in leveraging MAP data to set goals for students that close gaps and in how to design, implement, and monitor effective intervention and acceleration. (Target Group: H,AA,ECD,ESL,EB,SPED,AtRisk,6th,7th ,8th) (Strategic Priorities: 2,3) (ESF: 4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Principal, Coordinator of Special Programs and Assessment, Director of Academic Services, Principal, Teacher(s)	August 2024-June 2025		
2. Integrate the Algebra I readiness screener to target interventions beginning in earlier grades. (Target Group: H,AA,ECD,ESL,EB,SPED,6th,7th ,8th) (Strategic Priorities: 2,3) (ESF: 4,4.1,5,5.1,5.2,5.3)	Director of Academic Services, Principal, Teacher(s)	August 2024-May 2025		
3. Add a 6th-grade Algebra I readiness supplemental course to support students not on track for Algebra I in 8th grade. (Target Group: H,AA,ECD,ESL,EB,SPED,6th) (ESF: 4,4.1)	Director of Academic Services, Principal, Teacher(s)	August 2024	(S)State Compensatory (420 PIC 24)	

ARLINGTON CLASSICS ACADEMY -MIDDLE

Goal 3. Students develop improved executive function and performance character traits.

Objective 1. During the 2024-2025 school year, discipline notices will decrease by 20% by the end of the school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The students will receive training on the code of conduct and the consequences of those levels. The teachers will be trained on the consequences of the levels and will look at high behavior expectations to make it clear and concise, as well as what expectations are in the classroom and in the office. The levels will be sent out to parent each quarter in the newsletter. (Target Group: All,6th,7th ,8th) (ESF: 1,1.2,2,2.1,3,3.1,3.2,3.4,5,5.1,5.2,5.4)	Amy Barrett, Assistant Principal, Lead Teacher, Teacher(s)	August 2024-2025		Criteria: Discipline notice records, report card(citizenship), lesson plan for seminar classes.
2. Implement a school-wide executive function curriculum and targeted interventions to support student well-being, problem-solving skills and relationships between students and teachers through increased communication and mentorship programs (Target Group: All) (ESF: 1,1.2,2,2.1,3,3.1,3.2,3.3,3.4)	Principal, Teacher(s)	September 2024-April 2025	(S)General State Revenue (420), (S)State Compensatory (420 PIC 24)	Criteria: lesson plan of seminar classes, monitoring tracking system, mentoring log

ARLINGTON CLASSICS ACADEMY -MIDDLE

Goal 3. Students develop improved executive function and performance character traits.

Objective 2. From 2024 to 2025, students will improve their character in the classroom. 85% of the students will have"Excellent" on the citizenship code three out of the four nine weeks.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The teachers will develop lesson plans for the Seminar class that focus on character-building activities. (Target Group: All) (ESF: 3,3.2,5,5.1,5.2)	Assistant Principal, Director of Academic Services, Lead teacher at each grade level, Principal, Teacher(s)	August 2024-April 2025		Criteria: Lesson plans, monitoring tracking systems.
2. The school will conduct student, teacher, and parent universities to determine strategies to use where parents and students have a better view of their school. (Target Group: All) (ESF: 3,3.1,3.2,3.3,3.4)	Parents, Principal, SBDM Committee, Teacher(s)	August 2023-April 2025		Criteria: Sign-in sheets, student surveys, parent surveys

ARLINGTON CLASSICS ACADEMY -MIDDLE

Goal 4. Students develop improved performance character traits.

Objective 1. During the 2024-2025 school year, the students will have an attendance rate of 98% for the school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implementation of a comprehensive attendance incentive program and targeted support for at-risk students. (Target Group: All) (ESF: 3,3.1,3.2,3.3,3.4)	Amy Barrett, Assistant Principal, Club Sponsors, Principal, SBDM Committee, Teacher(s)	August 2024-April 2025	(S)General State Revenue (420)	Criteria: Attendance records and reports, monitoring tracking system

ARLINGTON CLASSICS ACADEMY -MIDDLE

Goal 4. Students develop improved performance character traits.

Objective 2. (ACA graduating students(8th grade) will be prepared to take AP courses in high school.) The percentage of 8th grade students demonstrating readiness for at least one AP course as demonstrated on the PSAT will increase from the baseline year over year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize partial 7th and 8th-grade seminar classes for PSAT practice and preparation. (Target Group: All,7th ,8th) (Strategic Priorities: 3) (ESF: 4,4.1)	Amy Barrett, Assistant Principal, Coordinator of Special Programs and Assessment, Director of Academic Services, Principal, Teacher(s)	August 2024-October 2024		
2. Continue to integrate high rigor and accelerated instruction with personalized learning tools. (Target Group: All,7th ,8th)	Assistant Principal, Principal, Teacher(s)	august 2024-May 2025		
3. Utilize Khan Academy to provide additional support for students without post-assessment readiness. (Target Group: All,7th ,8th)	Coordinator of Special Programs and Assessment, Director of Academic Services, Principal, Teacher(s)	August 2024-May 2025		
4. The counselor will contact the schools that our 8th graders are attending for high school and gain knowledge of how many AP courses the students are signed up to take for the upcoming school year. (Target Group: All,8th) (Strategic Priorities: 3) (ESF: 3,3.1)	Amy Barrett, Counselor, Principal	April 2025-June 2025		

Comprehensive Needs Assessment

Demographics

Demographics Data Sources

Disaggregated STAAR Data
Discipline Referral report
Expulsion/Suspension Records
Multi-Year Trends
OnData Suite Report
PEIMS Report
Special Student Populations

Demographics Strengths

The Middle School has a very diverse student body. In the past years there has been more girls than boys but this year, the data shows more boys than girls. We have an increase in special populations and our staff demographics has changed to have more new teachers being hired than in the past. This has proven to bring in innovative ways for the students to access the information.

Demographics Weaknesses

We have a some discipline concerns with a jump in discipline ISS/OSS 80% in a three year period. We are also showing an increase in our special education population and a need of assistance in this area especially with math.

Demographics Needs

We are needing a comprehensive plan to address the issues faced with students being serviced through special education. Training of staff is also needed as it relates to strategies and help with our special education program.

Demographics Summary

Comprehensive Needs Assessment

Demographics Summary (Continued)

Increase in this population may warrant more autism-specific PD for selected staff.
PD recommendations)

Increase in this population may require more space/staffing in future for our students being serviced through special education. Also more intentional strategies and resources to help with the students being serviced through special education with math.

Comprehensive Needs Assessment

Student Achievement

Student Achievement Data Sources

Disaggregated STAAR Data
MAP performance reports
Multi-Year Trends
Special Student Populations
STAAR Performance Reports

Student Achievement Strengths

6th grade students STAAR and MAP scores increased both Reading and Math.
7th grade students Reading and Math increased in African American and Asian students.
8th grade Algebra I and Biology EOCs showed growth over three years.

Student Achievement Weaknesses

6th grade Math MAP decreased growth in all sub populations.
7th grade Reading MAP decreased in Asian population
6th grade Reading Map growth decreased in Hispanic and special education population
7th grade Math Map growth declined in economically disadvantaged and continually enrolled
6th grade science MAP decreased growth in all subpopulations.
6th and 7th grade Reading STAAR passing percentage decreased in economically disadvantaged and LEP students.
8th grade reading STAAR- LEP population of percentage passing decreased

Student Achievement Needs

6th grade Reading and Math MAP assistance with special populations.
6th and 7th grade Reading STAAR with economically disadvantage and EBs.

Comprehensive Needs Assessment

Student Achievement Summary

There have been great gains in 6th and 7th grade Reading and Math MAP scores and STAAR. We do have work to do in 6th grade Math and 6th grade science.

School Culture and Climate

School Culture and Climate Data Sources

Budget
Community Input
Parent Survey (google)
Staff Survey (google)

School Culture and Climate Strengths

The majority of the teachers and students rated the facilities fair to excellent.
The majority of the students like ACA.
BOY
Physical Facility Conditions 9% -30 Poor
68.4 % -235 Fair
23% -80 Excellent
EOY
Poor 10% - 34 students
Fair 71% - 247 Students
Excellent 19% - 67 Students
How important is the facility to the opinion of the school?
43% 150 Very Important
52% -180 Somewhat Important
5% -18 Little Important
Do you feel connected to the teachers?
BOY
39.4% -136 NO
60.6 -209 YES
EOY
58% -201 NO
42% -147 YES

School Culture and Climate Weaknesses

School Culture and Climate Weaknesses (Continued)

There seem to be a disconnect with students and teachers from the beginning of the year to the end of the year.
From other data points than the survey, students view school based on one teacher or two and depending on the relationship with that teacher, their perception of the school shifts.

School Culture and Climate Needs

We need to assess the disconnect between the teachers and the students. Through school survey and student focus groups, it was determine we need a better tool to connect students and teachers.

School Culture and Climate Summary

We as a campus will look into strategies and interventions to bring students and staff together. The issues that were occurring were based on misunderstanding.
Action plans will be put in place.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Data Sources

AESOP Teacher Attendance Reports
Budget
Campus Master Schedule
OnData Suite Report

Staff Quality, Recruitment and Retention Strengths

We have staff that has over 20 years of experience. 80% of our staff has been here over three years.

Staff Quality, Recruitment and Retention Weaknesses

Our staff retention rating of 80%

Staff Quality, Recruitment and Retention Needs

Ways to hire, keep and retain top staff for a longer period of time than a year.

Staff Quality, Recruitment and Retention Summary

We are working to recruit highly qualified teachers that aligns with our mission and vision of ACA and are willing to commit to the values of ACA.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Data Sources

Campus Master Schedule
Disaggregated STAAR Data
MAP performance reports
OnData Suite Report

Curriculum, Instruction and Assessment Strengths

The students are excelling in classes and across STAAR and MAP data.
In All of our STAAR exams over 66% of our students were approaches and higher or were above the 45% on MAP and above.

Curriculum, Instruction and Assessment Weaknesses

Comprehensive Needs Assessment

Data-based: Economically disadvantaged students and students serviced by Special Education may require intervention (double-blocking) and/or the possibility of an extended school day.

Curriculum, Instruction and Assessment Needs

Interventions and strategies for our special populations.

Curriculum, Instruction and Assessment Summary

We are needing intentional accelerated instruction for students that are being serviced through any of our special populations and economically disadvantage students.

Family and Community Involvement

Family and Community Involvement Data Sources

Community Demographics
Parent Survey (google)
Staff/Parents/Community/ Business members involved w/SBDM

Family and Community Involvement Strengths

Most students in special programs are successful.
4 out of 28 students serviced by special education are failing at least 1 core class. (14.2%)
1 out of 47 EB students is failing at least 1 core class. (2.1%)
12 out of 57 504 students are failing at least 1 core class. (21%)
TCHATT is available for social and emotional issues. This school year, 9 students were referred and 4 of those students obtained counseling services. (44.4%)
ACA is a member of the Fort Worth Education Partnership and the Arlington Mayor's Education Coalition. Both organizations work to support educational opportunities and share resources to community members.

https://fortworthep.org/our-work/

https://www.arlingtontx.gov/city_hall/government/mayor/mayors_education_coalition

Through FWEP, ACA helps support Parent Pass, https://parentpass.app/#top , and https://schoolahoop.org/, both are designed to share family resources with parents.
Families Empowered is another resource designed to share information on local schools, https://familiesempoweredtx.org/.

ACA partners with Linewize to provide parents a free resource for information on internet safety. https://acaedu.onlinesafetyhub.io/.

ACA partners with the Texas Child Health Access Through Telemedicine (TCHATT) through UNTHSC and JPS. These are free mental health services that bridge the gap until long term care is put in place. They offer virtual therapy, case management, medication management and support groups to students and families.

Comprehensive Needs Assessment

Family and Community Involvement Strengths (Continued)

Rush Creek is one of our community partners. They help at the beginning of the year with classrooms, and they allow us to use their property for parking overflow.

ACA also offers Parent University. A regularly scheduled event where ACA brings in experts from both inside and outside the ACA community to inform parents and staff on laws, policies and best practices related to education and other specific topics.

The ACA Board of Directors is a public board composed of both parents of students and engaged members of the community.

The ACA District Advisory Committee is a group of parents and staff who meet four to six times per year to advise the Executive Director of Schools and the School Board.

The ACA PTO is an active parent teacher organization engaged in organizing multiple community events throughout the year.

ACA Curriculum Night, Meet the Teacher Nights and Parent Teacher Conference days are all opportunities for families to learn about and be involved in instructional decisions on a classroom, grade level, and/or campus level.

Family and Community Involvement Weaknesses

Students and parents not utilizing the services that are provided.

Family and Community Involvement Needs

Communication to parents of the needs and services that are provided to them.

Family and Community Involvement Summary

We need to work with students and parents to communicate the services that are provided to them more often so they can utilize those services.

School Context and Organization

School Context and Organization Strengths

Collaboration with ACA: STEM Academy–requesting more collaboration and alignment between ACA and Martin, requesting more vertical alignment
Strengths: active involvement in the community; quality of organization when involved
ACA advocates for themselves and have been taught the value of learning for learning's sake

Establishing seasonal partnerships where ACA members commit to consistent volunteerism. Students tend to be exceptionally dependable and compassionate towards clientele. —Miracle League

School Context and Organization Weaknesses

Being able to be more involved in the community around the school. Involve both family and students in the community surrounding the school.

School Context and Organization Needs

Events that bring people outside of the school community within the school community. Working with the community surrounding the school.

School Context and Organization Summary

The family and community involvement needs to incase more with the community outside of the school. This will decrease complaints of parking spaces and property.
The students will work to increase events to invite the outside community to attend and enjoy.

Comprehensive Needs Assessment Data Sources

Campus Master Schedule
Disaggregated STAAR Data
Discipline Referral report
Expulsion/Suspension Records
Failure Lists
MAP performance reports
Multi-Year Trends
OnData Suite Report
Parent Survey (google)
PEIMS Report
Special Student Populations
STAAR Performance Reports
Staff Survey (google)
Teacher Turnover Rates

Every child, prepared for success in college, a career or the military.

Strategic priorities



Recruit, support and retain teachers and principals



Build a foundation of reading and math



Connect high school to career and college

Improve low-performing schools

Enablers

- Increase **transparency**, **fairness** and **rigor** in district and campus academic and financial performance
- Ensure **compliance**, effectively **implement legislation** and **inform** policymakers
- Strengthen **organizational foundations** (resource efficiency, culture, capabilities, partnerships)

**adapted from TEA Strategic Plan - https://tea.texas.gov*