Part (i): Description of State Accountability System

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

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

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

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

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

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

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 Status1	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only2	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.

(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.

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 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																						
End of Course																						
English I	All Students	66%	65%	**26%**	18%	25%	40%	29%	*	0%	29%	31%	21%	14%	27%	15%	21%	32%	*	29%	-	-
	CWD	35%	34%	**14%**	0%	19%	20%	*	-	-	*	10%	19%	14%	-	40%	11%	19%	-	*	-	-
	CWOD	72%	72%	**27%**	20%	26%	41%	33%	*	0%	31%	33%	21%	-	27%	13%	22%	34%	*	40%	-	-
	EL	45%	40%	**15%**	*	14%	*	-	*	-	*	18%	12%	40%	13%	15%	11%	19%	*	-	-	-
	Male	61%	60%	**21%**	15%	20%	29%	*	-	*	38%	28%	14%	11%	22%	11%	21%	-	-	20%	-	-
	Female	72%	71%	**32%**	22%	32%	55%	*	*	*	22%	35%	30%	19%	34%	19%	-	32%	*	*	-	-
English II	All Students	70%	70%	**28%**	18%	29%	41%	*	*	*	45%	31%	24%	17%	29%	17%	24%	33%	-	13%	-	20%
	CWD	36%	36%	**17%**	0%	21%	25%	-	-	-	*	12%	23%	17%	-	20%	15%	21%	-	*	-	*
	CWOD	76%	76%	**29%**	20%	30%	44%	*	*	*	43%	33%	24%	-	29%	17%	25%	34%	-	17%	-	*
	EL	47%	43%	**17%**	*	16%	*	-	*	-	*	21%	13%	20%	17%	17%	14%	21%	-	-	-	-
	Male	66%	66%	**24%**	14%	24%	39%	-	*	*	45%	27%	21%	15%	25%	14%	24%	-	-	0%	-	*
	Female	75%	75%	**33%**	22%	36%	45%	*	*	*	42%	35%	30%	21%	34%	21%	-	33%	-	*	-	*
Algebra I	All Students	76%	74%	**33%**	33%	33%	36%	*	*	*	21%	35%	31%	22%	34%	32%	26%	42%	*	10%	*	*
	CWD	52%	51%	**22%**	15%	21%	38%	-	-	-	*	19%	26%	22%	-	22%	16%	32%	-	-	-	-
	CWOD	80%	79%	**34%**	34%	34%	35%	*	*	*	23%	37%	32%	-	34%	32%	27%	43%	*	11%	*	*
	EL	68%	63%	**32%**	*	31%	*	-	-	-	-	24%	40%	22%	32%	32%	27%	38%	*	-	-	-
	Male	73%	72%	**26%**	24%	26%	28%	*	-	*	25%	29%	23%	16%	27%	27%	26%	-	-	20%	-	*
	Female	79%	77%	**42%**	44%	41%	48%	*	*	*	17%	41%	42%	32%	43%	38%	-	42%	*	0%	*	-
Biology	All Students	91%	91%	**71%**	65%	71%	76%	*	*	*	64%	76%	65%	63%	72%	67%	67%	74%	*	50%	-	-
	CWD	76%	77%	**63%**	69%	69%	40%	*	-	-	*	64%	61%	63%	-	75%	52%	75%	-	-	-	-
	CWOD	93%	94%	**72%**	64%	71%	80%	*	*	*	70%	77%	66%	-	72%	65%	69%	74%	*	60%	-	-
	EL	82%	80%	**67%**	-	66%	*	-	*	-	*	68%	63%	75%	65%	67%	65%	68%	*	-	-	-
	Male	89%	90%	**67%**	65%	67%	67%	*	-	-	*	77%	57%	52%	69%	65%	67%	-	-	*	-	-
	Female	92%	93%	**74%**	66%	74%	87%	*	*	*	71%	73%	75%	75%	74%	68%	-	74%	*	*	-	-
STAAR Percent at Meets Grade Level or Above																						
End of Course																						
English I	All Students	47%	46%	**8%**	4%	7%	16%	29%	*	0%	24%	10%	7%	4%	9%	3%	6%	12%	*	0%	-	-
	CWD	18%	16%	**4%**	0%	5%	10%	*	-	-	*	3%	6%	4%	-	10%	4%	4%	-	*	-	-
	CWOD	53%	52%	**9%**	5%	7%	16%	33%	*	0%	25%	11%	7%	-	9%	3%	6%	13%	*	0%	-	-
	EL	23%	19%	**3%**	*	2%	*	-	*	-	*	6%	0%	10%	3%	3%	2%	4%	*	-	-	-
	Male	42%	40%	**6%**	2%	5%	10%	*	-	*	25%	8%	3%	4%	6%	2%	6%	-	-	0%	-	-
	Female	54%	53%	**12%**	7%	10%	24%	*	*	*	22%	12%	12%	4%	13%	4%	-	12%	*	*	-	-

		State	Region 20	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
English II	All Students	53%	53%	**10%**	5%	9%	18%	*	*	*	27%	11%	9%	3%	11%	4%	8%	13%	-	0%	-	20%
	CWD	20%	20%	**3%**	0%	3%	0%	-	-	-	*	0%	6%	3%	-	0%	2%	6%	-	*	-	*
	CWOD	58%	58%	**11%**	6%	10%	21%	*	*	*	24%	12%	9%	-	11%	4%	8%	14%	-	0%	-	*
	EL	25%	23%	**4%**	*	3%	*	-	*	-	*	6%	1%	0%	4%	4%	3%	5%	-	-	-	-
	Male	48%	48%	**8%**	2%	7%	18%	-	*	*	27%	9%	6%	2%	8%	3%	8%	-	-	0%	-	*
	Female	59%	58%	**13%**	9%	13%	19%	*	*	*	25%	13%	13%	6%	14%	5%	-	13%	-	*	-	*
Algebra I	All Students	43%	38%	**3%**	3%	3%	5%	*	*	*	0%	3%	3%	0%	4%	9%	2%	4%	*	0%	*	*
	CWD	19%	16%	**0%**	0%	0%	0%	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-	-	-	-
	CWOD	47%	42%	**4%**	3%	4%	5%	*	*	*	0%	3%	4%	-	4%	10%	3%	5%	*	0%	*	*
	EL	30%	23%	**9%**	*	8%	*	-	-	-	-	9%	9%	0%	10%	9%	6%	12%	*	-	-	-
	Male	42%	37%	**2%**	1%	3%	4%	*	-	*	0%	3%	2%	0%	3%	6%	2%	-	-	0%	-	*
	Female	45%	40%	**4%**	6%	4%	7%	*	*	*	0%	3%	6%	0%	5%	12%	-	4%	*	0%	*	-
Biology	All Students	59%	60%	**13%**	6%	12%	24%	*	*	*	18%	13%	12%	5%	14%	12%	13%	12%	*	0%	-	-
	CWD	30%	29%	**5%**	0%	3%	20%	*	-	-	*	3%	9%	5%	-	13%	6%	4%	-	-	-	-
	CWOD	64%	66%	**14%**	7%	13%	25%	*	*	*	20%	15%	12%	-	14%	12%	14%	13%	*	0%	-	-
	EL	35%	34%	**12%**	-	10%	*	-	*	-	*	14%	10%	13%	12%	12%	10%	16%	*	-	-	-
	Male	58%	59%	**13%**	6%	11%	31%	*	-	-	*	17%	9%	6%	14%	10%	13%	-	-	*	-	-
	Female	61%	61%	**12%**	5%	12%	16%	*	*	*	14%	9%	15%	4%	13%	16%	-	12%	*	*	-	-
STAAR Percent at Masters Grade Level																						
End of Course																						
English I	All Students	14%	13%	**0%**	0%	0%	2%	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	1%	*	0%	-	-
	CWD	4%	3%	**0%**	0%	0%	0%	*	-	-	*	0%	0%	0%	-	0%	0%	0%	-	*	-	-
	CWOD	16%	14%	**0%**	0%	0%	2%	0%	*	0%	0%	0%	1%	-	0%	0%	0%	1%	*	0%	-	-
	EL	2%	2%	**0%**	*	0%	*	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	*	-	-	-
	Male	11%	10%	**0%**	0%	0%	0%	*	-	*	0%	0%	0%	0%	0%	0%	0%	-	-	0%	-	-
	Female	17%	16%	**1%**	0%	0%	5%	*	*	*	0%	0%	1%	0%	1%	0%	-	1%	*	*	-	-
English II	All Students	8%	7%	**0%**	0%	0%	2%	*	*	*	0%	0%	1%	0%	0%	0%	0%	0%	-	0%	-	0%
	CWD	3%	3%	**0%**	0%	0%	0%	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-	*	-	*
	CWOD	9%	8%	**0%**	0%	0%	3%	*	*	*	0%	0%	1%	-	0%	0%	0%	0%	-	0%	-	*
	EL	1%	1%	**0%**	*	0%	*	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	Male	7%	7%	**0%**	0%	0%	2%	-	*	*	0%	0%	0%	0%	0%	0%	0%	-	-	0%	-	*
	Female	9%	8%	**0%**	0%	0%	3%	*	*	*	0%	0%	1%	0%	0%	0%	-	0%	-	*	-	*
Algebra I	All Students	26%	21%	**1%**	2%	1%	2%	*	*	*	0%	1%	2%	0%	2%	5%	1%	2%	*	0%	*	*
	CWD	8%	6%	**0%**	0%	0%	0%	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-	-	-	-
	CWOD	29%	24%	**2%**	2%	2%	3%	*	*	*	0%	1%	2%	-	2%	6%	1%	2%	*	0%	*	*
	EL	14%	10%	**5%**	*	5%	*	-	-	-	-	5%	5%	0%	6%	5%	5%	6%	*	-	-	-
	Male	25%	20%	**1%**	1%	1%	2%	*	-	*	0%	1%	1%	0%	1%	5%	1%	-	-	0%	-	*
	Female	27%	21%	**2%**	2%	2%	3%	*	*	*	0%	1%	3%	0%	2%	6%	-	2%	*	0%	*	-

		State	Region 20	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%	19%	**1%**	0%	2%	3%	*	*	*	0%	1%	2%	2%	1%	3%	2%	0%	*	0%	-	-
	CWD	6%	6%	**2%**	0%	0%	10%	*	-	-	*	0%	4%	2%	-	0%	3%	0%	-	-	-	-
	CWOD	22%	22%	**1%**	0%	2%	2%	*	*	*	0%	1%	2%	-	1%	4%	2%	0%	*	0%	-	-
	EL	6%	6%	**3%**	-	3%	*	-	*	-	*	4%	2%	0%	4%	3%	6%	0%	*	-	-	-
	Male	20%	20%	**2%**	0%	2%	5%	*	-	-	*	2%	3%	3%	2%	6%	2%	-	-	*	-	-
	Female	19%	19%	**0%**	0%	1%	0%	*	*	*	0%	0%	1%	0%	0%	0%	-	0%	*	*	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	72%	**36%**	30%	36%	47%	24%	33%	18%	40%	39%	32%	27%	37%	28%	31%	43%	*	23%	*	33%
	CWD	46%	45%	**27%**	17%	30%	32%	*	-	-	*	24%	30%	27%	-	40%	21%	35%	-	0%	-	*
	CWOD	79%	78%	**37%**	31%	37%	49%	27%	33%	18%	41%	41%	33%	-	37%	27%	32%	44%	*	29%	*	20%
	EL	59%	56%	**28%**	60%	27%	67%	-	*	-	*	29%	26%	40%	27%	28%	25%	32%	*	-	-	-
	Male	71%	70%	**31%**	25%	30%	39%	17%	*	17%	40%	36%	25%	21%	32%	25%	31%	-	-	18%	-	40%
	Female	75%	73%	**43%**	36%	43%	61%	27%	40%	20%	38%	43%	42%	35%	44%	32%	-	43%	*	29%	*	*
Reading	All Students	74%	73%	**27%**	18%	27%	40%	20%	*	0%	39%	31%	23%	16%	28%	16%	22%	33%	*	20%	-	20%
	CWD	45%	44%	**16%**	0%	20%	24%	*	-	-	*	11%	22%	16%	-	32%	14%	20%	-	*	-	*
	CWOD	80%	80%	**28%**	20%	28%	42%	22%	*	0%	38%	33%	23%	-	28%	15%	23%	34%	*	27%	-	*
	EL	57%	53%	**16%**	*	15%	*	-	*	-	*	19%	12%	32%	15%	16%	13%	20%	*	-	-	-
	Male	70%	69%	**22%**	15%	22%	34%	*	*	0%	42%	27%	17%	14%	23%	13%	22%	-	-	10%	-	*
	Female	79%	78%	**33%**	23%	34%	51%	14%	*	*	33%	35%	30%	20%	34%	20%	-	33%	*	40%	-	*
Mathematics	All Students	70%	68%	**33%**	33%	32%	37%	*	*	*	21%	34%	31%	22%	34%	32%	26%	41%	*	10%	*	*
	CWD	45%	43%	**22%**	15%	21%	38%	-	-	-	*	19%	26%	22%	-	22%	16%	32%	-	-	-	-
	CWOD	76%	74%	**34%**	34%	33%	37%	*	*	*	23%	36%	32%	-	34%	32%	27%	42%	*	11%	*	*
	EL	60%	57%	**32%**	*	31%	*	-	-	-	-	24%	40%	22%	32%	32%	27%	37%	*	-	-	-
	Male	71%	69%	**26%**	25%	26%	28%	*	-	*	25%	29%	24%	16%	27%	27%	26%	-	-	20%	-	*
	Female	70%	67%	**41%**	44%	39%	52%	*	*	*	17%	40%	42%	32%	42%	37%	-	41%	*	0%	*	-
Science	All Students	76%	75%	**71%**	65%	71%	76%	*	*	*	64%	76%	66%	63%	72%	67%	67%	74%	*	50%	-	-
	CWD	52%	52%	**63%**	69%	69%	40%	*	-	-	*	64%	61%	63%	-	75%	52%	75%	-	-	-	-
	CWOD	81%	80%	**72%**	64%	71%	81%	*	*	*	70%	77%	66%	-	72%	65%	69%	74%	*	60%	-	-
	EL	63%	60%	**67%**	-	66%	*	-	*	-	*	68%	63%	75%	65%	67%	65%	68%	*	-	-	-
	Male	77%	76%	**67%**	65%	67%	67%	*	-	-	*	77%	57%	52%	69%	65%	67%	-	-	*	-	-
	Female	76%	75%	**74%**	66%	74%	88%	*	*	*	71%	73%	75%	75%	74%	68%	-	74%	*	*	-	-
SAT/ACT All Subjects	All Students	89%	84%	**50%**	*	20%	*	-	-	-	-	*	57%	-	50%	-	40%	60%	-	-	-	-
	CWD	70%	48%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	90%	84%	**50%**	*	20%	*	-	-	-	-	*	57%	-	50%	-	40%	60%	-	-	-	-
	EL	63%	51%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	90%	85%	**40%**	*	*	*	-	-	-	-	*	*	-	40%	-	40%	-	-	-	-	-
	Female	89%	83%	**60%**	-	*	*	-	-	-	-	*	*	-	60%	-	-	60%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						

		State	Region 20	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%	46%	**8%**	4%	8%	15%	18%	0%	0%	19%	9%	7%	3%	9%	6%	7%	10%	*	0%	*	17%
	CWD	23%	21%	**3%**	0%	3%	8%	*	-	-	*	1%	6%	3%	-	6%	3%	4%	-	0%	-	*
	CWOD	53%	51%	**9%**	5%	8%	16%	20%	0%	0%	19%	10%	8%	-	9%	6%	7%	11%	*	0%	*	0%
	EL	30%	27%	**6%**	20%	5%	50%	-	*	-	*	8%	4%	6%	6%	6%	5%	8%	*	-	-	-
	Male	47%	45%	**7%**	3%	6%	14%	17%	*	0%	20%	9%	5%	3%	7%	5%	7%	-	-	0%	-	20%
	Female	49%	47%	**10%**	7%	10%	17%	18%	0%	0%	18%	10%	11%	4%	11%	8%	-	10%	*	0%	*	*
Reading	All Students	53%	51%	**9%**	5%	8%	17%	20%	*	0%	26%	10%	8%	4%	10%	3%	7%	12%	*	0%	-	20%
	CWD	23%	21%	**4%**	0%	4%	5%	*	-	-	*	1%	6%	4%	-	5%	3%	5%	-	*	-	*
	CWOD	59%	58%	**10%**	5%	9%	18%	22%	*	0%	24%	11%	8%	-	10%	3%	7%	13%	*	0%	-	*
	EL	31%	28%	**3%**	*	3%	*	-	*	-	*	6%	1%	5%	3%	3%	3%	5%	*	-	-	-
	Male	48%	46%	**7%**	2%	6%	14%	*	*	0%	26%	9%	4%	3%	7%	3%	7%	-	-	0%	-	*
	Female	58%	56%	**12%**	8%	12%	22%	14%	*	*	24%	13%	12%	5%	13%	5%	-	12%	*	0%	-	*
Mathematics	All Students	43%	40%	**3%**	3%	3%	5%	*	*	*	0%	3%	4%	0%	4%	9%	3%	4%	*	0%	*	*
	CWD	22%	20%	**0%**	0%	0%	0%	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-	-	-	-
	CWOD	48%	44%	**4%**	3%	4%	5%	*	*	*	0%	3%	4%	-	4%	10%	3%	5%	*	0%	*	*
	EL	30%	27%	**9%**	*	8%	*	-	-	-	-	8%	9%	0%	10%	9%	6%	12%	*	-	-	-
	Male	45%	41%	**3%**	1%	3%	4%	*	-	*	0%	3%	2%	0%	3%	6%	3%	-	-	0%	-	*
	Female	42%	37%	**4%**	6%	4%	6%	*	*	*	0%	3%	5%	0%	5%	12%	-	4%	*	0%	*	-
Science	All Students	46%	45%	**13%**	6%	12%	24%	*	*	*	18%	13%	12%	5%	14%	12%	13%	12%	*	0%	-	-
	CWD	22%	22%	**5%**	0%	3%	20%	*	-	-	*	3%	9%	5%	-	13%	6%	4%	-	-	-	-
	CWOD	50%	50%	**14%**	7%	13%	24%	*	*	*	20%	15%	12%	-	14%	12%	14%	13%	*	0%	-	-
	EL	26%	24%	**12%**	-	10%	*	-	*	-	*	14%	10%	13%	12%	12%	10%	16%	*	-	-	-
	Male	47%	46%	**13%**	6%	11%	31%	*	-	-	*	17%	9%	6%	14%	10%	13%	-	-	*	-	-
	Female	45%	44%	**12%**	5%	12%	16%	*	*	*	14%	9%	15%	4%	13%	16%	-	12%	*	*	-	-
SAT/ACT All Subjects	All Students	59%	49%	**10%**	*	20%	*	-	-	-	-	*	14%	-	10%	-	20%	0%	-	-	-	-
	CWD	38%	23%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	59%	49%	**10%**	*	20%	*	-	-	-	-	*	14%	-	10%	-	20%	0%	-	-	-	-
	EL	15%	13%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	63%	53%	**20%**	*	*	*	-	-	-	-	*	*	-	20%	-	20%	-	-	-	-	-
	Female	54%	44%	**0%**	-	*	*	-	-	-	-	*	*	-	0%	-	-	0%	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	20%	18%	**1%**	0%	1%	2%	0%	0%	0%	0%	0%	1%	0%	1%	2%	1%	1%	*	0%	*	0%
	CWD	6%	6%	**0%**	0%	0%	3%	*	-	-	*	0%	1%	0%	-	0%	1%	0%	-	0%	-	*
	CWOD	23%	21%	**1%**	0%	1%	2%	0%	0%	0%	0%	0%	1%	-	1%	2%	1%	1%	*	0%	*	0%
	EL	9%	8%	**2%**	0%	2%	17%	-	*	-	*	2%	2%	0%	2%	2%	2%	1%	*	-	-	-
	Male	20%	17%	**1%**	0%	1%	2%	0%	*	0%	0%	1%	1%	1%	1%	2%	1%	-	-	0%	-	0%
	Female	21%	18%	**1%**	0%	0%	3%	0%	0%	0%	0%	0%	1%	0%	1%	1%	-	1%	*	0%	*	*

Texas Education Agency
2025 Federal Report Card
RICHARD MILBURN ALTER HIGH SCHOOL (KILLEEN) (014801) - BELL COUNTY

		State	Region 20	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%	20%	**0%**	0%	0%	2%	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%	*	0%	-	0%
	CWD	6%	5%	**0%**	0%	0%	0%	*	-	-	*	0%	0%	0%	-	0%	0%	0%	-	*	-	*
	CWOD	25%	23%	**0%**	0%	0%	2%	0%	*	0%	0%	0%	1%	-	0%	0%	0%	0%	*	0%	-	*
	EL	8%	8%	**0%**	*	0%	*	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	*	-	-	-
	Male	19%	17%	**0%**	0%	0%	1%	*	*	0%	0%	0%	0%	0%	0%	0%	0%	-	-	0%	-	*
	Female	25%	23%	**0%**	0%	0%	4%	0%	*	*	0%	0%	1%	0%	0%	0%	-	0%	*	0%	-	*
Mathematics	All Students	19%	16%	**1%**	2%	1%	2%	*	*	*	0%	1%	2%	0%	2%	5%	1%	2%	*	0%	*	*
	CWD	7%	6%	**0%**	0%	0%	0%	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-	-	-	-
	CWOD	22%	19%	**2%**	2%	1%	3%	*	*	*	0%	1%	2%	-	2%	6%	1%	2%	*	0%	*	*
	EL	11%	9%	**5%**	*	5%	*	-	-	-	-	5%	5%	0%	6%	5%	5%	6%	*	-	-	-
	Male	21%	18%	**1%**	1%	1%	2%	*	-	*	0%	1%	1%	0%	1%	5%	1%	-	-	0%	-	*
	Female	18%	14%	**2%**	2%	1%	3%	*	*	*	0%	1%	3%	0%	2%	6%	-	2%	*	0%	*	-
Science	All Students	17%	16%	**1%**	0%	2%	3%	*	*	*	0%	1%	2%	2%	1%	3%	2%	0%	*	0%	-	-
	CWD	5%	5%	**2%**	0%	0%	10%	*	-	-	*	0%	4%	2%	-	0%	3%	0%	-	-	-	-
	CWOD	19%	18%	**1%**	0%	2%	2%	*	*	*	0%	1%	2%	-	1%	4%	2%	0%	*	0%	-	-
	EL	5%	5%	**3%**	-	3%	*	-	*	-	*	4%	2%	0%	4%	3%	6%	0%	*	-	-	-
	Male	18%	17%	**2%**	0%	2%	5%	*	-	-	*	1%	3%	3%	2%	6%	2%	-	-	*	-	-
	Female	15%	14%	**0%**	0%	1%	0%	*	*	*	0%	0%	1%	0%	0%	0%	-	0%	*	*	-	-
SAT/ACT All Subjects	All Students	13%	6%	**0%**	*	0%	*	-	-	-	-	*	0%	-	0%	-	0%	0%	-	-	-	-
	CWD	9%	3%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	13%	6%	**0%**	*	0%	*	-	-	-	-	*	0%	-	0%	-	0%	0%	-	-	-	-
	EL	1%	1%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	17%	8%	**0%**	*	*	*	-	-	-	-	*	*	-	0%	-	0%	-	-	-	-	-
	Female	10%	4%	**0%**	-	*	*	-	-	-	-	*	*	-	0%	-	-	0%	-	-	-	-

- Indicates there are no students in the group.

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

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 nclude all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	32	31	30	39	*	*	*	45	36	16	17
CWD	16	9	19	14	*	-	-	-	17	16	*
CWOD	34	36	32	42	*	*	*	45	40	-	18
EL ✧	17	-	18	*	-	-	-	*	12	*	17
Male	28	27	26	35	*	-	*	*	35	9	8
Female	35	34	34	44	*	*	-	38	37	29	26
Mathematics											
All Students	46	38	48	45	-	-	-	-	40	47	63
CWD	47	*	50	*	-	-	-	-	53	47	*
CWOD	46	35	47	48	-	-	-	-	35	-	63
EL ✧	63	-	63	-	-	-	-	-	*	*	63
Male	42	*	44	41	-	-	-	-	54	34	68
Female	50	44	51	54	-	-	-	-	29	61	57

- Indicates there are no students in the group.

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

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 ✧
Federal Graduation Rates													
6-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2022													
All Students	34.2%	37.3%	32.9%	35.8%	*	*	*	43.8%	35.3%	41.3%	30.7%	31.7%	14.3%
CWD	41.3%	53.1%	38.5%	40.0%	*	-	-	*	40.4%	41.3%	50.0%	42.9%	*
CWOD	33.2%	32.7%	32.4%	35.2%	*	*	*	58.3%	34.6%	-	28.8%	30.7%	20.0%
EL ✧	30.7%	*	30.3%	-	-	*	*	-	29.8%	50.0%	30.7%	14.3%	-
Male	31.7%	35.1%	29.9%	34.7%	*	-	*	40.0%	32.5%	38.5%	33.3%	25.0%	*
Female	36.8%	39.7%	36.1%	37.1%	*	*	*	45.5%	38.0%	45.5%	26.2%	37.0%	16.7%

- 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
206	8	4%

- 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.

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	15	12	15	21	14	11	6	20	16	10	12
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	64%	64%	65%	66%	-	*	-	43%	65%	66%	54%

- Indicates there are no students in the group.

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

Part (vi): Goal Meeting Status

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

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

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

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

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

Part (vii): STAAR Participation

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

		District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																	
All Subjects	All Students	**95%**	93%	95%	96%	100%	100%	100%	94%	95%	94%	94%	95%	97%	95%	94%	*
	CWD	**94%**	96%	93%	93%	*	-	-	*	92%	96%	94%	-	93%	92%	96%	-
	CWOD	**95%**	92%	95%	96%	100%	100%	100%	93%	96%	94%	-	95%	97%	96%	94%	*
	EL	**97%**	100%	96%	100%	-	*	-	*	96%	98%	93%	97%	97%	97%	96%	*
	Male	**95%**	92%	96%	96%	100%	*	100%	87%	95%	95%	92%	96%	97%	95%	-	-
	Female	**94%**	94%	93%	96%	100%	100%	100%	100%	96%	92%	96%	94%	96%	-	94%	*
Reading	All Students	**95%**	93%	96%	97%	100%	*	100%	93%	97%	94%	95%	95%	97%	96%	94%	*
	CWD	**95%**	98%	95%	91%	*	-	-	*	94%	96%	95%	-	96%	95%	95%	-
	CWOD	**95%**	92%	96%	98%	100%	*	100%	92%	97%	94%	-	95%	97%	96%	94%	*
	EL	**97%**	*	97%	100%	-	*	-	*	96%	98%	96%	97%	97%	97%	97%	*
	Male	**96%**	94%	97%	97%	*	*	100%	84%	97%	95%	95%	96%	97%	96%	-	-
	Female	**94%**	92%	94%	97%	100%	*	*	100%	97%	92%	95%	94%	97%	-	94%	*
Mathematics	All Students	**94%**	94%	93%	94%	*	*	*	93%	92%	95%	90%	94%	95%	94%	93%	*
	CWD	**90%**	92%	87%	100%	-	-	-	*	85%	96%	90%	-	89%	87%	96%	-
	CWOD	**94%**	94%	94%	94%	*	*	*	92%	93%	95%	-	94%	95%	95%	93%	*
	EL	**95%**	*	95%	*	-	-	-	-	94%	96%	89%	95%	95%	97%	93%	*
	Male	**94%**	93%	94%	96%	*	-	*	88%	92%	96%	87%	95%	97%	94%	-	-
	Female	**93%**	96%	92%	91%	*	*	*	100%	93%	92%	96%	93%	93%	-	93%	*
Science	All Students	**94%**	90%	95%	96%	*	*	*	100%	95%	94%	93%	95%	97%	95%	94%	*
	CWD	**93%**	92%	94%	90%	*	-	-	*	91%	96%	93%	-	88%	88%	100%	-
	CWOD	**95%**	90%	95%	97%	*	*	*	100%	96%	94%	-	95%	98%	95%	94%	*
	EL	**97%**	-	97%	*	-	*	-	*	94%	100%	88%	98%	97%	98%	95%	*
	Male	**95%**	86%	97%	95%	*	-	-	*	94%	95%	88%	95%	98%	95%	-	-
	Female	**94%**	95%	93%	97%	*	*	*	100%	96%	93%	100%	94%	95%	-	94%	*
SAT/ACT All Subjects	All Students	**50%**	*	38%	80%	-	-	-	-	27%	78%	-	50%	*	56%	45%	-
	CWD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	**50%**	*	38%	80%	-	-	-	-	27%	78%	-	50%	*	56%	45%	-
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-
	Male	**56%**	*	60%	*	-	-	-	-	*	80%	-	56%	-	56%	-	-
	Female	**45%**	-	25%	*	-	-	-	-	29%	*	-	45%	*	-	45%	-
Non-Participation Rate																	

		District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All Students	**5%**	7%	5%	4%	0%	0%	0%	6%	5%	6%	6%	5%	3%	5%	6%	*
	CWD	**6%**	4%	7%	7%	*	-	-	*	8%	4%	6%	-	7%	8%	4%	-
	CWOD	**5%**	8%	5%	4%	0%	0%	0%	7%	4%	6%	-	5%	3%	4%	6%	*
	EL	**3%**	0%	4%	0%	-	*	-	*	4%	2%	7%	3%	3%	3%	4%	*
	Male	**5%**	8%	4%	4%	0%	*	0%	13%	5%	5%	8%	4%	3%	5%	-	-
	Female	**6%**	6%	7%	4%	0%	0%	0%	0%	4%	8%	4%	6%	4%	-	6%	*
Reading	All Students	**5%**	7%	4%	3%	0%	*	0%	7%	3%	6%	5%	5%	3%	4%	6%	*
	CWD	**5%**	2%	5%	9%	*	-	-	*	6%	4%	5%	-	4%	5%	5%	-
	CWOD	**5%**	8%	4%	2%	0%	*	0%	8%	3%	6%	-	5%	3%	4%	6%	*
	EL	**3%**	*	3%	0%	-	*	-	*	4%	2%	4%	3%	3%	3%	3%	*
	Male	**4%**	6%	3%	3%	*	*	0%	16%	3%	5%	5%	4%	3%	4%	-	-
	Female	**6%**	8%	6%	3%	0%	*	*	0%	3%	8%	5%	6%	3%	-	6%	*
Mathematics	All Students	**6%**	6%	7%	6%	*	*	*	7%	8%	5%	10%	6%	5%	6%	7%	*
	CWD	**10%**	8%	13%	0%	-	-	-	*	15%	4%	10%	-	11%	13%	4%	-
	CWOD	**6%**	6%	6%	6%	*	*	*	8%	7%	5%	-	6%	5%	5%	7%	*
	EL	**5%**	*	5%	*	-	-	-	-	6%	4%	11%	5%	5%	3%	7%	*
	Male	**6%**	7%	6%	4%	*	-	*	12%	8%	4%	13%	5%	3%	6%	-	-
	Female	**7%**	4%	8%	9%	*	*	*	0%	7%	8%	4%	7%	7%	-	7%	*
Science	All Students	**6%**	10%	5%	4%	*	*	*	0%	5%	6%	7%	5%	3%	5%	6%	*
	CWD	**7%**	8%	6%	10%	*	-	-	*	9%	4%	7%	-	12%	12%	0%	-
	CWOD	**5%**	10%	5%	3%	*	*	*	0%	4%	6%	-	5%	2%	5%	6%	*
	EL	**3%**	-	3%	*	-	*	-	*	6%	0%	12%	2%	3%	2%	5%	*
	Male	**5%**	14%	3%	5%	*	-	-	*	6%	5%	12%	5%	2%	5%	-	-
	Female	**6%**	5%	7%	3%	*	*	*	0%	4%	7%	0%	6%	5%	-	6%	*
SAT/ACT All Subjects	All Students	**50%**	*	62%	20%	-	-	-	-	73%	22%	-	50%	*	44%	55%	-
	CWD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	**50%**	*	62%	20%	-	-	-	-	73%	22%	-	50%	*	44%	55%	-
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-
	Male	**44%**	*	40%	*	-	-	-	-	*	20%	-	44%	-	44%	-	-
	Female	**55%**	-	75%	*	-	-	-	-	71%	*	-	55%	*	-	55%	-

- 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

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

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	34.2	50.0%	4.9	64.5%		
Teachers Teaching with Emergency or Provisional Credentials	3.9	6.4%	0.9	15.5%		
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-	0.0	-		

- Indicates there are no data available in the group.

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		$1,151	$223	$856	$1,079		$72	$72
Food services		$123				$48	$75	$123
Instruction		$4,753	$3,362	$98	$3,459	$323	$971	$1,294
Support services, general administration		$276		$273	$273		$3	$3
Support services, instructional staff		$717	$469	$17	$486	$0	$231	$231
Support services, operation and maintenance of plant		$1,944	$1,765	$174	$1,938		$6	$6
Support services, pupils		$815	$724	$32	$756	$0	$59	$59
Support services, school administration		$1,255	$1,208	$2	$1,209	$0	$45	$46
Total	**1,447**	**$11,034**	**$7,749**	**$1,451**	**$9,201**	**$371**	**$1,462**	**$1,834**
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.

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 20 Number of ALT2	Region 20 Rate of ALT2	District Number of ALT2	District Rate of ALT2
Grade 3						
Reading	7,517	2%	794	2%	-	-
Mathematics	7,510	2%	795	2%	-	-
Grade 4						
Reading	6,669	2%	633	2%	-	-
Mathematics	6,666	2%	633	2%	-	-
Grade 5						
Reading	6,321	2%	651	2%	-	-
Mathematics	6,324	2%	652	2%	-	-
Science	6,315	2%	649	2%	-	-
Grade 6						
Reading	5,876	1%	550	1%	-	-
Mathematics	5,877	1%	551	1%	-	-
Grade 7						
Reading	5,387	1%	547	1%	-	-
Mathematics	5,385	2%	547	2%	-	-
Grade 8						
Reading	4,906	1%	483	1%	-	-
Mathematics	4,907	1%	482	1%	-	-
Science	4,904	1%	483	1%	-	-
End of Course						
English I	4,932	1%	463	1%	-	-
English II	4,732	1%	497	1%	-	-
Algebra I	4,932	1%	459	1%	-	-
Biology	4,992	1%	503	1%	-	-
All Grades						
All Subjects	104,161	1%	10,373	1%	-	-
Reading	46,349	1%	4,619	1%	-	-
Mathematics	41,601	1%	4,119	2%	-	-
Science	16,211	1%	1,635	1%	-	-

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

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

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 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)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	15%	12%	17%	10%	-	*	-	*	13%	10%	23%
In-State Private Institutions	*	-	*	-	-	-	-	-	*	-	*
Out-of-State Institutions	1%	*	*	*	-	-	-	-	2%	*	-

- Indicates there are no students in the group.

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

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	79%	80%	80%	75%	100%	60%	86%	80%	79%	71%	75%

- 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.

REGION	District	District Name	Sec 1003 Fund Received	Type of Strategies Implemented
20	014801	RICHARD MILBURN ALTER HIGH SCHOOL (KILLEEN)	$344,000	Develop Instructional Leaders, Data-Driven Instruction, Effective Instruction, Compelling and Aligned Vision, HQIM, Build Teacher Capacity
School level Section 1003 Funds for District **Note: Downloadable PDF and Excel files are available.**				

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

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

There is no data for this district.

Part (i): Description of State Accountability System

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

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

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

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

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

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

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 Status1	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only2	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.

(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.

Part (ii): Student Achievement by Proficiency Level

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																						
End of Course																						
English I	All Students	66%	26%	**25%**	19%	35%	*	*	*	*	33%	34%	17%	8%	28%	33%	18%	31%	-	-	-	-
	CWD	35%	14%	**8%**	0%	*	-	-	-	-	-	0%	14%	8%	-	*	0%	*	-	-	-	-
	CWOD	72%	27%	**28%**	24%	33%	*	*	*	*	33%	41%	17%	-	28%	29%	23%	31%	-	-	-	-
	EL	45%	15%	**33%**	*	43%	-	-	*	-	-	*	50%	*	29%	33%	*	40%	-	-	-	-
	Male	61%	21%	**18%**	11%	25%	-	-	-	*	*	33%	9%	0%	23%	*	18%	-	-	-	-	-
	Female	72%	32%	**31%**	28%	44%	*	*	*	*	*	33%	28%	*	31%	40%	-	31%	-	-	-	-
English II	All Students	70%	28%	**15%**	7%	14%	*	*	*	*	50%	13%	17%	22%	13%	11%	15%	14%	-	*	-	*
	CWD	36%	17%	**22%**	0%	40%	*	-	-	-	*	*	29%	22%	-	*	20%	25%	-	-	-	*
	CWOD	76%	29%	**13%**	9%	8%	*	*	*	*	43%	14%	11%	-	13%	13%	14%	12%	-	*	-	*
	EL	47%	17%	**11%**	-	0%	*	-	*	-	-	0%	*	*	13%	11%	*	17%	-	-	-	-
	Male	66%	24%	**15%**	8%	18%	*	-	-	*	*	13%	16%	20%	14%	*	15%	-	-	-	-	*
	Female	75%	33%	**14%**	5%	8%	*	*	*	*	*	12%	17%	25%	12%	17%	-	14%	-	*	-	*
Algebra I	All Students	76%	33%	**28%**	34%	20%	*	*	-	*	*	28%	28%	14%	31%	9%	24%	33%	-	*	-	*
	CWD	52%	22%	**14%**	25%	0%	-	-	-	-	-	20%	11%	14%	-	*	11%	20%	-	-	-	-
	CWOD	80%	34%	**31%**	37%	26%	*	*	-	*	*	30%	31%	-	31%	13%	26%	36%	-	*	-	*
	EL	68%	32%	**9%**	*	10%	-	-	-	-	-	0%	20%	*	13%	9%	0%	17%	-	-	-	-
	Male	73%	26%	**24%**	32%	8%	*	-	-	-	*	23%	23%	11%	26%	0%	24%	-	-	-	-	*
	Female	79%	42%	**33%**	38%	31%	*	*	-	*	-	31%	33%	20%	36%	17%	-	33%	-	*	-	-
Biology	All Students	91%	71%	**80%**	76%	87%	*	-	*	-	*	83%	78%	63%	82%	75%	71%	84%	-	-	-	-
	CWD	76%	63%	**63%**	67%	*	-	-	-	-	-	*	*	63%	-	*	*	*	-	-	-	-
	CWOD	93%	72%	**82%**	75%	92%	*	-	*	-	*	89%	73%	-	82%	83%	77%	86%	-	-	-	-
	EL	82%	67%	**75%**	-	71%	-	-	*	-	-	60%	*	*	83%	75%	*	*	-	-	-	-
	Male	89%	67%	**71%**	63%	86%	*	-	-	-	*	80%	57%	*	77%	*	71%	-	-	-	-	-
	Female	92%	74%	**84%**	79%	88%	*	-	*	-	*	79%	83%	*	86%	*	-	84%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
End of Course																						
English I	All Students	47%	8%	**8%**	3%	15%	*	*	*	*	33%	16%	2%	0%	10%	0%	8%	8%	-	-	-	-
	CWD	18%	4%	**0%**	0%	*	-	-	-	-	-	0%	0%	0%	-	*	0%	*	-	-	-	-
	CWOD	53%	9%	**10%**	3%	17%	*	*	*	*	33%	19%	3%	-	10%	0%	10%	9%	-	-	-	-
	EL	23%	3%	**0%**	*	0%	-	-	*	-	-	*	0%	*	0%	0%	*	0%	-	-	-	-
	Male	42%	6%	**8%**	0%	8%	-	-	-	*	*	13%	4%	0%	10%	*	8%	-	-	-	-	-
	Female	54%	12%	**8%**	6%	22%	*	*	*	*	*	17%	0%	*	9%	0%	-	8%	-	-	-	-

		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%	10%	**6%**	2%	3%	*	*	*	*	38%	5%	6%	11%	4%	0%	7%	5%	-	*	-	*
	CWD	20%	3%	**11%**	0%	20%	*	-	-	-	*	*	14%	11%	-	*	10%	13%	-	-	-	*
	CWOD	58%	11%	**4%**	3%	0%	*	*	*	*	29%	6%	3%	-	4%	0%	6%	3%	-	*	-	*
	EL	25%	4%	**0%**	-	0%	*	-	*	-	-	0%	*	*	0%	0%	*	0%	-	-	-	-
	Male	48%	8%	**7%**	0%	6%	*	-	-	*	*	6%	6%	10%	6%	*	7%	-	-	-	-	*
	Female	59%	13%	**5%**	5%	0%	*	*	*	*	*	4%	6%	13%	3%	0%	-	5%	-	*	-	*
Algebra I	All Students	43%	3%	**0%**	0%	0%	*	*	-	*	*	0%	0%	0%	0%	0%	0%	0%	-	*	-	*
	CWD	19%	0%	**0%**	0%	0%	-	-	-	-	-	0%	0%	0%	-	*	0%	0%	-	-	-	-
	CWOD	47%	4%	**0%**	0%	0%	*	*	-	*	*	0%	0%	-	0%	0%	0%	0%	-	*	-	*
	EL	30%	9%	**0%**	*	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	42%	2%	**0%**	0%	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-	-	-	*
	Female	45%	4%	**0%**	0%	0%	*	*	-	*	-	0%	0%	0%	0%	0%	-	0%	-	*	-	-
Biology	All Students	59%	13%	**15%**	5%	20%	*	-	*	-	*	13%	17%	13%	15%	13%	12%	16%	-	-	-	-
	CWD	30%	5%	**13%**	0%	*	-	-	-	-	-	*	*	13%	-	*	*	*	-	-	-	-
	CWOD	64%	14%	**15%**	6%	15%	*	-	*	-	*	16%	13%	-	15%	0%	15%	14%	-	-	-	-
	EL	35%	12%	**13%**	-	14%	-	-	*	-	-	0%	*	*	0%	13%	*	*	-	-	-	-
	Male	58%	13%	**12%**	0%	14%	*	-	-	-	*	20%	0%	*	15%	*	12%	-	-	-	-	-
	Female	61%	12%	**16%**	7%	25%	*	-	*	-	*	7%	25%	*	14%	*	-	16%	-	-	-	-
STAAR Percent at Masters Grade Level																						
End of Course																						
English I	All Students	14%	0%	**0%**	0%	0%	*	*	*	*	0%	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	CWD	4%	0%	**0%**	0%	*	-	-	-	-	-	0%	0%	0%	-	*	0%	*	-	-	-	-
	CWOD	16%	0%	**0%**	0%	0%	*	*	*	*	0%	0%	0%	-	0%	0%	0%	0%	-	-	-	-
	EL	2%	0%	**0%**	*	0%	-	-	*	-	-	*	0%	*	0%	0%	*	0%	-	-	-	-
	Male	11%	0%	**0%**	0%	0%	-	-	-	*	*	0%	0%	0%	0%	*	0%	-	-	-	-	-
	Female	17%	1%	**0%**	0%	0%	*	*	*	*	*	0%	0%	*	0%	0%	-	0%	-	-	-	-
English II	All Students	8%	0%	**0%**	0%	0%	*	*	*	*	0%	0%	0%	0%	0%	0%	0%	0%	-	*	-	*
	CWD	3%	0%	**0%**	0%	0%	*	-	-	-	*	*	0%	0%	-	*	0%	0%	-	-	-	*
	CWOD	9%	0%	**0%**	0%	0%	*	*	*	*	0%	0%	0%	-	0%	0%	0%	0%	-	*	-	*
	EL	1%	0%	**0%**	-	0%	*	-	*	-	-	0%	*	*	0%	0%	*	0%	-	-	-	-
	Male	7%	0%	**0%**	0%	0%	*	-	-	*	*	0%	0%	0%	0%	*	0%	-	-	-	-	*
	Female	9%	0%	**0%**	0%	0%	*	*	*	*	*	0%	0%	0%	0%	0%	-	0%	-	*	-	*
Algebra I	All Students	26%	1%	**0%**	0%	0%	*	*	-	*	*	0%	0%	0%	0%	0%	0%	0%	-	*	-	*
	CWD	8%	0%	**0%**	0%	0%	-	-	-	-	-	0%	0%	0%	-	*	0%	0%	-	-	-	-
	CWOD	29%	2%	**0%**	0%	0%	*	*	-	*	*	0%	0%	-	0%	0%	0%	0%	-	*	-	*
	EL	14%	5%	**0%**	*	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	25%	1%	**0%**	0%	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-	-	-	*
	Female	27%	2%	**0%**	0%	0%	*	*	-	*	-	0%	0%	0%	0%	0%	-	0%	-	*	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Biology	All Students	20%	1%	**0%**	0%	0%	*	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	CWD	6%	2%	**0%**	0%	*	-	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	22%	1%	**0%**	0%	0%	*	-	*	-	*	0%	0%	-	0%	0%	0%	0%	-	-	-	-
	EL	6%	3%	**0%**	-	0%	-	-	*	-	-	0%	*	*	0%	0%	*	*	-	-	-	-
	Male	20%	2%	**0%**	0%	0%	*	-	-	-	*	0%	0%	*	0%	*	0%	-	-	-	-	-
	Female	19%	0%	**0%**	0%	0%	*	-	*	-	*	0%	0%	*	0%	*	-	0%	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	36%	**31%**	28%	33%	43%	*	*	0%	47%	36%	28%	24%	33%	31%	26%	37%	-	0%	-	40%
	CWD	46%	27%	**24%**	18%	25%	*	-	-	-	*	17%	27%	24%	-	25%	17%	33%	-	-	-	*
	CWOD	79%	37%	**33%**	31%	34%	38%	*	*	0%	44%	38%	28%	-	33%	32%	28%	37%	-	*	-	*
	EL	59%	28%	**31%**	*	30%	*	-	*	-	-	17%	44%	25%	32%	31%	25%	35%	-	-	-	-
	Male	71%	31%	**26%**	23%	27%	*	-	-	*	50%	35%	20%	17%	28%	25%	26%	-	-	-	-	*
	Female	75%	43%	**37%**	34%	40%	55%	*	*	*	43%	35%	38%	33%	37%	35%	-	37%	-	*	-	*
Reading	All Students	74%	27%	**19%**	12%	23%	57%	*	*	0%	43%	23%	17%	17%	20%	24%	17%	22%	-	*	-	*
	CWD	45%	16%	**17%**	0%	38%	*	-	-	-	*	0%	24%	17%	-	*	11%	25%	-	-	-	*
	CWOD	80%	28%	**20%**	16%	19%	50%	*	*	0%	38%	25%	14%	-	20%	20%	18%	21%	-	*	-	*
	EL	57%	16%	**24%**	*	21%	*	-	*	-	-	0%	40%	*	20%	24%	14%	27%	-	-	-	-
	Male	70%	22%	**17%**	9%	21%	*	-	-	*	50%	23%	13%	11%	18%	14%	17%	-	-	-	-	*
	Female	79%	33%	**22%**	15%	24%	67%	*	*	*	33%	21%	23%	25%	21%	27%	-	22%	-	*	-	*
Mathematics	All Students	70%	33%	**29%**	37%	19%	*	*	-	*	*	28%	29%	14%	32%	9%	25%	33%	-	*	-	*
	CWD	45%	22%	**14%**	25%	0%	-	-	-	-	-	20%	11%	14%	-	*	11%	20%	-	-	-	-
	CWOD	76%	34%	**32%**	39%	25%	*	*	-	*	*	30%	32%	-	32%	13%	27%	36%	-	*	-	*
	EL	60%	32%	**9%**	*	10%	-	-	-	-	-	0%	20%	*	13%	9%	0%	17%	-	-	-	-
	Male	71%	26%	**25%**	35%	7%	*	-	-	-	*	23%	25%	11%	27%	0%	25%	-	-	-	-	*
	Female	70%	41%	**33%**	38%	31%	*	*	-	*	-	31%	33%	20%	36%	17%	-	33%	-	*	-	-
Science	All Students	76%	71%	**80%**	76%	87%	*	-	*	-	*	83%	78%	63%	82%	75%	71%	84%	-	-	-	-
	CWD	52%	63%	**63%**	67%	*	-	-	-	-	-	*	*	63%	-	*	*	*	-	-	-	-
	CWOD	81%	72%	**82%**	75%	92%	*	-	*	-	*	89%	73%	-	82%	83%	77%	86%	-	-	-	-
	EL	63%	67%	**75%**	-	71%	-	-	*	-	-	60%	*	*	83%	75%	*	*	-	-	-	-
	Male	77%	67%	**71%**	63%	86%	*	-	-	-	*	80%	57%	*	77%	*	71%	-	-	-	-	-
	Female	76%	74%	**84%**	79%	88%	*	-	*	-	*	79%	83%	*	86%	*	-	84%	-	-	-	-
SAT/ACT All Subjects	All Students	89%	50%	*	*	*	-	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	CWD	70%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	90%	50%	*	*	*	-	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	EL	63%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	90%	40%	*	*	*	-	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	Female	89%	60%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						

		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%	8%	**6%**	2%	8%	7%	*	*	0%	32%	8%	5%	6%	6%	3%	6%	7%	-	0%	-	20%
	CWD	23%	3%	**6%**	0%	13%	*	-	-	-	*	0%	9%	6%	-	13%	3%	10%	-	-	-	*
	CWOD	53%	9%	**6%**	3%	7%	8%	*	*	0%	28%	10%	3%	-	6%	0%	6%	6%	-	*	-	*
	EL	30%	6%	**3%**	*	3%	*	-	*	-	-	0%	6%	13%	0%	3%	0%	5%	-	-	-	-
	Male	47%	7%	**6%**	0%	6%	*	-	-	*	42%	10%	3%	3%	6%	0%	6%	-	-	-	-	*
	Female	49%	10%	**7%**	5%	10%	9%	*	*	*	14%	7%	6%	10%	6%	5%	-	7%	-	*	-	*
Reading	All Students	53%	9%	**7%**	2%	8%	0%	*	*	0%	36%	10%	4%	7%	7%	0%	7%	6%	-	*	-	*
	CWD	23%	4%	**7%**	0%	13%	*	-	-	-	*	0%	10%	7%	-	*	6%	8%	-	-	-	*
	CWOD	59%	10%	**7%**	3%	7%	0%	*	*	0%	31%	11%	3%	-	7%	0%	8%	6%	-	*	-	*
	EL	31%	3%	**0%**	*	0%	*	-	*	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	48%	7%	**7%**	0%	7%	*	-	-	*	50%	10%	6%	6%	8%	0%	7%	-	-	-	-	*
	Female	58%	12%	**6%**	5%	10%	0%	*	*	*	17%	9%	3%	8%	6%	0%	-	6%	-	*	-	*
Mathematics	All Students	43%	3%	**0%**	0%	0%	*	*	-	*	*	0%	0%	0%	0%	0%	0%	0%	-	*	-	*
	CWD	22%	0%	**0%**	0%	0%	-	-	-	-	-	0%	0%	0%	-	*	0%	0%	-	-	-	-
	CWOD	48%	4%	**0%**	0%	0%	*	*	-	*	*	0%	0%	-	0%	0%	0%	0%	-	*	-	*
	EL	30%	9%	**0%**	*	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	45%	3%	**0%**	0%	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-	-	-	*
	Female	42%	4%	**0%**	0%	0%	*	*	-	*	-	0%	0%	0%	0%	0%	-	0%	-	*	-	-
Science	All Students	46%	13%	**15%**	5%	20%	*	-	*	-	*	13%	17%	13%	15%	13%	12%	16%	-	-	-	-
	CWD	22%	5%	**13%**	0%	*	-	-	-	-	-	*	*	13%	-	*	*	*	-	-	-	-
	CWOD	50%	14%	**15%**	6%	15%	*	-	*	-	*	16%	13%	-	15%	0%	15%	14%	-	-	-	-
	EL	26%	12%	**13%**	-	14%	-	-	*	-	-	0%	*	*	0%	13%	*	*	-	-	-	-
	Male	47%	13%	**12%**	0%	14%	*	-	-	-	*	20%	0%	*	15%	*	12%	-	-	-	-	-
	Female	45%	12%	**16%**	7%	25%	*	-	*	-	*	7%	25%	*	14%	*	-	16%	-	-	-	-
SAT/ACT All Subjects	All Students	59%	10%	*	*	*	-	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	CWD	38%	-	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	59%	10%	*	*	*	-	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	EL	15%	-	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	63%	20%	*	*	*	-	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	Female	54%	0%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	20%	1%	**0%**	0%	0%	0%	*	*	0%	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	-	0%
	CWD	6%	0%	**0%**	0%	0%	*	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-	-	-	*
	CWOD	23%	1%	**0%**	0%	0%	0%	*	*	0%	0%	0%	0%	-	0%	0%	0%	0%	-	*	-	*
	EL	9%	2%	**0%**	*	0%	*	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	Male	20%	1%	**0%**	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%	0%	-	-	-	-	*
	Female	21%	1%	**0%**	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	-	0%	-	*	-	*

Texas Education Agency
2025 Federal Report Card
RICHARD MILBURN ALTER H S (KILLEEN) (014801001) - RICHARD MILBURN ALTER HIGH SCHOOL (KILLEEN) - BELL 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	22%	0%	**0%**	0%	0%	0%	*	*	0%	0%	0%	0%	0%	0%	0%	0%	0%	-	*	-	*
	CWD	6%	0%	**0%**	0%	0%	*	-	-	-	*	0%	0%	0%	-	*	0%	0%	-	-	-	*
	CWOD	25%	0%	**0%**	0%	0%	0%	*	*	0%	0%	0%	0%	-	0%	0%	0%	0%	-	*	-	*
	EL	8%	0%	**0%**	*	0%	*	-	*	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	19%	0%	**0%**	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%	0%	-	-	-	-	*
	Female	25%	0%	**0%**	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	-	0%	-	*	-	*
Mathematics	All Students	19%	1%	**0%**	0%	0%	*	*	-	*	*	0%	0%	0%	0%	0%	0%	0%	-	*	-	*
	CWD	7%	0%	**0%**	0%	0%	-	-	-	-	-	0%	0%	0%	-	*	0%	0%	-	-	-	-
	CWOD	22%	2%	**0%**	0%	0%	*	*	-	*	*	0%	0%	-	0%	0%	0%	0%	-	*	-	*
	EL	11%	5%	**0%**	*	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	21%	1%	**0%**	0%	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-	-	-	*
	Female	18%	2%	**0%**	0%	0%	*	*	-	*	-	0%	0%	0%	0%	0%	-	0%	-	*	-	-
Science	All Students	17%	1%	**0%**	0%	0%	*	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	CWD	5%	2%	**0%**	0%	*	-	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	19%	1%	**0%**	0%	0%	*	-	*	-	*	0%	0%	-	0%	0%	0%	0%	-	-	-	-
	EL	5%	3%	**0%**	-	0%	-	-	*	-	-	0%	*	*	0%	0%	*	*	-	-	-	-
	Male	18%	2%	**0%**	0%	0%	*	-	-	-	*	0%	0%	*	0%	*	0%	-	-	-	-	-
	Female	15%	0%	**0%**	0%	0%	*	-	*	-	*	0%	0%	*	0%	*	-	0%	-	-	-	-
SAT/ACT All Subjects	All Students	13%	0%	*	*	*	-	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	CWD	9%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	13%	0%	*	*	*	-	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	EL	1%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	17%	0%	*	*	*	-	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	Female	10%	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

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 nclude all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	27	20	29	38	-	-	*	*	30	20	*
CWD	20	14	*	*	-	-	-	-	*	20	-
CWOD	30	25	25	45	-	-	*	*	29	-	*
EL ✧	*	-	*	*	-	-	-	-	-	-	*
Male	21	0	*	-	-	-	*	*	*	*	-
Female	30	38	22	38	-	-	-	*	25	33	*
Mathematics											
All Students	59	*	*	*	-	-	-	-	*	*	*
CWD	*	*	-	-	-	-	-	-	*	*	-
CWOD	61	*	*	*	-	-	-	-	-	-	*
EL ✧	*	-	*	-	-	-	-	-	-	-	*
Male	*	*	-	-	-	-	-	-	-	-	-
Female	68	*	*	*	-	-	-	-	*	*	*

- Indicates there are no students in the group.

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

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 ✧
Federal Graduation Rates													
6-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2022													
All Students	41.8%	42.0%	44.8%	33.3%	*	*	*	*	45.1%	54.5%	44.4%	33.3%	-
CWD	54.5%	57.1%	60.0%	*	-	-	-	*	52.9%	54.5%	*	-	-
CWOD	38.2%	36.1%	41.7%	28.6%	*	*	*	*	42.6%	-	42.9%	33.3%	-
EL ✧	44.4%	*	33.3%	-	-	*	*	-	42.9%	*	44.4%	-	-
Male	46.2%	50.0%	40.0%	40.0%	-	-	*	*	48.6%	50.0%	66.7%	33.3%	-
Female	37.0%	33.3%	50.0%	*	*	*	-	*	41.2%	62.5%	*	33.3%	-

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

Part (iv): English Language Proficiency

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
10	-	-

- 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.

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	12	10	14	17	*	*	0	29	15	11	12
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	41%	50%	20%	50%	-	*	-	*	46%	57%	*

- Indicates there are no students in the group.

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

Part (vi): Goal Meeting Status

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

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

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

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

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

Part (vii): STAAR Participation

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

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																	
All Subjects	All Students	**94%**	95%	93%	100%	*	*	100%	89%	93%	96%	88%	96%	88%	93%	96%	-
	CWD	**88%**	97%	69%	*	-	-	-	*	72%	97%	88%	-	63%	81%	100%	-
	CWOD	**96%**	95%	97%	100%	*	*	100%	89%	96%	95%	-	96%	94%	97%	95%	-
	EL	**88%**	*	85%	*	-	*	-	-	77%	100%	63%	94%	88%	81%	92%	-
	Male	**93%**	96%	90%	*	-	-	*	83%	87%	97%	81%	97%	81%	93%	-	-
	Female	**96%**	94%	96%	100%	*	*	*	100%	97%	94%	100%	95%	92%	-	96%	-
Reading	All Students	**95%**	95%	96%	100%	*	*	100%	86%	95%	96%	93%	96%	95%	93%	98%	-
	CWD	**93%**	100%	75%	*	-	-	-	*	78%	100%	93%	-	*	89%	100%	-
	CWOD	**96%**	94%	100%	100%	*	*	100%	85%	97%	94%	-	96%	100%	94%	97%	-
	EL	**95%**	*	94%	*	-	*	-	-	91%	100%	*	100%	95%	86%	100%	-
	Male	**93%**	96%	93%	*	-	-	*	75%	87%	96%	89%	94%	86%	93%	-	-
	Female	**98%**	95%	100%	100%	*	*	*	100%	100%	95%	100%	97%	100%	-	98%	-
Mathematics	All Students	**93%**	95%	89%	*	*	-	*	*	88%	96%	79%	97%	82%	93%	94%	-
	CWD	**79%**	88%	67%	-	-	-	-	-	60%	89%	79%	-	*	67%	100%	-
	CWOD	**97%**	97%	95%	*	*	-	*	*	95%	97%	-	97%	88%	100%	92%	-
	EL	**82%**	*	80%	-	-	-	-	-	67%	100%	*	88%	82%	80%	83%	-
	Male	**93%**	96%	86%	*	-	-	-	*	85%	97%	67%	100%	80%	93%	-	-
	Female	**94%**	92%	92%	*	*	-	*	-	92%	94%	100%	92%	83%	-	94%	-
Science	All Students	**93%**	95%	87%	*	-	*	-	*	92%	95%	88%	94%	75%	94%	92%	-
	CWD	**88%**	100%	*	-	-	-	-	-	*	*	88%	-	*	*	*	-
	CWOD	**94%**	94%	92%	*	-	*	-	*	95%	93%	-	94%	83%	100%	91%	-
	EL	**75%**	-	71%	-	-	*	-	-	60%	*	*	83%	75%	*	*	-
	Male	**94%**	100%	86%	*	-	-	-	*	90%	100%	*	100%	*	94%	-	-
	Female	**92%**	93%	88%	*	-	*	-	*	93%	92%	*	91%	*	-	92%	-
SAT/ACT All Subjects	All Students	*	*	*	*	-	-	-	-	-	*	-	*	-	*	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	*	*	*	*	-	-	-	-	-	*	-	*	-	*	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	*	*	*	*	-	-	-	-	-	*	-	*	-	*	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All Students	**6%**	5%	7%	0%	*	*	0%	11%	7%	4%	12%	4%	12%	7%	4%	-
	CWD	**12%**	3%	31%	*	-	-	-	*	28%	3%	12%	-	37%	19%	0%	-
	CWOD	**4%**	5%	3%	0%	*	*	0%	11%	4%	5%	-	4%	6%	3%	5%	-
	EL	**12%**	*	15%	*	-	*	-	-	23%	0%	37%	6%	12%	19%	8%	-
	Male	**7%**	4%	10%	*	-	-	*	17%	13%	3%	19%	3%	19%	7%	-	-
	Female	**4%**	6%	4%	0%	*	*	*	0%	3%	6%	0%	5%	8%	-	4%	-
Reading	All Students	**5%**	5%	4%	0%	*	*	0%	14%	5%	4%	7%	4%	5%	7%	2%	-
	CWD	**7%**	0%	25%	*	-	-	-	*	22%	0%	7%	-	*	11%	0%	-
	CWOD	**4%**	6%	0%	0%	*	*	0%	15%	3%	6%	-	4%	0%	6%	3%	-
	EL	**5%**	*	6%	*	-	*	-	-	9%	0%	*	0%	5%	14%	0%	-
	Male	**7%**	4%	7%	*	-	-	*	25%	13%	4%	11%	6%	14%	7%	-	-
	Female	**2%**	5%	0%	0%	*	*	*	0%	0%	5%	0%	3%	0%	-	2%	-
Mathematics	All Students	**7%**	5%	11%	*	*	-	*	*	12%	4%	21%	3%	18%	7%	6%	-
	CWD	**21%**	12%	33%	-	-	-	-	-	40%	11%	21%	-	*	33%	0%	-
	CWOD	**3%**	3%	5%	*	*	-	*	*	5%	3%	-	3%	12%	0%	8%	-
	EL	**18%**	*	20%	-	-	-	-	-	33%	0%	*	12%	18%	20%	17%	-
	Male	**7%**	4%	14%	*	-	-	-	*	15%	3%	33%	0%	20%	7%	-	-
	Female	**6%**	8%	8%	*	*	-	*	-	8%	6%	0%	8%	17%	-	6%	-
Science	All Students	**7%**	5%	13%	*	-	*	-	*	8%	5%	12%	6%	25%	6%	8%	-
	CWD	**12%**	0%	*	-	-	-	-	-	*	*	12%	-	*	*	*	-
	CWOD	**6%**	6%	8%	*	-	*	-	*	5%	7%	-	6%	17%	0%	9%	-
	EL	**25%**	-	29%	-	-	*	-	-	40%	*	*	17%	25%	*	*	-
	Male	**6%**	0%	14%	*	-	-	-	*	10%	0%	*	0%	*	6%	-	-
	Female	**8%**	7%	12%	*	-	*	-	*	7%	8%	*	9%	*	-	8%	-
SAT/ACT All Subjects	All Students	*	*	*	-	-	-	-	-	-	*	-	*	-	*	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	*	*	*	-	-	-	-	-	-	*	-	*	-	*	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	*	*	*	-	-	-	-	-	-	*	-	*	-	*	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 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)
Students Without Disabilities												
In-School Suspensions												
	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		
Out-of-School Suspensions												
	Male	6	3	1	1	0	0	0	1	1		
	Female	11	10	1	0	0	0	0	0	0		
	Total	17	13	2	1	0	0	0	1	1		
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	1	1	0	0	0	0	0	0	0		
	Total	1	1	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Students With Disabilities												
In-School Suspensions												

		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		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Out-of-School Suspensions												
	Male	6	3	1	0	0	0	0	2	0		1
	Female	7	3	4	0	0	0	0	0	0		1
	Total	13	6	5	0	0	0	0	2	0		2
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	1	1	0	0	0	0	0	0	0		0
	Total	1	1	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism												
	Male	96	50	24	11	1	-8	1	9	8	27	16
	Female	87	47	25	8	-8	-8	2	5	6	14	17
	Total	183	97	49	19	1	-8	3	14	14	41	33

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

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
Advanced Placement Courses																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

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

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	3.2	43.2%
Teachers Teaching with Emergency or Provisional Credentials	1.0	15.6%
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.

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		$1,185	$257	$856	$1,113		$72	$72
Food services		$131				$56	$75	$131
Instruction		$4,337	$3,090	$98	$3,188	$177	$971	$1,148
Support services, general administration		$276		$273	$273		$3	$3
Support services, instructional staff		$729	$481	$17	$498		$231	$231
Support services, operation and maintenance of plant		$1,378	$1,198	$174	$1,372		$6	$6
Support services, pupils		$689	$598	$32	$630		$59	$59
Support services, school administration		$1,458	$1,411	$2	$1,413		$45	$45
Total	**122**	**$10,183**	**$7,035**	**$1,452**	**$8,487**	**$234**	**$1,462**	**$1,696**

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

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

Part (xi): STAAR Alternate 2 Participation

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

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

- Indicates there are no students in the group.

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

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

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 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)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	14%	13%	*	-	-	*	-	*	14%	*	*
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.

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	80%	82%	82%	61%	*	*	*	88%	79%	81%	73%

- 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.

REGION	DISTRICT	School	School Name	Sec 1003 Fund Received	Type of Strategies Implemented
20	014801	014801001	RICHARD MILBURN ALTER H S (KILLEEN)	$43,000	Develop Instructional Leaders, Data-Driven Instruction

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.

Part (i): Description of State Accountability System

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

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

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

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

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

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

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 Status1	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only2	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.

(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.

Part (ii): Student Achievement by Proficiency Level

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																						
End of Course																						
English I	All Students	66%	26%	**25%**	9%	24%	44%	-	-	*	20%	35%	19%	11%	26%	10%	21%	32%	-	*	-	-
	CWD	35%	14%	**11%**	*	0%	*	-	-	-	*	0%	*	11%	-	*	13%	*	-	-	-	-
	CWOD	72%	27%	**26%**	10%	24%	43%	-	-	*	*	37%	19%	-	26%	10%	21%	32%	-	*	-	-
	EL	45%	15%	**10%**	-	8%	*	-	-	-	*	16%	6%	*	10%	10%	9%	13%	-	-	-	-
	Male	61%	21%	**21%**	0%	21%	33%	-	-	-	*	29%	16%	13%	21%	9%	21%	-	-	*	-	-
	Female	72%	32%	**32%**	*	28%	60%	-	-	*	*	41%	24%	*	32%	13%	-	32%	-	*	-	-
English II	All Students	70%	28%	**24%**	0%	26%	21%	-	-	-	*	27%	21%	9%	25%	13%	18%	31%	-	*	-	-
	CWD	36%	17%	**9%**	*	17%	*	-	-	-	-	0%	*	9%	-	*	0%	*	-	-	-	-
	CWOD	76%	29%	**25%**	0%	26%	27%	-	-	-	*	29%	20%	-	25%	12%	20%	31%	-	*	-	-
	EL	47%	17%	**13%**	-	14%	-	-	-	-	*	18%	11%	*	12%	13%	13%	14%	-	-	-	-
	Male	66%	24%	**18%**	0%	20%	18%	-	-	-	-	23%	14%	0%	20%	13%	18%	-	-	*	-	-
	Female	75%	33%	**31%**	*	33%	25%	-	-	-	*	32%	29%	*	31%	14%	-	31%	-	-	-	-
Algebra I	All Students	76%	33%	**30%**	30%	28%	43%	-	-	-	*	30%	29%	0%	31%	44%	25%	37%	-	*	-	-
	CWD	52%	22%	**0%**	-	*	*	-	-	-	*	*	*	0%	-	*	0%	*	-	-	-	-
	CWOD	80%	34%	**31%**	30%	28%	47%	-	-	-	*	32%	30%	-	31%	46%	26%	38%	-	*	-	-
	EL	68%	32%	**44%**	-	43%	*	-	-	-	-	42%	46%	*	46%	44%	38%	58%	-	-	-	-
	Male	73%	26%	**25%**	*	24%	33%	-	-	-	*	29%	22%	0%	26%	38%	25%	-	-	*	-	-
	Female	79%	42%	**37%**	50%	32%	67%	-	-	-	*	32%	41%	*	38%	58%	-	37%	-	*	-	-
Biology	All Students	91%	71%	**66%**	67%	65%	72%	-	-	*	60%	77%	59%	45%	67%	68%	60%	74%	-	*	-	-
	CWD	76%	63%	**45%**	*	*	40%	-	-	-	*	63%	*	45%	-	*	57%	*	-	-	-	-
	CWOD	93%	72%	**67%**	64%	65%	80%	-	-	*	*	78%	61%	-	67%	69%	59%	77%	-	*	-	-
	EL	82%	67%	**68%**	-	66%	*	-	-	-	*	71%	65%	*	69%	68%	55%	86%	-	-	-	-
	Male	89%	67%	**60%**	75%	57%	62%	-	-	-	*	79%	47%	57%	59%	55%	60%	-	-	*	-	-
	Female	92%	74%	**74%**	*	73%	83%	-	-	*	*	74%	74%	*	77%	86%	-	74%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
End of Course																						
English I	All Students	47%	8%	**5%**	0%	4%	12%	-	-	*	20%	7%	4%	0%	5%	2%	5%	5%	-	*	-	-
	CWD	18%	4%	**0%**	*	0%	*	-	-	-	*	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	53%	9%	**5%**	0%	4%	13%	-	-	*	*	7%	4%	-	5%	2%	5%	5%	-	*	-	-
	EL	23%	3%	**2%**	-	0%	*	-	-	-	*	5%	0%	*	2%	2%	0%	6%	-	-	-	-
	Male	42%	6%	**5%**	0%	5%	7%	-	-	-	*	7%	4%	0%	5%	0%	5%	-	-	*	-	-
	Female	54%	12%	**5%**	*	2%	20%	-	-	*	*	6%	4%	*	5%	6%	-	5%	-	*	-	-

		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%	10%	**7%**	0%	6%	11%	-	-	-	*	6%	7%	0%	7%	2%	5%	9%	-	*	-	-
	CWD	20%	3%	**0%**	*	0%	*	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	58%	11%	**7%**	0%	7%	13%	-	-	-	*	7%	8%	-	7%	2%	5%	10%	-	*	-	-
	EL	25%	4%	**2%**	-	2%	-	-	-	-	*	6%	0%	*	2%	2%	0%	5%	-	-	-	-
	Male	48%	8%	**5%**	0%	5%	9%	-	-	-	-	6%	4%	0%	5%	0%	5%	-	-	*	-	-
	Female	59%	13%	**9%**	*	8%	13%	-	-	-	*	6%	12%	*	10%	5%	-	9%	-	-	-	-
Algebra I	All Students	43%	3%	**8%**	0%	8%	10%	-	-	-	*	9%	7%	0%	8%	22%	8%	8%	-	*	-	-
	CWD	19%	0%	**0%**	-	*	*	-	-	-	*	*	*	0%	-	*	0%	*	-	-	-	-
	CWOD	47%	4%	**8%**	0%	8%	11%	-	-	-	*	9%	7%	-	8%	23%	8%	8%	-	*	-	-
	EL	30%	9%	**22%**	-	20%	*	-	-	-	-	33%	17%	*	23%	22%	17%	33%	-	-	-	-
	Male	42%	2%	**8%**	*	8%	7%	-	-	-	*	14%	4%	0%	8%	17%	8%	-	-	*	-	-
	Female	45%	4%	**8%**	0%	8%	17%	-	-	-	*	4%	11%	*	8%	33%	-	8%	-	*	-	-
Biology	All Students	59%	13%	**15%**	8%	14%	24%	-	-	*	20%	22%	11%	9%	15%	24%	17%	13%	-	*	-	-
	CWD	30%	5%	**9%**	*	*	20%	-	-	-	*	13%	*	9%	-	*	14%	*	-	-	-	-
	CWOD	64%	14%	**15%**	9%	14%	25%	-	-	*	*	22%	11%	-	15%	25%	17%	14%	-	*	-	-
	EL	35%	12%	**24%**	-	19%	*	-	-	-	*	36%	15%	*	25%	24%	20%	29%	-	-	-	-
	Male	58%	13%	**17%**	13%	15%	31%	-	-	-	*	26%	11%	14%	17%	20%	17%	-	-	*	-	-
	Female	61%	12%	**13%**	*	13%	17%	-	-	*	*	16%	11%	*	14%	29%	-	13%	-	*	-	-
STAAR Percent at Masters Grade Level																						
End of Course																						
English I	All Students	14%	0%	**0%**	0%	0%	0%	-	-	*	0%	0%	0%	0%	0%	0%	0%	0%	-	*	-	-
	CWD	4%	0%	**0%**	*	0%	*	-	-	-	*	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	16%	0%	**0%**	0%	0%	0%	-	-	*	*	0%	0%	-	0%	0%	0%	0%	-	*	-	-
	EL	2%	0%	**0%**	-	0%	*	-	-	-	*	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	11%	0%	**0%**	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-	*	-	-
	Female	17%	1%	**0%**	*	0%	0%	-	-	*	*	0%	0%	*	0%	0%	-	0%	-	*	-	-
English II	All Students	8%	0%	**0%**	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	-	*	-	-
	CWD	3%	0%	**0%**	*	0%	*	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	9%	0%	**0%**	0%	0%	0%	-	-	-	*	0%	0%	-	0%	0%	0%	0%	-	*	-	-
	EL	1%	0%	**0%**	-	0%	-	-	-	-	*	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	7%	0%	**0%**	0%	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	-	-	*	-	-
	Female	9%	0%	**0%**	*	0%	0%	-	-	-	*	0%	0%	*	0%	0%	-	0%	-	-	-	-
Algebra I	All Students	26%	1%	**4%**	0%	3%	10%	-	-	-	*	5%	3%	0%	4%	14%	4%	3%	-	*	-	-
	CWD	8%	0%	**0%**	-	*	*	-	-	-	*	*	*	0%	-	*	0%	*	-	-	-	-
	CWOD	29%	2%	**4%**	0%	3%	11%	-	-	-	*	6%	3%	-	4%	14%	4%	3%	-	*	-	-
	EL	14%	5%	**14%**	-	11%	*	-	-	-	-	25%	8%	*	14%	14%	13%	17%	-	-	-	-
	Male	25%	1%	**4%**	*	4%	7%	-	-	-	*	7%	3%	0%	4%	13%	4%	-	-	*	-	-
	Female	27%	2%	**3%**	0%	2%	17%	-	-	-	*	4%	3%	*	3%	17%	-	3%	-	*	-	-

		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%	1%	**2%**	0%	2%	0%	-	-	*	0%	3%	1%	0%	2%	9%	3%	0%	-	*	-	-
	CWD	6%	2%	**0%**	*	*	0%	-	-	-	*	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	22%	1%	**2%**	0%	3%	0%	-	-	*	*	3%	1%	-	2%	9%	4%	0%	-	*	-	-
	EL	6%	3%	**9%**	-	9%	*	-	-	-	*	14%	5%	*	9%	9%	15%	0%	-	-	-	-
	Male	20%	2%	**3%**	0%	4%	0%	-	-	-	*	6%	2%	0%	4%	15%	3%	-	-	*	-	-
	Female	19%	0%	**0%**	*	0%	0%	-	-	*	*	0%	0%	*	0%	0%	-	0%	-	*	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	36%	**36%**	28%	34%	47%	-	-	*	35%	42%	32%	19%	36%	30%	30%	44%	-	45%	-	-
	CWD	46%	27%	**19%**	*	18%	23%	-	-	-	*	23%	14%	19%	-	29%	19%	22%	-	-	-	-
	CWOD	79%	37%	**36%**	28%	35%	51%	-	-	*	43%	43%	32%	-	36%	30%	30%	44%	-	45%	-	-
	EL	59%	28%	**30%**	-	29%	*	-	-	-	*	34%	28%	29%	30%	30%	25%	38%	-	-	-	-
	Male	71%	31%	**30%**	23%	29%	37%	-	-	-	*	39%	24%	19%	30%	25%	30%	-	-	38%	-	-
	Female	75%	43%	**44%**	33%	41%	62%	-	-	*	43%	45%	42%	22%	44%	38%	-	44%	-	*	-	-
Reading	All Students	74%	27%	**25%**	5%	25%	34%	-	-	*	25%	31%	20%	11%	25%	12%	20%	31%	-	40%	-	-
	CWD	45%	16%	**11%**	*	9%	17%	-	-	-	*	0%	25%	11%	-	*	6%	*	-	-	-	-
	CWOD	80%	28%	**25%**	5%	25%	37%	-	-	*	29%	33%	20%	-	25%	11%	21%	31%	-	40%	-	-
	EL	57%	16%	**12%**	-	11%	*	-	-	-	*	17%	8%	*	11%	12%	10%	14%	-	-	-	-
	Male	70%	22%	**20%**	0%	21%	27%	-	-	-	*	26%	16%	6%	21%	10%	20%	-	-	*	-	-
	Female	79%	33%	**31%**	13%	31%	44%	-	-	*	29%	37%	27%	*	31%	14%	-	31%	-	*	-	-
Mathematics	All Students	70%	33%	**30%**	30%	27%	45%	-	-	-	*	32%	29%	0%	31%	44%	24%	37%	-	*	-	-
	CWD	45%	22%	**0%**	-	*	*	-	-	-	*	*	*	0%	-	*	0%	*	-	-	-	-
	CWOD	76%	34%	**31%**	30%	28%	50%	-	-	-	*	33%	29%	-	31%	46%	26%	38%	-	*	-	-
	EL	60%	32%	**44%**	-	43%	*	-	-	-	-	38%	46%	*	46%	44%	38%	54%	-	-	-	-
	Male	71%	26%	**24%**	*	24%	33%	-	-	-	*	29%	22%	0%	26%	38%	24%	-	-	*	-	-
	Female	70%	41%	**37%**	50%	31%	71%	-	-	-	*	33%	39%	*	38%	54%	-	37%	-	*	-	-
Science	All Students	76%	71%	**66%**	67%	65%	72%	-	-	*	60%	77%	59%	45%	67%	68%	60%	74%	-	*	-	-
	CWD	52%	63%	**45%**	*	*	40%	-	-	-	*	63%	*	45%	-	*	57%	*	-	-	-	-
	CWOD	81%	72%	**67%**	64%	65%	80%	-	-	*	*	78%	61%	-	67%	69%	59%	77%	-	*	-	-
	EL	63%	67%	**68%**	-	66%	*	-	-	-	*	71%	65%	*	69%	68%	55%	86%	-	-	-	-
	Male	77%	67%	**60%**	75%	57%	62%	-	-	-	*	79%	47%	57%	59%	55%	60%	-	-	*	-	-
	Female	76%	74%	**74%**	*	73%	83%	-	-	*	*	74%	74%	*	77%	86%	-	74%	-	*	-	-
SAT/ACT All Subjects	All Students	89%	50%	*	-	*	*	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-
	CWD	70%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	90%	50%	*	-	*	*	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-
	EL	63%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	90%	40%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	89%	60%	*	-	*	*	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						

		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%	8%	**8%**	2%	8%	14%	-	-	*	18%	10%	7%	3%	9%	11%	8%	9%	-	0%	-	-
	CWD	23%	3%	**3%**	*	0%	8%	-	-	-	*	5%	0%	3%	-	0%	4%	0%	-	-	-	-
	CWOD	53%	9%	**9%**	3%	8%	15%	-	-	*	21%	11%	7%	-	9%	11%	8%	9%	-	0%	-	-
	EL	30%	6%	**11%**	-	9%	*	-	-	-	*	18%	7%	0%	11%	11%	8%	16%	-	-	-	-
	Male	47%	7%	**8%**	4%	8%	13%	-	-	-	*	13%	5%	4%	8%	8%	8%	-	-	0%	-	-
	Female	49%	10%	**9%**	0%	7%	16%	-	-	*	21%	8%	9%	0%	9%	16%	-	9%	-	*	-	-
Reading	All Students	53%	9%	**6%**	0%	5%	11%	-	-	*	25%	6%	5%	0%	6%	2%	5%	7%	-	0%	-	-
	CWD	23%	4%	**0%**	*	0%	0%	-	-	-	*	0%	0%	0%	-	*	0%	*	-	-	-	-
	CWOD	59%	10%	**6%**	0%	5%	13%	-	-	*	29%	7%	6%	-	6%	2%	5%	7%	-	0%	-	-
	EL	31%	3%	**2%**	-	1%	*	-	-	-	*	6%	0%	*	2%	2%	0%	5%	-	-	-	-
	Male	48%	7%	**5%**	0%	5%	8%	-	-	-	*	7%	4%	0%	5%	0%	5%	-	-	*	-	-
	Female	58%	12%	**7%**	0%	5%	17%	-	-	*	29%	6%	8%	*	7%	5%	-	7%	-	*	-	-
Mathematics	All Students	43%	3%	**8%**	0%	8%	9%	-	-	-	*	9%	7%	0%	8%	22%	7%	7%	-	*	-	-
	CWD	22%	0%	**0%**	-	*	*	-	-	-	*	*	*	0%	-	*	0%	*	-	-	-	-
	CWOD	48%	4%	**8%**	0%	8%	10%	-	-	-	*	9%	7%	-	8%	23%	8%	8%	-	*	-	-
	EL	30%	9%	**22%**	-	20%	*	-	-	-	-	31%	17%	*	23%	22%	17%	31%	-	-	-	-
	Male	45%	3%	**7%**	*	8%	7%	-	-	-	*	14%	4%	0%	8%	17%	7%	-	-	*	-	-
	Female	42%	4%	**7%**	0%	8%	14%	-	-	-	*	3%	11%	*	8%	31%	-	7%	-	*	-	-
Science	All Students	46%	13%	**15%**	8%	14%	24%	-	-	*	20%	22%	11%	9%	15%	24%	17%	13%	-	*	-	-
	CWD	22%	5%	**9%**	*	*	20%	-	-	-	*	13%	*	9%	-	*	14%	*	-	-	-	-
	CWOD	50%	14%	**15%**	9%	14%	25%	-	-	*	*	22%	11%	-	15%	25%	17%	14%	-	*	-	-
	EL	26%	12%	**24%**	-	19%	*	-	-	-	*	36%	15%	*	25%	24%	20%	29%	-	-	-	-
	Male	47%	13%	**17%**	13%	15%	31%	-	-	-	*	26%	11%	14%	17%	20%	17%	-	-	*	-	-
	Female	45%	12%	**13%**	*	13%	17%	-	-	*	*	16%	11%	*	14%	29%	-	13%	-	*	-	-
SAT/ACT All Subjects	All Students	59%	10%	*	-	*	*	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-
	CWD	38%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	59%	10%	*	-	*	*	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-
	EL	15%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	63%	20%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	54%	0%	*	-	*	*	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	20%	1%	**1%**	0%	1%	2%	-	-	*	0%	2%	1%	0%	1%	5%	2%	1%	-	0%	-	-
	CWD	6%	0%	**0%**	*	0%	0%	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-	-	-	-
	CWOD	23%	1%	**1%**	0%	1%	3%	-	-	*	0%	2%	1%	-	1%	5%	2%	1%	-	0%	-	-
	EL	9%	2%	**5%**	-	4%	*	-	-	-	*	8%	3%	0%	5%	5%	6%	3%	-	-	-	-
	Male	20%	1%	**2%**	0%	2%	2%	-	-	-	*	3%	1%	0%	2%	6%	2%	-	-	0%	-	-
	Female	21%	1%	**1%**	0%	0%	3%	-	-	*	0%	1%	1%	0%	1%	3%	-	1%	-	*	-	-

		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%	0%	**0%**	0%	0%	0%	-	-	*	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	-	-
	CWD	6%	0%	**0%**	*	0%	0%	-	-	-	*	0%	0%	0%	-	*	0%	*	-	-	-	-
	CWOD	25%	0%	**0%**	0%	0%	0%	-	-	*	0%	0%	0%	-	0%	0%	0%	0%	-	0%	-	-
	EL	8%	0%	**0%**	-	0%	*	-	-	-	*	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	19%	0%	**0%**	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-	*	-	-
	Female	25%	0%	**0%**	0%	0%	0%	-	-	*	0%	0%	0%	*	0%	0%	-	0%	-	*	-	-
Mathematics	All Students	19%	1%	**4%**	0%	3%	9%	-	-	-	*	5%	3%	0%	4%	14%	4%	3%	-	*	-	-
	CWD	7%	0%	**0%**	-	*	*	-	-	-	*	*	*	0%	-	*	0%	*	-	-	-	-
	CWOD	22%	2%	**4%**	0%	3%	10%	-	-	-	*	6%	3%	-	4%	14%	4%	3%	-	*	-	-
	EL	11%	5%	**14%**	-	11%	*	-	-	-	-	23%	8%	*	14%	14%	13%	15%	-	-	-	-
	Male	21%	1%	**4%**	*	4%	7%	-	-	-	*	7%	3%	0%	4%	13%	4%	-	-	*	-	-
	Female	18%	2%	**3%**	0%	2%	14%	-	-	-	*	3%	3%	*	3%	15%	-	3%	-	*	-	-
Science	All Students	17%	1%	**2%**	0%	2%	0%	-	-	*	0%	3%	1%	0%	2%	9%	3%	0%	-	*	-	-
	CWD	5%	2%	**0%**	*	*	0%	-	-	-	*	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	19%	1%	**2%**	0%	3%	0%	-	-	*	*	3%	1%	-	2%	9%	4%	0%	-	*	-	-
	EL	5%	3%	**9%**	-	9%	*	-	-	-	*	14%	5%	*	9%	9%	15%	0%	-	-	-	-
	Male	18%	2%	**3%**	0%	4%	0%	-	-	-	*	6%	2%	0%	4%	15%	3%	-	-	*	-	-
	Female	15%	0%	**0%**	*	0%	0%	-	-	*	*	0%	0%	*	0%	0%	-	0%	-	*	-	-
SAT/ACT All Subjects	All Students	13%	0%	*	-	*	*	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-
	CWD	9%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	13%	0%	*	-	*	*	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-
	EL	1%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	17%	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	10%	0%	*	-	*	*	-	-	-	-	*	*	-	*	-	-	*	-	-	-	-

- Indicates there are no students in the group.

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

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 nclude all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	25	19	23	33	-	-	-	*	31	0	8
CWD	0	*	*	*	-	-	-	-	*	0	*
CWOD	26	21	24	38	-	-	-	*	32	-	9
EL ✧	8	-	9	-	-	-	-	*	17	*	8
Male	22	*	23	23	-	-	-	*	35	0	0
Female	29	*	24	60	-	-	-	*	26	-	21
Mathematics											
All Students	42	*	47	25	-	-	-	-	25	*	95
CWD	*	-	*	-	-	-	-	-	-	*	*
CWOD	42	*	47	25	-	-	-	-	25	-	*
EL ✧	95	-	95	-	-	-	-	-	*	*	95
Male	49	*	55	*	-	-	-	-	*	*	95
Female	31	*	36	*	-	-	-	-	*	-	-

- Indicates there are no students in the group.

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

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 ✧
Federal Graduation Rates													
6-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2022													
All Students	38.2%	66.7%	37.8%	32.3%	-	-	-	*	37.4%	43.8%	47.1%	41.7%	-
CWD	43.8%	*	41.7%	*	-	-	-	-	41.7%	43.8%	*	*	-
CWOD	37.6%	*	37.4%	34.5%	-	-	-	*	36.9%	-	46.7%	36.4%	-
EL ✧	47.1%	-	47.1%	-	-	-	-	-	46.2%	*	47.1%	*	-
Male	35.3%	*	35.5%	31.6%	-	-	-	-	32.3%	42.9%	36.4%	28.6%	-
Female	41.7%	*	40.4%	33.3%	-	-	-	*	43.4%	44.4%	66.7%	60.0%	-

- 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
56	1	2%

- 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.

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	15	10	14	21	-	-	*	18	18	8	15
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	40%	*	42%	*	-	-	-	*	37%	71%	33%

- Indicates there are no students in the group.

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

Part (vi): Goal Meeting Status

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

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

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

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

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

Part (vii): STAAR Participation

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

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																	
All Subjects	All Students	**96%**	96%	95%	100%	-	-	*	100%	97%	95%	87%	96%	98%	95%	97%	-
	CWD	**87%**	*	75%	100%	-	-	-	*	79%	100%	87%	-	100%	83%	100%	-
	CWOD	**96%**	95%	96%	100%	-	-	*	100%	98%	95%	-	96%	98%	96%	97%	-
	EL	**98%**	-	98%	*	-	-	-	*	98%	97%	100%	98%	98%	97%	98%	-
	Male	**95%**	96%	94%	100%	-	-	-	*	96%	94%	83%	96%	97%	95%	-	-
	Female	**97%**	94%	97%	100%	-	-	*	100%	98%	97%	100%	97%	98%	-	97%	-
Reading	All Students	**95%**	91%	95%	100%	-	-	*	100%	98%	94%	91%	96%	98%	95%	96%	-
	CWD	**91%**	*	85%	100%	-	-	-	*	85%	100%	91%	-	100%	88%	100%	-
	CWOD	**96%**	90%	95%	100%	-	-	*	100%	99%	93%	-	96%	98%	95%	96%	-
	EL	**98%**	-	98%	*	-	-	-	*	100%	97%	100%	98%	98%	97%	100%	-
	Male	**95%**	93%	94%	100%	-	-	-	*	97%	93%	88%	95%	97%	95%	-	-
	Female	**96%**	88%	96%	100%	-	-	*	100%	99%	95%	100%	96%	100%	-	96%	-
Mathematics	All Students	**95%**	100%	94%	100%	-	-	-	*	92%	97%	67%	96%	95%	94%	97%	-
	CWD	**67%**	-	*	*	-	-	-	*	*	*	67%	-	*	60%	*	-
	CWOD	**96%**	100%	95%	100%	-	-	-	*	95%	97%	-	96%	95%	96%	97%	-
	EL	**95%**	-	95%	*	-	-	-	-	92%	96%	*	95%	95%	96%	92%	-
	Male	**94%**	*	92%	100%	-	-	-	*	90%	96%	60%	96%	96%	94%	-	-
	Female	**97%**	100%	96%	100%	-	-	-	*	94%	100%	*	97%	92%	-	97%	-
Science	All Students	**97%**	100%	96%	100%	-	-	*	100%	98%	96%	91%	98%	100%	96%	99%	-
	CWD	**91%**	*	*	100%	-	-	-	*	88%	*	91%	-	*	86%	*	-
	CWOD	**98%**	100%	97%	100%	-	-	*	*	100%	96%	-	98%	100%	97%	99%	-
	EL	**100%**	-	100%	*	-	-	-	*	100%	100%	*	100%	100%	100%	100%	-
	Male	**96%**	100%	94%	100%	-	-	-	*	97%	95%	86%	97%	100%	96%	-	-
	Female	**99%**	*	98%	100%	-	-	*	*	100%	98%	*	99%	100%	-	99%	-
SAT/ACT All Subjects	All Students	*	-	*	*	-	-	-	-	*	*	-	*	*	*	*	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	*	-	*	*	-	-	-	-	*	*	-	*	*	*	*	-
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-
	Male	*	-	*	-	-	-	-	-	-	*	-	*	-	*	-	-
	Female	*	-	*	*	-	-	-	-	*	*	-	*	*	-	*	-
Non-Participation Rate																	

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All Students	**4%**	4%	5%	0%	-	-	*	0%	3%	5%	13%	4%	2%	5%	3%	-
	CWD	**13%**	*	25%	0%	-	-	-	*	21%	0%	13%	-	0%	17%	0%	-
	CWOD	**4%**	5%	4%	0%	-	-	*	0%	2%	5%	-	4%	2%	4%	3%	-
	EL	**2%**	-	2%	*	-	-	-	*	2%	3%	0%	2%	2%	3%	2%	-
	Male	**5%**	4%	6%	0%	-	-	-	*	4%	6%	17%	4%	3%	5%	-	-
	Female	**3%**	6%	3%	0%	-	-	*	0%	2%	3%	0%	3%	2%	-	3%	-
Reading	All Students	**5%**	9%	5%	0%	-	-	*	0%	2%	6%	9%	4%	2%	5%	4%	-
	CWD	**9%**	*	15%	0%	-	-	-	*	15%	0%	9%	-	0%	12%	0%	-
	CWOD	**4%**	10%	5%	0%	-	-	*	0%	1%	7%	-	4%	2%	5%	4%	-
	EL	**2%**	-	2%	*	-	-	-	*	0%	3%	0%	2%	2%	3%	0%	-
	Male	**5%**	7%	6%	0%	-	-	-	*	3%	7%	12%	5%	3%	5%	-	-
	Female	**4%**	12%	4%	0%	-	-	*	0%	1%	5%	0%	4%	0%	-	4%	-
Mathematics	All Students	**5%**	0%	6%	0%	-	-	-	*	8%	3%	33%	4%	5%	6%	3%	-
	CWD	**33%**	-	*	*	-	-	-	*	*	*	33%	-	*	40%	*	-
	CWOD	**4%**	0%	5%	0%	-	-	-	*	5%	3%	-	4%	5%	4%	3%	-
	EL	**5%**	-	5%	*	-	-	-	-	8%	4%	*	5%	5%	4%	8%	-
	Male	**6%**	*	8%	0%	-	-	-	*	10%	4%	40%	4%	4%	6%	-	-
	Female	**3%**	0%	4%	0%	-	-	-	*	6%	0%	*	3%	8%	-	3%	-
Science	All Students	**3%**	0%	4%	0%	-	-	*	0%	2%	4%	9%	2%	0%	4%	1%	-
	CWD	**9%**	*	*	0%	-	-	-	*	12%	*	9%	-	*	14%	*	-
	CWOD	**2%**	0%	3%	0%	-	-	*	*	0%	4%	-	2%	0%	3%	1%	-
	EL	**0%**	-	0%	*	-	-	-	*	0%	0%	*	0%	0%	0%	0%	-
	Male	**4%**	0%	6%	0%	-	-	-	*	3%	5%	14%	3%	0%	4%	-	-
	Female	**1%**	*	2%	0%	-	-	*	*	0%	2%	*	1%	0%	-	1%	-
SAT/ACT All Subjects	All Students	*	-	*	*	-	-	-	-	*	*	-	*	*	*	*	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	*	-	*	*	-	-	-	-	*	*	-	*	*	*	*	-
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-
	Male	*	-	*	-	-	-	-	-	-	*	-	*	-	*	-	-
	Female	*	-	*	*	-	-	-	-	*	*	-	*	*	-	*	-

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 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)
Students Without Disabilities												
In-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Out-of-School Suspensions												
	Male	2	0	1	1	0	0	0	0	0		
	Female	2	0	2	0	0	0	0	0	0		
	Total	4	0	3	1	0	0	0	0	0		
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	3	0	2	1	0	0	0	0	0		
	Female	1	0	1	0	0	0	0	0	0		
	Total	4	0	3	1	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Students With Disabilities												
In-School Suspensions												

		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		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Out-of-School Suspensions												
	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
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		1
	Female	0	0	0	0	0	0	0	0	0		1
	Total	0	0	0	0	0	0	0	0	0		2
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism												
	Male	217	6	169	40	1	-8	-8	1	27	25	14
	Female	193	5	154	33	-8	-8	-8	1	26	16	3
	Total	410	11	323	73	1	-8	-8	2	53	41	17

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

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
Advanced Placement Courses																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

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

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	3.2	40.5%
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.

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		$1,047	$119	$856	$975		$72	$72
Food services		$105				$30	$75	$105
Instruction		$2,908	$1,435	$98	$1,533	$404	$971	$1,375
Support services, general administration		$276		$273	$273		$3	$3
Support services, instructional staff		$390	$142	$17	$159		$231	$231
Support services, operation and maintenance of plant		$1,020	$840	$174	$1,014		$6	$6
Support services, pupils		$223	$132	$32	$164		$59	$59
Support services, school administration		$576	$529	$2	$531	$0	$45	$45
Total	**348**	**$6,545**	**$3,197**	**$1,452**	**$4,649**	**$434**	**$1,462**	**$1,896**

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

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

Part (xi): STAAR Alternate 2 Participation

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

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

- Indicates there are no students in the group.

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

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

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 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)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	15%	-	18%	*	-	-	-	-	13%	*	*
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.

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	84%	96%	84%	83%	-	-	*	80%	84%	69%	83%

- 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.

REGION	DISTRICT	School	School Name	Sec 1003 Fund Received	Type of Strategies Implemented
20	014801	014801002	RICHARD MILBURN ACADEMY ODESSA	$43,000	Effective Instruction

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.

Part (i): Description of State Accountability System

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

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

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

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

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

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

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 Status1	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only2	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.

(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.

Part (ii): Student Achievement by Proficiency Level

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																						
End of Course																						
English I	All Students	66%	26%	**30%**	*	31%	*	-	-	-	*	28%	32%	17%	32%	17%	24%	39%	*	*	-	-
	CWD	35%	14%	**17%**	-	17%	-	-	-	-	-	13%	*	17%	-	*	0%	29%	-	*	-	-
	CWOD	72%	27%	**32%**	*	35%	*	-	-	-	*	31%	33%	-	32%	20%	27%	43%	*	-	-	-
	EL	45%	15%	**17%**	-	20%	-	-	-	-	-	*	*	*	20%	17%	*	*	*	-	-	-
	Male	61%	21%	**24%**	*	24%	*	-	-	-	*	25%	23%	0%	27%	*	24%	-	-	*	-	-
	Female	72%	32%	**39%**	-	41%	-	-	-	-	-	31%	46%	29%	43%	*	-	39%	*	-	-	-
English II	All Students	70%	28%	**26%**	20%	25%	38%	-	-	-	*	27%	24%	23%	27%	20%	17%	41%	-	*	-	-
	CWD	36%	17%	**23%**	-	23%	-	-	-	-	-	13%	40%	23%	-	*	17%	29%	-	*	-	-
	CWOD	76%	29%	**27%**	20%	25%	38%	-	-	-	*	29%	21%	-	27%	*	17%	45%	-	*	-	-
	EL	47%	17%	**20%**	-	20%	-	-	-	-	-	20%	-	*	*	20%	20%	-	-	-	-	-
	Male	66%	24%	**17%**	*	15%	40%	-	-	-	*	18%	15%	17%	17%	20%	17%	-	-	*	-	-
	Female	75%	33%	**41%**	*	42%	*	-	-	-	-	38%	44%	29%	45%	-	-	41%	-	*	-	-
Algebra I	All Students	76%	33%	**28%**	20%	31%	14%	-	-	-	*	25%	30%	33%	26%	*	22%	36%	*	-	-	-
	CWD	52%	22%	**33%**	-	33%	-	-	-	-	-	22%	*	33%	-	*	0%	57%	-	-	-	-
	CWOD	80%	34%	**26%**	20%	31%	14%	-	-	-	*	26%	27%	-	26%	*	25%	29%	*	-	-	-
	EL	68%	32%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	*	-	-	-
	Male	73%	26%	**22%**	*	21%	20%	-	-	-	*	25%	19%	0%	25%	*	22%	-	-	-	-	-
	Female	79%	42%	**36%**	*	43%	*	-	-	-	-	24%	50%	57%	29%	*	-	36%	*	-	-	-
Biology	All Students	91%	71%	**74%**	*	75%	*	-	-	-	*	71%	79%	63%	78%	*	67%	82%	*	-	-	-
	CWD	76%	63%	**63%**	-	63%	-	-	-	-	-	60%	*	63%	-	-	*	80%	-	-	-	-
	CWOD	93%	72%	**78%**	*	80%	*	-	-	-	*	75%	82%	-	78%	*	73%	83%	*	-	-	-
	EL	82%	67%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	*	-	-	-
	Male	89%	67%	**67%**	*	64%	*	-	-	-	*	64%	71%	*	73%	*	67%	-	-	-	-	-
	Female	92%	74%	**82%**	*	86%	*	-	-	-	-	80%	86%	80%	83%	*	-	82%	*	-	-	-
STAAR Percent at Meets Grade Level or Above																						
End of Course																						
English I	All Students	47%	8%	**9%**	*	10%	*	-	-	-	*	5%	15%	8%	9%	0%	4%	18%	*	*	-	-
	CWD	18%	4%	**8%**	-	8%	-	-	-	-	-	0%	*	8%	-	*	0%	14%	-	*	-	-
	CWOD	53%	9%	**9%**	*	11%	*	-	-	-	*	6%	13%	-	9%	0%	4%	19%	*	-	-	-
	EL	23%	3%	**0%**	-	0%	-	-	-	-	-	*	*	*	0%	0%	*	*	*	-	-	-
	Male	42%	6%	**4%**	*	5%	*	-	-	-	*	7%	0%	0%	4%	*	4%	-	-	*	-	-
	Female	54%	12%	**18%**	-	19%	-	-	-	-	-	0%	38%	14%	19%	*	-	18%	*	-	-	-

		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%	10%	**8%**	0%	6%	25%	-	-	-	*	8%	7%	8%	8%	0%	2%	17%	-	*	-	-
	CWD	20%	3%	**8%**	-	8%	-	-	-	-	-	0%	20%	8%	-	*	0%	14%	-	*	-	-
	CWOD	58%	11%	**8%**	0%	6%	25%	-	-	-	*	10%	4%	-	8%	*	2%	18%	-	*	-	-
	EL	25%	4%	**0%**	-	0%	-	-	-	-	-	0%	-	*	*	0%	0%	-	-	-	-	-
	Male	48%	8%	**2%**	*	0%	20%	-	-	-	*	4%	0%	0%	2%	0%	2%	-	-	*	-	-
	Female	59%	13%	**17%**	*	17%	*	-	-	-	-	14%	22%	14%	18%	-	-	17%	-	*	-	-
Algebra I	All Students	43%	3%	**0%**	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	*	0%	0%	*	-	-	-
	CWD	19%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	-	*	0%	0%	-	-	-	-
	CWOD	47%	4%	**0%**	0%	0%	0%	-	-	-	*	0%	0%	-	0%	*	0%	0%	*	-	-	-
	EL	30%	9%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	*	-	-	-
	Male	42%	2%	**0%**	*	0%	0%	-	-	-	*	0%	0%	0%	0%	*	0%	-	-	-	-	-
	Female	45%	4%	**0%**	*	0%	*	-	-	-	-	0%	0%	0%	0%	*	-	0%	*	-	-	-
Biology	All Students	59%	13%	**9%**	*	11%	*	-	-	-	*	10%	7%	0%	11%	*	11%	6%	*	-	-	-
	CWD	30%	5%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	-	-	*	0%	-	-	-	-
	CWOD	64%	14%	**11%**	*	15%	*	-	-	-	*	13%	9%	-	11%	*	13%	8%	*	-	-	-
	EL	35%	12%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	*	-	-	-
	Male	58%	13%	**11%**	*	14%	*	-	-	-	*	9%	14%	*	13%	*	11%	-	-	-	-	-
	Female	61%	12%	**6%**	*	7%	*	-	-	-	-	10%	0%	0%	8%	*	-	6%	*	-	-	-
STAAR Percent at Masters Grade Level																						
End of Course																						
English I	All Students	14%	0%	**0%**	*	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	*	*	-	-
	CWD	4%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	-	*	0%	0%	-	*	-	-
	CWOD	16%	0%	**0%**	*	0%	*	-	-	-	*	0%	0%	-	0%	0%	0%	0%	*	-	-	-
	EL	2%	0%	**0%**	-	0%	-	-	-	-	-	*	*	*	0%	0%	*	*	*	-	-	-
	Male	11%	0%	**0%**	*	0%	*	-	-	-	*	0%	0%	0%	0%	*	0%	-	-	*	-	-
	Female	17%	1%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%	0%	*	-	0%	*	-	-	-
English II	All Students	8%	0%	**0%**	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	-	*	-	-
	CWD	3%	0%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%	-	*	0%	0%	-	*	-	-
	CWOD	9%	0%	**0%**	0%	0%	0%	-	-	-	*	0%	0%	-	0%	*	0%	0%	-	*	-	-
	EL	1%	0%	**0%**	-	0%	-	-	-	-	-	0%	-	*	*	0%	0%	-	-	-	-	-
	Male	7%	0%	**0%**	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-	*	-	-
	Female	9%	0%	**0%**	*	0%	*	-	-	-	-	0%	0%	0%	0%	-	-	0%	-	*	-	-
Algebra I	All Students	26%	1%	**0%**	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	*	0%	0%	*	-	-	-
	CWD	8%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	-	*	0%	0%	-	-	-	-
	CWOD	29%	2%	**0%**	0%	0%	0%	-	-	-	*	0%	0%	-	0%	*	0%	0%	*	-	-	-
	EL	14%	5%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	*	-	-	-
	Male	25%	1%	**0%**	*	0%	0%	-	-	-	*	0%	0%	0%	0%	*	0%	-	-	-	-	-
	Female	27%	2%	**0%**	*	0%	*	-	-	-	-	0%	0%	0%	0%	*	-	0%	*	-	-	-

		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%	1%	**3%**	*	4%	*	-	-	-	*	0%	7%	0%	4%	*	6%	0%	*	-	-	-
	CWD	6%	2%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	-	-	*	0%	-	-	-	-
	CWOD	22%	1%	**4%**	*	5%	*	-	-	-	*	0%	9%	-	4%	*	7%	0%	*	-	-	-
	EL	6%	3%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	*	-	-	-
	Male	20%	2%	**6%**	*	7%	*	-	-	-	*	0%	14%	*	7%	*	6%	-	-	-	-	-
	Female	19%	0%	**0%**	*	0%	*	-	-	-	-	0%	0%	0%	0%	*	-	0%	*	-	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	36%	**34%**	25%	35%	33%	-	-	-	40%	33%	36%	31%	35%	21%	26%	46%	*	*	-	-
	CWD	46%	27%	**31%**	-	31%	-	-	-	-	-	23%	47%	31%	-	*	11%	46%	-	*	-	-
	CWOD	79%	37%	**35%**	25%	36%	33%	-	-	-	40%	35%	34%	-	35%	25%	28%	46%	*	*	-	-
	EL	59%	28%	**21%**	-	25%	-	-	-	-	-	14%	40%	*	25%	21%	14%	40%	*	-	-	-
	Male	71%	31%	**26%**	18%	25%	33%	-	-	-	40%	28%	24%	11%	28%	14%	26%	-	-	*	-	-
	Female	75%	43%	**46%**	40%	49%	33%	-	-	-	-	40%	56%	46%	46%	40%	-	46%	*	*	-	-
Reading	All Students	74%	27%	**28%**	13%	28%	33%	-	-	-	*	27%	29%	20%	29%	18%	20%	41%	*	*	-	-
	CWD	45%	16%	**20%**	-	20%	-	-	-	-	-	13%	33%	20%	-	*	9%	29%	-	*	-	-
	CWOD	80%	28%	**29%**	13%	30%	33%	-	-	-	*	30%	28%	-	29%	22%	22%	44%	*	*	-	-
	EL	57%	16%	**18%**	-	20%	-	-	-	-	-	11%	*	*	22%	18%	11%	*	*	-	-	-
	Male	70%	22%	**20%**	0%	20%	33%	-	-	-	*	21%	19%	9%	22%	11%	20%	-	-	*	-	-
	Female	79%	33%	**41%**	*	42%	*	-	-	-	-	36%	48%	29%	44%	*	-	41%	*	*	-	-
Mathematics	All Students	70%	33%	**27%**	20%	31%	14%	-	-	-	*	24%	30%	33%	26%	*	22%	34%	*	-	-	-
	CWD	45%	22%	**33%**	-	33%	-	-	-	-	-	22%	*	33%	-	*	0%	57%	-	-	-	-
	CWOD	76%	34%	**26%**	20%	30%	14%	-	-	-	*	24%	27%	-	26%	*	25%	27%	*	-	-	-
	EL	60%	32%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	*	-	-	-
	Male	71%	26%	**22%**	*	21%	20%	-	-	-	*	24%	19%	0%	25%	*	22%	-	-	-	-	-
	Female	70%	41%	**34%**	*	42%	*	-	-	-	-	22%	50%	57%	27%	*	-	34%	*	-	-	-
Science	All Students	76%	71%	**74%**	*	75%	*	-	-	-	*	71%	79%	63%	78%	*	67%	82%	*	-	-	-
	CWD	52%	63%	**63%**	-	63%	-	-	-	-	-	60%	*	63%	-	-	*	80%	-	-	-	-
	CWOD	81%	72%	**78%**	*	80%	*	-	-	-	*	75%	82%	-	78%	*	73%	83%	*	-	-	-
	EL	63%	67%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	*	-	-	-
	Male	77%	67%	**67%**	*	64%	*	-	-	-	*	64%	71%	*	73%	*	67%	-	-	-	-	-
	Female	76%	74%	**82%**	*	86%	*	-	-	-	-	80%	86%	80%	83%	*	-	82%	*	-	-	-
SAT/ACT All Subjects	All Students	89%	50%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
	CWD	70%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	90%	50%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
	EL	63%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	90%	40%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	89%	60%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						

		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%	8%	**6%**	0%	7%	10%	-	-	-	0%	5%	7%	4%	7%	0%	3%	11%	*	*	-	-
	CWD	23%	3%	**4%**	-	4%	-	-	-	-	-	0%	13%	4%	-	*	0%	8%	-	*	-	-
	CWOD	53%	9%	**7%**	0%	7%	10%	-	-	-	0%	7%	6%	-	7%	0%	4%	12%	*	*	-	-
	EL	30%	6%	**0%**	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	*	-	-	-
	Male	47%	7%	**3%**	0%	3%	7%	-	-	-	0%	5%	1%	0%	4%	0%	3%	-	-	*	-	-
	Female	49%	10%	**11%**	0%	11%	17%	-	-	-	-	6%	18%	8%	12%	0%	-	11%	*	*	-	-
Reading	All Students	53%	9%	**8%**	0%	8%	17%	-	-	-	*	7%	11%	8%	9%	0%	3%	18%	*	*	-	-
	CWD	23%	4%	**8%**	-	8%	-	-	-	-	-	0%	22%	8%	-	*	0%	14%	-	*	-	-
	CWOD	59%	10%	**9%**	0%	8%	17%	-	-	-	*	8%	9%	-	9%	0%	3%	19%	*	*	-	-
	EL	31%	3%	**0%**	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	*	*	-	-	-
	Male	48%	7%	**3%**	0%	2%	11%	-	-	-	*	5%	0%	0%	3%	0%	3%	-	-	*	-	-
	Female	58%	12%	**18%**	*	18%	*	-	-	-	-	8%	33%	14%	19%	*	-	18%	*	*	-	-
Mathematics	All Students	43%	3%	**0%**	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	*	0%	0%	*	-	-	-
	CWD	22%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	-	*	0%	0%	-	-	-	-
	CWOD	48%	4%	**0%**	0%	0%	0%	-	-	-	*	0%	0%	-	0%	*	0%	0%	*	-	-	-
	EL	30%	9%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	*	-	-	-
	Male	45%	3%	**0%**	*	0%	0%	-	-	-	*	0%	0%	0%	0%	*	0%	-	-	-	-	-
	Female	42%	4%	**0%**	*	0%	*	-	-	-	-	0%	0%	0%	0%	*	-	0%	*	-	-	-
Science	All Students	46%	13%	**9%**	*	11%	*	-	-	-	*	10%	7%	0%	11%	*	11%	6%	*	-	-	-
	CWD	22%	5%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	-	-	*	0%	-	-	-	-
	CWOD	50%	14%	**11%**	*	15%	*	-	-	-	*	13%	9%	-	11%	*	13%	8%	*	-	-	-
	EL	26%	12%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	*	-	-	-
	Male	47%	13%	**11%**	*	14%	*	-	-	-	*	9%	14%	*	13%	*	11%	-	-	-	-	-
	Female	45%	12%	**6%**	*	7%	*	-	-	-	-	10%	0%	0%	8%	*	-	6%	*	-	-	-
SAT/ACT All Subjects	All Students	59%	10%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
	CWD	38%	-	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	59%	10%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
	EL	15%	-	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	63%	20%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	54%	0%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	20%	1%	**0%**	0%	0%	0%	-	-	-	0%	0%	1%	0%	0%	0%	1%	0%	*	*	-	-
	CWD	6%	0%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%	-	*	0%	0%	-	*	-	-
	CWOD	23%	1%	**0%**	0%	1%	0%	-	-	-	0%	0%	1%	-	0%	0%	1%	0%	*	*	-	-
	EL	9%	2%	**0%**	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	*	-	-	-
	Male	20%	1%	**1%**	0%	1%	0%	-	-	-	0%	0%	1%	0%	1%	0%	1%	-	-	*	-	-
	Female	21%	1%	**0%**	0%	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	-	0%	*	*	-	-

Texas Education Agency
2025 Federal Report Card
RICHARD MILBURN ACADEMY LUBBOCK (014801004) - RICHARD MILBURN ALTER HIGH SCHOOL (KILLEEN) - BELL 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	22%	0%	**0%**	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	*	*	-	-
	CWD	6%	0%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%	-	*	0%	0%	-	*	-	-
	CWOD	25%	0%	**0%**	0%	0%	0%	-	-	-	*	0%	0%	-	0%	0%	0%	0%	*	*	-	-
	EL	8%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	*	*	-	-	-
	Male	19%	0%	**0%**	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-	*	-	-
	Female	25%	0%	**0%**	*	0%	*	-	-	-	-	0%	0%	0%	0%	*	-	0%	*	*	-	-
Mathematics	All Students	19%	1%	**0%**	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	*	0%	0%	*	-	-	-
	CWD	7%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	-	*	0%	0%	-	-	-	-
	CWOD	22%	2%	**0%**	0%	0%	0%	-	-	-	*	0%	0%	-	0%	*	0%	0%	*	-	-	-
	EL	11%	5%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	*	-	-	-
	Male	21%	1%	**0%**	*	0%	0%	-	-	-	*	0%	0%	0%	0%	*	0%	-	-	-	-	-
	Female	18%	2%	**0%**	*	0%	*	-	-	-	-	0%	0%	0%	0%	*	-	0%	*	-	-	-
Science	All Students	17%	1%	**3%**	*	4%	*	-	-	-	*	0%	7%	0%	4%	*	6%	0%	*	-	-	-
	CWD	5%	2%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	-	-	*	0%	-	-	-	-
	CWOD	19%	1%	**4%**	*	5%	*	-	-	-	*	0%	9%	-	4%	*	7%	0%	*	-	-	-
	EL	5%	3%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	*	-	-	-
	Male	18%	2%	**6%**	*	7%	*	-	-	-	*	0%	14%	*	7%	*	6%	-	-	-	-	-
	Female	15%	0%	**0%**	*	0%	*	-	-	-	-	0%	0%	0%	0%	*	-	0%	*	-	-	-
SAT/ACT All Subjects	All Students	13%	0%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
	CWD	9%	-	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	13%	0%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
	EL	1%	-	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	17%	0%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	10%	0%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-

- Indicates there are no students in the group.

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

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 nclude all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	37	*	38	*	-	-	-	*	43	25	*
CWD	25	-	25	-	-	-	-	-	25	25	*
CWOD	41	*	43	*	-	-	-	*	51	-	*
EL ✧	*	-	*	-	-	-	-	-	*	*	*
Male	19	*	18	*	-	-	-	*	18	0	*
Female	53	*	54	*	-	-	-	-	60	43	-
Mathematics											
All Students	37	-	37	-	-	-	-	-	39	55	*
CWD	55	-	55	-	-	-	-	-	*	55	-
CWOD	28	-	28	-	-	-	-	-	*	-	*
EL ✧	*	-	*	-	-	-	-	-	*	-	*
Male	25	-	25	-	-	-	-	-	*	*	*
Female	50	-	50	-	-	-	-	-	45	*	-

- Indicates there are no students in the group.

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

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 ✧
Federal Graduation Rates													
6-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2022													
All Students	30.6%	46.2%	26.8%	36.4%	*	-	-	*	33.8%	27.3%	-	25.0%	*
CWD	27.3%	*	40.0%	*	*	-	-	-	33.3%	27.3%	-	*	-
CWOD	31.1%	55.6%	25.5%	40.0%	*	-	-	*	33.8%	-	-	28.6%	*
EL ✧	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	24.3%	57.1%	17.4%	16.7%	*	-	-	-	25.8%	28.6%	-	*	-
Female	35.4%	33.3%	33.3%	60.0%	*	-	-	*	39.5%	*	-	40.0%	*

- 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
11	-	-

- 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.

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	13	9	14	14	-	-	-	13	13	12	7
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	64%	57%	67%	63%	-	-	-	-	61%	67%	*

- Indicates there are no students in the group.

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

Part (vi): Goal Meeting Status

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

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

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

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

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

Part (vii): STAAR Participation

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

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																	
All Subjects	All Students	**98%**	94%	98%	100%	-	-	-	100%	98%	97%	100%	97%	100%	99%	96%	*
	CWD	**100%**	-	100%	-	-	-	-	-	100%	100%	100%	-	*	100%	100%	-
	CWOD	**97%**	94%	97%	100%	-	-	-	100%	98%	97%	-	97%	100%	99%	95%	*
	EL	**100%**	-	100%	-	-	-	-	-	100%	100%	*	100%	100%	100%	100%	*
	Male	**99%**	91%	99%	100%	-	-	-	100%	99%	99%	100%	99%	100%	99%	-	-
	Female	**96%**	100%	96%	100%	-	-	-	-	97%	95%	100%	95%	100%	-	96%	*
Reading	All Students	**98%**	88%	98%	100%	-	-	-	*	99%	95%	100%	97%	100%	99%	95%	*
	CWD	**100%**	-	100%	-	-	-	-	-	100%	100%	100%	-	*	100%	100%	-
	CWOD	**97%**	88%	97%	100%	-	-	-	*	99%	95%	-	97%	100%	99%	94%	*
	EL	**100%**	-	100%	-	-	-	-	-	100%	*	*	100%	100%	100%	100%	*
	Male	**99%**	83%	100%	100%	-	-	-	*	100%	98%	100%	99%	100%	99%	-	-
	Female	**95%**	*	95%	*	-	-	-	-	98%	91%	100%	94%	100%	-	95%	*
Mathematics	All Students	**97%**	100%	96%	100%	-	-	-	*	94%	100%	100%	96%	*	97%	97%	*
	CWD	**100%**	-	100%	-	-	-	-	-	100%	*	100%	-	*	100%	100%	-
	CWOD	**96%**	100%	95%	100%	-	-	-	*	92%	100%	-	96%	*	97%	96%	*
	EL	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	*
	Male	**97%**	*	97%	100%	-	-	-	*	94%	100%	100%	97%	*	97%	-	-
	Female	**97%**	*	96%	*	-	-	-	-	94%	100%	100%	96%	*	-	97%	*
Science	All Students	**100%**	*	100%	*	-	-	-	*	100%	100%	100%	100%	*	100%	100%	*
	CWD	**100%**	-	100%	-	-	-	-	-	100%	*	100%	-	-	*	100%	-
	CWOD	**100%**	*	100%	*	-	-	-	*	100%	100%	-	100%	*	100%	100%	*
	EL	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	*
	Male	**100%**	*	100%	*	-	-	-	*	100%	100%	*	100%	*	100%	-	-
	Female	**100%**	*	100%	*	-	-	-	-	100%	100%	100%	100%	*	-	100%	*
SAT/ACT All Subjects	All Students	*	-	*	-	-	-	-	-	*	-	-	*	-	*	*	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	*	-	*	-	-	-	-	-	*	-	-	*	-	*	*	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-
	Female	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-
Non-Participation Rate																	

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All Students	**2%**	6%	2%	0%	-	-	-	0%	2%	3%	0%	3%	0%	1%	4%	*
	CWD	**0%**	-	0%	-	-	-	-	-	0%	0%	0%	-	*	0%	0%	-
	CWOD	**3%**	6%	3%	0%	-	-	-	0%	2%	3%	-	3%	0%	1%	5%	*
	EL	**0%**	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	*
	Male	**1%**	9%	1%	0%	-	-	-	0%	1%	1%	0%	1%	0%	1%	-	-
	Female	**4%**	0%	4%	0%	-	-	-	-	3%	5%	0%	5%	0%	-	4%	*
Reading	All Students	**2%**	12%	2%	0%	-	-	-	*	1%	5%	0%	3%	0%	1%	5%	*
	CWD	**0%**	-	0%	-	-	-	-	-	0%	0%	0%	-	*	0%	0%	-
	CWOD	**3%**	12%	3%	0%	-	-	-	*	1%	5%	-	3%	0%	1%	6%	*
	EL	**0%**	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	*
	Male	**1%**	17%	0%	0%	-	-	-	*	0%	2%	0%	1%	0%	1%	-	-
	Female	**5%**	*	5%	*	-	-	-	-	2%	9%	0%	6%	0%	-	5%	*
Mathematics	All Students	**3%**	0%	4%	0%	-	-	-	*	6%	0%	0%	4%	*	3%	3%	*
	CWD	**0%**	-	0%	-	-	-	-	-	0%	*	0%	-	*	0%	0%	-
	CWOD	**4%**	0%	5%	0%	-	-	-	*	8%	0%	-	4%	*	3%	4%	*
	EL	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	*
	Male	**3%**	*	3%	0%	-	-	-	*	6%	0%	0%	3%	*	3%	-	-
	Female	**3%**	*	4%	*	-	-	-	-	6%	0%	0%	4%	*	-	3%	*
Science	All Students	**0%**	*	0%	*	-	-	-	*	0%	0%	0%	0%	*	0%	0%	*
	CWD	**0%**	-	0%	-	-	-	-	-	0%	*	0%	-	-	*	0%	-
	CWOD	**0%**	*	0%	*	-	-	-	*	0%	0%	-	0%	*	0%	0%	*
	EL	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	*
	Male	**0%**	*	0%	*	-	-	-	*	0%	0%	*	0%	*	0%	-	-
	Female	**0%**	*	0%	*	-	-	-	-	0%	0%	0%	0%	*	-	0%	*
SAT/ACT All Subjects	All Students	*	-	*	-	-	-	-	-	*	-	-	*	-	*	*	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	*	-	*	-	-	-	-	-	*	-	-	*	-	*	*	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-
	Female	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 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)
Students Without Disabilities												
In-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		
	Female	6	2	4	0	0	0	0	0	0		
	Total	6	2	4	0	0	0	0	0	0		
Out-of-School Suspensions												
	Male	4	0	3	0	1	0	0	0	0		
	Female	5	2	2	0	0	0	0	1	0		
	Total	9	2	5	0	1	0	0	1	0		
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Students With Disabilities												
In-School Suspensions												

		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		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Out-of-School Suspensions												
	Male	3	2	1	0	0	0	0	0	0		2
	Female	1	0	1	0	0	0	0	0	0		2
	Total	4	2	2	0	0	0	0	0	0		4
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism												
	Male	84	6	61	16	1	-8	-8	-8	-8	17	7
	Female	124	9	94	19	1	-8	-8	1	3	12	10
	Total	208	15	155	35	2	-8	-8	1	3	29	17

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

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
Advanced Placement Courses																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

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

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	2.5	32.5%
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.

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		$1,156	$228	$856	$1,084		$72	$72
Food services		$133				$58	$75	$133
Instruction		$5,421	$4,009	$98	$4,107	$343	$971	$1,314
Support services, general administration		$276		$273	$273		$3	$3
Support services, instructional staff		$869	$621	$17	$638		$231	$231
Support services, operation and maintenance of plant		$2,031	$1,851	$174	$2,025		$6	$6
Support services, pupils		$1,094	$1,003	$32	$1,035		$59	$59
Support services, school administration		$1,670	$1,622	$2	$1,624	$2	$45	$47
Total	**133**	**$12,649**	**$9,333**	**$1,452**	**$10,785**	**$402**	**$1,462**	**$1,864**

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

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

Part (xi): STAAR Alternate 2 Participation

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

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

- Indicates there are no students in the group.

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

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

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 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)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	16%	-	*	*	-	-	-	-	*	-	-
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.

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	85%	94%	88%	54%	*	-	-	60%	84%	78%	91%

- 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.

REGION	DISTRICT	School	School Name	Sec 1003 Fund Received	Type of Strategies Implemented
20	014801	014801004	RICHARD MILBURN ACADEMY LUBBOCK	$43,000	Compelling and Aligned Vision, Data-Driven Instruction

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.

Part (i): Description of State Accountability System

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

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

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

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

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

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

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 Status1	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only2	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.

(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.

Part (ii): Student Achievement by Proficiency Level

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																						
End of Course																						
English I	All Students	66%	26%	**22%**	26%	18%	*	*	-	-	-	23%	0%	17%	22%	14%	22%	21%	-	-	-	-
	CWD	35%	14%	**17%**	*	*	*	-	-	-	-	17%	-	17%	-	*	20%	*	-	-	-	-
	CWOD	72%	27%	**22%**	27%	17%	-	*	-	-	-	23%	0%	-	22%	12%	22%	21%	-	-	-	-
	EL	45%	15%	**14%**	-	14%	-	-	-	-	-	15%	*	*	12%	14%	16%	12%	-	-	-	-
	Male	61%	21%	**22%**	20%	21%	-	*	-	-	-	23%	*	20%	22%	16%	22%	-	-	-	-	-
	Female	72%	32%	**21%**	40%	12%	*	-	-	-	-	22%	*	*	21%	12%	-	21%	-	-	-	-
English II	All Students	70%	28%	**33%**	28%	40%	*	-	*	-	-	33%	*	11%	35%	29%	26%	47%	-	-	-	-
	CWD	36%	17%	**11%**	*	*	*	-	-	-	-	11%	-	11%	-	*	13%	*	-	-	-	-
	CWOD	76%	29%	**35%**	31%	41%	-	-	*	-	-	36%	*	-	35%	29%	28%	49%	-	-	-	-
	EL	47%	17%	**29%**	-	29%	-	-	*	-	-	29%	*	*	29%	29%	22%	42%	-	-	-	-
	Male	66%	24%	**26%**	20%	31%	-	-	*	-	-	25%	*	13%	28%	22%	26%	-	-	-	-	-
	Female	75%	33%	**47%**	40%	58%	*	-	-	-	-	47%	-	*	49%	42%	-	47%	-	-	-	-
Algebra I	All Students	76%	33%	**26%**	33%	22%	*	-	-	-	-	26%	20%	20%	26%	19%	20%	37%	-	-	-	-
	CWD	52%	22%	**20%**	*	*	*	-	-	-	-	20%	-	20%	-	*	*	*	-	-	-	-
	CWOD	80%	34%	**26%**	33%	21%	-	-	-	-	-	26%	20%	-	26%	17%	20%	38%	-	-	-	-
	EL	68%	32%	**19%**	-	19%	-	-	-	-	-	19%	-	*	17%	19%	14%	25%	-	-	-	-
	Male	73%	26%	**20%**	22%	19%	-	-	-	-	-	21%	*	*	20%	14%	20%	-	-	-	-	-
	Female	79%	42%	**37%**	50%	25%	*	-	-	-	-	34%	*	*	38%	25%	-	37%	-	-	-	-
Biology	All Students	91%	71%	**71%**	71%	68%	-	-	-	-	-	71%	*	67%	72%	68%	79%	53%	-	-	-	-
	CWD	76%	63%	**67%**	*	*	-	-	-	-	-	67%	-	67%	-	*	67%	-	-	-	-	-
	CWOD	93%	72%	**72%**	76%	64%	-	-	-	-	-	71%	*	-	72%	63%	82%	53%	-	-	-	-
	EL	82%	67%	**68%**	-	68%	-	-	-	-	-	67%	*	*	63%	68%	92%	40%	-	-	-	-
	Male	89%	67%	**79%**	71%	83%	-	-	-	-	-	79%	-	67%	82%	92%	79%	-	-	-	-	-
	Female	92%	74%	**53%**	63%	40%	-	-	-	-	-	50%	*	-	53%	40%	-	53%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
End of Course																						
English I	All Students	47%	8%	**10%**	10%	8%	*	*	-	-	-	10%	0%	17%	9%	8%	8%	14%	-	-	-	-
	CWD	18%	4%	**17%**	*	*	*	-	-	-	-	17%	-	17%	-	*	20%	*	-	-	-	-
	CWOD	53%	9%	**9%**	11%	6%	-	*	-	-	-	10%	0%	-	9%	6%	7%	14%	-	-	-	-
	EL	23%	3%	**8%**	-	9%	-	-	-	-	-	9%	*	*	6%	8%	11%	6%	-	-	-	-
	Male	42%	6%	**8%**	3%	9%	-	*	-	-	-	8%	*	20%	7%	11%	8%	-	-	-	-	-
	Female	54%	12%	**14%**	30%	6%	*	-	-	-	-	15%	*	*	14%	6%	-	14%	-	-	-	-

		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%	10%	**9%**	8%	10%	*	-	*	-	-	9%	*	0%	10%	9%	6%	14%	-	-	-	-
	CWD	20%	3%	**0%**	*	*	*	-	-	-	-	0%	-	0%	-	*	0%	*	-	-	-	-
	CWOD	58%	11%	**10%**	8%	11%	-	-	*	-	-	10%	*	-	10%	10%	7%	14%	-	-	-	-
	EL	25%	4%	**9%**	-	9%	-	-	*	-	-	9%	*	*	10%	9%	9%	8%	-	-	-	-
	Male	48%	8%	**6%**	0%	10%	-	-	*	-	-	6%	*	0%	7%	9%	6%	-	-	-	-	-
	Female	59%	13%	**14%**	20%	11%	*	-	-	-	-	14%	-	*	14%	8%	-	14%	-	-	-	-
Algebra I	All Students	43%	3%	**4%**	5%	3%	*	-	-	-	-	4%	0%	0%	4%	4%	0%	10%	-	-	-	-
	CWD	19%	0%	**0%**	*	*	*	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD	47%	4%	**4%**	5%	3%	-	-	-	-	-	4%	0%	-	4%	4%	0%	10%	-	-	-	-
	EL	30%	9%	**4%**	-	4%	-	-	-	-	-	4%	-	*	4%	4%	0%	8%	-	-	-	-
	Male	42%	2%	**0%**	0%	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	-	-	-	-	-
	Female	45%	4%	**10%**	14%	6%	*	-	-	-	-	10%	*	*	10%	8%	-	10%	-	-	-	-
Biology	All Students	59%	13%	**6%**	8%	4%	-	-	-	-	-	6%	*	0%	7%	5%	6%	5%	-	-	-	-
	CWD	30%	5%	**0%**	*	*	-	-	-	-	-	0%	-	0%	-	*	0%	-	-	-	-	-
	CWOD	64%	14%	**7%**	10%	4%	-	-	-	-	-	7%	*	-	7%	5%	7%	5%	-	-	-	-
	EL	35%	12%	**5%**	-	5%	-	-	-	-	-	5%	*	*	5%	5%	0%	10%	-	-	-	-
	Male	58%	13%	**6%**	12%	0%	-	-	-	-	-	6%	-	0%	7%	0%	6%	-	-	-	-	-
	Female	61%	12%	**5%**	0%	10%	-	-	-	-	-	6%	*	-	5%	10%	-	5%	-	-	-	-
STAAR Percent at Masters Grade Level																						
End of Course																						
English I	All Students	14%	0%	**0%**	0%	0%	*	*	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	CWD	4%	0%	**0%**	*	*	*	-	-	-	-	0%	-	0%	-	*	0%	*	-	-	-	-
	CWOD	16%	0%	**0%**	0%	0%	-	*	-	-	-	0%	0%	-	0%	0%	0%	0%	-	-	-	-
	EL	2%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	11%	0%	**0%**	0%	0%	-	*	-	-	-	0%	*	0%	0%	0%	0%	-	-	-	-	-
	Female	17%	1%	**0%**	0%	0%	*	-	-	-	-	0%	*	*	0%	0%	-	0%	-	-	-	-
English II	All Students	8%	0%	**0%**	0%	0%	*	-	*	-	-	0%	*	0%	0%	0%	0%	0%	-	-	-	-
	CWD	3%	0%	**0%**	*	*	*	-	-	-	-	0%	-	0%	-	*	0%	*	-	-	-	-
	CWOD	9%	0%	**0%**	0%	0%	-	-	*	-	-	0%	*	-	0%	0%	0%	0%	-	-	-	-
	EL	1%	0%	**0%**	-	0%	-	-	*	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	7%	0%	**0%**	0%	0%	-	-	*	-	-	0%	*	0%	0%	0%	0%	-	-	-	-	-
	Female	9%	0%	**0%**	0%	0%	*	-	-	-	-	0%	-	*	0%	0%	-	0%	-	-	-	-
Algebra I	All Students	26%	1%	**0%**	0%	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	CWD	8%	0%	**0%**	*	*	*	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD	29%	2%	**0%**	0%	0%	-	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-	-	-	-
	EL	14%	5%	**0%**	-	0%	-	-	-	-	-	0%	-	*	0%	0%	0%	0%	-	-	-	-
	Male	25%	1%	**0%**	0%	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	-	-	-	-	-
	Female	27%	2%	**0%**	0%	0%	*	-	-	-	-	0%	*	*	0%	0%	-	0%	-	-	-	-

		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%	1%	**0%**	0%	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-	-	-	-
	CWD	6%	2%	**0%**	*	*	-	-	-	-	-	0%	-	0%	-	*	0%	-	-	-	-	-
	CWOD	22%	1%	**0%**	0%	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	0%	-	-	-	-
	EL	6%	3%	**0%**	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	20%	2%	**0%**	0%	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%	-	-	-	-	-
	Female	19%	0%	**0%**	0%	0%	-	-	-	-	-	0%	*	-	0%	0%	-	0%	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	36%	**34%**	36%	34%	*	*	*	-	-	35%	20%	28%	35%	29%	33%	39%	-	-	-	-
	CWD	46%	27%	**28%**	9%	50%	*	-	-	-	-	28%	-	28%	-	50%	32%	*	-	-	-	-
	CWOD	79%	37%	**35%**	38%	33%	-	*	*	-	-	36%	20%	-	35%	27%	33%	40%	-	-	-	-
	EL	59%	28%	**29%**	-	30%	-	-	*	-	-	30%	20%	50%	27%	29%	31%	27%	-	-	-	-
	Male	71%	31%	**33%**	30%	34%	-	*	*	-	-	33%	20%	32%	33%	31%	33%	-	-	-	-	-
	Female	75%	43%	**39%**	48%	34%	*	-	-	-	-	38%	40%	*	40%	27%	-	39%	-	-	-	-
Reading	All Students	74%	27%	**28%**	27%	30%	*	*	*	-	-	28%	13%	13%	29%	21%	24%	35%	-	-	-	-
	CWD	45%	16%	**13%**	0%	33%	*	-	-	-	-	13%	-	13%	-	33%	15%	*	-	-	-	-
	CWOD	80%	28%	**29%**	30%	29%	-	*	*	-	-	30%	13%	-	29%	20%	25%	37%	-	-	-	-
	EL	57%	16%	**21%**	-	22%	-	-	*	-	-	22%	*	33%	20%	21%	19%	24%	-	-	-	-
	Male	70%	22%	**24%**	20%	26%	-	*	*	-	-	24%	*	15%	25%	19%	24%	-	-	-	-	-
	Female	79%	33%	**35%**	42%	36%	*	-	-	-	-	37%	*	*	37%	24%	-	35%	-	-	-	-
Mathematics	All Students	70%	33%	**25%**	32%	21%	*	-	-	-	-	26%	17%	20%	26%	19%	20%	35%	-	-	-	-
	CWD	45%	22%	**20%**	*	*	*	-	-	-	-	20%	-	20%	-	*	*	*	-	-	-	-
	CWOD	76%	34%	**26%**	33%	20%	-	-	-	-	-	26%	17%	-	26%	17%	20%	37%	-	-	-	-
	EL	60%	32%	**19%**	-	19%	-	-	-	-	-	19%	-	*	17%	19%	14%	25%	-	-	-	-
	Male	71%	26%	**20%**	21%	19%	-	-	-	-	-	20%	*	*	20%	14%	20%	-	-	-	-	-
	Female	70%	41%	**35%**	50%	24%	*	-	-	-	-	34%	*	*	37%	25%	-	35%	-	-	-	-
Science	All Students	76%	71%	**71%**	71%	68%	-	-	-	-	-	71%	*	67%	72%	68%	79%	53%	-	-	-	-
	CWD	52%	63%	**67%**	*	*	-	-	-	-	-	67%	-	67%	-	*	67%	-	-	-	-	-
	CWOD	81%	72%	**72%**	76%	64%	-	-	-	-	-	71%	*	-	72%	63%	82%	53%	-	-	-	-
	EL	63%	67%	**68%**	-	68%	-	-	-	-	-	67%	*	*	63%	68%	92%	40%	-	-	-	-
	Male	77%	67%	**79%**	71%	83%	-	-	-	-	-	79%	-	67%	82%	92%	79%	-	-	-	-	-
	Female	76%	74%	**53%**	63%	40%	-	-	-	-	-	50%	*	-	53%	40%	-	53%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	48%	8%	**7%**	8%	7%	*	*	*	-	-	8%	0%	4%	8%	7%	5%	11%	-	-	-	-
	CWD	23%	3%	**4%**	0%	8%	*	-	-	-	-	4%	-	4%	-	8%	5%	*	-	-	-	-
	CWOD	53%	9%	**8%**	8%	7%	-	*	*	-	-	8%	0%	-	8%	7%	5%	12%	-	-	-	-
	EL	30%	6%	**7%**	-	7%	-	-	*	-	-	7%	0%	8%	7%	7%	6%	8%	-	-	-	-
	Male	47%	7%	**5%**	3%	6%	-	*	*	-	-	5%	0%	5%	5%	6%	5%	-	-	-	-	-
	Female	49%	10%	**11%**	17%	8%	*	-	-	-	-	12%	0%	*	12%	8%	-	11%	-	-	-	-

		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%	9%	**9%**	9%	9%	*	*	*	-	-	10%	0%	7%	9%	8%	7%	14%	-	-	-	-
	CWD	23%	4%	**7%**	0%	17%	*	-	-	-	-	7%	-	7%	-	17%	8%	*	-	-	-	-
	CWOD	59%	10%	**9%**	10%	9%	-	*	*	-	-	10%	0%	-	9%	8%	7%	14%	-	-	-	-
	EL	31%	3%	**8%**	-	9%	-	-	*	-	-	9%	*	17%	8%	8%	10%	7%	-	-	-	-
	Male	48%	7%	**7%**	2%	10%	-	*	*	-	-	7%	*	8%	7%	10%	7%	-	-	-	-	-
	Female	58%	12%	**14%**	25%	8%	*	-	-	-	-	14%	*	*	14%	7%	-	14%	-	-	-	-
Mathematics	All Students	43%	3%	**4%**	5%	3%	*	-	-	-	-	4%	0%	0%	4%	4%	0%	10%	-	-	-	-
	CWD	22%	0%	**0%**	*	*	*	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD	48%	4%	**4%**	5%	3%	-	-	-	-	-	4%	0%	-	4%	4%	0%	10%	-	-	-	-
	EL	30%	9%	**4%**	-	4%	-	-	-	-	-	4%	-	*	4%	4%	0%	8%	-	-	-	-
	Male	45%	3%	**0%**	0%	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	-	-	-	-	-
	Female	42%	4%	**10%**	14%	6%	*	-	-	-	-	10%	*	*	10%	8%	-	10%	-	-	-	-
Science	All Students	46%	13%	**6%**	8%	4%	-	-	-	-	-	6%	*	0%	7%	5%	6%	5%	-	-	-	-
	CWD	22%	5%	**0%**	*	*	-	-	-	-	-	0%	-	0%	-	*	0%	-	-	-	-	-
	CWOD	50%	14%	**7%**	10%	4%	-	-	-	-	-	7%	*	-	7%	5%	7%	5%	-	-	-	-
	EL	26%	12%	**5%**	-	5%	-	-	-	-	-	5%	*	*	5%	5%	0%	10%	-	-	-	-
	Male	47%	13%	**6%**	12%	0%	-	-	-	-	-	6%	-	0%	7%	0%	6%	-	-	-	-	-
	Female	45%	12%	**5%**	0%	10%	-	-	-	-	-	6%	*	-	5%	10%	-	5%	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	20%	1%	**0%**	0%	0%	*	*	*	-	-	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	CWD	6%	0%	**0%**	0%	0%	*	-	-	-	-	0%	-	0%	-	0%	0%	*	-	-	-	-
	CWOD	23%	1%	**0%**	0%	0%	-	*	*	-	-	0%	0%	-	0%	0%	0%	0%	-	-	-	-
	EL	9%	2%	**0%**	-	0%	-	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	Male	20%	1%	**0%**	0%	0%	-	*	*	-	-	0%	0%	0%	0%	0%	0%	-	-	-	-	-
	Female	21%	1%	**0%**	0%	0%	*	-	-	-	-	0%	0%	*	0%	0%	-	0%	-	-	-	-
Reading	All Students	22%	0%	**0%**	0%	0%	*	*	*	-	-	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	CWD	6%	0%	**0%**	0%	0%	*	-	-	-	-	0%	-	0%	-	0%	0%	*	-	-	-	-
	CWOD	25%	0%	**0%**	0%	0%	-	*	*	-	-	0%	0%	-	0%	0%	0%	0%	-	-	-	-
	EL	8%	0%	**0%**	-	0%	-	-	*	-	-	0%	*	0%	0%	0%	0%	0%	-	-	-	-
	Male	19%	0%	**0%**	0%	0%	-	*	*	-	-	0%	*	0%	0%	0%	0%	-	-	-	-	-
	Female	25%	0%	**0%**	0%	0%	*	-	-	-	-	0%	*	*	0%	0%	-	0%	-	-	-	-
Mathematics	All Students	19%	1%	**0%**	0%	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	CWD	7%	0%	**0%**	*	*	*	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-
	CWOD	22%	2%	**0%**	0%	0%	-	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-	-	-	-
	EL	11%	5%	**0%**	-	0%	-	-	-	-	-	0%	-	*	0%	0%	0%	0%	-	-	-	-
	Male	21%	1%	**0%**	0%	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	-	-	-	-	-
	Female	18%	2%	**0%**	0%	0%	*	-	-	-	-	0%	*	*	0%	0%	-	0%	-	-	-	-

		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%	1%	**0%**	0%	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-	-	-	-
	CWD	5%	2%	**0%**	*	*	-	-	-	-	-	0%	-	0%	-	*	0%	-	-	-	-	-
	CWOD	19%	1%	**0%**	0%	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	0%	-	-	-	-
	EL	5%	3%	**0%**	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	18%	2%	**0%**	0%	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%	-	-	-	-	-
	Female	15%	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.

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 nclude all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	41	50	32	*	-	-	-	-	39	*	20
CWD	*	*	-	*	-	-	-	-	*	*	-
CWOD	46	57	32	-	-	-	-	-	44	-	20
EL ✧	20	-	20	-	-	-	-	-	*	-	20
Male	40	43	33	-	-	-	-	-	36	*	*
Female	43	65	30	*	-	-	-	-	43	*	*
Mathematics											
All Students	*	*	-	-	-	-	-	-	*	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-
CWOD	*	*	-	-	-	-	-	-	*	-	-
EL ✧	-	-	-	-	-	-	-	-	-	-	-
Male	*	*	-	-	-	-	-	-	*	-	-
Female	*	*	-	-	-	-	-	-	*	-	-

- Indicates there are no students in the group.

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

Part (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 ✧
Federal Graduation Rates													
6-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2022													
All Students	29.7%	34.5%	27.8%	-	-	-	-	-	33.0%	*	35.5%	*	-
CWD	*	*	*	-	-	-	-	-	*	*	-	-	-
CWOD	29.9%	33.3%	28.6%	-	-	-	-	-	33.3%	-	35.5%	*	-
EL ✧	35.5%	-	35.5%	-	-	-	-	-	38.5%	-	35.5%	*	-
Male	25.9%	18.8%	28.9%	-	-	-	-	-	30.2%	*	44.4%	*	-
Female	34.0%	53.8%	26.5%	-	-	-	-	-	35.6%	*	23.1%	*	-

- 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
46	3	7%

- 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.

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	14	15	14	*	*	*	-	-	14	11	12
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	77%	77%	77%	-	-	-	-	-	76%	70%	65%

- Indicates there are no students in the group.

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

Part (vi): Goal Meeting Status

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

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

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

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

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

Part (vii): STAAR Participation

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

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																	
All Subjects	All Students	**95%**	93%	97%	*	*	*	-	*	95%	93%	96%	95%	100%	94%	97%	-
	CWD	**96%**	91%	100%	*	-	-	-	-	96%	-	96%	-	100%	96%	*	-
	CWOD	**95%**	94%	97%	-	*	*	-	*	95%	93%	-	95%	100%	94%	97%	-
	EL	**100%**	-	100%	-	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	**94%**	91%	98%	-	*	*	-	*	94%	100%	96%	94%	100%	94%	-	-
	Female	**97%**	98%	96%	*	-	-	-	-	98%	80%	*	97%	100%	-	97%	-
Reading	All Students	**97%**	95%	98%	*	*	*	-	*	97%	100%	100%	96%	100%	96%	97%	-
	CWD	**100%**	100%	100%	*	-	-	-	-	100%	-	100%	-	100%	100%	*	-
	CWOD	**96%**	95%	98%	-	*	*	-	*	96%	100%	-	96%	100%	96%	97%	-
	EL	**100%**	-	100%	-	-	*	-	-	100%	*	100%	100%	100%	100%	100%	-
	Male	**96%**	95%	99%	-	*	*	-	*	96%	*	100%	96%	100%	96%	-	-
	Female	**97%**	96%	98%	*	-	-	-	-	97%	*	*	97%	100%	-	97%	-
Mathematics	All Students	**92%**	93%	92%	*	-	-	-	*	93%	83%	100%	91%	100%	90%	94%	-
	CWD	**100%**	*	*	*	-	-	-	-	100%	-	100%	-	*	*	*	-
	CWOD	**91%**	93%	92%	-	-	-	-	*	92%	83%	-	91%	100%	90%	94%	-
	EL	**100%**	-	100%	-	-	-	-	-	100%	-	*	100%	100%	100%	100%	-
	Male	**90%**	90%	95%	-	-	-	-	*	90%	*	*	90%	100%	90%	-	-
	Female	**94%**	100%	88%	*	-	-	-	-	97%	*	*	94%	100%	-	94%	-
Science	All Students	**94%**	88%	100%	-	-	-	-	-	94%	*	83%	96%	100%	91%	100%	-
	CWD	**83%**	*	*	-	-	-	-	-	83%	-	83%	-	*	83%	-	-
	CWOD	**96%**	91%	100%	-	-	-	-	-	96%	*	-	96%	100%	93%	100%	-
	EL	**100%**	-	100%	-	-	-	-	-	100%	*	*	100%	100%	100%	100%	-
	Male	**91%**	82%	100%	-	-	-	-	-	91%	-	83%	93%	100%	91%	-	-
	Female	**100%**	100%	100%	-	-	-	-	-	100%	*	-	100%	100%	-	100%	-
SAT/ACT All Subjects	All Students	*	*	*	-	-	-	-	-	*	*	-	*	-	*	*	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	*	*	*	-	-	-	-	-	*	*	-	*	-	*	*	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	*	*	-	-	-	-	-	-	*	-	-	*	-	*	-	-
	Female	*	-	*	-	-	-	-	-	-	*	-	*	-	-	*	-
Non-Participation Rate																	

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All Students	**5%**	7%	3%	*	*	*	-	*	5%	7%	4%	5%	0%	6%	3%	-
	CWD	**4%**	9%	0%	*	-	-	-	-	4%	-	4%	-	0%	4%	*	-
	CWOD	**5%**	6%	3%	-	*	*	-	*	5%	7%	-	5%	0%	6%	3%	-
	EL	**0%**	-	0%	-	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	**6%**	9%	2%	-	*	*	-	*	6%	0%	4%	6%	0%	6%	-	-
	Female	**3%**	2%	4%	*	-	-	-	-	2%	20%	*	3%	0%	-	3%	-
Reading	All Students	**3%**	5%	2%	*	*	*	-	*	3%	0%	0%	4%	0%	4%	3%	-
	CWD	**0%**	0%	0%	*	-	-	-	-	0%	-	0%	-	0%	0%	*	-
	CWOD	**4%**	5%	2%	-	*	*	-	*	4%	0%	-	4%	0%	4%	3%	-
	EL	**0%**	-	0%	-	-	*	-	-	0%	*	0%	0%	0%	0%	0%	-
	Male	**4%**	5%	1%	-	*	*	-	*	4%	*	0%	4%	0%	4%	-	-
	Female	**3%**	4%	2%	*	-	-	-	-	3%	*	*	3%	0%	-	3%	-
Mathematics	All Students	**8%**	7%	8%	*	-	-	-	*	7%	17%	0%	9%	0%	10%	6%	-
	CWD	**0%**	*	*	*	-	-	-	-	0%	-	0%	-	*	*	*	-
	CWOD	**9%**	7%	8%	-	-	-	-	*	8%	17%	-	9%	0%	10%	6%	-
	EL	**0%**	-	0%	-	-	-	-	-	0%	-	*	0%	0%	0%	0%	-
	Male	**10%**	10%	5%	-	-	-	-	*	10%	*	*	10%	0%	10%	-	-
	Female	**6%**	0%	12%	*	-	-	-	-	3%	*	*	6%	0%	-	6%	-
Science	All Students	**6%**	12%	0%	-	-	-	-	-	6%	*	17%	4%	0%	9%	0%	-
	CWD	**17%**	*	*	-	-	-	-	-	17%	-	17%	-	*	17%	-	-
	CWOD	**4%**	9%	0%	-	-	-	-	-	4%	*	-	4%	0%	7%	0%	-
	EL	**0%**	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-
	Male	**9%**	18%	0%	-	-	-	-	-	9%	-	17%	7%	0%	9%	-	-
	Female	**0%**	0%	0%	-	-	-	-	-	0%	*	-	0%	0%	-	0%	-
SAT/ACT All Subjects	All Students	*	*	*	-	-	-	-	-	*	*	-	*	-	*	*	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	*	*	*	-	-	-	-	-	*	*	-	*	-	*	*	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	*	*	-	-	-	-	-	-	*	-	-	*	-	*	-	-
	Female	*	-	*	-	-	-	-	-	-	*	-	*	-	-	*	-

- Indicates there are no students in the group.

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

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)
Students Without Disabilities												
In-School Suspensions												
	Male	5	2	3	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	5	2	3	0	0	0	0	0	0		
Out-of-School Suspensions												
	Male	2	1	1	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	2	1	1	0	0	0	0	0	0		
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Students With Disabilities												
In-School Suspensions												

		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		0
	Female	1	1	0	0	0	0	0	0	0		0
	Total	1	1	0	0	0	0	0	0	0		0
Out-of-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		1
	Female	1	1	0	0	0	0	0	0	0		0
	Total	1	1	0	0	0	0	0	0	0		1
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism												
	Male	105	27	71	3	-8	1	-8	3	26	6	3
	Female	123	27	93	2	-8	-8	-8	1	28	3	2
	Total	228	54	164	5	-8	1	-8	4	54	9	5

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

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
Advanced Placement Courses																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

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

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.

High Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	4.9	64.5%
Teachers Teaching with Emergency or Provisional Credentials	0.9	15.5%
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.

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		$1,153	$225	$856	$1,081		$72	$72
Food services		$142				$67	$75	$142
Instruction		$5,196	$3,829	$98	$3,927	$299	$971	$1,270
Support services, general administration		$276		$273	$273		$3	$3
Support services, instructional staff		$760	$512	$17	$529		$231	$231
Support services, operation and maintenance of plant		$2,845	$2,665	$174	$2,839		$6	$6
Support services, pupils		$1,341	$1,250	$32	$1,282		$59	$59
Support services, school administration		$1,490	$1,443	$2	$1,445		$45	$45
Total	**144**	**$13,205**	**$9,925**	**$1,452**	**$11,377**	**$366**	**$1,462**	**$1,828**

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

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

Part (xi): STAAR Alternate 2 Participation

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

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

- Indicates there are no students in the group.

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

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

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 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)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	13%	*	*	-	-	-	-	-	13%	-	*
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.

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	76%	77%	75%	*	*	*	*	*	73%	66%	68%

- 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.

REGION	DISTRICT	School	School Name	Sec 1003 Fund Received	Type of Strategies Implemented
20	014801	014801005	RICHARD MILBURN ACADEMY HOUSTON (SUBURBAN)	$43,000	Effective Instruction, Data-Driven Instruction

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.

Part (i): Description of State Accountability System

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

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

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

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

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

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

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 Status1	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only2	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.

(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.

Part (ii): Student Achievement by Proficiency Level

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																						
End of Course																						
English I	All Students	66%	26%	**15%**	10%	14%	33%	*	-	-	*	22%	10%	11%	16%	20%	13%	18%	-	-	-	-
	CWD	35%	14%	**11%**	0%	*	-	-	-	-	-	*	20%	11%	-	*	*	20%	-	-	-	-
	CWOD	72%	27%	**16%**	11%	12%	33%	*	-	-	*	25%	9%	-	16%	15%	14%	18%	-	-	-	-
	EL	45%	15%	**20%**	-	14%	-	-	-	-	-	20%	20%	*	15%	20%	0%	33%	-	-	-	-
	Male	61%	21%	**13%**	13%	7%	33%	*	-	-	*	28%	4%	*	14%	0%	13%	-	-	-	-	-
	Female	72%	32%	**18%**	6%	21%	*	*	-	-	*	17%	19%	20%	18%	33%	-	18%	-	-	-	-
English II	All Students	70%	28%	**23%**	20%	25%	44%	*	-	*	*	18%	26%	0%	25%	14%	27%	17%	-	-	-	*
	CWD	36%	17%	**0%**	0%	*	-	-	-	-	-	*	*	0%	-	*	*	0%	-	-	-	-
	CWOD	76%	29%	**25%**	22%	27%	44%	*	-	*	*	19%	28%	-	25%	15%	28%	20%	-	-	-	*
	EL	47%	17%	**14%**	*	8%	-	-	-	-	-	13%	17%	*	15%	14%	14%	14%	-	-	-	-
	Male	66%	24%	**27%**	18%	33%	50%	-	-	*	*	28%	26%	*	28%	14%	27%	-	-	-	-	*
	Female	75%	33%	**17%**	21%	10%	*	*	-	-	*	6%	26%	0%	20%	14%	-	17%	-	-	-	-
Algebra I	All Students	76%	33%	**25%**	32%	20%	18%	*	-	*	*	24%	25%	*	26%	22%	16%	34%	-	*	-	-
	CWD	52%	22%	*	*	*	-	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	80%	34%	**26%**	36%	21%	18%	*	-	*	*	26%	26%	-	26%	22%	16%	35%	-	*	-	-
	EL	68%	32%	**22%**	-	22%	-	-	-	-	-	*	33%	-	22%	22%	*	40%	-	-	-	-
	Male	73%	26%	**16%**	18%	13%	*	*	-	*	*	13%	17%	*	16%	*	16%	-	-	-	-	-
	Female	79%	42%	**34%**	50%	25%	29%	*	-	-	*	33%	33%	*	35%	40%	-	34%	-	*	-	-
Biology	All Students	91%	71%	**50%**	43%	53%	60%	*	-	-	*	59%	41%	80%	46%	*	42%	54%	-	*	-	-
	CWD	76%	63%	**80%**	*	*	-	-	-	-	-	*	*	80%	-	*	*	*	-	-	-	-
	CWOD	93%	72%	**46%**	32%	54%	60%	*	-	-	*	58%	35%	-	46%	*	39%	50%	-	*	-	-
	EL	82%	67%	*	-	*	-	-	-	-	-	-	*	*	*	*	-	*	-	-	-	-
	Male	89%	67%	**42%**	42%	60%	*	*	-	-	-	40%	44%	*	39%	-	42%	-	-	-	-	-
	Female	92%	74%	**54%**	40%	50%	*	*	-	-	*	69%	36%	*	50%	*	-	54%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
End of Course																						
English I	All Students	47%	8%	**2%**	0%	0%	0%	*	-	-	*	3%	2%	0%	3%	7%	0%	5%	-	-	-	-
	CWD	18%	4%	**0%**	0%	*	-	-	-	-	-	*	0%	0%	-	*	*	0%	-	-	-	-
	CWOD	53%	9%	**3%**	0%	0%	0%	*	-	-	*	3%	2%	-	3%	8%	0%	6%	-	-	-	-
	EL	23%	3%	**7%**	-	0%	-	-	-	-	-	20%	0%	*	8%	7%	0%	11%	-	-	-	-
	Male	42%	6%	**0%**	0%	0%	0%	*	-	-	*	0%	0%	*	0%	0%	0%	-	-	-	-	-
	Female	54%	12%	**5%**	0%	0%	*	*	-	-	*	6%	5%	0%	6%	11%	-	5%	-	-	-	-

		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%	10%	**6%**	5%	7%	11%	*	-	*	*	9%	4%	0%	7%	14%	8%	3%	-	-	-	*
	CWD	20%	3%	**0%**	0%	*	-	-	-	-	-	*	*	0%	-	*	*	0%	-	-	-	-
	CWOD	58%	11%	**7%**	6%	8%	11%	*	-	*	*	10%	4%	-	7%	15%	9%	3%	-	-	-	*
	EL	25%	4%	**14%**	*	8%	-	-	-	-	-	13%	17%	*	15%	14%	14%	14%	-	-	-	-
	Male	48%	8%	**8%**	9%	6%	17%	-	-	*	*	17%	3%	*	9%	14%	8%	-	-	-	-	*
	Female	59%	13%	**3%**	0%	10%	*	*	-	-	*	0%	5%	0%	3%	14%	-	3%	-	-	-	-
Algebra I	All Students	43%	3%	**4%**	7%	3%	0%	*	-	*	*	0%	6%	*	4%	11%	3%	5%	-	*	-	-
	CWD	19%	0%	*	*	*	-	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	47%	4%	**4%**	8%	3%	0%	*	-	*	*	0%	7%	-	4%	11%	3%	5%	-	*	-	-
	EL	30%	9%	**11%**	-	11%	-	-	-	-	-	*	17%	-	11%	11%	*	20%	-	-	-	-
	Male	42%	2%	**3%**	6%	0%	*	*	-	*	*	0%	4%	*	3%	*	3%	-	-	-	-	-
	Female	45%	4%	**5%**	8%	6%	0%	*	-	-	*	0%	8%	*	5%	20%	-	5%	-	*	-	-
Biology	All Students	59%	13%	**2%**	0%	0%	0%	*	-	-	*	0%	5%	0%	3%	*	0%	4%	-	*	-	-
	CWD	30%	5%	**0%**	*	*	-	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	64%	14%	**3%**	0%	0%	0%	*	-	-	*	0%	5%	-	3%	*	0%	5%	-	*	-	-
	EL	35%	12%	*	-	*	-	-	-	-	-	-	*	*	*	*	-	*	-	-	-	-
	Male	58%	13%	**0%**	0%	0%	*	*	-	-	-	0%	0%	*	0%	-	0%	-	-	-	-	-
	Female	61%	12%	**4%**	0%	0%	*	*	-	-	*	0%	7%	*	5%	*	-	4%	-	*	-	-
STAAR Percent at Masters Grade Level																						
End of Course																						
English I	All Students	14%	0%	**0%**	0%	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	CWD	4%	0%	**0%**	0%	*	-	-	-	-	-	*	0%	0%	-	*	*	0%	-	-	-	-
	CWOD	16%	0%	**0%**	0%	0%	0%	*	-	-	*	0%	0%	-	0%	0%	0%	0%	-	-	-	-
	EL	2%	0%	**0%**	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	11%	0%	**0%**	0%	0%	0%	*	-	-	*	0%	0%	*	0%	0%	0%	-	-	-	-	-
	Female	17%	1%	**0%**	0%	0%	*	*	-	-	*	0%	0%	0%	0%	0%	-	0%	-	-	-	-
English II	All Students	8%	0%	**0%**	0%	0%	0%	*	-	*	*	0%	0%	0%	0%	0%	0%	0%	-	-	-	*
	CWD	3%	0%	**0%**	0%	*	-	-	-	-	-	*	*	0%	-	*	*	0%	-	-	-	-
	CWOD	9%	0%	**0%**	0%	0%	0%	*	-	*	*	0%	0%	-	0%	0%	0%	0%	-	-	-	*
	EL	1%	0%	**0%**	*	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	7%	0%	**0%**	0%	0%	0%	-	-	*	*	0%	0%	*	0%	0%	0%	-	-	-	-	*
	Female	9%	0%	**0%**	0%	0%	*	*	-	-	*	0%	0%	0%	0%	0%	-	0%	-	-	-	-
Algebra I	All Students	26%	1%	**4%**	7%	3%	0%	*	-	*	*	0%	6%	*	4%	11%	3%	5%	-	*	-	-
	CWD	8%	0%	*	*	*	-	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	29%	2%	**4%**	8%	3%	0%	*	-	*	*	0%	7%	-	4%	11%	3%	5%	-	*	-	-
	EL	14%	5%	**11%**	-	11%	-	-	-	-	-	*	17%	-	11%	11%	*	20%	-	-	-	-
	Male	25%	1%	**3%**	6%	0%	*	*	-	*	*	0%	4%	*	3%	*	3%	-	-	-	-	-
	Female	27%	2%	**5%**	8%	6%	0%	*	-	-	*	0%	8%	*	5%	20%	-	5%	-	*	-	-

		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%	1%	**0%**	0%	0%	0%	*	-	-	*	0%	0%	0%	0%	*	0%	0%	-	*	-	-
	CWD	6%	2%	**0%**	*	*	-	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	22%	1%	**0%**	0%	0%	0%	*	-	-	*	0%	0%	-	0%	*	0%	0%	-	*	-	-
	EL	6%	3%	*	-	*	-	-	-	-	-	-	*	*	*	*	-	*	-	-	-	-
	Male	20%	2%	**0%**	0%	0%	*	*	-	-	-	0%	0%	*	0%	-	0%	-	-	-	-	-
	Female	19%	0%	**0%**	0%	0%	*	*	-	-	*	0%	0%	*	0%	*	-	0%	-	*	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	36%	**26%**	23%	25%	38%	33%	-	*	8%	28%	24%	21%	26%	25%	22%	30%	-	*	-	*
	CWD	46%	27%	**21%**	18%	25%	-	-	-	-	-	17%	23%	21%	-	*	11%	25%	-	-	-	-
	CWOD	79%	37%	**26%**	24%	25%	38%	33%	-	*	8%	29%	24%	-	26%	22%	22%	31%	-	*	-	*
	EL	59%	28%	**25%**	*	22%	-	-	-	-	-	13%	32%	*	22%	25%	6%	38%	-	-	-	-
	Male	71%	31%	**22%**	20%	23%	26%	*	-	*	*	26%	19%	11%	22%	6%	22%	-	-	-	-	*
	Female	75%	43%	**30%**	26%	27%	47%	50%	-	-	11%	31%	30%	25%	31%	38%	-	30%	-	*	-	-
Reading	All Students	74%	27%	**19%**	15%	20%	39%	*	-	*	0%	20%	18%	6%	21%	18%	20%	18%	-	-	-	*
	CWD	45%	16%	**6%**	0%	20%	-	-	-	-	-	0%	11%	6%	-	*	0%	10%	-	-	-	-
	CWOD	80%	28%	**21%**	17%	20%	39%	*	-	*	0%	23%	19%	-	21%	16%	21%	19%	-	-	-	*
	EL	57%	16%	**18%**	*	12%	-	-	-	-	-	15%	19%	*	16%	18%	8%	25%	-	-	-	-
	Male	70%	22%	**20%**	15%	21%	42%	*	-	*	*	27%	16%	0%	21%	8%	20%	-	-	-	-	*
	Female	79%	33%	**18%**	14%	17%	33%	*	-	-	*	12%	23%	10%	19%	25%	-	18%	-	-	-	-
Mathematics	All Students	70%	33%	**26%**	32%	20%	23%	*	-	*	*	23%	27%	*	27%	22%	15%	36%	-	*	-	-
	CWD	45%	22%	*	*	*	-	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	76%	34%	**27%**	36%	21%	23%	*	-	*	*	25%	28%	-	27%	22%	16%	37%	-	*	-	-
	EL	60%	32%	**22%**	-	22%	-	-	-	-	-	*	33%	-	22%	22%	*	40%	-	-	-	-
	Male	71%	26%	**15%**	18%	13%	0%	*	-	*	*	13%	17%	*	16%	*	15%	-	-	-	-	-
	Female	70%	41%	**36%**	50%	25%	38%	*	-	-	*	33%	36%	*	37%	40%	-	36%	-	*	-	-
Science	All Students	76%	71%	**50%**	43%	53%	57%	*	-	-	*	57%	43%	80%	46%	*	42%	56%	-	*	-	-
	CWD	52%	63%	**80%**	*	*	-	-	-	-	-	*	*	80%	-	*	*	*	-	-	-	-
	CWOD	81%	72%	**46%**	32%	54%	57%	*	-	-	*	55%	38%	-	46%	*	37%	52%	-	*	-	-
	EL	63%	67%	*	-	*	-	-	-	-	-	-	*	*	*	*	-	*	-	-	-	-
	Male	77%	67%	**42%**	42%	60%	*	*	-	-	-	36%	44%	*	37%	-	42%	-	-	-	-	-
	Female	76%	74%	**56%**	40%	50%	80%	*	-	-	*	69%	40%	*	52%	*	-	56%	-	*	-	-
SAT/ACT All Subjects	All Students	89%	50%	*	-	-	*	-	-	-	-	*	*	-	*	-	*	*	-	-	-	-
	CWD	70%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	90%	50%	*	-	-	*	-	-	-	-	*	*	-	*	-	*	*	-	-	-	-
	EL	63%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	90%	40%	*	-	-	*	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	Female	89%	60%	*	-	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						

		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%	8%	**4%**	3%	3%	3%	22%	-	*	0%	3%	4%	0%	4%	10%	3%	4%	-	*	-	*
	CWD	23%	3%	**0%**	0%	0%	-	-	-	-	-	0%	0%	0%	-	*	0%	0%	-	-	-	-
	CWOD	53%	9%	**4%**	4%	3%	3%	22%	-	*	0%	4%	4%	-	4%	11%	3%	5%	-	*	-	*
	EL	30%	6%	**10%**	*	5%	-	-	-	-	-	13%	8%	*	11%	10%	6%	13%	-	-	-	-
	Male	47%	7%	**3%**	4%	2%	5%	*	-	*	*	5%	2%	0%	3%	6%	3%	-	-	-	-	*
	Female	49%	10%	**4%**	2%	4%	0%	33%	-	-	0%	2%	6%	0%	5%	13%	-	4%	-	*	-	-
Reading	All Students	53%	9%	**4%**	2%	4%	6%	*	-	*	0%	6%	3%	0%	5%	11%	4%	4%	-	-	-	*
	CWD	23%	4%	**0%**	0%	0%	-	-	-	-	-	0%	0%	0%	-	*	0%	0%	-	-	-	-
	CWOD	59%	10%	**5%**	3%	4%	6%	*	-	*	0%	6%	3%	-	5%	12%	4%	5%	-	-	-	*
	EL	31%	3%	**11%**	*	4%	-	-	-	-	-	15%	6%	*	12%	11%	8%	13%	-	-	-	-
	Male	48%	7%	**4%**	4%	3%	8%	*	-	*	*	8%	2%	0%	4%	8%	4%	-	-	-	-	*
	Female	58%	12%	**4%**	0%	4%	0%	*	-	-	*	3%	5%	0%	5%	13%	-	4%	-	-	-	-
Mathematics	All Students	43%	3%	**4%**	7%	3%	0%	*	-	*	*	0%	6%	*	4%	11%	3%	5%	-	*	-	-
	CWD	22%	0%	*	*	*	-	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	48%	4%	**4%**	8%	3%	0%	*	-	*	*	0%	6%	-	4%	11%	3%	5%	-	*	-	-
	EL	30%	9%	**11%**	-	11%	-	-	-	-	-	*	17%	-	11%	11%	*	20%	-	-	-	-
	Male	45%	3%	**3%**	6%	0%	0%	*	-	*	*	0%	4%	*	3%	*	3%	-	-	-	-	-
	Female	42%	4%	**5%**	8%	6%	0%	*	-	-	*	0%	8%	*	5%	20%	-	5%	-	*	-	-
Science	All Students	46%	13%	**2%**	0%	0%	0%	*	-	-	*	0%	4%	0%	2%	*	0%	4%	-	*	-	-
	CWD	22%	5%	**0%**	*	*	-	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	50%	14%	**2%**	0%	0%	0%	*	-	-	*	0%	5%	-	2%	*	0%	4%	-	*	-	-
	EL	26%	12%	*	-	*	-	-	-	-	-	-	*	*	*	*	-	*	-	-	-	-
	Male	47%	13%	**0%**	0%	0%	*	*	-	-	-	0%	0%	*	0%	-	0%	-	-	-	-	-
	Female	45%	12%	**4%**	0%	0%	0%	*	-	-	*	0%	7%	*	4%	*	-	4%	-	*	-	-
SAT/ACT All Subjects	All Students	59%	10%	*	-	-	*	-	-	-	-	*	*	-	*	-	*	*	-	-	-	-
	CWD	38%	-	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	59%	10%	*	-	-	*	-	-	-	-	*	*	-	*	-	*	*	-	-	-	-
	EL	15%	-	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	63%	20%	*	-	-	*	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	Female	54%	0%	*	-	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	20%	1%	**1%**	2%	1%	0%	0%	-	*	0%	0%	2%	0%	1%	3%	1%	1%	-	*	-	*
	CWD	6%	0%	**0%**	0%	0%	-	-	-	-	-	0%	0%	0%	-	*	0%	0%	-	-	-	-
	CWOD	23%	1%	**1%**	2%	1%	0%	0%	-	*	0%	0%	2%	-	1%	3%	1%	2%	-	*	-	*
	EL	9%	2%	**3%**	*	3%	-	-	-	-	-	0%	4%	*	3%	3%	0%	4%	-	-	-	-
	Male	20%	1%	**1%**	1%	0%	0%	*	-	*	*	0%	1%	0%	1%	0%	1%	-	-	-	-	*
	Female	21%	1%	**1%**	2%	2%	0%	0%	-	-	0%	0%	3%	0%	2%	4%	-	1%	-	*	-	-

		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%	0%	**0%**	0%	0%	0%	*	-	*	0%	0%	0%	0%	0%	0%	0%	0%	-	-	-	*
	CWD	6%	0%	**0%**	0%	0%	-	-	-	-	-	0%	0%	0%	-	*	0%	0%	-	-	-	-
	CWOD	25%	0%	**0%**	0%	0%	0%	*	-	*	0%	0%	0%	-	0%	0%	0%	0%	-	-	-	*
	EL	8%	0%	**0%**	*	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	19%	0%	**0%**	0%	0%	0%	*	-	*	*	0%	0%	0%	0%	0%	0%	-	-	-	-	*
	Female	25%	0%	**0%**	0%	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	-	0%	-	-	-	-
Mathematics	All Students	19%	1%	**4%**	7%	3%	0%	*	-	*	*	0%	6%	*	4%	11%	3%	5%	-	*	-	-
	CWD	7%	0%	*	*	*	-	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	22%	2%	**4%**	8%	3%	0%	*	-	*	*	0%	6%	-	4%	11%	3%	5%	-	*	-	-
	EL	11%	5%	**11%**	-	11%	-	-	-	-	-	*	17%	-	11%	11%	*	20%	-	-	-	-
	Male	21%	1%	**3%**	6%	0%	0%	*	-	*	*	0%	4%	*	3%	*	3%	-	-	-	-	-
	Female	18%	2%	**5%**	8%	6%	0%	*	-	-	*	0%	8%	*	5%	20%	-	5%	-	*	-	-
Science	All Students	17%	1%	**0%**	0%	0%	0%	*	-	-	*	0%	0%	0%	0%	*	0%	0%	-	*	-	-
	CWD	5%	2%	**0%**	*	*	-	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	19%	1%	**0%**	0%	0%	0%	*	-	-	*	0%	0%	-	0%	*	0%	0%	-	*	-	-
	EL	5%	3%	*	-	*	-	-	-	-	-	-	*	*	*	*	-	*	-	-	-	-
	Male	18%	2%	**0%**	0%	0%	*	*	-	-	-	0%	0%	*	0%	-	0%	-	-	-	-	-
	Female	15%	0%	**0%**	0%	0%	0%	*	-	-	*	0%	0%	*	0%	*	-	0%	-	*	-	-
SAT/ACT All Subjects	All Students	13%	0%	*	-	-	*	-	-	-	-	*	*	-	*	-	*	*	-	-	-	-
	CWD	9%	-	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	13%	0%	*	-	-	*	-	-	-	-	*	*	-	*	-	*	*	-	-	-	-
	EL	1%	-	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	17%	0%	*	-	-	*	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	Female	10%	0%	*	-	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-

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

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 nclude all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	38	20	43	*	*	-	-	*	54	*	*
CWD	*	*	-	-	-	-	-	-	-	*	-
CWOD	40	22	43	*	*	-	-	*	54	-	*
EL ✧	*	-	*	-	-	-	-	-	-	-	*
Male	63	*	*	*	-	-	-	-	*	-	-
Female	29	6	60	*	*	-	-	*	40	*	*
Mathematics											
All Students	70	*	*	-	-	-	-	-	*	-	*
CWD	-	-	-	-	-	-	-	-	-	-	-
CWOD	70	*	*	-	-	-	-	-	*	-	*
EL ✧	*	-	*	-	-	-	-	-	-	-	*
Male	-	-	-	-	-	-	-	-	-	-	-
Female	70	*	*	-	-	-	-	-	*	-	*

- Indicates there are no students in the group.

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

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 ✧
Federal Graduation Rates													
6-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2022													
All Students	25.8%	22.2%	30.4%	22.2%	-	-	-	*	23.1%	26.7%	23.5%	37.5%	*
CWD	26.7%	28.6%	*	*	-	-	-	*	28.6%	26.7%	*	-	*
CWOD	25.6%	20.0%	30.2%	20.0%	-	-	-	-	21.9%	-	26.7%	37.5%	-
EL ✧	23.5%	-	23.5%	-	-	-	-	-	13.3%	*	23.5%	-	-
Male	22.6%	11.1%	30.0%	16.7%	-	-	-	*	18.6%	14.3%	30.8%	*	*
Female	30.0%	27.8%	31.3%	33.3%	-	-	-	-	28.6%	37.5%	*	*	*

- 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
13	1	8%

- 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.

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	11	10	11	16	18	-	*	3	11	7	14
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	52%	62%	54%	43%	-	-	-	*	60%	60%	42%

- Indicates there are no students in the group.

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

Part (vi): Goal Meeting Status

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

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

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

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

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

Part (vii): STAAR Participation

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

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																	
All Subjects	All Students	**87%**	88%	83%	84%	100%	-	*	100%	91%	83%	96%	86%	86%	87%	86%	-
	CWD	**96%**	94%	100%	-	-	-	-	-	100%	93%	96%	-	100%	90%	100%	-
	CWOD	**86%**	87%	81%	84%	100%	-	*	100%	91%	82%	-	86%	85%	87%	84%	-
	EL	**86%**	*	85%	-	-	-	-	-	82%	89%	100%	85%	86%	84%	88%	-
	Male	**87%**	87%	88%	79%	*	-	*	*	88%	86%	90%	87%	84%	87%	-	-
	Female	**86%**	88%	78%	89%	100%	-	-	100%	95%	80%	100%	84%	88%	-	86%	-
Reading	All Students	**88%**	88%	83%	89%	*	-	*	100%	90%	86%	94%	87%	84%	88%	87%	-
	CWD	**94%**	91%	100%	-	-	-	-	-	100%	90%	94%	-	*	86%	100%	-
	CWOD	**87%**	88%	81%	89%	*	-	*	100%	89%	85%	-	87%	81%	88%	85%	-
	EL	**84%**	*	82%	-	-	-	-	-	79%	88%	*	81%	84%	80%	88%	-
	Male	**88%**	90%	86%	83%	*	-	*	*	90%	87%	86%	88%	80%	88%	-	-
	Female	**87%**	86%	79%	100%	*	-	-	*	91%	83%	100%	85%	88%	-	87%	-
Mathematics	All Students	**85%**	90%	81%	77%	*	-	*	*	94%	80%	*	85%	89%	88%	83%	-
	CWD	*	*	*	-	-	-	-	-	*	*	*	-	-	*	*	-
	CWOD	**85%**	88%	80%	77%	*	-	*	*	93%	80%	-	85%	89%	87%	82%	-
	EL	**89%**	-	89%	-	-	-	-	-	*	83%	-	89%	89%	*	80%	-
	Male	**88%**	88%	87%	80%	*	-	*	*	88%	88%	*	87%	*	88%	-	-
	Female	**83%**	92%	75%	75%	*	-	-	*	100%	73%	*	82%	80%	-	83%	-
Science	All Students	**85%**	82%	87%	86%	*	-	-	*	92%	79%	100%	84%	*	80%	89%	-
	CWD	**100%**	*	*	-	-	-	-	-	*	*	100%	-	*	*	*	-
	CWOD	**84%**	79%	85%	86%	*	-	-	*	90%	77%	-	84%	*	79%	88%	-
	EL	*	-	*	-	-	-	-	-	-	*	*	*	*	-	*	-
	Male	**80%**	75%	100%	*	*	-	-	-	82%	78%	*	79%	-	80%	-	-
	Female	**89%**	90%	80%	100%	*	-	-	*	100%	80%	*	88%	*	-	89%	-
SAT/ACT All Subjects	All Students	*	-	-	*	-	-	-	-	*	*	-	*	-	*	*	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	*	-	-	*	-	-	-	-	*	*	-	*	-	*	*	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	*	-	-	*	-	-	-	-	*	-	-	*	-	*	-	-
	Female	*	-	-	*	-	-	-	-	-	*	-	*	-	-	*	-
Non-Participation Rate																	

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All Students	**13%**	12%	17%	16%	0%	-	*	0%	9%	17%	4%	14%	14%	13%	14%	-
	CWD	**4%**	6%	0%	-	-	-	-	-	0%	7%	4%	-	0%	10%	0%	-
	CWOD	**14%**	13%	19%	16%	0%	-	*	0%	9%	18%	-	14%	15%	13%	16%	-
	EL	**14%**	*	15%	-	-	-	-	-	18%	11%	0%	15%	14%	16%	12%	-
	Male	**13%**	13%	12%	21%	*	-	*	*	12%	14%	10%	13%	16%	13%	-	-
	Female	**14%**	12%	22%	11%	0%	-	-	0%	5%	20%	0%	16%	12%	-	14%	-
Reading	All Students	**12%**	12%	17%	11%	*	-	*	0%	10%	14%	6%	13%	16%	12%	13%	-
	CWD	**6%**	9%	0%	-	-	-	-	-	0%	10%	6%	-	*	14%	0%	-
	CWOD	**13%**	12%	19%	11%	*	-	*	0%	11%	15%	-	13%	19%	12%	15%	-
	EL	**16%**	*	18%	-	-	-	-	-	21%	12%	*	19%	16%	20%	12%	-
	Male	**12%**	10%	14%	17%	*	-	*	*	10%	13%	14%	12%	20%	12%	-	-
	Female	**13%**	14%	21%	0%	*	-	-	*	9%	17%	0%	15%	12%	-	13%	-
Mathematics	All Students	**15%**	10%	19%	23%	*	-	*	*	6%	20%	*	15%	11%	12%	17%	-
	CWD	*	*	*	-	-	-	-	-	*	*	*	-	-	*	*	-
	CWOD	**15%**	12%	20%	23%	*	-	*	*	7%	20%	-	15%	11%	13%	18%	-
	EL	**11%**	-	11%	-	-	-	-	-	*	17%	-	11%	11%	*	20%	-
	Male	**12%**	12%	13%	20%	*	-	*	*	12%	12%	*	13%	*	12%	-	-
	Female	**17%**	8%	25%	25%	*	-	-	*	0%	27%	*	18%	20%	-	17%	-
Science	All Students	**15%**	18%	13%	14%	*	-	-	*	8%	21%	0%	16%	*	20%	11%	-
	CWD	**0%**	*	*	-	-	-	-	-	*	*	0%	-	*	*	*	-
	CWOD	**16%**	21%	15%	14%	*	-	-	*	10%	23%	-	16%	*	21%	12%	-
	EL	*	-	*	-	-	-	-	-	-	*	*	*	*	-	*	-
	Male	**20%**	25%	0%	*	*	-	-	-	18%	22%	*	21%	-	20%	-	-
	Female	**11%**	10%	20%	0%	*	-	-	*	0%	20%	*	12%	*	-	11%	-
SAT/ACT All Subjects	All Students	*	-	-	*	-	-	-	-	*	*	-	*	-	*	*	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	*	-	-	*	-	-	-	-	*	*	-	*	-	*	*	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	*	-	-	*	-	-	-	-	*	-	-	*	-	*	-	-
	Female	*	-	-	*	-	-	-	-	-	*	-	*	-	-	*	-

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 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)
Students Without Disabilities												
In-School Suspensions												
	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		
Out-of-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		
	Female	4	2	2	0	0	0	0	0	1		
	Total	4	2	2	0	0	0	0	0	1		
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Students With Disabilities												
In-School Suspensions												

		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		2
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		2
Out-of-School Suspensions												
	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
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism												
	Male	99	37	47	15	-8	-8	-8	-8	11	17	12
	Female	89	31	40	12	-8	-8	-8	6	10	11	8
	Total	188	68	87	27	-8	-8	-8	6	21	28	20

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

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
Advanced Placement Courses																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

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

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	4.4	69.8%
Teachers Teaching with Emergency or Provisional Credentials	1.0	15.9%
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.

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		$1,230	$302	$856	$1,158		$72	$72
Food services		$123				$48	$75	$123
Instruction		$6,741	$5,210	$98	$5,308	$462	$971	$1,433
Support services, general administration		$276		$273	$273		$3	$3
Support services, instructional staff		$817	$569	$17	$586		$231	$231
Support services, operation and maintenance of plant		$3,233	$3,053	$174	$3,227		$6	$6
Support services, pupils		$1,247	$1,156	$32	$1,188		$59	$59
Support services, school administration		$1,613	$1,566	$2	$1,568		$45	$45
Total	**117**	**$15,281**	**$11,857**	**$1,452**	**$13,309**	**$510**	**$1,462**	**$1,972**

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

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

Part (xi): STAAR Alternate 2 Participation

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

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

- Indicates there are no students in the group.

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

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

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 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)

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

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	78%	75%	79%	79%	-	-	-	90%	78%	53%	75%

- 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.

REGION	DISTRICT	School	School Name	Sec 1003 Fund Received	Type of Strategies Implemented
20	014801	014801006	RICHARD MILBURN ACADEMY FORT WORTH	$43,000	Develop Instructional Leaders, Data-Driven Instruction

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.

Part (i): Description of State Accountability System

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

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

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

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

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

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

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 Status1	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only2	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.

(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.

Part (ii): Student Achievement by Proficiency Level

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																						
End of Course																						
English I	All Students	66%	26%	**30%**	*	31%	20%	-	-	-	-	26%	32%	13%	32%	13%	12%	45%	-	-	-	-
	CWD	35%	14%	**13%**	-	15%	*	-	-	-	-	11%	17%	13%	-	-	11%	17%	-	-	-	-
	CWOD	72%	27%	**32%**	*	33%	25%	-	-	-	-	29%	34%	-	32%	13%	12%	49%	-	-	-	-
	EL	45%	15%	**13%**	-	13%	-	-	-	-	-	20%	*	-	13%	13%	14%	*	-	-	-	-
	Male	61%	21%	**12%**	*	13%	0%	-	-	-	-	15%	8%	11%	12%	14%	12%	-	-	-	-	-
	Female	72%	32%	**45%**	-	45%	*	-	-	-	-	38%	50%	17%	49%	*	-	45%	-	-	-	-
English II	All Students	70%	28%	**37%**	*	33%	62%	-	-	-	*	42%	30%	11%	41%	0%	26%	48%	-	*	-	-
	CWD	36%	17%	**11%**	*	12%	-	-	-	-	-	9%	14%	11%	-	-	8%	17%	-	*	-	-
	CWOD	76%	29%	**41%**	*	36%	62%	-	-	-	*	47%	33%	-	41%	0%	31%	51%	-	*	-	-
	EL	47%	17%	**0%**	-	0%	-	-	-	-	-	*	*	-	0%	0%	0%	*	-	-	-	-
	Male	66%	24%	**26%**	*	19%	50%	-	-	-	*	26%	27%	8%	31%	0%	26%	-	-	*	-	-
	Female	75%	33%	**48%**	*	44%	*	-	-	-	-	59%	32%	17%	51%	*	-	48%	-	-	-	-
Algebra I	All Students	76%	33%	**44%**	20%	47%	17%	-	-	-	-	52%	36%	20%	47%	*	32%	54%	-	-	*	-
	CWD	52%	22%	**20%**	-	13%	*	-	-	-	-	29%	*	20%	-	-	33%	*	-	-	-	-
	CWOD	80%	34%	**47%**	20%	51%	*	-	-	-	-	55%	38%	-	47%	*	31%	58%	-	-	*	-
	EL	68%	32%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-
	Male	73%	26%	**32%**	*	35%	17%	-	-	-	-	40%	24%	33%	31%	*	32%	-	-	-	-	-
	Female	79%	42%	**54%**	*	56%	-	-	-	-	-	59%	45%	*	58%	-	-	54%	-	-	*	-
Biology	All Students	91%	71%	**70%**	*	74%	*	-	-	-	*	64%	76%	70%	70%	*	56%	81%	-	-	-	-
	CWD	76%	63%	**70%**	-	78%	*	-	-	-	-	67%	*	70%	-	-	50%	*	-	-	-	-
	CWOD	93%	72%	**70%**	*	73%	*	-	-	-	*	64%	76%	-	70%	*	58%	79%	-	-	-	-
	EL	82%	67%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	89%	67%	**56%**	*	63%	*	-	-	-	*	53%	55%	50%	58%	*	56%	-	-	-	-	-
	Female	92%	74%	**81%**	-	81%	*	-	-	-	-	71%	89%	*	79%	-	-	81%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
End of Course																						
English I	All Students	47%	8%	**10%**	*	11%	10%	-	-	-	-	9%	11%	0%	12%	0%	0%	20%	-	-	-	-
	CWD	18%	4%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	-	-	0%	0%	-	-	-	-
	CWOD	53%	9%	**12%**	*	12%	13%	-	-	-	-	11%	13%	-	12%	0%	0%	22%	-	-	-	-
	EL	23%	3%	**0%**	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	*	-	-	-	-
	Male	42%	6%	**0%**	*	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	-	-	-	-	-
	Female	54%	12%	**20%**	-	19%	*	-	-	-	-	19%	20%	0%	22%	*	-	20%	-	-	-	-

		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%	10%	**16%**	*	13%	31%	-	-	-	*	17%	14%	0%	19%	0%	10%	22%	-	*	-	-
	CWD	20%	3%	**0%**	*	0%	-	-	-	-	-	0%	0%	0%	-	-	0%	0%	-	*	-	-
	CWOD	58%	11%	**19%**	*	15%	31%	-	-	-	*	20%	16%	-	19%	0%	12%	25%	-	*	-	-
	EL	25%	4%	**0%**	-	0%	-	-	-	-	-	*	*	-	0%	0%	0%	*	-	-	-	-
	Male	48%	8%	**10%**	*	6%	20%	-	-	-	*	9%	12%	0%	12%	0%	10%	-	-	*	-	-
	Female	59%	13%	**22%**	*	19%	*	-	-	-	-	26%	16%	0%	25%	*	-	22%	-	-	-	-
Algebra I	All Students	43%	3%	**2%**	0%	3%	0%	-	-	-	-	0%	5%	0%	3%	*	0%	4%	-	-	*	-
	CWD	19%	0%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	-	-	0%	*	-	-	-	-
	CWOD	47%	4%	**3%**	0%	3%	*	-	-	-	-	0%	5%	-	3%	*	0%	5%	-	-	*	-
	EL	30%	9%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-
	Male	42%	2%	**0%**	*	0%	0%	-	-	-	-	0%	0%	0%	0%	*	0%	-	-	-	-	-
	Female	45%	4%	**4%**	*	4%	-	-	-	-	-	0%	10%	*	5%	-	-	4%	-	-	*	-
Biology	All Students	59%	13%	**9%**	*	8%	*	-	-	-	*	7%	10%	0%	11%	*	4%	13%	-	-	-	-
	CWD	30%	5%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	-	-	0%	*	-	-	-	-
	CWOD	64%	14%	**11%**	*	10%	*	-	-	-	*	9%	12%	-	11%	*	5%	14%	-	-	-	-
	EL	35%	12%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	58%	13%	**4%**	*	5%	*	-	-	-	*	7%	0%	0%	5%	*	4%	-	-	-	-	-
	Female	61%	12%	**13%**	-	10%	*	-	-	-	-	7%	17%	*	14%	-	-	13%	-	-	-	-
STAAR Percent at Masters Grade Level																						
End of Course																						
English I	All Students	14%	0%	**0%**	*	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	CWD	4%	0%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	-	-	0%	0%	-	-	-	-
	CWOD	16%	0%	**0%**	*	0%	0%	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-	-	-	-
	EL	2%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	*	-	-	-	-
	Male	11%	0%	**0%**	*	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	-	-	-	-	-
	Female	17%	1%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	0%	*	-	0%	-	-	-	-
English II	All Students	8%	0%	**0%**	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	-	*	-	-
	CWD	3%	0%	**0%**	*	0%	-	-	-	-	-	0%	0%	0%	-	-	0%	0%	-	*	-	-
	CWOD	9%	0%	**0%**	*	0%	0%	-	-	-	*	0%	0%	-	0%	0%	0%	0%	-	*	-	-
	EL	1%	0%	**0%**	-	0%	-	-	-	-	-	*	*	-	0%	0%	0%	*	-	-	-	-
	Male	7%	0%	**0%**	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-	*	-	-
	Female	9%	0%	**0%**	*	0%	*	-	-	-	-	0%	0%	0%	0%	*	-	0%	-	-	-	-
Algebra I	All Students	26%	1%	**1%**	0%	1%	0%	-	-	-	-	0%	2%	0%	1%	*	0%	2%	-	-	*	-
	CWD	8%	0%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	-	-	0%	*	-	-	-	-
	CWOD	29%	2%	**1%**	0%	1%	*	-	-	-	-	0%	3%	-	1%	*	0%	2%	-	-	*	-
	EL	14%	5%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-
	Male	25%	1%	**0%**	*	0%	0%	-	-	-	-	0%	0%	0%	0%	*	0%	-	-	-	-	-
	Female	27%	2%	**2%**	*	2%	-	-	-	-	-	0%	5%	*	2%	-	-	2%	-	-	*	-

		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%	1%	**0%**	*	0%	*	-	-	-	*	0%	0%	0%	0%	*	0%	0%	-	-	-	-
	CWD	6%	2%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	-	-	0%	*	-	-	-	-
	CWOD	22%	1%	**0%**	*	0%	*	-	-	-	*	0%	0%	-	0%	*	0%	0%	-	-	-	-
	EL	6%	3%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	20%	2%	**0%**	*	0%	*	-	-	-	*	0%	0%	0%	0%	*	0%	-	-	-	-	-
	Female	19%	0%	**0%**	-	0%	*	-	-	-	-	0%	0%	*	0%	-	-	0%	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	36%	**42%**	36%	43%	38%	-	-	-	*	44%	40%	25%	45%	23%	28%	54%	-	*	*	-
	CWD	46%	27%	**25%**	*	27%	20%	-	-	-	-	25%	26%	25%	-	-	21%	32%	-	*	-	-
	CWOD	79%	37%	**45%**	38%	45%	39%	-	-	-	*	48%	42%	-	45%	23%	29%	57%	-	*	*	-
	EL	59%	28%	**23%**	-	23%	-	-	-	-	-	29%	13%	-	23%	23%	26%	*	-	-	-	-
	Male	71%	31%	**28%**	33%	27%	24%	-	-	-	*	31%	24%	21%	29%	26%	28%	-	-	*	-	-
	Female	75%	43%	**54%**	*	53%	75%	-	-	-	-	56%	52%	32%	57%	*	-	54%	-	-	*	-
Reading	All Students	74%	27%	**34%**	29%	32%	45%	-	-	-	*	36%	31%	13%	37%	6%	20%	47%	-	*	-	-
	CWD	45%	16%	**13%**	*	14%	*	-	-	-	-	11%	15%	13%	-	-	10%	17%	-	*	-	-
	CWOD	80%	28%	**37%**	33%	35%	48%	-	-	-	*	40%	33%	-	37%	6%	22%	51%	-	*	-	-
	EL	57%	16%	**6%**	-	6%	-	-	-	-	-	11%	0%	-	6%	6%	8%	*	-	-	-	-
	Male	70%	22%	**20%**	17%	16%	31%	-	-	-	*	21%	18%	10%	22%	8%	20%	-	-	*	-	-
	Female	79%	33%	**47%**	*	45%	71%	-	-	-	-	52%	42%	17%	51%	*	-	47%	-	-	-	-
Mathematics	All Students	70%	33%	**44%**	20%	47%	17%	-	-	-	-	50%	35%	20%	46%	*	31%	52%	-	-	*	-
	CWD	45%	22%	**20%**	-	13%	*	-	-	-	-	29%	*	20%	-	-	33%	*	-	-	-	-
	CWOD	76%	34%	**46%**	20%	50%	*	-	-	-	-	54%	38%	-	46%	*	31%	57%	-	-	*	-
	EL	60%	32%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-
	Male	71%	26%	**31%**	*	34%	17%	-	-	-	-	40%	23%	33%	31%	*	31%	-	-	-	-	-
	Female	70%	41%	**52%**	*	53%	-	-	-	-	-	55%	45%	*	57%	-	-	52%	-	-	*	-
Science	All Students	76%	71%	**70%**	*	74%	*	-	-	-	*	64%	76%	70%	70%	*	56%	81%	-	-	-	-
	CWD	52%	63%	**70%**	-	78%	*	-	-	-	-	67%	*	70%	-	-	50%	*	-	-	-	-
	CWOD	81%	72%	**70%**	*	73%	*	-	-	-	*	64%	76%	-	70%	*	58%	79%	-	-	-	-
	EL	63%	67%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	77%	67%	**56%**	*	63%	*	-	-	-	*	53%	55%	50%	58%	*	56%	-	-	-	-	-
	Female	76%	74%	**81%**	-	81%	*	-	-	-	-	71%	89%	*	79%	-	-	81%	-	-	-	-
SAT/ACT All Subjects	All Students	89%	50%	*	-	*	-	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	CWD	70%	-	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	90%	50%	*	-	*	-	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	EL	63%	-	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	90%	40%	*	-	*	-	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	Female	89%	60%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						

		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%	8%	**10%**	7%	9%	19%	-	-	-	*	10%	10%	0%	12%	5%	4%	15%	-	*	*	-
	CWD	23%	3%	**0%**	*	0%	0%	-	-	-	-	0%	0%	0%	-	-	0%	0%	-	*	-	-
	CWOD	53%	9%	**12%**	8%	11%	21%	-	-	-	*	11%	12%	-	12%	5%	5%	17%	-	*	*	-
	EL	30%	6%	**5%**	-	5%	-	-	-	-	-	7%	0%	-	5%	5%	5%	*	-	-	-	-
	Male	47%	7%	**4%**	0%	3%	8%	-	-	-	*	4%	4%	0%	5%	5%	4%	-	-	*	-	-
	Female	49%	10%	**15%**	*	13%	50%	-	-	-	-	15%	16%	0%	17%	*	-	15%	-	-	*	-
Reading	All Students	53%	9%	**13%**	14%	12%	23%	-	-	-	*	14%	13%	0%	16%	0%	5%	21%	-	*	-	-
	CWD	23%	4%	**0%**	*	0%	*	-	-	-	-	0%	0%	0%	-	-	0%	0%	-	*	-	-
	CWOD	59%	10%	**16%**	17%	14%	24%	-	-	-	*	16%	14%	-	16%	0%	7%	24%	-	*	-	-
	EL	31%	3%	**0%**	-	0%	-	-	-	-	-	0%	0%	-	0%	0%	0%	*	-	-	-	-
	Male	48%	7%	**5%**	0%	3%	13%	-	-	-	*	5%	6%	0%	7%	0%	5%	-	-	*	-	-
	Female	58%	12%	**21%**	*	19%	43%	-	-	-	-	24%	18%	0%	24%	*	-	21%	-	-	-	-
Mathematics	All Students	43%	3%	**2%**	0%	3%	0%	-	-	-	-	0%	5%	0%	3%	*	0%	4%	-	-	*	-
	CWD	22%	0%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	-	-	0%	*	-	-	-	-
	CWOD	48%	4%	**3%**	0%	3%	*	-	-	-	-	0%	5%	-	3%	*	0%	5%	-	-	*	-
	EL	30%	9%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-
	Male	45%	3%	**0%**	*	0%	0%	-	-	-	-	0%	0%	0%	0%	*	0%	-	-	-	-	-
	Female	42%	4%	**4%**	*	4%	-	-	-	-	-	0%	10%	*	5%	-	-	4%	-	-	*	-
Science	All Students	46%	13%	**9%**	*	8%	*	-	-	-	*	7%	10%	0%	11%	*	4%	13%	-	-	-	-
	CWD	22%	5%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	-	-	0%	*	-	-	-	-
	CWOD	50%	14%	**11%**	*	10%	*	-	-	-	*	9%	12%	-	11%	*	5%	14%	-	-	-	-
	EL	26%	12%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	47%	13%	**4%**	*	5%	*	-	-	-	*	7%	0%	0%	5%	*	4%	-	-	-	-	-
	Female	45%	12%	**13%**	-	10%	*	-	-	-	-	7%	17%	*	14%	-	-	13%	-	-	-	-
SAT/ACT All Subjects	All Students	59%	10%	*	-	*	-	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	CWD	38%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	59%	10%	*	-	*	-	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	EL	15%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	63%	20%	*	-	*	-	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	Female	54%	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	20%	1%	**0%**	0%	0%	0%	-	-	-	*	0%	1%	0%	0%	0%	0%	1%	-	*	*	-
	CWD	6%	0%	**0%**	*	0%	0%	-	-	-	-	0%	0%	0%	-	-	0%	0%	-	*	-	-
	CWOD	23%	1%	**0%**	0%	0%	0%	-	-	-	*	0%	1%	-	0%	0%	0%	1%	-	*	*	-
	EL	9%	2%	**0%**	-	0%	-	-	-	-	-	0%	0%	-	0%	0%	0%	*	-	-	-	-
	Male	20%	1%	**0%**	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-	*	-	-
	Female	21%	1%	**1%**	*	1%	0%	-	-	-	-	0%	1%	0%	1%	*	-	1%	-	-	*	-

		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%	0%	**0%**	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	-	*	-	-
	CWD	6%	0%	**0%**	*	0%	*	-	-	-	-	0%	0%	0%	-	-	0%	0%	-	*	-	-
	CWOD	25%	0%	**0%**	0%	0%	0%	-	-	-	*	0%	0%	-	0%	0%	0%	0%	-	*	-	-
	EL	8%	0%	**0%**	-	0%	-	-	-	-	-	0%	0%	-	0%	0%	0%	*	-	-	-	-
	Male	19%	0%	**0%**	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-	*	-	-
	Female	25%	0%	**0%**	*	0%	0%	-	-	-	-	0%	0%	0%	0%	*	-	0%	-	-	-	-
Mathematics	All Students	19%	1%	**1%**	0%	1%	0%	-	-	-	-	0%	2%	0%	1%	*	0%	2%	-	-	*	-
	CWD	7%	0%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	-	-	0%	*	-	-	-	-
	CWOD	22%	2%	**1%**	0%	1%	*	-	-	-	-	0%	3%	-	1%	*	0%	2%	-	-	*	-
	EL	11%	5%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-
	Male	21%	1%	**0%**	*	0%	0%	-	-	-	-	0%	0%	0%	0%	*	0%	-	-	-	-	-
	Female	18%	2%	**2%**	*	2%	-	-	-	-	-	0%	5%	*	2%	-	-	2%	-	-	*	-
Science	All Students	17%	1%	**0%**	*	0%	*	-	-	-	*	0%	0%	0%	0%	*	0%	0%	-	-	-	-
	CWD	5%	2%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	-	-	0%	*	-	-	-	-
	CWOD	19%	1%	**0%**	*	0%	*	-	-	-	*	0%	0%	-	0%	*	0%	0%	-	-	-	-
	EL	5%	3%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	18%	2%	**0%**	*	0%	*	-	-	-	*	0%	0%	0%	0%	*	0%	-	-	-	-	-
	Female	15%	0%	**0%**	-	0%	*	-	-	-	-	0%	0%	*	0%	-	-	0%	-	-	-	-
SAT/ACT All Subjects	All Students	13%	0%	*	-	*	-	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	CWD	9%	-	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	13%	0%	*	-	*	-	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	EL	1%	-	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	17%	0%	*	-	*	-	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	Female	10%	0%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

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 nclude all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	33	*	35	25	-	-	-	-	30	7	*
CWD	7	-	8	*	-	-	-	-	0	7	-
CWOD	40	*	42	29	-	-	-	-	39	-	*
EL ✧	*	-	*	-	-	-	-	-	*	-	*
Male	29	*	34	17	-	-	-	-	21	0	*
Female	36	-	35	*	-	-	-	-	36	*	-
Mathematics											
All Students	51	-	57	*	-	-	-	-	46	46	-
CWD	46	-	55	*	-	-	-	-	*	46	-
CWOD	54	-	58	*	-	-	-	-	*	-	-
EL ✧	-	-	-	-	-	-	-	-	-	-	-
Male	40	-	50	*	-	-	-	-	*	*	-
Female	63	-	63	-	-	-	-	-	*	*	-

- Indicates there are no students in the group.

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

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 ✧
Federal Graduation Rates													
6-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2022													
All Students	44.4%	*	45.0%	43.8%	-	-	-	*	48.3%	36.4%	-	25.0%	*
CWD	36.4%	-	22.2%	*	-	-	-	-	50.0%	36.4%	-	-	-
CWOD	45.1%	*	47.0%	40.0%	-	-	-	*	48.2%	-	-	25.0%	*
EL ✧	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	46.6%	*	46.3%	52.9%	-	-	-	-	53.6%	42.9%	-	20.0%	-
Female	42.3%	-	43.6%	33.3%	-	-	-	*	43.5%	*	-	27.3%	*

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

Part (iv): English Language Proficiency

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
10	1	10%

- 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.

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	17	14	17	19	-	-	-	*	18	9	9
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	77%	*	75%	100%	-	-	-	*	73%	56%	*

- Indicates there are no students in the group.

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

Part (vi): Goal Meeting Status

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

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

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

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

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

Part (vii): STAAR Participation

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

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

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

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 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)
Students Without Disabilities												
In-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Out-of-School Suspensions												
	Male	10	0	10	0	0	0	0	0	0		
	Female	6	0	4	2	0	0	0	0	0		
	Total	16	0	14	2	0	0	0	0	0		
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Students With Disabilities												
In-School Suspensions												

		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		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Out-of-School Suspensions												
	Male	3	0	3	0	0	0	0	0	0		4
	Female	0	0	0	0	0	0	0	0	0		0
	Total	3	0	3	0	0	0	0	0	0		4
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism												
	Male	155	6	121	26	1	1	-8	-8	1	30	12
	Female	168	7	136	24	-8	-8	-8	1	2	11	19
	Total	323	13	257	50	1	1	-8	1	3	41	31

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

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
Advanced Placement Courses																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

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

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	2.1	24.4%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- Indicates there are no data available in the group.

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		$1,085	$157	$856	$1,013		$72	$72
Food services		$109				$34	$75	$109
Instruction		$4,796	$3,532	$98	$3,630	$194	$971	$1,165
Support services, general administration		$276		$273	$273		$3	$3
Support services, instructional staff		$740	$492	$17	$509		$231	$231
Support services, operation and maintenance of plant		$1,449	$1,269	$174	$1,443		$6	$6
Support services, pupils		$809	$717	$32	$749	$1	$59	$60
Support services, school administration		$1,123	$1,075	$2	$1,077	$2	$45	$47
Total	**210**	**$10,387**	**$7,242**	**$1,452**	**$8,694**	**$231**	**$1,462**	**$1,693**

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

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

Part (xi): STAAR Alternate 2 Participation

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

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

- Indicates there are no students in the group.

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

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

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 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)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	19%	-	21%	*	-	-	-	-	13%	*	*
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.

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	80%	92%	79%	82%	-	-	-	89%	81%	86%	71%

- 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.

REGION	DISTRICT	School	School Name	Sec 1003 Fund Received	Type of Strategies Implemented
20	014801	014801007	RICHARD MILBURN ACADEMY CORPUS CHRISTI	$43,000	HQIM, Data-Driven Instruction

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.

Part (i): Description of State Accountability System

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

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

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

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

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

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

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 Status1	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only2	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.

(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.

Part (ii): Student Achievement by Proficiency Level

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																						
End of Course																						
English I	All Students	66%	26%	**41%**	33%	32%	52%	*	-	-	*	54%	27%	0%	46%	-	41%	39%	-	*	-	-
	CWD	35%	14%	**0%**	-	*	*	*	-	-	-	*	*	0%	-	-	*	*	-	-	-	-
	CWOD	72%	27%	**46%**	33%	35%	61%	*	-	-	*	61%	30%	-	46%	-	48%	43%	-	*	-	-
	EL	45%	15%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	61%	21%	**41%**	*	33%	44%	*	-	-	-	50%	25%	*	48%	-	41%	-	-	-	-	-
	Female	72%	32%	**39%**	*	29%	67%	*	-	-	*	56%	27%	*	43%	-	-	39%	-	*	-	-
English II	All Students	70%	28%	**28%**	*	22%	40%	*	*	-	*	30%	27%	18%	31%	*	38%	19%	-	*	-	-
	CWD	36%	17%	**18%**	-	22%	*	-	-	-	-	14%	*	18%	-	-	22%	*	-	-	-	-
	CWOD	76%	29%	**31%**	*	21%	46%	*	*	-	*	35%	27%	-	31%	*	45%	21%	-	*	-	-
	EL	47%	17%	*	*	*	-	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-
	Male	66%	24%	**38%**	*	31%	45%	-	-	-	*	31%	46%	22%	45%	*	38%	-	-	-	-	-
	Female	75%	33%	**19%**	*	14%	*	*	*	-	*	29%	11%	*	21%	*	-	19%	-	*	-	-
Algebra I	All Students	76%	33%	**60%**	*	53%	47%	-	*	-	*	72%	44%	*	64%	*	50%	71%	-	*	-	-
	CWD	52%	22%	*	-	*	*	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD	80%	34%	**64%**	*	60%	50%	-	*	-	*	72%	50%	-	64%	*	58%	71%	-	*	-	-
	EL	68%	32%	*	*	-	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-
	Male	73%	26%	**50%**	*	44%	42%	-	-	-	*	62%	30%	*	58%	-	50%	-	-	-	-	-
	Female	79%	42%	**71%**	*	63%	*	-	*	-	-	83%	63%	-	71%	*	-	71%	-	*	-	-
Biology	All Students	91%	71%	**84%**	*	77%	88%	*	-	-	-	93%	71%	40%	92%	-	76%	87%	-	*	-	-
	CWD	76%	63%	**40%**	-	*	*	*	-	-	-	*	*	40%	-	-	*	*	-	-	-	-
	CWOD	93%	72%	**92%**	*	82%	93%	-	-	-	-	100%	79%	-	92%	-	93%	85%	-	*	-	-
	EL	82%	67%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	89%	67%	**76%**	-	80%	82%	*	-	-	-	89%	63%	*	93%	-	76%	-	-	-	-	-
	Female	92%	74%	**87%**	*	75%	100%	-	-	-	-	100%	78%	*	85%	-	-	87%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
End of Course																						
English I	All Students	47%	8%	**18%**	17%	9%	24%	*	-	-	*	27%	8%	0%	20%	-	14%	22%	-	*	-	-
	CWD	18%	4%	**0%**	-	*	*	*	-	-	-	*	*	0%	-	-	*	*	-	-	-	-
	CWOD	53%	9%	**20%**	17%	10%	28%	*	-	-	*	30%	9%	-	20%	-	16%	24%	-	*	-	-
	EL	23%	3%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	42%	6%	**14%**	*	0%	19%	*	-	-	-	22%	0%	*	16%	-	14%	-	-	-	-	-
	Female	54%	12%	**22%**	*	14%	33%	*	-	-	*	33%	13%	*	24%	-	-	22%	-	*	-	-

		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%	10%	**7%**	*	5%	13%	*	*	-	*	7%	7%	0%	8%	*	10%	3%	-	*	-	-
	CWD	20%	3%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	-	-	0%	*	-	-	-	-
	CWOD	58%	11%	**8%**	*	7%	15%	*	*	-	*	9%	8%	-	8%	*	15%	3%	-	*	-	-
	EL	25%	4%	*	*	*	-	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-
	Male	48%	8%	**10%**	*	6%	18%	-	-	-	*	6%	15%	0%	15%	*	10%	-	-	-	-	-
	Female	59%	13%	**3%**	*	5%	*	*	*	-	*	7%	0%	*	3%	*	-	3%	-	*	-	-
Algebra I	All Students	43%	3%	**6%**	*	0%	13%	-	*	-	*	11%	0%	*	6%	*	5%	7%	-	*	-	-
	CWD	19%	0%	*	-	*	*	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD	47%	4%	**6%**	*	0%	14%	-	*	-	*	11%	0%	-	6%	*	5%	7%	-	*	-	-
	EL	30%	9%	*	*	-	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-
	Male	42%	2%	**5%**	*	0%	8%	-	-	-	*	8%	0%	*	5%	-	5%	-	-	-	-	-
	Female	45%	4%	**7%**	*	0%	*	-	*	-	-	17%	0%	-	7%	*	-	7%	-	*	-	-
Biology	All Students	59%	13%	**16%**	*	8%	24%	*	-	-	-	27%	6%	0%	19%	-	24%	7%	-	*	-	-
	CWD	30%	5%	**0%**	-	*	*	*	-	-	-	*	*	0%	-	-	*	*	-	-	-	-
	CWOD	64%	14%	**19%**	*	9%	27%	-	-	-	-	31%	7%	-	19%	-	29%	8%	-	*	-	-
	EL	35%	12%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	58%	13%	**24%**	-	0%	36%	*	-	-	-	44%	0%	*	29%	-	24%	-	-	-	-	-
	Female	61%	12%	**7%**	*	13%	0%	-	-	-	-	0%	11%	*	8%	-	-	7%	-	*	-	-
STAAR Percent at Masters Grade Level																						
End of Course																						
English I	All Students	14%	0%	**0%**	0%	0%	0%	*	-	-	*	0%	0%	0%	0%	-	0%	0%	-	*	-	-
	CWD	4%	0%	**0%**	-	*	*	*	-	-	-	*	*	0%	-	-	*	*	-	-	-	-
	CWOD	16%	0%	**0%**	0%	0%	0%	*	-	-	*	0%	0%	-	0%	-	0%	0%	-	*	-	-
	EL	2%	0%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	11%	0%	**0%**	*	0%	0%	*	-	-	-	0%	0%	*	0%	-	0%	-	-	-	-	-
	Female	17%	1%	**0%**	*	0%	0%	*	-	-	*	0%	0%	*	0%	-	-	0%	-	*	-	-
English II	All Students	8%	0%	**0%**	*	0%	0%	*	*	-	*	0%	0%	0%	0%	*	0%	0%	-	*	-	-
	CWD	3%	0%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	-	-	0%	*	-	-	-	-
	CWOD	9%	0%	**0%**	*	0%	0%	*	*	-	*	0%	0%	-	0%	*	0%	0%	-	*	-	-
	EL	1%	0%	*	*	*	-	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-
	Male	7%	0%	**0%**	*	0%	0%	-	-	-	*	0%	0%	0%	0%	*	0%	-	-	-	-	-
	Female	9%	0%	**0%**	*	0%	*	*	*	-	*	0%	0%	*	0%	*	-	0%	-	*	-	-
Algebra I	All Students	26%	1%	**0%**	*	0%	0%	-	*	-	*	0%	0%	*	0%	*	0%	0%	-	*	-	-
	CWD	8%	0%	*	-	*	*	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD	29%	2%	**0%**	*	0%	0%	-	*	-	*	0%	0%	-	0%	*	0%	0%	-	*	-	-
	EL	14%	5%	*	*	-	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-
	Male	25%	1%	**0%**	*	0%	0%	-	-	-	*	0%	0%	*	0%	-	0%	-	-	-	-	-
	Female	27%	2%	**0%**	*	0%	*	-	*	-	-	0%	0%	-	0%	*	-	0%	-	*	-	-

		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%	1%	**0%**	*	0%	0%	*	-	-	-	0%	0%	0%	0%	-	0%	0%	-	*	-	-
	CWD	6%	2%	**0%**	-	*	*	*	-	-	-	*	*	0%	-	-	*	*	-	-	-	-
	CWOD	22%	1%	**0%**	*	0%	0%	-	-	-	-	0%	0%	-	0%	-	0%	0%	-	*	-	-
	EL	6%	3%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	20%	2%	**0%**	-	0%	0%	*	-	-	-	0%	0%	*	0%	-	0%	-	-	-	-	-
	Female	19%	0%	**0%**	*	0%	0%	-	-	-	-	0%	0%	*	0%	-	-	0%	-	*	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	36%	**48%**	54%	39%	59%	*	*	-	80%	56%	39%	17%	53%	*	49%	47%	-	*	-	-
	CWD	46%	27%	**17%**	-	20%	13%	*	-	-	-	15%	17%	17%	-	-	11%	33%	-	-	-	-
	CWOD	79%	37%	**53%**	54%	42%	64%	*	*	-	80%	63%	43%	-	53%	*	58%	48%	-	*	-	-
	EL	59%	28%	*	*	*	-	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-
	Male	71%	31%	**49%**	50%	41%	54%	*	-	-	*	56%	41%	11%	58%	*	49%	-	-	-	-	-
	Female	75%	43%	**47%**	57%	36%	68%	*	*	-	*	59%	38%	33%	48%	*	-	47%	-	*	-	-
Reading	All Students	74%	27%	**34%**	33%	25%	49%	*	*	-	*	41%	27%	12%	38%	*	40%	28%	-	*	-	-
	CWD	45%	16%	**12%**	-	18%	0%	*	-	-	-	10%	14%	12%	-	-	15%	*	-	-	-	-
	CWOD	80%	28%	**38%**	33%	27%	55%	*	*	-	*	48%	29%	-	38%	*	47%	30%	-	*	-	-
	EL	57%	16%	*	*	*	-	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-
	Male	70%	22%	**40%**	40%	32%	46%	*	-	-	*	42%	38%	15%	47%	*	40%	-	-	-	-	-
	Female	79%	33%	**28%**	*	20%	50%	*	*	-	*	41%	19%	*	30%	*	-	28%	-	*	-	-
Mathematics	All Students	70%	33%	**60%**	*	53%	47%	-	*	-	*	72%	44%	*	64%	*	50%	71%	-	*	-	-
	CWD	45%	22%	*	-	*	*	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD	76%	34%	**64%**	*	60%	50%	-	*	-	*	72%	50%	-	64%	*	58%	71%	-	*	-	-
	EL	60%	32%	*	*	-	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-
	Male	71%	26%	**50%**	*	44%	42%	-	-	-	*	62%	30%	*	58%	-	50%	-	-	-	-	-
	Female	70%	41%	**71%**	*	63%	*	-	*	-	-	83%	63%	-	71%	*	-	71%	-	*	-	-
Science	All Students	76%	71%	**84%**	*	77%	88%	*	-	-	-	93%	71%	40%	92%	-	76%	87%	-	*	-	-
	CWD	52%	63%	**40%**	-	*	*	*	-	-	-	*	*	40%	-	-	*	*	-	-	-	-
	CWOD	81%	72%	**92%**	*	82%	93%	-	-	-	-	100%	79%	-	92%	-	93%	85%	-	*	-	-
	EL	63%	67%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	77%	67%	**76%**	-	80%	82%	*	-	-	-	89%	63%	*	93%	-	76%	-	-	-	-	-
	Female	76%	74%	**87%**	*	75%	100%	-	-	-	-	100%	78%	*	85%	-	-	87%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	48%	8%	**11%**	8%	6%	20%	*	*	-	20%	17%	6%	0%	13%	*	13%	10%	-	*	-	-
	CWD	23%	3%	**0%**	-	0%	0%	*	-	-	-	0%	0%	0%	-	-	0%	0%	-	-	-	-
	CWOD	53%	9%	**13%**	8%	7%	22%	*	*	-	20%	20%	6%	-	13%	*	15%	11%	-	*	-	-
	EL	30%	6%	*	*	*	-	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-
	Male	47%	7%	**13%**	17%	3%	21%	*	-	-	*	19%	5%	0%	15%	*	13%	-	-	-	-	-
	Female	49%	10%	**10%**	0%	8%	16%	*	*	-	*	15%	6%	0%	11%	*	-	10%	-	*	-	-

		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%	9%	**12%**	11%	7%	20%	*	*	-	*	16%	7%	0%	14%	*	12%	11%	-	*	-	-
	CWD	23%	4%	**0%**	-	0%	0%	*	-	-	-	0%	0%	0%	-	-	0%	*	-	-	-	-
	CWOD	59%	10%	**14%**	11%	8%	23%	*	*	-	*	20%	8%	-	14%	*	16%	12%	-	*	-	-
	EL	31%	3%	*	*	*	-	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-
	Male	48%	7%	**12%**	20%	4%	19%	*	-	-	*	15%	8%	0%	16%	*	12%	-	-	-	-	-
	Female	58%	12%	**11%**	*	9%	20%	*	*	-	*	18%	6%	*	12%	*	-	11%	-	*	-	-
Mathematics	All Students	43%	3%	**6%**	*	0%	13%	-	*	-	*	11%	0%	*	6%	*	5%	7%	-	*	-	-
	CWD	22%	0%	*	-	*	*	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD	48%	4%	**6%**	*	0%	14%	-	*	-	*	11%	0%	-	6%	*	5%	7%	-	*	-	-
	EL	30%	9%	*	*	-	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-
	Male	45%	3%	**5%**	*	0%	8%	-	-	-	*	8%	0%	*	5%	-	5%	-	-	-	-	-
	Female	42%	4%	**7%**	*	0%	*	-	*	-	-	17%	0%	-	7%	*	-	7%	-	*	-	-
Science	All Students	46%	13%	**16%**	*	8%	24%	*	-	-	-	27%	6%	0%	19%	-	24%	7%	-	*	-	-
	CWD	22%	5%	**0%**	-	*	*	*	-	-	-	*	*	0%	-	-	*	*	-	-	-	-
	CWOD	50%	14%	**19%**	*	9%	27%	-	-	-	-	31%	7%	-	19%	-	29%	8%	-	*	-	-
	EL	26%	12%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	47%	13%	**24%**	-	0%	36%	*	-	-	-	44%	0%	*	29%	-	24%	-	-	-	-	-
	Female	45%	12%	**7%**	*	13%	0%	-	-	-	-	0%	11%	*	8%	-	-	7%	-	*	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	20%	1%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	*	0%	0%	-	*	-	-
	CWD	6%	0%	**0%**	-	0%	0%	*	-	-	-	0%	0%	0%	-	-	0%	0%	-	-	-	-
	CWOD	23%	1%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	-	0%	*	0%	0%	-	*	-	-
	EL	9%	2%	*	*	*	-	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-
	Male	20%	1%	**0%**	0%	0%	0%	*	-	-	*	0%	0%	0%	0%	*	0%	-	-	-	-	-
	Female	21%	1%	**0%**	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	*	-	0%	-	*	-	-
Reading	All Students	22%	0%	**0%**	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	*	0%	0%	-	*	-	-
	CWD	6%	0%	**0%**	-	0%	0%	*	-	-	-	0%	0%	0%	-	-	0%	*	-	-	-	-
	CWOD	25%	0%	**0%**	0%	0%	0%	*	*	-	*	0%	0%	-	0%	*	0%	0%	-	*	-	-
	EL	8%	0%	*	*	*	-	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-
	Male	19%	0%	**0%**	0%	0%	0%	*	-	-	*	0%	0%	0%	0%	*	0%	-	-	-	-	-
	Female	25%	0%	**0%**	*	0%	0%	*	*	-	*	0%	0%	*	0%	*	-	0%	-	*	-	-
Mathematics	All Students	19%	1%	**0%**	*	0%	0%	-	*	-	*	0%	0%	*	0%	*	0%	0%	-	*	-	-
	CWD	7%	0%	*	-	*	*	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD	22%	2%	**0%**	*	0%	0%	-	*	-	*	0%	0%	-	0%	*	0%	0%	-	*	-	-
	EL	11%	5%	*	*	-	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-
	Male	21%	1%	**0%**	*	0%	0%	-	-	-	*	0%	0%	*	0%	-	0%	-	-	-	-	-
	Female	18%	2%	**0%**	*	0%	*	-	*	-	-	0%	0%	-	0%	*	-	0%	-	*	-	-

		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%	1%	**0%**	*	0%	0%	*	-	-	-	0%	0%	0%	0%	-	0%	0%	-	*	-	-
	CWD	5%	2%	**0%**	-	*	*	*	-	-	-	*	*	0%	-	-	*	*	-	-	-	-
	CWOD	19%	1%	**0%**	*	0%	0%	-	-	-	-	0%	0%	-	0%	-	0%	0%	-	*	-	-
	EL	5%	3%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	18%	2%	**0%**	-	0%	0%	*	-	-	-	0%	0%	*	0%	-	0%	-	-	-	-	-
	Female	15%	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.

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 nclude all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	28	*	17	37	*	*	-	*	30	0	*
CWD	0	-	*	*	*	-	-	-	*	0	-
CWOD	32	*	19	39	-	*	-	*	35	-	*
EL ✧	*	-	*	-	-	-	-	-	-	-	*
Male	24	-	0	38	*	-	-	*	25	*	*
Female	32	*	27	36	-	*	-	*	33	*	-
Mathematics											
All Students	46	*	*	47	-	-	-	-	50	*	-
CWD	*	-	*	-	-	-	-	-	-	*	-
CWOD	50	*	*	47	-	-	-	-	50	-	-
EL ✧	-	-	-	-	-	-	-	-	-	-	-
Male	34	-	*	38	-	-	-	-	*	*	-
Female	65	*	*	*	-	-	-	-	*	-	-

- Indicates there are no students in the group.

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

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 ✧
Federal Graduation Rates													
6-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2022													
All Students	33.0%	37.5%	23.1%	40.5%	-	-	-	40.0%	34.7%	47.1%	*	50.0%	*
CWD	47.1%	*	50.0%	37.5%	-	-	-	*	40.0%	47.1%	-	*	-
CWOD	29.9%	16.7%	18.2%	41.2%	-	-	-	*	33.3%	-	*	50.0%	*
EL ✧	*	*	*	-	-	-	-	-	*	-	*	-	-
Male	34.0%	33.3%	26.3%	40.9%	-	-	-	-	33.3%	58.3%	*	*	-
Female	31.9%	*	20.0%	40.0%	-	-	-	40.0%	35.7%	20.0%	*	66.7%	*

- 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.

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	20	21	15	27	*	*	-	33	24	6	*
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	78%	80%	79%	84%	-	-	-	*	78%	70%	*

- Indicates there are no students in the group.

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

Part (vi): Goal Meeting Status

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

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

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

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

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

Part (vii): STAAR Participation

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

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																	
All Subjects	All Students	**95%**	100%	95%	94%	*	*	-	100%	97%	94%	92%	96%	80%	96%	94%	-
	CWD	**92%**	-	100%	75%	*	-	-	-	100%	83%	92%	-	-	89%	100%	-
	CWOD	**96%**	100%	94%	97%	*	*	-	100%	96%	95%	-	96%	80%	98%	94%	-
	EL	**80%**	*	*	-	-	-	-	-	*	*	-	80%	80%	*	*	-
	Male	**96%**	100%	100%	92%	*	-	-	*	96%	95%	89%	98%	*	96%	-	-
	Female	**94%**	100%	90%	100%	*	*	-	*	97%	92%	100%	94%	*	-	94%	-
Reading	All Students	**96%**	100%	95%	95%	*	*	-	*	97%	95%	94%	96%	*	97%	95%	-
	CWD	**94%**	-	100%	80%	*	-	-	-	100%	86%	94%	-	-	92%	*	-
	CWOD	**96%**	100%	94%	97%	*	*	-	*	96%	96%	-	96%	*	98%	94%	-
	EL	*	*	*	*	-	-	-	-	*	*	-	*	*	*	*	-
	Male	**97%**	100%	100%	93%	*	-	-	*	97%	96%	92%	98%	*	97%	-	-
	Female	**95%**	100%	92%	100%	*	*	-	*	96%	94%	*	94%	*	-	95%	-
Mathematics	All Students	**95%**	*	94%	93%	-	*	-	*	95%	94%	*	94%	*	96%	93%	-
	CWD	*	-	*	*	-	-	-	-	*	*	*	-	-	*	-	-
	CWOD	**94%**	*	93%	93%	-	*	-	*	94%	94%	-	94%	*	95%	93%	-
	EL	*	*	-	-	-	-	-	-	-	*	-	*	*	-	*	-
	Male	**96%**	*	100%	92%	-	-	-	*	92%	100%	*	95%	-	96%	-	-
	Female	**93%**	*	88%	*	-	*	-	-	100%	88%	-	93%	*	-	93%	-
Science	All Students	**94%**	*	92%	94%	*	-	-	-	100%	88%	80%	96%	-	94%	93%	-
	CWD	**80%**	-	*	*	*	-	-	-	*	*	80%	-	-	*	*	-
	CWOD	**96%**	*	91%	100%	-	-	-	-	100%	93%	-	96%	-	100%	92%	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	**94%**	-	100%	91%	*	-	-	-	100%	88%	*	100%	-	94%	-	-
	Female	**93%**	*	88%	100%	-	-	-	-	100%	89%	*	92%	-	-	93%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All Students	**5%**	0%	5%	6%	*	*	-	0%	3%	6%	8%	4%	20%	4%	6%	-
	CWD	**8%**	-	0%	25%	*	-	-	-	0%	17%	8%	-	-	11%	0%	-
	CWOD	**4%**	0%	6%	3%	*	*	-	0%	4%	5%	-	4%	20%	2%	6%	-
	EL	**20%**	*	*	-	-	-	-	-	*	*	-	20%	20%	*	*	-
	Male	**4%**	0%	0%	8%	*	-	-	*	4%	5%	11%	2%	*	4%	-	-
	Female	**6%**	0%	10%	0%	*	*	-	*	3%	8%	0%	6%	*	-	6%	-
Reading	All Students	**4%**	0%	5%	5%	*	*	-	*	3%	5%	6%	4%	*	3%	5%	-
	CWD	**6%**	-	0%	20%	*	-	-	-	0%	14%	6%	-	-	8%	*	-
	CWOD	**4%**	0%	6%	3%	*	*	-	*	4%	4%	-	4%	*	2%	6%	-
	EL	*	*	*	-	-	-	-	-	*	*	-	*	*	*	*	-
	Male	**3%**	0%	0%	7%	*	-	-	*	3%	4%	8%	2%	*	3%	-	-
	Female	**5%**	0%	8%	0%	*	*	-	*	4%	6%	*	6%	*	-	5%	-
Mathematics	All Students	**5%**	*	6%	7%	-	*	-	*	5%	6%	*	6%	*	4%	7%	-
	CWD	*	-	*	*	-	-	-	-	*	*	*	-	-	*	-	-
	CWOD	**6%**	*	7%	7%	-	*	-	*	6%	6%	-	6%	*	5%	7%	-
	EL	*	*	-	-	-	-	-	-	-	*	-	*	*	-	*	-
	Male	**4%**	*	0%	8%	-	-	-	*	8%	0%	*	5%	-	4%	-	-
	Female	**7%**	*	12%	*	-	*	-	-	0%	12%	-	7%	*	-	7%	-
Science	All Students	**6%**	*	8%	6%	*	-	-	-	0%	12%	20%	4%	-	6%	7%	-
	CWD	**20%**	-	*	*	*	-	-	-	*	*	20%	-	-	*	*	-
	CWOD	**4%**	*	9%	0%	-	-	-	-	0%	7%	-	4%	-	0%	8%	-
	EL	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	**6%**	-	0%	9%	*	-	-	-	0%	12%	*	0%	-	6%	-	-
	Female	**7%**	*	12%	0%	-	-	-	-	0%	11%	*	8%	-	-	7%	-
SAT/ACT All Subjects	All Students	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 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)
Students Without Disabilities												
In-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Out-of-School Suspensions												
	Male	19	1	5	13	0	0	0	0	2		
	Female	13	1	5	5	1	0	0	1	2		
	Total	32	2	10	18	1	0	0	1	4		
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	1	0	0	1	0	0	0	0	0		
	Female	2	0	1	1	0	0	0	0	0		
	Total	3	0	1	2	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Students With Disabilities												
In-School Suspensions												

		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		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Out-of-School Suspensions												
	Male	8	1	4	3	0	0	0	0	0		0
	Female	6	1	1	3	1	0	0	0	0		1
	Total	14	2	5	6	1	0	0	0	0		1
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism												
	Male	103	11	50	41	-8	1	-8	-8	2	16	8
	Female	105	5	46	46	-8	-8	-8	8	-8	12	6
	Total	208	16	96	87	-8	1	-8	8	2	28	14

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

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
Advanced Placement Courses																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs																				
Male	0	0	0	0	0	0	0	0	0	-	0	-	0	-	0	0	0	0	0	0
Female	1	1	0	0	0	0	1	2	0	0	0	-	0	-	0	0	0	0	0	0
Total	1	1	0	0	0	0	1	1	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.

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	4.3	53.8%
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.

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		$1,231	$303	$856	$1,159		$72	$72
Food services		$121				$46	$75	$121
Instruction		$6,181	$4,766	$98	$4,864	$346	$971	$1,317
Support services, general administration		$276		$273	$273		$3	$3
Support services, instructional staff		$1,012	$764	$17	$781		$231	$231
Support services, operation and maintenance of plant		$2,546	$2,366	$174	$2,540		$6	$6
Support services, pupils		$1,358	$1,267	$32	$1,299		$59	$59
Support services, school administration		$1,689	$1,642	$2	$1,644		$45	$45
Total	**120**	**$14,414**	**$11,108**	**$1,452**	**$12,560**	**$392**	**$1,462**	**$1,854**

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

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

Part (xi): STAAR Alternate 2 Participation

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

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

- Indicates there are no students in the group.

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

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

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 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)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	16%	*	*	*	-	-	-	*	18%	*	-
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.

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	77%	73%	81%	71%	*	*	-	74%	76%	67%	57%

- 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.

REGION	DISTRICT	School	School Name	Sec 1003 Fund Received	Type of Strategies Implemented
20	014801	014801008	RICHARD MILBURN ACADEMY AMARILLO	$43,000	Build Teacher Capacity, Data-Driven Instruction

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.

Part (i): Description of State Accountability System

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

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

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

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

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

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

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 Status1	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only2	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.

(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.

Part (ii): Student Achievement by Proficiency Level

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																						
End of Course																						
English I	All Students	66%	26%	**22%**	-	22%	20%	-	-	-	-	26%	18%	*	21%	14%	19%	24%	-	-	-	-
	CWD	35%	14%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	72%	27%	**21%**	-	20%	20%	-	-	-	-	23%	19%	-	21%	10%	17%	25%	-	-	-	-
	EL	45%	15%	**14%**	-	14%	-	-	-	-	-	25%	7%	*	10%	14%	18%	9%	-	-	-	-
	Male	61%	21%	**19%**	-	21%	*	-	-	-	-	25%	16%	*	17%	18%	19%	-	-	-	-	-
	Female	72%	32%	**24%**	-	23%	*	-	-	-	-	25%	21%	*	25%	9%	-	24%	-	-	-	-
English II	All Students	70%	28%	**36%**	*	35%	*	-	-	-	*	34%	38%	40%	36%	14%	29%	45%	-	-	-	-
	CWD	36%	17%	**40%**	-	*	*	-	-	-	-	*	*	40%	-	*	*	*	-	-	-	-
	CWOD	76%	29%	**36%**	*	36%	*	-	-	-	*	35%	36%	-	36%	14%	27%	47%	-	-	-	-
	EL	47%	17%	**14%**	-	14%	-	-	-	-	-	11%	14%	*	14%	14%	15%	11%	-	-	-	-
	Male	66%	24%	**29%**	*	29%	*	-	-	-	-	47%	16%	*	27%	15%	29%	-	-	-	-	-
	Female	75%	33%	**45%**	-	43%	*	-	-	-	*	21%	61%	*	47%	11%	-	45%	-	-	-	-
Algebra I	All Students	76%	33%	**42%**	-	44%	*	-	-	-	-	50%	35%	*	40%	33%	40%	38%	-	-	-	-
	CWD	52%	22%	*	-	*	-	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	80%	34%	**40%**	-	42%	*	-	-	-	-	50%	32%	-	40%	33%	40%	33%	-	-	-	-
	EL	68%	32%	**33%**	-	33%	-	-	-	-	-	*	40%	-	33%	33%	*	20%	-	-	-	-
	Male	73%	26%	**40%**	-	43%	*	-	-	-	-	67%	25%	-	40%	*	40%	-	-	-	-	-
	Female	79%	42%	**38%**	-	40%	-	-	-	-	-	20%	50%	*	33%	20%	-	38%	-	-	-	-
Biology	All Students	91%	71%	**70%**	-	69%	*	-	-	-	-	55%	77%	*	69%	67%	80%	58%	-	-	-	-
	CWD	76%	63%	*	-	*	-	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	93%	72%	**69%**	-	68%	*	-	-	-	-	55%	76%	-	69%	67%	80%	56%	-	-	-	-
	EL	82%	67%	**67%**	-	67%	-	-	-	-	-	60%	71%	-	67%	67%	80%	57%	-	-	-	-
	Male	89%	67%	**80%**	-	77%	*	-	-	-	-	80%	80%	-	80%	80%	80%	-	-	-	-	-
	Female	92%	74%	**58%**	-	59%	*	-	-	-	-	33%	69%	*	56%	57%	-	58%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
End of Course																						
English I	All Students	47%	8%	**7%**	-	6%	20%	-	-	-	-	9%	6%	*	8%	0%	3%	12%	-	-	-	-
	CWD	18%	4%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	53%	9%	**8%**	-	6%	20%	-	-	-	-	9%	6%	-	8%	0%	3%	13%	-	-	-	-
	EL	23%	3%	**0%**	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	42%	6%	**3%**	-	3%	*	-	-	-	-	8%	0%	*	3%	0%	3%	-	-	-	-	-
	Female	54%	12%	**12%**	-	9%	*	-	-	-	-	8%	14%	*	13%	0%	-	12%	-	-	-	-

		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%	10%	**17%**	*	17%	*	-	-	-	*	17%	16%	0%	18%	0%	9%	26%	-	-	-	-
	CWD	20%	3%	**0%**	-	*	*	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	58%	11%	**18%**	*	18%	*	-	-	-	*	19%	17%	-	18%	0%	10%	27%	-	-	-	-
	EL	25%	4%	**0%**	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	48%	8%	**9%**	*	10%	*	-	-	-	-	20%	0%	*	10%	0%	9%	-	-	-	-	-
	Female	59%	13%	**26%**	-	25%	*	-	-	-	*	14%	33%	*	27%	0%	-	26%	-	-	-	-
Algebra I	All Students	43%	3%	**0%**	-	0%	*	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	CWD	19%	0%	*	-	*	-	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	47%	4%	**0%**	-	0%	*	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-	-	-	-
	EL	30%	9%	**0%**	-	0%	-	-	-	-	-	*	0%	-	0%	0%	*	0%	-	-	-	-
	Male	42%	2%	**0%**	-	0%	*	-	-	-	-	0%	0%	-	0%	*	0%	-	-	-	-	-
	Female	45%	4%	**0%**	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	-	0%	-	-	-	-
Biology	All Students	59%	13%	**15%**	-	17%	*	-	-	-	-	0%	23%	*	16%	0%	7%	21%	-	-	-	-
	CWD	30%	5%	*	-	*	-	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	64%	14%	**16%**	-	18%	*	-	-	-	-	0%	24%	-	16%	0%	7%	22%	-	-	-	-
	EL	35%	12%	**0%**	-	0%	-	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-	-	-	-
	Male	58%	13%	**7%**	-	8%	*	-	-	-	-	0%	10%	-	7%	0%	7%	-	-	-	-	-
	Female	61%	12%	**21%**	-	24%	*	-	-	-	-	0%	31%	*	22%	0%	-	21%	-	-	-	-
STAAR Percent at Masters Grade Level																						
End of Course																						
English I	All Students	14%	0%	**2%**	-	0%	20%	-	-	-	-	0%	3%	*	2%	0%	0%	4%	-	-	-	-
	CWD	4%	0%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	16%	0%	**2%**	-	0%	20%	-	-	-	-	0%	3%	-	2%	0%	0%	4%	-	-	-	-
	EL	2%	0%	**0%**	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	11%	0%	**0%**	-	0%	*	-	-	-	-	0%	0%	*	0%	0%	0%	-	-	-	-	-
	Female	17%	1%	**4%**	-	0%	*	-	-	-	-	0%	7%	*	4%	0%	-	4%	-	-	-	-
English II	All Students	8%	0%	**0%**	*	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	CWD	3%	0%	**0%**	-	*	*	-	-	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	9%	0%	**0%**	*	0%	*	-	-	-	*	0%	0%	-	0%	0%	0%	0%	-	-	-	-
	EL	1%	0%	**0%**	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	7%	0%	**0%**	*	0%	*	-	-	-	-	0%	0%	*	0%	0%	0%	-	-	-	-	-
	Female	9%	0%	**0%**	-	0%	*	-	-	-	*	0%	0%	*	0%	0%	-	0%	-	-	-	-
Algebra I	All Students	26%	1%	**0%**	-	0%	*	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	CWD	8%	0%	*	-	*	-	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	29%	2%	**0%**	-	0%	*	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-	-	-	-
	EL	14%	5%	**0%**	-	0%	-	-	-	-	-	*	0%	-	0%	0%	*	0%	-	-	-	-
	Male	25%	1%	**0%**	-	0%	*	-	-	-	-	0%	0%	-	0%	*	0%	-	-	-	-	-
	Female	27%	2%	**0%**	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	-	0%	-	-	-	-

		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%	1%	**3%**	-	3%	*	-	-	-	-	0%	5%	*	3%	0%	0%	5%	-	-	-	-
	CWD	6%	2%	*	-	*	-	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	22%	1%	**3%**	-	4%	*	-	-	-	-	0%	5%	-	3%	0%	0%	6%	-	-	-	-
	EL	6%	3%	**0%**	-	0%	-	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-	-	-	-
	Male	20%	2%	**0%**	-	0%	*	-	-	-	-	0%	0%	-	0%	0%	0%	-	-	-	-	-
	Female	19%	0%	**5%**	-	6%	*	-	-	-	-	0%	8%	*	6%	0%	-	5%	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	36%	**39%**	*	39%	40%	-	-	-	*	38%	40%	56%	38%	27%	37%	41%	-	-	-	-
	CWD	46%	27%	**56%**	-	50%	*	-	-	-	-	*	60%	56%	-	*	60%	*	-	-	-	-
	CWOD	79%	37%	**38%**	*	38%	36%	-	-	-	*	37%	39%	-	38%	26%	36%	40%	-	-	-	-
	EL	59%	28%	**27%**	-	27%	-	-	-	-	-	27%	25%	*	26%	27%	30%	22%	-	-	-	-
	Male	71%	31%	**37%**	*	38%	38%	-	-	-	-	49%	30%	60%	36%	30%	37%	-	-	-	-	-
	Female	75%	43%	**41%**	-	40%	43%	-	-	-	*	24%	53%	*	40%	22%	-	41%	-	-	-	-
Reading	All Students	74%	27%	**30%**	*	29%	38%	-	-	-	*	31%	29%	43%	29%	14%	25%	36%	-	-	-	-
	CWD	45%	16%	**43%**	-	33%	*	-	-	-	-	*	*	43%	-	*	60%	*	-	-	-	-
	CWOD	80%	28%	**29%**	*	29%	29%	-	-	-	*	29%	28%	-	29%	12%	22%	37%	-	-	-	-
	EL	57%	16%	**14%**	-	14%	-	-	-	-	-	19%	11%	*	12%	14%	17%	11%	-	-	-	-
	Male	70%	22%	**25%**	*	25%	*	-	-	-	-	37%	16%	60%	22%	17%	25%	-	-	-	-	-
	Female	79%	33%	**36%**	-	34%	*	-	-	-	*	24%	45%	*	37%	11%	-	36%	-	-	-	-
Mathematics	All Students	70%	33%	**41%**	-	43%	*	-	-	-	-	44%	38%	*	39%	30%	42%	33%	-	-	-	-
	CWD	45%	22%	*	-	*	-	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	76%	34%	**39%**	-	41%	*	-	-	-	-	44%	35%	-	39%	30%	42%	29%	-	-	-	-
	EL	60%	32%	**30%**	-	30%	-	-	-	-	-	20%	40%	-	30%	30%	*	17%	-	-	-	-
	Male	71%	26%	**42%**	-	46%	*	-	-	-	-	67%	29%	-	42%	*	42%	-	-	-	-	-
	Female	70%	41%	**33%**	-	33%	-	-	-	-	-	14%	50%	*	29%	17%	-	33%	-	-	-	-
Science	All Students	76%	71%	**70%**	-	69%	*	-	-	-	-	55%	77%	*	69%	67%	80%	58%	-	-	-	-
	CWD	52%	63%	*	-	*	-	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	81%	72%	**69%**	-	68%	*	-	-	-	-	55%	76%	-	69%	67%	80%	56%	-	-	-	-
	EL	63%	67%	**67%**	-	67%	-	-	-	-	-	60%	71%	-	67%	67%	80%	57%	-	-	-	-
	Male	77%	67%	**80%**	-	77%	*	-	-	-	-	80%	80%	-	80%	80%	80%	-	-	-	-	-
	Female	76%	74%	**58%**	-	59%	*	-	-	-	-	33%	69%	*	56%	57%	-	58%	-	-	-	-
SAT/ACT All Subjects	All Students	89%	50%	*	-	*	-	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	CWD	70%	-	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	90%	50%	*	-	*	-	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	EL	63%	-	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	90%	40%	*	-	*	-	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	Female	89%	60%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						

		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%	8%	**11%**	*	11%	7%	-	-	-	*	9%	12%	0%	11%	0%	6%	17%	-	-	-	-
	CWD	23%	3%	**0%**	-	0%	*	-	-	-	-	*	0%	0%	-	*	0%	*	-	-	-	-
	CWOD	53%	9%	**11%**	*	11%	7%	-	-	-	*	10%	13%	-	11%	0%	6%	18%	-	-	-	-
	EL	30%	6%	**0%**	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	47%	7%	**6%**	*	6%	0%	-	-	-	-	10%	3%	0%	6%	0%	6%	-	-	-	-	-
	Female	49%	10%	**17%**	-	17%	14%	-	-	-	*	8%	24%	*	18%	0%	-	17%	-	-	-	-
Reading	All Students	53%	9%	**13%**	*	12%	13%	-	-	-	*	13%	11%	0%	13%	0%	6%	20%	-	-	-	-
	CWD	23%	4%	**0%**	-	0%	*	-	-	-	-	*	*	0%	-	*	0%	*	-	-	-	-
	CWOD	59%	10%	**13%**	*	13%	14%	-	-	-	*	15%	12%	-	13%	0%	7%	20%	-	-	-	-
	EL	31%	3%	**0%**	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	48%	7%	**6%**	*	7%	*	-	-	-	-	15%	0%	0%	7%	0%	6%	-	-	-	-	-
	Female	58%	12%	**20%**	-	18%	*	-	-	-	*	12%	26%	*	20%	0%	-	20%	-	-	-	-
Mathematics	All Students	43%	3%	**3%**	-	3%	*	-	-	-	-	0%	4%	*	3%	0%	4%	0%	-	-	-	-
	CWD	22%	0%	*	-	*	-	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	48%	4%	**3%**	-	3%	*	-	-	-	-	0%	4%	-	3%	0%	4%	0%	-	-	-	-
	EL	30%	9%	**0%**	-	0%	-	-	-	-	-	0%	0%	-	0%	0%	*	0%	-	-	-	-
	Male	45%	3%	**4%**	-	4%	*	-	-	-	-	0%	6%	-	4%	*	4%	-	-	-	-	-
	Female	42%	4%	**0%**	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	-	0%	-	-	-	-
Science	All Students	46%	13%	**15%**	-	17%	*	-	-	-	-	0%	23%	*	16%	0%	7%	21%	-	-	-	-
	CWD	22%	5%	*	-	*	-	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	50%	14%	**16%**	-	18%	*	-	-	-	-	0%	24%	-	16%	0%	7%	22%	-	-	-	-
	EL	26%	12%	**0%**	-	0%	-	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-	-	-	-
	Male	47%	13%	**7%**	-	8%	*	-	-	-	-	0%	10%	-	7%	0%	7%	-	-	-	-	-
	Female	45%	12%	**21%**	-	24%	*	-	-	-	-	0%	31%	*	22%	0%	-	21%	-	-	-	-
SAT/ACT All Subjects	All Students	59%	10%	*	-	*	-	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	CWD	38%	-	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	59%	10%	*	-	*	-	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	EL	15%	-	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	63%	20%	*	-	*	-	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	Female	54%	0%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	20%	1%	**1%**	*	1%	7%	-	-	-	*	0%	2%	0%	1%	0%	0%	2%	-	-	-	-
	CWD	6%	0%	**0%**	-	0%	*	-	-	-	-	*	0%	0%	-	*	0%	*	-	-	-	-
	CWOD	23%	1%	**1%**	*	1%	7%	-	-	-	*	0%	2%	-	1%	0%	0%	2%	-	-	-	-
	EL	9%	2%	**0%**	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	20%	1%	**0%**	*	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	-	-	-	-	-
	Female	21%	1%	**2%**	-	1%	14%	-	-	-	*	0%	4%	*	2%	0%	-	2%	-	-	-	-

Texas Education Agency
2025 Federal Report Card
RICHARD MILBURN ACADEMY PASADENA (014801009) - RICHARD MILBURN ALTER HIGH SCHOOL (KILLEEN) - BELL 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	22%	0%	**1%**	*	0%	13%	-	-	-	*	0%	1%	0%	1%	0%	0%	2%	-	-	-	-
	CWD	6%	0%	**0%**	-	0%	*	-	-	-	-	*	*	0%	-	*	0%	*	-	-	-	-
	CWOD	25%	0%	**1%**	*	0%	14%	-	-	-	*	0%	1%	-	1%	0%	0%	2%	-	-	-	-
	EL	8%	0%	**0%**	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	19%	0%	**0%**	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	-	-	-	-	-
	Female	25%	0%	**2%**	-	0%	*	-	-	-	*	0%	3%	*	2%	0%	-	2%	-	-	-	-
Mathematics	All Students	19%	1%	**0%**	-	0%	*	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	CWD	7%	0%	*	-	*	-	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	22%	2%	**0%**	-	0%	*	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-	-	-	-
	EL	11%	5%	**0%**	-	0%	-	-	-	-	-	0%	0%	-	0%	0%	*	0%	-	-	-	-
	Male	21%	1%	**0%**	-	0%	*	-	-	-	-	0%	0%	-	0%	*	0%	-	-	-	-	-
	Female	18%	2%	**0%**	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	-	0%	-	-	-	-
Science	All Students	17%	1%	**3%**	-	3%	*	-	-	-	-	0%	5%	*	3%	0%	0%	5%	-	-	-	-
	CWD	5%	2%	*	-	*	-	-	-	-	-	-	*	*	-	-	-	*	-	-	-	-
	CWOD	19%	1%	**3%**	-	4%	*	-	-	-	-	0%	5%	-	3%	0%	0%	6%	-	-	-	-
	EL	5%	3%	**0%**	-	0%	-	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-	-	-	-
	Male	18%	2%	**0%**	-	0%	*	-	-	-	-	0%	0%	-	0%	0%	0%	-	-	-	-	-
	Female	15%	0%	**5%**	-	6%	*	-	-	-	-	0%	8%	*	6%	0%	-	5%	-	-	-	-
SAT/ACT All Subjects	All Students	13%	0%	*	-	*	-	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	CWD	9%	-	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	13%	0%	*	-	*	-	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	EL	1%	-	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	17%	0%	*	-	*	-	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	Female	10%	0%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

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 nclude all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	36	-	38	*	-	-	-	-	40	*	6
CWD	*	-	*	-	-	-	-	-	*	*	-
CWOD	35	-	37	*	-	-	-	-	33	-	6
EL ✧	6	-	6	-	-	-	-	-	*	-	6
Male	36	-	36	-	-	-	-	-	67	*	*
Female	36	-	38	*	-	-	-	-	*	-	10
Mathematics											
All Students	*	-	*	-	-	-	-	-	*	-	*
CWD	-	-	-	-	-	-	-	-	-	-	-
CWOD	*	-	*	-	-	-	-	-	*	-	*
EL ✧	*	-	*	-	-	-	-	-	-	-	*
Male	*	-	*	-	-	-	-	-	*	-	-
Female	*	-	*	-	-	-	-	-	-	-	*

- Indicates there are no students in the group.

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

Part (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 ✧
Federal Graduation Rates													
6-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2022													
All Students	23.5%	*	20.5%	*	-	-	-	-	20.8%	57.1%	12.5%	20.0%	-
CWD	57.1%	*	50.0%	-	-	-	-	-	50.0%	57.1%	*	*	-
CWOD	20.3%	*	17.9%	*	-	-	-	-	18.2%	-	4.8%	12.5%	-
EL ✧	12.5%	-	12.5%	-	-	-	-	-	15.0%	*	12.5%	*	-
Male	17.5%	*	16.7%	*	-	-	-	-	17.1%	*	7.1%	*	-
Female	29.3%	*	24.3%	*	-	-	-	-	24.3%	*	20.0%	0.0%	-

- 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
27	1	4%

- 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.

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	17	*	17	22	-	-	-	*	16	19	9
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	73%	*	73%	*	-	-	-	-	79%	*	62%

- Indicates there are no students in the group.

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

Part (vi): Goal Meeting Status

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

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

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

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

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

Part (vii): STAAR Participation

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

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																	
All Subjects	All Students	**93%**	*	94%	81%	-	-	-	*	93%	93%	100%	92%	94%	98%	86%	-
	CWD	**100%**	-	100%	*	-	-	-	-	*	100%	100%	-	*	100%	*	-
	CWOD	**92%**	*	93%	80%	-	-	-	*	93%	92%	-	92%	94%	98%	86%	-
	EL	**94%**	-	94%	*	-	-	-	-	87%	100%	*	94%	94%	100%	89%	-
	Male	**98%**	*	98%	100%	-	-	-	-	100%	97%	100%	98%	100%	98%	-	-
	Female	**86%**	-	88%	63%	-	-	-	*	86%	87%	*	86%	89%	-	86%	-
Reading	All Students	**95%**	*	95%	89%	-	-	-	*	97%	93%	100%	94%	96%	97%	92%	-
	CWD	**100%**	-	100%	*	-	-	-	-	*	*	100%	-	*	100%	*	-
	CWOD	**94%**	*	95%	88%	-	-	-	*	96%	93%	-	94%	96%	97%	92%	-
	EL	**96%**	-	96%	*	-	-	-	-	90%	100%	*	96%	96%	100%	91%	-
	Male	**97%**	*	97%	*	-	-	-	-	100%	95%	100%	97%	100%	97%	-	-
	Female	**92%**	-	93%	80%	-	-	-	*	93%	91%	*	92%	91%	-	92%	-
Mathematics	All Students	**90%**	-	92%	*	-	-	-	-	88%	92%	*	90%	90%	100%	73%	-
	CWD	*	-	*	-	-	-	-	-	-	*	*	-	-	-	*	-
	CWOD	**90%**	-	91%	*	-	-	-	-	88%	92%	-	90%	90%	100%	71%	-
	EL	**90%**	-	90%	-	-	-	-	-	80%	100%	-	90%	90%	*	83%	-
	Male	**100%**	-	100%	*	-	-	-	-	100%	100%	-	100%	*	100%	-	-
	Female	**73%**	-	75%	*	-	-	-	-	71%	75%	*	71%	83%	-	73%	-
Science	All Students	**88%**	-	90%	*	-	-	-	-	82%	91%	*	88%	92%	100%	79%	-
	CWD	*	-	*	-	-	-	-	-	-	*	*	-	-	-	*	-
	CWOD	**88%**	-	90%	*	-	-	-	-	82%	91%	-	88%	92%	100%	78%	-
	EL	**92%**	-	92%	-	-	-	-	-	80%	100%	-	92%	92%	100%	86%	-
	Male	**100%**	-	100%	*	-	-	-	-	100%	100%	-	100%	100%	100%	-	-
	Female	**79%**	-	82%	*	-	-	-	-	67%	85%	*	78%	86%	-	79%	-
SAT/ACT All Subjects	All Students	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-
	Male	*	-	*	-	-	-	-	-	-	*	-	*	-	*	-	-
	Female	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-
Non-Participation Rate																	

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All Students	**7%**	*	6%	19%	-	-	-	*	7%	7%	0%	8%	6%	2%	14%	-
	CWD	**0%**	-	0%	*	-	-	-	-	*	0%	0%	-	*	0%	*	-
	CWOD	**8%**	*	7%	20%	-	-	-	*	7%	8%	-	8%	6%	2%	14%	-
	EL	**6%**	-	6%	*	-	-	-	-	13%	0%	*	6%	6%	0%	11%	-
	Male	**2%**	*	2%	0%	-	-	-	-	0%	3%	0%	2%	0%	2%	-	-
	Female	**14%**	-	12%	37%	-	-	-	*	14%	13%	*	14%	11%	-	14%	-
Reading	All Students	**5%**	*	5%	11%	-	-	-	*	3%	7%	0%	6%	4%	3%	8%	-
	CWD	**0%**	-	0%	*	-	-	-	-	*	*	0%	-	*	0%	*	-
	CWOD	**6%**	*	5%	12%	-	-	-	*	4%	7%	-	6%	4%	3%	8%	-
	EL	**4%**	-	4%	*	-	-	-	-	10%	0%	*	4%	4%	0%	9%	-
	Male	**3%**	*	3%	*	-	-	-	-	0%	5%	0%	3%	0%	3%	-	-
	Female	**8%**	-	7%	20%	-	-	-	*	7%	9%	*	8%	9%	-	8%	-
Mathematics	All Students	**10%**	-	8%	*	-	-	-	-	12%	8%	*	10%	10%	0%	27%	-
	CWD	*	-	*	-	-	-	-	-	-	*	*	-	-	-	*	-
	CWOD	**10%**	-	9%	*	-	-	-	-	12%	8%	-	10%	10%	0%	29%	-
	EL	**10%**	-	10%	-	-	-	-	-	20%	0%	-	10%	10%	*	17%	-
	Male	**0%**	-	0%	*	-	-	-	-	0%	0%	-	0%	*	0%	-	-
	Female	**27%**	-	25%	*	-	-	-	-	29%	25%	*	29%	17%	-	27%	-
Science	All Students	**12%**	-	10%	*	-	-	-	-	18%	9%	*	12%	8%	0%	21%	-
	CWD	*	-	*	-	-	-	-	-	-	*	*	-	-	-	*	-
	CWOD	**12%**	-	10%	*	-	-	-	-	18%	9%	-	12%	8%	0%	22%	-
	EL	**8%**	-	8%	-	-	-	-	-	20%	0%	-	8%	8%	0%	14%	-
	Male	**0%**	-	0%	*	-	-	-	-	0%	0%	-	0%	0%	0%	-	-
	Female	**21%**	-	18%	*	-	-	-	-	33%	15%	*	22%	14%	-	21%	-
SAT/ACT All Subjects	All Students	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-
	Male	*	-	*	-	-	-	-	-	-	*	-	*	-	*	-	-
	Female	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 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)
Students Without Disabilities												
In-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Out-of-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	2	0	2	0	0	0	0	0	0		
	Total	2	0	2	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Students With Disabilities												
In-School Suspensions												

		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		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Out-of-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	1	1	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	1	1	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism												
	Male	106	1	102	3	-8	-8	-8	-8	26	14	4
	Female	137	2	125	9	1	-8	-8	-8	24	13	4
	Total	243	3	227	12	1	-8	-8	-8	50	27	8

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

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
Advanced Placement Courses																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

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

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	7.4	92.5%
Teachers Teaching with Emergency or Provisional Credentials	1.0	12.5%
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.

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		$1,174	$246	$856	$1,102		$72	$72
Food services		$127				$52	$75	$127
Instruction		$5,492	$4,124	$98	$4,222	$299	$971	$1,270
Support services, general administration		$276		$273	$273		$3	$3
Support services, instructional staff		$807	$559	$17	$576		$231	$231
Support services, operation and maintenance of plant		$2,258	$2,078	$174	$2,252		$6	$6
Support services, pupils		$826	$735	$32	$767		$59	$59
Support services, school administration		$1,230	$1,183	$2	$1,185		$45	$45
Total	**127**	**$12,190**	**$8,926**	**$1,452**	**$10,378**	**$350**	**$1,462**	**$1,812**

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

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

Part (xi): STAAR Alternate 2 Participation

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

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

- Indicates there are no students in the group.

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

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

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 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)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	20%	-	23%	-	-	-	-	-	*	-	*
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.

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	68%	36%	70%	67%	-	-	-	*	68%	53%	61%

- 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.

REGION	DISTRICT	School	School Name	Sec 1003 Fund Received	Type of Strategies Implemented
20	014801	014801009	RICHARD MILBURN ACADEMY PASADENA	$43,000	Effective Instruction, Data-Driven Instruction

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.

Part (i): Description of State Accountability System

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

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

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

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

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

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

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 Status1	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only2	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.

(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.

Part (ii): Student Achievement by Proficiency Level

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																						
End of Course																						
English I	All Students	66%	26%	**26%**	20%	23%	33%	-	-	-	-	39%	19%	*	26%	13%	19%	37%	-	-	-	-
	CWD	35%	14%	*	-	*	*	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD	72%	27%	**26%**	20%	24%	32%	-	-	-	-	41%	18%	-	26%	13%	19%	37%	-	-	-	-
	EL	45%	15%	**13%**	-	14%	*	-	-	-	-	40%	6%	-	13%	13%	7%	22%	-	-	-	-
	Male	61%	21%	**19%**	*	21%	17%	-	-	-	-	29%	16%	*	19%	7%	19%	-	-	-	-	-
	Female	72%	32%	**37%**	*	26%	56%	-	-	-	-	50%	24%	-	37%	22%	-	37%	-	-	-	-
English II	All Students	70%	28%	**27%**	25%	24%	41%	-	-	-	*	46%	17%	22%	27%	6%	26%	27%	-	-	-	-
	CWD	36%	17%	**22%**	*	20%	*	-	-	-	-	*	14%	22%	-	-	14%	*	-	-	-	-
	CWOD	76%	29%	**27%**	29%	24%	43%	-	-	-	*	46%	18%	-	27%	6%	28%	26%	-	-	-	-
	EL	47%	17%	**6%**	-	6%	-	-	-	-	-	*	0%	-	6%	6%	0%	14%	-	-	-	-
	Male	66%	24%	**26%**	*	24%	36%	-	-	-	*	50%	16%	14%	28%	0%	26%	-	-	-	-	-
	Female	75%	33%	**27%**	20%	24%	50%	-	-	-	-	42%	19%	*	26%	14%	-	27%	-	-	-	-
Algebra I	All Students	76%	33%	**31%**	0%	30%	47%	-	-	-	-	33%	30%	50%	29%	25%	22%	40%	-	-	-	-
	CWD	52%	22%	**50%**	*	*	*	-	-	-	-	*	60%	50%	-	*	*	*	-	-	-	-
	CWOD	80%	34%	**29%**	0%	30%	40%	-	-	-	-	35%	26%	-	29%	20%	18%	39%	-	-	-	-
	EL	68%	32%	**25%**	-	27%	*	-	-	-	-	*	25%	*	20%	25%	14%	33%	-	-	-	-
	Male	73%	26%	**22%**	*	21%	30%	-	-	-	-	7%	30%	*	18%	14%	22%	-	-	-	-	-
	Female	79%	42%	**40%**	*	39%	71%	-	-	-	-	57%	29%	*	39%	33%	-	40%	-	-	-	-
Biology	All Students	91%	71%	**71%**	*	70%	83%	-	-	-	-	94%	59%	*	73%	43%	73%	67%	-	-	-	-
	CWD	76%	63%	*	-	*	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	93%	72%	**73%**	*	71%	90%	-	-	-	-	94%	60%	-	73%	43%	76%	67%	-	-	-	-
	EL	82%	67%	**43%**	-	43%	-	-	-	-	-	*	20%	-	43%	43%	43%	-	-	-	-	-
	Male	89%	67%	**73%**	-	72%	75%	-	-	-	-	100%	61%	*	76%	43%	73%	-	-	-	-	-
	Female	92%	74%	**67%**	*	60%	*	-	-	-	-	83%	50%	-	67%	-	-	67%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
End of Course																						
English I	All Students	47%	8%	**11%**	0%	7%	24%	-	-	-	-	14%	9%	*	10%	0%	10%	13%	-	-	-	-
	CWD	18%	4%	*	-	*	*	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD	53%	9%	**10%**	0%	7%	21%	-	-	-	-	15%	8%	-	10%	0%	8%	13%	-	-	-	-
	EL	23%	3%	**0%**	-	0%	*	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-	-	-	-
	Male	42%	6%	**10%**	*	8%	17%	-	-	-	-	14%	8%	*	8%	0%	10%	-	-	-	-	-
	Female	54%	12%	**13%**	*	5%	33%	-	-	-	-	14%	12%	-	13%	0%	-	13%	-	-	-	-

		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%	10%	**14%**	13%	10%	29%	-	-	-	*	25%	9%	0%	16%	0%	13%	15%	-	-	-	-
	CWD	20%	3%	**0%**	*	0%	*	-	-	-	-	*	0%	0%	-	-	0%	*	-	-	-	-
	CWOD	58%	11%	**16%**	14%	11%	36%	-	-	-	*	27%	10%	-	16%	0%	15%	16%	-	-	-	-
	EL	25%	4%	**0%**	-	0%	-	-	-	-	-	*	0%	-	0%	0%	0%	0%	-	-	-	-
	Male	48%	8%	**13%**	*	11%	27%	-	-	-	*	25%	8%	0%	15%	0%	13%	-	-	-	-	-
	Female	59%	13%	**15%**	20%	10%	33%	-	-	-	-	25%	10%	*	16%	0%	-	15%	-	-	-	-
Algebra I	All Students	43%	3%	**0%**	0%	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	CWD	19%	0%	**0%**	*	*	*	-	-	-	-	*	0%	0%	-	*	*	*	-	-	-	-
	CWOD	47%	4%	**0%**	0%	0%	0%	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-	-	-	-
	EL	30%	9%	**0%**	-	0%	*	-	-	-	-	*	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	42%	2%	**0%**	*	0%	0%	-	-	-	-	0%	0%	*	0%	0%	0%	-	-	-	-	-
	Female	45%	4%	**0%**	*	0%	0%	-	-	-	-	0%	0%	*	0%	0%	-	0%	-	-	-	-
Biology	All Students	59%	13%	**22%**	*	13%	42%	-	-	-	-	31%	17%	*	22%	0%	24%	17%	-	-	-	-
	CWD	30%	5%	*	-	*	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	64%	14%	**22%**	*	14%	40%	-	-	-	-	31%	16%	-	22%	0%	24%	17%	-	-	-	-
	EL	35%	12%	**0%**	-	0%	-	-	-	-	-	*	0%	-	0%	0%	0%	-	-	-	-	-
	Male	58%	13%	**24%**	-	16%	50%	-	-	-	-	40%	17%	*	24%	0%	24%	-	-	-	-	-
	Female	61%	12%	**17%**	*	0%	*	-	-	-	-	17%	17%	-	17%	-	-	17%	-	-	-	-
STAAR Percent at Masters Grade Level																						
End of Course																						
English I	All Students	14%	0%	**1%**	0%	0%	5%	-	-	-	-	0%	2%	*	1%	0%	0%	3%	-	-	-	-
	CWD	4%	0%	*	-	*	*	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD	16%	0%	**1%**	0%	0%	5%	-	-	-	-	0%	2%	-	1%	0%	0%	3%	-	-	-	-
	EL	2%	0%	**0%**	-	0%	*	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-	-	-	-
	Male	11%	0%	**0%**	*	0%	0%	-	-	-	-	0%	0%	*	0%	0%	0%	-	-	-	-	-
	Female	17%	1%	**3%**	*	0%	11%	-	-	-	-	0%	6%	-	3%	0%	-	3%	-	-	-	-
English II	All Students	8%	0%	**2%**	0%	0%	12%	-	-	-	*	0%	3%	0%	3%	0%	2%	3%	-	-	-	-
	CWD	3%	0%	**0%**	*	0%	*	-	-	-	-	*	0%	0%	-	-	0%	*	-	-	-	-
	CWOD	9%	0%	**3%**	0%	0%	14%	-	-	-	*	0%	4%	-	3%	0%	2%	3%	-	-	-	-
	EL	1%	0%	**0%**	-	0%	-	-	-	-	-	*	0%	-	0%	0%	0%	0%	-	-	-	-
	Male	7%	0%	**2%**	*	0%	9%	-	-	-	*	0%	3%	0%	2%	0%	2%	-	-	-	-	-
	Female	9%	0%	**3%**	0%	0%	17%	-	-	-	-	0%	5%	*	3%	0%	-	3%	-	-	-	-
Algebra I	All Students	26%	1%	**0%**	0%	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	CWD	8%	0%	**0%**	*	*	*	-	-	-	-	*	0%	0%	-	*	*	*	-	-	-	-
	CWOD	29%	2%	**0%**	0%	0%	0%	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-	-	-	-
	EL	14%	5%	**0%**	-	0%	*	-	-	-	-	*	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	25%	1%	**0%**	*	0%	0%	-	-	-	-	0%	0%	*	0%	0%	0%	-	-	-	-	-
	Female	27%	2%	**0%**	*	0%	0%	-	-	-	-	0%	0%	*	0%	0%	-	0%	-	-	-	-

		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%	1%	**4%**	*	0%	17%	-	-	-	-	0%	7%	*	2%	0%	6%	0%	-	-	-	-
	CWD	6%	2%	*	-	*	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	22%	1%	**2%**	*	0%	10%	-	-	-	-	0%	4%	-	2%	0%	3%	0%	-	-	-	-
	EL	6%	3%	**0%**	-	0%	-	-	-	-	-	*	0%	-	0%	0%	0%	-	-	-	-	-
	Male	20%	2%	**6%**	-	0%	25%	-	-	-	-	0%	9%	*	3%	0%	6%	-	-	-	-	-
	Female	19%	0%	**0%**	*	0%	*	-	-	-	-	0%	0%	-	0%	-	-	0%	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	36%	**35%**	19%	32%	48%	-	-	-	*	48%	27%	35%	34%	17%	32%	38%	-	-	-	-
	CWD	46%	27%	**35%**	*	25%	56%	-	-	-	-	*	37%	35%	-	*	32%	*	-	-	-	-
	CWOD	79%	37%	**34%**	21%	33%	47%	-	-	-	*	49%	26%	-	34%	16%	32%	38%	-	-	-	-
	EL	59%	28%	**17%**	-	18%	*	-	-	-	-	43%	10%	*	16%	17%	13%	24%	-	-	-	-
	Male	71%	31%	**32%**	13%	32%	37%	-	-	-	*	43%	27%	32%	32%	13%	32%	-	-	-	-	-
	Female	75%	43%	**38%**	21%	32%	65%	-	-	-	-	54%	27%	*	38%	24%	-	38%	-	-	-	-
Reading	All Students	74%	27%	**26%**	23%	23%	37%	-	-	-	*	43%	18%	23%	26%	10%	23%	32%	-	-	-	-
	CWD	45%	16%	**23%**	*	14%	40%	-	-	-	-	*	20%	23%	-	-	18%	*	-	-	-	-
	CWOD	80%	28%	**26%**	25%	24%	36%	-	-	-	*	43%	18%	-	26%	10%	23%	31%	-	-	-	-
	EL	57%	16%	**10%**	-	10%	*	-	-	-	-	38%	3%	-	10%	10%	4%	19%	-	-	-	-
	Male	70%	22%	**23%**	20%	22%	26%	-	-	-	*	40%	16%	18%	23%	4%	23%	-	-	-	-	-
	Female	79%	33%	**32%**	25%	25%	53%	-	-	-	-	46%	22%	*	31%	19%	-	32%	-	-	-	-
Mathematics	All Students	70%	33%	**31%**	0%	30%	47%	-	-	-	-	33%	30%	50%	29%	25%	22%	40%	-	-	-	-
	CWD	45%	22%	**50%**	*	*	*	-	-	-	-	*	60%	50%	-	*	*	*	-	-	-	-
	CWOD	76%	34%	**29%**	0%	30%	40%	-	-	-	-	35%	26%	-	29%	20%	18%	39%	-	-	-	-
	EL	60%	32%	**25%**	-	27%	*	-	-	-	-	*	25%	*	20%	25%	14%	33%	-	-	-	-
	Male	71%	26%	**22%**	*	21%	30%	-	-	-	-	7%	30%	*	18%	14%	22%	-	-	-	-	-
	Female	70%	41%	**40%**	*	39%	71%	-	-	-	-	57%	29%	*	39%	33%	-	40%	-	-	-	-
Science	All Students	76%	71%	**71%**	*	70%	83%	-	-	-	-	94%	59%	*	73%	43%	73%	67%	-	-	-	-
	CWD	52%	63%	*	-	*	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	81%	72%	**73%**	*	71%	90%	-	-	-	-	94%	60%	-	73%	43%	76%	67%	-	-	-	-
	EL	63%	67%	**43%**	-	43%	-	-	-	-	-	*	20%	-	43%	43%	43%	-	-	-	-	-
	Male	77%	67%	**73%**	-	72%	75%	-	-	-	-	100%	61%	*	76%	43%	73%	-	-	-	-	-
	Female	76%	74%	**67%**	*	60%	*	-	-	-	-	83%	50%	-	67%	-	-	67%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	48%	8%	**11%**	10%	7%	22%	-	-	-	*	16%	8%	9%	11%	0%	11%	10%	-	-	-	-
	CWD	23%	3%	**9%**	*	0%	22%	-	-	-	-	*	11%	9%	-	*	11%	*	-	-	-	-
	CWOD	53%	9%	**11%**	11%	8%	22%	-	-	-	*	17%	8%	-	11%	0%	12%	10%	-	-	-	-
	EL	30%	6%	**0%**	-	0%	*	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	47%	7%	**11%**	0%	9%	22%	-	-	-	*	19%	8%	11%	12%	0%	11%	-	-	-	-	-
	Female	49%	10%	**10%**	14%	4%	23%	-	-	-	-	13%	8%	*	10%	0%	-	10%	-	-	-	-

		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%	9%	**13%**	8%	9%	26%	-	-	-	*	20%	9%	8%	13%	0%	11%	14%	-	-	-	-
	CWD	23%	4%	**8%**	*	0%	20%	-	-	-	-	*	10%	8%	-	-	9%	*	-	-	-	-
	CWOD	59%	10%	**13%**	8%	9%	27%	-	-	-	*	21%	9%	-	13%	0%	12%	15%	-	-	-	-
	EL	31%	3%	**0%**	-	0%	*	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-	-	-	-
	Male	48%	7%	**11%**	0%	9%	22%	-	-	-	*	20%	8%	9%	12%	0%	11%	-	-	-	-	-
	Female	58%	12%	**14%**	13%	8%	33%	-	-	-	-	19%	11%	*	15%	0%	-	14%	-	-	-	-
Mathematics	All Students	43%	3%	**0%**	0%	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	CWD	22%	0%	**0%**	*	*	*	-	-	-	-	*	0%	0%	-	*	*	*	-	-	-	-
	CWOD	48%	4%	**0%**	0%	0%	0%	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-	-	-	-
	EL	30%	9%	**0%**	-	0%	*	-	-	-	-	*	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	45%	3%	**0%**	*	0%	0%	-	-	-	-	0%	0%	*	0%	0%	0%	-	-	-	-	-
	Female	42%	4%	**0%**	*	0%	0%	-	-	-	-	0%	0%	*	0%	0%	-	0%	-	-	-	-
Science	All Students	46%	13%	**22%**	*	13%	42%	-	-	-	-	31%	17%	*	22%	0%	24%	17%	-	-	-	-
	CWD	22%	5%	*	-	*	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	50%	14%	**22%**	*	14%	40%	-	-	-	-	31%	16%	-	22%	0%	24%	17%	-	-	-	-
	EL	26%	12%	**0%**	-	0%	-	-	-	-	-	*	0%	-	0%	0%	0%	-	-	-	-	-
	Male	47%	13%	**24%**	-	16%	50%	-	-	-	-	40%	17%	*	24%	0%	24%	-	-	-	-	-
	Female	45%	12%	**17%**	*	0%	*	-	-	-	-	17%	17%	-	17%	-	-	17%	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	20%	1%	**2%**	0%	0%	7%	-	-	-	*	0%	3%	4%	2%	0%	2%	2%	-	-	-	-
	CWD	6%	0%	**4%**	*	0%	11%	-	-	-	-	*	5%	4%	-	*	5%	*	-	-	-	-
	CWOD	23%	1%	**2%**	0%	0%	7%	-	-	-	*	0%	2%	-	2%	0%	1%	2%	-	-	-	-
	EL	9%	2%	**0%**	-	0%	*	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	20%	1%	**2%**	0%	0%	7%	-	-	-	*	0%	2%	5%	1%	0%	2%	-	-	-	-	-
	Female	21%	1%	**2%**	0%	0%	8%	-	-	-	-	0%	3%	*	2%	0%	-	2%	-	-	-	-
Reading	All Students	22%	0%	**2%**	0%	0%	8%	-	-	-	*	0%	3%	0%	2%	0%	1%	3%	-	-	-	-
	CWD	6%	0%	**0%**	*	0%	0%	-	-	-	-	*	0%	0%	-	-	0%	*	-	-	-	-
	CWOD	25%	0%	**2%**	0%	0%	9%	-	-	-	*	0%	3%	-	2%	0%	1%	3%	-	-	-	-
	EL	8%	0%	**0%**	-	0%	*	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-	-	-	-
	Male	19%	0%	**1%**	0%	0%	4%	-	-	-	*	0%	1%	0%	1%	0%	1%	-	-	-	-	-
	Female	25%	0%	**3%**	0%	0%	13%	-	-	-	-	0%	5%	*	3%	0%	-	3%	-	-	-	-
Mathematics	All Students	19%	1%	**0%**	0%	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	CWD	7%	0%	**0%**	*	*	*	-	-	-	-	*	0%	0%	-	*	*	*	-	-	-	-
	CWOD	22%	2%	**0%**	0%	0%	0%	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-	-	-	-
	EL	11%	5%	**0%**	-	0%	*	-	-	-	-	*	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	21%	1%	**0%**	*	0%	0%	-	-	-	-	0%	0%	*	0%	0%	0%	-	-	-	-	-
	Female	18%	2%	**0%**	*	0%	0%	-	-	-	-	0%	0%	*	0%	0%	-	0%	-	-	-	-

		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%	1%	**4%**	*	0%	17%	-	-	-	-	0%	7%	*	2%	0%	6%	0%	-	-	-	-
	CWD	5%	2%	*	-	*	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	19%	1%	**2%**	*	0%	10%	-	-	-	-	0%	4%	-	2%	0%	3%	0%	-	-	-	-
	EL	5%	3%	**0%**	-	0%	-	-	-	-	-	*	0%	-	0%	0%	0%	-	-	-	-	-
	Male	18%	2%	**6%**	-	0%	25%	-	-	-	-	0%	9%	*	3%	0%	6%	-	-	-	-	-
	Female	15%	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.

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 nclude all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	38	45	32	46	-	-	-	-	54	*	34
CWD	*	-	*	*	-	-	-	-	*	*	*
CWOD	37	45	32	42	-	-	-	-	50	-	39
EL ✧	34	-	34	-	-	-	-	-	*	*	34
Male	38	*	35	44	-	-	-	-	50	*	*
Female	38	*	28	*	-	-	-	-	58	*	35
Mathematics											
All Students	47	*	20	*	-	-	-	-	*	*	*
CWD	*	*	-	-	-	-	-	-	-	*	-
CWOD	47	-	20	*	-	-	-	-	*	-	*
EL ✧	*	-	*	-	-	-	-	-	*	-	*
Male	55	-	*	*	-	-	-	-	*	-	*
Female	*	*	*	*	-	-	-	-	*	*	*

- Indicates there are no students in the group.

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

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 ✧
Federal Graduation Rates													
6-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2022													
All Students	29.6%	*	30.5%	33.3%	-	-	*	-	33.3%	33.3%	33.3%	*	-
CWD	33.3%	-	*	*	-	-	-	-	33.3%	33.3%	*	*	-
CWOD	29.3%	*	30.9%	31.3%	-	-	*	-	33.3%	-	27.3%	*	-
EL ✧	33.3%	-	33.3%	-	-	-	-	-	33.3%	*	33.3%	-	-
Male	17.8%	*	12.9%	33.3%	-	-	-	-	21.9%	*	28.6%	*	-
Female	44.4%	*	50.0%	33.3%	-	-	*	-	45.2%	*	40.0%	*	-

- 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
30	1	3%

- 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.

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	16	10	13	26	-	-	-	*	21	16	6
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	64%	-	67%	43%	-	-	-	*	63%	60%	60%

- Indicates there are no students in the group.

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

Part (vi): Goal Meeting Status

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

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

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

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

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

Part (vii): STAAR Participation

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

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

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

- Indicates there are no students in the group.

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

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)
Students Without Disabilities												
In-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Out-of-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	4	2	2	0	0	0	0	0	0		
	Total	4	2	2	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Students With Disabilities												
In-School Suspensions												

		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		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Out-of-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism												
	Male	105	6	78	20	1	-8	-8	-8	14	10	10
	Female	105	4	87	13	-8	-8	1	-8	5	3	1
	Total	210	10	165	33	1	-8	1	-8	19	13	11

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

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
Advanced Placement Courses																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

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

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	2.2	37.3%
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.

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		$1,331	$403	$856	$1,259		$72	$72
Food services		$156				$81	$75	$156
Instruction		$5,022	$3,620	$98	$3,718	$333	$971	$1,304
Support services, general administration		$276		$273	$273		$3	$3
Support services, instructional staff		$894	$645	$17	$662	$1	$231	$232
Support services, operation and maintenance of plant		$2,666	$2,486	$174	$2,660		$6	$6
Support services, pupils		$756	$665	$32	$697		$59	$59
Support services, school administration		$1,725	$1,678	$2	$1,680		$45	$45
Total	**126**	**$12,826**	**$9,497**	**$1,452**	**$10,949**	**$415**	**$1,462**	**$1,877**

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

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

Part (xi): STAAR Alternate 2 Participation

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

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

- Indicates there are no students in the group.

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

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

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 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)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	13%	-	*	*	-	-	-	-	*	-	-
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.

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	80%	100%	81%	75%	-	-	-	50%	82%	65%	86%

- 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.