



**2024-2025**

**Federal Report Cards**

Texas Education Agency  
**2025 Federal Report Card**  
 JOSHUA ISD (126905) - JOHNSON COUNTY

**Part (i): Description of State Accountability System**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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**Part (ii): Student Achievement by Proficiency Level**

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

		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
<b>STAAR Percent at Approaches Grade Level or Above</b>																							
<b>Grade 3</b>																							
Reading	All Students	76%	77%	<b>85%</b>	100%	78%	88%	*	*	-	86%	76%	92%	56%	93%	69%	84%	85%	-	-	-	100%	
	CWD	53%	53%	<b>56%</b>	*	43%	67%	*	-	-	*	45%	69%	56%	-	32%	57%	55%	-	-	-	*	
	CWOD	82%	83%	<b>93%</b>	100%	91%	94%	*	*	-	91%	88%	97%	-	93%	83%	94%	92%	-	-	-	100%	
	EL	64%	64%	<b>69%</b>	-	69%	-	-	-	*	-	-	67%	80%	32%	83%	69%	67%	72%	-	-	-	-
	Male	74%	75%	<b>84%</b>	*	77%	90%	*	*	-	83%	77%	91%	57%	94%	67%	84%	-	-	-	-	-	*
	Female	78%	79%	<b>85%</b>	*	80%	87%	*	*	-	88%	74%	93%	55%	92%	72%	-	85%	-	-	-	-	100%
Mathematics	All Students	70%	70%	<b>82%</b>	100%	72%	88%	*	*	-	71%	69%	92%	56%	89%	64%	85%	78%	-	-	-	100%	
	CWD	48%	48%	<b>56%</b>	*	49%	62%	*	-	-	*	44%	71%	56%	-	37%	61%	50%	-	-	-	*	
	CWOD	75%	77%	<b>89%</b>	100%	81%	95%	*	*	-	73%	79%	97%	-	89%	74%	94%	85%	-	-	-	100%	
	EL	63%	61%	<b>64%</b>	-	63%	-	-	-	*	-	60%	80%	37%	74%	64%	61%	67%	-	-	-	-	-
	Male	72%	73%	<b>85%</b>	*	78%	90%	*	*	-	83%	77%	92%	61%	94%	61%	85%	-	-	-	-	-	*
	Female	67%	68%	<b>78%</b>	*	65%	86%	*	*	-	63%	60%	91%	50%	85%	67%	-	78%	-	-	-	-	100%
<b>Grade 4</b>																							
Reading	All Students	79%	80%	<b>85%</b>	80%	79%	89%	*	*	*	100%	78%	91%	52%	94%	76%	80%	90%	*	-	*	91%	
	CWD	55%	56%	<b>52%</b>	*	45%	56%	-	-	-	-	43%	63%	52%	-	20%	48%	58%	-	-	-	80%	
	CWOD	86%	87%	<b>94%</b>	78%	90%	98%	*	*	*	100%	89%	97%	-	94%	82%	90%	97%	*	-	*	100%	
	EL	68%	65%	<b>76%</b>	-	79%	*	-	-	*	-	79%	67%	20%	82%	76%	74%	79%	-	-	-	-	-
	Male	77%	78%	<b>80%</b>	*	75%	85%	*	*	-	100%	71%	88%	48%	90%	74%	80%	-	*	-	*	*	*
	Female	82%	82%	<b>90%</b>	100%	84%	93%	*	*	*	*	85%	94%	58%	97%	79%	-	90%	-	-	-	-	100%
Mathematics	All Students	68%	67%	<b>86%</b>	60%	83%	87%	*	*	*	100%	79%	91%	56%	94%	84%	86%	85%	*	-	*	91%	
	CWD	44%	44%	<b>56%</b>	*	58%	56%	-	-	-	-	45%	70%	56%	-	0%	61%	50%	-	-	-	80%	
	CWOD	74%	74%	<b>94%</b>	67%	92%	95%	*	*	*	100%	91%	96%	-	94%	92%	94%	93%	*	-	*	100%	
	EL	61%	57%	<b>84%</b>	-	83%	*	-	-	*	-	84%	83%	0%	92%	84%	89%	79%	-	-	-	-	-
	Male	70%	70%	<b>86%</b>	*	87%	85%	*	*	-	100%	77%	93%	61%	94%	89%	86%	-	*	-	*	*	*
	Female	65%	65%	<b>85%</b>	83%	80%	88%	*	*	*	*	81%	89%	50%	93%	79%	-	85%	-	-	-	-	86%
<b>Grade 5</b>																							
Reading	All Students	76%	76%	<b>82%</b>	80%	76%	86%	*	*	*	100%	76%	89%	36%	92%	61%	78%	87%	*	*	*	*	
	CWD	45%	45%	<b>36%</b>	*	26%	43%	*	-	-	*	32%	44%	36%	-	22%	33%	41%	*	-	-	-	
	CWOD	84%	85%	<b>92%</b>	88%	91%	93%	*	*	*	100%	89%	95%	-	92%	76%	90%	94%	-	*	*	*	
	EL	66%	63%	<b>61%</b>	-	60%	-	-	-	*	-	59%	70%	22%	76%	61%	60%	62%	-	-	-	-	-
	Male	73%	72%	<b>78%</b>	*	74%	81%	*	*	*	*	71%	86%	33%	90%	60%	78%	-	*	*	*	-	-
	Female	80%	80%	<b>87%</b>	100%	78%	91%	-	*	-	100%	82%	92%	41%	94%	62%	-	87%	-	*	*	*	*

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		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	73%	71%	<b>84%</b>	90%	77%	89%	*	*	*	100%	78%	91%	47%	93%	67%	84%	85%	*	*	*	*
	CWD	47%	45%	<b>47%</b>	*	41%	47%	*	-	-	*	41%	59%	47%	-	39%	49%	43%	*	-	-	-
	CWOD	79%	79%	<b>93%</b>	100%	87%	95%	*	*	*	100%	89%	95%	-	93%	78%	94%	91%	-	*	*	*
	EL	65%	60%	<b>67%</b>	-	67%	-	-	*	-	-	63%	90%	39%	78%	67%	69%	66%	-	-	-	-
	Male	73%	72%	<b>84%</b>	*	79%	88%	*	*	*	*	77%	92%	49%	94%	69%	84%	-	*	*	-	-
	Female	72%	71%	<b>85%</b>	100%	75%	89%	-	*	-	100%	79%	90%	43%	91%	66%	-	85%	-	*	*	*
Science	All Students	63%	62%	<b>79%</b>	90%	71%	83%	*	*	*	89%	71%	87%	40%	87%	53%	81%	76%	*	*	*	*
	CWD	40%	39%	<b>40%</b>	*	26%	47%	*	-	-	*	35%	48%	40%	-	17%	39%	40%	*	-	-	-
	CWOD	69%	69%	<b>87%</b>	100%	83%	88%	*	*	*	83%	82%	92%	-	87%	67%	92%	82%	-	*	*	*
	EL	49%	41%	<b>53%</b>	-	52%	-	-	*	-	-	50%	70%	17%	67%	53%	60%	45%	-	-	-	-
	Male	66%	64%	<b>81%</b>	*	77%	83%	*	*	*	*	75%	87%	39%	92%	60%	81%	-	*	*	-	-
	Female	61%	60%	<b>76%</b>	100%	63%	83%	-	*	-	80%	66%	87%	40%	82%	45%	-	76%	-	*	*	*
<b>Grade 6</b>																						
Reading	All Students	76%	77%	<b>83%</b>	85%	80%	84%	*	89%	-	100%	72%	91%	40%	92%	63%	81%	86%	-	-	*	67%
	CWD	46%	46%	<b>40%</b>	*	38%	40%	-	*	-	*	28%	61%	40%	-	26%	36%	45%	-	-	*	*
	CWOD	82%	84%	<b>92%</b>	91%	90%	93%	*	100%	-	100%	87%	95%	-	92%	78%	91%	94%	-	-	-	*
	EL	56%	56%	<b>63%</b>	-	62%	*	-	*	-	-	63%	62%	26%	78%	63%	63%	63%	-	-	-	-
	Male	72%	73%	<b>81%</b>	89%	76%	82%	*	100%	-	100%	71%	90%	36%	91%	63%	81%	-	-	-	*	*
	Female	80%	81%	<b>86%</b>	*	86%	86%	-	*	-	*	75%	93%	45%	94%	63%	-	86%	-	-	-	-
Mathematics	All Students	72%	74%	<b>88%</b>	77%	83%	91%	*	89%	-	90%	78%	95%	65%	93%	67%	87%	89%	-	-	*	100%
	CWD	50%	50%	<b>65%</b>	*	66%	70%	-	*	-	*	55%	83%	65%	-	53%	62%	69%	-	-	*	*
	CWOD	78%	79%	<b>93%</b>	91%	86%	96%	*	100%	-	100%	86%	97%	-	93%	73%	92%	93%	-	-	-	*
	EL	60%	57%	<b>67%</b>	-	67%	*	-	*	-	-	61%	92%	53%	73%	67%	73%	58%	-	-	-	-
	Male	74%	74%	<b>87%</b>	78%	82%	89%	*	100%	-	100%	76%	96%	62%	92%	73%	87%	-	-	-	*	*
	Female	71%	73%	<b>89%</b>	*	83%	94%	-	*	-	*	80%	94%	69%	93%	58%	-	89%	-	-	-	-
<b>Grade 7</b>																						
Reading	All Students	74%	75%	<b>82%</b>	93%	80%	83%	*	100%	*	67%	72%	91%	39%	89%	68%	79%	85%	-	-	*	89%
	CWD	41%	40%	<b>39%</b>	*	41%	33%	*	-	*	*	36%	47%	39%	-	33%	41%	36%	-	-	*	-
	CWOD	81%	82%	<b>89%</b>	100%	88%	90%	*	100%	-	75%	82%	95%	-	89%	77%	87%	92%	-	-	*	89%
	EL	56%	54%	<b>68%</b>	-	67%	*	-	-	*	-	64%	90%	33%	77%	68%	69%	68%	-	-	-	-
	Male	70%	70%	<b>79%</b>	83%	72%	83%	*	*	*	67%	68%	91%	41%	87%	69%	79%	-	-	-	*	83%
	Female	79%	80%	<b>85%</b>	100%	88%	83%	*	*	-	-	78%	91%	36%	92%	68%	-	85%	-	-	*	*
Mathematics	All Students	53%	54%	<b>77%</b>	64%	72%	80%	*	100%	*	78%	67%	86%	39%	83%	65%	78%	75%	-	-	*	100%
	CWD	31%	28%	<b>39%</b>	*	39%	34%	*	-	*	*	39%	39%	39%	-	33%	44%	32%	-	-	*	-
	CWOD	58%	60%	<b>83%</b>	70%	78%	87%	*	100%	-	75%	74%	90%	-	83%	73%	85%	81%	-	-	*	100%
	EL	39%	37%	<b>65%</b>	-	64%	*	-	-	*	-	62%	80%	33%	73%	65%	60%	72%	-	-	-	-
	Male	55%	55%	<b>78%</b>	33%	69%	84%	*	*	*	78%	68%	88%	44%	85%	60%	78%	-	-	-	*	100%
	Female	51%	53%	<b>75%</b>	88%	75%	76%	*	*	-	-	65%	84%	32%	81%	72%	-	75%	-	-	*	*
<b>Grade 8</b>																						

Texas Education Agency  
**2025 Federal Report Card**  
 JOSHUA ISD (126905) - JOHNSON COUNTY

		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	80%	80%	<b>88%</b>	92%	88%	88%	*	*	*	75%	84%	92%	54%	94%	81%	85%	91%	-	*	*	92%
	CWD	49%	48%	<b>54%</b>	*	44%	56%	*	-	-	*	50%	59%	54%	-	38%	49%	61%	-	-	*	*
	CWOD	85%	86%	<b>94%</b>	100%	93%	94%	*	*	*	88%	91%	96%	-	94%	89%	92%	95%	-	*	-	91%
	EL	62%	59%	<b>81%</b>	-	80%	*	-	-	*	-	83%	*	38%	89%	81%	80%	82%	-	-	-	-
	Male	76%	76%	<b>85%</b>	100%	86%	85%	-	*	*	50%	80%	91%	49%	92%	80%	85%	-	-	*	*	89%
	Female	85%	85%	<b>91%</b>	80%	90%	92%	*	*	*	100%	89%	93%	61%	95%	82%	-	91%	-	*	-	*
Mathematics	All Students	69%	69%	<b>62%</b>	67%	61%	64%	*	-	*	55%	55%	70%	35%	70%	46%	62%	62%	-	*	*	86%
	CWD	42%	39%	<b>35%</b>	*	28%	41%	*	-	-	*	37%	32%	35%	-	25%	41%	27%	-	-	*	*
	CWOD	74%	74%	<b>70%</b>	83%	68%	71%	-	-	*	71%	61%	79%	-	70%	52%	69%	70%	-	*	-	83%
	EL	56%	52%	<b>46%</b>	-	45%	*	-	-	-	-	50%	*	25%	52%	46%	50%	40%	-	-	-	-
	Male	68%	67%	<b>62%</b>	80%	62%	63%	-	-	*	50%	57%	70%	41%	69%	50%	62%	-	-	*	*	80%
	Female	71%	70%	<b>62%</b>	*	60%	65%	*	-	-	60%	53%	70%	27%	70%	40%	-	62%	-	*	-	*
Science	All Students	72%	72%	<b>80%</b>	92%	78%	81%	*	*	*	58%	73%	86%	37%	87%	62%	81%	78%	-	*	*	92%
	CWD	43%	40%	<b>37%</b>	*	28%	44%	*	-	-	*	42%	30%	37%	-	25%	49%	21%	-	-	*	*
	CWOD	77%	77%	<b>87%</b>	100%	84%	88%	*	*	*	88%	79%	93%	-	87%	68%	88%	85%	-	*	-	91%
	EL	54%	50%	<b>62%</b>	-	60%	*	-	-	*	-	63%	*	25%	68%	62%	69%	47%	-	-	-	-
	Male	73%	72%	<b>81%</b>	100%	79%	84%	-	*	*	50%	75%	89%	49%	88%	69%	81%	-	-	*	*	89%
	Female	71%	71%	<b>78%</b>	80%	76%	79%	*	*	*	67%	70%	83%	21%	85%	47%	-	78%	-	*	-	*
<b>End of Course</b>																						
English I	All Students	66%	67%	<b>76%</b>	75%	69%	80%	*	*	-	85%	66%	85%	37%	81%	50%	71%	81%	-	0%	-	91%
	CWD	35%	34%	<b>37%</b>	*	35%	41%	-	-	-	*	34%	42%	37%	-	0%	28%	50%	-	*	-	*
	CWOD	72%	72%	<b>81%</b>	92%	73%	86%	*	*	-	100%	72%	88%	-	81%	53%	78%	84%	-	*	-	100%
	EL	45%	43%	<b>50%</b>	*	49%	-	-	-	-	-	48%	57%	0%	53%	50%	57%	41%	-	*	-	-
	Male	61%	62%	<b>71%</b>	64%	67%	75%	-	*	-	86%	62%	79%	28%	78%	57%	71%	-	-	0%	-	100%
	Female	72%	73%	<b>81%</b>	100%	72%	87%	*	*	-	83%	70%	93%	50%	84%	41%	-	81%	-	-	-	80%
English II	All Students	70%	72%	<b>77%</b>	69%	67%	83%	83%	100%	-	91%	66%	86%	32%	83%	45%	73%	82%	*	50%	-	*
	CWD	36%	35%	<b>32%</b>	*	21%	37%	-	-	-	*	29%	40%	32%	-	13%	26%	41%	-	*	-	*
	CWOD	76%	77%	<b>83%</b>	77%	74%	89%	83%	100%	-	100%	75%	89%	-	83%	52%	81%	86%	*	60%	-	*
	EL	47%	47%	<b>45%</b>	*	46%	*	-	-	-	*	43%	50%	13%	52%	45%	45%	46%	-	*	-	-
	Male	66%	67%	<b>73%</b>	71%	63%	78%	-	*	-	86%	60%	83%	26%	81%	45%	73%	-	*	*	-	*
	Female	75%	77%	<b>82%</b>	67%	71%	90%	83%	*	-	*	73%	88%	41%	86%	46%	-	82%	*	*	-	*
Algebra I	All Students	76%	74%	<b>92%</b>	100%	89%	94%	*	*	*	83%	91%	94%	77%	95%	86%	90%	95%	-	80%	-	91%
	CWD	52%	47%	<b>77%</b>	*	50%	87%	-	-	-	*	78%	76%	77%	-	*	72%	85%	-	*	-	*
	CWOD	80%	78%	<b>95%</b>	100%	94%	95%	*	*	*	80%	94%	95%	-	95%	91%	93%	96%	-	*	-	90%
	EL	68%	60%	<b>86%</b>	-	86%	-	-	-	*	-	89%	77%	*	91%	86%	80%	95%	-	*	-	-
	Male	73%	71%	<b>90%</b>	100%	87%	92%	-	*	*	*	89%	91%	72%	93%	80%	90%	-	-	*	-	86%
	Female	79%	76%	<b>95%</b>	*	92%	96%	*	*	*	80%	92%	97%	85%	96%	95%	-	95%	-	*	-	*

Texas Education Agency  
**2025 Federal Report Card**  
 JOSHUA ISD (126905) - JOHNSON COUNTY

		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Biology	All Students	91%	91%	<b>96%</b>	92%	92%	98%	*	100%	-	100%	93%	98%	79%	98%	89%	93%	98%	*	*	-	100%
	CWD	76%	76%	<b>79%</b>	*	63%	90%	-	-	-	*	76%	84%	79%	-	64%	74%	84%	-	*	-	*
	CWOD	93%	94%	<b>98%</b>	91%	97%	99%	*	100%	-	100%	97%	99%	-	98%	94%	96%	100%	*	*	-	100%
	EL	82%	82%	<b>89%</b>	-	89%	-	-	-	-	*	88%	90%	64%	94%	89%	87%	91%	-	*	-	-
	Male	89%	90%	<b>93%</b>	*	90%	96%	-	*	-	100%	89%	97%	74%	96%	87%	93%	-	*	*	-	100%
	Female	92%	93%	<b>98%</b>	100%	95%	100%	*	*	-	*	96%	99%	84%	100%	91%	-	98%	-	*	-	*
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>Grade 3</b>																						
Reading	All Students	50%	51%	<b>58%</b>	38%	49%	65%	*	*	-	57%	44%	69%	26%	68%	31%	57%	60%	-	-	-	89%
	CWD	27%	26%	<b>26%</b>	*	20%	33%	*	-	-	*	20%	33%	26%	-	16%	24%	30%	-	-	-	*
	CWOD	57%	59%	<b>68%</b>	43%	60%	74%	*	*	-	64%	54%	78%	-	68%	36%	68%	68%	-	-	-	100%
	EL	36%	34%	<b>31%</b>	-	29%	-	-	*	-	-	28%	40%	16%	36%	31%	22%	39%	-	-	-	-
	Male	48%	49%	<b>57%</b>	*	46%	66%	*	*	-	50%	47%	64%	24%	68%	22%	57%	-	-	-	-	*
	Female	53%	54%	<b>60%</b>	*	52%	65%	*	*	-	63%	41%	75%	30%	68%	39%	-	60%	-	-	-	100%
Mathematics	All Students	45%	46%	<b>57%</b>	38%	42%	68%	*	*	-	64%	42%	69%	33%	65%	29%	65%	48%	-	-	-	100%
	CWD	27%	26%	<b>33%</b>	*	27%	36%	*	-	-	*	17%	51%	33%	-	16%	38%	25%	-	-	-	*
	CWOD	50%	52%	<b>65%</b>	43%	47%	77%	*	*	-	64%	52%	74%	-	65%	34%	75%	54%	-	-	-	100%
	EL	37%	34%	<b>29%</b>	-	27%	-	-	*	-	-	28%	33%	16%	34%	29%	33%	25%	-	-	-	-
	Male	49%	50%	<b>65%</b>	*	53%	75%	*	*	-	83%	53%	76%	38%	75%	33%	65%	-	-	-	-	*
	Female	41%	42%	<b>48%</b>	*	28%	61%	*	*	-	50%	30%	63%	25%	54%	25%	-	48%	-	-	-	100%
<b>Grade 4</b>																						
Reading	All Students	53%	53%	<b>65%</b>	60%	56%	71%	*	*	*	83%	54%	75%	26%	75%	53%	59%	70%	*	-	*	82%
	CWD	26%	26%	<b>26%</b>	*	28%	25%	-	-	-	-	19%	35%	26%	-	0%	21%	33%	-	-	-	60%
	CWOD	60%	61%	<b>75%</b>	67%	65%	83%	*	*	*	83%	65%	84%	-	75%	58%	72%	79%	*	-	*	100%
	EL	40%	36%	<b>53%</b>	-	54%	*	-	*	-	-	53%	50%	0%	58%	53%	56%	50%	-	-	-	-
	Male	50%	50%	<b>59%</b>	*	55%	63%	*	*	-	75%	48%	69%	21%	72%	56%	59%	-	*	-	*	*
	Female	57%	56%	<b>70%</b>	83%	56%	78%	*	*	*	*	59%	81%	33%	79%	50%	-	70%	-	-	-	86%
Mathematics	All Students	46%	45%	<b>64%</b>	60%	59%	67%	*	*	*	83%	56%	72%	26%	75%	62%	65%	64%	*	-	*	73%
	CWD	25%	25%	<b>26%</b>	*	28%	25%	-	-	-	-	19%	35%	26%	-	0%	29%	23%	-	-	-	40%
	CWOD	51%	51%	<b>75%</b>	67%	70%	78%	*	*	*	83%	69%	80%	-	75%	68%	77%	73%	*	-	*	100%
	EL	37%	33%	<b>62%</b>	-	62%	*	-	*	-	-	65%	50%	0%	68%	62%	74%	50%	-	-	-	-
	Male	50%	49%	<b>65%</b>	*	66%	65%	*	*	-	75%	58%	72%	29%	77%	74%	65%	-	*	-	*	*
	Female	42%	41%	<b>64%</b>	83%	52%	69%	*	*	*	*	55%	72%	23%	73%	50%	-	64%	-	-	-	71%
<b>Grade 5</b>																						
Reading	All Students	57%	57%	<b>62%</b>	60%	50%	69%	*	*	*	89%	51%	74%	15%	72%	31%	57%	69%	*	*	*	*
	CWD	26%	26%	<b>15%</b>	*	5%	20%	*	-	-	*	11%	22%	15%	-	0%	16%	14%	*	-	-	-
	CWOD	65%	66%	<b>72%</b>	75%	63%	77%	*	*	*	83%	63%	81%	-	72%	43%	68%	77%	-	*	*	*
	EL	41%	38%	<b>31%</b>	-	30%	-	-	*	-	-	30%	40%	0%	43%	31%	29%	34%	-	-	-	-
	Male	53%	53%	<b>57%</b>	*	48%	63%	*	*	*	*	45%	69%	16%	68%	29%	57%	-	*	*	-	-
	Female	61%	61%	<b>69%</b>	67%	53%	77%	-	*	-	100%	59%	79%	14%	77%	34%	-	69%	-	*	*	*

Texas Education Agency  
**2025 Federal Report Card**  
 JOSHUA ISD (126905) - JOHNSON COUNTY

		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	46%	45%	<b>62%</b>	70%	53%	67%	*	*	*	78%	54%	71%	15%	73%	42%	63%	61%	*	*	*	*
	CWD	23%	22%	<b>15%</b>	*	5%	22%	*	-	-	*	11%	22%	15%	-	0%	16%	13%	*	-	-	-
	CWOD	52%	51%	<b>73%</b>	88%	67%	75%	*	*	*	83%	67%	78%	-	73%	59%	76%	69%	-	*	*	*
	EL	36%	31%	<b>42%</b>	-	41%	-	-	*	-	-	39%	60%	0%	59%	42%	46%	38%	-	-	-	-
	Male	48%	47%	<b>63%</b>	*	58%	67%	*	*	*	*	54%	73%	16%	76%	46%	63%	-	*	*	-	-
	Female	44%	42%	<b>61%</b>	67%	47%	68%	-	*	-	100%	55%	68%	13%	69%	38%	-	61%	-	*	*	*
Science	All Students	30%	29%	<b>46%</b>	60%	36%	52%	*	*	*	67%	36%	57%	19%	52%	27%	48%	44%	*	*	*	*
	CWD	17%	16%	<b>19%</b>	*	8%	25%	*	-	-	*	13%	30%	19%	-	0%	20%	17%	*	-	-	-
	CWOD	33%	33%	<b>52%</b>	75%	43%	56%	*	*	*	50%	43%	60%	-	52%	37%	55%	49%	-	*	*	*
	EL	16%	12%	<b>27%</b>	-	25%	-	-	*	-	-	24%	40%	0%	37%	27%	29%	24%	-	-	-	-
	Male	33%	32%	<b>48%</b>	*	39%	53%	*	*	*	*	41%	55%	20%	55%	29%	48%	-	*	*	-	-
	Female	27%	26%	<b>44%</b>	67%	32%	50%	-	*	-	60%	31%	59%	17%	49%	24%	-	44%	-	*	*	*
<b>Grade 6</b>																						
Reading	All Students	55%	56%	<b>64%</b>	77%	52%	70%	*	89%	-	67%	46%	78%	19%	73%	22%	61%	67%	-	-	*	50%
	CWD	24%	24%	<b>19%</b>	*	17%	22%	-	*	-	*	10%	36%	19%	-	5%	18%	21%	-	-	*	*
	CWOD	62%	64%	<b>73%</b>	91%	60%	80%	*	100%	-	75%	58%	83%	-	73%	29%	70%	76%	-	-	-	*
	EL	30%	28%	<b>22%</b>	-	21%	*	-	*	-	-	22%	23%	5%	29%	22%	25%	17%	-	-	-	-
	Male	50%	52%	<b>61%</b>	78%	44%	69%	*	100%	-	57%	41%	79%	18%	70%	25%	61%	-	-	-	*	*
	Female	59%	61%	<b>67%</b>	*	61%	71%	-	*	-	*	53%	77%	21%	76%	17%	-	67%	-	-	-	*
Mathematics	All Students	38%	40%	<b>60%</b>	62%	52%	65%	*	89%	-	40%	44%	73%	20%	69%	33%	63%	57%	-	-	*	67%
	CWD	19%	18%	<b>20%</b>	*	17%	22%	-	*	-	*	14%	31%	20%	-	16%	29%	9%	-	-	*	*
	CWOD	43%	45%	<b>69%</b>	73%	59%	74%	*	100%	-	38%	54%	79%	-	69%	40%	71%	66%	-	-	-	*
	EL	22%	20%	<b>33%</b>	-	31%	*	-	*	-	-	27%	54%	16%	40%	33%	40%	21%	-	-	-	-
	Male	41%	42%	<b>63%</b>	56%	56%	66%	*	100%	-	57%	45%	80%	29%	71%	40%	63%	-	-	-	*	*
	Female	36%	38%	<b>57%</b>	*	47%	63%	-	*	-	*	42%	66%	9%	66%	21%	-	57%	-	-	-	*
<b>Grade 7</b>																						
Reading	All Students	52%	53%	<b>62%</b>	71%	60%	61%	*	100%	*	56%	50%	74%	17%	70%	45%	55%	68%	-	-	*	78%
	CWD	21%	19%	<b>17%</b>	*	11%	17%	*	-	*	*	15%	24%	17%	-	8%	15%	20%	-	-	*	-
	CWOD	58%	59%	<b>70%</b>	80%	69%	68%	*	100%	-	63%	59%	78%	-	70%	54%	64%	75%	-	-	*	78%
	EL	30%	27%	<b>45%</b>	-	43%	*	-	-	*	-	42%	60%	8%	54%	45%	40%	52%	-	-	-	-
	Male	47%	47%	<b>55%</b>	50%	48%	58%	*	*	*	56%	42%	71%	15%	64%	40%	55%	-	-	-	*	67%
	Female	58%	59%	<b>68%</b>	88%	71%	64%	*	*	-	-	59%	76%	20%	75%	52%	-	68%	-	-	*	*
Mathematics	All Students	32%	33%	<b>53%</b>	64%	45%	58%	*	100%	*	67%	41%	65%	13%	61%	35%	57%	50%	-	-	*	67%
	CWD	17%	15%	<b>13%</b>	*	14%	7%	*	-	*	*	13%	11%	13%	-	8%	15%	8%	-	-	*	-
	CWOD	36%	37%	<b>61%</b>	70%	51%	66%	*	100%	-	75%	49%	70%	-	61%	42%	66%	55%	-	-	*	67%
	EL	19%	17%	<b>35%</b>	-	34%	*	-	-	*	-	28%	70%	8%	42%	35%	37%	32%	-	-	-	-
	Male	35%	35%	<b>57%</b>	33%	45%	64%	*	*	*	67%	42%	74%	15%	66%	37%	57%	-	-	-	*	67%
	Female	30%	31%	<b>50%</b>	88%	45%	52%	*	*	-	-	40%	57%	8%	55%	32%	-	50%	-	-	*	*
<b>Grade 8</b>																						

Texas Education Agency  
**2025 Federal Report Card**  
 JOSHUA ISD (126905) - JOHNSON COUNTY

		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	57%	57%	<b>64%</b>	50%	56%	70%	*	*	*	67%	52%	75%	23%	71%	37%	60%	68%	-	*	*	75%
	CWD	23%	21%	<b>23%</b>	*	17%	26%	*	-	-	*	21%	26%	23%	-	0%	27%	18%	-	-	*	*
	CWOD	63%	63%	<b>71%</b>	56%	61%	78%	*	*	*	88%	58%	81%	-	71%	43%	67%	75%	-	*	-	73%
	EL	32%	28%	<b>37%</b>	-	34%	*	-	-	*	-	35%	*	0%	43%	37%	40%	29%	-	-	-	-
	Male	51%	51%	<b>60%</b>	57%	53%	66%	-	*	*	50%	51%	71%	27%	67%	40%	60%	-	-	*	*	67%
	Female	63%	64%	<b>68%</b>	40%	60%	74%	*	*	*	83%	53%	78%	18%	75%	29%	-	68%	-	*	-	*
Mathematics	All Students	45%	44%	<b>28%</b>	33%	22%	32%	*	-	*	18%	24%	33%	13%	32%	7%	25%	31%	-	*	*	57%
	CWD	22%	20%	<b>13%</b>	*	11%	14%	*	-	-	*	16%	8%	13%	-	0%	19%	4%	-	-	*	*
	CWOD	50%	49%	<b>32%</b>	33%	24%	38%	-	-	*	29%	26%	39%	-	32%	9%	27%	37%	-	*	-	50%
	EL	30%	26%	<b>7%</b>	-	5%	*	-	-	-	-	8%	*	0%	9%	7%	4%	13%	-	-	-	-
	Male	45%	44%	<b>25%</b>	20%	18%	31%	-	-	*	17%	20%	33%	19%	27%	4%	25%	-	-	*	*	40%
	Female	46%	44%	<b>31%</b>	*	26%	34%	*	-	-	20%	28%	33%	4%	37%	13%	-	31%	-	*	-	*
Science	All Students	47%	46%	<b>50%</b>	33%	44%	55%	*	*	*	42%	40%	59%	20%	55%	29%	53%	47%	-	*	*	58%
	CWD	22%	20%	<b>20%</b>	*	11%	26%	*	-	-	*	21%	19%	20%	-	0%	30%	7%	-	-	*	*
	CWOD	51%	50%	<b>55%</b>	33%	48%	60%	*	*	*	63%	44%	64%	-	55%	34%	57%	53%	-	*	-	55%
	EL	25%	21%	<b>29%</b>	-	28%	*	-	-	*	-	27%	*	0%	34%	29%	34%	18%	-	-	-	-
	Male	49%	48%	<b>53%</b>	29%	46%	59%	-	*	*	50%	43%	65%	30%	57%	34%	53%	-	-	*	*	44%
	Female	45%	43%	<b>47%</b>	40%	43%	51%	*	*	*	33%	37%	54%	7%	53%	18%	-	47%	-	*	-	*
<b>End of Course</b>																						
English I	All Students	47%	49%	<b>55%</b>	31%	44%	63%	*	*	-	77%	39%	70%	11%	61%	22%	46%	65%	-	0%	-	82%
	CWD	18%	17%	<b>11%</b>	*	5%	16%	-	-	-	*	14%	5%	11%	-	0%	8%	17%	-	*	-	*
	CWOD	53%	54%	<b>61%</b>	42%	48%	69%	*	*	-	91%	44%	74%	-	61%	23%	52%	70%	-	*	-	90%
	EL	23%	22%	<b>22%</b>	*	21%	-	-	-	-	-	18%	33%	0%	23%	22%	20%	23%	-	*	-	-
	Male	42%	43%	<b>46%</b>	18%	36%	54%	-	*	-	86%	29%	60%	8%	52%	20%	46%	-	-	0%	-	83%
	Female	54%	56%	<b>65%</b>	60%	55%	72%	*	*	-	67%	48%	83%	17%	70%	23%	-	65%	-	-	-	80%
English II	All Students	53%	55%	<b>60%</b>	44%	48%	69%	83%	80%	-	73%	45%	74%	22%	66%	25%	53%	68%	*	33%	-	*
	CWD	20%	20%	<b>22%</b>	*	18%	23%	-	-	-	*	18%	30%	22%	-	6%	17%	30%	-	*	-	*
	CWOD	58%	60%	<b>66%</b>	46%	52%	75%	83%	80%	-	88%	51%	77%	-	66%	29%	60%	72%	*	40%	-	*
	EL	25%	25%	<b>25%</b>	*	24%	*	-	-	-	*	23%	29%	6%	29%	25%	17%	33%	-	*	-	-
	Male	48%	50%	<b>53%</b>	29%	39%	63%	-	*	-	71%	39%	66%	17%	60%	17%	53%	-	*	*	-	*
	Female	59%	60%	<b>68%</b>	56%	56%	77%	83%	*	-	*	51%	81%	30%	72%	33%	-	68%	*	*	-	*
Algebra I	All Students	43%	41%	<b>62%</b>	31%	55%	67%	*	*	*	67%	52%	70%	26%	67%	46%	60%	64%	-	0%	-	73%
	CWD	19%	17%	<b>26%</b>	*	17%	33%	-	-	-	*	22%	33%	26%	-	*	22%	31%	-	*	-	*
	CWOD	47%	45%	<b>67%</b>	44%	60%	72%	*	*	*	80%	59%	73%	-	67%	49%	66%	68%	-	*	-	80%
	EL	30%	22%	<b>46%</b>	-	45%	-	-	-	*	-	45%	46%	*	49%	46%	54%	32%	-	*	-	-
	Male	42%	40%	<b>60%</b>	30%	57%	63%	-	*	*	*	48%	68%	22%	66%	54%	60%	-	-	*	-	71%
	Female	45%	42%	<b>64%</b>	*	53%	70%	*	*	*	60%	56%	71%	31%	68%	32%	-	64%	-	*	-	*

Texas Education Agency  
**2025 Federal Report Card**  
 JOSHUA ISD (126905) - JOHNSON COUNTY

		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Biology	All Students	59%	61%	<b>72%</b>	50%	59%	80%	*	100%	-	91%	57%	85%	32%	78%	37%	73%	72%	*	*	-	78%
	CWD	30%	29%	<b>32%</b>	*	25%	34%	-	-	-	*	30%	37%	32%	-	9%	32%	32%	-	*	-	*
	CWOD	64%	66%	<b>78%</b>	45%	65%	86%	*	100%	-	100%	62%	89%	-	78%	43%	79%	76%	*	*	-	88%
	EL	35%	34%	<b>37%</b>	-	36%	-	-	-	-	*	33%	60%	9%	43%	37%	47%	28%	-	*	-	-
	Male	58%	60%	<b>73%</b>	*	61%	79%	-	*	-	86%	58%	84%	32%	79%	47%	73%	-	*	*	-	80%
	Female	61%	63%	<b>72%</b>	50%	58%	81%	*	*	-	*	56%	85%	32%	76%	28%	-	72%	-	*	-	*
<b>STAAR Percent at Masters Grade Level</b>																						
<b>Grade 3</b>																						
Reading	All Students	22%	23%	<b>22%</b>	13%	11%	30%	*	*	-	21%	12%	30%	9%	26%	1%	22%	22%	-	-	-	56%
	CWD	7%	6%	<b>9%</b>	*	2%	17%	*	-	-	*	3%	16%	9%	-	0%	7%	11%	-	-	-	*
	CWOD	26%	27%	<b>26%</b>	14%	14%	33%	*	*	-	27%	16%	33%	-	26%	2%	27%	24%	-	-	-	57%
	EL	13%	12%	<b>1%</b>	-	0%	-	-	*	-	-	2%	0%	0%	2%	1%	0%	3%	-	-	-	-
	Male	20%	20%	<b>22%</b>	*	13%	30%	*	*	-	17%	15%	28%	7%	27%	0%	22%	-	-	-	-	*
	Female	24%	25%	<b>22%</b>	*	9%	29%	*	*	-	25%	9%	31%	11%	24%	3%	-	22%	-	-	-	-
Mathematics	All Students	19%	20%	<b>26%</b>	25%	16%	32%	*	*	-	29%	15%	34%	12%	30%	4%	33%	18%	-	-	-	67%
	CWD	8%	8%	<b>12%</b>	*	12%	13%	*	-	-	*	7%	18%	12%	-	0%	14%	9%	-	-	-	*
	CWOD	22%	23%	<b>30%</b>	29%	17%	37%	*	*	-	36%	19%	38%	-	30%	6%	40%	20%	-	-	-	71%
	EL	12%	12%	<b>4%</b>	-	3%	-	-	*	-	-	4%	7%	0%	6%	4%	6%	3%	-	-	-	-
	Male	22%	23%	<b>33%</b>	*	21%	42%	*	*	-	33%	23%	42%	14%	40%	6%	33%	-	-	-	-	*
	Female	15%	16%	<b>18%</b>	*	9%	22%	*	*	-	25%	7%	26%	9%	20%	3%	-	18%	-	-	-	-
<b>Grade 4</b>																						
Reading	All Students	23%	23%	<b>26%</b>	50%	22%	27%	*	*	*	33%	20%	31%	9%	31%	18%	24%	28%	*	-	*	36%
	CWD	6%	7%	<b>9%</b>	*	15%	5%	-	-	-	-	8%	12%	9%	-	0%	11%	8%	-	-	-	0%
	CWOD	28%	27%	<b>31%</b>	56%	25%	33%	*	*	*	33%	24%	36%	-	31%	20%	28%	33%	*	-	*	67%
	EL	13%	10%	<b>18%</b>	-	19%	*	-	*	-	-	19%	17%	0%	20%	18%	19%	18%	-	-	-	-
	Male	20%	20%	<b>24%</b>	*	18%	27%	*	*	-	38%	16%	31%	11%	28%	19%	24%	-	*	-	*	*
	Female	26%	25%	<b>28%</b>	67%	27%	28%	*	*	*	*	24%	32%	8%	33%	18%	-	28%	-	-	-	-
Mathematics	All Students	23%	22%	<b>36%</b>	20%	28%	40%	*	*	*	75%	27%	44%	14%	42%	20%	37%	35%	*	-	*	45%
	CWD	9%	9%	<b>14%</b>	*	15%	13%	-	-	-	-	8%	21%	14%	-	0%	18%	8%	-	-	-	20%
	CWOD	27%	27%	<b>42%</b>	22%	32%	47%	*	*	*	75%	33%	49%	-	42%	22%	43%	41%	*	-	*	67%
	EL	16%	13%	<b>20%</b>	-	19%	*	-	*	-	-	21%	17%	0%	22%	20%	26%	14%	-	-	-	-
	Male	27%	27%	<b>37%</b>	*	29%	41%	*	*	-	75%	29%	44%	18%	43%	26%	37%	-	*	-	*	*
	Female	19%	18%	<b>35%</b>	33%	27%	39%	*	*	*	*	24%	44%	8%	41%	14%	-	35%	-	-	-	-
<b>Grade 5</b>																						
Reading	All Students	29%	29%	<b>29%</b>	40%	15%	38%	*	*	*	33%	16%	42%	5%	34%	9%	25%	33%	*	*	*	*
	CWD	7%	6%	<b>5%</b>	*	3%	6%	*	-	-	*	2%	11%	5%	-	0%	6%	3%	*	-	-	-
	CWOD	35%	35%	<b>34%</b>	50%	18%	43%	*	*	*	33%	20%	47%	-	34%	13%	30%	38%	-	*	*	*
	EL	15%	12%	<b>9%</b>	-	10%	-	-	*	-	-	9%	10%	0%	13%	9%	6%	14%	-	-	-	-
	Male	26%	26%	<b>25%</b>	*	13%	33%	*	*	*	*	15%	35%	6%	30%	6%	25%	-	*	*	-	-
	Female	32%	32%	<b>33%</b>	33%	16%	43%	-	*	-	-	40%	16%	51%	3%	38%	14%	-	33%	-	*	*

Texas Education Agency  
**2025 Federal Report Card**  
 JOSHUA ISD (126905) - JOHNSON COUNTY

		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	21%	21%	<b>29%</b>	30%	19%	35%	*	*	*	22%	19%	38%	6%	34%	16%	30%	28%	*	*	*	*
	CWD	7%	6%	<b>6%</b>	*	5%	6%	*	-	-	*	6%	7%	6%	-	0%	6%	7%	*	-	-	-
	CWOD	25%	24%	<b>34%</b>	38%	22%	40%	*	*	*	17%	23%	43%	-	34%	22%	36%	31%	-	*	*	*
	EL	13%	11%	<b>16%</b>	-	16%	-	-	*	-	-	13%	30%	0%	22%	16%	20%	10%	-	-	-	-
	Male	24%	23%	<b>30%</b>	*	21%	37%	*	*	*	*	24%	36%	6%	36%	20%	30%	-	*	*	-	-
	Female	19%	18%	<b>28%</b>	50%	15%	33%	-	*	-	40%	15%	41%	7%	31%	10%	-	28%	-	*	*	*
Science	All Students	12%	12%	<b>20%</b>	0%	11%	26%	*	*	*	33%	13%	27%	5%	23%	11%	20%	19%	*	*	*	*
	CWD	5%	4%	<b>5%</b>	*	3%	3%	*	-	-	*	6%	4%	5%	-	0%	6%	3%	*	-	-	-
	CWOD	14%	14%	<b>23%</b>	0%	13%	30%	*	*	*	17%	15%	30%	-	23%	15%	24%	22%	-	*	*	*
	EL	4%	3%	<b>11%</b>	-	11%	-	-	*	-	-	9%	20%	0%	15%	11%	11%	10%	-	-	-	-
	Male	13%	13%	<b>20%</b>	*	9%	28%	*	*	*	*	14%	27%	6%	24%	11%	20%	-	*	*	-	-
	Female	11%	10%	<b>19%</b>	0%	13%	24%	-	*	-	40%	12%	27%	3%	22%	10%	-	19%	-	*	*	*
<b>Grade 6</b>																						
Reading	All Students	28%	29%	<b>31%</b>	46%	24%	35%	*	67%	-	11%	18%	42%	5%	37%	2%	27%	36%	-	-	*	33%
	CWD	7%	6%	<b>5%</b>	*	0%	9%	-	*	-	*	2%	11%	5%	-	0%	7%	3%	-	-	*	*
	CWOD	33%	34%	<b>37%</b>	55%	29%	41%	*	75%	-	13%	23%	46%	-	37%	2%	32%	42%	-	-	-	*
	EL	9%	8%	<b>2%</b>	-	2%	*	-	*	-	-	2%	0%	0%	2%	2%	0%	4%	-	-	-	-
	Male	24%	25%	<b>27%</b>	33%	17%	33%	*	80%	-	14%	14%	39%	7%	32%	0%	27%	-	-	-	*	*
	Female	32%	33%	<b>36%</b>	*	31%	38%	-	*	-	*	23%	45%	3%	42%	4%	-	36%	-	-	-	*
Mathematics	All Students	16%	16%	<b>33%</b>	54%	23%	39%	*	67%	-	10%	20%	44%	11%	38%	5%	37%	29%	-	-	*	33%
	CWD	5%	5%	<b>11%</b>	*	7%	15%	-	*	-	*	6%	21%	11%	-	5%	18%	3%	-	-	*	*
	CWOD	18%	19%	<b>38%</b>	64%	26%	44%	*	75%	-	13%	24%	47%	-	38%	4%	41%	35%	-	-	-	*
	EL	6%	5%	<b>5%</b>	-	5%	*	-	*	-	-	4%	8%	5%	4%	5%	8%	0%	-	-	-	-
	Male	17%	18%	<b>37%</b>	44%	24%	44%	*	80%	-	14%	23%	50%	18%	41%	8%	37%	-	-	-	*	*
	Female	14%	15%	<b>29%</b>	*	22%	32%	-	*	-	*	15%	39%	3%	35%	0%	-	29%	-	-	-	*
<b>Grade 7</b>																						
Reading	All Students	26%	26%	<b>31%</b>	43%	24%	35%	*	80%	*	33%	18%	44%	3%	36%	10%	27%	35%	-	-	*	56%
	CWD	6%	4%	<b>3%</b>	*	4%	3%	*	-	*	*	0%	12%	3%	-	0%	0%	8%	-	-	*	-
	CWOD	30%	31%	<b>36%</b>	60%	28%	40%	*	80%	-	38%	24%	46%	-	36%	13%	33%	39%	-	-	*	56%
	EL	9%	7%	<b>10%</b>	-	10%	*	-	-	*	-	10%	10%	0%	13%	10%	11%	8%	-	-	-	-
	Male	23%	22%	<b>27%</b>	17%	23%	29%	*	*	*	33%	14%	43%	0%	33%	11%	27%	-	-	-	*	33%
	Female	30%	31%	<b>35%</b>	63%	25%	41%	*	*	-	-	24%	44%	8%	39%	8%	-	35%	-	-	*	*
Mathematics	All Students	11%	11%	<b>22%</b>	36%	15%	25%	*	80%	*	22%	13%	31%	0%	26%	10%	26%	18%	-	-	*	44%
	CWD	5%	3%	<b>0%</b>	*	0%	0%	*	-	*	*	0%	0%	0%	-	0%	0%	0%	-	-	*	-
	CWOD	12%	13%	<b>26%</b>	50%	18%	29%	*	80%	-	25%	17%	33%	-	26%	13%	31%	21%	-	-	*	44%
	EL	4%	3%	<b>10%</b>	-	9%	*	-	-	*	-	8%	20%	0%	13%	10%	14%	4%	-	-	-	-
	Male	12%	12%	<b>26%</b>	17%	19%	28%	*	*	*	22%	12%	40%	0%	31%	14%	26%	-	-	-	*	33%
	Female	9%	10%	<b>18%</b>	50%	11%	22%	*	*	-	-	14%	22%	0%	21%	4%	-	18%	-	-	*	*
<b>Grade 8</b>																						

Texas Education Agency  
**2025 Federal Report Card**  
 JOSHUA ISD (126905) - JOHNSON COUNTY

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

Texas Education Agency  
**2025 Federal Report Card**  
 JOSHUA ISD (126905) - JOHNSON COUNTY

		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Biology	All Students	20%	21%	<b>22%</b>	8%	12%	29%	*	50%	-	27%	10%	32%	2%	25%	5%	25%	19%	*	*	-	44%
	CWD	6%	6%	<b>2%</b>	*	0%	3%	-	-	-	*	3%	0%	2%	-	0%	3%	0%	-	*	-	*
	CWOD	22%	23%	<b>25%</b>	9%	14%	32%	*	50%	-	33%	12%	35%	-	25%	6%	29%	22%	*	*	-	50%
	EL	6%	5%	<b>5%</b>	-	5%	-	-	-	-	*	4%	10%	0%	6%	5%	3%	6%	-	*	-	-
	Male	20%	21%	<b>25%</b>	*	15%	30%	-	*	-	43%	13%	35%	3%	29%	3%	25%	-	*	*	-	60%
	Female	19%	20%	<b>19%</b>	0%	9%	28%	*	*	-	*	8%	29%	0%	22%	6%	-	19%	-	*	-	*
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
<b>All Grades</b>																						
All Subjects	All Students	73%	73%	<b>83%</b>	83%	78%	86%	80%	95%	89%	84%	75%	90%	49%	89%	66%	81%	84%	78%	50%	50%	92%
	CWD	46%	46%	<b>49%</b>	56%	42%	54%	50%	*	*	60%	43%	59%	49%	-	30%	49%	50%	*	33%	57%	76%
	CWOD	79%	79%	<b>89%</b>	90%	85%	92%	87%	97%	88%	90%	84%	94%	-	89%	74%	89%	90%	83%	54%	45%	96%
	EL	59%	56%	<b>66%</b>	*	65%	90%	-	75%	100%	*	64%	72%	30%	74%	66%	67%	65%	-	20%	-	-
	Male	71%	71%	<b>81%</b>	78%	77%	84%	91%	95%	86%	84%	73%	89%	49%	89%	67%	81%	-	75%	41%	45%	88%
	Female	75%	75%	<b>84%</b>	89%	79%	88%	70%	95%	100%	84%	77%	91%	50%	90%	65%	-	84%	*	70%	57%	97%
Reading	All Students	74%	75%	<b>82%</b>	83%	77%	85%	76%	92%	100%	88%	73%	89%	44%	89%	62%	79%	86%	80%	33%	63%	89%
	CWD	45%	45%	<b>44%</b>	55%	37%	48%	*	*	*	59%	37%	56%	44%	-	25%	41%	49%	*	*	*	58%
	CWOD	80%	81%	<b>89%</b>	90%	85%	92%	81%	94%	100%	94%	84%	94%	-	89%	71%	87%	91%	*	42%	60%	96%
	EL	57%	55%	<b>62%</b>	*	62%	80%	-	57%	*	*	62%	64%	25%	71%	62%	63%	61%	-	*	-	-
	Male	70%	71%	<b>79%</b>	77%	73%	82%	80%	89%	100%	83%	70%	87%	41%	87%	63%	79%	-	*	18%	60%	82%
	Female	79%	79%	<b>86%</b>	89%	81%	89%	73%	94%	*	94%	78%	92%	49%	91%	61%	-	86%	*	*	*	97%
Mathematics	All Students	70%	70%	<b>83%</b>	81%	78%	86%	83%	97%	86%	81%	75%	90%	54%	89%	69%	83%	83%	*	67%	38%	95%
	CWD	45%	44%	<b>54%</b>	53%	48%	58%	*	*	*	64%	48%	64%	54%	-	36%	56%	51%	*	*	*	91%
	CWOD	76%	76%	<b>89%</b>	89%	85%	92%	93%	100%	83%	85%	83%	94%	-	89%	78%	90%	88%	*	57%	20%	96%
	EL	60%	56%	<b>69%</b>	-	69%	*	-	88%	*	-	67%	81%	36%	78%	69%	69%	69%	-	*	-	-
	Male	71%	70%	<b>83%</b>	76%	79%	86%	100%	100%	80%	86%	75%	91%	56%	90%	69%	83%	-	*	67%	40%	93%
	Female	70%	70%	<b>83%</b>	86%	77%	87%	63%	93%	*	74%	75%	90%	51%	88%	69%	-	83%	-	*	*	96%
Science	All Students	76%	76%	<b>85%</b>	91%	80%	87%	83%	100%	80%	81%	78%	90%	50%	91%	68%	85%	84%	*	63%	*	96%
	CWD	52%	50%	<b>50%</b>	67%	37%	58%	*	-	-	56%	49%	51%	50%	-	32%	51%	47%	*	*	*	*
	CWOD	81%	81%	<b>91%</b>	96%	88%	92%	*	100%	80%	91%	86%	95%	-	91%	77%	92%	89%	*	71%	*	95%
	EL	63%	59%	<b>68%</b>	-	67%	*	-	*	*	*	67%	75%	32%	77%	68%	71%	64%	-	*	-	-
	Male	77%	76%	<b>85%</b>	87%	81%	88%	*	*	*	82%	79%	91%	51%	92%	71%	85%	-	*	60%	*	93%
	Female	76%	76%	<b>84%</b>	95%	79%	87%	*	100%	*	80%	78%	90%	47%	89%	64%	-	84%	-	*	*	100%
SAT/ACT All Subjects	All Students	89%	91%	<b>91%</b>	*	91%	91%	-	*	-	*	84%	93%	*	91%	100%	90%	93%	-	-	-	*
	CWD	70%	81%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	90%	91%	<b>91%</b>	*	91%	91%	-	*	-	*	84%	93%	-	91%	100%	89%	93%	-	-	-	*
	EL	63%	59%	<b>100%</b>	-	*	-	-	*	-	-	*	*	-	100%	100%	*	*	-	-	-	-
	Male	90%	91%	<b>90%</b>	-	91%	88%	-	*	-	*	88%	90%	*	89%	*	90%	-	-	-	-	*
	Female	89%	91%	<b>93%</b>	*	92%	95%	-	-	-	*	79%	96%	-	93%	*	-	93%	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>All Grades</b>																						

Texas Education Agency  
**2025 Federal Report Card**  
 JOSHUA ISD (126905) - JOHNSON COUNTY

		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Subjects	All Students	48%	48%	<b>59%</b>	53%	49%	64%	53%	87%	74%	66%	46%	70%	21%	66%	33%	57%	60%	67%	22%	33%	75%
	CWD	23%	22%	<b>21%</b>	21%	17%	24%	10%	*	*	38%	17%	29%	21%	-	6%	22%	20%	*	0%	43%	44%
	CWOD	53%	54%	<b>66%</b>	61%	56%	72%	64%	90%	76%	73%	54%	75%	-	66%	40%	65%	67%	83%	27%	27%	81%
	EL	30%	27%	<b>33%</b>	*	32%	70%	-	69%	80%	*	31%	43%	6%	40%	33%	35%	32%	-	0%	-	-
	Male	47%	47%	<b>57%</b>	41%	48%	63%	73%	87%	64%	65%	45%	69%	22%	65%	35%	57%	-	63%	14%	27%	65%
	Female	49%	50%	<b>60%</b>	65%	50%	66%	37%	88%	100%	67%	48%	70%	20%	67%	32%	-	60%	*	40%	43%	86%
Reading	All Students	53%	54%	<b>61%</b>	54%	52%	67%	52%	84%	71%	71%	47%	73%	21%	69%	32%	56%	67%	60%	27%	38%	77%
	CWD	23%	23%	<b>21%</b>	20%	16%	24%	*	*	*	35%	16%	28%	21%	-	6%	19%	24%	*	*	*	42%
	CWOD	59%	60%	<b>69%</b>	62%	59%	75%	62%	86%	67%	79%	56%	79%	-	69%	37%	64%	74%	*	33%	20%	85%
	EL	31%	29%	<b>32%</b>	*	31%	60%	-	57%	*	*	30%	38%	6%	37%	32%	29%	34%	-	*	-	-
	Male	48%	49%	<b>56%</b>	42%	46%	63%	60%	84%	60%	65%	43%	68%	19%	64%	29%	56%	-	*	9%	40%	68%
	Female	58%	59%	<b>67%</b>	66%	58%	73%	47%	83%	*	80%	53%	79%	24%	74%	34%	-	67%	*	*	*	87%
Mathematics	All Students	43%	43%	<b>57%</b>	54%	48%	62%	61%	93%	71%	60%	46%	66%	22%	64%	37%	59%	54%	*	11%	25%	75%
	CWD	22%	21%	<b>22%</b>	18%	18%	24%	*	*	*	36%	16%	31%	22%	-	8%	25%	17%	*	*	*	45%
	CWOD	48%	48%	<b>64%</b>	64%	55%	70%	71%	97%	83%	66%	55%	71%	-	64%	44%	67%	61%	*	14%	20%	82%
	EL	30%	26%	<b>37%</b>	-	35%	*	-	75%	*	-	34%	49%	8%	44%	37%	41%	31%	-	*	-	-
	Male	45%	45%	<b>59%</b>	39%	52%	63%	90%	94%	60%	64%	46%	70%	25%	67%	41%	59%	-	*	17%	20%	66%
	Female	42%	41%	<b>54%</b>	70%	43%	61%	25%	93%	*	55%	45%	62%	17%	61%	31%	-	54%	-	*	*	85%
Science	All Students	46%	46%	<b>56%</b>	47%	46%	62%	33%	83%	80%	66%	44%	67%	23%	62%	31%	58%	55%	*	25%	*	70%
	CWD	22%	21%	<b>23%</b>	33%	14%	28%	*	-	-	44%	20%	27%	23%	-	3%	26%	18%	*	*	*	*
	CWOD	50%	51%	<b>62%</b>	50%	52%	68%	*	83%	80%	74%	50%	72%	-	62%	38%	64%	60%	*	29%	*	71%
	EL	26%	23%	<b>31%</b>	-	30%	*	-	*	*	*	28%	50%	3%	38%	31%	36%	24%	-	*	-	-
	Male	47%	47%	<b>58%</b>	40%	48%	64%	*	*	*	71%	46%	69%	26%	64%	36%	58%	-	*	20%	*	57%
	Female	45%	45%	<b>55%</b>	53%	45%	61%	*	88%	*	60%	41%	66%	18%	60%	24%	-	55%	-	*	*	89%
SAT/ACT All Subjects	All Students	59%	62%	<b>51%</b>	*	39%	54%	-	*	-	*	42%	54%	*	51%	20%	57%	44%	-	-	-	*
	CWD	38%	59%	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	59%	62%	<b>51%</b>	*	39%	55%	-	*	-	*	42%	54%	-	51%	20%	58%	44%	-	-	-	*
	EL	15%	16%	<b>20%</b>	-	*	-	-	*	-	-	*	*	-	20%	20%	*	*	-	-	-	-
	Male	63%	66%	<b>57%</b>	-	45%	59%	-	*	-	*	53%	58%	*	58%	*	57%	-	-	-	-	*
	Female	54%	58%	<b>44%</b>	*	33%	49%	-	-	-	*	29%	48%	-	44%	*	-	44%	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>All Grades</b>																						
All Subjects	All Students	20%	20%	<b>24%</b>	22%	16%	28%	20%	56%	37%	25%	15%	32%	6%	27%	9%	24%	24%	33%	0%	17%	37%
	CWD	6%	6%	<b>6%</b>	0%	5%	7%	0%	*	*	10%	4%	10%	6%	-	0%	7%	5%	*	0%	29%	12%
	CWOD	23%	23%	<b>27%</b>	28%	19%	32%	26%	57%	41%	29%	18%	35%	-	27%	11%	28%	27%	50%	0%	9%	42%
	EL	9%	7%	<b>9%</b>	*	8%	20%	-	19%	0%	*	8%	11%	0%	11%	9%	9%	8%	-	0%	-	-
	Male	20%	19%	<b>24%</b>	15%	16%	29%	32%	64%	21%	23%	15%	32%	7%	28%	9%	24%	-	25%	0%	18%	30%
	Female	21%	20%	<b>24%</b>	30%	16%	28%	11%	48%	80%	27%	15%	31%	5%	27%	8%	-	24%	*	0%	14%	45%

Texas Education Agency  
**2025 Federal Report Card**  
 JOSHUA ISD (126905) - JOHNSON COUNTY

		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	22%	22%	<b>24%</b>	24%	16%	28%	16%	51%	43%	24%	14%	32%	5%	27%	6%	21%	27%	40%	0%	13%	41%
	CWD	6%	5%	<b>5%</b>	0%	4%	7%	*	*	*	6%	2%	10%	5%	-	0%	5%	5%	*	*	*	8%
	CWOD	25%	25%	<b>27%</b>	30%	18%	32%	19%	53%	50%	28%	17%	35%	-	27%	7%	24%	30%	*	0%	0%	48%
	EL	8%	7%	<b>6%</b>	*	6%	0%	-	14%	*	*	6%	5%	0%	7%	6%	5%	7%	-	*	-	-
	Male	19%	19%	<b>21%</b>	15%	14%	25%	20%	58%	20%	20%	12%	29%	5%	24%	5%	21%	-	*	0%	20%	29%
	Female	25%	25%	<b>27%</b>	34%	18%	32%	13%	44%	*	29%	16%	36%	5%	30%	7%	-	27%	*	*	*	53%
Mathematics	All Students	19%	19%	<b>26%</b>	27%	19%	30%	28%	67%	29%	28%	18%	34%	8%	30%	13%	29%	24%	*	0%	13%	38%
	CWD	7%	6%	<b>8%</b>	0%	8%	10%	*	*	*	7%	5%	13%	8%	-	1%	10%	6%	*	*	*	18%
	CWOD	22%	22%	<b>30%</b>	34%	22%	35%	36%	69%	33%	33%	22%	37%	-	30%	16%	33%	27%	*	0%	0%	42%
	EL	11%	9%	<b>13%</b>	-	12%	*	-	25%	*	-	11%	21%	1%	16%	13%	16%	9%	-	*	-	-
	Male	21%	21%	<b>29%</b>	17%	21%	34%	40%	75%	20%	27%	19%	37%	10%	33%	16%	29%	-	*	0%	20%	31%
	Female	18%	17%	<b>24%</b>	38%	17%	27%	13%	57%	*	29%	16%	30%	6%	27%	9%	-	24%	-	*	*	44%
Science	All Students	17%	17%	<b>19%</b>	6%	11%	25%	17%	42%	40%	22%	12%	26%	2%	22%	7%	21%	17%	*	0%	*	26%
	CWD	5%	5%	<b>2%</b>	0%	1%	2%	*	-	-	22%	3%	1%	2%	-	0%	3%	1%	*	*	*	*
	CWOD	19%	19%	<b>22%</b>	7%	13%	28%	*	42%	40%	22%	14%	29%	-	22%	9%	25%	19%	*	0%	*	29%
	EL	5%	4%	<b>7%</b>	-	7%	*	-	*	*	*	6%	13%	0%	9%	7%	7%	8%	-	*	-	-
	Male	18%	18%	<b>21%</b>	7%	13%	27%	*	*	*	24%	13%	29%	3%	25%	7%	21%	-	*	0%	*	29%
	Female	15%	15%	<b>17%</b>	5%	10%	22%	*	38%	*	20%	10%	23%	1%	19%	8%	-	17%	-	*	*	22%
SAT/ACT All Subjects	All Students	13%	14%	<b>5%</b>	*	4%	3%	-	*	-	*	0%	6%	*	5%	20%	5%	4%	-	-	-	*
	CWD	9%	18%	<b>*</b>	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	13%	14%	<b>5%</b>	*	4%	3%	-	*	-	*	0%	6%	-	5%	20%	5%	4%	-	-	-	*
	EL	1%	2%	<b>20%</b>	-	*	-	-	*	-	-	*	*	-	20%	20%	*	*	-	-	-	-
	Male	17%	18%	<b>5%</b>	-	0%	4%	-	*	-	*	0%	7%	*	5%	*	5%	-	-	-	-	*
	Female	10%	11%	<b>4%</b>	*	8%	2%	-	-	-	*	0%	6%	-	4%	*	-	4%	-	-	-	-

- Indicates there are no students in the group.

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

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

**Part (iii)(I): Academic Growth**

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	74	76	70	76	75	83	79	77	68	51	65
CWD	51	57	47	52	*	*	*	60	48	51	40
CWOD	78	80	74	80	75	87	75	81	74	-	71
EL ◇	65	*	65	*	-	*	*	*	65	40	65
Male	71	68	67	73	67	90	70	68	65	47	66
Female	77	85	73	79	82	75	*	91	73	56	63
<b>Mathematics</b>											
All Students	76	74	72	78	95	98	71	74	72	61	66
CWD	61	52	58	63	*	*	*	60	60	61	50
CWOD	79	79	75	81	94	98	83	77	76	-	70
EL ◇	66	-	65	*	-	*	*	-	63	50	66
Male	76	62	74	78	100	96	60	69	71	63	66
Female	75	86	70	78	88	100	*	80	73	57	65

- Indicates there are no students in the group.

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

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**Part (iii)(II): Graduation Rate**

This section provides information on high school six-year graduation rates for the class of 2022

*The six-year graduation rates for the class of 2023 will be updated in March, 2026.*

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ◇	Homeless ◇	Foster Care ◇
<b>Federal Graduation Rates</b>													
<b>6-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2022</b>													
All Students	98.8%	100.0%	99.0%	98.6%	-	*	-	100.0%	98.9%	86.7%	100.0%	100.0%	*
CWD	86.7%	*	85.7%	86.4%	-	-	-	-	94.1%	86.7%	*	*	-
CWOD	99.7%	100.0%	100.0%	99.6%	-	*	-	100.0%	99.4%	-	100.0%	100.0%	*
EL ◇	100.0%	-	100.0%	*	-	-	-	*	100.0%	*	100.0%	*	-
Male	98.0%	*	97.6%	97.9%	-	*	-	100.0%	97.8%	86.4%	100.0%	100.0%	-
Female	99.5%	*	100.0%	99.2%	-	*	-	100.0%	100.0%	87.5%	100.0%	100.0%	*

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

**Part (iv): English Language Proficiency**

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
787	158	20%

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	55	53	48	59	51	79	67	58	45	25	36
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	70%	50%	64%	73%	*	*	-	80%	61%	88%	50%

- Indicates there are no students in the group.

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

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**Part (vi): Goal Meeting Status**

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

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

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

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

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

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**Part (vii): STAAR Participation**

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

		District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
<b>All Subjects</b>	All Students	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	CWD	100%	100%	100%	100%	100%	*	*	100%	100%	100%	100%	-	100%	100%	100%	*
	CWOD	100%	99%	100%	100%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%
	EL	100%	*	100%	100%	-	100%	100%	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	99%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-	100%
	Female	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-	100%
<b>Reading</b>	All Students	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	CWD	100%	100%	100%	99%	*	*	*	100%	100%	100%	100%	-	100%	100%	99%	*
	CWOD	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	*
	EL	100%	*	100%	100%	-	100%	*	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-	*
	Female	100%	100%	100%	100%	100%	100%	*	100%	100%	100%	99%	100%	100%	-	100%	
<b>Mathematics</b>	All Students	100%	99%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	*
	CWD	100%	100%	100%	100%	*	*	*	100%	100%	100%	100%	-	100%	100%	100%	*
	CWOD	100%	98%	100%	100%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	*
	EL	100%	-	100%	*	-	100%	*	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	98%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-	*
	Female	100%	100%	100%	100%	100%	100%	*	100%	100%	100%	100%	100%	100%	100%	-	100%
<b>Science</b>	All Students	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	99%	100%	100%	*
	CWD	100%	100%	100%	100%	*	-	-	100%	100%	100%	100%	-	100%	100%	100%	*
	CWOD	100%	100%	100%	100%	*	100%	100%	100%	100%	100%	-	100%	99%	100%	100%	*
	EL	99%	-	99%	*	-	*	*	*	100%	96%	100%	99%	99%	99%	100%	-
	Male	100%	100%	100%	100%	*	*	*	100%	100%	100%	100%	100%	99%	100%	-	*
	Female	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	-	100%
<b>SAT/ACT All Subjects</b>	All Students	95%	*	96%	95%	-	*	-	*	97%	95%	*	95%	71%	94%	97%	-
	CWD	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-
	CWOD	95%	*	96%	95%	-	*	-	*	97%	95%	-	95%	71%	94%	97%	-
	EL	71%	-	67%	-	-	*	-	-	*	*	-	71%	71%	67%	*	-
	Male	94%	-	92%	94%	-	*	-	*	94%	94%	*	94%	67%	94%	-	-
	Female	97%	*	100%	95%	-	-	-	*	100%	96%	-	97%	*	-	97%	-
<b>Non-Participation Rate</b>																	

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<b>All Subjects</b>	All Students	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
	CWD	0%	0%	0%	0%	0%	*	*	0%	0%	0%	0%	-	0%	0%	0%	*	
	CWOD	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	
	EL	0%	*	0%	0%	-	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	-	0%
	Female	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	*
<b>Reading</b>	All Students	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
	CWD	0%	0%	0%	1%	*	*	*	0%	0%	0%	0%	-	0%	0%	0%	1%	*
	CWOD	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	*
	EL	0%	*	0%	0%	-	0%	*	*	0%	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	-	*
	Female	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	1%	0%	0%	-	0%	*
<b>Mathematics</b>	All Students	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	*
	CWD	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	-	0%	0%	0%	0%	*
	CWOD	0%	2%	0%	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	*
	EL	0%	-	0%	*	-	0%	*	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	2%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	-	*
	Female	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	-	0%	-
<b>Science</b>	All Students	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	*
	CWD	0%	0%	0%	0%	*	-	-	0%	0%	0%	0%	-	0%	0%	0%	0%	*
	CWOD	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	-	0%	1%	0%	0%	*
	EL	1%	-	1%	*	-	*	*	*	0%	4%	0%	1%	1%	1%	1%	0%	-
	Male	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	1%	0%	-	*
	Female	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	-	0%	-
<b>SAT/ACT All Subjects</b>	All Students	5%	*	4%	5%	-	*	-	*	3%	5%	*	5%	29%	6%	3%	-	
	CWD	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	
	CWOD	5%	*	4%	5%	-	*	-	*	3%	5%	-	5%	29%	6%	3%	-	
	EL	29%	-	33%	-	-	*	-	-	*	*	-	29%	29%	33%	*	-	
	Male	6%	-	8%	6%	-	*	-	*	6%	6%	*	6%	33%	6%	-	-	
	Female	3%	*	0%	5%	-	-	-	*	0%	4%	-	3%	*	-	3%	-	

- Indicates there are no students in the group.

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

**Part (viii): Civil Rights Data**

**Part (viii)(I)** This section provides information from the 2021-22 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner). Note: Chronic absenteeism figures are based on the 2020-21 CRDC surveys and will be updated as new data becomes available.

Campus Level of School Quality, Climate, and Safety

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

Campus Level of Preschool Programs and Accelerated Coursework

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**Part (ix): Teacher Quality Data**

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

	All School		High-Poverty Schools		Low-Poverty Schools	
	Number	Percent	Number	Percent	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	12.2	3.1%			4.7	2.0%
Teachers Teaching with Emergency or Provisional Credentials	9.1	2.4%			5.0	2.2%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	35.2	9.5%			23.0	10.1%

- Indicates there are no data available in the group.

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**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year (2023-24).

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

	State & Local and Federal		State & Local			Federal		
	Enrollment	Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$495	\$1	\$481	\$483		\$12	\$12
Food services		\$613				\$536	\$77	\$613
Instruction		\$6,688	\$6,364	\$138	\$6,502	\$169	\$18	\$187
Support services, general administration		\$144		\$144	\$144			
Support services, instructional staff		\$482	\$427	\$9	\$436	\$4	\$41	\$45
Support services, operation and maintenance of plant		\$1,506	\$600	\$850	\$1,450	\$5	\$51	\$56
Support services, pupils		\$553	\$376	\$2	\$378	\$13	\$161	\$175
Support services, school administration		\$687	\$668	\$0	\$668	\$19		\$19
Support services, student transportation		\$514	\$0	\$514	\$514			
<b>Total</b>	<b>6,004</b>	<b>\$11,683</b>	<b>\$8,436</b>	<b>\$2,139</b>	<b>\$10,575</b>	<b>\$746</b>	<b>\$362</b>	<b>\$1,108</b>

**Campus Level PPE Summary Report**

**Note: Downloadable PDF and Excel files are available.**

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

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**Part (xi): STAAR Alternate 2 Participation**

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

	State Number of ALT2	State Rate of ALT2	Region 11 Number of ALT2	Region 11 Rate of ALT2	District Number of ALT2	District Rate of ALT2
<b>Grade 3</b>						
Reading	7,517	2%	655	2%	*	1%
Mathematics	7,510	2%	655	2%	*	1%
<b>Grade 4</b>						
Reading	6,669	2%	608	1%	*	1%
Mathematics	6,666	2%	608	1%	*	1%
<b>Grade 5</b>						
Reading	6,321	2%	563	1%	*	1%
Mathematics	6,324	2%	563	1%	*	1%
Science	6,315	2%	562	1%	*	1%
<b>Grade 6</b>						
Reading	5,876	1%	534	1%	*	0%
Mathematics	5,877	1%	534	1%	*	0%
<b>Grade 7</b>						
Reading	5,387	1%	436	1%	-	-
Mathematics	5,385	2%	437	1%	-	-
<b>Grade 8</b>						
Reading	4,906	1%	400	1%	*	1%
Mathematics	4,907	1%	400	1%	*	1%
Science	4,904	1%	400	1%	*	1%
<b>End of Course</b>						
English I	4,932	1%	441	1%	*	0%
English II	4,732	1%	468	1%	8	1%
Algebra I	4,932	1%	445	1%	*	0%
Biology	4,992	1%	431	1%	8	2%
<b>All Grades</b>						
All Subjects	104,161	1%	9,140	1%	62	1%
Reading	46,349	1%	4,105	1%	27	1%
Mathematics	41,601	1%	3,642	1%	19	1%
Science	16,211	1%	1,393	1%	16	1%

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

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

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

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

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

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

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	39%	*	28%	43%	-	*	-	45%	27%	*	18%
In-State Private Institutions	4%	-	5%	4%	-	-	-	-	5%	-	*
Out-of-State Institutions	4%	-	*	4%	*	-	-	-	3%	-	*

- Indicates there are no students in the group.

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

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**Part (xiv): Additional Information - Chronic Absenteeism**

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	13%	16%	12%	14%	15%	2%	21%	9%	16%	19%	10%

- Indicates there are no students in the group.

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

**Part (xv): Section 1003 Fund**

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

*Section 1003 Funds for the 2024-25 school year will be updated by the end of June, 2026.*

**There is no data for this district.**

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

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

District	District Name	Count of 1st Year English Learners Excluded from the State Accountability
126905	JOSHUA ISD	*
<b>Campus Level of 1st Year English Learner Excluded from the State Accountability</b>		
<b>Note: PDF and Excel files are available at District and State Levels.</b>		

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

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**Part (i): Description of State Accountability System**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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**Part (ii): Student Achievement by Proficiency Level**

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
<b>End of Course</b>																						
English I	All Students	66%	76%	<b>37%</b>	*	32%	39%	*	*	-	*	39%	32%	22%	38%	27%	34%	41%	-	*	-	-
	CWD	35%	37%	<b>22%</b>	-	20%	*	-	-	-	*	33%	*	22%	-	*	14%	*	-	-	-	-
	CWOD	72%	81%	<b>38%</b>	*	33%	40%	*	*	-	-	40%	36%	-	38%	29%	37%	41%	-	*	-	-
	EL	45%	50%	<b>27%</b>	-	27%	-	-	-	-	-	26%	30%	*	29%	27%	37%	14%	-	*	-	-
	Male	61%	71%	<b>34%</b>	*	37%	30%	-	-	-	*	38%	29%	14%	37%	37%	34%	-	-	*	-	-
	Female	72%	81%	<b>41%</b>	*	24%	63%	*	*	-	-	41%	43%	*	41%	14%	-	41%	-	-	-	-
English II	All Students	70%	77%	<b>78%</b>	69%	68%	84%	*	100%	-	90%	67%	86%	31%	84%	47%	73%	82%	*	*	-	*
	CWD	36%	32%	<b>31%</b>	*	22%	35%	-	-	-	*	27%	42%	31%	-	13%	28%	36%	-	*	-	*
	CWOD	76%	83%	<b>84%</b>	77%	75%	90%	*	100%	-	100%	76%	89%	-	84%	54%	81%	87%	*	*	-	*
	EL	47%	45%	<b>47%</b>	*	48%	*	-	-	-	*	46%	50%	13%	54%	47%	48%	47%	-	*	-	-
	Male	66%	73%	<b>73%</b>	71%	64%	78%	-	*	-	83%	61%	84%	28%	81%	48%	73%	-	*	*	-	*
	Female	75%	82%	<b>82%</b>	67%	71%	91%	*	*	-	*	73%	89%	36%	87%	47%	-	82%	*	-	-	*
Algebra I	All Students	76%	92%	<b>67%</b>	*	60%	64%	*	*	-	-	77%	57%	57%	70%	60%	45%	81%	-	-	-	-
	CWD	52%	77%	<b>57%</b>	-	*	*	-	-	-	-	60%	*	57%	-	*	*	*	-	-	-	-
	CWOD	80%	95%	<b>70%</b>	*	71%	60%	*	*	-	-	88%	58%	-	70%	*	57%	77%	-	-	-	-
	EL	68%	86%	<b>60%</b>	-	60%	-	-	-	-	-	*	*	*	*	60%	*	*	-	-	-	-
	Male	73%	90%	<b>45%</b>	*	43%	*	-	-	-	-	*	43%	*	57%	*	45%	-	-	-	-	-
	Female	79%	95%	<b>81%</b>	-	*	73%	*	*	-	-	89%	71%	*	77%	*	-	81%	-	-	-	-
Biology	All Students	91%	96%	<b>93%</b>	90%	89%	96%	*	*	-	*	91%	96%	76%	97%	90%	90%	97%	*	*	-	*
	CWD	76%	79%	<b>76%</b>	*	59%	88%	-	-	-	*	72%	82%	76%	-	64%	72%	80%	-	*	-	*
	CWOD	93%	98%	<b>97%</b>	89%	98%	98%	*	*	-	*	97%	98%	-	97%	97%	95%	100%	*	*	-	*
	EL	82%	89%	<b>90%</b>	-	89%	-	-	-	-	*	90%	89%	64%	97%	90%	86%	92%	-	*	-	-
	Male	89%	93%	<b>90%</b>	*	85%	93%	-	*	-	*	87%	94%	72%	95%	86%	90%	-	*	*	-	*
	Female	92%	98%	<b>97%</b>	100%	93%	100%	*	*	-	*	95%	98%	80%	100%	92%	-	97%	-	*	-	*
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>End of Course</b>																						
English I	All Students	47%	55%	<b>7%</b>	*	6%	7%	*	*	-	*	6%	11%	22%	5%	3%	4%	14%	-	*	-	-
	CWD	18%	11%	<b>22%</b>	-	20%	*	-	-	-	*	33%	*	22%	-	*	14%	*	-	-	-	-
	CWOD	53%	61%	<b>5%</b>	*	5%	4%	*	*	-	-	2%	12%	-	5%	3%	2%	11%	-	*	-	-
	EL	23%	22%	<b>3%</b>	-	3%	-	-	-	-	-	0%	10%	*	3%	3%	0%	7%	-	*	-	-
	Male	42%	46%	<b>4%</b>	*	3%	5%	-	-	-	*	3%	5%	14%	2%	0%	4%	-	-	*	-	-
	Female	54%	65%	<b>14%</b>	*	12%	13%	*	*	-	-	9%	29%	*	11%	7%	-	14%	-	-	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English II	All Students	53%	60%	<b>62%</b>	44%	49%	70%	*	80%	-	80%	45%	75%	22%	67%	26%	55%	69%	*	*	-	*
	CWD	20%	22%	<b>22%</b>	*	19%	23%	-	-	-	*	18%	32%	22%	-	7%	18%	28%	-	*	-	*
	CWOD	58%	66%	<b>67%</b>	46%	53%	76%	*	80%	-	100%	52%	78%	-	67%	30%	61%	73%	*	*	-	*
	EL	25%	25%	<b>26%</b>	*	26%	*	-	-	-	*	25%	29%	7%	30%	26%	18%	33%	-	*	-	-
	Male	48%	53%	<b>55%</b>	29%	41%	63%	-	*	-	83%	40%	67%	18%	61%	18%	55%	-	*	*	-	*
	Female	59%	68%	<b>69%</b>	56%	56%	79%	*	*	-	*	50%	83%	28%	73%	33%	-	69%	*	-	-	*
Algebra I	All Students	43%	62%	<b>19%</b>	*	20%	7%	*	*	-	-	23%	14%	29%	15%	0%	18%	19%	-	-	-	-
	CWD	19%	26%	<b>29%</b>	-	*	*	-	-	-	-	40%	*	29%	-	*	*	*	-	-	-	-
	CWOD	47%	67%	<b>15%</b>	*	14%	0%	*	*	-	-	13%	17%	-	15%	*	14%	15%	-	-	-	-
	EL	30%	46%	<b>0%</b>	-	0%	-	-	-	-	-	*	*	*	*	0%	*	*	-	-	-	-
	Male	42%	60%	<b>18%</b>	*	14%	*	-	-	-	-	*	14%	*	14%	*	18%	-	-	-	-	-
	Female	45%	64%	<b>19%</b>	-	*	9%	*	*	-	-	22%	14%	*	15%	*	-	19%	-	-	-	-
Biology	All Students	59%	72%	<b>60%</b>	50%	51%	68%	*	*	-	*	50%	73%	31%	68%	35%	62%	59%	*	*	-	*
	CWD	30%	32%	<b>31%</b>	*	23%	33%	-	-	-	*	28%	35%	31%	-	9%	31%	30%	-	*	-	*
	CWOD	64%	78%	<b>68%</b>	44%	59%	76%	*	*	-	*	56%	80%	-	68%	43%	71%	65%	*	*	-	*
	EL	35%	37%	<b>35%</b>	-	34%	-	-	-	-	*	31%	56%	9%	43%	35%	50%	23%	-	*	-	-
	Male	58%	73%	<b>62%</b>	*	55%	67%	-	*	-	*	54%	71%	31%	71%	50%	62%	-	*	*	-	*
	Female	61%	72%	<b>59%</b>	57%	47%	69%	*	*	-	*	45%	75%	30%	65%	23%	-	59%	-	*	-	*
<b>STAAR Percent at Masters Grade Level</b>																						
<b>End of Course</b>																						
English I	All Students	14%	14%	<b>0%</b>	*	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%	0%	-	*	-	-
	CWD	4%	0%	<b>0%</b>	-	0%	*	-	-	-	*	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	16%	16%	<b>0%</b>	*	0%	0%	*	*	-	-	0%	0%	-	0%	0%	0%	0%	-	*	-	-
	EL	2%	0%	<b>0%</b>	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	*	-	-
	Male	11%	11%	<b>0%</b>	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-	*	-	-
	Female	17%	18%	<b>0%</b>	*	0%	0%	*	*	-	-	0%	0%	*	0%	0%	-	0%	-	-	-	-
English II	All Students	8%	10%	<b>10%</b>	0%	5%	14%	*	40%	-	10%	5%	14%	3%	11%	1%	8%	13%	*	*	-	*
	CWD	3%	3%	<b>3%</b>	*	0%	6%	-	-	-	*	2%	5%	3%	-	0%	5%	0%	-	*	-	*
	CWOD	9%	11%	<b>11%</b>	0%	6%	15%	*	40%	-	14%	6%	15%	-	11%	1%	9%	14%	*	*	-	*
	EL	1%	1%	<b>1%</b>	*	1%	*	-	-	-	*	2%	0%	0%	1%	1%	0%	2%	-	*	-	-
	Male	7%	8%	<b>8%</b>	0%	4%	10%	-	*	-	17%	4%	11%	5%	9%	0%	8%	-	*	*	-	*
	Female	9%	12%	<b>13%</b>	0%	6%	19%	*	*	-	*	7%	17%	0%	14%	2%	-	13%	*	-	-	*
Algebra I	All Students	26%	34%	<b>4%</b>	*	0%	7%	*	*	-	-	8%	0%	14%	0%	0%	0%	6%	-	-	-	-
	CWD	8%	6%	<b>14%</b>	-	*	*	-	-	-	-	20%	*	14%	-	*	*	*	-	-	-	-
	CWOD	29%	38%	<b>0%</b>	*	0%	0%	*	*	-	-	0%	0%	-	0%	*	0%	0%	-	-	-	-
	EL	14%	32%	<b>0%</b>	-	0%	-	-	-	-	-	*	*	*	*	0%	*	*	-	-	-	-
	Male	25%	34%	<b>0%</b>	*	0%	*	-	-	-	-	*	0%	*	0%	*	0%	-	-	-	-	-
	Female	27%	33%	<b>6%</b>	-	*	9%	*	*	-	-	11%	0%	*	0%	*	-	6%	-	-	-	-

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

**STAAR Percent at Approaches Grade Level or Above**

**All Grades**

All Subjects	All Students	73%	83%	80%	78%	71%	85%	78%	100%	-	84%	72%	86%	49%	84%	57%	75%	85%	*	38%	-	88%	
	CWD	46%	49%	49%	*	37%	59%	-	-	-	67%	45%	57%	49%	-	31%	44%	58%	-	*	-	*	
	CWOD	79%	89%	84%	82%	77%	89%	78%	100%	-	92%	78%	89%	-	84%	62%	81%	88%	*	50%	-	100%	
	EL	59%	66%	57%	*	57%	*	-	*	-	*	57%	55%	31%	62%	57%	57%	56%	-	*	-	-	
	Male	71%	81%	75%	69%	67%	80%	-	100%	-	83%	67%	82%	44%	81%	57%	75%	-	*	29%	-	83%	
	Female	75%	84%	85%	84%	76%	92%	78%	100%	-	86%	77%	91%	58%	88%	56%	-	85%	*	*	-	*	
Reading	All Students	74%	82%	72%	68%	61%	80%	67%	100%	-	82%	62%	82%	30%	78%	42%	67%	78%	*	*	-	*	
	CWD	45%	44%	30%	*	22%	35%	-	-	-	*	27%	36%	30%	-	12%	26%	37%	-	*	-	*	
	CWOD	80%	89%	78%	75%	67%	86%	67%	100%	-	100%	69%	85%	-	78%	47%	74%	82%	*	*	-	*	
	EL	57%	62%	42%	*	42%	*	-	-	-	*	41%	44%	12%	47%	42%	44%	39%	-	*	-	-	
	Male	70%	79%	67%	67%	58%	73%	-	*	-	71%	56%	77%	26%	74%	44%	67%	-	*	*	-	*	
	Female	79%	86%	78%	70%	65%	89%	67%	*	-	*	68%	87%	37%	82%	39%	-	78%	*	-	-	*	
Mathematics	All Students	70%	83%	87%	*	85%	88%	*	*	-	*	81%	89%	63%	88%	80%	84%	90%	-	-	-	*	
	CWD	45%	54%	63%	-	* 80%	-	-	-	-	60%	*	63%	-	* 40%	*	-	-	-	-	-	-	
	CWOD	76%	89%	88%	*	88%	88%	*	*	-	*	84%	90%	-	88%	89%	87%	90%	-	-	-	*	
	EL	60%	69%	80%	-	78%	-	-	*	-	-	83%	*	* 89%	80%	75%	*	-	-	-	-	-	
	Male	71%	83%	84%	*	79%	85%	-	*	-	*	81%	85%	40%	87%	75%	84%	-	-	-	-	*	
	Female	70%	83%	90%	*	92%	90%	*	*	-	*	82%	93%	* 90%	*	-	90%	-	-	-	-	-	
Science	All Students	76%	85%	93%	90%	89%	96%	*	*	-	*	91%	96%	76%	97%	90%	90%	97%	*	*	-	*	
	CWD	52%	50%	76%	*	59%	88%	-	-	-	*	72%	82%	76%	-	64%	72%	80%	-	*	-	*	
	CWOD	81%	91%	97%	89%	98%	98%	*	*	-	*	97%	98%	-	97%	97%	95%	100%	*	*	-	*	
	EL	63%	68%	90%	-	89%	-	-	-	-	*	90%	80%	64%	97%	90%	86%	92%	-	*	-	-	
	Male	77%	85%	90%	*	85%	93%	-	*	-	*	87%	94%	72%	95%	86%	90%	-	*	*	-	*	
	Female	76%	84%	97%	100%	93%	100%	*	*	-	*	95%	98%	80%	100%	92%	-	97%	-	*	-	*	
SAT/ACT All Subjects	All Students	89%	91%	91%	*	91%	91%	-	*	-	*	83%	93%	*	91%	100%	90%	93%	-	-	-	*	
	CWD	70%	*	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-	
	CWOD	90%	91%	91%	*	91%	91%	-	*	-	*	83%	93%	-	91%	100%	89%	93%	-	-	-	*	
	EL	63%	100%	100%	-	*	-	-	*	-	-	*	*	-	100%	100%	*	*	-	-	-	-	
	Male	90%	90%	90%	-	91%	88%	-	*	-	*	88%	90%	* 89%	*	90%	-	-	-	-	-	-	*
	Female	89%	93%	93%	*	91%	95%	-	-	-	*	77%	96%	-	93%	*	-	93%	-	-	-	-	-

**STAAR Percent at Meets Grade Level or Above**

**All Grades**

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
All Subjects	All Students	48%	59%	<b>54%</b>	47%	43%	62%	44%	91%	-	74%	41%	65%	25%	59%	23%	51%	58%	*	13%	-	63%	
	CWD	23%	21%	<b>25%</b>	*	21%	27%	-	-	-	33%	24%	29%	25%	-	7%	23%	30%	-	*	-	*	
	CWOD	53%	66%	<b>59%</b>	46%	46%	67%	44%	91%	-	92%	45%	68%	-	59%	26%	56%	61%	*	17%	-	83%	
	EL	30%	33%	<b>23%</b>	*	22%	*	-	*	-	*	21%	30%	7%	26%	23%	22%	25%	-	*	-	-	
	Male	47%	57%	<b>51%</b>	31%	38%	59%	-	80%	-	75%	40%	60%	23%	56%	22%	51%	-	*	0%	-	67%	
	Female	49%	60%	<b>58%</b>	58%	47%	66%	44%	100%	-	71%	43%	71%	30%	61%	25%	-	58%	*	*	-	*	
Reading	All Students	53%	61%	<b>54%</b>	37%	41%	65%	50%	83%	-	73%	38%	69%	22%	59%	20%	46%	63%	*	*	-	*	
	CWD	23%	21%	<b>22%</b>	*	19%	24%	-	-	-	*	20%	27%	22%	-	6%	17%	30%	-	*	-	*	
	CWOD	59%	69%	<b>59%</b>	38%	44%	70%	50%	83%	-	100%	42%	72%	-	59%	22%	51%	67%	*	*	-	*	
	EL	31%	32%	<b>20%</b>	*	19%	*	-	-	-	*	18%	24%	6%	22%	20%	13%	27%	-	*	-	-	
	Male	48%	56%	<b>46%</b>	22%	32%	57%	-	*	-	71%	33%	59%	17%	51%	13%	46%	-	*	*	-	*	
	Female	58%	67%	<b>63%</b>	50%	50%	75%	50%	*	-	*	44%	80%	30%	67%	27%	-	63%	*	-	-	*	
Mathematics	All Students	43%	57%	<b>46%</b>	*	36%	48%	*	*	-	*	37%	49%	25%	47%	10%	52%	40%	-	-	-	*	
	CWD	22%	22%	<b>25%</b>	-	*	20%	-	-	-	-	40%	*	25%	-	*	20%	*	-	-	-	-	
	CWOD	48%	64%	<b>47%</b>	*	37%	50%	*	*	-	*	37%	50%	-	47%	11%	54%	40%	-	-	-	*	
	EL	30%	37%	<b>10%</b>	-	0%	-	-	*	-	-	0%	*	*	11%	10%	13%	*	-	-	-	-	
	Male	45%	59%	<b>52%</b>	*	38%	56%	-	*	-	*	48%	54%	20%	54%	13%	52%	-	-	-	-	*	
	Female	42%	54%	<b>40%</b>	*	35%	40%	*	*	-	*	27%	44%	*	40%	*	-	40%	-	-	-	-	
Science	All Students	46%	56%	<b>60%</b>	50%	51%	68%	*	*	-	*	50%	73%	31%	68%	35%	62%	59%	*	*	-	*	
	CWD	22%	23%	<b>31%</b>	*	23%	33%	-	-	-	*	28%	35%	31%	-	9%	31%	30%	-	*	-	*	
	CWOD	50%	62%	<b>68%</b>	44%	59%	76%	*	*	-	*	56%	80%	-	68%	43%	71%	65%	*	*	-	*	
	EL	26%	31%	<b>35%</b>	-	34%	-	-	-	-	*	31%	50%	9%	43%	35%	50%	23%	-	*	-	-	
	Male	47%	58%	<b>62%</b>	*	55%	67%	-	*	-	*	54%	71%	31%	71%	50%	62%	-	*	*	-	*	
	Female	45%	55%	<b>59%</b>	57%	47%	69%	*	*	-	*	45%	75%	30%	65%	23%	-	59%	-	*	-	*	
SAT/ACT All Subjects	All Students	59%	51%	<b>51%</b>	*	40%	54%	-	*	-	*	43%	54%	*	52%	20%	57%	45%	-	-	-	*	
	CWD	38%	*	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-	
	CWOD	59%	51%	<b>52%</b>	*	40%	55%	-	*	-	*	43%	54%	-	52%	20%	58%	45%	-	-	-	*	
	EL	15%	20%	<b>20%</b>	-	*	-	-	*	-	-	*	*	-	20%	20%	*	*	-	-	-	-	
	Male	63%	57%	<b>57%</b>	-	45%	59%	-	*	-	*	53%	58%	*	58%	*	57%	-	-	-	-	-	*
	Female	54%	44%	<b>45%</b>	*	35%	49%	-	-	-	*	31%	48%	-	45%	*	-	45%	-	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																							
<b>All Grades</b>																							
All Subjects	All Students	20%	24%	<b>8%</b>	0%	4%	11%	11%	36%	-	11%	4%	11%	3%	9%	2%	7%	9%	*	0%	-	0%	
	CWD	6%	6%	<b>3%</b>	*	0%	6%	-	-	-	0%	3%	2%	3%	-	0%	4%	2%	-	*	-	*	
	CWOD	23%	27%	<b>9%</b>	0%	5%	11%	11%	36%	-	15%	5%	12%	-	9%	2%	8%	10%	*	0%	-	0%	
	EL	9%	9%	<b>2%</b>	*	1%	*	-	*	-	*	1%	4%	0%	2%	2%	1%	2%	-	*	-	-	
	Male	20%	24%	<b>7%</b>	0%	3%	8%	-	60%	-	17%	4%	9%	4%	8%	1%	7%	-	*	0%	-	0%	
	Female	21%	24%	<b>9%</b>	0%	5%	14%	11%	17%	-	0%	5%	13%	2%	10%	2%	-	9%	*	*	-	*	

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military			
Reading	All Students	22%	24%	9%	0%	4%	13%	17%	33%	-	9%	4%	13%	3%	10%	1%	7%	12%	*	*	-	*			
	CWD	6%	5%	3%	*	0%	6%	-	-	-	*	2%	5%	3%	-	0%	4%	0%	-	*	-	*			
	CWOD	25%	27%	10%	0%	5%	14%	17%	33%	-	14%	5%	14%	-	10%	1%	7%	13%	*	*	-	*			
	EL	8%	6%	1%	*	1%	*	-	-	-	*	1%	0%	0%	1%	1%	0%	2%	-	*	-	-			
	Male	19%	21%	7%	0%	3%	9%	-	*	-	14%	3%	10%	4%	7%	0%	7%	-	*	*	-	*			
	Female	25%	27%	12%	0%	5%	18%	17%	*	-	*	6%	16%	0%	13%	2%	-	12%	*	-	-	-	*		
Mathematics	All Students	19%	26%	5%	*	4%	4%	*	*	-	*	2%	5%	13%	4%	10%	5%	5%	-	-	-	*			
	CWD	7%	8%	13%	-	*	20%	-	-	-	-	20%	*	13%	-	*	0%	*	-	-	-	-	-		
	CWOD	22%	30%	4%	*	4%	3%	*	*	-	*	0%	6%	-	4%	11%	5%	4%	-	-	-	-	*		
	EL	11%	13%	10%	-	0%	-	-	*	-	-	0%	*	*	11%	10%	13%	*	-	-	-	-	-		
	Male	21%	29%	5%	*	0%	4%	-	*	-	*	0%	6%	0%	5%	13%	5%	-	-	-	-	-	-	*	
	Female	18%	24%	5%	*	8%	4%	*	*	-	*	5%	5%	*	4%	*	-	5%	-	-	-	-	-	-	
Science	All Students	17%	19%	8%	0%	5%	12%	*	*	-	*	5%	12%	2%	10%	2%	9%	8%	*	*	-	*			
	CWD	5%	2%	2%	*	0%	4%	-	-	-	*	3%	0%	2%	-	0%	3%	0%	-	*	-	-	*		
	CWOD	19%	22%	10%	0%	6%	14%	*	*	-	*	6%	14%	-	10%	3%	11%	9%	*	*	-	-	*		
	EL	5%	7%	2%	-	2%	-	-	-	-	*	0%	10%	0%	3%	2%	0%	4%	-	*	-	-	-	-	
	Male	18%	21%	9%	*	6%	11%	-	*	-	*	7%	11%	3%	11%	0%	9%	-	*	*	-	-	-	*	
	Female	15%	17%	8%	0%	4%	14%	*	*	-	*	3%	13%	0%	9%	4%	-	8%	-	*	-	-	-	*	
SAT/ACT All Subjects	All Students	13%	5%	5%	*	4%	3%	-	*	-	*	0%	6%	*	5%	20%	5%	4%	-	-	-	-	*		
	CWD	9%	*	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-	-	-	
	CWOD	13%	5%	5%	*	4%	3%	-	*	-	*	0%	6%	-	5%	20%	5%	4%	-	-	-	-	-	*	
	EL	1%	20%	20%	-	*	-	-	*	-	-	*	*	-	20%	20%	*	*	-	-	-	-	-	-	
	Male	17%	5%	5%	-	0%	4%	-	*	-	*	0%	7%	*	5%	*	5%	-	-	-	-	-	-	-	*
	Female	10%	4%	4%	*	9%	2%	-	-	-	*	0%	6%	-	4%	*	-	4%	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

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

**Part (iii)(I): Academic Growth**

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	74	66	68	77	*	*	-	94	67	48	62
CWD	48	*	47	47	-	-	-	*	48	48	61
CWOD	77	69	71	80	*	*	-	100	71	-	63
EL ◇	62	*	63	-	-	-	-	*	63	61	62
Male	72	67	61	77	-	*	-	92	63	50	56
Female	76	66	74	77	*	-	-	*	71	45	68
<b>Mathematics</b>											
All Students	*	-	*	*	-	-	-	-	*	*	-
CWD	*	-	*	*	-	-	-	-	*	*	-
CWOD	-	-	-	-	-	-	-	-	-	-	-
EL ◇	-	-	-	-	-	-	-	-	-	-	-
Male	*	-	*	-	-	-	-	-	*	*	-
Female	*	-	-	*	-	-	-	-	*	*	-

- Indicates there are no students in the group.

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

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**Part (iii)(II): Graduation Rate**

This section provides information on high school six-year graduation rates for the class of 2022

*The six-year graduation rates for the class of 2023 will be updated in March, 2026.*

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ◇	Homeless ◇	Foster Care ◇
<b>Federal Graduation Rates</b>													
<b>6-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2022</b>													
All Students	98.6%	100.0%	98.8%	98.3%	-	*	-	100.0%	98.7%	81.0%	100.0%	100.0%	-
CWD	81.0%	*	* 81.3%	-	-	-	-	-	92.3%	81.0%	*	*	-
CWOD	99.7%	100.0%	100.0%	99.5%	-	*	-	100.0%	99.3%	-	100.0%	100.0%	-
EL ◇	100.0%	-	100.0%	-	-	-	-	* 100.0%	* 100.0%	*	100.0%	*	-
Male	97.7%	*	97.1%	97.6%	-	*	-	100.0%	97.3%	80.0%	100.0%	100.0%	-
Female	99.4%	*	100.0%	99.1%	-	*	-	100.0%	100.0%	83.3%	100.0%	*	-

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

**Part (iv): English Language Proficiency**

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
155	23	15%

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	47	42	39	53	44	76	-	56	39	26	27
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	77%	57%	72%	80%	*	*	-	80%	72%	94%	59%

- Indicates there are no students in the group.

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

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**Part (vi): Goal Meeting Status**

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

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

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

Blank cell indicates there are no data available in the group.  
 + STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

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**Part (vii): STAAR Participation**

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

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	
<b>Participation Rate</b>																		
<b>All Subjects</b>	All Students	100%	100%	100%	99%	100%	100%	-	100%	100%	99%	100%	100%	100%	99%	100%	*	
	CWD	100%	*	100%	100%	-	-	-	100%	100%	100%	100%	-	100%	100%	100%	-	
	CWOD	100%	100%	100%	99%	100%	100%	-	100%	100%	99%	-	100%	100%	99%	100%	*	
	EL	100%	*	100%	*	-	*	-	*	100%	98%	100%	100%	100%	100%	99%	100%	-
	Male	99%	100%	100%	99%	-	100%	-	100%	100%	99%	100%	99%	99%	99%	99%	-	*
	Female	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	-	100%	*
<b>Reading</b>	All Students	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%	*
	CWD	100%	*	100%	100%	-	-	-	*	100%	100%	100%	-	100%	100%	100%	-	
	CWOD	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	-	100%	100%	100%	100%	100%	*
	EL	100%	*	100%	*	-	*	-	*	100%	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%	100%	-	*
	Female	100%	100%	100%	100%	100%	100%	*	-	100%	100%	100%	100%	100%	100%	-	100%	*
<b>Mathematics</b>	All Students	98%	*	100%	97%	*	*	-	*	100%	98%	100%	98%	100%	98%	99%	-	
	CWD	100%	-	*	100%	-	-	-	-	100%	*	100%	-	*	100%	*	-	
	CWOD	98%	*	100%	97%	*	*	-	*	100%	98%	-	98%	100%	98%	99%	-	
	EL	100%	-	100%	-	-	*	-	-	100%	*	*	100%	100%	100%	*	-	
	Male	98%	*	100%	96%	-	*	-	*	100%	97%	100%	98%	100%	98%	-	-	
	Female	99%	*	100%	98%	*	*	-	*	100%	98%	*	99%	*	-	99%	-	
<b>Science</b>	All Students	100%	100%	99%	100%	*	*	-	*	100%	99%	100%	100%	98%	99%	100%	*	
	CWD	100%	*	100%	100%	-	-	-	*	100%	100%	100%	-	100%	100%	100%	-	
	CWOD	100%	100%	99%	100%	*	*	-	*	100%	99%	-	100%	97%	99%	100%	*	
	EL	98%	-	98%	-	-	-	-	*	100%	90%	100%	97%	98%	96%	100%	-	
	Male	99%	*	98%	100%	-	*	-	*	100%	98%	100%	99%	96%	99%	-	*	
	Female	100%	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	-	100%	-	
<b>SAT/ACT All Subjects</b>	All Students	97%	*	98%	97%	-	*	-	*	100%	97%	*	97%	83%	96%	99%	-	
	CWD	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	
	CWOD	97%	*	98%	97%	-	*	-	*	100%	97%	-	97%	83%	96%	99%	-	
	EL	83%	-	80%	-	-	*	-	-	*	*	-	83%	83%	80%	*	-	
	Male	96%	-	96%	96%	-	*	-	*	100%	95%	*	96%	80%	96%	-	-	
	Female	99%	*	100%	98%	-	-	-	*	100%	98%	-	99%	*	-	99%	-	
<b>Non-Participation Rate</b>																		

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	
<b>All Subjects</b>	All Students	0%	0%	0%	1%	0%	0%	-	0%	0%	1%	0%	0%	0%	1%	0%	*	
	CWD	0%	*	0%	0%	-	-	-	0%	0%	0%	0%	-	0%	0%	0%	-	
	CWOD	0%	0%	0%	1%	0%	0%	-	0%	0%	1%	-	0%	0%	1%	0%	*	
	EL	0%	*	0%	*	-	*	-	*	0%	2%	0%	0%	0%	1%	0%	-	
	Male	1%	0%	0%	1%	-	0%	-	0%	0%	1%	0%	1%	1%	1%	-	*	
	Female	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%	-	0%	*
<b>Reading</b>	All Students	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	0%	*
	CWD	0%	*	0%	0%	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-	
	CWOD	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	-	0%	0%	0%	0%	0%	*
	EL	0%	*	0%	*	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%	0%	-	*
	Female	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%	0%	0%	0%	-	0%	*
<b>Mathematics</b>	All Students	2%	*	0%	3%	*	*	-	*	0%	2%	0%	2%	0%	2%	1%	-	
	CWD	0%	-	*	0%	-	-	-	-	0%	*	0%	-	*	0%	*	-	
	CWOD	2%	*	0%	3%	*	*	-	*	0%	2%	-	2%	0%	2%	1%	-	
	EL	0%	-	0%	-	-	*	-	-	0%	*	*	0%	0%	0%	0%	*	-
	Male	2%	*	0%	4%	-	*	-	*	0%	3%	0%	2%	0%	2%	-	-	
	Female	1%	*	0%	2%	*	*	-	*	0%	2%	*	1%	*	-	1%	-	
<b>Science</b>	All Students	0%	0%	1%	0%	*	*	-	*	0%	1%	0%	0%	2%	1%	0%	*	
	CWD	0%	*	0%	0%	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-	
	CWOD	0%	0%	1%	0%	*	*	-	*	0%	1%	-	0%	3%	1%	0%	*	
	EL	2%	-	2%	-	-	-	-	*	0%	10%	0%	3%	2%	4%	0%	-	
	Male	1%	*	2%	0%	-	*	-	*	0%	2%	0%	1%	4%	1%	-	*	
	Female	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%	-	0%	-
<b>SAT/ACT All Subjects</b>	All Students	3%	*	2%	3%	-	*	-	*	0%	3%	*	3%	17%	4%	1%	-	
	CWD	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	
	CWOD	3%	*	2%	3%	-	*	-	*	0%	3%	-	3%	17%	4%	1%	-	
	EL	17%	-	20%	-	-	*	-	-	*	*	-	17%	17%	20%	*	-	
	Male	4%	-	4%	4%	-	*	-	*	0%	5%	*	4%	20%	4%	-	-	
	Female	1%	*	0%	2%	-	-	-	*	0%	2%	-	1%	*	-	1%	-	

- Indicates there are no students in the group.

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

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**Part (viii): Civil Rights Data**

**Part (viii)(I)** This section provides information from the 2021-22 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner). Note: Chronic absenteeism figures are based on the 2020-21 CRDC surveys and will be updated as new data becomes available.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	82	5	32	40	0	1	0	4	19		
	Female	48	2	21	24	0	0	0	1	18		
	Total	130	7	53	64	0	1	0	5	37		
<b>Out-of-School Suspensions</b>												
	Male	52	1	20	28	0	1	0	2	6		
	Female	15	0	9	6	0	0	0	0	4		
	Total	67	1	29	34	0	1	0	2	10		
<b>Expulsions</b>												
With Educational Services	Male	9	0	6	3	0	0	0	0	1		
	Female	1	0	1	0	0	0	0	0	1		
	Total	10	0	7	3	0	0	0	0	2		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>School-Related Arrests</b>												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Referrals to Law Enforcement</b>												
	Male	8	0	7	1	0	0	0	0	1		
	Female	1	0	1	0	0	0	0	0	0		
	Total	9	0	8	1	0	0	0	0	1		
<b>Students With Disabilities</b>												
<b>In-School Suspensions</b>												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	16	1	8	7	0	0	0	0	10		29
	Female	8	0	2	6	0	0	0	0	2		7
	Total	24	1	10	13	0	0	0	0	12		36
<b>Out-of-School Suspensions</b>												
	Male	13	0	6	7	0	0	0	0	3		10
	Female	1	0	0	1	0	0	0	0	0		2
	Total	14	0	6	8	0	0	0	0	3		12
<b>Expulsions</b>												
With Educational Services	Male	1	0	1	0	0	0	0	0	1		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	1	0	1	0	0	0	0	0	1		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>School-Related Arrests</b>												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>Referrals to Law Enforcement</b>												
	Male	1	0	1	0	0	0	0	0	1		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	1	0	1	0	0	0	0	0	1		0
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	108	4	25	73	1	1	-8	4	11	15	16
	Female	105	1	27	70	-8	2	-8	5	14	5	19
	Total	213	5	52	143	1	3	-8	9	25	20	35

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	Total
<b>Incidents of Violence</b>	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight without a weapon	23
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack without a weapon	3
Incidents of possession of a firearm or explosive device	0
<b>Allegations of Harassment or Bullying</b>	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

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

**Preschool Programs**

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

**Accelerated Coursework**

	Total Students		African American		Hispanic		White		Indian or Alaska Native		Asian		Pacific Islander		Two or More Races		EL		Students with Disabilities	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
<b>Advanced Placement Courses</b>																				
Male	114	19	1	8	25	15	78	20	0	0	2	50	0	-	8	36	4	8	2	4
Female	121	20	4	40	30	17	80	20	0	-	3	60	0	-	4	25	1	2	0	0
Total	235	19	5	23	55	16	158	20	0	0	5	56	0	-	12	32	5	5	2	2
<b>International Baccalaureate Courses</b>																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
<b>Dual Enrollment/Dual Credit Programs</b>																				
Male	57	9	1	8	7	4	46	12	0	0	1	25	0	-	2	9	1	2	0	0
Female	121	20	1	10	18	10	97	25	0	-	0	0	0	-	5	31	1	2	1	3
Total	178	15	2	9	25	7	143	18	0	0	1	11	0	-	7	18	2	2	1	1

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

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

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**Part (ix): Teacher Quality Data**

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

	Low Poverty School	
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	2.7	2.7%
Teachers Teaching with Emergency or Provisional Credentials	3.1	3.3%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	15.0	15.9%

- Indicates there are no data available in the group.

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**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year (2023-24).

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

	Enrollment	State & Local and Federal	State & Local			Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$494	\$1	\$481	\$482		\$12	\$12
Food services		\$539				\$462	\$77	\$539
Instruction		\$7,990	\$7,834	\$138	\$7,972		\$18	\$18
Support services, general administration		\$144		\$144	\$144			
Support services, instructional staff		\$492	\$435	\$9	\$444	\$7	\$41	\$48
Support services, operation and maintenance of plant		\$1,837	\$929	\$850	\$1,779	\$7	\$51	\$58
Support services, pupils		\$596	\$425	\$2	\$427	\$8	\$161	\$169
Support services, school administration		\$566	\$523	\$0	\$523	\$43		\$43
Support services, student transportation		\$516	\$2	\$514	\$516			
<b>Total</b>	<b>1,287</b>	<b>\$13,175</b>	<b>\$10,150</b>	<b>\$2,138</b>	<b>\$12,288</b>	<b>\$527</b>	<b>\$360</b>	<b>\$887</b>

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

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

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**Part (xi): STAAR Alternate 2 Participation**

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	7,517	2%	*	1%	-	-
Mathematics	7,510	2%	*	1%	-	-
<b>Grade 4</b>						
Reading	6,669	2%	*	1%	-	-
Mathematics	6,666	2%	*	1%	-	-
<b>Grade 5</b>						
Reading	6,321	2%	*	1%	-	-
Mathematics	6,324	2%	*	1%	-	-
Science	6,315	2%	*	1%	-	-
<b>Grade 6</b>						
Reading	5,876	1%	*	0%	-	-
Mathematics	5,877	1%	*	0%	-	-
<b>Grade 7</b>						
Reading	5,387	1%	-	-	-	-
Mathematics	5,385	2%	-	-	-	-
<b>Grade 8</b>						
Reading	4,906	1%	*	1%	-	-
Mathematics	4,907	1%	*	1%	-	-
Science	4,904	1%	*	1%	-	-
<b>End of Course</b>						
English I	4,932	1%	*	0%	*	2%
English II	4,732	1%	8	1%	8	2%
Algebra I	4,932	1%	*	0%	*	7%
Biology	4,992	1%	8	2%	8	3%
<b>All Grades</b>						
All Subjects	104,161	1%	62	1%	20	2%
Reading	46,349	1%	27	1%	10	1%
Mathematics	41,601	1%	19	1%	*	1%
Science	16,211	1%	16	1%	8	3%

- Indicates there are no students in the group.

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

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

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

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

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

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

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	44%	*	33%	48%	-	*	-	*	33%	*	21%
In-State Private Institutions	5%	-	7%	5%	-	-	-	-	6%	-	*
Out-of-State Institutions	4%	-	*	4%	*	-	-	-	*	-	*

- Indicates there are no students in the group.

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

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**Part (xiv): Additional Information - Chronic Absenteeism**

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	16%	15%	14%	17%	40%	9%	-	15%	21%	27%	12%

- Indicates there are no students in the group.

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

**Part (xv): Section 1003 Fund**

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

*Section 1003 Funds for the 2024-25 school year will be updated by the end of June, 2026.*

**There is no data for this campus.**

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

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

**There is no data for this campus.**

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**Part (i): Description of State Accountability System**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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**Part (ii): Student Achievement by Proficiency Level**

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
<b>STAAR Percent at Approaches Grade Level or Above</b>																							
<b>End of Course</b>																							
English I	All Students	66%	76%	<b>60%</b>	-	80%	40%	-	-	-	-	83%	*	*	56%	*	*	75%	-	*	-	-	
	CWD	35%	37%	*	-	-	*	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-	
	CWOD	72%	81%	<b>56%</b>	-	80%	*	-	-	-	-	80%	*	-	56%	*	*	71%	-	*	-	-	
	EL	45%	50%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-	
	Male	61%	71%	*	-	*	*	-	-	-	-	*	*	-	*	-	*	-	-	-	*	-	-
	Female	72%	81%	<b>75%</b>	-	*	*	-	-	-	-	100%	*	*	71%	*	-	75%	-	-	-	-	-
	English II	All Students	70%	77%	<b>69%</b>	-	60%	69%	*	-	-	*	65%	75%	*	76%	*	60%	74%	-	*	-	-
CWD	36%	32%	*	-	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-	
CWOD	76%	83%	<b>76%</b>	-	67%	77%	*	-	-	-	*	71%	82%	-	76%	*	86%	72%	-	*	-	-	
EL	47%	45%	*	-	*	-	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-	
Male	66%	73%	<b>60%</b>	-	*	60%	-	-	-	-	*	57%	*	*	86%	*	60%	-	-	*	-	-	
Female	75%	82%	<b>74%</b>	-	67%	73%	*	-	-	-	-	70%	78%	*	72%	*	-	74%	-	*	-	-	
Algebra I	All Students	76%	92%	<b>83%</b>	-	80%	*	-	-	-	-	80%	*	-	83%	*	*	80%	-	*	-	-	
	CWD	52%	77%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	80%	95%	<b>83%</b>	-	80%	*	-	-	-	-	80%	*	-	83%	*	*	80%	-	*	-	-	
	EL	68%	86%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-	
	Male	73%	90%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	*	-	
	Female	79%	95%	<b>80%</b>	-	*	*	-	-	-	-	*	*	-	80%	*	-	80%	-	-	-	-	
	Biology	All Students	91%	96%	<b>100%</b>	-	100%	100%	-	-	-	-	100%	100%	*	100%	*	*	100%	-	-	-	*
CWD	76%	79%	*	-	-	*	-	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-	
CWOD	93%	98%	<b>100%</b>	-	100%	*	-	-	-	-	-	100%	*	-	100%	*	*	100%	-	-	-	*	
EL	82%	89%	*	-	*	-	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-	
Male	89%	93%	*	-	*	*	-	-	-	-	-	*	*	*	*	-	*	-	-	-	-	-	
Female	92%	98%	<b>100%</b>	-	100%	*	-	-	-	-	-	100%	*	*	100%	*	-	100%	-	-	-	*	
<b>STAAR Percent at Meets Grade Level or Above</b>																							
<b>End of Course</b>																							
English I	All Students	47%	55%	<b>40%</b>	-	60%	20%	-	-	-	-	50%	*	*	44%	*	*	50%	-	*	-	-	
	CWD	18%	11%	*	-	-	*	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-	
	CWOD	53%	61%	<b>44%</b>	-	60%	*	-	-	-	-	60%	*	-	44%	*	*	57%	-	*	-	-	
	EL	23%	22%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-	
	Male	42%	46%	*	-	*	*	-	-	-	-	*	*	-	*	-	*	-	-	-	*	-	-
	Female	54%	65%	<b>50%</b>	-	*	*	-	-	-	-	60%	*	*	57%	*	-	50%	-	-	-	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English II	All Students	53%	60%	<b>41%</b>	-	30%	44%	*	-	-	*	35%	50%	*	48%	*	20%	53%	-	*	-	-
	CWD	20%	22%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	58%	66%	<b>48%</b>	-	33%	54%	*	-	-	*	43%	55%	-	48%	*	29%	56%	-	*	-	-
	EL	25%	25%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	48%	53%	<b>20%</b>	-	*	40%	-	-	-	*	14%	*	*	29%	*	20%	-	-	*	-	-
	Female	59%	68%	<b>53%</b>	-	50%	45%	*	-	-	-	50%	56%	*	56%	*	-	53%	-	*	-	-
Algebra I	All Students	43%	62%	<b>17%</b>	-	0%	*	-	-	-	-	0%	*	-	17%	*	*	20%	-	*	-	-
	CWD	19%	26%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	47%	67%	<b>17%</b>	-	0%	*	-	-	-	-	0%	*	-	17%	*	*	20%	-	*	-	-
	EL	30%	46%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	42%	60%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	*	-	-
	Female	45%	64%	<b>20%</b>	-	*	*	-	-	-	-	*	*	-	20%	*	-	20%	-	-	-	-
Biology	All Students	59%	72%	<b>50%</b>	-	33%	67%	-	-	-	-	57%	40%	*	50%	*	*	56%	-	-	-	*
	CWD	30%	32%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	64%	78%	<b>50%</b>	-	33%	*	-	-	-	-	50%	*	-	50%	*	*	50%	-	-	-	*
	EL	35%	37%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	58%	73%	*	-	*	*	-	-	-	-	*	*	*	*	-	*	-	-	-	-	-
	Female	61%	72%	<b>56%</b>	-	40%	*	-	-	-	-	60%	*	*	50%	*	-	56%	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>End of Course</b>																						
English I	All Students	14%	14%	<b>0%</b>	-	0%	0%	-	-	-	-	0%	*	*	0%	*	*	0%	-	*	-	-
	CWD	4%	0%	*	-	-	*	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	16%	16%	<b>0%</b>	-	0%	*	-	-	-	-	0%	*	-	0%	*	*	0%	-	*	-	-
	EL	2%	0%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	11%	11%	*	-	*	*	-	-	-	-	*	*	-	*	-	*	-	-	*	-	-
	Female	17%	18%	<b>0%</b>	-	*	*	-	-	-	-	0%	*	*	0%	*	-	0%	-	-	-	-
English II	All Students	8%	10%	<b>0%</b>	-	0%	0%	*	-	-	*	0%	0%	*	0%	*	0%	0%	-	*	-	-
	CWD	3%	3%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	9%	11%	<b>0%</b>	-	0%	0%	*	-	-	*	0%	0%	-	0%	*	0%	0%	-	*	-	-
	EL	1%	1%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	7%	8%	<b>0%</b>	-	*	0%	-	-	-	*	0%	*	*	0%	*	0%	-	-	*	-	-
	Female	9%	12%	<b>0%</b>	-	0%	0%	*	-	-	-	0%	0%	*	0%	*	-	0%	-	*	-	-
Algebra I	All Students	26%	34%	<b>0%</b>	-	0%	*	-	-	-	-	0%	*	-	0%	*	*	0%	-	*	-	-
	CWD	8%	6%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	29%	38%	<b>0%</b>	-	0%	*	-	-	-	-	0%	*	-	0%	*	*	0%	-	*	-	-
	EL	14%	32%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	25%	34%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	*	-	-
	Female	27%	33%	<b>0%</b>	-	*	*	-	-	-	-	*	*	-	0%	*	-	0%	-	-	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Biology	All Students	20%	22%	<b>17%</b>	-	0%	33%	-	-	-	-	14%	20%	*	20%	*	*	11%	-	-	-	*	
	CWD	6%	2%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-	
	CWOD	22%	25%	<b>20%</b>	-	0%	*	-	-	-	-	17%	*	-	20%	*	*	13%	-	-	-	*	
	EL	6%	5%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-	
	Male	20%	25%	*	-	*	*	-	-	-	-	*	*	*	*	-	*	-	-	-	-	-	-
	Female	19%	19%	<b>11%</b>	-	0%	*	-	-	-	-	0%	*	*	13%	*	-	11%	-	-	-	-	*
<b>STAAR Percent at Approaches Grade Level or Above</b>																							
<b>All Grades</b>																							
All Subjects	All Students	73%	83%	<b>76%</b>	-	78%	69%	*	-	-	*	78%	70%	57%	78%	43%	56%	81%	-	80%	-	*	
	CWD	46%	49%	<b>57%</b>	-	*	67%	-	-	-	-	60%	*	57%	-	*	*	*	-	-	-	-	
	CWOD	79%	89%	<b>78%</b>	-	81%	70%	*	-	-	*	81%	71%	-	78%	50%	64%	79%	-	80%	-	*	
	EL	59%	66%	<b>43%</b>	-	43%	-	-	-	-	-	43%	-	*	50%	43%	*	*	-	-	-	-	
	Male	71%	81%	<b>56%</b>	-	50%	56%	-	-	-	*	58%	50%	*	64%	*	56%	-	-	*	-	-	
	Female	75%	84%	<b>81%</b>	-	85%	75%	*	-	-	-	84%	72%	*	79%	*	-	81%	-	*	-	-	*
Reading	All Students	74%	82%	<b>67%</b>	-	67%	62%	*	-	-	*	70%	63%	40%	71%	*	50%	74%	-	*	-	-	
	CWD	45%	44%	<b>40%</b>	-	*	*	-	-	-	-	*	*	40%	-	*	*	*	-	-	-	-	
	CWOD	80%	89%	<b>71%</b>	-	71%	65%	*	-	-	*	74%	67%	-	71%	*	67%	72%	-	*	-	-	
	EL	57%	62%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-	
	Male	70%	79%	<b>50%</b>	-	40%	50%	-	-	-	*	50%	*	*	67%	*	50%	-	-	*	-	-	
	Female	79%	86%	<b>74%</b>	-	80%	67%	*	-	-	-	80%	67%	*	72%	*	-	74%	-	*	-	-	-
Mathematics	All Students	70%	83%	<b>60%</b>	-	71%	*	-	-	-	-	71%	*	-	60%	*	*	71%	-	*	-	-	
	CWD	45%	54%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	76%	89%	<b>60%</b>	-	71%	*	-	-	-	-	71%	*	-	60%	*	*	71%	-	*	-	-	
	EL	60%	69%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-	
	Male	71%	83%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	*	-	-	
	Female	70%	83%	<b>71%</b>	-	80%	*	-	-	-	-	80%	*	-	71%	*	-	71%	-	-	-	-	-
Science	All Students	76%	85%	<b>100%</b>	-	100%	100%	-	-	-	-	100%	100%	*	100%	*	*	100%	-	-	-	*	
	CWD	52%	50%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-	
	CWOD	81%	91%	<b>100%</b>	-	100%	*	-	-	-	-	100%	*	-	100%	*	*	100%	-	-	-	*	
	EL	63%	68%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-	
	Male	77%	85%	*	-	*	*	-	-	-	-	*	*	*	*	-	*	-	-	-	-	-	
	Female	76%	84%	<b>100%</b>	-	100%	*	-	-	-	-	100%	*	*	100%	*	-	100%	-	-	-	-	*
SAT/ACT All Subjects	All Students	89%	91%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-	
	CWD	70%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	90%	91%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-	
	EL	63%	100%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	90%	90%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Female	89%	93%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-	

**STAAR Percent at Meets Grade Level or Above**  
**All Grades**

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All Subjects	All Students	48%	59%	<b>40%</b>	-	30%	45%	*	-	-	*	36%	43%	14%	43%	29%	17%	48%	-	40%	-	*
	CWD	23%	21%	<b>14%</b>	-	*	17%	-	-	-	-	20%	*	14%	-	*	*	*	-	-	-	-
	CWOD	53%	66%	<b>43%</b>	-	31%	52%	*	-	-	*	39%	48%	-	43%	33%	21%	49%	-	40%	-	*
	EL	30%	33%	<b>29%</b>	-	29%	-	-	-	-	-	29%	-	*	33%	29%	*	*	-	-	-	-
	Male	47%	57%	<b>17%</b>	-	0%	33%	-	-	-	*	17%	17%	*	21%	*	17%	-	-	*	-	-
	Female	49%	60%	<b>48%</b>	-	40%	50%	*	-	-	-	44%	50%	*	49%	*	-	48%	-	*	-	*
Reading	All Students	53%	61%	<b>41%</b>	-	40%	38%	*	-	-	*	39%	44%	0%	47%	*	17%	52%	-	*	-	-
	CWD	23%	21%	<b>0%</b>	-	*	*	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	59%	69%	<b>47%</b>	-	43%	47%	*	-	-	*	47%	47%	-	47%	*	22%	56%	-	*	-	-
	EL	31%	32%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	48%	56%	<b>17%</b>	-	0%	33%	-	-	-	*	13%	*	*	22%	*	17%	-	-	*	-	-
	Female	58%	67%	<b>52%</b>	-	60%	40%	*	-	-	-	53%	50%	*	56%	*	-	52%	-	*	-	-
Mathematics	All Students	43%	57%	<b>10%</b>	-	0%	*	-	-	-	-	0%	*	-	10%	*	*	14%	-	*	-	-
	CWD	22%	22%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	48%	64%	<b>10%</b>	-	0%	*	-	-	-	-	0%	*	-	10%	*	*	14%	-	*	-	-
	EL	30%	37%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	45%	59%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	*	-	-
	Female	42%	54%	<b>14%</b>	-	0%	*	-	-	-	-	0%	*	-	14%	*	-	14%	-	-	-	-
Science	All Students	46%	56%	<b>50%</b>	-	33%	67%	-	-	-	-	57%	40%	*	50%	*	*	56%	-	-	-	*
	CWD	22%	23%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	50%	62%	<b>50%</b>	-	33%	*	-	-	-	-	50%	*	-	50%	*	*	50%	-	-	-	*
	EL	26%	31%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	47%	58%	*	-	*	*	-	-	-	-	*	*	*	*	-	*	-	-	-	-	-
	Female	45%	55%	<b>56%</b>	-	40%	*	-	-	-	-	60%	*	*	50%	*	-	56%	-	-	-	*
SAT/ACT All Subjects	All Students	59%	51%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
	CWD	38%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	59%	51%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
	EL	15%	20%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	63%	57%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	54%	44%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>All Grades</b>																						
All Subjects	All Students	20%	24%	<b>3%</b>	-	0%	7%	*	-	-	*	3%	4%	0%	4%	0%	6%	2%	-	0%	-	*
	CWD	6%	6%	<b>0%</b>	-	*	0%	-	-	-	-	0%	*	0%	-	*	*	*	-	-	-	-
	CWOD	23%	27%	<b>4%</b>	-	0%	9%	*	-	-	*	3%	5%	-	4%	0%	7%	3%	-	0%	-	*
	EL	9%	9%	<b>0%</b>	-	0%	-	-	-	-	-	0%	-	*	0%	0%	*	*	-	-	-	-
	Male	20%	24%	<b>6%</b>	-	0%	11%	-	-	-	*	8%	0%	*	7%	*	6%	-	-	*	-	-
	Female	21%	24%	<b>2%</b>	-	0%	5%	*	-	-	-	0%	6%	*	3%	*	-	2%	-	*	-	*

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	22%	24%	0%	-	0%	0%	*	-	-	*	0%	0%	0%	0%	*	0%	0%	-	*	-	-
	CWD	6%	5%	0%	-	*	*	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	25%	27%	0%	-	0%	0%	*	-	-	*	0%	0%	-	0%	*	0%	0%	-	*	-	-
	EL	8%	6%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	19%	21%	0%	-	0%	0%	-	-	-	*	0%	*	*	0%	*	0%	-	-	*	-	-
	Female	25%	27%	0%	-	0%	0%	*	-	-	-	0%	0%	*	0%	*	-	0%	-	*	-	-
Mathematics	All Students	19%	26%	0%	-	0%	*	-	-	-	-	0%	*	-	0%	*	*	0%	-	*	-	-
	CWD	7%	8%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	22%	30%	0%	-	0%	*	-	-	-	-	0%	*	-	0%	*	*	0%	-	*	-	-
	EL	11%	13%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	21%	29%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	*	-	-
	Female	18%	24%	0%	-	0%	*	-	-	-	-	0%	*	-	0%	*	-	0%	-	-	-	-
Science	All Students	17%	19%	17%	-	0%	33%	-	-	-	-	14%	20%	*	20%	*	*	11%	-	-	-	*
	CWD	5%	2%	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	19%	22%	20%	-	0%	*	-	-	-	-	17%	*	-	20%	*	*	13%	-	-	-	*
	EL	5%	7%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	18%	21%	*	-	*	*	-	-	-	-	*	*	*	*	-	*	-	-	-	-	-
	Female	15%	17%	11%	-	0%	*	-	-	-	-	0%	*	*	13%	*	-	11%	-	-	-	-
SAT/ACT All Subjects	All Students	13%	5%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
	CWD	9%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	13%	5%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
	EL	1%	20%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	17%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	10%	4%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-

- Indicates there are no students in the group.

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

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

**Part (iii)(I): Academic Growth**

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	67	-	50	75	*	-	-	-	64	*	*
CWD	*	-	*	*	-	-	-	-	*	*	*
CWOD	73	-	58	82	*	-	-	-	67	-	*
EL ◇	*	-	*	-	-	-	-	-	*	*	*
Male	63	-	*	75	-	-	-	-	*	*	*
Female	69	-	58	75	*	-	-	-	71	*	*
<b>Mathematics</b>											
All Students	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-
EL ◇	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

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**Part (iii)(II): Graduation Rate**

This section provides information on high school six-year graduation rates for the class of 2022

*The six-year graduation rates for the class of 2023 will be updated in March, 2026.*

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ◇	Homeless ◇	Foster Care ◇
<b>Federal Graduation Rates</b>													
<b>6-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2022</b>													
All Students	100.0%	-	100.0%	100.0%	-	-	-	*	100.0%	100.0%	100.0%	100.0%	*
CWD	100.0%	-	* 100.0%	100.0%	-	-	-	-	* 100.0%	100.0%	*	-	-
CWOD	100.0%	-	100.0%	100.0%	-	-	-	*	100.0%	-	100.0%	100.0%	*
EL ◇	100.0%	-	100.0%	*	-	-	-	-	100.0%	*	100.0%	-	-
Male	100.0%	-	100.0%	100.0%	-	-	-	-	100.0%	100.0%	100.0%	*	-
Female	100.0%	-	100.0%	100.0%	-	-	-	*	100.0%	*	*	*	*

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

**Part (iv): English Language Proficiency**

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

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

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	40	-	36	41	*	-	-	*	39	24	28
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	23%	*	23%	26%	*	*	-	-	23%	57%	27%

- Indicates there are no students in the group.

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

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**Part (vi): Goal Meeting Status**

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

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

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

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

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

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**Part (vii): STAAR Participation**

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

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
<b>All Subjects</b>	All Students	95%	-	97%	93%	*	-	-	*	97%	92%	100%	95%	88%	89%	98%	-
	CWD	100%	-	*	100%	-	-	-	-	100%	*	100%	-	*	*	*	-
	CWOD	95%	-	96%	92%	*	-	-	*	97%	91%	-	95%	86%	86%	98%	-
	EL	88%	-	88%	-	-	-	-	-	88%	-	*	86%	88%	*	100%	-
	Male	89%	-	88%	89%	-	-	-	*	92%	83%	*	86%	*	89%	-	-
	Female	98%	-	100%	95%	*	-	-	-	100%	94%	*	98%	100%	-	98%	-
<b>Reading</b>	All Students	100%	-	100%	100%	*	-	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	-	*	*	-	-	-	-	*	*	100%	-	*	*	*	-
	CWOD	100%	-	100%	100%	*	-	-	*	100%	100%	-	100%	*	100%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	-	*	*	100%	*	*	-
	Male	100%	-	100%	100%	-	-	-	*	100%	*	*	100%	*	100%	-	-
	Female	100%	-	100%	100%	*	-	-	-	100%	100%	*	100%	*	-	100%	-
<b>Mathematics</b>	All Students	70%	-	86%	*	-	-	-	-	86%	*	-	70%	*	*	86%	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	70%	-	86%	*	-	-	-	-	86%	*	-	70%	*	*	86%	-
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-
	Male	*	-	*	*	-	-	-	-	*	*	-	*	*	*	-	-
	Female	86%	-	100%	*	-	-	-	-	100%	*	-	86%	*	-	86%	-
<b>Science</b>	All Students	100%	-	100%	100%	-	-	-	-	100%	100%	*	100%	*	*	100%	-
	CWD	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-
	CWOD	100%	-	100%	*	-	-	-	-	100%	*	-	100%	*	*	100%	-
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-
	Male	*	-	*	*	-	-	-	-	*	*	*	*	-	*	-	-
	Female	100%	-	100%	*	-	-	-	-	100%	*	*	100%	*	-	100%	-
<b>SAT/ACT All Subjects</b>	All Students	*	-	*	*	-	-	-	-	*	*	-	*	*	*	*	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	*	-	*	*	-	-	-	-	*	*	-	*	*	*	*	-
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-
	Male	*	-	*	*	-	-	-	-	*	*	-	*	*	*	-	-
	Female	*	-	*	*	-	-	-	-	*	*	-	*	-	-	*	-
<b>Non-Participation Rate</b>																	

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<b>All Subjects</b>	All Students	5%	-	3%	7%	*	-	-	*	3%	8%	0%	5%	12%	11%	2%	-
	CWD	0%	-	*	0%	-	-	-	-	0%	*	0%	-	*	*	*	-
	CWOD	5%	-	4%	8%	*	-	-	*	3%	9%	-	5%	14%	14%	2%	-
	EL	12%	-	12%	-	-	-	-	-	12%	-	*	14%	12%	*	0%	-
	Male	11%	-	12%	11%	-	-	-	*	8%	17%	*	14%	*	11%	-	-
	Female	2%	-	0%	5%	*	-	-	-	0%	6%	*	2%	0%	-	2%	-
<b>Reading</b>	All Students	0%	-	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	-	*	*	-	-	-	-	*	*	0%	-	*	*	*	-
	CWOD	0%	-	0%	0%	*	-	-	*	0%	0%	-	0%	*	0%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	-	*	*	0%	*	*	-
	Male	0%	-	0%	0%	-	-	-	*	0%	*	*	0%	*	0%	-	-
	Female	0%	-	0%	0%	*	-	-	-	0%	0%	*	0%	*	-	0%	-
<b>Mathematics</b>	All Students	30%	-	14%	*	-	-	-	-	14%	*	-	30%	*	*	14%	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	30%	-	14%	*	-	-	-	-	14%	*	-	30%	*	*	14%	-
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-
	Male	*	-	*	*	-	-	-	-	*	*	-	*	*	*	-	-
	Female	14%	-	0%	*	-	-	-	-	0%	*	-	14%	*	-	14%	-
<b>Science</b>	All Students	0%	-	0%	0%	-	-	-	-	0%	0%	*	0%	*	*	0%	-
	CWD	*	-	-	*	-	-	-	-	*	*	*	-	-	*	*	-
	CWOD	0%	-	0%	*	-	-	-	-	0%	*	-	0%	*	*	0%	-
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-
	Male	*	-	*	*	-	-	-	-	*	*	*	*	-	*	-	-
	Female	0%	-	0%	*	-	-	-	-	0%	*	*	0%	*	-	0%	-
<b>SAT/ACT All Subjects</b>	All Students	*	-	*	*	-	-	-	-	*	*	-	*	*	*	*	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	*	-	*	*	-	-	-	-	*	*	-	*	*	*	*	-
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-
	Male	*	-	*	*	-	-	-	-	*	*	-	*	*	*	-	-
	Female	*	-	*	*	-	-	-	-	*	*	-	*	-	-	*	-

- Indicates there are no students in the group.

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

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**Part (viii): Civil Rights Data**

**Part (viii)(I)** This section provides information from the 2021-22 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner). Note: Chronic absenteeism figures are based on the 2020-21 CRDC surveys and will be updated as new data becomes available.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	9	0	2	7	0	0	0	0	1		
	Female	2	0	1	1	0	0	0	0	1		
	Total	11	0	3	8	0	0	0	0	2		
<b>Out-of-School Suspensions</b>												
	Male	4	0	2	2	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	4	0	2	2	0	0	0	0	0		
<b>Expulsions</b>												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>School-Related Arrests</b>												
	Male	1	0	1	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	1	0	1	0	0	0	0	0	0		
<b>Referrals to Law Enforcement</b>												
	Male	1	0	1	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	1	0	1	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
<b>In-School Suspensions</b>												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	2	0	0	2	0	0	0	0	1		3
	Female	0	0	0	0	0	0	0	0	0		2
	Total	2	0	0	2	0	0	0	0	1		5
<b>Out-of-School Suspensions</b>												
	Male	2	0	0	2	0	0	0	0	0		1
	Female	0	0	0	0	0	0	0	0	0		1
	Total	2	0	0	2	0	0	0	0	0		2
<b>Expulsions</b>												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>School-Related Arrests</b>												
	Male	0	0	0	0	0	0	0	0	0		1
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		1
<b>Referrals to Law Enforcement</b>												
	Male	0	0	0	0	0	0	0	0	0		1
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		1
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	12	-8	5	7	-8	-8	-8	-8	4	2	2
	Female	12	-8	4	8	-8	-8	-8	-8	3	1	2
	Total	24	-8	9	15	-8	-8	-8	-8	7	3	4

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

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

**Preschool Programs**

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

**Accelerated Coursework**

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

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

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

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**Part (ix): Teacher Quality Data**

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

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	1.0	17.9%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- Indicates there are no data available in the group.

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**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year (2023-24).

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

	Enrollment	State & Local and Federal	State & Local			Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$498	\$5	\$481	\$486		\$12	\$12
Food services		\$77					\$77	\$77
Instruction		\$23,836	\$23,680	\$138	\$23,818		\$18	\$18
Support services, general administration		\$144		\$144	\$144			
Support services, instructional staff		\$868	\$818	\$9	\$827		\$41	\$41
Support services, operation and maintenance of plant		\$991	\$90	\$850	\$940		\$51	\$51
Support services, pupils		\$2,938	\$2,775	\$2	\$2,777		\$161	\$161
Support services, school administration		\$6,603	\$6,603	\$0	\$6,603			
Support services, student transportation		\$514		\$514	\$514			
<b>Total</b>	<b>33</b>	<b>\$36,470</b>	<b>\$33,972</b>	<b>\$2,138</b>	<b>\$36,110</b>		<b>\$360</b>	<b>\$360</b>

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

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**Part (xi): STAAR Alternate 2 Participation**

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	7,517	2%	*	1%	-	-
Mathematics	7,510	2%	*	1%	-	-
<b>Grade 4</b>						
Reading	6,669	2%	*	1%	-	-
Mathematics	6,666	2%	*	1%	-	-
<b>Grade 5</b>						
Reading	6,321	2%	*	1%	-	-
Mathematics	6,324	2%	*	1%	-	-
Science	6,315	2%	*	1%	-	-
<b>Grade 6</b>						
Reading	5,876	1%	*	0%	-	-
Mathematics	5,877	1%	*	0%	-	-
<b>Grade 7</b>						
Reading	5,387	1%	-	-	-	-
Mathematics	5,385	2%	-	-	-	-
<b>Grade 8</b>						
Reading	4,906	1%	*	1%	-	-
Mathematics	4,907	1%	*	1%	-	-
Science	4,904	1%	*	1%	-	-
<b>End of Course</b>						
English I	4,932	1%	*	0%	-	-
English II	4,732	1%	8	1%	-	-
Algebra I	4,932	1%	*	0%	-	-
Biology	4,992	1%	8	2%	-	-
<b>All Grades</b>						
All Subjects	104,161	1%	62	1%	-	-
Reading	46,349	1%	27	1%	-	-
Mathematics	41,601	1%	19	1%	-	-
Science	16,211	1%	16	1%	-	-

- Indicates there are no students in the group.

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

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

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

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

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

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

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	9%	-	*	*	-	-	-	*	*	*	*
In-State Private Institutions	-	-	-	-	-	-	-	-	-	-	-
Out-of-State Institutions	*	-	*	*	-	-	-	-	*	-	-

- Indicates there are no students in the group.

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

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**Part (xiv): Additional Information - Chronic Absenteeism**

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	51%	*	50%	54%	*	*	-	-	60%	44%	42%

- Indicates there are no students in the group.

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

**Part (xv): Section 1003 Fund**

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

*Section 1003 Funds for the 2024-25 school year will be updated by the end of June, 2026.*

**There is no data for this campus.**

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

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

**There is no data for this campus.**

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**Part (i): Description of State Accountability System**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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**Part (ii): Student Achievement by Proficiency Level**

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
<b>End of Course</b>																						
English I	All Students	66%	76%	<b>83%</b>	77%	80%	85%	*	*	-	92%	73%	92%	38%	89%	63%	80%	86%	-	*	-	91%
	CWD	35%	37%	<b>38%</b>	*	40%	39%	-	-	-	*	32%	50%	38%	-	*	31%	48%	-	*	-	*
	CWOD	72%	81%	<b>89%</b>	100%	84%	92%	*	*	-	100%	82%	94%	-	89%	67%	88%	91%	-	*	-	100%
	EL	45%	50%	<b>63%</b>	*	62%	-	-	-	-	-	58%	82%	*	67%	63%	70%	54%	-	*	-	-
	Male	61%	71%	<b>80%</b>	67%	78%	82%	-	*	-	100%	71%	87%	31%	88%	70%	80%	-	-	*	-	100%
	Female	72%	81%	<b>86%</b>	*	82%	89%	*	*	-	83%	75%	97%	48%	91%	54%	-	86%	-	-	-	-
English II	All Students	70%	77%	*	-	*	*	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-
	CWD	36%	32%	*	-	-	*	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	76%	83%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	EL	47%	45%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	66%	73%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Female	75%	82%	*	-	-	*	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
Algebra I	All Students	76%	92%	<b>91%</b>	100%	87%	94%	*	-	-	80%	89%	93%	79%	94%	85%	89%	94%	-	*	-	83%
	CWD	52%	77%	<b>79%</b>	*	53%	88%	-	-	-	*	81%	76%	79%	-	*	78%	81%	-	*	-	*
	CWOD	80%	95%	<b>94%</b>	100%	92%	95%	*	-	-	*	92%	96%	-	94%	89%	92%	96%	-	*	-	80%
	EL	68%	86%	<b>85%</b>	-	85%	-	-	-	-	-	87%	80%	*	89%	85%	77%	94%	-	*	-	-
	Male	73%	90%	<b>89%</b>	100%	85%	90%	-	-	-	*	87%	90%	78%	92%	77%	89%	-	-	*	-	*
	Female	79%	95%	<b>94%</b>	*	89%	97%	*	-	-	*	91%	98%	81%	96%	94%	-	94%	-	*	-	*
Biology	All Students	91%	96%	<b>99%</b>	*	97%	99%	-	*	-	100%	96%	100%	100%	98%	85%	98%	99%	-	-	-	100%
	CWD	76%	79%	<b>100%</b>	-	*	*	-	-	-	-	*	*	100%	-	-	*	*	-	-	-	-
	CWOD	93%	98%	<b>98%</b>	*	97%	99%	-	*	-	100%	95%	100%	-	98%	85%	98%	99%	-	-	-	100%
	EL	82%	89%	<b>85%</b>	-	85%	-	-	-	-	-	83%	*	-	85%	85%	88%	80%	-	-	-	-
	Male	89%	93%	<b>98%</b>	*	97%	98%	-	*	-	100%	94%	100%	*	98%	88%	98%	-	-	-	-	*
	Female	92%	98%	<b>99%</b>	*	97%	100%	-	*	-	*	97%	100%	*	99%	80%	-	99%	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>End of Course</b>																						
English I	All Students	47%	55%	<b>64%</b>	38%	55%	69%	*	*	-	83%	47%	77%	9%	71%	31%	56%	72%	-	*	-	82%
	CWD	18%	11%	<b>9%</b>	*	0%	15%	-	-	-	*	11%	6%	9%	-	*	6%	14%	-	*	-	*
	CWOD	53%	61%	<b>71%</b>	56%	61%	77%	*	*	-	91%	56%	82%	-	71%	33%	64%	79%	-	*	-	90%
	EL	23%	22%	<b>31%</b>	*	30%	-	-	-	-	-	26%	55%	*	33%	31%	33%	29%	-	*	-	-
	Male	42%	46%	<b>56%</b>	22%	48%	62%	-	*	-	100%	39%	68%	6%	64%	33%	56%	-	-	*	-	83%
	Female	54%	65%	<b>72%</b>	*	64%	78%	*	*	-	67%	56%	88%	14%	79%	29%	-	72%	-	-	-	-

Texas Education Agency  
**2025 Federal Report Card**  
 JOSHUA H S NINTH GRADE CAMPUS (126905003) - JOSHUA ISD - JOHNSON COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English II	All Students	53%	60%	*	-	*	*	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-
	CWD	20%	22%	*	-	-	*	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	58%	66%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	EL	25%	25%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	48%	53%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Female	59%	68%	*	-	-	*	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
Algebra I	All Students	43%	62%	<b>54%</b>	33%	47%	59%	*	-	-	60%	44%	64%	25%	61%	40%	50%	59%	-	*	-	67%
	CWD	19%	26%	<b>25%</b>	*	13%	33%	-	-	-	*	19%	35%	25%	-	*	22%	29%	-	*	-	*
	CWOD	47%	67%	<b>61%</b>	60%	52%	66%	*	-	-	*	52%	69%	-	61%	43%	58%	64%	-	*	-	80%
	EL	30%	46%	<b>40%</b>	-	40%	-	-	-	-	-	37%	50%	*	43%	40%	50%	28%	-	*	-	-
	Male	42%	60%	<b>50%</b>	29%	48%	52%	-	-	-	*	35%	62%	22%	58%	50%	50%	-	-	*	-	*
	Female	45%	64%	<b>59%</b>	*	44%	67%	*	-	-	*	51%	69%	29%	64%	28%	-	59%	-	*	-	*
Biology	All Students	59%	72%	<b>88%</b>	*	76%	93%	-	*	-	100%	70%	97%	40%	89%	38%	88%	88%	-	-	-	100%
	CWD	30%	32%	<b>40%</b>	-	*	*	-	-	-	-	*	*	40%	-	-	*	*	-	-	-	-
	CWOD	64%	78%	<b>89%</b>	*	77%	94%	-	*	-	100%	73%	97%	-	89%	38%	88%	90%	-	-	-	100%
	EL	35%	37%	<b>38%</b>	-	38%	-	-	-	-	-	33%	*	-	38%	38%	38%	40%	-	-	-	-
	Male	58%	73%	<b>88%</b>	*	71%	95%	-	*	-	100%	67%	98%	*	88%	38%	88%	-	-	-	-	*
	Female	61%	72%	<b>88%</b>	*	81%	91%	-	*	-	*	73%	96%	*	90%	40%	-	88%	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>End of Course</b>																						
English I	All Students	14%	14%	<b>17%</b>	0%	11%	21%	*	*	-	17%	7%	25%	0%	20%	0%	14%	21%	-	*	-	27%
	CWD	4%	0%	<b>0%</b>	*	0%	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	-	*	-	*
	CWOD	16%	16%	<b>20%</b>	0%	12%	24%	*	*	-	18%	9%	27%	-	20%	0%	16%	23%	-	*	-	30%
	EL	2%	0%	<b>0%</b>	*	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	*	-	-
	Male	11%	11%	<b>14%</b>	0%	10%	17%	-	*	-	0%	4%	21%	0%	16%	0%	14%	-	-	*	-	17%
	Female	17%	18%	<b>21%</b>	*	11%	26%	*	*	-	33%	10%	31%	0%	23%	0%	-	21%	-	-	-	-
English II	All Students	8%	10%	*	-	*	*	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-
	CWD	3%	3%	*	-	-	*	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
	CWOD	9%	11%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	EL	1%	1%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	7%	8%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Female	9%	12%	*	-	-	*	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
Algebra I	All Students	26%	34%	<b>24%</b>	11%	23%	24%	*	-	-	20%	17%	30%	4%	28%	25%	22%	26%	-	*	-	17%
	CWD	8%	6%	<b>4%</b>	*	0%	6%	-	-	-	*	3%	6%	4%	-	*	6%	0%	-	*	-	*
	CWOD	29%	38%	<b>28%</b>	20%	27%	29%	*	-	-	*	22%	34%	-	28%	27%	26%	31%	-	*	-	20%
	EL	14%	32%	<b>25%</b>	-	25%	-	-	-	-	-	17%	50%	*	27%	25%	27%	22%	-	*	-	-
	Male	25%	34%	<b>22%</b>	14%	22%	23%	-	-	-	*	10%	31%	6%	26%	27%	22%	-	-	*	-	*
	Female	27%	33%	<b>26%</b>	*	24%	26%	*	-	-	*	23%	30%	0%	31%	22%	-	26%	-	*	-	*

Texas Education Agency  
**2025 Federal Report Card**  
 JOSHUA H S NINTH GRADE CAMPUS (126905003) - JOSHUA ISD - JOHNSON COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Biology	All Students	20%	22%	<b>40%</b>	*	24%	46%	-	*	-	43%	20%	50%	0%	41%	15%	46%	34%	-	-	-	80%
	CWD	6%	2%	<b>0%</b>	-	*	*	-	-	-	-	*	*	0%	-	-	*	*	-	-	-	-
	CWOD	22%	25%	<b>41%</b>	*	25%	47%	-	*	-	43%	21%	50%	-	41%	15%	46%	35%	-	-	-	80%
	EL	6%	5%	<b>15%</b>	-	15%	-	-	-	-	-	17%	*	-	15%	15%	13%	20%	-	-	-	-
	Male	20%	25%	<b>46%</b>	*	29%	53%	-	*	-	60%	21%	58%	*	46%	13%	46%	-	-	-	-	*
	Female	19%	19%	<b>34%</b>	*	19%	40%	-	*	-	*	19%	42%	*	35%	20%	-	34%	-	-	-	-

**STAAR Percent at Approaches Grade Level or Above**

**All Grades**

All Subjects	All Students	73%	83%	<b>89%</b>	88%	85%	91%	*	100%	-	92%	82%	94%	61%	93%	73%	86%	91%	-	43%	-	91%
	CWD	46%	49%	<b>61%</b>	63%	50%	66%	-	-	-	*	59%	65%	61%	-	17%	55%	68%	-	*	-	*
	CWOD	79%	89%	<b>93%</b>	100%	89%	95%	*	100%	-	95%	87%	96%	-	93%	76%	91%	94%	-	*	-	95%
	EL	59%	66%	<b>73%</b>	*	73%	-	-	-	-	-	71%	82%	17%	76%	73%	74%	72%	-	*	-	-
	Male	71%	81%	<b>86%</b>	82%	83%	88%	-	*	-	100%	80%	91%	55%	91%	74%	86%	-	-	33%	-	92%
	Female	75%	84%	<b>91%</b>	100%	87%	94%	*	*	-	83%	84%	98%	68%	94%	72%	-	91%	-	*	-	90%
Reading	All Students	74%	82%	<b>83%</b>	77%	79%	86%	*	*	-	92%	73%	92%	39%	89%	62%	80%	87%	-	*	-	91%
	CWD	45%	44%	<b>39%</b>	*	40%	41%	-	-	-	*	34%	50%	39%	-	*	31%	50%	-	*	-	*
	CWOD	80%	89%	<b>89%</b>	100%	83%	92%	*	*	-	100%	81%	94%	-	89%	65%	88%	91%	-	*	-	100%
	EL	57%	62%	<b>62%</b>	*	61%	-	-	-	-	-	57%	82%	*	65%	62%	68%	54%	-	*	-	-
	Male	70%	79%	<b>80%</b>	67%	77%	82%	-	*	-	100%	70%	87%	31%	88%	68%	80%	-	-	*	-	100%
	Female	79%	86%	<b>87%</b>	*	82%	89%	*	*	-	83%	75%	97%	50%	91%	54%	-	87%	-	-	-	80%
Mathematics	All Students	70%	83%	<b>91%</b>	100%	87%	94%	*	-	-	80%	89%	93%	79%	94%	85%	89%	94%	-	*	-	83%
	CWD	45%	54%	<b>79%</b>	*	53%	88%	-	-	-	*	81%	76%	79%	-	*	78%	81%	-	*	-	*
	CWOD	76%	89%	<b>94%</b>	100%	92%	95%	*	-	-	*	92%	96%	-	94%	89%	92%	96%	-	*	-	80%
	EL	60%	69%	<b>85%</b>	-	85%	-	-	-	-	-	87%	80%	*	89%	85%	77%	94%	-	*	-	-
	Male	71%	83%	<b>89%</b>	100%	85%	90%	-	-	-	*	87%	90%	78%	92%	77%	89%	-	-	*	-	*
	Female	70%	83%	<b>94%</b>	*	89%	97%	*	-	-	*	91%	98%	81%	96%	94%	-	94%	-	*	-	*
Science	All Students	76%	85%	<b>99%</b>	*	97%	99%	-	*	-	100%	96%	100%	100%	98%	85%	98%	99%	-	-	-	100%
	CWD	52%	50%	<b>100%</b>	-	*	*	-	-	-	-	*	*	100%	-	-	*	*	-	-	-	-
	CWOD	81%	91%	<b>98%</b>	*	97%	99%	-	*	-	100%	95%	100%	-	98%	85%	98%	99%	-	-	-	100%
	EL	63%	68%	<b>85%</b>	-	85%	-	-	-	-	-	83%	*	-	85%	85%	88%	80%	-	-	-	-
	Male	77%	85%	<b>98%</b>	*	97%	98%	-	*	-	100%	94%	100%	*	98%	88%	98%	-	-	-	-	*
	Female	76%	84%	<b>99%</b>	*	97%	100%	-	*	-	*	97%	100%	*	99%	80%	-	99%	-	-	-	-

**STAAR Percent at Meets Grade Level or Above**

**All Grades**

All Subjects	All Students	48%	59%	<b>66%</b>	38%	56%	72%	*	100%	-	83%	50%	79%	19%	72%	35%	60%	72%	-	0%	-	82%
	CWD	23%	21%	<b>19%</b>	0%	9%	26%	-	-	-	*	17%	24%	19%	-	0%	15%	23%	-	*	-	*
	CWOD	53%	66%	<b>72%</b>	56%	61%	79%	*	100%	-	91%	58%	83%	-	72%	37%	67%	78%	-	*	-	90%
	EL	30%	33%	<b>35%</b>	*	35%	-	-	-	-	-	30%	55%	0%	37%	35%	39%	30%	-	*	-	-
	Male	47%	57%	<b>60%</b>	29%	52%	66%	-	*	-	100%	42%	73%	15%	67%	39%	60%	-	-	0%	-	83%
	Female	49%	60%	<b>72%</b>	57%	61%	78%	*	*	-	67%	57%	85%	23%	78%	30%	-	72%	-	*	-	80%

Texas Education Agency  
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 JOSHUA H S NINTH GRADE CAMPUS (126905003) - JOSHUA ISD - JOHNSON COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Reading	All Students	53%	61%	<b>64%</b>	38%	55%	70%	*	*	-	83%	48%	77%	11%	71%	31%	56%	73%	-	*	-	82%	
	CWD	23%	21%	<b>11%</b>	*	0%	18%	-	-	-	*	13%	6%	11%	-	*	6%	18%	-	*	-	*	
	CWOD	59%	69%	<b>71%</b>	56%	60%	77%	*	*	-	91%	56%	82%	-	71%	33%	64%	79%	-	*	-	90%	
	EL	31%	32%	<b>31%</b>	*	30%	-	-	-	-	-	25%	55%	*	33%	31%	32%	29%	-	*	-	-	
	Male	48%	56%	<b>56%</b>	22%	47%	62%	-	*	-	100%	38%	68%	6%	64%	32%	56%	-	-	*	-	83%	
	Female	58%	67%	<b>73%</b>	*	64%	78%	*	*	-	67%	56%	88%	18%	79%	29%	-	73%	-	-	-	-	80%
Mathematics	All Students	43%	57%	<b>54%</b>	33%	47%	59%	*	-	-	60%	44%	64%	25%	61%	40%	50%	59%	-	*	-	67%	
	CWD	22%	22%	<b>25%</b>	*	13%	33%	-	-	-	*	19%	35%	25%	-	*	22%	29%	-	*	-	*	
	CWOD	48%	64%	<b>61%</b>	60%	52%	66%	*	-	-	*	52%	69%	-	61%	43%	58%	64%	-	*	-	80%	
	EL	30%	37%	<b>40%</b>	-	40%	-	-	-	-	-	37%	50%	*	43%	40%	50%	28%	-	*	-	-	
	Male	45%	59%	<b>50%</b>	29%	48%	52%	-	-	-	*	35%	62%	22%	58%	50%	50%	-	-	*	-	*	
	Female	42%	54%	<b>59%</b>	*	44%	67%	*	-	-	*	51%	69%	29%	64%	28%	-	59%	-	*	-	*	
Science	All Students	46%	56%	<b>88%</b>	*	76%	93%	-	*	-	100%	70%	97%	40%	89%	38%	88%	88%	-	-	-	100%	
	CWD	22%	23%	<b>40%</b>	-	*	*	-	-	-	-	*	*	40%	-	-	*	*	-	-	-	-	
	CWOD	50%	62%	<b>89%</b>	*	77%	94%	-	*	-	100%	73%	97%	-	89%	38%	88%	90%	-	-	-	100%	
	EL	26%	31%	<b>38%</b>	-	38%	-	-	-	-	-	33%	*	-	38%	38%	38%	40%	-	-	-	-	
	Male	47%	58%	<b>88%</b>	*	71%	95%	-	*	-	100%	67%	98%	*	88%	38%	88%	-	-	-	-	-	*
	Female	45%	55%	<b>88%</b>	*	81%	91%	-	*	-	*	73%	96%	*	90%	40%	-	88%	-	-	-	-	*
<b>STAAR Percent at Masters Grade Level</b>																							
<b>All Grades</b>																							
All Subjects	All Students	20%	24%	<b>24%</b>	8%	17%	28%	*	83%	-	25%	13%	33%	2%	27%	11%	23%	25%	-	0%	-	36%	
	CWD	6%	6%	<b>2%</b>	0%	0%	3%	-	-	-	*	1%	3%	2%	-	0%	3%	0%	-	*	-	*	
	CWOD	23%	27%	<b>27%</b>	13%	19%	32%	*	83%	-	27%	15%	35%	-	27%	12%	26%	28%	-	*	-	40%	
	EL	9%	9%	<b>11%</b>	*	11%	-	-	-	-	-	8%	23%	0%	12%	11%	11%	11%	-	*	-	-	
	Male	20%	24%	<b>23%</b>	12%	17%	27%	-	*	-	25%	9%	32%	3%	26%	11%	23%	-	-	0%	-	42%	
	Female	21%	24%	<b>25%</b>	0%	17%	29%	*	*	-	25%	16%	34%	0%	28%	11%	-	25%	-	*	-	30%	
Reading	All Students	22%	24%	<b>17%</b>	0%	11%	21%	*	*	-	17%	7%	25%	0%	20%	0%	14%	21%	-	*	-	27%	
	CWD	6%	5%	<b>0%</b>	*	0%	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	-	*	-	*	
	CWOD	25%	27%	<b>20%</b>	0%	12%	24%	*	*	-	18%	9%	27%	-	20%	0%	16%	23%	-	*	-	30%	
	EL	8%	6%	<b>0%</b>	*	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	*	-	-	
	Male	19%	21%	<b>14%</b>	0%	10%	17%	-	*	-	0%	4%	21%	0%	16%	0%	14%	-	-	*	-	17%	
	Female	25%	27%	<b>21%</b>	*	11%	25%	*	*	-	33%	10%	31%	0%	23%	0%	-	21%	-	-	-	-	40%
Mathematics	All Students	19%	26%	<b>24%</b>	11%	23%	24%	*	-	-	20%	17%	30%	4%	28%	25%	22%	26%	-	*	-	17%	
	CWD	7%	8%	<b>4%</b>	*	0%	6%	-	-	-	*	3%	6%	4%	-	*	6%	0%	-	*	-	*	
	CWOD	22%	30%	<b>28%</b>	20%	27%	29%	*	-	-	*	22%	34%	-	28%	27%	26%	31%	-	*	-	20%	
	EL	11%	13%	<b>25%</b>	-	25%	-	-	-	-	-	17%	50%	*	27%	25%	27%	22%	-	*	-	-	
	Male	21%	29%	<b>22%</b>	14%	22%	23%	-	-	-	*	10%	31%	6%	26%	27%	22%	-	-	*	-	*	
	Female	18%	24%	<b>26%</b>	*	24%	26%	*	-	-	*	23%	30%	0%	31%	22%	-	26%	-	*	-	*	

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	17%	19%	<b>40%</b>	*	24%	46%	-	*	-	43%	20%	50%	0%	41%	15%	46%	34%	-	-	-	80%
	CWD	5%	2%	<b>0%</b>	-	*	*	-	-	-	-	*	*	0%	-	-	*	*	-	-	-	-
	CWOD	19%	22%	<b>41%</b>	*	25%	47%	-	*	-	43%	21%	50%	-	41%	15%	46%	35%	-	-	-	80%
	EL	5%	7%	<b>15%</b>	-	15%	-	-	-	-	-	17%	*	-	15%	15%	13%	20%	-	-	-	-
	Male	18%	21%	<b>46%</b>	*	29%	53%	-	*	-	60%	21%	58%	*	46%	13%	46%	-	-	-	-	*
	Female	15%	17%	<b>34%</b>	*	19%	40%	-	*	-	*	19%	42%	*	35%	20%	-	34%	-	-	-	-

- Indicates there are no students in the group.

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

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

**Part (iii)(I): Academic Growth**

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	70	70	69	71	*	*	-	63	67	50	59
CWD	50	*	48	52	-	-	-	*	52	50	*
CWOD	73	78	71	74	*	*	-	68	71	-	63
EL ◇	59	*	59	-	-	-	-	-	56	*	59
Male	67	50	71	65	-	*	-	67	62	41	64
Female	74	*	68	77	*	*	-	58	72	64	54
<b>Mathematics</b>											
All Students	100	104	96	102	*	-	-	95	97	97	93
CWD	97	*	79	105	-	-	-	*	94	97	*
CWOD	100	*	99	101	*	-	-	*	98	-	93
EL ◇	93	-	93	-	-	-	-	-	96	*	93
Male	98	95	99	98	-	-	-	*	98	101	96
Female	101	*	92	105	*	-	-	*	96	92	88

- Indicates there are no students in the group.

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

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**Part (iii)(II): Graduation Rate**

This section provides information on high school six-year graduation rates for the class of 2022

*The six-year graduation rates for the class of 2023 will be updated in March, 2026.*

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>6-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2022</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

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

**Part (iv): English Language Proficiency**

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
55	12	22%

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	60	45	53	64	*	94	-	67	48	27	40
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

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**Part (vi): Goal Meeting Status**

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

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

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

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

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

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**Part (vii): STAAR Participation**

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

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

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

- Indicates there are no students in the group.

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

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**Part (viii): Civil Rights Data**

**Part (viii)(I)** This section provides information from the 2021-22 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner). Note: Chronic absenteeism figures are based on the 2020-21 CRDC surveys and will be updated as new data becomes available.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	74	5	36	30	2	0	0	1	15		
	Female	27	0	9	18	0	0	0	0	6		
	Total	101	5	45	48	2	0	0	1	21		
<b>Out-of-School Suspensions</b>												
	Male	28	2	16	9	0	0	0	1	4		
	Female	8	0	5	3	0	0	0	0	0		
	Total	36	2	21	12	0	0	0	1	4		
<b>Expulsions</b>												
With Educational Services	Male	3	0	3	0	0	0	0	0	0		
	Female	1	0	1	0	0	0	0	0	0		
	Total	4	0	4	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>School-Related Arrests</b>												
	Male	1	0	1	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	1	0	1	0	0	0	0	0	0		
<b>Referrals to Law Enforcement</b>												
	Male	5	1	3	1	0	0	0	0	0		
	Female	4	0	3	1	0	0	0	0	0		
	Total	9	1	6	2	0	0	0	0	0		
<b>Students With Disabilities</b>												
<b>In-School Suspensions</b>												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	16	1	3	10	0	0	0	2	3		19
	Female	5	0	4	1	0	0	0	0	3		4
	Total	21	1	7	11	0	0	0	2	6		23
<b>Out-of-School Suspensions</b>												
	Male	8	0	1	6	0	0	0	1	2		7
	Female	2	0	2	0	0	0	0	0	1		2
	Total	10	0	3	6	0	0	0	1	3		9
<b>Expulsions</b>												
With Educational Services	Male	1	0	0	0	0	0	0	1	0		0
	Female	0	0	0	0	0	0	0	0	0		1
	Total	1	0	0	0	0	0	0	1	0		1
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>School-Related Arrests</b>												
	Male	1	0	0	0	0	0	0	1	0		0
	Female	0	0	0	0	0	0	0	0	0		1
	Total	1	0	0	0	0	0	0	1	0		1
<b>Referrals to Law Enforcement</b>												
	Male	1	0	0	0	0	0	0	1	0		0
	Female	1	0	1	0	0	0	0	0	0		1
	Total	2	0	1	0	0	0	0	1	0		1
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	34	1	8	21	-8	-8	-8	4	1	6	8
	Female	20	-8	5	15	-8	-8	-8	-8	2	1	2
	Total	54	1	13	36	-8	-8	-8	4	3	7	10

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	Total
<b>Incidents of Violence</b>	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight without a weapon	14
Incidents of threats of physical attack with a weapon	2
Incidents of threats of physical attack without a weapon	5
Incidents of possession of a firearm or explosive device	0
<b>Allegations of Harassment or Bullying</b>	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

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

**Preschool Programs**

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

**Accelerated Coursework**

	Total Students		African American		Hispanic		White		Indian or Alaska Native		Asian		Pacific Islander		Two or More Races		EL		Students with Disabilities	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
<b>Advanced Placement Courses</b>																				
Male	81	30	1	13	25	32	50	30	0	0	1	50	0	-	4	57	3	11	1	3
Female	75	33	1	17	18	26	54	36	0	-	1	100	0	-	1	20	0	0	0	0
Total	156	31	2	14	43	29	104	33	0	0	2	67	0	-	5	42	3	7	1	2
<b>International Baccalaureate Courses</b>																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
<b>Dual Enrollment/Dual Credit Programs</b>																				
Male	13	5	0	0	4	5	9	5	0	0	0	0	0	-	0	0	0	0	0	0
Female	10	4	0	0	4	6	6	4	0	-	0	0	0	-	0	0	0	0	0	0
Total	23	5	0	0	8	5	15	5	0	0	0	0	0	-	0	0	0	0	0	0

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

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

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**Part (ix): Teacher Quality Data**

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

	Low Poverty School	
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	0.1	0.3%
Teachers Teaching with Emergency or Provisional Credentials	0.8	2.8%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	5.1	18.0%

- Indicates there are no data available in the group.

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**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year (2023-24).

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

	Enrollment	State & Local and Federal	State & Local			Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$496	\$3	\$481	\$484		\$12	\$12
Food services		\$633				\$556	\$77	\$633
Instruction		\$6,362	\$6,206	\$138	\$6,344		\$18	\$18
Support services, general administration		\$144		\$144	\$144			
Support services, instructional staff		\$416	\$366	\$9	\$375		\$41	\$41
Support services, operation and maintenance of plant		\$1,552	\$649	\$850	\$1,499	\$2	\$51	\$53
Support services, pupils		\$589	\$426	\$2	\$428		\$161	\$161
Support services, school administration		\$735	\$735	\$0	\$735			
Support services, student transportation		\$514		\$514	\$514			
<b>Total</b>	<b>480</b>	<b>\$11,441</b>	<b>\$8,385</b>	<b>\$2,138</b>	<b>\$10,523</b>	<b>\$558</b>	<b>\$360</b>	<b>\$918</b>

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

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

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**Part (xi): STAAR Alternate 2 Participation**

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	7,517	2%	*	1%	-	-
Mathematics	7,510	2%	*	1%	-	-
<b>Grade 4</b>						
Reading	6,669	2%	*	1%	-	-
Mathematics	6,666	2%	*	1%	-	-
<b>Grade 5</b>						
Reading	6,321	2%	*	1%	-	-
Mathematics	6,324	2%	*	1%	-	-
Science	6,315	2%	*	1%	-	-
<b>Grade 6</b>						
Reading	5,876	1%	*	0%	-	-
Mathematics	5,877	1%	*	0%	-	-
<b>Grade 7</b>						
Reading	5,387	1%	-	-	-	-
Mathematics	5,385	2%	-	-	-	-
<b>Grade 8</b>						
Reading	4,906	1%	*	1%	-	-
Mathematics	4,907	1%	*	1%	-	-
Science	4,904	1%	*	1%	-	-
<b>End of Course</b>						
English I	4,932	1%	*	0%	-	-
English II	4,732	1%	8	1%	-	-
Algebra I	4,932	1%	*	0%	-	-
Biology	4,992	1%	8	2%	-	-
<b>All Grades</b>						
All Subjects	104,161	1%	62	1%	-	-
Reading	46,349	1%	27	1%	-	-
Mathematics	41,601	1%	19	1%	-	-
Science	16,211	1%	16	1%	-	-

- Indicates there are no students in the group.

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

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

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

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

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

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

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

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

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

**There is no data for this campus.**

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**Part (xiv): Additional Information - Chronic Absenteeism**

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	11%	6%	12%	11%	*	*	-	22%	14%	16%	13%

- Indicates there are no students in the group.

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

**Part (xv): Section 1003 Fund**

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

*Section 1003 Funds for the 2024-25 school year will be updated by the end of June, 2026.*

**There is no data for this campus.**

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

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

School	School Name	Count of 1st Year English Learners Excluded from the State Accountability
126905003	JOSHUA H S NINTH GRADE CAMPUS	*
<b>Note: PDF and Excel files are available at District and State Levels.</b>		

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

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**Part (i): Description of State Accountability System**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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**Part (ii): Student Achievement by Proficiency Level**

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
<b>STAAR Percent at Approaches Grade Level or Above</b>																							
<b>Grade 6</b>																							
Reading	All Students	76%	83%	<b>73%</b>	80%	74%	69%	*	*	-	*	62%	86%	27%	87%	64%	67%	81%	-	-	-	60%	
	CWD	46%	40%	<b>27%</b>	*	38%	18%	-	*	-	-	21%	43%	27%	-	23%	14%	43%	-	-	-	*	
	CWOD	82%	92%	<b>87%</b>	88%	84%	89%	*	*	-	*	81%	94%	-	87%	78%	83%	93%	-	-	-	*	
	EL	56%	63%	<b>64%</b>	-	65%	-	-	-	*	-	-	63%	70%	23%	78%	64%	63%	67%	-	-	-	-
	Male	72%	81%	<b>67%</b>	88%	68%	60%	*	*	-	*	59%	78%	14%	83%	63%	67%	-	-	-	-	-	*
	Female	80%	86%	<b>81%</b>	*	82%	82%	-	*	-	*	67%	95%	43%	93%	67%	-	81%	-	-	-	-	*
Mathematics	All Students	72%	88%	<b>78%</b>	70%	74%	82%	*	*	-	*	66%	94%	50%	87%	60%	75%	82%	-	-	-	100%	
	CWD	50%	65%	<b>50%</b>	*	57%	52%	-	*	-	*	41%	73%	50%	-	38%	41%	60%	-	-	-	*	
	CWOD	78%	93%	<b>87%</b>	88%	79%	95%	*	*	-	*	77%	98%	-	87%	68%	85%	90%	-	-	-	*	
	EL	60%	67%	<b>60%</b>	-	60%	-	-	-	*	-	-	50%	100%	38%	68%	60%	66%	50%	-	-	-	-
	Male	74%	87%	<b>75%</b>	75%	72%	75%	*	*	-	*	63%	92%	41%	85%	66%	75%	-	-	-	-	-	*
	Female	71%	89%	<b>82%</b>	*	78%	91%	-	*	-	*	70%	96%	60%	90%	50%	-	82%	-	-	-	-	*
<b>Grade 7</b>																							
Reading	All Students	74%	82%	<b>81%</b>	90%	80%	82%	*	*	-	*	73%	91%	36%	90%	66%	78%	85%	-	-	*	100%	
	CWD	41%	39%	<b>36%</b>	*	38%	29%	*	-	-	*	30%	67%	36%	-	17%	33%	42%	-	-	*	-	
	CWOD	81%	89%	<b>90%</b>	100%	88%	90%	*	*	-	*	87%	93%	-	90%	76%	89%	91%	-	-	*	100%	
	EL	56%	68%	<b>66%</b>	-	66%	-	-	-	-	-	-	63%	80%	17%	76%	66%	63%	69%	-	-	-	-
	Male	70%	79%	<b>78%</b>	80%	72%	81%	*	*	-	*	69%	88%	33%	89%	63%	78%	-	-	-	*	*	
	Female	79%	85%	<b>85%</b>	100%	87%	82%	*	*	-	-	77%	94%	42%	91%	69%	-	85%	-	-	*	*	
Mathematics	All Students	53%	77%	<b>77%</b>	70%	71%	82%	*	*	-	*	68%	87%	39%	84%	57%	77%	78%	-	-	*	100%	
	CWD	31%	39%	<b>39%</b>	*	35%	36%	*	-	-	*	34%	57%	39%	-	17%	33%	50%	-	-	*	-	
	CWOD	58%	83%	<b>84%</b>	83%	78%	89%	*	*	-	*	79%	90%	-	84%	66%	88%	81%	-	-	*	100%	
	EL	39%	65%	<b>57%</b>	-	57%	-	-	-	-	-	-	57%	60%	17%	66%	57%	47%	69%	-	-	-	-
	Male	55%	78%	<b>77%</b>	40%	67%	84%	*	*	-	*	68%	87%	33%	88%	47%	77%	-	-	-	*	*	
	Female	51%	75%	<b>78%</b>	100%	75%	80%	*	*	-	-	68%	88%	50%	81%	69%	-	78%	-	-	*	*	
<b>Grade 8</b>																							
Reading	All Students	80%	88%	<b>87%</b>	88%	89%	85%	-	*	*	80%	85%	89%	49%	94%	85%	84%	90%	-	*	*	88%	
	CWD	49%	54%	<b>49%</b>	*	54%	45%	-	-	-	*	52%	43%	49%	-	60%	44%	53%	-	-	*	*	
	CWOD	85%	94%	<b>94%</b>	100%	93%	93%	-	*	*	*	92%	95%	-	94%	89%	91%	96%	-	*	-	86%	
	EL	62%	81%	<b>85%</b>	-	85%	-	-	-	*	-	89%	*	60%	89%	85%	89%	77%	-	-	-	-	
	Male	76%	85%	<b>84%</b>	*	88%	79%	-	*	*	*	82%	88%	44%	91%	89%	84%	-	-	*	*	86%	
	Female	85%	91%	<b>90%</b>	*	89%	91%	-	*	-	*	89%	90%	53%	96%	77%	-	90%	-	*	-	*	

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	69%	62%	<b>57%</b>	60%	59%	54%	-	-	*	80%	52%	65%	37%	63%	47%	60%	54%	-	*	*	*
	CWD	42%	35%	<b>37%</b>	*	38%	33%	-	-	-	*	43%	25%	37%	-	40%	44%	29%	-	-	*	*
	CWOD	74%	70%	<b>63%</b>	*	64%	62%	-	-	*	*	55%	77%	-	63%	48%	64%	62%	-	*	-	*
	EL	56%	46%	<b>47%</b>	-	47%	-	-	-	-	-	50%	*	40%	48%	47%	58%	27%	-	-	-	-
	Male	68%	62%	<b>60%</b>	*	67%	50%	-	-	*	*	56%	70%	44%	64%	58%	60%	-	-	*	*	*
	Female	71%	62%	<b>54%</b>	*	50%	58%	-	-	-	*	47%	63%	29%	62%	27%	-	54%	-	*	-	*
Science	All Students	72%	80%	<b>76%</b>	88%	74%	79%	-	*	*	60%	68%	85%	32%	84%	59%	80%	72%	-	*	*	88%
	CWD	43%	37%	<b>32%</b>	*	23%	40%	-	-	-	*	35%	29%	32%	-	20%	39%	26%	-	-	*	*
	CWOD	77%	87%	<b>84%</b>	100%	80%	86%	-	*	*	*	75%	93%	-	84%	64%	87%	80%	-	*	-	86%
	EL	54%	62%	<b>59%</b>	-	58%	-	-	-	*	-	61%	*	20%	64%	59%	68%	38%	-	-	-	-
	Male	73%	81%	<b>80%</b>	*	77%	84%	-	*	*	*	72%	92%	39%	87%	68%	80%	-	-	*	*	86%
	Female	71%	78%	<b>72%</b>	*	70%	74%	-	*	-	*	63%	80%	26%	80%	38%	-	72%	-	*	-	*
<b>End of Course</b>																						
Algebra I	All Students	76%	92%	<b>99%</b>	*	100%	98%	-	*	*	-	100%	99%	*	99%	100%	98%	100%	-	-	-	*
	CWD	52%	77%	*	-	-	*	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	80%	95%	<b>99%</b>	*	100%	98%	-	*	*	-	100%	98%	-	99%	100%	98%	100%	-	-	-	*
	EL	68%	86%	<b>100%</b>	-	100%	-	-	-	*	-	100%	*	-	100%	100%	100%	*	-	-	-	-
	Male	73%	90%	<b>98%</b>	*	100%	96%	-	*	*	-	100%	97%	-	98%	100%	98%	-	-	-	-	-
	Female	79%	95%	<b>100%</b>	*	100%	100%	-	*	-	-	100%	100%	*	100%	*	-	100%	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>Grade 6</b>																						
Reading	All Students	55%	64%	<b>52%</b>	70%	45%	56%	*	*	-	*	36%	73%	13%	65%	26%	48%	58%	-	-	-	40%
	CWD	24%	19%	<b>13%</b>	*	24%	7%	-	*	-	-	11%	21%	13%	-	8%	10%	17%	-	-	-	*
	CWOD	62%	73%	<b>65%</b>	88%	51%	75%	*	*	-	*	48%	83%	-	65%	32%	60%	71%	-	-	-	*
	EL	30%	22%	<b>26%</b>	-	25%	-	-	*	-	-	25%	30%	8%	32%	26%	31%	17%	-	-	-	-
	Male	50%	61%	<b>48%</b>	75%	42%	47%	*	*	-	*	33%	70%	10%	60%	31%	48%	-	-	-	-	*
	Female	59%	67%	<b>58%</b>	*	49%	68%	-	*	-	*	41%	77%	17%	71%	17%	-	58%	-	-	-	-
Mathematics	All Students	38%	60%	<b>44%</b>	50%	38%	49%	*	*	-	*	31%	61%	7%	56%	28%	47%	40%	-	-	-	60%
	CWD	19%	20%	<b>7%</b>	*	14%	3%	-	*	-	*	5%	13%	7%	-	8%	10%	4%	-	-	-	*
	CWOD	43%	69%	<b>56%</b>	63%	44%	67%	*	*	-	*	43%	70%	-	56%	35%	59%	53%	-	-	-	*
	EL	22%	33%	<b>28%</b>	-	27%	-	-	*	-	-	20%	60%	8%	35%	28%	38%	11%	-	-	-	-
	Male	41%	63%	<b>47%</b>	50%	43%	47%	*	*	-	*	32%	70%	10%	59%	38%	47%	-	-	-	-	*
	Female	36%	57%	<b>40%</b>	*	31%	51%	-	*	-	*	30%	51%	4%	53%	11%	-	40%	-	-	-	-
<b>Grade 7</b>																						
Reading	All Students	52%	62%	<b>64%</b>	80%	65%	62%	*	*	-	*	56%	75%	22%	72%	43%	59%	70%	-	-	*	100%
	CWD	21%	17%	<b>22%</b>	*	19%	21%	*	-	-	*	17%	50%	22%	-	0%	21%	25%	-	-	*	-
	CWOD	58%	70%	<b>72%</b>	100%	73%	68%	*	*	-	*	68%	76%	-	72%	52%	68%	76%	-	-	*	100%
	EL	30%	45%	<b>43%</b>	-	43%	-	-	-	-	-	43%	40%	0%	52%	43%	37%	50%	-	-	-	-
	Male	47%	55%	<b>59%</b>	60%	53%	61%	*	*	-	*	46%	75%	21%	68%	37%	59%	-	-	-	*	*
	Female	58%	68%	<b>70%</b>	100%	75%	62%	*	*	-	-	67%	75%	25%	76%	50%	-	70%	-	-	*	*

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Mathematics	All Students	32%	53%	<b>54%</b>	70%	45%	61%	*	*	-	*	45%	64%	14%	62%	31%	60%	48%	-	-	*	80%	
	CWD	17%	13%	<b>14%</b>	*	12%	7%	*	-	-	*	14%	14%	14%	-	0%	13%	17%	-	-	*	-	
	CWOD	36%	61%	<b>62%</b>	83%	51%	69%	*	*	-	*	56%	68%	-	62%	38%	73%	52%	-	-	*	80%	
	EL	19%	35%	<b>31%</b>	-	31%	-	-	-	-	-	27%	60%	0%	38%	31%	32%	31%	-	-	-	-	
	Male	35%	57%	<b>60%</b>	40%	48%	69%	*	*	-	*	49%	73%	13%	73%	32%	60%	-	-	-	*	*	
	Female	30%	50%	<b>48%</b>	100%	42%	50%	*	*	-	-	41%	55%	17%	52%	31%	-	48%	-	-	*	*	
<b>Grade 8</b>																							
Reading	All Students	57%	64%	<b>61%</b>	50%	53%	69%	-	*	*	60%	47%	75%	16%	68%	39%	59%	62%	-	*	*	75%	
	CWD	23%	23%	<b>16%</b>	*	15%	15%	-	-	-	*	13%	21%	16%	-	0%	17%	16%	-	-	*	*	
	CWOD	63%	71%	<b>68%</b>	50%	57%	80%	-	*	*	*	54%	82%	-	68%	44%	66%	70%	-	*	-	71%	
	EL	32%	37%	<b>39%</b>	-	38%	-	-	-	*	-	39%	*	0%	44%	39%	46%	23%	-	-	-	-	
	Male	51%	60%	<b>59%</b>	*	52%	66%	-	*	*	*	50%	73%	17%	66%	46%	59%	-	-	*	*	71%	
	Female	63%	68%	<b>62%</b>	*	54%	72%	-	*	-	*	43%	77%	16%	70%	23%	-	62%	-	*	-	*	
Mathematics	All Students	45%	28%	<b>19%</b>	40%	17%	20%	-	-	*	20%	17%	22%	14%	21%	3%	19%	19%	-	*	*	*	
	CWD	22%	13%	<b>14%</b>	*	15%	11%	-	-	-	*	17%	8%	14%	-	0%	22%	6%	-	-	*	*	
	CWOD	50%	32%	<b>21%</b>	*	17%	23%	-	-	*	*	17%	26%	-	21%	4%	19%	23%	-	*	-	*	
	EL	30%	7%	<b>3%</b>	-	3%	-	-	-	-	-	4%	*	0%	4%	3%	5%	0%	-	-	-	-	
	Male	45%	25%	<b>19%</b>	*	21%	16%	-	-	*	*	17%	26%	22%	19%	5%	19%	-	-	*	*	*	
	Female	46%	31%	<b>19%</b>	*	13%	24%	-	-	-	*	18%	19%	6%	23%	0%	-	19%	-	*	-	*	
Science	All Students	47%	50%	<b>48%</b>	38%	44%	52%	-	*	*	40%	36%	61%	22%	53%	29%	53%	43%	-	*	*	63%	
	CWD	22%	20%	<b>22%</b>	*	15%	25%	-	-	-	*	22%	21%	22%	-	0%	33%	11%	-	-	*	*	
	CWOD	51%	55%	<b>53%</b>	33%	48%	57%	-	*	*	*	39%	66%	-	53%	33%	56%	49%	-	*	-	57%	
	EL	25%	29%	<b>29%</b>	-	28%	-	-	-	*	-	29%	*	0%	33%	29%	36%	15%	-	-	-	-	
	Male	49%	53%	<b>53%</b>	*	47%	59%	-	*	*	*	42%	69%	33%	56%	36%	53%	-	-	*	*	57%	
	Female	45%	47%	<b>43%</b>	*	41%	46%	-	*	-	*	29%	54%	11%	49%	15%	-	43%	-	*	-	*	
<b>End of Course</b>																							
Algebra I	All Students	43%	62%	<b>84%</b>	*	86%	86%	-	*	*	-	83%	85%	*	85%	91%	86%	82%	-	-	-	*	
	CWD	19%	26%	*	-	-	*	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-	
	CWOD	47%	67%	<b>85%</b>	*	86%	88%	-	*	*	-	83%	86%	-	85%	91%	86%	83%	-	-	-	*	
	EL	30%	46%	<b>91%</b>	-	90%	-	-	-	*	-	90%	*	-	91%	91%	89%	*	-	-	-	-	
	Male	42%	60%	<b>86%</b>	*	90%	88%	-	*	*	-	82%	90%	-	86%	89%	86%	-	-	-	-	-	*
	Female	45%	64%	<b>82%</b>	*	82%	84%	-	*	-	-	83%	82%	*	83%	*	-	82%	-	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																							
<b>Grade 6</b>																							
Reading	All Students	28%	31%	<b>24%</b>	30%	14%	33%	*	*	-	*	11%	40%	0%	32%	2%	20%	29%	-	-	-	20%	
	CWD	7%	5%	<b>0%</b>	*	0%	0%	-	*	-	-	0%	0%	0%	-	0%	0%	0%	-	-	-	*	
	CWOD	33%	37%	<b>32%</b>	38%	18%	45%	*	*	-	*	17%	48%	-	32%	3%	27%	39%	-	-	-	*	
	EL	9%	2%	<b>2%</b>	-	2%	-	-	*	-	-	3%	0%	0%	3%	2%	0%	6%	-	-	-	-	
	Male	24%	27%	<b>20%</b>	25%	11%	26%	*	*	-	*	8%	38%	0%	27%	0%	20%	-	-	-	-	-	*
	Female	32%	36%	<b>29%</b>	*	18%	41%	-	*	-	*	16%	43%	0%	39%	6%	-	29%	-	-	-	-	*

Texas Education Agency  
**2025 Federal Report Card**  
R C LOFLIN MIDDLE (126905041) - JOSHUA ISD - JOHNSON COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	16%	33%	<b>21%</b>	40%	11%	27%	*	*	-	*	11%	35%	4%	27%	4%	24%	17%	-	-	-	20%
	CWD	5%	11%	<b>4%</b>	*	5%	3%	-	*	-	*	3%	7%	4%	-	0%	7%	0%	-	-	-	*
	CWOD	18%	38%	<b>27%</b>	50%	13%	37%	*	*	-	*	14%	40%	-	27%	5%	30%	23%	-	-	-	*
	EL	6%	5%	<b>4%</b>	-	4%	-	-	*	-	-	3%	10%	0%	5%	4%	6%	0%	-	-	-	-
	Male	17%	37%	<b>24%</b>	38%	15%	28%	*	*	-	*	12%	42%	7%	30%	6%	24%	-	-	-	-	*
	Female	14%	29%	<b>17%</b>	*	7%	27%	-	*	-	*	8%	27%	0%	23%	0%	-	17%	-	-	-	*
<b>Grade 7</b>																						
Reading	All Students	26%	31%	<b>29%</b>	40%	23%	34%	*	*	-	*	18%	43%	3%	35%	9%	28%	31%	-	-	*	60%
	CWD	6%	3%	<b>3%</b>	*	6%	0%	*	-	-	*	0%	17%	3%	-	0%	0%	8%	-	-	*	-
	CWOD	30%	36%	<b>35%</b>	67%	26%	39%	*	*	-	*	24%	45%	-	35%	10%	35%	34%	-	-	*	60%
	EL	9%	10%	<b>9%</b>	-	9%	-	-	-	-	-	10%	0%	0%	10%	9%	11%	6%	-	-	-	-
	Male	23%	27%	<b>28%</b>	20%	23%	31%	*	*	-	*	14%	45%	0%	35%	11%	28%	-	-	-	*	*
	Female	30%	35%	<b>31%</b>	60%	22%	38%	*	*	-	-	23%	41%	8%	34%	6%	-	31%	-	-	*	*
Mathematics	All Students	11%	22%	<b>23%</b>	50%	13%	27%	*	*	-	*	14%	32%	0%	27%	6%	24%	21%	-	-	*	60%
	CWD	5%	0%	<b>0%</b>	*	0%	0%	*	-	-	*	0%	0%	0%	-	0%	0%	0%	-	-	*	-
	CWOD	12%	26%	<b>27%</b>	83%	15%	31%	*	*	-	*	19%	34%	-	27%	7%	31%	23%	-	-	*	60%
	EL	4%	10%	<b>6%</b>	-	6%	-	-	-	-	-	7%	0%	0%	7%	6%	5%	6%	-	-	-	-
	Male	12%	26%	<b>24%</b>	20%	15%	29%	*	*	-	*	13%	38%	0%	31%	5%	24%	-	-	-	*	*
	Female	9%	18%	<b>21%</b>	80%	11%	25%	*	*	-	-	16%	25%	0%	23%	6%	-	21%	-	-	*	*
<b>Grade 8</b>																						
Reading	All Students	31%	30%	<b>26%</b>	13%	20%	32%	-	*	*	20%	16%	36%	3%	29%	15%	20%	31%	-	*	*	38%
	CWD	7%	2%	<b>3%</b>	*	0%	5%	-	-	-	*	0%	7%	3%	-	0%	0%	5%	-	-	*	*
	CWOD	35%	35%	<b>29%</b>	17%	23%	37%	-	*	*	*	19%	40%	-	29%	17%	24%	36%	-	*	-	43%
	EL	10%	13%	<b>15%</b>	-	15%	-	-	-	*	-	13%	*	0%	17%	15%	18%	8%	-	-	-	-
	Male	26%	24%	<b>20%</b>	*	15%	24%	-	*	*	*	14%	29%	0%	24%	18%	20%	-	-	*	*	29%
	Female	36%	36%	<b>31%</b>	*	26%	38%	-	*	-	*	18%	41%	5%	36%	8%	-	31%	-	*	-	*
Mathematics	All Students	18%	3%	<b>3%</b>	0%	4%	2%	-	-	*	0%	2%	4%	6%	2%	0%	4%	1%	-	*	*	*
	CWD	7%	5%	<b>6%</b>	*	8%	6%	-	-	-	*	4%	8%	6%	-	0%	6%	6%	-	-	*	*
	CWOD	20%	2%	<b>2%</b>	*	3%	0%	-	-	*	*	1%	2%	-	2%	0%	3%	0%	-	*	-	*
	EL	8%	2%	<b>0%</b>	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-	-	-	-
	Male	18%	3%	<b>4%</b>	*	5%	3%	-	-	*	*	2%	9%	6%	3%	0%	4%	-	-	*	*	*
	Female	17%	2%	<b>1%</b>	*	3%	0%	-	-	-	*	3%	0%	6%	0%	0%	-	1%	-	*	-	*
Science	All Students	18%	16%	<b>12%</b>	0%	10%	14%	-	*	*	0%	10%	14%	0%	14%	7%	13%	10%	-	*	*	13%
	CWD	6%	0%	<b>0%</b>	*	0%	0%	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-	-	*	*
	CWOD	20%	18%	<b>14%</b>	0%	11%	17%	-	*	*	*	12%	16%	-	14%	8%	15%	12%	-	*	-	14%
	EL	5%	6%	<b>7%</b>	-	8%	-	-	-	*	-	8%	*	0%	8%	7%	7%	8%	-	-	-	-
	Male	20%	19%	<b>13%</b>	*	10%	17%	-	*	*	*	12%	15%	0%	15%	7%	13%	-	-	*	*	14%
	Female	16%	13%	<b>10%</b>	*	9%	11%	-	*	-	*	7%	13%	0%	12%	8%	-	10%	-	*	-	*
<b>End of Course</b>																						

Texas Education Agency  
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R C LOFLIN MIDDLE (126905041) - JOSHUA ISD - JOHNSON COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Algebra I	All Students	26%	34%	<b>52%</b>	*	56%	52%	-	*	*	-	53%	52%	*	52%	73%	59%	46%	-	-	-	*
	CWD	8%	6%	*	-	-	*	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	29%	38%	<b>52%</b>	*	56%	52%	-	*	*	-	53%	52%	-	52%	73%	59%	46%	-	-	-	*
	EL	14%	32%	<b>73%</b>	-	80%	-	-	-	*	-	70%	*	-	73%	73%	67%	*	-	-	-	-
	Male	25%	34%	<b>59%</b>	*	57%	65%	-	*	*	-	59%	59%	-	59%	67%	59%	-	-	-	-	*
	Female	27%	33%	<b>46%</b>	*	55%	41%	-	*	-	-	44%	47%	*	46%	*	-	46%	-	-	-	-

**STAAR Percent at Approaches Grade Level or Above**

All Grades																						
All Subjects	All Students	73%	83%	<b>78%</b>	81%	77%	79%	67%	89%	67%	77%	70%	88%	39%	87%	65%	77%	80%	-	50%	43%	89%
	CWD	46%	49%	<b>39%</b>	50%	41%	38%	*	*	-	33%	36%	48%	39%	-	30%	34%	45%	-	-	40%	71%
	CWOD	79%	89%	<b>87%</b>	93%	83%	89%	*	100%	67%	100%	80%	93%	-	87%	72%	86%	87%	-	50%	*	92%
	EL	59%	66%	<b>65%</b>	-	64%	-	-	*	*	-	64%	69%	30%	72%	65%	68%	59%	-	-	-	-
	Male	71%	81%	<b>77%</b>	84%	75%	77%	*	100%	67%	76%	69%	87%	34%	86%	68%	77%	-	-	*	40%	86%
	Female	75%	84%	<b>80%</b>	77%	79%	82%	*	71%	-	78%	71%	89%	45%	87%	59%	-	80%	-	*	*	100%
Reading	All Students	74%	82%	<b>81%</b>	86%	82%	79%	*	88%	*	80%	74%	89%	36%	91%	71%	76%	86%	-	*	*	83%
	CWD	45%	44%	<b>36%</b>	63%	42%	29%	*	*	-	*	32%	47%	36%	-	29%	28%	46%	-	-	*	*
	CWOD	80%	89%	<b>91%</b>	95%	89%	91%	*	100%	*	100%	87%	94%	-	91%	81%	88%	93%	-	*	*	93%
	EL	57%	62%	<b>71%</b>	-	72%	-	-	*	*	-	72%	67%	29%	81%	71%	72%	70%	-	-	-	-
	Male	70%	79%	<b>76%</b>	88%	77%	74%	*	100%	*	71%	70%	85%	28%	88%	72%	76%	-	-	*	*	79%
	Female	79%	86%	<b>86%</b>	82%	86%	86%	*	*	-	*	78%	93%	46%	93%	70%	-	86%	-	*	*	*
Mathematics	All Students	70%	83%	<b>77%</b>	74%	73%	80%	*	88%	*	82%	67%	88%	44%	84%	60%	75%	78%	-	*	*	94%
	CWD	45%	54%	<b>44%</b>	38%	45%	45%	*	*	-	*	40%	56%	44%	-	33%	39%	50%	-	-	*	*
	CWOD	76%	89%	<b>84%</b>	89%	79%	88%	*	100%	*	100%	76%	92%	-	84%	66%	84%	83%	-	*	*	93%
	EL	60%	69%	<b>60%</b>	-	59%	-	-	*	*	-	56%	78%	33%	66%	60%	63%	53%	-	-	-	-
	Male	71%	83%	<b>75%</b>	71%	73%	77%	*	100%	*	86%	67%	88%	39%	84%	63%	75%	-	-	*	*	93%
	Female	70%	83%	<b>78%</b>	73%	74%	82%	*	*	-	*	67%	88%	50%	83%	53%	-	78%	-	*	*	*
Science	All Students	76%	85%	<b>76%</b>	88%	74%	79%	-	*	*	60%	68%	85%	32%	84%	59%	80%	72%	-	*	*	88%
	CWD	52%	50%	<b>32%</b>	*	23%	40%	-	-	-	*	35%	29%	32%	-	20%	39%	26%	-	-	*	*
	CWOD	81%	91%	<b>84%</b>	100%	80%	86%	-	*	*	*	75%	93%	-	84%	64%	87%	80%	-	*	-	86%
	EL	63%	68%	<b>59%</b>	-	58%	-	-	-	*	-	61%	*	20%	64%	59%	68%	38%	-	-	-	-
	Male	77%	85%	<b>80%</b>	*	77%	84%	-	*	*	*	72%	92%	39%	87%	68%	80%	-	-	*	*	86%
	Female	76%	84%	<b>72%</b>	*	70%	74%	-	*	-	*	63%	80%	26%	80%	38%	-	72%	-	*	-	*

**STAAR Percent at Meets Grade Level or Above**

All Grades																						
All Subjects	All Students	48%	59%	<b>53%</b>	57%	47%	57%	67%	83%	50%	42%	41%	66%	15%	61%	31%	53%	52%	-	17%	29%	68%
	CWD	23%	21%	<b>15%</b>	39%	17%	13%	*	*	-	0%	13%	20%	15%	-	4%	17%	13%	-	-	20%	43%
	CWOD	53%	66%	<b>61%</b>	64%	53%	67%	*	94%	50%	65%	50%	72%	-	61%	38%	61%	60%	-	17%	*	73%
	EL	30%	33%	<b>31%</b>	-	30%	-	-	*	*	-	30%	44%	4%	38%	31%	36%	23%	-	-	-	-
	Male	47%	57%	<b>53%</b>	57%	47%	57%	*	100%	50%	53%	41%	70%	17%	61%	36%	53%	-	-	*	20%	63%
	Female	49%	60%	<b>52%</b>	58%	48%	58%	*	57%	-	22%	42%	63%	13%	60%	23%	-	52%	-	*	*	89%

Texas Education Agency  
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R C LOFLIN MIDDLE (126905041) - JOSHUA ISD - JOHNSON COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Reading	All Students	53%	61%	<b>59%</b>	68%	54%	63%	*	75%	*	60%	46%	75%	17%	69%	35%	55%	64%	-	*	*	72%	
	CWD	23%	21%	<b>17%</b>	38%	20%	13%	*	*	-	*	13%	26%	17%	-	4%	15%	19%	-	-	*	*	
	CWOD	59%	69%	<b>69%</b>	80%	61%	74%	*	86%	*	86%	57%	80%	-	69%	42%	65%	73%	-	*	*	80%	
	EL	31%	32%	<b>35%</b>	-	34%	-	-	*	*	*	-	35%	33%	4%	42%	35%	38%	30%	-	-	-	-
	Male	48%	56%	<b>55%</b>	71%	49%	58%	*	100%	*	57%	43%	73%	15%	65%	38%	55%	-	-	*	*	71%	
	Female	58%	67%	<b>64%</b>	64%	60%	68%	*	*	-	*	51%	76%	19%	73%	30%	-	64%	-	*	*	*	
Mathematics	All Students	43%	57%	<b>48%</b>	52%	42%	54%	*	88%	*	27%	38%	60%	12%	56%	29%	51%	45%	-	*	*	67%	
	CWD	22%	22%	<b>12%</b>	38%	14%	8%	*	*	-	*	11%	14%	12%	-	4%	14%	9%	-	-	*	*	
	CWOD	48%	64%	<b>56%</b>	58%	47%	64%	*	100%	*	43%	46%	66%	-	56%	34%	60%	53%	-	*	*	73%	
	EL	30%	37%	<b>29%</b>	-	28%	-	-	*	*	*	-	24%	56%	4%	34%	29%	34%	19%	-	-	-	-
	Male	45%	59%	<b>51%</b>	41%	45%	55%	*	100%	*	43%	38%	68%	14%	60%	34%	51%	-	-	*	*	57%	
	Female	42%	54%	<b>45%</b>	64%	38%	52%	*	*	-	*	37%	53%	9%	53%	19%	-	45%	-	*	*	*	
Science	All Students	46%	56%	<b>48%</b>	38%	44%	52%	-	*	*	40%	36%	61%	22%	53%	29%	53%	43%	-	*	*	63%	
	CWD	22%	23%	<b>22%</b>	*	15%	25%	-	-	-	*	22%	21%	22%	-	0%	33%	11%	-	-	*	*	
	CWOD	50%	62%	<b>53%</b>	33%	48%	57%	-	*	*	*	39%	66%	-	53%	33%	56%	49%	-	*	-	57%	
	EL	26%	31%	<b>29%</b>	-	28%	-	-	-	*	-	29%	*	0%	33%	29%	36%	15%	-	-	-	-	
	Male	47%	58%	<b>53%</b>	*	47%	59%	-	*	*	*	42%	69%	33%	56%	36%	53%	-	-	*	*	57%	
	Female	45%	55%	<b>43%</b>	*	41%	46%	-	*	-	*	29%	54%	11%	49%	15%	-	43%	-	*	-	*	
<b>STAAR Percent at Masters Grade Level</b>																							
<b>All Grades</b>																							
All Subjects	All Students	20%	24%	<b>22%</b>	27%	16%	27%	33%	72%	0%	12%	14%	32%	2%	27%	9%	22%	23%	-	0%	0%	32%	
	CWD	6%	6%	<b>2%</b>	0%	3%	3%	*	*	-	0%	1%	6%	2%	-	0%	2%	3%	-	-	0%	0%	
	CWOD	23%	27%	<b>27%</b>	38%	19%	33%	*	81%	0%	18%	18%	36%	-	27%	10%	27%	27%	-	0%	*	38%	
	EL	9%	9%	<b>9%</b>	-	9%	-	-	*	*	*	-	9%	8%	0%	10%	9%	10%	7%	-	-	-	-
	Male	20%	24%	<b>22%</b>	22%	16%	27%	*	82%	0%	18%	13%	35%	2%	27%	10%	22%	-	-	*	0%	31%	
	Female	21%	24%	<b>23%</b>	35%	17%	28%	*	57%	-	0%	15%	30%	3%	27%	7%	-	23%	-	*	*	33%	
Reading	All Students	22%	24%	<b>26%</b>	29%	19%	33%	*	63%	*	20%	15%	40%	2%	32%	8%	23%	31%	-	*	*	39%	
	CWD	6%	5%	<b>2%</b>	0%	2%	2%	*	*	-	*	0%	6%	2%	-	0%	0%	4%	-	-	*	*	
	CWOD	25%	27%	<b>32%</b>	40%	22%	40%	*	71%	*	29%	20%	44%	-	32%	10%	28%	36%	-	*	*	47%	
	EL	8%	6%	<b>8%</b>	-	8%	-	-	*	*	*	-	8%	6%	0%	10%	8%	9%	6%	-	-	-	-
	Male	19%	21%	<b>23%</b>	24%	16%	27%	*	80%	*	29%	12%	37%	0%	28%	9%	23%	-	-	*	*	36%	
	Female	25%	27%	<b>31%</b>	36%	22%	39%	*	*	-	*	19%	42%	4%	36%	6%	-	31%	-	*	*	*	
Mathematics	All Students	19%	26%	<b>22%</b>	33%	16%	27%	*	75%	*	9%	14%	32%	4%	27%	10%	25%	20%	-	*	*	33%	
	CWD	7%	8%	<b>4%</b>	0%	4%	5%	*	*	-	*	2%	8%	4%	-	0%	4%	4%	-	-	*	*	
	CWOD	22%	30%	<b>27%</b>	47%	19%	32%	*	86%	*	14%	18%	35%	-	27%	12%	30%	23%	-	*	*	40%	
	EL	11%	13%	<b>10%</b>	-	10%	-	-	*	*	*	-	9%	11%	0%	12%	10%	11%	6%	-	-	-	-
	Male	21%	29%	<b>25%</b>	24%	18%	29%	*	80%	*	14%	15%	39%	4%	30%	11%	25%	-	-	*	*	36%	
	Female	18%	24%	<b>20%</b>	45%	14%	23%	*	*	-	*	14%	26%	4%	23%	6%	-	20%	-	*	*	*	

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	17%	19%	<b>12%</b>	0%	10%	14%	-	*	*	0%	10%	14%	0%	14%	7%	13%	10%	-	*	*	13%
	CWD	5%	2%	<b>0%</b>	*	0%	0%	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-	-	*	*
	CWOD	19%	22%	<b>14%</b>	0%	11%	17%	-	*	*	*	12%	16%	-	14%	8%	15%	12%	-	*	-	14%
	EL	5%	7%	<b>7%</b>	-	8%	-	-	-	*	-	8%	*	0%	8%	7%	7%	8%	-	-	-	-
	Male	18%	21%	<b>13%</b>	*	10%	17%	-	*	*	*	12%	15%	0%	15%	7%	13%	-	-	*	*	14%
	Female	15%	17%	<b>10%</b>	*	9%	11%	-	*	-	*	7%	13%	0%	12%	8%	-	10%	-	*	-	*

- Indicates there are no students in the group.

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

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

**Part (iii)(I): Academic Growth**

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	77	86	74	79	*	81	*	69	72	50	73
CWD	50	63	52	47	*	*	-	*	45	50	44
CWOD	83	95	79	86	*	93	*	83	81	-	80
EL ◇	73	-	73	-	-	*	*	-	74	44	73
Male	72	85	71	72	*	100	*	50	68	43	79
Female	82	86	77	86	*	*	-	*	78	59	61
<b>Mathematics</b>											
All Students	68	65	62	74	*	100	*	72	62	51	55
CWD	51	44	53	49	*	*	-	*	54	51	48
CWOD	72	74	63	80	*	100	*	75	65	-	57
EL ◇	55	-	54	-	-	*	*	-	52	48	55
Male	68	53	64	72	*	100	*	71	62	48	55
Female	69	82	59	77	*	*	-	*	63	56	55

- Indicates there are no students in the group.

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

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**Part (iii)(II): Graduation Rate**

This section provides information on high school six-year graduation rates for the class of 2022

*The six-year graduation rates for the class of 2023 will be updated in March, 2026.*

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>6-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2022</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

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

**Part (iv): English Language Proficiency**

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
129	26	20%

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	51	55	47	54	56	81	39	44	42	19	35
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

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**Part (vi): Goal Meeting Status**

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

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

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

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

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

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**Part (vii): STAAR Participation**

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

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	
<b>Participation Rate</b>																		
<b>All Subjects</b>	All Students	100%	98%	100%	100%	100%	100%	100%	100%	100%	100%	99%	100%	100%	100%	100%	-	
	CWD	99%	100%	100%	99%	*	*	-	100%	99%	100%	99%	-	100%	99%	99%	-	
	CWOD	100%	98%	100%	100%	*	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	-
	EL	100%	-	100%	*	-	*	*	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	97%	100%	100%	*	100%	100%	100%	99%	100%	99%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	100%	-	100%	100%	100%	99%	100%	100%	100%	-	100%	-
<b>Reading</b>	All Students	100%	100%	100%	100%	*	100%	*	100%	99%	100%	99%	100%	100%	100%	100%	100%	-
	CWD	99%	100%	100%	98%	*	*	-	*	99%	100%	99%	-	100%	100%	98%	-	
	CWOD	100%	100%	100%	100%	*	100%	*	100%	100%	100%	-	100%	100%	100%	100%	100%	-
	EL	100%	-	100%	*	-	*	*	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	99%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	99%	*	*	-	*	99%	100%	98%	100%	100%	100%	-	100%	-
<b>Mathematics</b>	All Students	100%	96%	100%	100%	*	100%	*	100%	99%	100%	99%	100%	100%	99%	100%	100%	-
	CWD	99%	100%	100%	98%	*	*	-	*	99%	100%	99%	-	100%	99%	100%	100%	-
	CWOD	100%	95%	100%	100%	*	100%	*	100%	100%	100%	-	100%	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	*	*	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	94%	100%	99%	*	100%	*	100%	99%	100%	99%	100%	100%	99%	-	-	-
	Female	100%	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	100%	-	100%	-
<b>Science</b>	All Students	100%	100%	100%	100%	-	*	*	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	100%	-	-	-	*	100%	100%	100%	-	100%	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	-	*	*	*	100%	100%	-	100%	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	-	*	-	100%	*	100%	100%	100%	100%	100%	100%	-
	Male	100%	*	100%	100%	-	*	*	*	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	*	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%	-	100%	-
<b>SAT/ACT All Subjects</b>	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Non-Participation Rate</b>																		

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>All Subjects</b>	All Students	0%	2%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	-
	CWD	1%	0%	0%	1%	*	*	-	0%	1%	0%	1%	-	0%	1%	1%	-
	CWOD	0%	2%	0%	0%	*	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	*	-	*	*	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	3%	0%	0%	*	0%	0%	0%	1%	0%	1%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	0%	-	0%	0%	0%	1%	0%	0%	-	0%	-
<b>Reading</b>	All Students	0%	0%	0%	0%	*	0%	*	0%	1%	0%	1%	0%	0%	0%	0%	-
	CWD	1%	0%	0%	2%	*	*	-	*	1%	0%	1%	-	0%	0%	2%	-
	CWOD	0%	0%	0%	0%	*	0%	*	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	*	-	*	*	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	1%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	1%	*	*	-	*	1%	0%	2%	0%	0%	-	0%	-
<b>Mathematics</b>	All Students	0%	4%	0%	0%	*	0%	*	0%	1%	0%	1%	0%	0%	1%	0%	-
	CWD	1%	0%	0%	2%	*	*	-	*	1%	0%	1%	-	0%	1%	0%	-
	CWOD	0%	5%	0%	0%	*	0%	*	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	*	*	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	6%	0%	1%	*	0%	*	0%	1%	0%	1%	0%	0%	1%	-	-
	Female	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	-	0%	-
<b>Science</b>	All Students	0%	0%	0%	0%	-	*	*	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	0%	0%	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	-	*	*	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	-	*	-	0%	*	0%	0%	0%	0%	0%	-
	Male	0%	*	0%	0%	-	*	*	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	-	0%	-
<b>SAT/ACT All Subjects</b>	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

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**Part (viii): Civil Rights Data**

**Part (viii)(I)** This section provides information from the 2021-22 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner). Note: Chronic absenteeism figures are based on the 2020-21 CRDC surveys and will be updated as new data becomes available.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	57	0	32	23	0	1	0	1	17		
	Female	20	2	8	10	0	0	0	0	6		
	Total	77	2	40	33	0	1	0	1	23		
<b>Out-of-School Suspensions</b>												
	Male	32	0	19	12	0	0	0	1	6		
	Female	24	1	9	14	0	0	0	0	5		
	Total	56	1	28	26	0	0	0	1	11		
<b>Expulsions</b>												
With Educational Services	Male	2	0	1	1	0	0	0	0	1		
	Female	0	0	0	0	0	0	0	0	0		
	Total	2	0	1	1	0	0	0	0	1		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>School-Related Arrests</b>												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Referrals to Law Enforcement</b>												
	Male	1	0	1	0	0	0	0	0	1		
	Female	0	0	0	0	0	0	0	0	0		
	Total	1	0	1	0	0	0	0	0	1		
<b>Students With Disabilities</b>												
<b>In-School Suspensions</b>												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	22	2	11	8	0	0	0	1	8		15
	Female	5	1	1	3	0	0	0	0	1		2
	Total	27	3	12	11	0	0	0	1	9		17
<b>Out-of-School Suspensions</b>												
	Male	15	2	6	6	0	0	0	1	4		17
	Female	4	0	3	1	0	0	0	0	2		3
	Total	19	2	9	7	0	0	0	1	6		20
<b>Expulsions</b>												
With Educational Services	Male	1	0	0	1	0	0	0	0	0		1
	Female	0	0	0	0	0	0	0	0	0		0
	Total	1	0	0	1	0	0	0	0	0		1
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>School-Related Arrests</b>												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>Referrals to Law Enforcement</b>												
	Male	3	0	1	2	0	0	0	0	1		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	3	0	1	2	0	0	0	0	1		0
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	52	1	17	33	-8	-8	-8	1	8	13	9
	Female	45	1	12	32	-8	-8	-8	-8	6	8	8
	Total	97	2	29	65	-8	-8	-8	1	14	21	17

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	Total
<b>Incidents of Violence</b>	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight without a weapon	42
Incidents of threats of physical attack with a weapon	4
Incidents of threats of physical attack without a weapon	12
Incidents of possession of a firearm or explosive device	0
<b>Allegations of Harassment or Bullying</b>	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

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

**Preschool Programs**

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

**Accelerated Coursework**

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

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

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

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**Part (ix): Teacher Quality Data**

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

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	3.6	8.8%
Teachers Teaching with Emergency or Provisional Credentials	0.9	2.4%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	4.7	12.3%

- Indicates there are no data available in the group.

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**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year (2023-24).

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

	Enrollment	State & Local and Federal	State & Local			Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$494	\$1	\$481	\$482		\$12	\$12
Food services		\$612				\$535	\$77	\$612
Instruction		\$6,471	\$6,315	\$138	\$6,453		\$18	\$18
Support services, general administration		\$144		\$144	\$144			
Support services, instructional staff		\$453	\$403	\$9	\$412		\$41	\$41
Support services, operation and maintenance of plant		\$1,580	\$676	\$850	\$1,526	\$2	\$51	\$53
Support services, pupils		\$571	\$408	\$2	\$410		\$161	\$161
Support services, school administration		\$778	\$778	\$0	\$778			
Support services, student transportation		\$514		\$514	\$514			
<b>Total</b>	<b>730</b>	<b>\$11,617</b>	<b>\$8,583</b>	<b>\$2,138</b>	<b>\$10,721</b>	<b>\$537</b>	<b>\$360</b>	<b>\$897</b>

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

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

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**Part (xi): STAAR Alternate 2 Participation**

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	7,517	2%	*	1%	-	-
Mathematics	7,510	2%	*	1%	-	-
<b>Grade 4</b>						
Reading	6,669	2%	*	1%	-	-
Mathematics	6,666	2%	*	1%	-	-
<b>Grade 5</b>						
Reading	6,321	2%	*	1%	-	-
Mathematics	6,324	2%	*	1%	-	-
Science	6,315	2%	*	1%	-	-
<b>Grade 6</b>						
Reading	5,876	1%	*	0%	*	1%
Mathematics	5,877	1%	*	0%	*	1%
<b>Grade 7</b>						
Reading	5,387	1%	-	-	-	-
Mathematics	5,385	2%	-	-	-	-
<b>Grade 8</b>						
Reading	4,906	1%	*	1%	*	2%
Mathematics	4,907	1%	*	1%	*	3%
Science	4,904	1%	*	1%	*	2%
<b>End of Course</b>						
English I	4,932	1%	*	0%	-	-
English II	4,732	1%	8	1%	-	-
Algebra I	4,932	1%	*	0%	-	-
Biology	4,992	1%	8	2%	-	-
<b>All Grades</b>						
All Subjects	104,161	1%	62	1%	16	1%
Reading	46,349	1%	27	1%	6	1%
Mathematics	41,601	1%	19	1%	6	1%
Science	16,211	1%	16	1%	*	2%

- Indicates there are no students in the group.

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

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

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

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

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

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

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

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

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

**There is no data for this campus.**

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**Part (xiv): Additional Information - Chronic Absenteeism**

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	16%	11%	15%	17%	*	0%	*	22%	18%	28%	10%

- Indicates there are no students in the group.

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

**Part (xv): Section 1003 Fund**

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

*Section 1003 Funds for the 2024-25 school year will be updated by the end of June, 2026.*

**There is no data for this campus.**

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

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

**There is no data for this campus.**

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**Part (i): Description of State Accountability System**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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**Part (ii): Student Achievement by Proficiency Level**

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
<b>STAAR Percent at Approaches Grade Level or Above</b>																							
<b>Grade 6</b>																							
Reading	All Students	76%	83%	<b>92%</b>	*	89%	93%	*	100%	-	100%	88%	94%	65%	96%	57%	95%	90%	-	-	*	*	
	CWD	46%	40%	<b>65%</b>	-	38%	76%	-	-	-	*	50%	79%	65%	-	33%	75%	50%	-	-	*	-	
	CWOD	82%	92%	<b>96%</b>	*	96%	95%	*	100%	-	100%	95%	96%	-	96%	75%	97%	94%	-	-	-	*	
	EL	56%	63%	<b>57%</b>	-	54%	*	-	-	-	-	64%	*	33%	75%	57%	63%	50%	-	-	-	-	
	Male	72%	81%	<b>95%</b>	*	88%	96%	*	*	-	100%	89%	98%	75%	97%	63%	95%	-	-	-	*	-	
	Female	80%	86%	<b>90%</b>	*	91%	89%	-	*	-	*	87%	91%	50%	94%	50%	-	90%	-	-	-	-	*
Mathematics	All Students	72%	88%	<b>97%</b>	*	95%	97%	*	100%	-	100%	97%	96%	96%	97%	93%	98%	95%	-	-	*	*	
	CWD	50%	65%	<b>96%</b>	-	88%	100%	-	-	-	*	100%	93%	96%	-	83%	100%	90%	-	-	*	-	
	CWOD	78%	93%	<b>97%</b>	*	96%	96%	*	100%	-	100%	97%	97%	-	97%	100%	98%	95%	-	-	-	*	
	EL	60%	67%	<b>93%</b>	-	92%	*	-	-	-	-	100%	*	83%	100%	93%	100%	83%	-	-	-	-	
	Male	74%	87%	<b>98%</b>	*	100%	98%	*	*	-	100%	98%	99%	100%	98%	100%	98%	98%	-	-	-	*	-
	Female	71%	89%	<b>95%</b>	*	91%	96%	-	*	-	*	97%	94%	90%	95%	83%	-	95%	-	-	-	-	*
<b>Grade 7</b>																							
Reading	All Students	74%	82%	<b>83%</b>	*	81%	83%	*	*	*	67%	71%	92%	43%	89%	72%	80%	86%	-	-	*	*	
	CWD	41%	39%	<b>43%</b>	-	45%	38%	-	-	*	-	47%	36%	43%	-	50%	53%	31%	-	-	-	-	
	CWOD	81%	89%	<b>89%</b>	*	87%	90%	*	*	-	67%	77%	97%	-	89%	79%	84%	93%	-	-	*	*	
	EL	56%	68%	<b>72%</b>	-	70%	*	-	-	*	-	65%	100%	50%	79%	72%	75%	67%	-	-	-	-	
	Male	70%	79%	<b>80%</b>	*	72%	84%	*	*	*	67%	65%	94%	53%	84%	75%	80%	-	-	-	*	*	
	Female	79%	85%	<b>86%</b>	*	89%	83%	*	-	-	-	79%	89%	31%	93%	67%	-	86%	-	-	*	*	
Mathematics	All Students	53%	77%	<b>76%</b>	*	74%	78%	*	*	*	67%	64%	85%	39%	82%	76%	79%	73%	-	-	*	*	
	CWD	31%	39%	<b>39%</b>	-	45%	31%	-	-	*	-	47%	27%	39%	-	50%	60%	15%	-	-	-	-	
	CWOD	58%	83%	<b>82%</b>	*	79%	86%	*	*	-	67%	68%	91%	-	82%	84%	82%	81%	-	-	*	*	
	EL	39%	65%	<b>76%</b>	-	74%	*	-	-	*	-	70%	100%	50%	84%	76%	75%	78%	-	-	-	-	
	Male	55%	78%	<b>79%</b>	*	72%	84%	*	*	*	67%	67%	90%	60%	82%	75%	79%	-	-	-	*	*	
	Female	51%	75%	<b>73%</b>	*	75%	73%	*	-	-	-	61%	80%	15%	81%	78%	-	73%	-	-	*	*	
<b>Grade 8</b>																							
Reading	All Students	80%	88%	<b>89%</b>	*	86%	91%	*	-	*	71%	82%	94%	61%	94%	64%	86%	93%	-	-	-	*	
	CWD	49%	54%	<b>61%</b>	*	20%	68%	*	-	-	*	47%	77%	61%	-	*	53%	78%	-	-	-	-	
	CWOD	85%	94%	<b>94%</b>	*	93%	94%	*	-	*	80%	90%	96%	-	94%	88%	93%	95%	-	-	-	*	
	EL	62%	81%	<b>64%</b>	-	60%	*	-	-	-	-	60%	*	*	88%	64%	43%	*	-	-	-	-	
	Male	76%	85%	<b>86%</b>	*	80%	89%	-	-	-	*	77%	93%	53%	93%	43%	86%	-	-	-	-	-	*
	Female	85%	91%	<b>93%</b>	*	92%	93%	*	-	*	*	89%	95%	78%	95%	*	-	93%	-	-	-	-	*

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Mathematics	All Students	69%	62%	<b>67%</b>	*	65%	71%	*	-	-	33%	60%	74%	32%	76%	45%	64%	70%	-	-	-	*	
	CWD	42%	35%	<b>32%</b>	*	0%	47%	*	-	-	*	27%	38%	32%	-	*	37%	22%	-	-	-	-	
	CWOD	74%	70%	<b>76%</b>	*	75%	77%	-	-	-	*	70%	81%	-	76%	63%	75%	78%	-	-	-	*	
	EL	56%	46%	<b>45%</b>	-	40%	*	-	-	-	-	50%	*	*	63%	45%	29%	*	-	-	-	-	
	Male	68%	62%	<b>64%</b>	*	50%	71%	-	-	-	*	59%	71%	37%	75%	29%	64%	-	-	-	-	*	
	Female	71%	62%	<b>70%</b>	*	76%	71%	*	-	-	*	62%	76%	22%	78%	*	-	70%	-	-	-	-	*
Science	All Students	72%	80%	<b>83%</b>	*	86%	84%	*	-	*	57%	80%	86%	43%	90%	73%	83%	84%	-	-	-	*	
	CWD	43%	37%	<b>43%</b>	*	40%	47%	*	-	-	*	53%	31%	43%	-	*	58%	11%	-	-	-	-	
	CWOD	77%	87%	<b>90%</b>	*	91%	89%	*	-	*	80%	86%	93%	-	90%	88%	88%	91%	-	-	-	*	
	EL	54%	62%	<b>73%</b>	-	70%	*	-	-	-	-	70%	*	*	88%	73%	71%	*	-	-	-	-	
	Male	73%	81%	<b>83%</b>	*	84%	84%	-	-	-	*	79%	86%	58%	88%	71%	83%	-	-	-	-	-	*
	Female	71%	78%	<b>84%</b>	*	88%	84%	*	-	*	*	81%	86%	11%	91%	*	-	84%	-	-	-	-	*
<b>End of Course</b>																							
Algebra I	All Students	76%	92%	<b>99%</b>	-	100%	98%	*	-	*	*	100%	98%	-	99%	-	100%	97%	-	-	-	*	
	CWD	52%	77%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	80%	95%	<b>99%</b>	-	100%	98%	*	-	*	*	100%	98%	-	99%	-	100%	97%	-	-	-	*	
	EL	68%	86%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	73%	90%	<b>100%</b>	-	100%	100%	-	-	-	-	100%	100%	-	100%	-	100%	-	-	-	-	-	
	Female	79%	95%	<b>97%</b>	-	100%	96%	*	-	*	*	100%	96%	-	97%	-	-	97%	-	-	-	-	*
<b>STAAR Percent at Meets Grade Level or Above</b>																							
<b>Grade 6</b>																							
Reading	All Students	55%	64%	<b>74%</b>	*	63%	78%	*	100%	-	71%	61%	81%	31%	80%	7%	73%	75%	-	-	*	*	
	CWD	24%	19%	<b>31%</b>	-	0%	47%	-	-	-	*	8%	50%	31%	-	0%	31%	30%	-	-	*	-	
	CWOD	62%	73%	<b>80%</b>	*	72%	82%	*	100%	-	83%	71%	84%	-	80%	13%	79%	80%	-	-	-	*	
	EL	30%	22%	<b>7%</b>	-	8%	*	-	-	-	-	9%	*	0%	13%	7%	0%	17%	-	-	-	-	
	Male	50%	61%	<b>73%</b>	*	48%	83%	*	*	-	67%	54%	84%	31%	79%	0%	73%	-	-	-	*	-	
	Female	59%	67%	<b>75%</b>	*	78%	72%	-	*	-	*	71%	77%	30%	80%	17%	-	75%	-	-	-	-	*
Mathematics	All Students	38%	60%	<b>75%</b>	*	73%	75%	*	100%	-	57%	64%	81%	46%	79%	50%	79%	71%	-	-	*	*	
	CWD	19%	20%	<b>46%</b>	-	25%	53%	-	-	-	*	42%	50%	46%	-	33%	63%	20%	-	-	*	-	
	CWOD	43%	69%	<b>79%</b>	*	80%	78%	*	100%	-	50%	68%	84%	-	79%	63%	81%	76%	-	-	-	*	
	EL	22%	33%	<b>50%</b>	-	46%	*	-	-	-	-	55%	*	33%	63%	50%	50%	50%	-	-	-	-	
	Male	41%	63%	<b>79%</b>	*	78%	79%	*	*	-	67%	65%	86%	63%	81%	50%	79%	-	-	-	*	-	
	Female	36%	57%	<b>71%</b>	*	69%	71%	-	*	-	*	61%	75%	20%	76%	50%	-	71%	-	-	-	-	*
<b>Grade 7</b>																							
Reading	All Students	52%	62%	<b>59%</b>	*	54%	61%	*	*	*	50%	41%	73%	11%	67%	48%	52%	66%	-	-	*	*	
	CWD	21%	17%	<b>11%</b>	-	0%	13%	-	-	*	-	12%	9%	11%	-	17%	7%	15%	-	-	-	-	
	CWOD	58%	70%	<b>67%</b>	*	64%	68%	*	*	-	50%	48%	79%	-	67%	58%	60%	74%	-	-	*	*	
	EL	30%	45%	<b>48%</b>	-	43%	*	-	-	*	-	40%	80%	17%	58%	48%	44%	56%	-	-	-	-	
	Male	47%	55%	<b>52%</b>	*	42%	55%	*	*	*	50%	37%	67%	7%	60%	44%	52%	-	-	-	*	*	
	Female	58%	68%	<b>66%</b>	*	67%	66%	*	-	-	-	47%	77%	15%	74%	56%	-	66%	-	-	-	*	*

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Mathematics	All Students	32%	53%	<b>53%</b>	*	46%	56%	*	*	*	67%	36%	66%	11%	59%	40%	54%	52%	-	-	*	*	
	CWD	17%	13%	<b>11%</b>	-	18%	6%	-	-	*	-	12%	9%	11%	-	17%	20%	0%	-	-	-	-	
	CWOD	36%	61%	<b>59%</b>	*	51%	63%	*	*	-	67%	41%	72%	-	59%	47%	60%	59%	-	-	*	*	
	EL	19%	35%	<b>40%</b>	-	39%	*	-	-	*	-	30%	80%	17%	47%	40%	44%	33%	-	-	-	-	
	Male	35%	57%	<b>54%</b>	*	42%	59%	*	*	*	67%	33%	75%	20%	60%	44%	54%	-	-	-	*	*	
	Female	30%	50%	<b>52%</b>	*	50%	53%	*	-	-	-	39%	59%	0%	59%	33%	-	52%	-	-	*	*	
<b>Grade 8</b>																							
Reading	All Students	57%	64%	<b>68%</b>	*	65%	71%	*	-	*	71%	60%	74%	32%	74%	27%	62%	75%	-	-	-	*	
	CWD	23%	23%	<b>32%</b>	*	20%	37%	*	-	-	*	33%	31%	32%	-	*	37%	22%	-	-	-	-	
	CWOD	63%	71%	<b>74%</b>	*	70%	76%	*	-	*	80%	65%	80%	-	74%	38%	67%	80%	-	-	-	*	
	EL	32%	37%	<b>27%</b>	-	20%	*	-	-	-	-	20%	*	*	38%	27%	14%	*	-	-	-	-	
	Male	51%	60%	<b>62%</b>	*	56%	66%	-	-	-	*	52%	70%	37%	67%	14%	62%	-	-	-	-	*	
	Female	63%	68%	<b>75%</b>	*	73%	76%	*	-	*	*	69%	78%	22%	80%	*	-	75%	-	-	-	-	*
Mathematics	All Students	45%	28%	<b>37%</b>	*	32%	42%	*	-	-	17%	32%	42%	11%	44%	18%	31%	43%	-	-	-	*	
	CWD	22%	13%	<b>11%</b>	*	0%	16%	*	-	-	*	13%	8%	11%	-	*	16%	0%	-	-	-	-	
	CWOD	50%	32%	<b>44%</b>	*	38%	49%	-	-	-	*	38%	49%	-	44%	25%	37%	50%	-	-	-	*	
	EL	30%	7%	<b>18%</b>	-	10%	*	-	-	-	-	20%	*	*	25%	18%	0%	*	-	-	-	-	
	Male	45%	25%	<b>31%</b>	*	13%	42%	-	-	-	*	26%	39%	16%	37%	0%	31%	-	-	-	-	*	
	Female	46%	31%	<b>43%</b>	*	48%	41%	*	-	-	*	42%	44%	0%	50%	*	-	43%	-	-	-	-	*
Science	All Students	47%	50%	<b>53%</b>	*	45%	57%	*	-	*	43%	46%	57%	18%	58%	27%	53%	52%	-	-	-	*	
	CWD	22%	20%	<b>18%</b>	*	0%	26%	*	-	-	*	20%	15%	18%	-	*	26%	0%	-	-	-	-	
	CWOD	51%	55%	<b>58%</b>	*	50%	62%	*	-	*	60%	52%	62%	-	58%	38%	59%	58%	-	-	-	*	
	EL	25%	29%	<b>27%</b>	-	30%	*	-	-	-	-	20%	*	*	38%	27%	29%	*	-	-	-	-	
	Male	49%	53%	<b>53%</b>	*	44%	59%	-	-	-	*	44%	61%	26%	59%	29%	53%	-	-	-	-	-	*
	Female	45%	47%	<b>52%</b>	*	46%	55%	*	-	*	*	50%	54%	0%	58%	*	-	52%	-	-	-	-	*
<b>End of Course</b>																							
Algebra I	All Students	43%	62%	<b>79%</b>	-	71%	82%	*	-	*	*	84%	78%	-	79%	-	79%	79%	-	-	-	*	
	CWD	19%	26%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	47%	67%	<b>79%</b>	-	71%	82%	*	-	*	*	84%	78%	-	79%	-	79%	79%	-	-	-	-	*
	EL	30%	46%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	42%	60%	<b>79%</b>	-	78%	80%	-	-	-	-	78%	80%	-	79%	-	79%	-	-	-	-	-	-
	Female	45%	64%	<b>79%</b>	-	60%	85%	*	-	*	*	90%	75%	-	79%	-	-	79%	-	-	-	-	*
<b>STAAR Percent at Masters Grade Level</b>																							
<b>Grade 6</b>																							
Reading	All Students	28%	31%	<b>38%</b>	*	38%	37%	*	80%	-	14%	27%	43%	15%	41%	0%	34%	42%	-	-	*	*	
	CWD	7%	5%	<b>15%</b>	-	0%	24%	-	-	-	*	8%	21%	15%	-	0%	19%	10%	-	-	*	-	
	CWOD	33%	37%	<b>41%</b>	*	44%	38%	*	80%	-	17%	31%	45%	-	41%	0%	37%	45%	-	-	-	-	*
	EL	9%	2%	<b>0%</b>	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-	-	-	-	-
	Male	24%	27%	<b>34%</b>	*	27%	37%	*	*	-	17%	24%	40%	19%	37%	0%	34%	-	-	-	-	*	-
	Female	32%	36%	<b>42%</b>	*	50%	36%	-	*	-	*	32%	46%	10%	45%	0%	-	42%	-	-	-	-	*

Texas Education Agency  
**2025 Federal Report Card**  
 TOM AND NITA NICHOLS MIDDLE (126905043) - JOSHUA ISD - JOHNSON COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	16%	33%	<b>45%</b>	*	41%	46%	*	80%	-	14%	34%	50%	27%	47%	7%	49%	40%	-	-	*	*
	CWD	5%	11%	<b>27%</b>	-	13%	35%	-	-	-	*	17%	36%	27%	-	17%	38%	10%	-	-	*	-
	CWOD	18%	38%	<b>47%</b>	*	45%	47%	*	80%	-	17%	37%	51%	-	47%	0%	50%	43%	-	-	-	*
	EL	6%	5%	<b>7%</b>	-	8%	*	-	-	-	-	9%	*	17%	0%	7%	13%	0%	-	-	-	-
	Male	17%	37%	<b>49%</b>	*	38%	55%	*	*	-	17%	39%	54%	38%	50%	13%	49%	-	-	-	*	-
	Female	14%	29%	<b>40%</b>	*	44%	36%	-	*	-	*	26%	46%	10%	43%	0%	-	40%	-	-	-	-
<b>Grade 7</b>																						
Reading	All Students	26%	31%	<b>33%</b>	*	26%	36%	*	*	*	33%	19%	44%	4%	38%	12%	27%	39%	-	-	*	*
	CWD	6%	3%	<b>4%</b>	-	0%	6%	-	-	*	-	0%	9%	4%	-	0%	0%	8%	-	-	-	-
	CWOD	30%	36%	<b>38%</b>	*	31%	40%	*	*	-	33%	23%	48%	-	38%	16%	31%	44%	-	-	*	*
	EL	9%	10%	<b>12%</b>	-	13%	*	-	-	*	-	10%	20%	0%	16%	12%	13%	11%	-	-	-	-
	Male	23%	27%	<b>27%</b>	*	22%	27%	*	*	*	33%	13%	40%	0%	31%	13%	27%	-	-	-	*	*
	Female	30%	35%	<b>39%</b>	*	31%	44%	*	-	-	-	26%	47%	8%	44%	11%	-	39%	-	-	*	*
Mathematics	All Students	11%	22%	<b>22%</b>	*	18%	23%	*	*	*	17%	11%	30%	0%	25%	16%	27%	16%	-	-	*	*
	CWD	5%	0%	<b>0%</b>	-	0%	0%	-	-	*	-	0%	0%	0%	-	0%	0%	0%	-	-	-	-
	CWOD	12%	26%	<b>25%</b>	*	21%	27%	*	*	-	17%	14%	33%	-	25%	21%	31%	19%	-	-	*	*
	EL	4%	10%	<b>16%</b>	-	13%	*	-	-	*	-	10%	40%	0%	21%	16%	25%	0%	-	-	-	-
	Male	12%	26%	<b>27%</b>	*	25%	27%	*	*	*	17%	12%	42%	0%	31%	25%	27%	-	-	-	*	*
	Female	9%	18%	<b>16%</b>	*	11%	20%	*	-	-	-	11%	20%	0%	19%	0%	-	16%	-	-	*	*
<b>Grade 8</b>																						
Reading	All Students	31%	30%	<b>36%</b>	*	29%	38%	*	-	*	43%	27%	41%	0%	41%	9%	29%	43%	-	-	-	*
	CWD	7%	2%	<b>0%</b>	*	0%	0%	*	-	-	*	0%	0%	0%	-	*	0%	0%	-	-	-	-
	CWOD	35%	35%	<b>41%</b>	*	33%	44%	*	-	*	60%	33%	46%	-	41%	13%	35%	47%	-	-	-	*
	EL	10%	13%	<b>9%</b>	-	10%	*	-	-	-	-	10%	*	*	13%	9%	0%	*	-	-	-	-
	Male	26%	24%	<b>29%</b>	*	28%	32%	-	-	-	*	21%	36%	0%	35%	0%	29%	-	-	-	-	-
	Female	36%	36%	<b>43%</b>	*	31%	45%	*	-	*	*	36%	46%	0%	47%	*	-	43%	-	-	-	-
Mathematics	All Students	18%	3%	<b>3%</b>	*	5%	1%	*	-	-	0%	3%	3%	4%	3%	9%	3%	3%	-	-	-	*
	CWD	7%	5%	<b>4%</b>	*	0%	5%	*	-	-	*	7%	0%	4%	-	*	5%	0%	-	-	-	-
	CWOD	20%	2%	<b>3%</b>	*	6%	0%	-	-	-	*	2%	3%	-	3%	13%	2%	3%	-	-	-	*
	EL	8%	2%	<b>9%</b>	-	10%	*	-	-	-	-	10%	*	*	13%	9%	0%	*	-	-	-	-
	Male	18%	3%	<b>3%</b>	*	6%	2%	-	-	-	*	3%	3%	5%	2%	0%	3%	-	-	-	-	-
	Female	17%	2%	<b>3%</b>	*	5%	0%	*	-	-	*	4%	2%	0%	3%	*	-	3%	-	-	-	-
Science	All Students	18%	16%	<b>20%</b>	*	14%	23%	*	-	*	14%	17%	23%	0%	24%	0%	25%	16%	-	-	-	*
	CWD	6%	0%	<b>0%</b>	*	0%	0%	*	-	-	*	0%	0%	0%	-	*	0%	0%	-	-	-	-
	CWOD	20%	18%	<b>24%</b>	*	15%	26%	*	-	*	20%	20%	26%	-	24%	0%	31%	17%	-	-	-	*
	EL	5%	6%	<b>0%</b>	-	0%	*	-	-	-	-	0%	*	*	0%	0%	0%	*	-	-	-	-
	Male	20%	19%	<b>25%</b>	*	24%	27%	-	-	-	*	17%	32%	0%	31%	0%	25%	-	-	-	-	-
	Female	16%	13%	<b>16%</b>	*	4%	18%	*	-	*	*	17%	15%	0%	17%	*	-	16%	-	-	-	-
<b>End of Course</b>																						

Texas Education Agency  
**2025 Federal Report Card**  
 TOM AND NITA NICHOLS MIDDLE (126905043) - JOSHUA ISD - JOHNSON COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Algebra I	All Students	26%	34%	<b>62%</b>	-	43%	67%	*	-	*	*	63%	61%	-	62%	-	65%	59%	-	-	-	*	
	CWD	8%	6%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	29%	38%	<b>62%</b>	-	43%	67%	*	-	*	*	63%	61%	-	62%	-	65%	59%	-	-	-	-	*
	EL	14%	32%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	25%	34%	<b>65%</b>	-	44%	72%	-	-	-	-	56%	68%	-	65%	-	65%	-	-	-	-	-	-
	Female	27%	33%	<b>59%</b>	-	40%	62%	*	-	*	*	70%	54%	-	59%	-	-	59%	-	-	-	-	*

**STAAR Percent at Approaches Grade Level or Above**

**All Grades**

All Subjects	All Students	73%	83%	<b>86%</b>	88%	84%	87%	79%	100%	100%	72%	78%	91%	54%	90%	70%	86%	86%	-	-	33%	95%	
	CWD	46%	49%	<b>54%</b>	*	43%	59%	*	-	*	38%	51%	56%	54%	-	42%	61%	41%	-	-	*	-	
	CWOD	79%	89%	<b>90%</b>	91%	89%	91%	91%	100%	*	79%	84%	94%	-	90%	82%	90%	91%	-	-	*	95%	
	EL	59%	66%	<b>70%</b>	-	68%	100%	-	-	*	-	68%	79%	42%	82%	70%	68%	74%	-	-	-	-	
	Male	71%	81%	<b>86%</b>	85%	81%	89%	100%	100%	*	70%	77%	93%	61%	90%	68%	86%	-	-	-	*	90%	
	Female	75%	84%	<b>86%</b>	92%	86%	86%	63%	100%	*	79%	80%	89%	41%	91%	74%	-	86%	-	-	*	100%	
Reading	All Students	74%	82%	<b>88%</b>	100%	85%	89%	100%	100%	*	80%	80%	94%	56%	93%	66%	87%	90%	-	-	*	89%	
	CWD	45%	44%	<b>56%</b>	*	38%	62%	*	-	*	*	48%	66%	56%	-	33%	60%	50%	-	-	*	-	
	CWOD	80%	89%	<b>93%</b>	100%	92%	93%	100%	100%	*	82%	87%	96%	-	93%	80%	92%	94%	-	-	*	89%	
	EL	57%	62%	<b>66%</b>	-	63%	*	-	-	*	-	63%	78%	33%	80%	66%	65%	68%	-	-	-	-	
	Male	70%	79%	<b>87%</b>	100%	80%	91%	*	100%	*	73%	77%	95%	60%	92%	65%	87%	-	-	-	*	*	
	Female	79%	86%	<b>90%</b>	100%	90%	88%	*	*	*	100%	85%	92%	50%	94%	68%	-	90%	-	-	*	100%	
Mathematics	All Students	70%	83%	<b>84%</b>	73%	81%	86%	67%	100%	*	70%	76%	89%	55%	88%	74%	85%	83%	-	-	*	100%	
	CWD	45%	54%	<b>55%</b>	*	50%	60%	*	-	*	*	55%	55%	55%	-	53%	64%	41%	-	-	*	-	
	CWOD	76%	89%	<b>88%</b>	80%	86%	90%	80%	100%	*	76%	81%	93%	-	88%	83%	89%	87%	-	-	*	100%	
	EL	60%	69%	<b>74%</b>	-	72%	*	-	-	*	-	73%	78%	53%	83%	74%	71%	79%	-	-	-	-	
	Male	71%	83%	<b>85%</b>	60%	81%	88%	*	100%	*	73%	77%	92%	64%	89%	71%	85%	-	-	-	*	*	
	Female	70%	83%	<b>83%</b>	83%	82%	84%	*	*	*	60%	75%	86%	41%	87%	79%	-	83%	-	-	*	100%	
Science	All Students	76%	85%	<b>83%</b>	*	86%	84%	*	-	*	57%	80%	86%	43%	90%	73%	83%	84%	-	-	-	*	
	CWD	52%	50%	<b>43%</b>	*	40%	47%	*	-	-	*	53%	31%	43%	-	*	58%	11%	-	-	-	-	
	CWOD	81%	91%	<b>90%</b>	*	91%	89%	*	-	*	80%	86%	93%	-	90%	88%	88%	91%	-	-	-	*	
	EL	63%	68%	<b>73%</b>	-	70%	*	-	-	-	-	70%	*	*	88%	73%	71%	*	-	-	-	-	
	Male	77%	85%	<b>83%</b>	*	84%	84%	-	-	-	*	79%	86%	58%	88%	71%	83%	-	-	-	-	-	*
	Female	76%	84%	<b>84%</b>	*	88%	84%	*	-	*	*	81%	86%	11%	91%	*	-	84%	-	-	-	-	*

**STAAR Percent at Meets Grade Level or Above**

**All Grades**

All Subjects	All Students	48%	59%	<b>62%</b>	54%	56%	66%	43%	100%	80%	55%	50%	71%	22%	68%	34%	61%	64%	-	-	33%	64%
	CWD	23%	21%	<b>22%</b>	*	9%	28%	*	-	*	25%	19%	26%	22%	-	12%	29%	12%	-	-	*	-
	CWOD	53%	66%	<b>68%</b>	61%	62%	71%	55%	100%	*	62%	56%	75%	-	68%	44%	67%	70%	-	-	*	64%
	EL	30%	33%	<b>34%</b>	-	31%	71%	-	-	*	-	29%	58%	12%	44%	34%	30%	40%	-	-	-	-
	Male	47%	57%	<b>61%</b>	23%	50%	66%	83%	100%	*	52%	45%	73%	29%	67%	30%	61%	-	-	-	*	30%
	Female	49%	60%	<b>64%</b>	85%	62%	65%	13%	100%	*	64%	56%	68%	12%	70%	40%	-	64%	-	-	*	92%

Texas Education Agency  
**2025 Federal Report Card**  
 TOM AND NITA NICHOLS MIDDLE (126905043) - JOSHUA ISD - JOHNSON COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	53%	61%	<b>68%</b>	64%	60%	71%	50%	100%	*	65%	53%	77%	24%	74%	32%	63%	72%	-	-	*	67%
	CWD	23%	21%	<b>24%</b>	*	4%	33%	*	-	*	*	18%	32%	24%	-	7%	26%	22%	-	-	*	-
	CWOD	59%	69%	<b>74%</b>	70%	68%	76%	60%	100%	*	71%	61%	81%	-	74%	43%	70%	78%	-	-	*	67%
	EL	31%	32%	<b>32%</b>	-	28%	*	-	-	*	-	27%	56%	7%	43%	32%	26%	42%	-	-	-	-
	Male	48%	56%	<b>63%</b>	40%	48%	70%	*	100%	*	53%	47%	75%	26%	70%	26%	63%	-	-	-	*	*
	Female	58%	67%	<b>72%</b>	83%	72%	71%	*	*	*	100%	62%	78%	22%	78%	42%	-	72%	-	-	*	100%
Mathematics	All Students	43%	57%	<b>60%</b>	55%	55%	63%	50%	100%	*	50%	47%	69%	22%	66%	38%	61%	60%	-	-	*	67%
	CWD	22%	22%	<b>22%</b>	*	17%	25%	*	-	*	*	20%	24%	22%	-	20%	32%	6%	-	-	*	-
	CWOD	48%	64%	<b>66%</b>	60%	60%	69%	60%	100%	*	53%	53%	74%	-	66%	46%	66%	66%	-	-	*	67%
	EL	30%	37%	<b>38%</b>	-	35%	*	-	-	*	-	34%	56%	20%	46%	38%	35%	42%	-	-	-	-
	Male	45%	59%	<b>61%</b>	20%	53%	65%	*	100%	*	53%	44%	75%	32%	66%	35%	61%	-	-	-	*	*
	Female	42%	54%	<b>60%</b>	83%	56%	61%	*	*	*	40%	51%	64%	6%	66%	42%	-	60%	-	-	*	80%
Science	All Students	46%	56%	<b>53%</b>	*	45%	57%	*	-	*	43%	46%	57%	18%	58%	27%	53%	52%	-	-	-	*
	CWD	22%	23%	<b>18%</b>	*	0%	26%	*	-	-	*	20%	15%	18%	-	*	26%	0%	-	-	-	-
	CWOD	50%	62%	<b>58%</b>	*	50%	62%	*	-	*	60%	52%	62%	-	58%	38%	59%	58%	-	-	-	*
	EL	26%	31%	<b>27%</b>	-	30%	*	-	-	-	-	20%	*	*	38%	27%	29%	*	-	-	-	-
	Male	47%	58%	<b>53%</b>	*	44%	59%	-	-	-	*	44%	61%	26%	59%	29%	53%	-	-	-	-	*
	Female	45%	55%	<b>52%</b>	*	46%	55%	*	-	*	*	50%	54%	0%	58%	*	-	52%	-	-	-	*
<b>STAAR Percent at Masters Grade Level</b>																						
<b>All Grades</b>																						
All Subjects	All Students	20%	24%	<b>31%</b>	42%	27%	33%	14%	75%	60%	21%	21%	38%	7%	35%	9%	31%	31%	-	-	33%	36%
	CWD	6%	6%	<b>7%</b>	*	2%	10%	*	-	*	0%	4%	10%	7%	-	3%	8%	4%	-	-	*	-
	CWOD	23%	27%	<b>35%</b>	48%	30%	36%	18%	75%	*	26%	25%	41%	-	35%	12%	35%	34%	-	-	*	36%
	EL	9%	9%	<b>9%</b>	-	9%	14%	-	-	*	-	8%	16%	3%	12%	9%	10%	7%	-	-	-	-
	Male	20%	24%	<b>31%</b>	15%	26%	34%	33%	80%	*	15%	19%	40%	8%	35%	10%	31%	-	-	-	*	10%
	Female	21%	24%	<b>31%</b>	69%	27%	32%	0%	67%	*	36%	24%	35%	4%	34%	7%	-	31%	-	-	*	58%
Reading	All Students	22%	24%	<b>36%</b>	55%	31%	37%	17%	75%	*	30%	24%	43%	6%	40%	8%	30%	41%	-	-	*	56%
	CWD	6%	5%	<b>6%</b>	*	0%	10%	*	-	*	*	2%	11%	6%	-	0%	6%	6%	-	-	*	-
	CWOD	25%	27%	<b>40%</b>	60%	36%	41%	20%	75%	*	35%	29%	46%	-	40%	11%	35%	45%	-	-	*	56%
	EL	8%	6%	<b>8%</b>	-	9%	*	-	-	*	-	7%	11%	0%	11%	8%	6%	11%	-	-	-	-
	Male	19%	21%	<b>30%</b>	20%	26%	32%	*	80%	*	20%	19%	39%	6%	35%	6%	30%	-	-	-	*	*
	Female	25%	27%	<b>41%</b>	83%	37%	41%	*	*	*	60%	31%	46%	6%	45%	11%	-	41%	-	-	*	80%
Mathematics	All Students	19%	26%	<b>30%</b>	36%	25%	32%	17%	75%	*	15%	20%	37%	10%	33%	12%	34%	26%	-	-	*	22%
	CWD	7%	8%	<b>10%</b>	*	4%	13%	*	-	*	*	7%	13%	10%	-	7%	14%	3%	-	-	*	-
	CWOD	22%	30%	<b>33%</b>	40%	28%	35%	20%	75%	*	18%	23%	39%	-	33%	14%	38%	29%	-	-	*	22%
	EL	11%	13%	<b>12%</b>	-	11%	*	-	-	*	-	10%	22%	7%	14%	12%	16%	5%	-	-	-	-
	Male	21%	29%	<b>34%</b>	20%	28%	38%	*	80%	*	13%	21%	44%	14%	38%	16%	34%	-	-	-	*	*
	Female	18%	24%	<b>26%</b>	50%	22%	27%	*	*	*	20%	19%	30%	3%	29%	5%	-	26%	-	-	*	40%

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Science	All Students	17%	19%	<b>20%</b>	*	14%	23%	*	-	*	14%	17%	23%	0%	24%	0%	25%	16%	-	-	-	*	
	CWD	5%	2%	<b>0%</b>	*	0%	0%	*	-	-	*	0%	0%	0%	-	*	0%	0%	-	-	-	-	
	CWOD	19%	22%	<b>24%</b>	*	15%	26%	*	-	*	20%	20%	26%	-	24%	0%	31%	17%	-	-	-	*	
	EL	5%	7%	<b>0%</b>	-	0%	*	-	-	-	-	0%	*	*	0%	0%	0%	*	-	-	-	-	
	Male	18%	21%	<b>25%</b>	*	24%	27%	-	-	-	*	17%	32%	0%	31%	0%	25%	-	-	-	-	-	*
	Female	15%	17%	<b>16%</b>	*	4%	18%	*	-	*	*	17%	15%	0%	17%	*	-	16%	-	-	-	-	*

- Indicates there are no students in the group.

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

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

**Part (iii)(I): Academic Growth**

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	74	67	68	77	75	89	*	65	64	60	55
CWD	60	-	42	66	*	-	*	*	57	60	45
CWOD	76	67	71	78	65	89	*	68	66	-	59
EL ◇	55	-	52	*	-	-	*	-	51	45	55
Male	71	*	62	77	*	80	*	50	62	63	54
Female	77	83	74	77	*	*	*	100	68	55	57
<b>Mathematics</b>											
All Students	68	69	64	70	92	100	*	53	62	48	41
CWD	48	-	33	55	*	-	*	*	42	48	27
CWOD	71	69	69	72	90	100	*	57	65	-	46
EL ◇	41	-	37	*	-	-	*	-	36	27	41
Male	70	*	63	74	*	100	*	58	61	62	42
Female	66	75	66	65	*	*	*	40	63	27	38

- Indicates there are no students in the group.

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

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**Part (iii)(II): Graduation Rate**

This section provides information on high school six-year graduation rates for the class of 2022

*The six-year graduation rates for the class of 2023 will be updated in March, 2026.*

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>6-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2022</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

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

**Part (iv): English Language Proficiency**

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
50	18	36%

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	60	61	56	62	45	92	80	49	50	28	38
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

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**Part (vi): Goal Meeting Status**

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

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

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

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

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

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**Part (vii): STAAR Participation**

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

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

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

- Indicates there are no students in the group.

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

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**Part (viii): Civil Rights Data**

**Part (viii)(I)** This section provides information from the 2021-22 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner). Note: Chronic absenteeism figures are based on the 2020-21 CRDC surveys and will be updated as new data becomes available.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	31	3	11	17	0	0	0	0	6		
	Female	18	0	7	10	0	0	0	1	2		
	Total	49	3	18	27	0	0	0	1	8		
<b>Out-of-School Suspensions</b>												
	Male	16	0	8	7	0	0	0	1	3		
	Female	16	0	2	12	0	0	0	2	1		
	Total	32	0	10	19	0	0	0	3	4		
<b>Expulsions</b>												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>School-Related Arrests</b>												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Referrals to Law Enforcement</b>												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
<b>In-School Suspensions</b>												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	11	1	4	6	0	0	0	0	2		19
	Female	2	0	0	2	0	0	0	0	0		6
	Total	13	1	4	8	0	0	0	0	2		25
<b>Out-of-School Suspensions</b>												
	Male	6	0	3	3	0	0	0	0	0		11
	Female	0	0	0	0	0	0	0	0	0		3
	Total	6	0	3	3	0	0	0	0	0		14
<b>Expulsions</b>												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>School-Related Arrests</b>												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>Referrals to Law Enforcement</b>												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	21	-8	2	19	-8	-8	-8	-8	1	11	1
	Female	24	-8	2	21	-8	-8	-8	1	-8	5	7
	Total	45	-8	4	40	-8	-8	-8	1	1	16	8

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	Total
<b>Incidents of Violence</b>	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight without a weapon	26
Incidents of threats of physical attack with a weapon	1
Incidents of threats of physical attack without a weapon	5
Incidents of possession of a firearm or explosive device	0
<b>Allegations of Harassment or Bullying</b>	
On the basis of sex	0
On the basis of race	2
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

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

**Preschool Programs**

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

**Accelerated Coursework**

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

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

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

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**Part (ix): Teacher Quality Data**

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

Low Poverty School	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	0.9	2.5%
Teachers Teaching with Emergency or Provisional Credentials	0.9	2.7%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	1.3	3.9%

- Indicates there are no data available in the group.

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**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year (2023-24).

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

	Enrollment	State & Local and Federal	State & Local			Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$493	\$0	\$481	\$481		\$12	\$12
Food services		\$668				\$591	\$77	\$668
Instruction		\$6,359	\$6,203	\$138	\$6,341		\$18	\$18
Support services, general administration		\$144		\$144	\$144			
Support services, instructional staff		\$444	\$394	\$9	\$403		\$41	\$41
Support services, operation and maintenance of plant		\$1,479	\$570	\$850	\$1,420	\$8	\$51	\$59
Support services, pupils		\$615	\$452	\$2	\$454		\$161	\$161
Support services, school administration		\$788	\$788	\$0	\$788			
Support services, student transportation		\$514		\$514	\$514			
<b>Total</b>	<b>604</b>	<b>\$11,503</b>	<b>\$8,407</b>	<b>\$2,138</b>	<b>\$10,545</b>	<b>\$598</b>	<b>\$360</b>	<b>\$958</b>

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

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

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**Part (xi): STAAR Alternate 2 Participation**

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	7,517	2%	*	1%	-	-
Mathematics	7,510	2%	*	1%	-	-
<b>Grade 4</b>						
Reading	6,669	2%	*	1%	-	-
Mathematics	6,666	2%	*	1%	-	-
<b>Grade 5</b>						
Reading	6,321	2%	*	1%	-	-
Mathematics	6,324	2%	*	1%	-	-
Science	6,315	2%	*	1%	-	-
<b>Grade 6</b>						
Reading	5,876	1%	*	0%	-	-
Mathematics	5,877	1%	*	0%	-	-
<b>Grade 7</b>						
Reading	5,387	1%	-	-	-	-
Mathematics	5,385	2%	-	-	-	-
<b>Grade 8</b>						
Reading	4,906	1%	*	1%	-	-
Mathematics	4,907	1%	*	1%	-	-
Science	4,904	1%	*	1%	-	-
<b>End of Course</b>						
English I	4,932	1%	*	0%	-	-
English II	4,732	1%	8	1%	-	-
Algebra I	4,932	1%	*	0%	-	-
Biology	4,992	1%	8	2%	-	-
<b>All Grades</b>						
All Subjects	104,161	1%	62	1%	-	-
Reading	46,349	1%	27	1%	-	-
Mathematics	41,601	1%	19	1%	-	-
Science	16,211	1%	16	1%	-	-

- Indicates there are no students in the group.

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

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

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

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

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

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

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

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

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

**There is no data for this campus.**

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**Part (xiv): Additional Information - Chronic Absenteeism**

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	11%	22%	9%	11%	*	*	*	15%	14%	15%	7%

- Indicates there are no students in the group.

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

**Part (xv): Section 1003 Fund**

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

*Section 1003 Funds for the 2024-25 school year will be updated by the end of June, 2026.*

**There is no data for this campus.**

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

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

**There is no data for this campus.**

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**Part (i): Description of State Accountability System**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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**Part (ii): Student Achievement by Proficiency Level**

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
<b>Grade 3</b>																						
Reading	All Students	76%	85%	<b>74%</b>	*	65%	85%	*	-	-	75%	68%	83%	50%	85%	66%	79%	69%	-	-	-	*
	CWD	53%	56%	<b>50%</b>	-	28%	85%	-	-	-	*	42%	62%	50%	-	30%	52%	45%	-	-	-	*
	CWOD	82%	93%	<b>85%</b>	*	84%	85%	*	-	-	86%	79%	93%	-	85%	82%	94%	76%	-	-	-	*
	EL	64%	69%	<b>66%</b>	-	66%	-	-	-	-	-	64%	*	30%	82%	66%	69%	63%	-	-	-	-
	Male	74%	84%	<b>79%</b>	*	63%	96%	-	-	-	*	68%	89%	52%	94%	69%	79%	-	-	-	-	-
	Female	78%	85%	<b>69%</b>	-	68%	64%	*	-	-	80%	68%	71%	45%	76%	63%	-	69%	-	-	-	-
Mathematics	All Students	70%	82%	<b>56%</b>	*	40%	77%	*	-	-	50%	44%	74%	38%	64%	41%	68%	42%	-	-	-	*
	CWD	48%	56%	<b>38%</b>	-	28%	54%	-	-	-	*	32%	46%	38%	-	30%	43%	27%	-	-	-	*
	CWOD	75%	89%	<b>64%</b>	*	46%	88%	*	-	-	57%	49%	86%	-	64%	45%	83%	46%	-	-	-	*
	EL	63%	64%	<b>41%</b>	-	41%	-	-	-	-	-	43%	*	30%	45%	41%	44%	38%	-	-	-	-
	Male	72%	85%	<b>68%</b>	*	52%	84%	-	-	-	*	61%	75%	43%	83%	44%	68%	-	-	-	-	-
	Female	67%	78%	<b>42%</b>	-	29%	64%	*	-	-	40%	29%	71%	27%	46%	38%	-	42%	-	-	-	-
<b>Grade 4</b>																						
Reading	All Students	79%	85%	<b>67%</b>	-	64%	68%	-	-	-	*	62%	76%	29%	83%	74%	65%	69%	-	-	-	-
	CWD	55%	52%	<b>29%</b>	-	31%	27%	-	-	-	-	26%	40%	29%	-	*	38%	13%	-	-	-	-
	CWOD	86%	94%	<b>83%</b>	-	78%	90%	-	-	-	*	82%	85%	-	83%	76%	79%	90%	-	-	-	-
	EL	68%	76%	<b>74%</b>	-	74%	-	-	-	-	-	79%	60%	*	76%	74%	77%	67%	-	-	-	-
	Male	77%	80%	<b>65%</b>	-	63%	65%	-	-	-	*	62%	73%	38%	79%	77%	65%	-	-	-	-	-
	Female	82%	90%	<b>69%</b>	-	67%	73%	-	-	-	-	63%	80%	13%	90%	67%	-	69%	-	-	-	-
Mathematics	All Students	68%	86%	<b>78%</b>	-	80%	74%	-	-	-	*	75%	84%	38%	96%	84%	82%	72%	-	-	-	-
	CWD	44%	56%	<b>38%</b>	-	38%	36%	-	-	-	-	37%	40%	38%	-	*	56%	0%	-	-	-	-
	CWOD	74%	94%	<b>96%</b>	-	97%	95%	-	-	-	*	97%	95%	-	96%	94%	94%	100%	-	-	-	-
	EL	61%	84%	<b>84%</b>	-	84%	-	-	-	-	-	86%	80%	*	94%	84%	92%	67%	-	-	-	-
	Male	70%	86%	<b>82%</b>	-	85%	75%	-	-	-	*	79%	87%	56%	94%	92%	82%	-	-	-	-	-
	Female	65%	85%	<b>72%</b>	-	72%	73%	-	-	-	-	68%	80%	0%	100%	67%	-	72%	-	-	-	-
<b>Grade 5</b>																						
Reading	All Students	76%	82%	<b>70%</b>	*	68%	71%	-	-	-	*	66%	81%	23%	83%	46%	69%	71%	-	*	-	-
	CWD	45%	36%	<b>23%</b>	-	17%	22%	-	-	-	*	24%	20%	23%	-	22%	36%	0%	-	-	-	-
	CWOD	84%	92%	<b>83%</b>	*	80%	85%	-	-	-	*	78%	92%	-	83%	58%	80%	85%	-	*	-	-
	EL	66%	61%	<b>46%</b>	-	46%	-	-	-	-	-	44%	*	22%	58%	46%	50%	42%	-	-	-	-
	Male	73%	78%	<b>69%</b>	-	69%	70%	-	-	-	*	63%	83%	36%	80%	50%	69%	-	-	-	-	-
	Female	80%	87%	<b>71%</b>	*	68%	74%	-	-	-	*	69%	77%	0%	85%	42%	-	71%	-	*	-	-

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Mathematics	All Students	73%	84%	<b>69%</b>	*	62%	76%	-	-	-	*	68%	71%	23%	80%	43%	69%	67%	-	*	-	-
	CWD	47%	47%	<b>23%</b>	-	17%	22%	-	-	-	*	24%	20%	23%	-	22%	29%	13%	-	-	-	-
	CWOD	79%	93%	<b>80%</b>	*	73%	91%	-	-	-	*	80%	81%	-	80%	53%	82%	78%	-	*	-	-
	EL	65%	67%	<b>43%</b>	-	43%	-	-	-	-	-	40%	*	22%	53%	43%	44%	42%	-	-	-	-
	Male	73%	84%	<b>69%</b>	-	63%	78%	-	-	-	*	66%	78%	29%	82%	44%	69%	-	-	-	-	-
	Female	72%	85%	<b>67%</b>	*	61%	74%	-	-	-	*	69%	62%	13%	78%	42%	-	67%	-	*	-	-
Science	All Students	63%	79%	<b>57%</b>	*	54%	60%	-	-	-	*	52%	71%	14%	69%	29%	64%	49%	-	*	-	-
	CWD	40%	40%	<b>14%</b>	-	17%	0%	-	-	-	*	12%	20%	14%	-	22%	14%	13%	-	-	-	-
	CWOD	69%	87%	<b>69%</b>	*	63%	76%	-	-	-	*	63%	81%	-	69%	32%	80%	56%	-	*	-	-
	EL	49%	53%	<b>29%</b>	-	29%	-	-	-	-	-	28%	*	22%	32%	29%	44%	8%	-	-	-	-
	Male	66%	81%	<b>64%</b>	-	66%	61%	-	-	-	*	59%	78%	14%	80%	44%	64%	-	-	-	-	-
	Female	61%	76%	<b>49%</b>	*	39%	58%	-	-	-	*	44%	62%	13%	56%	8%	-	49%	-	*	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>Grade 3</b>																						
Reading	All Students	50%	58%	<b>42%</b>	*	38%	44%	*	-	-	50%	35%	52%	9%	57%	34%	48%	35%	-	-	-	*
	CWD	27%	26%	<b>9%</b>	-	6%	15%	-	-	-	*	11%	8%	9%	-	10%	14%	0%	-	-	-	*
	CWOD	57%	68%	<b>57%</b>	*	54%	58%	*	-	-	57%	47%	72%	-	57%	45%	69%	46%	-	-	-	*
	EL	36%	31%	<b>34%</b>	-	34%	-	-	-	-	-	29%	*	10%	45%	34%	38%	31%	-	-	-	-
	Male	48%	57%	<b>48%</b>	*	37%	56%	-	-	-	*	43%	54%	14%	69%	38%	48%	-	-	-	-	*
	Female	53%	60%	<b>35%</b>	-	39%	21%	*	-	-	40%	29%	50%	0%	46%	31%	-	35%	-	-	-	-
Mathematics	All Students	45%	57%	<b>36%</b>	*	20%	54%	*	-	-	38%	24%	52%	19%	43%	22%	52%	17%	-	-	-	*
	CWD	27%	33%	<b>19%</b>	-	11%	31%	-	-	-	*	11%	31%	19%	-	10%	29%	0%	-	-	-	*
	CWOD	50%	65%	<b>43%</b>	*	24%	65%	*	-	-	43%	30%	62%	-	43%	27%	66%	22%	-	-	-	*
	EL	37%	29%	<b>22%</b>	-	22%	-	-	-	-	-	25%	*	10%	27%	22%	31%	13%	-	-	-	-
	Male	49%	65%	<b>52%</b>	*	33%	68%	-	-	-	*	39%	64%	29%	66%	31%	52%	-	-	-	-	*
	Female	41%	48%	<b>17%</b>	-	7%	29%	*	-	-	20%	12%	29%	0%	22%	13%	-	17%	-	-	-	-
<b>Grade 4</b>																						
Reading	All Students	53%	65%	<b>44%</b>	-	44%	42%	-	-	-	*	40%	52%	8%	59%	58%	41%	48%	-	-	-	-
	CWD	26%	26%	<b>8%</b>	-	15%	0%	-	-	-	-	5%	20%	8%	-	*	13%	0%	-	-	-	-
	CWOD	60%	75%	<b>59%</b>	-	56%	65%	-	-	-	*	59%	60%	-	59%	65%	55%	67%	-	-	-	-
	EL	40%	53%	<b>58%</b>	-	58%	-	-	-	-	-	64%	40%	*	65%	58%	62%	50%	-	-	-	-
	Male	50%	59%	<b>41%</b>	-	44%	35%	-	-	-	*	38%	47%	13%	55%	62%	41%	-	-	-	-	-
	Female	57%	70%	<b>48%</b>	-	44%	55%	-	-	-	-	42%	60%	0%	67%	50%	-	48%	-	-	-	-
Mathematics	All Students	46%	64%	<b>49%</b>	-	56%	35%	-	-	-	*	45%	56%	13%	65%	68%	49%	48%	-	-	-	-
	CWD	25%	26%	<b>13%</b>	-	23%	0%	-	-	-	-	11%	20%	13%	-	*	19%	0%	-	-	-	-
	CWOD	51%	75%	<b>65%</b>	-	69%	55%	-	-	-	*	65%	65%	-	65%	76%	64%	67%	-	-	-	-
	EL	37%	62%	<b>68%</b>	-	68%	-	-	-	-	-	71%	60%	*	76%	68%	77%	50%	-	-	-	-
	Male	50%	65%	<b>49%</b>	-	56%	35%	-	-	-	*	47%	53%	19%	64%	77%	49%	-	-	-	-	-
	Female	42%	64%	<b>48%</b>	-	56%	36%	-	-	-	-	42%	60%	0%	67%	50%	-	48%	-	-	-	-
<b>Grade 5</b>																						

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Reading	All Students	57%	62%	<b>40%</b>	*	37%	43%	-	-	-	*	36%	48%	5%	49%	11%	34%	47%	-	*	-	-
	CWD	26%	15%	<b>5%</b>	-	0%	0%	-	-	-	*	0%	20%	5%	-	0%	7%	0%	-	-	-	-
	CWOD	65%	72%	<b>49%</b>	*	45%	55%	-	-	-	*	47%	54%	-	49%	16%	42%	56%	-	*	-	-
	EL	41%	31%	<b>11%</b>	-	11%	-	-	-	-	-	12%	*	0%	16%	11%	13%	8%	-	-	-	-
	Male	53%	57%	<b>34%</b>	-	31%	35%	-	-	-	*	27%	50%	7%	42%	13%	34%	-	-	-	-	-
	Female	61%	69%	<b>47%</b>	*	43%	53%	-	-	-	*	47%	46%	0%	56%	8%	-	47%	-	*	-	-
Mathematics	All Students	46%	62%	<b>47%</b>	*	44%	50%	-	-	-	*	44%	55%	0%	59%	18%	49%	45%	-	*	-	-
	CWD	23%	15%	<b>0%</b>	-	0%	0%	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-	-	-	-
	CWOD	52%	73%	<b>59%</b>	*	55%	64%	-	-	-	*	57%	65%	-	59%	26%	64%	54%	-	*	-	-
	EL	36%	42%	<b>18%</b>	-	18%	-	-	-	-	-	12%	*	0%	26%	18%	25%	8%	-	-	-	-
	Male	48%	63%	<b>49%</b>	-	51%	48%	-	-	-	*	46%	56%	0%	64%	25%	49%	-	-	-	-	-
	Female	44%	61%	<b>45%</b>	*	36%	53%	-	-	-	*	42%	54%	0%	54%	8%	-	45%	-	*	-	-
Science	All Students	30%	46%	<b>14%</b>	*	13%	12%	-	-	-	*	10%	23%	5%	16%	7%	17%	10%	-	*	-	-
	CWD	17%	19%	<b>5%</b>	-	0%	0%	-	-	-	*	0%	20%	5%	-	0%	7%	0%	-	-	-	-
	CWOD	33%	52%	<b>16%</b>	*	16%	15%	-	-	-	*	13%	23%	-	16%	11%	20%	12%	-	*	-	-
	EL	16%	27%	<b>7%</b>	-	7%	-	-	-	-	-	4%	*	0%	11%	7%	13%	0%	-	-	-	-
	Male	33%	48%	<b>17%</b>	-	17%	13%	-	-	-	*	15%	22%	7%	20%	13%	17%	-	-	-	-	-
	Female	27%	44%	<b>10%</b>	*	7%	11%	-	-	-	*	6%	23%	0%	12%	0%	-	10%	-	*	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>Grade 3</b>																						
Reading	All Students	22%	22%	<b>8%</b>	*	0%	13%	*	-	-	25%	3%	14%	0%	11%	0%	11%	4%	-	-	-	*
	CWD	7%	9%	<b>0%</b>	-	0%	0%	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-	-	-	*
	CWOD	26%	26%	<b>11%</b>	*	0%	19%	*	-	-	29%	5%	21%	-	11%	0%	17%	5%	-	-	-	*
	EL	13%	1%	<b>0%</b>	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-	-	-	-
	Male	20%	22%	<b>11%</b>	*	0%	20%	-	-	-	*	4%	18%	0%	17%	0%	11%	-	-	-	-	*
	Female	24%	22%	<b>4%</b>	-	0%	0%	*	-	-	20%	3%	7%	0%	5%	0%	-	4%	-	-	-	-
Mathematics	All Students	19%	26%	<b>12%</b>	*	5%	15%	*	-	-	25%	3%	24%	0%	17%	0%	18%	4%	-	-	-	*
	CWD	8%	12%	<b>0%</b>	-	0%	0%	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-	-	-	*
	CWOD	22%	30%	<b>17%</b>	*	8%	23%	*	-	-	29%	5%	34%	-	17%	0%	29%	5%	-	-	-	*
	EL	12%	4%	<b>0%</b>	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-	-	-	-
	Male	22%	33%	<b>18%</b>	*	11%	20%	-	-	-	*	4%	32%	0%	29%	0%	18%	-	-	-	-	*
	Female	15%	18%	<b>4%</b>	-	0%	7%	*	-	-	20%	3%	7%	0%	5%	0%	-	4%	-	-	-	-
<b>Grade 4</b>																						
Reading	All Students	23%	26%	<b>13%</b>	-	18%	6%	-	-	-	*	13%	12%	4%	17%	16%	8%	21%	-	-	-	-
	CWD	6%	9%	<b>4%</b>	-	8%	0%	-	-	-	-	5%	0%	4%	-	*	6%	0%	-	-	-	-
	CWOD	28%	31%	<b>17%</b>	-	22%	10%	-	-	-	*	18%	15%	-	17%	18%	9%	29%	-	-	-	-
	EL	13%	18%	<b>16%</b>	-	16%	-	-	-	-	-	14%	20%	*	18%	16%	15%	17%	-	-	-	-
	Male	20%	24%	<b>8%</b>	-	11%	5%	-	-	-	*	9%	7%	6%	9%	15%	8%	-	-	-	-	-
	Female	26%	28%	<b>21%</b>	-	28%	9%	-	-	-	-	21%	20%	0%	29%	17%	-	21%	-	-	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	23%	36%	<b>31%</b>	-	27%	32%	-	-	-	*	25%	44%	13%	39%	26%	33%	28%	-	-	-	-
	CWD	9%	14%	<b>13%</b>	-	23%	0%	-	-	-	-	11%	20%	13%	-	*	19%	0%	-	-	-	-
	CWOD	27%	42%	<b>39%</b>	-	28%	50%	-	-	-	*	32%	50%	-	39%	29%	39%	38%	-	-	-	-
	EL	16%	20%	<b>26%</b>	-	26%	-	-	-	-	-	29%	20%	*	29%	26%	31%	17%	-	-	-	-
	Male	27%	37%	<b>33%</b>	-	30%	30%	-	-	-	*	29%	40%	19%	39%	31%	33%	-	-	-	-	-
	Female	19%	35%	<b>28%</b>	-	22%	36%	-	-	-	-	16%	50%	0%	38%	17%	-	28%	-	-	-	-
<b>Grade 5</b>																						
Reading	All Students	29%	29%	<b>10%</b>	*	6%	17%	-	-	-	*	8%	16%	0%	13%	0%	10%	10%	-	*	-	-
	CWD	7%	5%	<b>0%</b>	-	0%	0%	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-	-	-	-
	CWOD	35%	34%	<b>13%</b>	*	8%	21%	-	-	-	*	10%	19%	-	13%	0%	13%	12%	-	*	-	-
	EL	15%	9%	<b>0%</b>	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-	-	-	-
	Male	26%	25%	<b>10%</b>	-	6%	17%	-	-	-	*	7%	17%	0%	13%	0%	10%	-	-	-	-	-
	Female	32%	33%	<b>10%</b>	*	7%	16%	-	-	-	*	8%	15%	0%	12%	0%	-	10%	-	*	-	-
Mathematics	All Students	21%	29%	<b>16%</b>	*	13%	19%	-	-	-	*	17%	13%	0%	20%	7%	17%	14%	-	*	-	-
	CWD	7%	6%	<b>0%</b>	-	0%	0%	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-	-	-	-
	CWOD	25%	34%	<b>20%</b>	*	16%	24%	-	-	-	*	22%	15%	-	20%	11%	22%	17%	-	*	-	-
	EL	13%	16%	<b>7%</b>	-	7%	-	-	-	-	-	8%	*	0%	11%	7%	13%	0%	-	-	-	-
	Male	24%	30%	<b>17%</b>	-	14%	22%	-	-	-	*	20%	11%	0%	22%	13%	17%	-	-	-	-	-
	Female	19%	28%	<b>14%</b>	*	11%	16%	-	-	-	*	14%	15%	0%	17%	0%	-	14%	-	*	-	-
Science	All Students	12%	20%	<b>1%</b>	*	0%	2%	-	-	-	*	0%	3%	0%	1%	0%	2%	0%	-	*	-	-
	CWD	5%	5%	<b>0%</b>	-	0%	0%	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-	-	-	-
	CWOD	14%	23%	<b>1%</b>	*	0%	3%	-	-	-	*	0%	4%	-	1%	0%	2%	0%	-	*	-	-
	EL	4%	11%	<b>0%</b>	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-	-	-	-
	Male	13%	20%	<b>2%</b>	-	0%	4%	-	-	-	*	0%	6%	0%	2%	0%	2%	-	-	-	-	-
	Female	11%	19%	<b>0%</b>	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	-	0%	-	*	-	-
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
<b>All Grades</b>																						
All Subjects	All Students	73%	83%	<b>67%</b>	100%	61%	73%	*	-	-	77%	62%	77%	32%	79%	52%	71%	62%	-	*	-	*
	CWD	46%	49%	<b>32%</b>	-	26%	39%	-	-	-	60%	28%	41%	32%	-	25%	40%	18%	-	-	-	*
	CWOD	79%	89%	<b>79%</b>	100%	74%	86%	*	-	-	81%	75%	88%	-	79%	62%	84%	73%	-	*	-	*
	EL	59%	66%	<b>52%</b>	-	52%	-	-	-	-	-	51%	59%	25%	62%	52%	58%	44%	-	-	-	-
	Male	71%	81%	<b>71%</b>	*	66%	76%	-	-	-	85%	65%	81%	40%	84%	58%	71%	-	-	-	-	-
	Female	75%	84%	<b>62%</b>	*	56%	68%	*	-	-	69%	58%	71%	18%	73%	44%	-	62%	-	*	-	-
Reading	All Students	74%	82%	<b>71%</b>	*	66%	75%	*	-	-	83%	66%	81%	36%	83%	61%	71%	70%	-	*	-	*
	CWD	45%	44%	<b>36%</b>	-	26%	48%	-	-	-	*	31%	48%	36%	-	29%	43%	22%	-	-	-	*
	CWOD	80%	89%	<b>83%</b>	*	81%	86%	*	-	-	90%	80%	91%	-	83%	72%	84%	83%	-	*	-	*
	EL	57%	62%	<b>61%</b>	-	61%	-	-	-	-	-	60%	67%	29%	72%	61%	64%	56%	-	-	-	-
	Male	70%	79%	<b>71%</b>	*	65%	78%	-	-	-	83%	64%	84%	43%	84%	64%	71%	-	-	-	-	-
	Female	79%	86%	<b>70%</b>	*	68%	70%	*	-	-	83%	67%	76%	22%	83%	56%	-	70%	-	*	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Mathematics	All Students	70%	83%	<b>67%</b>	*	60%	76%	*	-	-	67%	62%	76%	33%	79%	52%	73%	59%	-	*	-	*	
	CWD	45%	54%	<b>33%</b>	-	28%	39%	-	-	-	*	31%	39%	33%	-	24%	43%	15%	-	-	-	*	
	CWOD	76%	89%	<b>79%</b>	*	71%	91%	*	-	-	70%	74%	87%	-	79%	62%	86%	71%	-	*	-	*	
	EL	60%	69%	<b>52%</b>	-	52%	-	-	-	-	-	51%	58%	24%	62%	52%	58%	44%	-	-	-	-	
	Male	71%	83%	<b>73%</b>	*	66%	79%	-	-	-	83%	69%	79%	43%	86%	58%	73%	-	-	-	-	-	*
	Female	70%	83%	<b>59%</b>	*	51%	70%	*	-	-	50%	54%	70%	15%	71%	44%	-	59%	-	*	-	-	-
Science	All Students	76%	85%	<b>57%</b>	*	54%	60%	-	-	-	*	52%	71%	14%	69%	29%	64%	49%	-	*	-	-	
	CWD	52%	50%	<b>14%</b>	-	17%	0%	-	-	-	*	12%	20%	14%	-	22%	14%	13%	-	-	-	-	
	CWOD	81%	91%	<b>69%</b>	*	63%	76%	-	-	-	*	63%	81%	-	69%	32%	80%	56%	-	*	-	-	
	EL	63%	68%	<b>29%</b>	-	29%	-	-	-	-	-	28%	*	22%	32%	29%	44%	8%	-	-	-	-	
	Male	77%	85%	<b>64%</b>	-	66%	61%	-	-	-	*	59%	78%	14%	80%	44%	64%	-	-	-	-	-	-
	Female	76%	84%	<b>49%</b>	*	39%	58%	-	-	-	*	44%	62%	13%	56%	8%	-	49%	-	*	-	-	-

**STAAR Percent at Meets Grade Level or Above**

All Grades																							
All Subjects	All Students	48%	59%	<b>38%</b>	80%	35%	40%	*	-	-	54%	33%	48%	9%	48%	28%	41%	34%	-	*	-	*	
	CWD	23%	21%	<b>9%</b>	-	8%	8%	-	-	-	40%	6%	18%	9%	-	4%	14%	0%	-	-	-	*	
	CWOD	53%	66%	<b>48%</b>	80%	44%	52%	*	-	-	57%	43%	57%	-	48%	37%	53%	43%	-	*	-	*	
	EL	30%	33%	<b>28%</b>	-	28%	-	-	-	-	-	26%	41%	4%	37%	28%	35%	19%	-	-	-	-	
	Male	47%	57%	<b>41%</b>	*	38%	42%	-	-	-	69%	36%	51%	14%	53%	35%	41%	-	-	-	-	-	*
	Female	49%	60%	<b>34%</b>	*	31%	36%	*	-	-	38%	30%	45%	0%	43%	19%	-	34%	-	*	-	-	-
Reading	All Students	53%	61%	<b>42%</b>	*	39%	43%	*	-	-	58%	37%	51%	8%	54%	32%	41%	43%	-	*	-	*	
	CWD	23%	21%	<b>8%</b>	-	7%	6%	-	-	-	*	5%	13%	8%	-	5%	12%	0%	-	-	-	*	
	CWOD	59%	69%	<b>54%</b>	*	51%	58%	*	-	-	60%	50%	63%	-	54%	41%	54%	55%	-	*	-	*	
	EL	31%	32%	<b>32%</b>	-	32%	-	-	-	-	-	30%	42%	5%	41%	32%	36%	26%	-	-	-	-	
	Male	48%	56%	<b>41%</b>	*	37%	43%	-	-	-	67%	35%	51%	12%	54%	36%	41%	-	-	-	-	-	*
	Female	58%	67%	<b>43%</b>	*	42%	43%	*	-	-	50%	39%	51%	0%	55%	26%	-	43%	-	*	-	-	-
Mathematics	All Students	43%	57%	<b>43%</b>	*	39%	47%	*	-	-	50%	38%	54%	12%	55%	32%	50%	35%	-	*	-	*	
	CWD	22%	22%	<b>12%</b>	-	12%	12%	-	-	-	*	7%	22%	12%	-	5%	18%	0%	-	-	-	*	
	CWOD	48%	64%	<b>55%</b>	*	49%	62%	*	-	-	60%	50%	64%	-	55%	41%	65%	44%	-	*	-	*	
	EL	30%	37%	<b>32%</b>	-	32%	-	-	-	-	-	30%	42%	5%	41%	32%	42%	18%	-	-	-	-	
	Male	45%	59%	<b>50%</b>	*	47%	51%	-	-	-	67%	45%	59%	18%	65%	42%	50%	-	-	-	-	-	*
	Female	42%	54%	<b>35%</b>	*	30%	41%	*	-	-	33%	30%	46%	0%	44%	18%	-	35%	-	*	-	-	-
Science	All Students	46%	56%	<b>14%</b>	*	13%	12%	-	-	-	*	10%	23%	5%	16%	7%	17%	10%	-	*	-	-	
	CWD	22%	23%	<b>5%</b>	-	0%	0%	-	-	-	*	0%	20%	5%	-	0%	7%	0%	-	-	-	-	
	CWOD	50%	62%	<b>16%</b>	*	16%	15%	-	-	-	*	13%	23%	-	16%	11%	20%	12%	-	*	-	-	
	EL	26%	31%	<b>7%</b>	-	7%	-	-	-	-	-	4%	*	0%	11%	7%	13%	0%	-	-	-	-	
	Male	47%	58%	<b>17%</b>	-	17%	13%	-	-	-	*	15%	22%	7%	20%	13%	17%	-	-	-	-	-	-
	Female	45%	55%	<b>10%</b>	*	7%	11%	-	-	-	*	6%	23%	0%	12%	0%	-	10%	-	*	-	-	-

**STAAR Percent at Masters Grade Level**

All Grades																						
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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
All Subjects	All Students	20%	24%	<b>12%</b>	20%	9%	15%	*	-	-	27%	9%	18%	2%	15%	5%	14%	10%	-	*	-	*	
	CWD	6%	6%	<b>2%</b>	-	4%	0%	-	-	-	0%	2%	2%	2%	-	0%	3%	0%	-	-	-	*	
	CWOD	23%	27%	<b>15%</b>	20%	11%	20%	*	-	-	33%	12%	22%	-	15%	7%	18%	13%	-	*	-	*	
	EL	9%	9%	<b>5%</b>	-	5%	-	-	-	-	-	5%	7%	0%	7%	5%	8%	3%	-	-	-	-	
	Male	20%	24%	<b>14%</b>	*	10%	17%	-	-	-	31%	11%	19%	3%	18%	8%	14%	-	-	-	-	-	*
	Female	21%	24%	<b>10%</b>	*	8%	11%	*	-	-	23%	8%	15%	0%	13%	3%	-	10%	-	-	*	-	-
Reading	All Students	22%	24%	<b>10%</b>	*	7%	13%	*	-	-	17%	8%	14%	1%	13%	4%	10%	10%	-	*	-	*	
	CWD	6%	5%	<b>1%</b>	-	2%	0%	-	-	-	*	2%	0%	1%	-	0%	2%	0%	-	-	-	*	
	CWOD	25%	27%	<b>13%</b>	*	9%	18%	*	-	-	20%	10%	19%	-	13%	5%	13%	13%	-	*	-	*	
	EL	8%	6%	<b>4%</b>	-	4%	-	-	-	-	-	3%	8%	0%	5%	4%	4%	3%	-	-	-	-	
	Male	19%	21%	<b>10%</b>	*	6%	15%	-	-	-	17%	7%	15%	2%	13%	4%	10%	-	-	-	-	-	*
	Female	25%	27%	<b>10%</b>	*	9%	9%	*	-	-	17%	9%	14%	0%	13%	3%	-	10%	-	-	*	-	-
Mathematics	All Students	19%	26%	<b>18%</b>	*	14%	21%	*	-	-	42%	15%	26%	4%	24%	9%	22%	13%	-	*	-	*	
	CWD	7%	8%	<b>4%</b>	-	7%	0%	-	-	-	*	4%	4%	4%	-	0%	6%	0%	-	-	-	*	
	CWOD	22%	30%	<b>24%</b>	*	17%	30%	*	-	-	50%	19%	32%	-	24%	12%	29%	17%	-	*	-	*	
	EL	11%	13%	<b>9%</b>	-	9%	-	-	-	-	-	9%	8%	0%	12%	9%	13%	3%	-	-	-	-	
	Male	21%	29%	<b>22%</b>	*	18%	24%	-	-	-	50%	18%	28%	6%	29%	13%	22%	-	-	-	-	-	*
	Female	18%	24%	<b>13%</b>	*	9%	18%	*	-	-	33%	10%	22%	0%	17%	3%	-	13%	-	-	*	-	-
Science	All Students	17%	19%	<b>1%</b>	*	0%	2%	-	-	-	*	0%	3%	0%	1%	0%	2%	0%	-	*	-	-	
	CWD	5%	2%	<b>0%</b>	-	0%	0%	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-	-	-	-	
	CWOD	19%	22%	<b>1%</b>	*	0%	3%	-	-	-	*	0%	4%	-	1%	0%	2%	0%	-	*	-	-	
	EL	5%	7%	<b>0%</b>	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-	-	-	-	
	Male	18%	21%	<b>2%</b>	-	0%	4%	-	-	-	*	0%	6%	0%	2%	0%	2%	-	-	-	-	-	
	Female	15%	17%	<b>0%</b>	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	-	0%	-	-	*	-	-

- Indicates there are no students in the group.

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

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

**Part (iii)(I): Academic Growth**

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	60	*	59	59	-	-	-	*	55	40	56
CWD	40	-	46	30	-	-	-	*	37	40	34
CWOD	66	*	63	71	-	-	-	*	63	-	63
EL ◇	56	-	56	-	-	-	-	-	58	34	56
Male	59	-	58	60	-	-	-	*	55	48	54
Female	60	*	61	58	-	-	-	*	56	27	60
<b>Mathematics</b>											
All Students	76	*	77	74	-	-	-	*	75	59	73
CWD	59	-	68	50	-	-	-	*	60	59	64
CWOD	82	*	79	84	-	-	-	*	81	-	76
EL ◇	73	-	73	-	-	-	-	-	68	64	73
Male	76	-	78	73	-	-	-	*	79	66	79
Female	76	*	74	76	-	-	-	*	70	45	63

- Indicates there are no students in the group.

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

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**Part (iii)(II): Graduation Rate**

This section provides information on high school six-year graduation rates for the class of 2022

*The six-year graduation rates for the class of 2023 will be updated in March, 2026.*

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL◇	Homeless ◇	Foster Care ◇
<b>Federal Graduation Rates</b>													
<b>6-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2022</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL ◇	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

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

**Part (iv): English Language Proficiency**

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
163	31	19%

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	39	67	35	43	*	-	-	53	35	14	28
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

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**Part (vi): Goal Meeting Status**

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

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

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

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

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

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**Part (vii): STAAR Participation**

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

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

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<b>All Subjects</b>	All Students	0%	0%	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	-	0%	0%	-	-	-	0%	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	-	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	*	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	*	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%	-	0%
<b>Reading</b>	All Students	0%	*	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%	0%	0%
	CWD	0%	-	0%	0%	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	*	0%	0%	*	-	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	*	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	Female	0%	*	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%	-	0%
<b>Mathematics</b>	All Students	0%	*	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%	0%	0%
	CWD	0%	-	0%	0%	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	*	0%	0%	*	-	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	*	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	Female	0%	*	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%	-	0%
<b>Science</b>	All Students	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	0%
	CWD	0%	-	0%	0%	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	*	0%	0%	-	-	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-
	Male	0%	-	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Female	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	-	0%
<b>SAT/ACT All Subjects</b>	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

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**Part (viii): Civil Rights Data**

**Part (viii)(I)** This section provides information from the 2021-22 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner). Note: Chronic absenteeism figures are based on the 2020-21 CRDC surveys and will be updated as new data becomes available.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	11	0	4	7	0	0	0	0	1		
	Female	3	0	0	3	0	0	0	0	0		
	Total	14	0	4	10	0	0	0	0	1		
<b>Out-of-School Suspensions</b>												
	Male	2	0	1	1	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	2	0	1	1	0	0	0	0	0		
<b>Expulsions</b>												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>School-Related Arrests</b>												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Referrals to Law Enforcement</b>												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
<b>In-School Suspensions</b>												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	1	0	0	1	0	0	0	0	0		5
	Female	2	0	0	1	1	0	0	0	0		1
	Total	3	0	0	2	1	0	0	0	0		6
<b>Out-of-School Suspensions</b>												
	Male	1	0	0	1	0	0	0	0	0		2
	Female	0	0	0	0	0	0	0	0	0		0
	Total	1	0	0	1	0	0	0	0	0		2
<b>Expulsions</b>												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>School-Related Arrests</b>												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>Referrals to Law Enforcement</b>												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	19	-8	8	11	-8	-8	-8	-8	2	6	3
	Female	16	-8	6	10	-8	-8	-8	-8	-8	2	3
	Total	35	-8	14	21	-8	-8	-8	-8	2	8	6

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	Total
<b>Incidents of Violence</b>	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight without a weapon	6
Incidents of threats of physical attack with a weapon	4
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
<b>Allegations of Harassment or Bullying</b>	
On the basis of sex	1
On the basis of race	3
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

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

**Preschool Programs**

	Total Students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Male	14	0	8	6	0	0	0	0	5	1
Female	27	1	18	8	0	0	0	0	12	1
Total	41	1	26	14	0	0	0	0	17	2

**Accelerated Coursework**

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

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

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

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**Part (ix): Teacher Quality Data**

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

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	2.9	7.5%
Teachers Teaching with Emergency or Provisional Credentials	0.1	0.3%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	2.7	7.3%

- Indicates there are no data available in the group.

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**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year (2023-24).

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

	Enrollment	State & Local and Federal	State & Local			Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$496	\$3	\$481	\$484		\$12	\$12
Food services		\$700				\$623	\$77	\$700
Instruction		\$5,772	\$5,128	\$138	\$5,266	\$488	\$18	\$506
Support services, general administration		\$144		\$144	\$144			
Support services, instructional staff		\$462	\$398	\$9	\$407	\$15	\$41	\$56
Support services, operation and maintenance of plant		\$1,290	\$383	\$850	\$1,233	\$6	\$51	\$57
Support services, pupils		\$470	\$251	\$2	\$253	\$56	\$161	\$217
Support services, school administration		\$607	\$519	\$0	\$519	\$88		\$88
Support services, student transportation		\$514		\$514	\$514			
<b>Total</b>	<b>627</b>	<b>\$10,456</b>	<b>\$6,682</b>	<b>\$2,138</b>	<b>\$8,820</b>	<b>\$1,276</b>	<b>\$360</b>	<b>\$1,636</b>

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

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

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**Part (xi): STAAR Alternate 2 Participation**

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	7,517	2%	*	1%	-	-
Mathematics	7,510	2%	*	1%	-	-
<b>Grade 4</b>						
Reading	6,669	2%	*	1%	-	-
Mathematics	6,666	2%	*	1%	-	-
<b>Grade 5</b>						
Reading	6,321	2%	*	1%	-	-
Mathematics	6,324	2%	*	1%	-	-
Science	6,315	2%	*	1%	-	-
<b>Grade 6</b>						
Reading	5,876	1%	*	0%	-	-
Mathematics	5,877	1%	*	0%	-	-
<b>Grade 7</b>						
Reading	5,387	1%	-	-	-	-
Mathematics	5,385	2%	-	-	-	-
<b>Grade 8</b>						
Reading	4,906	1%	*	1%	-	-
Mathematics	4,907	1%	*	1%	-	-
Science	4,904	1%	*	1%	-	-
<b>End of Course</b>						
English I	4,932	1%	*	0%	-	-
English II	4,732	1%	8	1%	-	-
Algebra I	4,932	1%	*	0%	-	-
Biology	4,992	1%	8	2%	-	-
<b>All Grades</b>						
All Subjects	104,161	1%	62	1%	-	-
Reading	46,349	1%	27	1%	-	-
Mathematics	41,601	1%	19	1%	-	-
Science	16,211	1%	16	1%	-	-

- Indicates there are no students in the group.

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

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

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

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

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

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

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

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

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

**There is no data for this campus.**

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**Part (xiv): Additional Information - Chronic Absenteeism**

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	13%	10%	13%	13%	*	*	-	11%	14%	11%	8%

- Indicates there are no students in the group.

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

**Part (xv): Section 1003 Fund**

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

*Section 1003 Funds for the 2024-25 school year will be updated by the end of June, 2026.*

**There is no data for this campus.**

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

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

**There is no data for this campus.**

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**Part (i): Description of State Accountability System**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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**Part (ii): Student Achievement by Proficiency Level**

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
<b>Grade 3</b>																						
Reading	All Students	76%	85%	<b>87%</b>	*	81%	91%	-	*	-	*	81%	93%	53%	94%	72%	88%	85%	-	-	-	*
	CWD	53%	56%	<b>53%</b>	*	40%	60%	-	-	-	*	33%	75%	53%	-	*	50%	57%	-	-	-	-
	CWOD	82%	93%	<b>94%</b>	*	92%	95%	-	*	-	*	91%	97%	-	94%	86%	98%	90%	-	-	-	*
	EL	64%	69%	<b>72%</b>	-	72%	-	-	-	-	-	70%	80%	*	86%	72%	69%	75%	-	-	-	-
	Male	74%	84%	<b>88%</b>	*	81%	94%	-	*	-	*	81%	96%	50%	98%	69%	88%	-	-	-	-	-
	Female	78%	85%	<b>85%</b>	*	81%	88%	-	-	-	-	80%	91%	57%	90%	75%	-	85%	-	-	-	-
Mathematics	All Students	70%	82%	<b>89%</b>	*	85%	91%	-	*	-	*	81%	98%	65%	94%	80%	88%	89%	-	-	-	*
	CWD	48%	56%	<b>65%</b>	*	60%	60%	-	-	-	*	44%	88%	65%	-	*	70%	57%	-	-	-	-
	CWOD	75%	89%	<b>94%</b>	*	92%	95%	-	*	-	*	88%	100%	-	94%	90%	93%	95%	-	-	-	*
	EL	63%	64%	<b>80%</b>	-	80%	-	-	-	-	-	75%	100%	*	90%	80%	69%	92%	-	-	-	-
	Male	72%	85%	<b>88%</b>	*	85%	89%	-	*	-	*	78%	100%	70%	93%	69%	88%	-	-	-	-	-
	Female	67%	78%	<b>89%</b>	*	86%	92%	-	-	-	-	84%	95%	57%	95%	92%	-	89%	-	-	-	-
<b>Grade 4</b>																						
Reading	All Students	79%	85%	<b>89%</b>	*	83%	94%	*	-	*	*	86%	91%	65%	94%	83%	85%	91%	-	-	-	*
	CWD	55%	52%	<b>65%</b>	*	44%	80%	-	-	-	-	67%	63%	65%	-	*	60%	70%	-	-	-	*
	CWOD	86%	94%	<b>94%</b>	*	92%	98%	*	-	*	*	91%	97%	-	94%	91%	93%	95%	-	-	-	*
	EL	68%	76%	<b>83%</b>	-	83%	-	-	-	-	-	86%	*	*	91%	83%	100%	73%	-	-	-	-
	Male	77%	80%	<b>85%</b>	*	84%	89%	*	-	-	-	85%	85%	60%	93%	100%	85%	-	-	-	-	-
	Female	82%	90%	<b>91%</b>	*	81%	97%	*	-	*	*	87%	96%	70%	95%	73%	-	91%	-	-	-	-
Mathematics	All Students	68%	86%	<b>88%</b>	*	87%	90%	*	-	*	*	85%	91%	75%	91%	83%	90%	86%	-	-	-	*
	CWD	44%	56%	<b>75%</b>	*	67%	90%	-	-	-	-	67%	88%	75%	-	*	80%	70%	-	-	-	*
	CWOD	74%	94%	<b>91%</b>	*	92%	90%	*	-	*	*	89%	92%	-	91%	91%	93%	89%	-	-	-	*
	EL	61%	84%	<b>83%</b>	-	83%	-	-	-	-	-	86%	*	*	91%	83%	89%	80%	-	-	-	-
	Male	70%	86%	<b>90%</b>	*	95%	89%	*	-	-	-	85%	95%	80%	93%	89%	90%	-	-	-	-	-
	Female	65%	85%	<b>86%</b>	*	81%	91%	*	-	*	*	85%	88%	70%	89%	80%	-	86%	-	-	-	-
<b>Grade 5</b>																						
Reading	All Students	76%	82%	<b>86%</b>	100%	80%	89%	-	-	*	*	83%	92%	44%	94%	72%	84%	89%	*	*	-	*
	CWD	45%	36%	<b>44%</b>	*	14%	63%	-	-	-	-	31%	*	44%	-	20%	29%	56%	*	-	-	-
	CWOD	84%	92%	<b>94%</b>	*	92%	94%	-	-	*	*	95%	92%	-	94%	85%	92%	96%	-	*	-	*
	EL	66%	61%	<b>72%</b>	-	72%	-	-	-	-	-	71%	*	20%	85%	72%	80%	60%	-	-	-	-
	Male	73%	78%	<b>84%</b>	*	81%	84%	-	-	*	*	78%	94%	29%	92%	80%	84%	-	*	*	-	-
	Female	80%	87%	<b>89%</b>	*	80%	93%	-	-	-	*	88%	90%	56%	96%	60%	-	89%	-	-	-	-

Texas Education Agency  
**2025 Federal Report Card**  
A G ELDER EL (126905103) - JOSHUA ISD - JOHNSON COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	73%	84%	<b>89%</b>	100%	91%	85%	-	-	*	*	89%	90%	50%	96%	88%	91%	87%	*	*	-	*
	CWD	47%	47%	<b>50%</b>	*	57%	38%	-	-	-	-	54%	*	50%	-	60%	43%	56%	*	-	-	-
	CWOD	79%	93%	<b>96%</b>	*	97%	94%	-	-	*	*	97%	94%	-	96%	95%	98%	93%	-	*	-	*
	EL	65%	67%	<b>88%</b>	-	88%	-	-	-	-	-	86%	*	60%	95%	88%	93%	80%	-	-	-	-
	Male	73%	84%	<b>91%</b>	*	92%	88%	-	-	*	*	86%	100%	43%	98%	93%	91%	-	*	*	-	-
	Female	72%	85%	<b>87%</b>	*	90%	83%	-	-	-	*	91%	81%	56%	93%	80%	-	87%	-	-	-	-
Science	All Students	63%	79%	<b>93%</b>	100%	85%	98%	-	-	*	*	89%	100%	69%	97%	76%	93%	93%	*	*	-	*
	CWD	40%	40%	<b>69%</b>	*	29%	100%	-	-	-	-	62%	*	69%	-	20%	71%	67%	*	-	-	-
	CWOD	69%	87%	<b>97%</b>	*	95%	98%	-	-	*	*	95%	100%	-	97%	90%	96%	98%	-	*	-	*
	EL	49%	53%	<b>76%</b>	-	76%	-	-	-	-	-	71%	*	20%	90%	76%	87%	60%	-	-	-	-
	Male	66%	81%	<b>93%</b>	*	88%	96%	-	-	*	*	89%	100%	71%	96%	87%	93%	-	*	*	-	-
	Female	61%	76%	<b>93%</b>	*	80%	100%	-	-	-	*	88%	100%	67%	98%	60%	-	93%	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>Grade 3</b>																						
Reading	All Students	50%	58%	<b>56%</b>	*	42%	74%	-	*	-	*	46%	67%	24%	63%	20%	55%	57%	-	-	-	*
	CWD	27%	26%	<b>24%</b>	*	20%	40%	-	-	-	*	22%	25%	24%	-	*	10%	43%	-	-	-	-
	CWOD	57%	68%	<b>63%</b>	*	47%	79%	-	*	-	*	51%	76%	-	63%	24%	66%	60%	-	-	-	*
	EL	36%	31%	<b>20%</b>	-	20%	-	-	-	-	-	20%	20%	*	24%	20%	15%	25%	-	-	-	-
	Male	48%	57%	<b>55%</b>	*	44%	78%	-	*	-	*	48%	63%	10%	66%	15%	55%	-	-	-	-	-
	Female	53%	60%	<b>57%</b>	*	38%	72%	-	-	-	-	44%	73%	43%	60%	25%	-	57%	-	-	-	-
Mathematics	All Students	45%	57%	<b>57%</b>	*	42%	72%	-	*	-	*	50%	65%	18%	65%	24%	63%	51%	-	-	-	*
	CWD	27%	33%	<b>18%</b>	*	10%	20%	-	-	-	*	0%	38%	18%	-	*	10%	29%	-	-	-	-
	CWOD	50%	65%	<b>65%</b>	*	50%	79%	-	*	-	*	60%	71%	-	65%	29%	76%	55%	-	-	-	*
	EL	37%	29%	<b>24%</b>	-	24%	-	-	-	-	-	25%	20%	*	29%	24%	31%	17%	-	-	-	-
	Male	49%	65%	<b>63%</b>	*	52%	78%	-	*	-	*	56%	71%	10%	76%	31%	63%	-	-	-	-	-
	Female	41%	48%	<b>51%</b>	*	29%	68%	-	-	-	-	44%	59%	29%	55%	17%	-	51%	-	-	-	-
<b>Grade 4</b>																						
Reading	All Students	53%	65%	<b>69%</b>	*	61%	78%	*	-	*	*	63%	76%	30%	78%	63%	65%	71%	-	-	-	*
	CWD	26%	26%	<b>30%</b>	*	22%	40%	-	-	-	-	25%	38%	30%	-	*	30%	30%	-	-	-	*
	CWOD	60%	75%	<b>78%</b>	*	70%	88%	*	-	*	*	72%	84%	-	78%	68%	77%	78%	-	-	-	*
	EL	40%	53%	<b>63%</b>	-	63%	-	-	-	-	-	62%	*	*	68%	63%	78%	53%	-	-	-	-
	Male	50%	59%	<b>65%</b>	*	74%	63%	*	-	-	-	70%	60%	30%	77%	78%	65%	-	-	-	-	-
	Female	57%	70%	<b>71%</b>	*	52%	88%	*	-	*	*	59%	88%	30%	78%	53%	-	71%	-	-	-	-
Mathematics	All Students	46%	64%	<b>70%</b>	*	65%	75%	*	-	*	*	64%	76%	30%	79%	67%	78%	65%	-	-	-	*
	CWD	25%	26%	<b>30%</b>	*	22%	40%	-	-	-	-	17%	50%	30%	-	*	40%	20%	-	-	-	*
	CWOD	51%	75%	<b>79%</b>	*	76%	83%	*	-	*	*	77%	82%	-	79%	73%	90%	73%	-	-	-	*
	EL	37%	62%	<b>67%</b>	-	67%	-	-	-	-	-	71%	*	*	73%	67%	89%	53%	-	-	-	-
	Male	50%	65%	<b>78%</b>	*	84%	74%	*	-	-	-	80%	75%	40%	90%	89%	78%	-	-	-	-	-
	Female	42%	64%	<b>65%</b>	*	52%	75%	*	-	*	*	56%	77%	20%	73%	53%	-	65%	-	-	-	-
<b>Grade 5</b>																						

Texas Education Agency  
**2025 Federal Report Card**  
A G ELDER EL (126905103) - JOSHUA ISD - JOHNSON COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	57%	62%	<b>68%</b>	80%	57%	76%	-	-	*	*	61%	82%	6%	79%	52%	64%	73%	*	*	-	*
	CWD	26%	15%	<b>6%</b>	*	0%	13%	-	-	-	-	8%	*	6%	-	0%	0%	11%	*	-	-	-
	CWOD	65%	72%	<b>79%</b>	*	67%	87%	-	-	*	*	72%	89%	-	79%	65%	73%	85%	-	*	-	*
	EL	41%	31%	<b>52%</b>	-	52%	-	-	-	-	-	48%	*	0%	65%	52%	53%	50%	-	-	-	-
	Male	53%	57%	<b>64%</b>	*	54%	72%	-	-	*	*	51%	89%	0%	73%	53%	64%	-	*	*	-	-
	Female	61%	69%	<b>73%</b>	*	60%	80%	-	-	-	*	71%	76%	11%	85%	50%	-	73%	-	-	-	-
Mathematics	All Students	46%	62%	<b>69%</b>	60%	67%	71%	-	-	*	*	69%	69%	6%	80%	68%	73%	65%	*	*	-	*
	CWD	23%	15%	<b>6%</b>	*	0%	13%	-	-	-	-	8%	*	6%	-	0%	0%	11%	*	-	-	-
	CWOD	52%	73%	<b>80%</b>	*	79%	81%	-	-	*	*	83%	75%	-	80%	85%	83%	76%	-	*	-	*
	EL	36%	42%	<b>68%</b>	-	68%	-	-	-	-	-	67%	*	0%	85%	68%	80%	50%	-	-	-	-
	Male	48%	63%	<b>73%</b>	*	69%	76%	-	-	*	*	65%	89%	0%	83%	80%	73%	-	*	*	-	-
	Female	44%	61%	<b>65%</b>	*	65%	67%	-	-	-	*	74%	52%	11%	76%	50%	-	65%	-	-	-	-
Science	All Students	30%	46%	<b>69%</b>	60%	61%	75%	-	-	*	*	62%	82%	25%	77%	52%	73%	65%	*	*	-	*
	CWD	17%	19%	<b>25%</b>	*	14%	38%	-	-	-	-	15%	*	25%	-	0%	29%	22%	*	-	-	-
	CWOD	33%	52%	<b>77%</b>	*	69%	81%	-	-	*	*	72%	83%	-	77%	65%	79%	74%	-	*	-	*
	EL	16%	27%	<b>52%</b>	-	52%	-	-	-	-	-	48%	*	0%	65%	52%	53%	50%	-	-	-	-
	Male	33%	48%	<b>73%</b>	*	62%	80%	-	-	*	*	65%	89%	29%	79%	53%	73%	-	*	*	-	-
	Female	27%	44%	<b>65%</b>	*	60%	70%	-	-	-	*	59%	76%	22%	74%	50%	-	65%	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>Grade 3</b>																						
Reading	All Students	22%	22%	<b>16%</b>	*	8%	23%	-	*	-	*	10%	24%	0%	20%	0%	18%	15%	-	-	-	*
	CWD	7%	9%	<b>0%</b>	*	0%	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	-	-	-	-
	CWOD	26%	26%	<b>20%</b>	*	11%	26%	-	*	-	*	12%	29%	-	20%	0%	22%	18%	-	-	-	*
	EL	13%	1%	<b>0%</b>	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	20%	22%	<b>18%</b>	*	11%	28%	-	*	-	*	11%	25%	0%	22%	0%	18%	-	-	-	-	-
	Female	24%	22%	<b>15%</b>	*	5%	20%	-	-	-	-	8%	23%	0%	18%	0%	-	15%	-	-	-	-
Mathematics	All Students	19%	26%	<b>22%</b>	*	17%	26%	-	*	-	*	19%	26%	6%	26%	4%	29%	15%	-	-	-	*
	CWD	8%	12%	<b>6%</b>	*	10%	0%	-	-	-	*	0%	13%	6%	-	*	0%	14%	-	-	-	-
	CWOD	22%	30%	<b>26%</b>	*	18%	29%	-	*	-	*	23%	29%	-	26%	5%	37%	15%	-	-	-	*
	EL	12%	4%	<b>4%</b>	-	4%	-	-	-	-	-	5%	0%	*	5%	4%	8%	0%	-	-	-	-
	Male	22%	33%	<b>29%</b>	*	19%	44%	-	*	-	*	30%	29%	0%	37%	8%	29%	-	-	-	-	-
	Female	15%	18%	<b>15%</b>	*	14%	12%	-	-	-	-	8%	23%	14%	15%	0%	-	15%	-	-	-	-
<b>Grade 4</b>																						
Reading	All Students	23%	26%	<b>27%</b>	*	20%	31%	*	-	*	*	25%	28%	5%	32%	21%	18%	32%	-	-	-	*
	CWD	6%	9%	<b>5%</b>	*	11%	0%	-	-	-	-	0%	13%	5%	-	*	10%	0%	-	-	-	*
	CWOD	28%	31%	<b>32%</b>	*	22%	39%	*	-	*	*	32%	32%	-	32%	23%	20%	38%	-	-	-	*
	EL	13%	18%	<b>21%</b>	-	21%	-	-	-	-	-	24%	*	*	23%	21%	33%	13%	-	-	-	-
	Male	20%	24%	<b>18%</b>	*	21%	16%	*	-	-	-	15%	20%	10%	20%	33%	18%	-	-	-	-	-
	Female	26%	28%	<b>32%</b>	*	19%	41%	*	-	*	*	31%	35%	0%	38%	13%	-	32%	-	-	-	-

Texas Education Agency  
**2025 Federal Report Card**  
A G ELDER EL (126905103) - JOSHUA ISD - JOHNSON COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	23%	36%	<b>38%</b>	*	28%	47%	*	-	*	*	31%	48%	15%	44%	21%	35%	40%	-	-	-	*
	CWD	9%	14%	<b>15%</b>	*	11%	20%	-	-	-	-	0%	38%	15%	-	*	30%	0%	-	-	-	*
	CWOD	27%	42%	<b>44%</b>	*	32%	54%	*	-	*	*	38%	50%	-	44%	23%	37%	47%	-	-	-	*
	EL	16%	20%	<b>21%</b>	-	21%	-	-	-	-	-	24%	*	*	23%	21%	33%	13%	-	-	-	-
	Male	27%	37%	<b>35%</b>	*	32%	42%	*	-	-	-	35%	35%	30%	37%	33%	35%	-	-	-	-	-
	Female	19%	35%	<b>40%</b>	*	26%	50%	*	-	*	*	28%	58%	0%	47%	13%	-	40%	-	-	-	-
<b>Grade 5</b>																						
Reading	All Students	29%	29%	<b>35%</b>	60%	20%	45%	-	-	*	*	27%	51%	0%	41%	20%	35%	36%	*	*	-	*
	CWD	7%	5%	<b>0%</b>	*	0%	0%	-	-	-	-	0%	*	0%	-	0%	0%	0%	*	-	-	-
	CWOD	35%	34%	<b>41%</b>	*	23%	53%	-	-	*	*	33%	56%	-	41%	25%	40%	43%	-	*	-	*
	EL	15%	9%	<b>20%</b>	-	20%	-	-	-	-	-	19%	*	0%	25%	20%	13%	30%	-	-	-	-
	Male	26%	25%	<b>35%</b>	*	19%	48%	-	-	*	*	24%	56%	0%	40%	13%	35%	-	*	*	-	-
	Female	32%	33%	<b>36%</b>	*	20%	43%	-	-	-	*	29%	48%	0%	43%	30%	-	36%	-	-	-	-
Mathematics	All Students	21%	29%	<b>29%</b>	40%	24%	33%	-	-	*	*	24%	38%	0%	34%	28%	33%	25%	*	*	-	*
	CWD	7%	6%	<b>0%</b>	*	0%	0%	-	-	-	-	0%	*	0%	-	0%	0%	0%	*	-	-	-
	CWOD	25%	34%	<b>34%</b>	*	28%	38%	-	-	*	*	29%	42%	-	34%	35%	38%	30%	-	*	-	*
	EL	13%	16%	<b>28%</b>	-	28%	-	-	-	-	-	24%	*	0%	35%	28%	33%	20%	-	-	-	-
	Male	24%	30%	<b>33%</b>	*	31%	36%	-	-	*	*	30%	39%	0%	38%	33%	33%	-	*	*	-	-
	Female	19%	28%	<b>25%</b>	*	15%	30%	-	-	-	*	18%	38%	0%	30%	20%	-	25%	-	-	-	-
Science	All Students	12%	20%	<b>36%</b>	0%	26%	47%	-	-	*	*	27%	54%	0%	43%	28%	38%	35%	*	*	-	*
	CWD	5%	5%	<b>0%</b>	*	0%	0%	-	-	-	-	0%	*	0%	-	0%	0%	0%	*	-	-	-
	CWOD	14%	23%	<b>43%</b>	*	31%	55%	-	-	*	*	33%	58%	-	43%	35%	44%	41%	-	*	-	*
	EL	4%	11%	<b>28%</b>	-	28%	-	-	-	-	-	24%	*	0%	35%	28%	27%	30%	-	-	-	-
	Male	13%	20%	<b>38%</b>	*	23%	56%	-	-	*	*	27%	61%	0%	44%	27%	38%	-	*	*	-	-
	Female	11%	19%	<b>35%</b>	*	30%	40%	-	-	-	*	26%	48%	0%	41%	30%	-	35%	-	-	-	-
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
<b>All Grades</b>																						
All Subjects	All Students	73%	83%	<b>89%</b>	93%	85%	91%	*	*	100%	100%	85%	94%	61%	94%	79%	88%	89%	*	*	-	100%
	CWD	46%	49%	<b>61%</b>	86%	46%	72%	-	-	-	*	52%	78%	61%	-	22%	59%	62%	*	-	-	*
	CWOD	79%	89%	<b>94%</b>	95%	93%	95%	*	*	100%	100%	93%	96%	-	94%	90%	95%	94%	-	*	-	100%
	EL	59%	66%	<b>79%</b>	-	79%	-	-	-	-	-	78%	86%	22%	90%	79%	83%	75%	-	-	-	-
	Male	71%	81%	<b>88%</b>	89%	86%	90%	*	*	100%	100%	83%	96%	59%	95%	83%	88%	-	*	*	-	-
	Female	75%	84%	<b>89%</b>	95%	83%	92%	*	-	*	100%	87%	92%	62%	94%	75%	-	89%	-	-	-	-
Reading	All Students	74%	82%	<b>87%</b>	100%	81%	91%	*	*	*	100%	84%	92%	55%	94%	76%	86%	89%	*	*	-	*
	CWD	45%	44%	<b>55%</b>	*	35%	70%	-	-	-	*	44%	74%	55%	-	9%	48%	62%	*	-	-	*
	CWOD	80%	89%	<b>94%</b>	100%	92%	95%	*	*	*	100%	93%	96%	-	94%	87%	94%	94%	-	*	-	*
	EL	57%	62%	<b>76%</b>	-	76%	-	-	-	-	-	76%	75%	9%	87%	76%	81%	70%	-	-	-	-
	Male	70%	79%	<b>86%</b>	*	82%	89%	*	*	*	*	81%	92%	48%	94%	81%	86%	-	*	*	-	-
	Female	79%	86%	<b>89%</b>	100%	81%	93%	*	-	*	*	86%	93%	62%	94%	70%	-	89%	-	-	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	70%	83%	<b>88%</b>	83%	88%	89%	*	*	*	100%	85%	93%	64%	93%	84%	90%	87%	*	*	-	*
	CWD	45%	54%	<b>64%</b>	*	62%	65%	-	-	-	*	56%	79%	64%	-	36%	67%	62%	*	-	-	*
	CWOD	76%	89%	<b>93%</b>	89%	94%	93%	*	*	*	100%	92%	96%	-	93%	92%	95%	92%	-	*	-	*
	EL	60%	69%	<b>84%</b>	-	84%	-	-	-	-	-	82%	92%	36%	92%	84%	84%	84%	-	-	-	-
	Male	71%	83%	<b>90%</b>	*	90%	89%	*	*	*	*	83%	98%	67%	95%	84%	90%	-	*	*	-	-
	Female	70%	83%	<b>87%</b>	88%	85%	89%	*	-	*	*	87%	88%	62%	92%	84%	-	87%	-	-	-	-
Science	All Students	76%	85%	<b>93%</b>	100%	85%	98%	-	-	*	*	89%	100%	69%	97%	76%	93%	93%	*	*	-	*
	CWD	52%	50%	<b>69%</b>	*	29%	100%	-	-	-	-	62%	*	69%	-	20%	71%	67%	*	-	-	-
	CWOD	81%	91%	<b>97%</b>	*	95%	98%	-	-	*	*	95%	100%	-	97%	90%	96%	98%	-	*	-	*
	EL	63%	68%	<b>76%</b>	-	76%	-	-	-	-	-	71%	*	20%	90%	76%	87%	60%	-	-	-	-
	Male	77%	85%	<b>93%</b>	*	88%	96%	-	-	*	*	89%	100%	71%	96%	87%	93%	-	*	*	-	-
	Female	76%	84%	<b>93%</b>	*	80%	100%	-	-	-	*	88%	100%	67%	98%	60%	-	93%	-	-	-	-

**STAAR Percent at Meets Grade Level or Above**

**All Grades**

All Subjects	All Students	48%	59%	<b>66%</b>	55%	56%	75%	*	*	88%	79%	60%	74%	20%	75%	49%	67%	65%	*	*	-	89%
	CWD	23%	21%	<b>20%</b>	0%	14%	30%	-	-	-	*	14%	34%	20%	-	0%	18%	23%	*	-	-	*
	CWOD	53%	66%	<b>75%</b>	73%	66%	83%	*	*	88%	83%	71%	80%	-	75%	58%	77%	72%	-	*	-	100%
	EL	30%	33%	<b>49%</b>	-	49%	-	-	-	-	-	49%	50%	0%	58%	49%	55%	43%	-	-	-	-
	Male	47%	57%	<b>67%</b>	33%	61%	74%	*	*	83%	67%	61%	75%	18%	77%	55%	67%	-	*	*	-	-
	Female	49%	60%	<b>65%</b>	65%	51%	75%	*	-	*	100%	59%	72%	23%	72%	43%	-	65%	-	-	-	-
Reading	All Students	53%	61%	<b>65%</b>	58%	53%	77%	*	*	*	67%	57%	75%	21%	73%	45%	61%	68%	*	*	-	*
	CWD	23%	21%	<b>21%</b>	*	15%	30%	-	-	-	*	18%	26%	21%	-	0%	15%	27%	*	-	-	*
	CWOD	59%	69%	<b>73%</b>	78%	61%	85%	*	*	*	80%	66%	83%	-	73%	52%	71%	75%	-	*	-	*
	EL	31%	32%	<b>45%</b>	-	45%	-	-	-	-	-	44%	50%	0%	52%	45%	46%	43%	-	-	-	-
	Male	48%	56%	<b>61%</b>	*	56%	71%	*	*	*	*	55%	69%	15%	71%	46%	61%	-	*	*	-	-
	Female	58%	67%	<b>68%</b>	75%	50%	80%	*	-	*	*	59%	80%	27%	75%	43%	-	68%	-	-	-	-
Mathematics	All Students	43%	57%	<b>65%</b>	50%	58%	72%	*	*	*	83%	62%	70%	19%	75%	53%	71%	61%	*	*	-	*
	CWD	22%	22%	<b>19%</b>	*	12%	26%	-	-	-	*	9%	37%	19%	-	0%	19%	19%	*	-	-	*
	CWOD	48%	64%	<b>75%</b>	67%	68%	81%	*	*	*	80%	74%	76%	-	75%	62%	82%	69%	-	*	-	*
	EL	30%	37%	<b>53%</b>	-	53%	-	-	-	-	-	55%	42%	0%	62%	53%	65%	41%	-	-	-	-
	Male	45%	59%	<b>71%</b>	*	67%	76%	*	*	*	*	65%	77%	19%	82%	65%	71%	-	*	*	-	-
	Female	42%	54%	<b>61%</b>	63%	49%	70%	*	-	*	*	59%	64%	19%	69%	41%	-	61%	-	-	-	-
Science	All Students	46%	56%	<b>69%</b>	60%	61%	75%	-	-	*	*	62%	82%	25%	77%	52%	73%	65%	*	*	-	*
	CWD	22%	23%	<b>25%</b>	*	14%	38%	-	-	-	-	15%	*	25%	-	0%	29%	22%	*	-	-	-
	CWOD	50%	62%	<b>77%</b>	*	69%	81%	-	-	*	*	72%	83%	-	77%	65%	79%	74%	-	*	-	*
	EL	26%	31%	<b>52%</b>	-	52%	-	-	-	-	-	48%	*	0%	65%	52%	53%	50%	-	-	-	-
	Male	47%	58%	<b>73%</b>	*	62%	80%	-	-	*	*	65%	89%	29%	79%	53%	73%	-	*	*	-	-
	Female	45%	55%	<b>65%</b>	*	60%	70%	-	-	-	*	59%	76%	22%	74%	50%	-	65%	-	-	-	-

**STAAR Percent at Masters Grade Level**

**All Grades**

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All Subjects	All Students	20%	24%	<b>29%</b>	38%	20%	37%	*	*	50%	29%	24%	38%	4%	35%	17%	30%	29%	*	*	-	67%
	CWD	6%	6%	<b>4%</b>	0%	5%	4%	-	-	-	*	0%	12%	4%	-	0%	7%	2%	*	-	-	*
	CWOD	23%	27%	<b>35%</b>	50%	24%	43%	*	*	50%	33%	29%	42%	-	35%	21%	35%	34%	-	*	-	86%
	EL	9%	9%	<b>17%</b>	-	17%	-	-	-	-	-	17%	18%	0%	21%	17%	20%	14%	-	-	-	-
	Male	20%	24%	<b>30%</b>	11%	22%	40%	*	*	50%	11%	25%	37%	7%	35%	20%	30%	-	*	*	-	-
	Female	21%	24%	<b>29%</b>	50%	19%	35%	*	-	*	60%	23%	39%	2%	34%	14%	-	29%	-	-	-	-
Reading	All Students	22%	24%	<b>27%</b>	50%	16%	34%	*	*	*	17%	21%	34%	2%	32%	14%	24%	29%	*	*	-	*
	CWD	6%	5%	<b>2%</b>	*	4%	0%	-	-	-	*	0%	5%	2%	-	0%	4%	0%	*	-	-	*
	CWOD	25%	27%	<b>32%</b>	67%	18%	40%	*	*	*	20%	26%	38%	-	32%	16%	29%	34%	-	*	-	*
	EL	8%	6%	<b>14%</b>	-	14%	-	-	-	-	-	15%	8%	0%	16%	14%	14%	14%	-	-	-	-
	Male	19%	21%	<b>24%</b>	*	17%	32%	*	*	*	*	18%	32%	4%	29%	14%	24%	-	*	*	-	-
	Female	25%	27%	<b>29%</b>	63%	15%	36%	*	-	*	*	24%	35%	0%	34%	14%	-	29%	-	-	-	-
Mathematics	All Students	19%	26%	<b>30%</b>	42%	23%	36%	*	*	*	33%	25%	37%	8%	35%	18%	32%	28%	*	*	-	*
	CWD	7%	8%	<b>8%</b>	*	8%	9%	-	-	-	*	0%	21%	8%	-	0%	11%	4%	*	-	-	*
	CWOD	22%	30%	<b>35%</b>	56%	26%	40%	*	*	*	40%	30%	40%	-	35%	21%	37%	33%	-	*	-	*
	EL	11%	13%	<b>18%</b>	-	18%	-	-	-	-	-	18%	17%	0%	21%	18%	24%	11%	-	-	-	-
	Male	21%	29%	<b>32%</b>	*	26%	40%	*	*	*	*	31%	34%	11%	37%	24%	32%	-	*	*	-	-
	Female	18%	24%	<b>28%</b>	63%	19%	32%	*	-	*	*	19%	41%	4%	33%	11%	-	28%	-	-	-	-
Science	All Students	17%	19%	<b>36%</b>	0%	26%	47%	-	-	*	*	27%	54%	0%	43%	28%	38%	35%	*	*	-	*
	CWD	5%	2%	<b>0%</b>	*	0%	0%	-	-	-	-	0%	*	0%	-	0%	0%	0%	*	-	-	-
	CWOD	19%	22%	<b>43%</b>	*	31%	55%	-	-	*	*	33%	58%	-	43%	35%	44%	41%	-	*	-	*
	EL	5%	7%	<b>28%</b>	-	28%	-	-	-	-	-	24%	*	0%	35%	28%	27%	30%	-	-	-	-
	Male	18%	21%	<b>38%</b>	*	23%	56%	-	-	*	*	27%	61%	0%	44%	27%	38%	-	*	*	-	-
	Female	15%	17%	<b>35%</b>	*	30%	40%	-	-	-	*	26%	48%	0%	41%	30%	-	35%	-	-	-	-

- Indicates there are no students in the group.

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

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

**Part (iii)(I): Academic Growth**

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	79	93	70	85	*	-	*	*	78	49	76
CWD	49	-	28	67	-	-	-	-	47	49	0
CWOD	85	93	79	88	*	-	*	*	84	-	88
EL ◇	76	-	76	-	-	-	-	-	80	0	76
Male	74	*	69	77	*	-	*	*	71	41	81
Female	84	92	72	90	*	-	*	*	83	57	70
<b>Mathematics</b>											
All Students	85	96	89	82	*	-	*	*	85	72	91
CWD	72	-	77	68	-	-	-	-	66	72	46
CWOD	88	96	92	84	*	-	*	*	90	-	97
EL ◇	91	-	91	-	-	-	-	-	88	46	91
Male	83	*	88	77	*	-	*	*	79	70	90
Female	87	96	90	85	*	-	*	*	90	74	91

- Indicates there are no students in the group.

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

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**Part (iii)(II): Graduation Rate**

This section provides information on high school six-year graduation rates for the class of 2022

*The six-year graduation rates for the class of 2023 will be updated in March, 2026.*

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>6-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2022</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

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

**Part (iv): English Language Proficiency**

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
151	29	19%

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	61	62	54	68	*	*	79	69	56	28	48
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

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**Part (vi): Goal Meeting Status**

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

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

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

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

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

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**Part (vii): STAAR Participation**

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

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

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

- Indicates there are no students in the group.

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

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**Part (viii): Civil Rights Data**

**Part (viii)(I)** This section provides information from the 2021-22 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner). Note: Chronic absenteeism figures are based on the 2020-21 CRDC surveys and will be updated as new data becomes available.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	4	1	1	2	0	0	0	0	0		
	Female	1	0	0	1	0	0	0	0	0		
	Total	5	1	1	3	0	0	0	0	0		
<b>Out-of-School Suspensions</b>												
	Male	1	1	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	1	1	0	0	0	0	0	0	0		
<b>Expulsions</b>												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>School-Related Arrests</b>												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Referrals to Law Enforcement</b>												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
<b>In-School Suspensions</b>												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	1	0	0	1	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	1	0	0	1	0	0	0	0	0		0
<b>Out-of-School Suspensions</b>												
	Male	0	0	0	0	0	0	0	0	0		2
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		2
<b>Expulsions</b>												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>School-Related Arrests</b>												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>Referrals to Law Enforcement</b>												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	14	-8	5	8	-8	-8	-8	1	2	3	2
	Female	15	-8	5	8	-8	-8	1	1	2	1	-8
	Total	29	-8	10	16	-8	-8	1	2	4	4	2

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	Total
<b>Incidents of Violence</b>	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight without a weapon	2
Incidents of threats of physical attack with a weapon	1
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
<b>Allegations of Harassment or Bullying</b>	
On the basis of sex	0
On the basis of race	1
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

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

**Preschool Programs**

	Total Students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Male	50	2	24	24	0	0	0	0	12	28
Female	31	2	15	14	0	0	0	0	10	13
Total	81	4	39	38	0	0	0	0	22	41

**Accelerated Coursework**

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

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

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

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**Part (ix): Teacher Quality Data**

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

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	0.0	-
Teachers Teaching with Emergency or Provisional Credentials	1.1	2.9%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	2.1	5.6%

- Indicates there are no data available in the group.

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**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year (2023-24).

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

	Enrollment	State & Local and Federal	State & Local			Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$494	\$1	\$481	\$482		\$12	\$12
Food services		\$589				\$512	\$77	\$589
Instruction		\$6,086	\$5,590	\$138	\$5,728	\$340	\$18	\$358
Support services, general administration		\$144		\$144	\$144			
Support services, instructional staff		\$534	\$484	\$9	\$493		\$41	\$41
Support services, operation and maintenance of plant		\$1,260	\$355	\$850	\$1,205	\$4	\$51	\$55
Support services, pupils		\$427	\$264	\$2	\$266		\$161	\$161
Support services, school administration		\$520	\$520	\$0	\$520			
Support services, student transportation		\$514		\$514	\$514			
<b>Total</b>	<b>657</b>	<b>\$10,569</b>	<b>\$7,214</b>	<b>\$2,138</b>	<b>\$9,352</b>	<b>\$856</b>	<b>\$360</b>	<b>\$1,216</b>

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

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

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**Part (xi): STAAR Alternate 2 Participation**

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	7,517	2%	*	1%	-	-
Mathematics	7,510	2%	*	1%	-	-
<b>Grade 4</b>						
Reading	6,669	2%	*	1%	-	-
Mathematics	6,666	2%	*	1%	-	-
<b>Grade 5</b>						
Reading	6,321	2%	*	1%	-	-
Mathematics	6,324	2%	*	1%	-	-
Science	6,315	2%	*	1%	-	-
<b>Grade 6</b>						
Reading	5,876	1%	*	0%	-	-
Mathematics	5,877	1%	*	0%	-	-
<b>Grade 7</b>						
Reading	5,387	1%	-	-	-	-
Mathematics	5,385	2%	-	-	-	-
<b>Grade 8</b>						
Reading	4,906	1%	*	1%	-	-
Mathematics	4,907	1%	*	1%	-	-
Science	4,904	1%	*	1%	-	-
<b>End of Course</b>						
English I	4,932	1%	*	0%	-	-
English II	4,732	1%	8	1%	-	-
Algebra I	4,932	1%	*	0%	-	-
Biology	4,992	1%	8	2%	-	-
<b>All Grades</b>						
All Subjects	104,161	1%	62	1%	-	-
Reading	46,349	1%	27	1%	-	-
Mathematics	41,601	1%	19	1%	-	-
Science	16,211	1%	16	1%	-	-

- Indicates there are no students in the group.

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

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

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

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

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

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

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

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

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

**There is no data for this campus.**

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**Part (xiv): Additional Information - Chronic Absenteeism**

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	13%	39%	11%	14%	0%	*	17%	0%	16%	23%	7%

- Indicates there are no students in the group.

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

**Part (xv): Section 1003 Fund**

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

*Section 1003 Funds for the 2024-25 school year will be updated by the end of June, 2026.*

**There is no data for this campus.**

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

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

**There is no data for this campus.**

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**Part (i): Description of State Accountability System**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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**Part (ii): Student Achievement by Proficiency Level**

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
<b>STAAR Percent at Approaches Grade Level or Above</b>																							
<b>Grade 3</b>																							
Reading	All Students	76%	85%	<b>92%</b>	*	91%	91%	-	*	-	*	81%	95%	65%	98%	80%	89%	94%	-	-	-	*	
	CWD	53%	56%	<b>65%</b>	-	63%	65%	-	-	-	*	58%	71%	65%	-	*	69%	60%	-	-	-	*	
	CWOD	82%	93%	<b>98%</b>	*	100%	97%	-	*	-	*	95%	99%	-	98%	*	96%	100%	-	-	-	*	
	EL	64%	69%	<b>80%</b>	-	*	-	-	-	*	-	*	*	*	80%	*	*	-	-	-	-	-	-
	Male	74%	84%	<b>89%</b>	*	89%	89%	-	*	-	-	80%	93%	69%	96%	*	89%	-	-	-	-	-	*
	Female	78%	85%	<b>94%</b>	*	93%	93%	-	*	-	*	83%	96%	60%	100%	*	-	94%	-	-	-	-	*
Mathematics	All Students	70%	82%	<b>94%</b>	*	94%	93%	-	*	-	*	81%	98%	73%	99%	100%	95%	92%	-	-	-	*	
	CWD	48%	56%	<b>73%</b>	-	88%	65%	-	-	-	*	58%	86%	73%	-	*	81%	60%	-	-	-	*	
	CWOD	75%	89%	<b>99%</b>	*	96%	100%	-	*	-	*	95%	100%	-	99%	*	100%	98%	-	-	-	*	
	EL	63%	64%	<b>100%</b>	-	*	-	-	-	*	-	*	*	*	100%	*	*	-	-	-	-	-	-
	Male	72%	85%	<b>95%</b>	*	94%	96%	-	*	-	-	85%	100%	81%	100%	*	95%	-	-	-	-	-	*
	Female	67%	78%	<b>92%</b>	*	93%	91%	-	*	-	*	75%	96%	60%	98%	*	-	92%	-	-	-	-	*
<b>Grade 4</b>																							
Reading	All Students	79%	85%	<b>87%</b>	80%	83%	90%	-	*	-	100%	63%	95%	57%	93%	*	82%	93%	-	-	*	83%	
	CWD	55%	52%	<b>57%</b>	-	67%	53%	-	-	-	-	17%	73%	57%	-	-	40%	73%	-	-	-	*	
	CWOD	86%	94%	<b>93%</b>	80%	89%	97%	-	*	-	100%	75%	99%	-	93%	*	89%	98%	-	-	*	*	
	EL	68%	76%	*	-	*	*	-	*	-	-	*	*	-	*	*	*	*	*	-	-	-	-
	Male	77%	80%	<b>82%</b>	*	71%	88%	-	*	-	100%	53%	94%	40%	89%	*	82%	-	-	-	-	*	*
	Female	82%	90%	<b>93%</b>	*	100%	91%	-	*	-	*	82%	96%	73%	98%	*	-	93%	-	-	-	-	*
Mathematics	All Students	68%	86%	<b>90%</b>	80%	92%	90%	-	*	-	100%	80%	94%	57%	97%	*	88%	93%	-	-	*	83%	
	CWD	44%	56%	<b>57%</b>	-	67%	53%	-	-	-	-	33%	67%	57%	-	-	40%	73%	-	-	-	*	
	CWOD	74%	94%	<b>97%</b>	80%	100%	97%	-	*	-	100%	92%	99%	-	97%	*	96%	98%	-	-	*	*	
	EL	61%	84%	*	-	*	*	-	*	-	-	*	*	-	*	*	*	*	*	-	-	-	-
	Male	70%	86%	<b>88%</b>	*	86%	88%	-	*	-	100%	74%	94%	40%	96%	*	88%	-	-	-	-	*	*
	Female	65%	85%	<b>93%</b>	*	100%	91%	-	*	-	*	91%	94%	73%	98%	*	-	93%	-	-	-	-	*
<b>Grade 5</b>																							
Reading	All Students	76%	82%	<b>93%</b>	*	86%	96%	*	*	-	*	83%	95%	50%	99%	*	91%	96%	-	-	-	*	
	CWD	45%	36%	<b>50%</b>	-	50%	43%	*	-	-	*	33%	60%	50%	-	*	55%	40%	-	-	-	-	
	CWOD	84%	92%	<b>99%</b>	*	100%	100%	*	*	-	*	95%	100%	-	99%	*	98%	100%	-	-	-	*	
	EL	66%	61%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	*	-	-	-	-
	Male	73%	78%	<b>91%</b>	*	87%	95%	*	*	-	*	77%	94%	55%	98%	*	91%	-	-	-	-	-	-
	Female	80%	87%	<b>96%</b>	*	86%	97%	-	*	-	*	83%	97%	40%	100%	*	-	96%	-	-	-	-	*

Texas Education Agency  
**2025 Federal Report Card**  
 NORTH JOSHUA EL (126905104) - JOSHUA ISD - JOHNSON COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Mathematics	All Students	73%	84%	<b>95%</b>	*	91%	96%	*	*	-	*	88%	98%	75%	99%	*	95%	96%	-	-	-	*	
	CWD	47%	47%	<b>75%</b>	-	67%	71%	*	-	-	*	67%	80%	75%	-	*	73%	80%	-	-	-	-	
	CWOD	79%	93%	<b>99%</b>	*	100%	99%	*	*	-	*	95%	100%	-	99%	*	100%	98%	-	-	-	*	
	EL	65%	67%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	*	-	-	-	-
	Male	73%	84%	<b>95%</b>	*	87%	98%	*	*	-	*	92%	96%	73%	100%	*	95%	-	-	-	-	-	-
	Female	72%	85%	<b>96%</b>	*	100%	94%	-	*	-	*	83%	100%	80%	98%	*	-	96%	-	-	-	-	*
Science	All Students	63%	79%	<b>86%</b>	*	82%	86%	*	*	-	*	68%	92%	56%	92%	*	91%	81%	-	-	-	*	
	CWD	40%	40%	<b>56%</b>	-	33%	57%	*	-	-	*	50%	60%	56%	-	*	64%	40%	-	-	-	-	
	CWOD	69%	87%	<b>92%</b>	*	100%	89%	*	*	-	*	74%	96%	-	92%	*	96%	86%	-	-	-	*	
	EL	49%	53%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-	-
	Male	66%	81%	<b>91%</b>	*	80%	93%	*	*	-	*	85%	92%	64%	96%	*	91%	-	-	-	-	-	-
	Female	61%	76%	<b>81%</b>	*	86%	77%	-	*	-	*	50%	91%	40%	86%	*	-	81%	-	-	-	-	*
<b>STAAR Percent at Meets Grade Level or Above</b>																							
<b>Grade 3</b>																							
Reading	All Students	50%	58%	<b>74%</b>	*	73%	75%	-	*	-	*	50%	82%	42%	82%	60%	73%	76%	-	-	-	*	
	CWD	27%	26%	<b>42%</b>	-	38%	41%	-	-	-	*	33%	50%	42%	-	*	44%	40%	-	-	-	*	
	CWOD	57%	68%	<b>82%</b>	*	84%	83%	-	*	-	*	60%	87%	-	82%	*	82%	82%	-	-	-	*	
	EL	36%	31%	<b>60%</b>	-	*	-	-	*	-	-	*	*	*	*	60%	*	*	-	-	-	-	-
	Male	48%	57%	<b>73%</b>	*	72%	74%	-	*	-	-	60%	78%	44%	82%	*	73%	-	-	-	-	-	*
	Female	53%	60%	<b>76%</b>	*	73%	77%	-	*	-	*	33%	85%	40%	82%	*	-	76%	-	-	-	-	*
Mathematics	All Students	45%	57%	<b>79%</b>	*	82%	79%	-	*	-	*	53%	87%	54%	85%	80%	83%	74%	-	-	-	*	
	CWD	27%	33%	<b>54%</b>	-	63%	47%	-	-	-	*	25%	79%	54%	-	*	63%	40%	-	-	-	*	
	CWOD	50%	65%	<b>85%</b>	*	88%	86%	-	*	-	*	70%	88%	-	85%	*	90%	80%	-	-	-	*	
	EL	37%	29%	<b>80%</b>	-	*	-	-	*	-	-	*	*	*	*	80%	*	*	-	-	-	-	-
	Male	49%	65%	<b>83%</b>	*	89%	83%	-	*	-	-	65%	91%	63%	90%	*	83%	-	-	-	-	-	*
	Female	41%	48%	<b>74%</b>	*	73%	74%	-	*	-	*	33%	83%	40%	80%	*	-	74%	-	-	-	-	*
<b>Grade 4</b>																							
Reading	All Students	53%	65%	<b>75%</b>	80%	71%	76%	-	*	-	86%	50%	82%	38%	82%	*	67%	83%	-	-	*	67%	
	CWD	26%	26%	<b>38%</b>	-	50%	33%	-	-	-	-	17%	47%	38%	-	-	20%	55%	-	-	-	*	
	CWOD	60%	75%	<b>82%</b>	80%	78%	85%	-	*	-	86%	58%	89%	-	82%	*	75%	90%	-	-	*	*	
	EL	40%	53%	*	-	*	*	-	*	-	-	*	*	-	*	*	*	*	*	-	-	-	-
	Male	50%	59%	<b>67%</b>	*	50%	74%	-	*	-	80%	32%	81%	20%	75%	*	67%	-	-	-	*	*	
	Female	57%	70%	<b>83%</b>	*	100%	77%	-	*	-	*	82%	84%	55%	90%	*	-	83%	-	-	-	-	*
Mathematics	All Students	46%	64%	<b>77%</b>	80%	67%	79%	-	*	-	86%	67%	80%	29%	87%	*	76%	78%	-	-	*	67%	
	CWD	25%	26%	<b>29%</b>	-	17%	33%	-	-	-	-	17%	33%	29%	-	-	30%	27%	-	-	-	*	
	CWOD	51%	75%	<b>87%</b>	80%	83%	89%	-	*	-	86%	79%	89%	-	87%	*	84%	90%	-	-	*	*	
	EL	37%	62%	*	-	*	*	-	*	-	-	*	*	-	*	*	*	*	*	-	-	-	-
	Male	50%	65%	<b>76%</b>	*	64%	81%	-	*	-	80%	58%	83%	30%	84%	*	76%	-	-	-	-	*	*
	Female	42%	64%	<b>78%</b>	*	70%	77%	-	*	-	*	82%	78%	27%	90%	*	-	78%	-	-	-	-	*
<b>Grade 5</b>																							

Texas Education Agency  
**2025 Federal Report Card**  
 NORTH JOSHUA EL (126905104) - JOSHUA ISD - JOHNSON COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	57%	62%	<b>79%</b>	*	77%	80%	*	*	-	*	67%	83%	44%	84%	*	75%	85%	-	-	-	*
	CWD	26%	15%	<b>44%</b>	-	33%	43%	*	-	-	*	33%	50%	44%	-	*	45%	40%	-	-	-	-
	CWOD	65%	72%	<b>84%</b>	*	94%	83%	*	*	-	*	74%	87%	-	84%	*	81%	88%	-	-	-	*
	EL	41%	31%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	53%	57%	<b>75%</b>	*	73%	79%	*	*	-	*	62%	78%	45%	81%	*	75%	-	-	-	-	-
	Female	61%	69%	<b>85%</b>	*	86%	82%	-	*	-	*	67%	89%	40%	88%	*	-	85%	-	-	-	-
Mathematics	All Students	46%	62%	<b>77%</b>	*	68%	78%	*	*	-	*	64%	81%	31%	85%	*	78%	77%	-	-	-	*
	CWD	23%	15%	<b>31%</b>	-	17%	29%	*	-	-	*	33%	30%	31%	-	*	27%	40%	-	-	-	-
	CWOD	52%	73%	<b>85%</b>	*	88%	83%	*	*	-	*	74%	88%	-	85%	*	89%	81%	-	-	-	*
	EL	36%	42%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	48%	63%	<b>78%</b>	*	67%	81%	*	*	-	*	77%	78%	27%	89%	*	78%	-	-	-	-	-
	Female	44%	61%	<b>77%</b>	*	71%	74%	-	*	-	*	50%	86%	40%	81%	*	-	77%	-	-	-	-
Science	All Students	30%	46%	<b>53%</b>	*	36%	57%	*	*	-	*	36%	58%	38%	56%	*	58%	47%	-	-	-	*
	CWD	17%	19%	<b>38%</b>	-	17%	43%	*	-	-	*	33%	40%	38%	-	*	36%	40%	-	-	-	-
	CWOD	33%	52%	<b>56%</b>	*	44%	59%	*	*	-	*	37%	61%	-	56%	*	62%	48%	-	-	-	*
	EL	16%	27%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-
	Male	33%	48%	<b>58%</b>	*	33%	69%	*	*	-	*	46%	61%	36%	62%	*	58%	-	-	-	-	-
	Female	27%	44%	<b>47%</b>	*	43%	43%	-	*	-	*	25%	54%	40%	48%	*	-	47%	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>Grade 3</b>																						
Reading	All Students	22%	22%	<b>36%</b>	*	30%	40%	-	*	-	*	25%	40%	27%	39%	20%	35%	38%	-	-	-	*
	CWD	7%	9%	<b>27%</b>	-	13%	35%	-	-	-	*	17%	36%	27%	-	*	25%	30%	-	-	-	*
	CWOD	26%	26%	<b>39%</b>	*	36%	42%	-	*	-	*	30%	41%	-	39%	*	38%	39%	-	-	-	*
	EL	13%	1%	<b>20%</b>	-	*	-	-	*	-	-	*	*	*	*	20%	*	*	-	-	-	-
	Male	20%	22%	<b>35%</b>	*	33%	37%	-	*	-	-	30%	37%	25%	38%	*	35%	-	-	-	-	*
	Female	24%	22%	<b>38%</b>	*	27%	44%	-	*	-	*	17%	43%	30%	39%	*	-	38%	-	-	-	-
Mathematics	All Students	19%	26%	<b>43%</b>	*	39%	46%	-	*	-	*	22%	50%	31%	46%	40%	55%	32%	-	-	-	*
	CWD	8%	12%	<b>31%</b>	-	50%	24%	-	-	-	*	25%	36%	31%	-	*	38%	20%	-	-	-	*
	CWOD	22%	30%	<b>46%</b>	*	36%	51%	-	*	-	*	20%	52%	-	46%	*	60%	34%	-	-	-	*
	EL	12%	4%	<b>40%</b>	-	*	-	-	*	-	-	*	*	*	*	40%	*	*	-	-	-	-
	Male	22%	33%	<b>55%</b>	*	50%	57%	-	*	-	-	30%	65%	38%	60%	*	55%	-	-	-	-	*
	Female	15%	18%	<b>32%</b>	*	27%	35%	-	*	-	*	8%	37%	20%	34%	*	-	32%	-	-	-	-
<b>Grade 4</b>																						
Reading	All Students	23%	26%	<b>34%</b>	60%	33%	32%	-	*	-	57%	23%	38%	19%	37%	*	35%	33%	-	-	*	33%
	CWD	6%	9%	<b>19%</b>	-	33%	13%	-	-	-	-	17%	20%	19%	-	-	20%	18%	-	-	-	*
	CWOD	28%	31%	<b>37%</b>	60%	33%	36%	-	*	-	57%	25%	41%	-	37%	*	38%	37%	-	-	*	*
	EL	13%	18%	*	-	*	*	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	20%	24%	<b>35%</b>	*	21%	37%	-	*	-	60%	16%	43%	20%	38%	*	35%	-	-	-	-	*
	Female	26%	28%	<b>33%</b>	*	50%	27%	-	*	-	*	36%	33%	18%	37%	*	-	33%	-	-	-	-

Texas Education Agency  
**2025 Federal Report Card**  
 NORTH JOSHUA EL (126905104) - JOSHUA ISD - JOHNSON COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Mathematics	All Students	23%	36%	<b>48%</b>	0%	50%	47%	-	*	-	86%	33%	52%	24%	52%	*	48%	47%	-	-	*	50%	
	CWD	9%	14%	<b>24%</b>	-	17%	27%	-	-	-	-	17%	27%	24%	-	-	20%	27%	-	-	-	*	
	CWOD	27%	42%	<b>52%</b>	0%	61%	51%	-	*	-	86%	38%	57%	-	52%	*	54%	51%	-	-	*	*	
	EL	16%	20%	*	-	*	*	-	*	-	-	*	*	-	*	*	*	*	*	-	-	-	-
	Male	27%	37%	<b>48%</b>	*	36%	53%	-	*	-	80%	26%	57%	20%	54%	*	48%	-	-	-	*	*	
	Female	19%	35%	<b>47%</b>	*	70%	41%	-	*	-	*	45%	47%	27%	51%	*	-	47%	-	-	-	-	*
<b>Grade 5</b>																							
Reading	All Students	29%	29%	<b>45%</b>	*	27%	51%	*	*	-	*	13%	53%	25%	47%	*	42%	48%	-	-	-	*	
	CWD	7%	5%	<b>25%</b>	-	17%	29%	*	-	-	*	17%	30%	25%	-	*	27%	20%	-	-	-	-	
	CWOD	35%	34%	<b>47%</b>	*	31%	53%	*	*	-	*	11%	57%	-	47%	*	45%	50%	-	-	-	*	
	EL	15%	9%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	*	-	-	-	-
	Male	26%	25%	<b>42%</b>	*	20%	52%	*	*	-	*	23%	47%	27%	45%	*	42%	-	-	-	-	-	-
	Female	32%	33%	<b>48%</b>	*	43%	50%	-	*	-	*	0%	63%	20%	50%	*	-	48%	-	-	-	-	*
Mathematics	All Students	21%	29%	<b>43%</b>	*	27%	48%	*	*	-	*	28%	48%	19%	47%	*	42%	45%	-	-	-	*	
	CWD	7%	6%	<b>19%</b>	-	17%	14%	*	-	-	*	33%	10%	19%	-	*	9%	40%	-	-	-	-	
	CWOD	25%	34%	<b>47%</b>	*	31%	51%	*	*	-	*	26%	53%	-	47%	*	49%	45%	-	-	-	*	
	EL	13%	16%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	*	-	-	-	-
	Male	24%	30%	<b>42%</b>	*	20%	55%	*	*	-	*	31%	45%	9%	49%	*	42%	-	-	-	-	-	-
	Female	19%	28%	<b>45%</b>	*	43%	40%	-	*	-	*	25%	51%	40%	45%	*	-	45%	-	-	-	-	*
Science	All Students	12%	20%	<b>23%</b>	*	18%	23%	*	*	-	*	12%	26%	19%	23%	*	27%	17%	-	-	-	*	
	CWD	5%	5%	<b>19%</b>	-	17%	0%	*	-	-	*	33%	10%	19%	-	*	18%	20%	-	-	-	-	
	CWOD	14%	23%	<b>23%</b>	*	19%	26%	*	*	-	*	5%	28%	-	23%	*	28%	17%	-	-	-	*	
	EL	4%	11%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-	-
	Male	13%	20%	<b>27%</b>	*	13%	31%	*	*	-	*	15%	29%	18%	28%	*	27%	-	-	-	-	-	-
	Female	11%	19%	<b>17%</b>	*	29%	14%	-	*	-	*	8%	20%	20%	17%	*	-	17%	-	-	-	-	*
<b>STAAR Percent at Approaches Grade Level or Above</b>																							
<b>All Grades</b>																							
All Subjects	All Students	73%	83%	<b>91%</b>	89%	89%	92%	83%	90%	-	100%	78%	95%	63%	97%	78%	90%	92%	-	-	*	89%	
	CWD	46%	49%	<b>63%</b>	-	63%	60%	*	-	-	100%	49%	72%	63%	-	40%	62%	64%	-	-	-	75%	
	CWOD	79%	89%	<b>97%</b>	89%	98%	97%	*	90%	-	100%	88%	99%	-	97%	86%	96%	97%	-	-	*	100%	
	EL	59%	66%	<b>78%</b>	-	76%	*	-	75%	-	-	64%	92%	40%	86%	78%	55%	94%	-	-	-	-	-
	Male	71%	81%	<b>90%</b>	75%	85%	92%	83%	78%	-	100%	77%	95%	62%	96%	55%	90%	-	-	-	*	83%	
	Female	75%	84%	<b>92%</b>	100%	94%	91%	-	100%	-	100%	79%	96%	64%	97%	94%	-	92%	-	-	-	-	92%
Reading	All Students	74%	82%	<b>90%</b>	83%	87%	92%	*	78%	-	100%	76%	95%	60%	97%	58%	87%	94%	-	-	*	89%	
	CWD	45%	44%	<b>60%</b>	-	60%	58%	*	-	-	*	43%	69%	60%	-	*	57%	64%	-	-	-	*	
	CWOD	80%	89%	<b>97%</b>	83%	97%	98%	*	78%	-	100%	87%	99%	-	97%	70%	94%	99%	-	-	*	100%	
	EL	57%	62%	<b>58%</b>	-	57%	*	-	*	-	-	33%	83%	*	70%	58%	20%	86%	-	-	-	-	-
	Male	70%	79%	<b>87%</b>	60%	83%	91%	*	*	-	100%	69%	94%	57%	94%	20%	87%	-	-	-	*	*	
	Female	79%	86%	<b>94%</b>	100%	94%	93%	-	100%	-	100%	85%	96%	64%	99%	86%	-	94%	-	-	-	-	100%

Texas Education Agency  
**2025 Federal Report Card**  
 NORTH JOSHUA EL (126905104) - JOSHUA ISD - JOHNSON COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Mathematics	All Students	70%	83%	<b>93%</b>	92%	92%	93%	*	100%	-	100%	83%	96%	68%	98%	100%	93%	94%	-	-	*	89%	
	CWD	45%	54%	<b>68%</b>	-	75%	62%	*	-	-	*	54%	77%	68%	-	*	68%	69%	-	-	-	*	
	CWOD	76%	89%	<b>98%</b>	92%	98%	99%	*	100%	-	100%	94%	100%	-	98%	100%	99%	98%	-	-	*	100%	
	EL	60%	69%	<b>100%</b>	-	100%	*	-	*	-	-	100%	100%	*	100%	100%	100%	100%	-	-	-	-	
	Male	71%	83%	<b>93%</b>	80%	89%	94%	*	*	-	100%	83%	97%	68%	99%	100%	93%	-	-	-	*	*	
	Female	70%	83%	<b>94%</b>	100%	97%	92%	-	100%	-	100%	83%	96%	69%	98%	100%	-	94%	-	-	-	-	83%
Science	All Students	76%	85%	<b>86%</b>	*	82%	86%	*	*	-	*	68%	92%	56%	92%	*	91%	81%	-	-	-	*	
	CWD	52%	50%	<b>56%</b>	-	33%	57%	*	-	-	*	50%	60%	56%	-	*	64%	40%	-	-	-	-	
	CWOD	81%	91%	<b>92%</b>	*	100%	89%	*	*	-	*	74%	96%	-	92%	*	96%	86%	-	-	-	*	
	EL	63%	68%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-	-
	Male	77%	85%	<b>91%</b>	*	80%	93%	*	*	-	*	85%	92%	64%	96%	*	91%	-	-	-	-	-	-
	Female	76%	84%	<b>81%</b>	*	86%	77%	-	*	-	*	50%	91%	40%	86%	*	-	81%	-	-	-	-	*
<b>STAAR Percent at Meets Grade Level or Above</b>																							
<b>All Grades</b>																							
All Subjects	All Students	48%	59%	<b>74%</b>	63%	69%	75%	50%	76%	-	88%	55%	79%	40%	80%	52%	73%	75%	-	-	*	79%	
	CWD	23%	21%	<b>40%</b>	-	35%	39%	*	-	-	100%	28%	48%	40%	-	0%	40%	41%	-	-	-	50%	
	CWOD	53%	66%	<b>80%</b>	63%	81%	81%	*	76%	-	83%	65%	84%	-	80%	64%	80%	80%	-	-	*	100%	
	EL	30%	33%	<b>52%</b>	-	41%	*	-	63%	-	-	36%	69%	0%	64%	52%	18%	75%	-	-	-	-	
	Male	47%	57%	<b>73%</b>	50%	65%	77%	50%	56%	-	75%	56%	78%	40%	80%	18%	73%	-	-	-	*	67%	
	Female	49%	60%	<b>75%</b>	73%	75%	73%	-	92%	-	100%	53%	80%	41%	80%	75%	-	75%	-	-	-	-	85%
Reading	All Students	53%	61%	<b>76%</b>	58%	73%	77%	*	78%	-	86%	55%	82%	42%	83%	50%	71%	81%	-	-	*	78%	
	CWD	23%	21%	<b>42%</b>	-	40%	39%	*	-	-	*	30%	49%	42%	-	*	38%	48%	-	-	-	*	
	CWOD	59%	69%	<b>83%</b>	58%	85%	84%	*	78%	-	82%	63%	88%	-	83%	60%	79%	86%	-	-	*	100%	
	EL	31%	32%	<b>50%</b>	-	43%	*	-	*	-	-	33%	67%	*	60%	50%	0%	86%	-	-	-	-	
	Male	48%	56%	<b>71%</b>	40%	66%	76%	*	*	-	71%	50%	79%	38%	79%	0%	71%	-	-	-	*	*	
	Female	58%	67%	<b>81%</b>	71%	84%	79%	-	100%	-	100%	62%	86%	48%	86%	86%	-	81%	-	-	-	-	83%
Mathematics	All Students	43%	57%	<b>78%</b>	67%	73%	79%	*	89%	-	93%	61%	83%	40%	86%	67%	79%	76%	-	-	*	78%	
	CWD	22%	22%	<b>40%</b>	-	35%	38%	*	-	-	*	25%	49%	40%	-	*	43%	35%	-	-	-	*	
	CWOD	48%	64%	<b>86%</b>	67%	86%	86%	*	89%	-	91%	75%	88%	-	86%	80%	87%	84%	-	-	*	100%	
	EL	30%	37%	<b>67%</b>	-	57%	*	-	*	-	-	50%	83%	*	80%	67%	40%	86%	-	-	-	-	
	Male	45%	59%	<b>79%</b>	60%	74%	82%	*	*	-	86%	65%	84%	43%	87%	40%	79%	-	-	-	*	*	
	Female	42%	54%	<b>76%</b>	71%	72%	75%	-	100%	-	100%	54%	82%	35%	84%	86%	-	76%	-	-	-	-	83%
Science	All Students	46%	56%	<b>53%</b>	*	36%	57%	*	*	-	*	36%	58%	38%	56%	*	58%	47%	-	-	-	*	
	CWD	22%	23%	<b>38%</b>	-	17%	43%	*	-	-	*	33%	40%	38%	-	*	36%	40%	-	-	-	-	
	CWOD	50%	62%	<b>56%</b>	*	44%	59%	*	*	-	*	37%	61%	-	56%	*	62%	48%	-	-	-	*	
	EL	26%	31%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-	-
	Male	47%	58%	<b>58%</b>	*	33%	69%	*	*	-	*	46%	61%	36%	62%	*	58%	-	-	-	-	-	-
	Female	45%	55%	<b>47%</b>	*	43%	43%	-	*	-	-	*	54%	40%	48%	*	-	47%	-	-	-	-	*
<b>STAAR Percent at Masters Grade Level</b>																							
<b>All Grades</b>																							

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
All Subjects	All Students	20%	24%	<b>39%</b>	19%	33%	41%	17%	38%	-	53%	23%	44%	24%	42%	19%	41%	37%	-	-	*	53%	
	CWD	6%	6%	<b>24%</b>	-	24%	23%	*	-	-	50%	23%	25%	24%	-	0%	24%	25%	-	-	-	38%	
	CWOD	23%	27%	<b>42%</b>	19%	36%	44%	*	38%	-	54%	23%	47%	-	42%	23%	44%	39%	-	-	*	64%	
	EL	9%	9%	<b>19%</b>	-	12%	*	-	25%	-	-	14%	23%	0%	23%	19%	9%	25%	-	-	-	-	
	Male	20%	24%	<b>41%</b>	17%	28%	46%	17%	22%	-	56%	25%	46%	24%	44%	9%	41%	-	-	-	*	50%	
	Female	21%	24%	<b>37%</b>	20%	39%	36%	-	50%	-	50%	20%	41%	25%	39%	25%	-	37%	-	-	-	-	54%
Reading	All Students	22%	24%	<b>38%</b>	33%	30%	41%	*	22%	-	50%	21%	43%	24%	41%	8%	37%	39%	-	-	*	56%	
	CWD	6%	5%	<b>24%</b>	-	20%	26%	*	-	-	*	17%	28%	24%	-	*	24%	24%	-	-	-	*	
	CWOD	25%	27%	<b>41%</b>	33%	34%	43%	*	22%	-	55%	22%	46%	-	41%	10%	40%	41%	-	-	*	80%	
	EL	8%	6%	<b>8%</b>	-	0%	*	-	*	-	-	17%	0%	*	10%	8%	0%	14%	-	-	-	-	
	Male	19%	21%	<b>37%</b>	40%	26%	42%	*	*	-	57%	23%	42%	24%	40%	0%	37%	-	-	-	*	*	
	Female	25%	27%	<b>39%</b>	29%	38%	40%	-	40%	-	43%	18%	44%	24%	41%	14%	-	39%	-	-	-	-	50%
Mathematics	All Students	19%	26%	<b>45%</b>	8%	39%	47%	*	67%	-	57%	28%	50%	25%	49%	33%	48%	40%	-	-	*	56%	
	CWD	7%	8%	<b>25%</b>	-	30%	23%	*	-	-	*	25%	26%	25%	-	*	24%	27%	-	-	-	*	
	CWOD	22%	30%	<b>49%</b>	8%	42%	51%	*	67%	-	64%	29%	54%	-	49%	40%	54%	43%	-	-	*	60%	
	EL	11%	13%	<b>33%</b>	-	29%	*	-	*	-	-	17%	50%	*	40%	33%	20%	43%	-	-	-	-	
	Male	21%	29%	<b>48%</b>	0%	36%	55%	*	*	-	57%	29%	56%	24%	54%	20%	48%	-	-	-	*	*	
	Female	18%	24%	<b>40%</b>	14%	44%	39%	-	80%	-	57%	26%	44%	27%	43%	43%	-	40%	-	-	-	-	67%
Science	All Students	17%	19%	<b>23%</b>	*	18%	23%	*	*	-	*	12%	26%	19%	23%	*	27%	17%	-	-	-	*	
	CWD	5%	2%	<b>19%</b>	-	17%	0%	*	-	-	*	33%	10%	19%	-	*	18%	20%	-	-	-	-	
	CWOD	19%	22%	<b>23%</b>	*	19%	26%	*	*	-	*	5%	28%	-	23%	*	28%	17%	-	-	-	*	
	EL	5%	7%	<b>*</b>	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-	-	-	-	-
	Male	18%	21%	<b>27%</b>	*	13%	31%	*	*	-	*	15%	29%	18%	28%	*	27%	-	-	-	-	-	-
	Female	15%	17%	<b>17%</b>	*	29%	14%	-	*	-	*	8%	20%	20%	17%	*	-	17%	-	-	-	-	*

- Indicates there are no students in the group.

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

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

**Part (iii)(I): Academic Growth**

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	78	81	82	77	*	50	-	90	67	56	67
CWD	56	-	75	43	*	-	-	*	45	56	*
CWOD	82	81	85	82	*	50	-	88	73	-	60
EL ◇	67	-	*	*	-	*	-	-	*	*	67
Male	77	*	79	78	*	*	-	83	67	52	*
Female	79	*	88	76	-	*	-	*	68	60	*
<b>Mathematics</b>											
All Students	87	78	84	88	*	90	-	100	87	62	88
CWD	62	-	67	55	*	-	-	*	69	62	*
CWOD	92	78	90	93	*	90	-	100	92	-	80
EL ◇	88	-	*	*	-	*	-	-	*	*	88
Male	86	*	84	86	*	*	-	100	88	54	*
Female	88	*	84	89	-	*	-	*	86	73	*

- Indicates there are no students in the group.

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

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**Part (iii)(II): Graduation Rate**

This section provides information on high school six-year graduation rates for the class of 2022

*The six-year graduation rates for the class of 2023 will be updated in March, 2026.*

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>6-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2022</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

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

**Part (iv): English Language Proficiency**

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
34	11	32%

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	68	57	64	69	50	68	-	80	52	42	50
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

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**Part (vi): Goal Meeting Status**

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

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

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

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

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

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**Part (vii): STAAR Participation**

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

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

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

- Indicates there are no students in the group.

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

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**Part (viii): Civil Rights Data**

**Part (viii)(I)** This section provides information from the 2021-22 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner). Note: Chronic absenteeism figures are based on the 2020-21 CRDC surveys and will be updated as new data becomes available.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	6	0	0	6	0	0	0	0	0		
	Female	3	0	2	1	0	0	0	0	0		
	Total	9	0	2	7	0	0	0	0	0		
<b>Out-of-School Suspensions</b>												
	Male	2	0	0	2	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	2	0	0	2	0	0	0	0	0		
<b>Expulsions</b>												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>School-Related Arrests</b>												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Referrals to Law Enforcement</b>												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
<b>In-School Suspensions</b>												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	0	0	0	0	0	0	0	0	0		3
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		3
<b>Out-of-School Suspensions</b>												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>Expulsions</b>												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>School-Related Arrests</b>												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>Referrals to Law Enforcement</b>												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	8	-8	2	5	1	-8	-8	-8	-8	2	1
	Female	11	1	4	6	-8	-8	-8	-8	-8	1	6
	Total	19	1	6	11	1	-8	-8	-8	-8	3	7

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	Total
<b>Incidents of Violence</b>	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	2
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
<b>Allegations of Harassment or Bullying</b>	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

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

**Preschool Programs**

	Total Students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Male	15	1	3	11	0	0	0	0	2	3
Female	9	2	2	5	0	0	0	0	2	0
Total	24	3	5	16	0	0	0	0	4	3

**Accelerated Coursework**

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

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

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

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**Part (ix): Teacher Quality Data**

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

	Low Poverty School	
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	1.0	2.3%
Teachers Teaching with Emergency or Provisional Credentials	0.1	0.2%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	1.0	2.4%

- Indicates there are no data available in the group.

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**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year (2023-24).

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

	Enrollment	State & Local and Federal	State & Local			Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$494	\$1	\$481	\$482		\$12	\$12
Food services		\$559				\$482	\$77	\$559
Instruction		\$5,880	\$5,686	\$138	\$5,824	\$37	\$18	\$55
Support services, general administration		\$144		\$144	\$144			
Support services, instructional staff		\$425	\$375	\$9	\$384		\$41	\$41
Support services, operation and maintenance of plant		\$1,262	\$354	\$850	\$1,204	\$7	\$51	\$58
Support services, pupils		\$426	\$263	\$2	\$265		\$161	\$161
Support services, school administration		\$603	\$603	\$0	\$603			
Support services, student transportation		\$514		\$514	\$514			
<b>Total</b>	<b>710</b>	<b>\$10,308</b>	<b>\$7,283</b>	<b>\$2,138</b>	<b>\$9,421</b>	<b>\$526</b>	<b>\$360</b>	<b>\$886</b>

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

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

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**Part (xi): STAAR Alternate 2 Participation**

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	7,517	2%	*	1%	-	-
Mathematics	7,510	2%	*	1%	-	-
<b>Grade 4</b>						
Reading	6,669	2%	*	1%	-	-
Mathematics	6,666	2%	*	1%	-	-
<b>Grade 5</b>						
Reading	6,321	2%	*	1%	*	2%
Mathematics	6,324	2%	*	1%	*	2%
Science	6,315	2%	*	1%	*	2%
<b>Grade 6</b>						
Reading	5,876	1%	*	0%	-	-
Mathematics	5,877	1%	*	0%	-	-
<b>Grade 7</b>						
Reading	5,387	1%	-	-	-	-
Mathematics	5,385	2%	-	-	-	-
<b>Grade 8</b>						
Reading	4,906	1%	*	1%	-	-
Mathematics	4,907	1%	*	1%	-	-
Science	4,904	1%	*	1%	-	-
<b>End of Course</b>						
English I	4,932	1%	*	0%	-	-
English II	4,732	1%	8	1%	-	-
Algebra I	4,932	1%	*	0%	-	-
Biology	4,992	1%	8	2%	-	-
<b>All Grades</b>						
All Subjects	104,161	1%	62	1%	6	1%
Reading	46,349	1%	27	1%	*	1%
Mathematics	41,601	1%	19	1%	*	1%
Science	16,211	1%	16	1%	*	2%

- Indicates there are no students in the group.

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

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

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

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

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

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

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

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

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

**There is no data for this campus.**

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**Part (xiv): Additional Information - Chronic Absenteeism**

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	7%	4%	7%	7%	*	0%	-	3%	9%	14%	0%

- Indicates there are no students in the group.

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

**Part (xv): Section 1003 Fund**

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

*Section 1003 Funds for the 2024-25 school year will be updated by the end of June, 2026.*

**There is no data for this campus.**

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

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

**There is no data for this campus.**

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**Part (i): Description of State Accountability System**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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**Part (ii): Student Achievement by Proficiency Level**

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
<b>STAAR Percent at Approaches Grade Level or Above</b>																							
<b>Grade 3</b>																							
Reading	All Students	76%	85%	<b>83%</b>	-	77%	88%	-	-	-	-	74%	88%	56%	90%	*	79%	86%	-	-	-	*	
	CWD	53%	56%	<b>56%</b>	-	40%	70%	-	-	-	-	50%	60%	56%	-	-	63%	50%	-	-	-	-	
	CWOD	82%	93%	<b>90%</b>	-	86%	92%	-	-	-	-	81%	95%	-	90%	*	83%	97%	-	-	-	*	
	EL	64%	69%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-	-
	Male	74%	84%	<b>79%</b>	-	73%	86%	-	-	-	-	81%	77%	63%	83%	*	79%	-	-	-	-	-	-
	Female	78%	85%	<b>86%</b>	-	82%	88%	-	-	-	-	64%	96%	50%	97%	-	-	86%	-	-	-	-	*
Mathematics	All Students	70%	82%	<b>80%</b>	-	77%	83%	-	-	-	-	69%	85%	53%	86%	*	84%	76%	-	-	-	*	
	CWD	48%	56%	<b>53%</b>	-	40%	67%	-	-	-	-	40%	60%	53%	-	-	57%	50%	-	-	-	-	
	CWOD	75%	89%	<b>86%</b>	-	86%	87%	-	-	-	-	76%	92%	-	86%	*	90%	83%	-	-	-	*	
	EL	63%	64%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-	-
	Male	72%	85%	<b>84%</b>	-	87%	86%	-	-	-	-	80%	86%	57%	90%	*	84%	-	-	-	-	-	-
	Female	67%	78%	<b>76%</b>	-	64%	81%	-	-	-	-	55%	85%	50%	83%	-	-	76%	-	-	-	-	*
<b>Grade 4</b>																							
Reading	All Students	79%	85%	<b>87%</b>	-	79%	90%	-	*	-	*	83%	91%	29%	100%	80%	77%	95%	-	-	-	*	
	CWD	55%	52%	<b>29%</b>	-	17%	38%	-	-	-	-	14%	43%	29%	-	*	20%	*	-	-	-	*	
	CWOD	86%	94%	<b>100%</b>	-	100%	100%	-	*	-	*	100%	100%	-	100%	*	100%	100%	-	-	-	*	
	EL	68%	76%	<b>80%</b>	-	80%	-	-	-	-	-	*	*	*	*	80%	*	*	-	-	-	-	-
	Male	77%	80%	<b>77%</b>	-	60%	84%	-	-	-	-	69%	84%	20%	100%	*	77%	-	-	-	-	-	*
	Female	82%	90%	<b>95%</b>	-	93%	96%	-	*	-	*	95%	96%	*	100%	*	-	95%	-	-	-	-	*
Mathematics	All Students	68%	86%	<b>87%</b>	-	79%	90%	-	*	-	*	80%	93%	57%	94%	60%	89%	86%	-	-	-	*	
	CWD	44%	56%	<b>57%</b>	-	67%	50%	-	-	-	-	43%	71%	57%	-	*	60%	*	-	-	-	*	
	CWOD	74%	94%	<b>94%</b>	-	83%	98%	-	*	-	*	89%	97%	-	94%	*	100%	90%	-	-	-	*	
	EL	61%	84%	<b>60%</b>	-	60%	-	-	-	-	-	*	*	*	*	60%	*	*	-	-	-	-	-
	Male	70%	86%	<b>89%</b>	-	80%	92%	-	-	-	-	75%	100%	60%	100%	*	89%	-	-	-	-	-	*
	Female	65%	85%	<b>86%</b>	-	79%	89%	-	*	-	*	84%	88%	*	90%	*	-	86%	-	-	-	-	*
<b>Grade 5</b>																							
Reading	All Students	76%	82%	<b>77%</b>	-	67%	80%	-	-	-	*	72%	80%	29%	91%	60%	66%	91%	-	-	-	-	
	CWD	45%	36%	<b>29%</b>	-	25%	33%	-	-	-	-	36%	17%	29%	-	*	27%	*	-	-	-	-	
	CWOD	84%	92%	<b>91%</b>	-	100%	89%	-	-	-	*	90%	91%	-	91%	*	88%	93%	-	-	-	-	
	EL	66%	61%	<b>60%</b>	-	60%	-	-	-	-	-	*	*	*	*	60%	*	*	-	-	-	-	-
	Male	73%	78%	<b>66%</b>	-	55%	70%	-	-	-	-	64%	68%	27%	88%	*	66%	-	-	-	-	-	-
	Female	80%	87%	<b>91%</b>	-	86%	92%	-	-	-	-	*	90%	91%	*	93%	*	-	91%	-	-	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	73%	84%	<b>85%</b>	-	72%	89%	-	-	-	*	72%	95%	47%	96%	80%	78%	94%	-	-	-	-
	CWD	47%	47%	<b>47%</b>	-	50%	44%	-	-	-	-	36%	67%	47%	-	*	53%	*	-	-	-	-
	CWOD	79%	93%	<b>96%</b>	-	90%	98%	-	-	-	*	90%	100%	-	96%	*	92%	100%	-	-	-	-
	EL	65%	67%	<b>80%</b>	-	80%	-	-	-	-	-	*	*	*	*	80%	*	*	-	-	-	-
	Male	73%	84%	<b>78%</b>	-	73%	80%	-	-	-	-	68%	89%	53%	92%	*	78%	-	-	-	-	-
	Female	72%	85%	<b>94%</b>	-	71%	100%	-	-	-	*	80%	100%	*	100%	*	-	94%	-	-	-	-
Science	All Students	63%	79%	<b>75%</b>	-	67%	80%	-	-	-	*	72%	78%	24%	91%	60%	71%	81%	-	-	-	-
	CWD	40%	40%	<b>24%</b>	-	25%	22%	-	-	-	-	27%	17%	24%	-	*	27%	*	-	-	-	-
	CWOD	69%	87%	<b>91%</b>	-	100%	91%	-	-	-	*	95%	89%	-	91%	*	96%	87%	-	-	-	-
	EL	49%	53%	<b>60%</b>	-	60%	-	-	-	-	-	*	*	*	*	60%	*	*	-	-	-	-
	Male	66%	81%	<b>71%</b>	-	64%	73%	-	-	-	-	68%	74%	27%	96%	*	71%	-	-	-	-	-
	Female	61%	76%	<b>81%</b>	-	71%	88%	-	-	-	*	80%	82%	*	87%	*	-	81%	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>Grade 3</b>																						
Reading	All Students	50%	58%	<b>52%</b>	-	50%	54%	-	-	-	-	33%	63%	25%	59%	*	47%	57%	-	-	-	*
	CWD	27%	26%	<b>25%</b>	-	0%	40%	-	-	-	-	0%	40%	25%	-	-	13%	38%	-	-	-	-
	CWOD	57%	68%	<b>59%</b>	-	62%	58%	-	-	-	-	43%	68%	-	59%	*	57%	62%	-	-	-	*
	EL	36%	31%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-
	Male	48%	57%	<b>47%</b>	-	40%	55%	-	-	-	-	38%	55%	13%	57%	*	47%	-	-	-	-	-
	Female	53%	60%	<b>57%</b>	-	64%	54%	-	-	-	-	27%	69%	38%	62%	-	-	57%	-	-	-	-
Mathematics	All Students	45%	57%	<b>45%</b>	-	35%	51%	-	-	-	-	31%	52%	40%	46%	*	59%	30%	-	-	-	*
	CWD	27%	33%	<b>40%</b>	-	40%	44%	-	-	-	-	20%	50%	40%	-	-	43%	38%	-	-	-	-
	CWOD	50%	65%	<b>46%</b>	-	33%	53%	-	-	-	-	33%	53%	-	46%	*	63%	28%	-	-	-	*
	EL	37%	29%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-
	Male	49%	65%	<b>59%</b>	-	53%	67%	-	-	-	-	47%	68%	43%	63%	*	59%	-	-	-	-	-
	Female	41%	48%	<b>30%</b>	-	9%	38%	-	-	-	-	9%	38%	38%	28%	-	-	30%	-	-	-	-
<b>Grade 4</b>																						
Reading	All Students	53%	65%	<b>65%</b>	-	46%	75%	-	*	-	*	57%	72%	14%	77%	40%	69%	63%	-	-	-	*
	CWD	26%	26%	<b>14%</b>	-	17%	13%	-	-	-	-	14%	14%	14%	-	*	10%	*	-	-	-	*
	CWOD	60%	75%	<b>77%</b>	-	56%	86%	-	*	-	*	68%	83%	-	77%	*	92%	67%	-	-	-	*
	EL	40%	53%	<b>40%</b>	-	40%	-	-	-	-	-	*	*	*	*	40%	*	*	-	-	-	-
	Male	50%	59%	<b>69%</b>	-	50%	76%	-	-	-	-	63%	74%	10%	92%	*	69%	-	-	-	-	*
	Female	57%	70%	<b>63%</b>	-	43%	74%	-	*	-	*	53%	71%	*	67%	*	-	63%	-	-	-	*
Mathematics	All Students	46%	64%	<b>69%</b>	-	58%	73%	-	*	-	*	63%	74%	21%	80%	40%	71%	67%	-	-	-	*
	CWD	25%	26%	<b>21%</b>	-	33%	13%	-	-	-	-	14%	29%	21%	-	*	20%	*	-	-	-	*
	CWOD	51%	75%	<b>80%</b>	-	67%	84%	-	*	-	*	75%	83%	-	80%	*	92%	72%	-	-	-	*
	EL	37%	62%	<b>40%</b>	-	40%	-	-	-	-	-	*	*	*	*	40%	*	*	-	-	-	-
	Male	50%	65%	<b>71%</b>	-	60%	76%	-	-	-	-	63%	79%	20%	92%	*	71%	-	-	-	-	*
	Female	42%	64%	<b>67%</b>	-	57%	70%	-	*	-	*	63%	71%	*	72%	*	-	67%	-	-	-	*
<b>Grade 5</b>																						

Texas Education Agency  
**2025 Federal Report Card**  
 PLUM CREEK EL (126905105) - JOSHUA ISD - JOHNSON COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Reading	All Students	57%	62%	<b>63%</b>	-	39%	70%	-	-	-	*	56%	68%	12%	79%	20%	54%	75%	-	-	-	-	
	CWD	26%	15%	<b>12%</b>	-	0%	22%	-	-	-	-	18%	0%	12%	-	*	13%	*	-	-	-	-	
	CWOD	65%	72%	<b>79%</b>	-	70%	80%	-	-	-	*	76%	80%	-	79%	*	77%	80%	-	-	-	-	
	EL	41%	31%	<b>20%</b>	-	20%	-	-	-	-	-	*	*	*	*	20%	*	*	-	-	-	-	
	Male	53%	57%	<b>54%</b>	-	36%	60%	-	-	-	-	55%	53%	13%	77%	*	54%	-	-	-	-	-	
	Female	61%	69%	<b>75%</b>	-	43%	83%	-	-	-	*	60%	82%	*	80%	*	-	75%	-	-	-	-	
Mathematics	All Students	46%	62%	<b>58%</b>	-	44%	61%	-	-	-	*	47%	66%	24%	68%	40%	51%	66%	-	-	-	-	
	CWD	23%	15%	<b>24%</b>	-	13%	33%	-	-	-	-	18%	33%	24%	-	*	27%	*	-	-	-	-	
	CWOD	52%	73%	<b>68%</b>	-	70%	67%	-	-	-	*	62%	71%	-	68%	*	65%	70%	-	-	-	-	
	EL	36%	42%	<b>40%</b>	-	40%	-	-	-	-	-	*	*	*	*	40%	*	*	-	-	-	-	
	Male	48%	63%	<b>51%</b>	-	36%	57%	-	-	-	-	41%	63%	27%	65%	*	51%	-	-	-	-	-	
	Female	44%	61%	<b>66%</b>	-	57%	67%	-	-	-	*	60%	68%	*	70%	*	-	66%	-	-	-	-	
Science	All Students	30%	46%	<b>45%</b>	-	39%	48%	-	-	-	*	34%	54%	18%	54%	20%	44%	47%	-	-	-	-	
	CWD	17%	19%	<b>18%</b>	-	13%	22%	-	-	-	-	18%	17%	18%	-	*	20%	*	-	-	-	-	
	CWOD	33%	52%	<b>54%</b>	-	60%	53%	-	-	-	*	43%	60%	-	54%	*	58%	50%	-	-	-	-	
	EL	16%	27%	<b>20%</b>	-	20%	-	-	-	-	-	*	*	*	*	20%	*	*	-	-	-	-	
	Male	33%	48%	<b>44%</b>	-	45%	43%	-	-	-	-	45%	42%	20%	58%	*	44%	-	-	-	-	-	
	Female	27%	44%	<b>47%</b>	-	29%	54%	-	-	-	*	10%	64%	*	50%	*	-	47%	-	-	-	-	
<b>STAAR Percent at Masters Grade Level</b>																							
<b>Grade 3</b>																							
Reading	All Students	22%	22%	<b>21%</b>	-	4%	31%	-	-	-	-	7%	29%	13%	24%	*	24%	19%	-	-	-	*	
	CWD	7%	9%	<b>13%</b>	-	0%	20%	-	-	-	-	0%	20%	13%	-	-	0%	25%	-	-	-	-	
	CWOD	26%	26%	<b>24%</b>	-	5%	34%	-	-	-	-	10%	32%	-	24%	*	30%	17%	-	-	-	*	
	EL	13%	1%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-	
	Male	20%	22%	<b>24%</b>	-	7%	36%	-	-	-	-	13%	32%	0%	30%	*	24%	-	-	-	-	-	
	Female	24%	22%	<b>19%</b>	-	0%	27%	-	-	-	-	0%	27%	25%	17%	-	-	19%	-	-	-	-	*
Mathematics	All Students	19%	26%	<b>19%</b>	-	0%	30%	-	-	-	-	8%	25%	7%	22%	*	27%	11%	-	-	-	*	
	CWD	8%	12%	<b>7%</b>	-	0%	11%	-	-	-	-	0%	10%	7%	-	-	0%	13%	-	-	-	-	
	CWOD	22%	30%	<b>22%</b>	-	0%	34%	-	-	-	-	10%	29%	-	22%	*	33%	10%	-	-	-	*	
	EL	12%	4%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-	
	Male	22%	33%	<b>27%</b>	-	0%	48%	-	-	-	-	13%	36%	0%	33%	*	27%	-	-	-	-	-	
	Female	15%	18%	<b>11%</b>	-	0%	15%	-	-	-	-	0%	15%	13%	10%	-	-	11%	-	-	-	-	*
<b>Grade 4</b>																							
Reading	All Students	23%	26%	<b>23%</b>	-	17%	27%	-	*	-	*	20%	26%	0%	28%	40%	26%	21%	-	-	-	*	
	CWD	6%	9%	<b>0%</b>	-	0%	0%	-	-	-	-	0%	0%	0%	-	*	0%	*	-	-	-	-	*
	CWOD	28%	31%	<b>28%</b>	-	22%	32%	-	*	-	*	25%	31%	-	28%	*	36%	23%	-	-	-	-	*
	EL	13%	18%	<b>40%</b>	-	40%	-	-	-	-	-	*	*	*	*	40%	*	*	-	-	-	-	-
	Male	20%	24%	<b>26%</b>	-	10%	32%	-	-	-	-	25%	26%	0%	36%	*	26%	-	-	-	-	-	*
	Female	26%	28%	<b>21%</b>	-	21%	22%	-	*	-	*	16%	25%	*	23%	*	-	21%	-	-	-	-	*

Texas Education Agency  
**2025 Federal Report Card**  
 PLUM CREEK EL (126905105) - JOSHUA ISD - JOHNSON COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	23%	36%	<b>33%</b>	-	21%	40%	-	*	-	*	26%	40%	7%	39%	0%	40%	28%	-	-	-	*
	CWD	9%	14%	<b>7%</b>	-	17%	0%	-	-	-	-	0%	14%	7%	-	*	10%	*	-	-	-	*
	CWOD	27%	42%	<b>39%</b>	-	22%	48%	-	*	-	*	32%	44%	-	39%	*	52%	31%	-	-	-	*
	EL	16%	20%	<b>0%</b>	-	0%	-	-	-	-	-	*	*	*	*	0%	*	*	-	-	-	-
	Male	27%	37%	<b>40%</b>	-	30%	44%	-	-	-	-	31%	47%	10%	52%	*	40%	-	-	-	-	*
	Female	19%	35%	<b>28%</b>	-	14%	37%	-	*	-	*	21%	33%	*	31%	*	-	28%	-	-	-	-
<b>Grade 5</b>																						
Reading	All Students	29%	29%	<b>26%</b>	-	17%	30%	-	-	-	*	13%	37%	0%	34%	20%	15%	41%	-	-	-	-
	CWD	7%	5%	<b>0%</b>	-	0%	0%	-	-	-	-	0%	0%	0%	-	*	0%	*	-	-	-	-
	CWOD	35%	34%	<b>34%</b>	-	30%	36%	-	-	-	*	19%	43%	-	34%	*	23%	43%	-	-	-	-
	EL	15%	9%	<b>20%</b>	-	20%	-	-	-	-	-	*	*	*	*	20%	*	*	-	-	-	-
	Male	26%	25%	<b>15%</b>	-	9%	17%	-	-	-	-	9%	21%	0%	23%	*	15%	-	-	-	-	-
	Female	32%	33%	<b>41%</b>	-	29%	46%	-	-	-	*	20%	50%	*	43%	*	-	41%	-	-	-	-
Mathematics	All Students	21%	29%	<b>27%</b>	-	17%	31%	-	-	-	*	9%	41%	12%	32%	0%	24%	31%	-	-	-	-
	CWD	7%	6%	<b>12%</b>	-	13%	11%	-	-	-	-	9%	17%	12%	-	*	13%	*	-	-	-	-
	CWOD	25%	34%	<b>32%</b>	-	20%	36%	-	-	-	*	10%	46%	-	32%	*	31%	33%	-	-	-	-
	EL	13%	16%	<b>0%</b>	-	0%	-	-	-	-	-	*	*	*	*	0%	*	*	-	-	-	-
	Male	24%	30%	<b>24%</b>	-	18%	27%	-	-	-	-	14%	37%	13%	31%	*	24%	-	-	-	-	-
	Female	19%	28%	<b>31%</b>	-	14%	38%	-	-	-	*	0%	45%	*	33%	*	-	31%	-	-	-	-
Science	All Students	12%	20%	<b>18%</b>	-	0%	24%	-	-	-	*	13%	22%	6%	21%	0%	15%	22%	-	-	-	-
	CWD	5%	5%	<b>6%</b>	-	0%	11%	-	-	-	-	9%	0%	6%	-	*	7%	*	-	-	-	-
	CWOD	14%	23%	<b>21%</b>	-	0%	27%	-	-	-	*	14%	26%	-	21%	*	19%	23%	-	-	-	-
	EL	4%	11%	<b>0%</b>	-	0%	-	-	-	-	-	*	*	*	*	0%	*	*	-	-	-	-
	Male	13%	20%	<b>15%</b>	-	0%	20%	-	-	-	-	18%	11%	7%	19%	*	15%	-	-	-	-	-
	Female	11%	19%	<b>22%</b>	-	0%	29%	-	-	-	*	0%	32%	*	23%	*	-	22%	-	-	-	-
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
<b>All Grades</b>																						
All Subjects	All Students	73%	83%	<b>82%</b>	-	75%	86%	-	*	-	80%	75%	87%	42%	93%	68%	77%	87%	-	-	-	100%
	CWD	46%	49%	<b>42%</b>	-	37%	47%	-	-	-	-	34%	50%	42%	-	13%	41%	43%	-	-	-	*
	CWOD	79%	89%	<b>93%</b>	-	91%	94%	-	*	-	80%	89%	95%	-	93%	87%	93%	93%	-	-	-	100%
	EL	59%	66%	<b>68%</b>	-	68%	-	-	-	-	-	68%	67%	13%	87%	68%	47%	93%	-	-	-	-
	Male	71%	81%	<b>77%</b>	-	71%	81%	-	-	-	-	71%	83%	41%	93%	47%	77%	-	-	-	-	*
	Female	75%	84%	<b>87%</b>	-	79%	90%	-	*	-	80%	80%	91%	43%	93%	93%	-	87%	-	-	-	100%
Reading	All Students	74%	82%	<b>82%</b>	-	75%	86%	-	*	-	*	77%	86%	38%	94%	62%	74%	91%	-	-	-	100%
	CWD	45%	44%	<b>38%</b>	-	26%	48%	-	-	-	-	33%	43%	38%	-	*	33%	50%	-	-	-	*
	CWOD	80%	89%	<b>94%</b>	-	94%	94%	-	*	-	*	91%	95%	-	94%	80%	90%	97%	-	-	-	*
	EL	57%	62%	<b>62%</b>	-	62%	-	-	-	-	-	67%	*	*	80%	62%	29%	100%	-	-	-	-
	Male	70%	79%	<b>74%</b>	-	64%	79%	-	-	-	-	70%	77%	33%	90%	29%	74%	-	-	-	-	*
	Female	79%	86%	<b>91%</b>	-	88%	92%	-	*	-	*	85%	94%	50%	97%	100%	-	91%	-	-	-	*

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 PLUM CREEK EL (126905105) - JOSHUA ISD - JOHNSON COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	70%	83%	<b>84%</b>	-	76%	88%	-	*	-	*	74%	91%	52%	92%	77%	83%	85%	-	-	-	100%
	CWD	45%	54%	<b>52%</b>	-	53%	54%	-	-	-	-	39%	65%	52%	-	*	56%	43%	-	-	-	*
	CWOD	76%	89%	<b>92%</b>	-	86%	94%	-	*	-	*	86%	96%	-	92%	90%	94%	91%	-	-	-	*
	EL	60%	69%	<b>77%</b>	-	77%	-	-	-	-	-	67%	*	*	90%	77%	71%	83%	-	-	-	-
	Male	71%	83%	<b>83%</b>	-	81%	86%	-	-	-	-	74%	92%	56%	94%	71%	83%	-	-	-	-	*
	Female	70%	83%	<b>85%</b>	-	72%	90%	-	*	-	*	75%	90%	43%	91%	83%	-	85%	-	-	-	-
Science	All Students	76%	85%	<b>75%</b>	-	67%	80%	-	-	-	*	72%	78%	24%	91%	60%	71%	81%	-	-	-	-
	CWD	52%	50%	<b>24%</b>	-	25%	22%	-	-	-	-	27%	17%	24%	-	*	27%	*	-	-	-	-
	CWOD	81%	91%	<b>91%</b>	-	100%	91%	-	-	-	*	95%	89%	-	91%	*	96%	87%	-	-	-	-
	EL	63%	68%	<b>60%</b>	-	60%	-	-	-	-	-	*	*	*	*	60%	*	*	-	-	-	-
	Male	77%	85%	<b>71%</b>	-	64%	73%	-	-	-	-	68%	74%	27%	96%	*	71%	-	-	-	-	-
	Female	76%	84%	<b>81%</b>	-	71%	88%	-	-	-	*	80%	82%	*	87%	*	-	81%	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>All Grades</b>																						
All Subjects	All Students	48%	59%	<b>57%</b>	-	45%	62%	-	*	-	80%	47%	64%	22%	66%	32%	56%	58%	-	-	-	100%
	CWD	23%	21%	<b>22%</b>	-	15%	27%	-	-	-	-	16%	29%	22%	-	0%	20%	27%	-	-	-	*
	CWOD	53%	66%	<b>66%</b>	-	57%	69%	-	*	-	80%	58%	71%	-	66%	43%	71%	62%	-	-	-	100%
	EL	30%	33%	<b>32%</b>	-	32%	-	-	-	-	-	32%	33%	0%	43%	32%	12%	57%	-	-	-	-
	Male	47%	57%	<b>56%</b>	-	46%	61%	-	-	-	-	50%	62%	20%	71%	12%	56%	-	-	-	-	*
	Female	49%	60%	<b>58%</b>	-	44%	63%	-	*	-	80%	43%	66%	27%	62%	57%	-	58%	-	-	-	-
Reading	All Students	53%	61%	<b>60%</b>	-	46%	67%	-	*	-	*	50%	67%	17%	72%	23%	56%	64%	-	-	-	100%
	CWD	23%	21%	<b>17%</b>	-	5%	26%	-	-	-	-	13%	22%	17%	-	*	12%	29%	-	-	-	*
	CWOD	59%	69%	<b>72%</b>	-	61%	76%	-	*	-	*	63%	77%	-	72%	30%	74%	69%	-	-	-	*
	EL	31%	32%	<b>23%</b>	-	23%	-	-	-	-	-	22%	*	*	30%	23%	0%	50%	-	-	-	-
	Male	48%	56%	<b>56%</b>	-	42%	64%	-	-	-	-	52%	60%	12%	74%	0%	56%	-	-	-	-	*
	Female	58%	67%	<b>64%</b>	-	50%	70%	-	*	-	*	48%	74%	29%	69%	50%	-	64%	-	-	-	-
Mathematics	All Students	43%	57%	<b>57%</b>	-	46%	62%	-	*	-	*	48%	64%	28%	65%	46%	60%	54%	-	-	-	100%
	CWD	22%	22%	<b>28%</b>	-	26%	31%	-	-	-	-	17%	39%	28%	-	*	28%	29%	-	-	-	*
	CWOD	48%	64%	<b>65%</b>	-	53%	69%	-	*	-	*	59%	69%	-	65%	60%	73%	58%	-	-	-	*
	EL	30%	37%	<b>46%</b>	-	46%	-	-	-	-	-	44%	*	*	60%	46%	29%	67%	-	-	-	-
	Male	45%	59%	<b>60%</b>	-	50%	66%	-	-	-	-	49%	70%	28%	73%	29%	60%	-	-	-	-	*
	Female	42%	54%	<b>54%</b>	-	41%	58%	-	*	-	*	48%	58%	29%	58%	67%	-	54%	-	-	-	-
Science	All Students	46%	56%	<b>45%</b>	-	39%	48%	-	-	-	*	34%	54%	18%	54%	20%	44%	47%	-	-	-	-
	CWD	22%	23%	<b>18%</b>	-	13%	22%	-	-	-	-	18%	17%	18%	-	*	20%	*	-	-	-	-
	CWOD	50%	62%	<b>54%</b>	-	60%	53%	-	-	-	*	43%	60%	-	54%	*	58%	50%	-	-	-	-
	EL	26%	31%	<b>20%</b>	-	20%	-	-	-	-	-	*	*	*	*	20%	*	*	-	-	-	-
	Male	47%	58%	<b>44%</b>	-	45%	43%	-	-	-	-	45%	42%	20%	58%	*	44%	-	-	-	-	-
	Female	45%	55%	<b>47%</b>	-	29%	54%	-	-	-	-	10%	64%	*	50%	*	-	47%	-	-	-	-

**STAAR Percent at Masters Grade Level**

<b>All Grades</b>																						
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Texas Education Agency  
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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
All Subjects	All Students	20%	24%	<b>24%</b>	-	10%	30%	-	*	-	0%	14%	31%	6%	29%	10%	24%	24%	-	-	-	40%	
	CWD	6%	6%	<b>6%</b>	-	4%	8%	-	-	-	-	3%	10%	6%	-	0%	5%	10%	-	-	-	*	
	CWOD	23%	27%	<b>29%</b>	-	13%	35%	-	*	-	0%	18%	36%	-	29%	13%	32%	26%	-	-	-	50%	
	EL	9%	9%	<b>10%</b>	-	10%	-	-	-	-	-	9%	11%	0%	13%	10%	0%	21%	-	-	-	-	
	Male	20%	24%	<b>24%</b>	-	10%	31%	-	-	-	-	17%	30%	5%	32%	0%	24%	-	-	-	-	*	
	Female	21%	24%	<b>24%</b>	-	11%	30%	-	*	-	0%	10%	32%	10%	26%	21%	-	24%	-	-	-	-	33%
Reading	All Students	22%	24%	<b>23%</b>	-	12%	29%	-	*	-	*	14%	30%	4%	28%	23%	21%	26%	-	-	-	40%	
	CWD	6%	5%	<b>4%</b>	-	0%	7%	-	-	-	-	0%	9%	4%	-	*	0%	14%	-	-	-	*	
	CWOD	25%	27%	<b>28%</b>	-	16%	34%	-	*	-	*	19%	35%	-	28%	30%	30%	28%	-	-	-	*	
	EL	8%	6%	<b>23%</b>	-	23%	-	-	-	-	-	22%	*	*	30%	23%	0%	50%	-	-	-	-	
	Male	19%	21%	<b>21%</b>	-	8%	27%	-	-	-	-	15%	27%	0%	30%	0%	21%	-	-	-	-	-	*
	Female	25%	27%	<b>26%</b>	-	16%	31%	-	*	-	*	13%	33%	14%	28%	50%	-	26%	-	-	-	-	*
Mathematics	All Students	19%	26%	<b>27%</b>	-	12%	34%	-	*	-	*	15%	35%	9%	31%	0%	30%	23%	-	-	-	40%	
	CWD	7%	8%	<b>9%</b>	-	11%	8%	-	-	-	-	4%	13%	9%	-	*	9%	7%	-	-	-	*	
	CWOD	22%	30%	<b>31%</b>	-	12%	39%	-	*	-	*	19%	39%	-	31%	0%	38%	26%	-	-	-	*	
	EL	11%	13%	<b>0%</b>	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-	
	Male	21%	29%	<b>30%</b>	-	14%	38%	-	-	-	-	19%	40%	9%	38%	0%	30%	-	-	-	-	-	*
	Female	18%	24%	<b>23%</b>	-	9%	30%	-	*	-	*	10%	31%	7%	26%	0%	-	23%	-	-	-	-	*
Science	All Students	17%	19%	<b>18%</b>	-	0%	24%	-	-	-	*	13%	22%	6%	21%	0%	15%	22%	-	-	-	-	
	CWD	5%	2%	<b>6%</b>	-	0%	11%	-	-	-	-	9%	0%	6%	-	*	7%	*	-	-	-	-	
	CWOD	19%	22%	<b>21%</b>	-	0%	27%	-	-	-	*	14%	26%	-	21%	*	19%	23%	-	-	-	-	
	EL	5%	7%	<b>0%</b>	-	0%	-	-	-	-	-	*	*	*	*	0%	*	*	-	-	-	-	
	Male	18%	21%	<b>15%</b>	-	0%	20%	-	-	-	-	18%	11%	7%	19%	*	15%	-	-	-	-	-	
	Female	15%	17%	<b>22%</b>	-	0%	29%	-	-	-	*	0%	32%	*	23%	*	-	22%	-	-	-	-	

- Indicates there are no students in the group.

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

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

**Part (iii)(I): Academic Growth**

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	72	-	59	77	-	*	-	*	67	34	63
CWD	34	-	21	44	-	-	-	-	30	34	*
CWOD	82	-	75	83	-	*	-	*	79	-	82
EL ◇	63	-	63	-	-	-	-	-	50	*	63
Male	68	-	54	72	-	-	-	-	65	32	*
Female	77	-	63	82	-	*	-	*	69	46	79
<b>Mathematics</b>											
All Students	76	-	76	75	-	*	-	*	76	62	65
CWD	62	-	65	60	-	-	-	-	56	62	*
CWOD	79	-	81	78	-	*	-	*	82	-	61
EL ◇	65	-	65	-	-	-	-	-	75	*	65
Male	77	-	79	76	-	-	-	-	74	68	*
Female	75	-	74	74	-	*	-	*	78	38	54

- Indicates there are no students in the group.

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

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**Part (iii)(II): Graduation Rate**

This section provides information on high school six-year graduation rates for the class of 2022

*The six-year graduation rates for the class of 2023 will be updated in March, 2026.*

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL◇	Homeless ◇	Foster Care ◇
<b>Federal Graduation Rates</b>													
<b>6-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2022</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL ◇	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

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

**Part (iv): English Language Proficiency**

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
22	4	18%

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	54	-	43	59	-	*	-	53	45	23	37
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

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**Part (vi): Goal Meeting Status**

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

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

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

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

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

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**Part (vii): STAAR Participation**

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

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

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

- Indicates there are no students in the group.

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

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**Part (viii): Civil Rights Data**

**Part (viii)(I)** This section provides information from the 2021-22 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner). Note: Chronic absenteeism figures are based on the 2020-21 CRDC surveys and will be updated as new data becomes available.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	6	0	0	5	1	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	6	0	0	5	1	0	0	0	0		
<b>Out-of-School Suspensions</b>												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Expulsions</b>												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>School-Related Arrests</b>												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Referrals to Law Enforcement</b>												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
<b>In-School Suspensions</b>												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	5	1	1	3	0	0	0	0	1		1
	Female	0	0	0	0	0	0	0	0	0		0
	Total	5	1	1	3	0	0	0	0	1		1
<b>Out-of-School Suspensions</b>												
	Male	3	0	0	3	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	3	0	0	3	0	0	0	0	0		0
<b>Expulsions</b>												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>School-Related Arrests</b>												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>Referrals to Law Enforcement</b>												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	11	-8	2	9	-8	-8	-8	-8	1	3	1
	Female	7	-8	4	3	-8	-8	-8	-8	-8	2	1
	Total	18	-8	6	12	-8	-8	-8	-8	1	5	2

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	Total
<b>Incidents of Violence</b>	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight without a weapon	4
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
<b>Allegations of Harassment or Bullying</b>	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

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

**Preschool Programs**

	Total Students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Male	12	0	5	7	0	0	0	0	2	0
Female	9	0	5	4	0	0	0	0	1	0
Total	21	0	10	11	0	0	0	0	3	0

**Accelerated Coursework**

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

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

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

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**Part (ix): Teacher Quality Data**

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

	Low Poverty School	
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	0.0	-
Teachers Teaching with Emergency or Provisional Credentials	0.1	0.3%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.6	2.0%

- Indicates there are no data available in the group.

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**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year (2023-24).

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

	State & Local and Federal		State & Local			Federal		
	Enrollment	Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$495	\$2	\$481	\$483		\$12	\$12
Food services		\$698				\$621	\$77	\$698
Instruction		\$6,649	\$6,051	\$138	\$6,189	\$442	\$18	\$460
Support services, general administration		\$144		\$144	\$144			
Support services, instructional staff		\$542	\$482	\$9	\$491	\$10	\$41	\$51
Support services, operation and maintenance of plant		\$1,509	\$605	\$850	\$1,455	\$3	\$51	\$54
Support services, pupils		\$560	\$397	\$2	\$399		\$161	\$161
Support services, school administration		\$718	\$704	\$0	\$704	\$15		\$15
Support services, student transportation		\$514		\$514	\$514			
<b>Total</b>	<b>444</b>	<b>\$11,830</b>	<b>\$8,241</b>	<b>\$2,138</b>	<b>\$10,379</b>	<b>\$1,091</b>	<b>\$360</b>	<b>\$1,451</b>

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

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

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**Part (xi): STAAR Alternate 2 Participation**

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	7,517	2%	*	1%	-	-
Mathematics	7,510	2%	*	1%	-	-
<b>Grade 4</b>						
Reading	6,669	2%	*	1%	*	3%
Mathematics	6,666	2%	*	1%	*	3%
<b>Grade 5</b>						
Reading	6,321	2%	*	1%	*	1%
Mathematics	6,324	2%	*	1%	*	1%
Science	6,315	2%	*	1%	*	1%
<b>Grade 6</b>						
Reading	5,876	1%	*	0%	-	-
Mathematics	5,877	1%	*	0%	-	-
<b>Grade 7</b>						
Reading	5,387	1%	-	-	-	-
Mathematics	5,385	2%	-	-	-	-
<b>Grade 8</b>						
Reading	4,906	1%	*	1%	-	-
Mathematics	4,907	1%	*	1%	-	-
Science	4,904	1%	*	1%	-	-
<b>End of Course</b>						
English I	4,932	1%	*	0%	-	-
English II	4,732	1%	8	1%	-	-
Algebra I	4,932	1%	*	0%	-	-
Biology	4,992	1%	8	2%	-	-
<b>All Grades</b>						
All Subjects	104,161	1%	62	1%	7	1%
Reading	46,349	1%	27	1%	*	1%
Mathematics	41,601	1%	19	1%	*	1%
Science	16,211	1%	16	1%	*	1%

- Indicates there are no students in the group.

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

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

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

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

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

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

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

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

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

**There is no data for this campus.**

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**Part (xiv): Additional Information - Chronic Absenteeism**

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	11%	*	8%	12%	-	*	*	0%	12%	16%	5%

- Indicates there are no students in the group.

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

**Part (xv): Section 1003 Fund**

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

*Section 1003 Funds for the 2024-25 school year will be updated by the end of June, 2026.*

**There is no data for this campus.**

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

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

**There is no data for this campus.**

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**Part (i): Description of State Accountability System**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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**Part (ii): Student Achievement by Proficiency Level**

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
<b>Grade 3</b>																						
Reading	All Students	76%	85%	<b>86%</b>	-	86%	85%	*	-	-	-	78%	97%	55%	98%	86%	83%	89%	-	-	-	*
	CWD	53%	56%	<b>55%</b>	-	60%	44%	*	-	-	-	43%	83%	55%	-	*	50%	63%	-	-	-	-
	CWOD	82%	93%	<b>98%</b>	-	100%	97%	-	-	-	-	96%	100%	-	98%	*	97%	100%	-	-	-	*
	EL	64%	69%	<b>86%</b>	-	86%	-	-	-	-	-	80%	*	*	*	86%	*	*	-	-	-	-
	Male	74%	84%	<b>83%</b>	-	82%	83%	*	-	-	-	76%	94%	50%	97%	*	83%	-	-	-	-	-
	Female	78%	85%	<b>89%</b>	-	91%	88%	-	-	-	-	81%	100%	63%	100%	*	-	89%	-	-	-	*
Mathematics	All Students	70%	82%	<b>89%</b>	-	82%	93%	*	-	-	-	83%	97%	60%	100%	71%	88%	89%	-	-	-	*
	CWD	48%	56%	<b>60%</b>	-	50%	67%	*	-	-	-	50%	83%	60%	-	*	58%	63%	-	-	-	-
	CWOD	75%	89%	<b>100%</b>	-	100%	100%	-	-	-	-	100%	100%	-	100%	*	100%	100%	-	-	-	*
	EL	63%	64%	<b>71%</b>	-	71%	-	-	-	-	-	60%	*	*	*	71%	*	*	-	-	-	-
	Male	72%	85%	<b>88%</b>	-	82%	92%	*	-	-	-	84%	94%	58%	100%	*	88%	-	-	-	-	-
	Female	67%	78%	<b>89%</b>	-	82%	94%	-	-	-	-	81%	100%	63%	100%	*	-	89%	-	-	-	-
<b>Grade 4</b>																						
Reading	All Students	79%	85%	<b>94%</b>	*	96%	95%	*	-	-	*	94%	93%	82%	98%	*	94%	93%	*	-	-	-
	CWD	55%	52%	<b>82%</b>	-	83%	82%	-	-	-	-	89%	75%	82%	-	-	90%	71%	-	-	-	-
	CWOD	86%	94%	<b>98%</b>	*	100%	100%	*	-	-	*	96%	100%	-	98%	*	96%	100%	*	-	-	-
	EL	68%	76%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	77%	80%	<b>94%</b>	*	100%	94%	*	-	-	-	94%	94%	90%	96%	*	94%	-	*	-	-	-
	Female	82%	90%	<b>93%</b>	-	90%	95%	-	-	-	-	95%	91%	71%	100%	*	-	93%	-	-	-	-
Mathematics	All Students	68%	86%	<b>79%</b>	*	78%	81%	*	-	-	*	75%	85%	59%	87%	*	79%	80%	*	-	-	-
	CWD	44%	56%	<b>59%</b>	-	67%	55%	-	-	-	-	44%	75%	59%	-	-	70%	43%	-	-	-	-
	CWOD	74%	94%	<b>87%</b>	*	82%	92%	*	-	-	*	85%	89%	-	87%	*	83%	91%	*	-	-	-
	EL	61%	84%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	70%	86%	<b>79%</b>	*	85%	76%	*	-	-	-	71%	88%	70%	83%	*	79%	-	*	-	-	-
	Female	65%	85%	<b>80%</b>	-	70%	85%	-	-	-	-	79%	82%	43%	91%	*	-	80%	-	-	-	-
<b>Grade 5</b>																						
Reading	All Students	76%	82%	<b>84%</b>	*	86%	84%	-	*	-	-	82%	85%	40%	93%	*	75%	90%	-	-	*	-
	CWD	45%	36%	<b>40%</b>	*	33%	*	-	-	-	-	43%	*	40%	-	*	*	67%	-	-	-	-
	CWOD	84%	92%	<b>93%</b>	-	100%	86%	-	*	-	-	95%	92%	-	93%	*	90%	96%	-	-	*	-
	EL	66%	61%	*	-	*	-	-	*	-	-	*	*	*	*	*	-	*	-	-	-	-
	Male	73%	78%	<b>75%</b>	*	82%	75%	-	-	-	-	80%	71%	*	90%	-	75%	-	-	-	-	-
	Female	80%	87%	<b>90%</b>	-	88%	92%	-	*	-	-	83%	100%	67%	96%	*	-	90%	-	-	-	*

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Mathematics	All Students	73%	84%	<b>84%</b>	*	79%	92%	-	*	-	-	79%	89%	50%	91%	*	88%	81%	-	-	*	-	
	CWD	47%	47%	<b>50%</b>	*	33%	*	-	-	-	-	43%	*	50%	-	*	*	50%	-	-	-	-	
	CWOD	79%	93%	<b>91%</b>	-	91%	91%	-	*	-	-	90%	92%	-	91%	*	95%	88%	-	-	*	-	
	EL	65%	67%	*	-	*	-	-	*	-	-	*	*	*	*	*	-	*	-	-	-	-	-
	Male	73%	84%	<b>88%</b>	*	91%	92%	-	-	-	-	90%	86%	*	95%	-	88%	-	-	-	-	-	-
	Female	72%	85%	<b>81%</b>	-	71%	92%	-	*	-	-	72%	92%	50%	88%	*	-	81%	-	-	-	*	-
Science	All Students	63%	79%	<b>80%</b>	*	79%	84%	-	*	-	-	79%	81%	50%	87%	*	83%	77%	-	-	*	-	
	CWD	40%	40%	<b>50%</b>	*	33%	*	-	-	-	-	43%	*	50%	-	*	*	50%	-	-	-	-	
	CWOD	69%	87%	<b>87%</b>	-	91%	82%	-	*	-	-	90%	83%	-	87%	*	90%	84%	-	-	*	-	
	EL	49%	53%	*	-	*	-	-	*	-	-	*	*	*	*	*	-	*	-	-	-	-	-
	Male	66%	81%	<b>83%</b>	*	91%	83%	-	-	-	-	90%	79%	*	90%	-	83%	-	-	-	-	-	-
	Female	61%	76%	<b>77%</b>	-	71%	85%	-	*	-	-	72%	85%	50%	84%	*	-	77%	-	-	-	*	-
<b>STAAR Percent at Meets Grade Level or Above</b>																							
<b>Grade 3</b>																							
Reading	All Students	50%	58%	<b>61%</b>	-	54%	68%	*	-	-	-	59%	66%	35%	72%	43%	52%	75%	-	-	-	*	
	CWD	27%	26%	<b>35%</b>	-	40%	33%	*	-	-	-	29%	50%	35%	-	*	33%	38%	-	-	-	-	
	CWOD	57%	68%	<b>72%</b>	-	61%	78%	-	-	-	-	74%	70%	-	72%	*	60%	90%	-	-	-	*	
	EL	36%	31%	<b>43%</b>	-	43%	-	-	-	-	-	60%	*	*	*	43%	*	*	-	-	-	-	-
	Male	48%	57%	<b>52%</b>	-	41%	63%	*	-	-	-	48%	59%	33%	60%	*	52%	-	-	-	-	-	-
	Female	53%	60%	<b>75%</b>	-	73%	76%	-	-	-	-	75%	75%	38%	90%	*	-	75%	-	-	-	-	*
Mathematics	All Students	45%	57%	<b>63%</b>	-	43%	76%	*	-	-	-	59%	69%	35%	74%	29%	64%	61%	-	-	-	*	
	CWD	27%	33%	<b>35%</b>	-	40%	22%	*	-	-	-	29%	50%	35%	-	*	42%	25%	-	-	-	-	
	CWOD	50%	65%	<b>74%</b>	-	44%	91%	-	-	-	-	74%	74%	-	74%	*	73%	75%	-	-	-	*	
	EL	37%	29%	<b>29%</b>	-	29%	-	-	-	-	-	40%	*	*	*	29%	*	*	-	-	-	-	-
	Male	49%	65%	<b>64%</b>	-	47%	75%	*	-	-	-	60%	71%	42%	73%	*	64%	-	-	-	-	-	-
	Female	41%	48%	<b>61%</b>	-	36%	76%	-	-	-	-	56%	67%	25%	75%	*	-	61%	-	-	-	-	*
<b>Grade 4</b>																							
Reading	All Students	53%	65%	<b>65%</b>	*	61%	68%	*	-	-	*	58%	74%	41%	74%	*	55%	77%	*	-	-	-	
	CWD	26%	26%	<b>41%</b>	-	50%	36%	-	-	-	-	44%	38%	41%	-	-	40%	43%	-	-	-	-	
	CWOD	60%	75%	<b>74%</b>	*	65%	81%	*	-	-	*	63%	89%	-	74%	*	61%	87%	*	-	-	-	
	EL	40%	53%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-	-
	Male	50%	59%	<b>55%</b>	*	62%	47%	*	-	-	-	47%	63%	40%	61%	*	55%	-	*	-	-	-	-
	Female	57%	70%	<b>77%</b>	-	60%	85%	-	-	-	-	68%	91%	43%	87%	*	-	77%	-	-	-	-	-
Mathematics	All Students	46%	64%	<b>44%</b>	*	48%	43%	*	-	-	*	44%	44%	41%	46%	*	45%	43%	*	-	-	-	
	CWD	25%	26%	<b>41%</b>	-	50%	36%	-	-	-	-	44%	38%	41%	-	-	40%	43%	-	-	-	-	
	CWOD	51%	75%	<b>46%</b>	*	47%	46%	*	-	-	*	44%	47%	-	46%	*	48%	43%	*	-	-	-	
	EL	37%	62%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-	-
	Male	50%	65%	<b>45%</b>	*	69%	29%	*	-	-	-	47%	44%	40%	48%	*	45%	-	*	-	-	-	-
	Female	42%	64%	<b>43%</b>	-	20%	55%	-	-	-	-	42%	45%	43%	43%	*	-	43%	-	-	-	-	-
<b>Grade 5</b>																							

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Reading	All Students	57%	62%	<b>60%</b>	*	57%	64%	-	*	-	-	50%	70%	10%	71%	*	54%	65%	-	-	*	-	
	CWD	26%	15%	<b>10%</b>	*	0%	*	-	-	-	-	14%	*	10%	-	*	*	17%	-	-	-	-	
	CWOD	65%	72%	<b>71%</b>	-	73%	68%	-	*	-	-	62%	79%	-	71%	*	65%	76%	-	-	*	-	
	EL	41%	31%	*	-	*	-	-	*	-	-	*	*	*	*	*	-	*	-	-	-	-	-
	Male	53%	57%	<b>54%</b>	*	64%	50%	-	-	-	-	50%	57%	*	65%	-	54%	-	-	-	-	-	-
	Female	61%	69%	<b>65%</b>	-	53%	77%	-	*	-	-	50%	85%	17%	76%	*	-	65%	-	-	*	-	-
Mathematics	All Students	46%	62%	<b>55%</b>	*	43%	68%	-	*	-	-	43%	67%	20%	62%	*	58%	52%	-	-	*	-	
	CWD	23%	15%	<b>20%</b>	*	0%	*	-	-	-	-	14%	*	20%	-	*	*	17%	-	-	-	-	
	CWOD	52%	73%	<b>62%</b>	-	55%	68%	-	*	-	-	52%	71%	-	62%	*	65%	60%	-	-	*	-	
	EL	36%	42%	*	-	*	-	-	*	-	-	*	*	*	*	*	-	*	-	-	-	-	-
	Male	48%	63%	<b>58%</b>	*	64%	58%	-	-	-	-	40%	71%	*	65%	-	58%	-	-	-	-	-	-
	Female	44%	61%	<b>52%</b>	-	29%	77%	-	*	-	-	44%	62%	17%	60%	*	-	52%	-	-	*	-	-
Science	All Students	30%	46%	<b>51%</b>	*	43%	60%	-	*	-	-	43%	59%	10%	60%	*	46%	55%	-	-	*	-	
	CWD	17%	19%	<b>10%</b>	*	0%	*	-	-	-	-	14%	*	10%	-	*	*	17%	-	-	-	-	
	CWOD	33%	52%	<b>60%</b>	-	55%	64%	-	*	-	-	52%	67%	-	60%	*	55%	64%	-	-	*	-	
	EL	16%	27%	*	-	*	-	-	*	-	-	*	*	*	*	*	-	*	-	-	-	-	-
	Male	33%	48%	<b>46%</b>	*	55%	42%	-	-	-	-	40%	50%	*	55%	-	46%	-	-	-	-	-	-
	Female	27%	44%	<b>55%</b>	-	35%	77%	-	*	-	-	44%	69%	17%	64%	*	-	55%	-	-	*	-	-
<b>STAAR Percent at Masters Grade Level</b>																							
<b>Grade 3</b>																							
Reading	All Students	22%	22%	<b>24%</b>	-	21%	27%	*	-	-	-	22%	28%	5%	32%	0%	21%	29%	-	-	-	*	
	CWD	7%	9%	<b>5%</b>	-	0%	11%	*	-	-	-	0%	17%	5%	-	*	8%	0%	-	-	-	-	
	CWOD	26%	26%	<b>32%</b>	-	33%	31%	-	-	-	-	33%	30%	-	32%	*	27%	40%	-	-	-	*	
	EL	13%	1%	<b>0%</b>	-	0%	-	-	-	-	-	0%	*	*	*	0%	*	*	-	-	-	-	-
	Male	20%	22%	<b>21%</b>	-	18%	25%	*	-	-	-	20%	24%	8%	27%	*	21%	-	-	-	-	-	-
	Female	24%	22%	<b>29%</b>	-	27%	29%	-	-	-	-	25%	33%	0%	40%	*	-	29%	-	-	-	-	*
Mathematics	All Students	19%	26%	<b>26%</b>	-	21%	29%	*	-	-	-	29%	21%	15%	30%	0%	29%	21%	-	-	-	*	
	CWD	8%	12%	<b>15%</b>	-	10%	22%	*	-	-	-	7%	33%	15%	-	*	25%	0%	-	-	-	-	
	CWOD	22%	30%	<b>30%</b>	-	28%	31%	-	-	-	-	41%	17%	-	30%	*	30%	30%	-	-	-	*	
	EL	12%	4%	<b>0%</b>	-	0%	-	-	-	-	-	0%	*	*	*	0%	*	*	-	-	-	-	-
	Male	22%	33%	<b>29%</b>	-	29%	29%	*	-	-	-	36%	18%	25%	30%	*	29%	-	-	-	-	-	-
	Female	15%	18%	<b>21%</b>	-	9%	29%	-	-	-	-	19%	25%	0%	30%	*	-	21%	-	-	-	-	*
<b>Grade 4</b>																							
Reading	All Students	23%	26%	<b>29%</b>	*	30%	27%	*	-	-	*	19%	41%	18%	33%	*	30%	27%	*	-	-	-	
	CWD	6%	9%	<b>18%</b>	-	33%	9%	-	-	-	-	22%	13%	18%	-	-	20%	14%	-	-	-	-	
	CWOD	28%	31%	<b>33%</b>	*	29%	35%	*	-	-	*	19%	53%	-	33%	*	35%	30%	*	-	-	-	
	EL	13%	18%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-	-
	Male	20%	24%	<b>30%</b>	*	31%	29%	*	-	-	*	24%	38%	20%	35%	*	30%	-	*	-	-	-	-
	Female	26%	28%	<b>27%</b>	-	30%	25%	-	-	-	-	16%	45%	14%	30%	*	-	27%	-	-	-	-	-

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Mathematics	All Students	23%	36%	17%	*	13%	19%	*	-	-	*	19%	15%	6%	22%	*	18%	17%	*	-	-	-	
	CWD	9%	14%	6%	-	0%	9%	-	-	-	-	11%	0%	6%	-	-	10%	0%	-	-	-	-	
	CWOD	27%	42%	22%	*	18%	23%	*	-	-	*	22%	21%	-	22%	*	22%	22%	*	-	-	-	
	EL	16%	20%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-	
	Male	27%	37%	18%	*	15%	18%	*	-	-	*	24%	13%	10%	22%	*	18%	-	*	-	-	-	
	Female	19%	35%	17%	-	10%	20%	-	-	-	-	16%	18%	0%	22%	*	-	17%	-	-	-	-	
<b>Grade 5</b>																							
Reading	All Students	29%	29%	24%	*	14%	36%	-	*	-	-	14%	33%	0%	29%	*	13%	32%	-	-	*	-	
	CWD	7%	5%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	*	*	0%	-	-	-	-	
	CWOD	35%	34%	29%	-	18%	41%	-	*	-	-	19%	38%	-	29%	*	15%	40%	-	-	*	-	
	EL	15%	9%	*	-	*	-	-	*	-	-	*	*	*	*	*	-	*	-	-	-	-	-
	Male	26%	25%	13%	*	18%	8%	-	-	-	-	20%	7%	*	15%	-	13%	-	-	-	-	-	-
	Female	32%	33%	32%	-	12%	62%	-	*	-	-	11%	62%	0%	40%	*	-	32%	-	-	-	*	-
Mathematics	All Students	21%	29%	25%	*	18%	36%	-	*	-	-	18%	33%	0%	31%	*	29%	23%	-	-	*	-	
	CWD	7%	6%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	*	*	0%	-	-	-	-	
	CWOD	25%	34%	31%	-	23%	41%	-	*	-	-	24%	38%	-	31%	*	35%	28%	-	-	*	-	
	EL	13%	16%	*	-	*	-	-	*	-	-	*	*	*	*	*	-	*	-	-	-	-	-
	Male	24%	30%	29%	*	27%	33%	-	-	-	-	30%	29%	*	35%	-	29%	-	-	-	-	-	-
	Female	19%	28%	23%	-	12%	38%	-	*	-	-	11%	38%	0%	28%	*	-	23%	-	-	-	*	-
Science	All Students	12%	20%	20%	*	11%	32%	-	*	-	-	14%	26%	0%	24%	*	17%	23%	-	-	*	-	
	CWD	5%	5%	0%	*	0%	*	-	-	-	-	0%	*	0%	-	*	*	0%	-	-	-	-	
	CWOD	14%	23%	24%	-	14%	36%	-	*	-	-	19%	29%	-	24%	*	20%	28%	-	-	*	-	
	EL	4%	11%	*	-	*	-	-	*	-	-	*	*	*	*	*	-	*	-	-	-	-	-
	Male	13%	20%	17%	*	9%	25%	-	-	-	-	10%	21%	*	20%	-	17%	-	-	-	-	-	-
	Female	11%	19%	23%	-	12%	38%	-	*	-	-	17%	31%	0%	28%	*	-	23%	-	-	-	*	-
<b>STAAR Percent at Approaches Grade Level or Above</b>																							
<b>All Grades</b>																							
All Subjects	All Students	73%	83%	85%	0%	83%	88%	*	*	-	*	82%	90%	59%	94%	83%	85%	86%	*	-	*	*	
	CWD	46%	49%	59%	*	52%	67%	*	-	-	-	51%	73%	59%	-	55%	59%	58%	-	-	-	-	
	CWOD	79%	89%	94%	*	95%	93%	*	*	-	*	94%	94%	-	94%	100%	93%	94%	*	-	*	*	
	EL	59%	66%	83%	-	81%	-	-	*	-	-	77%	100%	55%	100%	83%	75%	86%	-	-	-	-	
	Male	71%	81%	85%	0%	87%	86%	*	-	-	*	82%	87%	59%	93%	75%	85%	-	*	-	-	-	
	Female	75%	84%	86%	-	80%	90%	-	*	-	-	81%	93%	58%	94%	86%	-	86%	-	-	-	*	*
Reading	All Students	74%	82%	88%	*	89%	88%	*	*	-	*	85%	92%	62%	96%	92%	85%	91%	*	-	*	*	
	CWD	45%	44%	62%	*	59%	65%	*	-	-	-	57%	71%	62%	-	80%	58%	67%	-	-	-	-	
	CWOD	80%	89%	96%	*	100%	95%	*	*	-	*	96%	97%	-	96%	100%	95%	99%	*	-	*	*	
	EL	57%	62%	92%	-	92%	-	-	*	-	-	90%	*	80%	100%	92%	*	100%	-	-	-	-	
	Male	70%	79%	85%	*	88%	85%	*	-	-	*	83%	87%	58%	95%	*	85%	-	*	-	-	-	
	Female	79%	86%	91%	-	89%	92%	-	*	-	-	87%	97%	67%	99%	100%	-	91%	-	-	-	*	*

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Mathematics	All Students	70%	83%	<b>84%</b>	*	80%	88%	*	*	-	*	79%	90%	57%	93%	77%	85%	83%	*	-	*	*
	CWD	45%	54%	<b>57%</b>	*	50%	65%	*	-	-	-	47%	76%	57%	-	40%	62%	52%	-	-	-	-
	CWOD	76%	89%	<b>93%</b>	*	91%	95%	*	*	-	*	92%	94%	-	93%	100%	93%	93%	*	-	*	*
	EL	60%	69%	<b>77%</b>	-	75%	-	-	*	-	-	70%	*	40%	100%	77%	*	78%	-	-	-	-
	Male	71%	83%	<b>85%</b>	*	85%	87%	*	-	-	*	81%	89%	62%	93%	*	85%	-	*	-	-	-
	Female	70%	83%	<b>83%</b>	-	74%	90%	-	*	-	-	77%	92%	52%	93%	78%	-	83%	-	-	*	*
Science	All Students	76%	85%	<b>80%</b>	*	79%	84%	-	*	-	-	79%	81%	50%	87%	*	83%	77%	-	-	*	-
	CWD	52%	50%	<b>50%</b>	*	33%	*	-	-	-	-	43%	*	50%	-	*	*	50%	-	-	-	-
	CWOD	81%	91%	<b>87%</b>	-	91%	82%	-	*	-	-	90%	83%	-	87%	*	90%	84%	-	-	*	-
	EL	63%	68%	*	-	*	-	-	*	-	-	*	*	*	*	*	-	*	-	-	-	-
	Male	77%	85%	<b>83%</b>	*	91%	83%	-	-	-	-	90%	79%	*	90%	-	83%	-	-	-	-	-
	Female	76%	84%	<b>77%</b>	-	71%	85%	-	*	-	-	72%	85%	50%	84%	*	-	77%	-	-	*	-
<b>STAAR Percent at Meets Grade Level or Above</b>																						
<b>All Grades</b>																						
All Subjects	All Students	48%	59%	<b>57%</b>	0%	49%	64%	*	*	-	*	52%	64%	31%	66%	31%	54%	61%	*	-	*	*
	CWD	23%	21%	<b>31%</b>	*	28%	35%	*	-	-	-	28%	35%	31%	-	36%	32%	29%	-	-	-	-
	CWOD	53%	66%	<b>66%</b>	*	57%	72%	*	*	-	*	61%	71%	-	66%	28%	61%	70%	*	-	*	*
	EL	30%	33%	<b>31%</b>	-	23%	-	-	*	-	-	41%	0%	36%	28%	31%	13%	38%	-	-	-	-
	Male	47%	57%	<b>54%</b>	0%	56%	54%	*	-	-	*	49%	59%	32%	61%	13%	54%	-	*	-	-	-
	Female	49%	60%	<b>61%</b>	-	43%	74%	-	*	-	-	54%	71%	29%	70%	38%	-	61%	-	-	*	*
Reading	All Students	53%	61%	<b>62%</b>	*	57%	67%	*	*	-	*	56%	70%	32%	72%	31%	54%	72%	*	-	*	*
	CWD	23%	21%	<b>32%</b>	*	32%	35%	*	-	-	-	30%	35%	32%	-	40%	31%	33%	-	-	-	-
	CWOD	59%	69%	<b>72%</b>	*	67%	76%	*	*	-	*	67%	79%	-	72%	25%	62%	84%	*	-	*	*
	EL	31%	32%	<b>31%</b>	-	25%	-	-	*	-	-	40%	*	40%	25%	31%	*	44%	-	-	-	-
	Male	48%	56%	<b>54%</b>	*	54%	55%	*	-	-	*	48%	60%	31%	62%	*	54%	-	*	-	-	-
	Female	58%	67%	<b>72%</b>	-	61%	80%	-	*	-	-	64%	83%	33%	84%	44%	-	72%	-	-	*	*
Mathematics	All Students	43%	57%	<b>54%</b>	*	44%	62%	*	*	-	*	50%	60%	34%	61%	31%	57%	52%	*	-	*	*
	CWD	22%	22%	<b>34%</b>	*	32%	35%	*	-	-	-	30%	41%	34%	-	40%	38%	29%	-	-	-	-
	CWOD	48%	64%	<b>61%</b>	*	49%	70%	*	*	-	*	57%	65%	-	61%	25%	63%	59%	*	-	*	*
	EL	30%	37%	<b>31%</b>	-	25%	-	-	*	-	-	40%	*	40%	25%	31%	*	33%	-	-	-	-
	Male	45%	59%	<b>57%</b>	*	59%	57%	*	-	-	*	52%	62%	38%	63%	*	57%	-	*	-	-	-
	Female	42%	54%	<b>52%</b>	-	29%	68%	-	*	-	-	47%	58%	29%	59%	33%	-	52%	-	-	*	*
Science	All Students	46%	56%	<b>51%</b>	*	43%	60%	-	*	-	-	43%	59%	10%	60%	*	46%	55%	-	-	*	-
	CWD	22%	23%	<b>10%</b>	*	0%	*	-	-	-	-	14%	*	10%	-	*	*	17%	-	-	-	-
	CWOD	50%	62%	<b>60%</b>	-	55%	64%	-	*	-	-	52%	67%	-	60%	*	55%	64%	-	-	*	-
	EL	26%	31%	*	-	*	-	-	*	-	-	*	*	*	*	*	-	*	-	-	-	-
	Male	47%	58%	<b>46%</b>	*	55%	42%	-	-	-	-	40%	50%	*	55%	-	46%	-	-	-	-	-
	Female	45%	55%	<b>55%</b>	-	35%	77%	-	*	-	-	44%	69%	17%	64%	*	-	55%	-	-	*	-
<b>STAAR Percent at Masters Grade Level</b>																						
<b>All Grades</b>																						

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All Subjects	All Students	20%	24%	<b>24%</b>	0%	18%	29%	*	*	-	*	20%	28%	8%	29%	0%	23%	24%	*	-	*	*	
	CWD	6%	6%	<b>8%</b>	*	6%	10%	*	-	-	-	6%	11%	8%	-	0%	13%	2%	-	-	-	-	
	CWOD	23%	27%	<b>29%</b>	*	23%	34%	*	*	-	*	26%	32%	-	29%	0%	27%	31%	*	-	*	*	
	EL	9%	9%	<b>0%</b>	-	0%	-	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	Male	20%	24%	<b>23%</b>	0%	22%	25%	*	-	-	*	25%	21%	13%	27%	0%	23%	-	*	-	-	-	-
	Female	21%	24%	<b>24%</b>	-	15%	33%	-	*	-	-	16%	36%	2%	31%	0%	-	24%	-	-	*	*	*
Reading	All Students	22%	24%	<b>26%</b>	*	22%	29%	*	*	-	*	19%	34%	9%	31%	0%	22%	29%	*	-	*	*	
	CWD	6%	5%	<b>9%</b>	*	9%	9%	*	-	-	-	7%	12%	9%	-	0%	12%	5%	-	-	-	-	
	CWOD	25%	27%	<b>31%</b>	*	26%	35%	*	*	-	*	24%	39%	-	31%	0%	26%	37%	*	-	*	*	
	EL	8%	6%	<b>0%</b>	-	0%	-	-	*	-	-	0%	*	0%	0%	0%	*	0%	-	-	-	-	-
	Male	19%	21%	<b>22%</b>	*	22%	23%	*	-	-	*	21%	23%	12%	26%	*	22%	-	*	-	-	-	-
	Female	25%	27%	<b>29%</b>	-	21%	36%	-	*	-	-	17%	47%	5%	37%	0%	-	29%	-	-	*	*	*
Mathematics	All Students	19%	26%	<b>23%</b>	*	18%	27%	*	*	-	*	23%	23%	9%	28%	0%	25%	20%	*	-	*	*	
	CWD	7%	8%	<b>9%</b>	*	5%	13%	*	-	-	-	7%	12%	9%	-	0%	15%	0%	-	-	-	-	
	CWOD	22%	30%	<b>28%</b>	*	23%	31%	*	*	-	*	29%	26%	-	28%	0%	29%	26%	*	-	*	*	
	EL	11%	13%	<b>0%</b>	-	0%	-	-	*	-	-	0%	*	0%	0%	0%	*	0%	-	-	-	-	-
	Male	21%	29%	<b>25%</b>	*	24%	26%	*	-	-	*	31%	19%	15%	29%	*	25%	-	*	-	-	-	-
	Female	18%	24%	<b>20%</b>	-	11%	28%	-	*	-	-	15%	28%	0%	26%	0%	-	20%	-	-	*	*	*
Science	All Students	17%	19%	<b>20%</b>	*	11%	32%	-	*	-	-	14%	26%	0%	24%	*	17%	23%	-	-	*	-	
	CWD	5%	2%	<b>0%</b>	*	0%	*	-	-	-	-	0%	*	0%	-	*	*	0%	-	-	-	-	
	CWOD	19%	22%	<b>24%</b>	-	14%	36%	-	*	-	-	19%	29%	-	24%	*	20%	28%	-	-	*	-	
	EL	5%	7%	<b>*</b>	-	*	-	-	*	-	-	*	*	*	*	*	-	*	-	-	-	-	-
	Male	18%	21%	<b>17%</b>	*	9%	25%	-	-	-	-	10%	21%	*	20%	-	17%	-	-	-	-	-	-
	Female	15%	17%	<b>23%</b>	-	12%	38%	-	*	-	-	17%	31%	0%	28%	*	-	23%	-	-	*	-	-

- Indicates there are no students in the group.

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

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

**Part (iii)(I): Academic Growth**

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	80	*	82	80	*	*	-	*	82	68	71
CWD	68	*	65	73	-	-	-	-	85	68	*
CWOD	84	*	87	82	*	*	-	*	81	-	60
EL ◇	71	-	65	-	-	*	-	-	75	*	71
Male	75	*	78	75	*	-	-	*	81	57	*
Female	85	-	85	84	-	*	-	-	82	81	75
<b>Mathematics</b>											
All Students	67	*	66	69	*	*	-	*	70	63	79
CWD	63	*	54	75	-	-	-	-	63	63	*
CWOD	68	*	70	67	*	*	-	*	72	-	85
EL ◇	79	-	75	-	-	*	-	-	70	*	79
Male	69	*	73	71	*	-	-	*	72	61	*
Female	65	-	60	67	-	*	-	-	68	65	75

- Indicates there are no students in the group.

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

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**Part (iii)(II): Graduation Rate**

This section provides information on high school six-year graduation rates for the class of 2022

*The six-year graduation rates for the class of 2023 will be updated in March, 2026.*

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>6-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2022</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

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

**Part (iv): English Language Proficiency**

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
24	4	17%

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	55	0	50	60	*	*	-	*	51	33	38
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

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**Part (vi): Goal Meeting Status**

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

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

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

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

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

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**Part (vii): STAAR Participation**

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

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

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

- Indicates there are no students in the group.

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

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**Part (viii): Civil Rights Data**

**Part (viii)(I)** This section provides information from the 2021-22 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner). Note: Chronic absenteeism figures are based on the 2020-21 CRDC surveys and will be updated as new data becomes available.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>												
<b>In-School Suspensions</b>												
	Male	4	1	2	1	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	4	1	2	1	0	0	0	0	0		
<b>Out-of-School Suspensions</b>												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Expulsions</b>												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>School-Related Arrests</b>												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Referrals to Law Enforcement</b>												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
<b>In-School Suspensions</b>												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	1	0	0	1	0	0	0	0	0		5
	Female	0	0	0	0	0	0	0	0	0		1
	Total	1	0	0	1	0	0	0	0	0		6
<b>Out-of-School Suspensions</b>												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>Expulsions</b>												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>School-Related Arrests</b>												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>Referrals to Law Enforcement</b>												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	13	1	3	9	-8	-8	-8	-8	-8	2	5
	Female	18	1	6	11	-8	-8	-8	-8	-8	3	4
	Total	31	2	9	20	-8	-8	-8	-8	-8	5	9

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

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

**Preschool Programs**

	Total Students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Male	9	0	3	6	0	0	0	0	1	1
Female	8	0	3	4	0	1	0	0	2	0
Total	17	0	6	10	0	1	0	0	3	1

**Accelerated Coursework**

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

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

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

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**Part (ix): Teacher Quality Data**

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

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	0.0	-
Teachers Teaching with Emergency or Provisional Credentials	2.0	7.2%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	2.7	9.7%

- Indicates there are no data available in the group.

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**Part (x): Per-pupil Expenditure**

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year (2023-24).

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

	Enrollment	State & Local and Federal	State & Local			Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$494	\$1	\$481	\$482		\$12	\$12
Food services		\$685				\$608	\$77	\$685
Instruction		\$6,321	\$5,558	\$138	\$5,696	\$608	\$18	\$626
Support services, general administration		\$144		\$144	\$144			
Support services, instructional staff		\$566	\$516	\$9	\$525		\$41	\$41
Support services, operation and maintenance of plant		\$1,506	\$601	\$850	\$1,451	\$4	\$51	\$55
Support services, pupils		\$591	\$347	\$2	\$349	\$81	\$161	\$242
Support services, school administration		\$725	\$725	\$0	\$725			
Support services, student transportation		\$514		\$514	\$514			
<b>Total</b>	<b>431</b>	<b>\$11,547</b>	<b>\$7,748</b>	<b>\$2,138</b>	<b>\$9,886</b>	<b>\$1,300</b>	<b>\$360</b>	<b>\$1,660</b>

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

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

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**Part (xi): STAAR Alternate 2 Participation**

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	7,517	2%	*	1%	*	4%
Mathematics	7,510	2%	*	1%	*	4%
<b>Grade 4</b>						
Reading	6,669	2%	*	1%	*	3%
Mathematics	6,666	2%	*	1%	*	3%
<b>Grade 5</b>						
Reading	6,321	2%	*	1%	*	2%
Mathematics	6,324	2%	*	1%	*	2%
Science	6,315	2%	*	1%	*	2%
<b>Grade 6</b>						
Reading	5,876	1%	*	0%	-	-
Mathematics	5,877	1%	*	0%	-	-
<b>Grade 7</b>						
Reading	5,387	1%	-	-	-	-
Mathematics	5,385	2%	-	-	-	-
<b>Grade 8</b>						
Reading	4,906	1%	*	1%	-	-
Mathematics	4,907	1%	*	1%	-	-
Science	4,904	1%	*	1%	-	-
<b>End of Course</b>						
English I	4,932	1%	*	0%	-	-
English II	4,732	1%	8	1%	-	-
Algebra I	4,932	1%	*	0%	-	-
Biology	4,992	1%	8	2%	-	-
<b>All Grades</b>						
All Subjects	104,161	1%	62	1%	13	3%
Reading	46,349	1%	27	1%	6	3%
Mathematics	41,601	1%	19	1%	6	3%
Science	16,211	1%	16	1%	*	2%

- Indicates there are no students in the group.

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

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

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

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

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

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

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

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

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

**There is no data for this campus.**

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**Part (xiv): Additional Information - Chronic Absenteeism**

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	18%	39%	15%	20%	*	*	*	0%	21%	22%	12%

- Indicates there are no students in the group.

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

**Part (xv): Section 1003 Fund**

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

*Section 1003 Funds for the 2024-25 school year will be updated by the end of June, 2026.*

**There is no data for this campus.**

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

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

**There is no data for this campus.**

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

### Part (i): Description of State Accountability System

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

### Part (ii): Student Achievement by Proficiency Level

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

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

- I. This section provides information on students’ academic growth for mathematics and reading/ELA for public elementary schools and secondary schools without a graduation rate, for the 2024-25 school year. These results include all students tested, regardless of whether they were in the accountability subset.
- II. This section provides information on high school graduation rates for the class of 2024. The six-year graduation rates for the class of 2023 will be updated in March 2026.

#### **Part (iv): English Language Proficiency**

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

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

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

#### **Part (vi): Goal Meeting Status**

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

#### **Part (vii): STAAR Participation**

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

#### **Part (viii): Civil Rights Data**

- I. The section provides information from the 2021-22 Civil Rights Data Collection (CRDC) surveys, submitted by school districts to the Office for Civil Rights, on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school-related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment.
- II. This section provides information from the 2021-22 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

#### **Part (ix): Teacher Quality Data**

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

#### **Part (x): Per-pupil Expenditure**

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

*Per-pupil Expenditure for the 2025 fiscal year will be updated by June 30<sup>th</sup>, 2026.*

**Part (xi): STAAR Alternate 2 Participation**

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

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

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

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

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

**Part (xiv): Additional Information – Chronic Absenteeism**

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

**Part (xv): Section 1003 Fund**

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

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

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

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

## Información Incluida en la Cartilla de Calificaciones 2024-25 de Escuelas Públicas en Texas

### Parte (i): Descripción del Sistema de Contabilidad del Estado de Texas

- I. el número mínimo de estudiantes que el Estado determine que son necesarios para ser incluidos en cada uno de los subgrupos de estudiantes para su uso en el sistema de contabilidad;
- II. las metas y mediciones a largo plazo del progreso interino para todos los estudiantes y para cada uno de los subgrupos de estudiantes;
- III. los indicadores utilizados para diferenciar significativamente todas las escuelas públicas del Estado;
- IV. el sistema del Estado para diferenciar significativamente todas las escuelas públicas del Estado, incluyendo
  - (aa) el peso específico de los indicadores en dicha diferenciación;
  - (bb) la metodología por la cual el Estado diferencia a todas esas escuelas;
  - (cc) la metodología por la cual el Estado diferencia a una escuela como consistentemente de bajo rendimiento para cualquier subgrupo de estudiantes; Y
  - (dd) la metodología por la cual el Estado identifica una escuela para apoyo y mejora integral;
- V. el número y los nombres de todas las escuelas públicas del Estado identificadas por el Estado para apoyo y mejora integrales o la aplicación de planes específicos para apoyo y mejora;
- VI. los criterios de salida establecidos por el Estado, incluida la duración de años establecidos.

### Parte (ii): Logro Estudiantil por Nivel de Competencia

- I. Esta sección proporciona información sobre el logro académico de los estudiantes en el examen State of Texas Assessments of Academic Readiness (STAAR, por sus siglas en inglés) para matemáticas, ELA (Artes del lenguaje inglés) /lectura y ciencias por nivel de grado y nivel de competencia para el año escolar 2024–25. Estos resultados incluyen a todos los alumnos evaluados, independientemente de si estaban en el subconjunto de responsabilidades.

### Parte (iii): Crecimiento académico y tasa de graduación

- I. Esta sección proporciona información sobre el crecimiento académico de los estudiantes en las matemáticas y ELA (Artes del lenguaje inglés) /lectura para escuelas primarias públicas y escuelas secundarias que no tienen una tasa de graduación para el año escolar 2024-25. Estos resultados incluyen a todos los alumnos evaluados, independientemente de si estaban en el subconjunto de responsabilidades.
- II. Esta sección proporciona información sobre las tasas de graduación de la escuela secundaria de la clase de 2024. Las tasas de graduación de seis años para la clase de 2023 se actualizarán en marzo de 2026.

#### Parte (iv): Dominio del idioma inglés

- I. Esta sección proporciona información sobre el número y el porcentaje de estudiantes como aprendices de inglés (EL, por sus siglas en inglés) que logran el dominio del idioma inglés debido a datos del 2025 Texas English Language Proficiency Assessment System (TELPAS, por sus siglas en inglés).

#### Parte (v): Calidad escolar o éxito estudiantil (SQSS, por sus siglas en inglés)

- I. Esta sección proporciona información sobre el otro indicador de la calidad de la escuela o el éxito de los estudiantes, que es la preparación para la universidad, profesión y el servicio militar (CCMR, por sus siglas en inglés) para las escuelas secundarias y la tasa de rendimiento promedio de los tres niveles de desempeño STAAR de todos los estudiantes, independientemente de si estaban en el subconjunto de rendición de cuentas, para las escuelas primarias y secundarias sin una tasa de graduación.

#### Parte (vi): Estado de cumplimiento de metas

- I. Esta sección proporciona información sobre el progreso de todos los estudiantes y cada grupo de estudiantes hacia el cumplimiento de las metas a largo plazo u objetivos provisionales sobre el rendimiento académico de STAAR, la tasa de graduación federal y el dominio del idioma de los estudiantes como aprendices de inglés. (No se aplica a los reportes de distrito o estatal)

#### Parte (vii): Participación STAAR

- I. Esta sección proporciona el porcentaje de estudiantes evaluados y no evaluados para matemáticas, ELA (Artes del lenguaje inglés) /inglés /lectura y ciencias para el año escolar 2024-25.

#### Parte (viii): Datos de derechos civiles

- I. La sección proporciona información de las encuestas del Colección de Datos de Derechos Civiles (CRDC, por sus siglas en inglés) 2021-22, presentadas por los distritos escolares a la Oficina de Derechos Civiles, sobre medidas de calidad escolar, clima y seguridad, incluidos los recuentos de suspensiones escolares, expulsiones, detenciones relacionadas con la escuela, denuncias a las autoridades, ausentismo crónico (incluyendo ausencias justificadas e injustificadas), incidencias de violencia, incluyendo abuso y acoso.
- II. Esta sección proporciona información de las encuestas del CRDC 2021-22, enviadas por los distritos escolares a la Oficina de Derechos Civiles sobre el número de estudiantes inscritos en programas preescolares y cursos acelerados para obtener crédito postsecundario mientras todavía están en la escuela secundaria.

#### Parte (ix): Datos de calidad de los maestros

- I. Esta sección proporciona información sobre las cualificaciones profesionales de los maestros, incluida la información desglosada por las escuelas de alta y baja pobreza sobre el número y porcentaje de (I) maestros, directores y otros líderes escolares inexpertos; (II) maestros que enseñen con credenciales de emergencia o provisionales; y (III) maestros que no estén enseñando en la materia o campo para el cual el maestro está certificado o licenciado.

**Parte (x): Gasto por alumno**

- I. Esta sección proporciona información sobre los gastos por alumno de los fondos federales, estatales y locales, incluidos los gastos de personal y no de personal, desglosados por fuente de fondos, para cada distrito y plantel por el año fiscal anterior.

*El gasto por alumno para el año fiscal 2025 se actualizará el 30 de junio de 2026.*

**Parte (xi): Participación en STAAR Alternate 2**

- I. Esta sección proporciona información sobre el número y porcentaje de estudiantes con las discapacidades cognitivas más significativas que toman STAAR Alternate 2, por grado y materia para el año escolar 2024-25.

**Parte (xii): Evaluación Nacional Estatal del Progreso Educativo (NAEP, por sus siglas en inglés)**

- I. Esta sección proporciona resultados sobre las evaluaciones académicas estatales en lectura y matemáticas en los grados 4 y 8 de la Evaluación Nacional del Progreso Educativo, en comparación con el promedio nacional de dichos resultados del 2024.

**Parte (xiii): Tasa de grupos de graduados inscritos en educación postsecundaria**

- I. Esta sección proporciona información sobre la tasa de grupo a la que los estudiantes que se graduaron de la escuela secundaria en el año 2022-23 que se inscribieron en el año académico 2023-24 en (I) una institución pública de educación postsecundaria en Texas; (II) una institución privada de educación postsecundaria en Texas; y (III) una institución de educación postsecundaria fuera de Texas.

**Parte (xiv): Información Adicional – Ausentismo Crónico**

- I. Esta sección proporciona información sobre el ausentismo crónico según la definición de ED Facts: porcentaje de la cantidad no duplicada de estudiantes K-12 inscritos en una escuela por al menos 10 días y ausentes por 10% o más días durante el año escolar 2023-24.

**Parte (xv): Fondos según la Sección 1003**

- I. Esta sección proporciona una lista de todas las agencias educativas y escuelas locales que recibieron fondos según la Sección 1003, incluida la cantidad de fondos que recibió cada escuela y los tipos de estrategias implementadas en cada escuela con dichos fondos para el año escolar 2023-24.

*Los fondos de la Sección 1003 para el año escolar 2024-25 se actualizarán el 30 de junio de 2026.*

**Parte (xvi): Número de estudiantes de inglés de primer año excluidos de los reportes de responsabilidad estatal**

- I. Esta sección proporciona el número de estudiantes de inglés recién llegados exentos de una administración de las evaluaciones de lectura/artes del lenguaje y cuyos resultados están excluidos de los reportes de responsabilidad estatal de 2024-25.