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																						
Grade 3																						
Reading	All Students	76%	70%	**73%**	70%	76%	*	-	-	-	-	72%	*	43%	83%	71%	62%	84%	-	*	-	*
	CWD	53%	47%	**43%**	57%	43%	*	-	-	-	-	43%	-	43%	-	56%	38%	57%	-	*	-	-
	CWOD	82%	75%	**83%**	*	82%	-	-	-	-	-	82%	*	-	83%	74%	74%	89%	-	-	-	*
	EL	64%	65%	**71%**	-	71%	-	-	-	-	-	71%	*	56%	74%	71%	69%	74%	-	*	-	-
	Male	74%	67%	**62%**	*	63%	*	-	-	-	-	61%	*	38%	74%	69%	62%	-	-	*	-	-
	Female	78%	74%	**84%**	67%	87%	-	-	-	-	-	83%	*	57%	89%	74%	-	84%	-	*	-	*
Mathematics	All Students	70%	69%	**79%**	60%	81%	*	-	-	-	-	78%	*	48%	88%	87%	70%	86%	-	*	-	*
	CWD	48%	48%	**48%**	43%	50%	*	-	-	-	-	48%	-	48%	-	67%	38%	71%	-	*	-	-
	CWOD	75%	74%	**88%**	*	88%	-	-	-	-	-	87%	*	-	88%	91%	87%	89%	-	-	-	*
	EL	63%	72%	**87%**	-	87%	-	-	-	-	-	86%	*	67%	91%	87%	86%	87%	-	*	-	-
	Male	72%	69%	**70%**	*	73%	*	-	-	-	-	70%	*	38%	87%	86%	70%	-	-	*	-	-
	Female	67%	69%	**86%**	67%	89%	-	-	-	-	-	85%	*	71%	89%	87%	-	86%	-	*	-	*
Grade 4																						
Reading	All Students	79%	78%	**87%**	91%	86%	*	-	-	-	*	87%	80%	59%	93%	81%	87%	88%	-	*	-	-
	CWD	55%	45%	**59%**	*	60%	-	-	-	-	-	63%	*	59%	-	43%	50%	80%	-	-	-	-
	CWOD	86%	85%	**93%**	100%	92%	*	-	-	-	*	93%	*	-	93%	90%	98%	89%	-	*	-	-
	EL	68%	71%	**81%**	-	81%	*	-	-	-	-	81%	-	43%	90%	81%	86%	73%	-	-	-	-
	Male	77%	76%	**87%**	80%	87%	*	-	-	-	-	88%	*	50%	98%	86%	87%	-	-	-	-	-
	Female	82%	79%	**88%**	100%	84%	*	-	-	-	*	86%	*	80%	89%	73%	-	88%	-	*	-	-
Mathematics	All Students	68%	72%	**69%**	64%	69%	*	-	-	-	*	68%	80%	47%	74%	63%	69%	68%	-	*	-	-
	CWD	44%	45%	**47%**	*	47%	-	-	-	-	-	50%	*	47%	-	29%	50%	40%	-	-	-	-
	CWOD	74%	77%	**74%**	67%	75%	*	-	-	-	*	72%	*	-	74%	71%	75%	72%	-	*	-	-
	EL	61%	69%	**63%**	-	65%	*	-	-	-	-	63%	-	29%	71%	63%	68%	56%	-	-	-	-
	Male	70%	74%	**69%**	40%	72%	*	-	-	-	-	70%	*	50%	75%	68%	69%	-	-	-	-	-
	Female	65%	69%	**68%**	83%	66%	*	-	-	-	*	66%	*	40%	72%	56%	-	68%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	50%	42%	**54%**	60%	55%	*	-	-	-	-	52%	*	22%	64%	50%	43%	65%	-	*	-	*
	CWD	27%	22%	**22%**	43%	14%	*	-	-	-	-	22%	-	22%	-	22%	19%	29%	-	*	-	-
	CWOD	57%	46%	**64%**	*	63%	-	-	-	-	-	62%	*	-	64%	56%	55%	70%	-	-	-	*
	EL	36%	35%	**50%**	-	50%	-	-	-	-	-	49%	*	22%	56%	50%	52%	48%	-	*	-	-
	Male	48%	36%	**43%**	*	44%	*	-	-	-	-	41%	*	19%	55%	52%	43%	-	-	*	-	-

		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	Female	53%	48%	**65%**	67%	64%	-	-	-	-	-	63%	*	29%	70%	48%	-	65%	-	*	-	*
Mathematics	All Students	45%	42%	**50%**	50%	51%	*	-	-	-	-	49%	*	22%	59%	56%	55%	45%	-	*	-	*
	CWD	27%	26%	**22%**	29%	21%	*	-	-	-	-	22%	-	22%	-	33%	25%	14%	-	*	-	-
	CWOD	50%	46%	**59%**	*	57%	-	-	-	-	-	58%	*	-	59%	60%	71%	50%	-	-	-	*
	EL	37%	46%	**56%**	-	56%	-	-	-	-	-	55%	*	33%	60%	56%	72%	35%	-	*	-	-
	Male	49%	45%	**55%**	*	59%	*	-	-	-	-	54%	*	25%	71%	72%	55%	-	-	*	-	-
	Female	41%	39%	**45%**	50%	44%	-	-	-	-	-	44%	*	14%	50%	35%	-	45%	-	*	-	*
Grade 4																						
Reading	All Students	53%	52%	**49%**	27%	52%	*	-	-	-	*	48%	60%	18%	56%	46%	54%	43%	-	*	-	-
	CWD	26%	26%	**18%**	*	20%	-	-	-	-	-	19%	*	18%	-	29%	25%	0%	-	-	-	-
	CWOD	60%	58%	**56%**	33%	60%	*	-	-	-	*	55%	*	-	56%	50%	63%	49%	-	*	-	-
	EL	40%	46%	**46%**	-	47%	*	-	-	-	-	46%	-	29%	50%	46%	64%	20%	-	-	-	-
	Male	50%	48%	**54%**	0%	61%	*	-	-	-	-	54%	*	25%	63%	64%	54%	-	-	-	-	-
	Female	57%	56%	**43%**	50%	39%	*	-	-	-	*	41%	*	0%	49%	20%	-	43%	-	*	-	-
Mathematics	All Students	46%	47%	**41%**	36%	42%	*	-	-	-	*	41%	40%	24%	45%	34%	48%	32%	-	*	-	-
	CWD	25%	25%	**24%**	*	27%	-	-	-	-	-	25%	*	24%	-	14%	33%	0%	-	-	-	-
	CWOD	51%	51%	**45%**	44%	46%	*	-	-	-	*	44%	*	-	45%	39%	53%	36%	-	*	-	-
	EL	37%	42%	**34%**	-	35%	*	-	-	-	-	34%	-	14%	39%	34%	45%	19%	-	-	-	-
	Male	50%	53%	**48%**	20%	52%	*	-	-	-	-	48%	*	33%	53%	45%	48%	-	-	-	-	-
	Female	42%	40%	**32%**	50%	28%	*	-	-	-	*	32%	*	0%	36%	19%	-	32%	-	*	-	-
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	22%	16%	**29%**	40%	28%	*	-	-	-	-	29%	*	9%	35%	27%	17%	39%	-	*	-	*
	CWD	7%	7%	**9%**	14%	7%	*	-	-	-	-	9%	-	9%	-	11%	6%	14%	-	*	-	-
	CWOD	26%	18%	**35%**	*	32%	-	-	-	-	-	35%	*	-	35%	30%	23%	43%	-	-	-	*
	EL	13%	15%	**27%**	-	27%	-	-	-	-	-	27%	*	11%	30%	27%	24%	30%	-	*	-	-
	Male	20%	12%	**17%**	*	17%	*	-	-	-	-	17%	*	6%	23%	24%	17%	-	-	*	-	-
	Female	24%	21%	**39%**	50%	38%	-	-	-	-	-	40%	*	14%	43%	30%	-	39%	-	*	-	*
Mathematics	All Students	19%	12%	**17%**	20%	17%	*	-	-	-	-	17%	*	9%	20%	23%	23%	12%	-	*	-	*
	CWD	8%	10%	**9%**	14%	7%	*	-	-	-	-	9%	-	9%	-	11%	6%	14%	-	*	-	-
	CWOD	22%	12%	**20%**	*	19%	-	-	-	-	-	20%	*	-	20%	26%	32%	11%	-	-	-	*
	EL	12%	16%	**23%**	-	23%	-	-	-	-	-	24%	*	11%	26%	23%	34%	9%	-	*	-	-
	Male	22%	15%	**23%**	*	27%	*	-	-	-	-	24%	*	6%	32%	34%	23%	-	-	*	-	-
	Female	15%	8%	**12%**	33%	9%	-	-	-	-	-	10%	*	14%	11%	9%	-	12%	-	*	-	*
Grade 4																						
Reading	All Students	23%	21%	**10%**	9%	10%	*	-	-	-	*	9%	20%	0%	12%	8%	6%	15%	-	*	-	-
	CWD	6%	5%	**0%**	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	28%	24%	**12%**	11%	13%	*	-	-	-	*	11%	*	-	12%	10%	8%	17%	-	*	-	-
	EL	13%	21%	**8%**	-	8%	*	-	-	-	-	8%	-	0%	10%	8%	5%	13%	-	-	-	-
	Male	20%	19%	**6%**	0%	7%	*	-	-	-	-	6%	*	0%	8%	5%	6%	-	-	-	-	-

		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	Female	26%	24%	**15%**	17%	16%	*	-	-	-	*	14%	*	0%	17%	13%	-	15%	-	*	-	-
Mathematics	All Students	23%	21%	**13%**	9%	14%	*	-	-	-	*	13%	20%	6%	14%	13%	15%	10%	-	*	-	-
	CWD	9%	10%	**6%**	*	7%	-	-	-	-	-	6%	*	6%	-	14%	8%	0%	-	-	-	-
	CWOD	27%	23%	**14%**	11%	16%	*	-	-	-	*	14%	*	-	14%	13%	18%	11%	-	*	-	-
	EL	16%	20%	**13%**	-	14%	*	-	-	-	-	13%	-	14%	13%	13%	18%	6%	-	-	-	-
	Male	27%	26%	**15%**	0%	17%	*	-	-	-	-	14%	*	8%	18%	18%	15%	-	-	-	-	-
	Female	19%	16%	**10%**	17%	9%	*	-	-	-	*	11%	*	0%	11%	6%	-	10%	-	*	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	76%	**77%**	71%	78%	60%	-	-	-	*	76%	89%	49%	84%	76%	72%	82%	-	70%	-	*
	CWD	46%	47%	**49%**	50%	50%	*	-	-	-	-	50%	*	49%	-	50%	43%	63%	-	67%	-	-
	CWOD	79%	80%	**84%**	88%	84%	83%	-	-	-	*	84%	100%	-	84%	82%	84%	85%	-	*	-	*
	EL	59%	72%	**76%**	-	76%	*	-	-	-	-	76%	*	50%	82%	76%	77%	74%	-	*	-	-
	Male	71%	73%	**72%**	61%	74%	50%	-	-	-	-	72%	67%	43%	84%	77%	72%	-	-	*	-	-
	Female	75%	79%	**82%**	79%	82%	*	-	-	-	*	81%	100%	63%	85%	74%	-	82%	-	88%	-	*
Reading	All Students	74%	77%	**80%**	81%	80%	60%	-	-	-	*	80%	89%	50%	88%	75%	75%	86%	-	80%	-	*
	CWD	45%	43%	**50%**	56%	52%	*	-	-	-	-	51%	*	50%	-	50%	43%	67%	-	*	-	-
	CWOD	80%	81%	**88%**	100%	87%	*	-	-	-	*	87%	100%	-	88%	81%	87%	89%	-	*	-	*
	EL	57%	72%	**75%**	-	75%	*	-	-	-	-	75%	*	50%	81%	75%	76%	74%	-	*	-	-
	Male	70%	72%	**75%**	78%	76%	*	-	-	-	-	75%	*	43%	87%	76%	75%	-	-	*	-	-
	Female	79%	82%	**86%**	83%	86%	*	-	-	-	*	85%	100%	67%	89%	74%	-	86%	-	*	-	*
Mathematics	All Students	70%	72%	**74%**	62%	76%	60%	-	-	-	*	73%	89%	48%	81%	77%	70%	78%	-	60%	-	*
	CWD	45%	49%	**48%**	44%	48%	*	-	-	-	-	49%	*	48%	-	50%	43%	58%	-	*	-	-
	CWOD	76%	76%	**81%**	75%	81%	*	-	-	-	*	80%	100%	-	81%	82%	80%	81%	-	*	-	*
	EL	60%	70%	**77%**	-	78%	*	-	-	-	-	76%	*	50%	82%	77%	78%	74%	-	*	-	-
	Male	71%	71%	**70%**	44%	72%	*	-	-	-	-	70%	*	43%	80%	78%	70%	-	-	*	-	-
	Female	70%	73%	**78%**	75%	79%	*	-	-	-	*	77%	100%	58%	81%	74%	-	78%	-	*	-	*
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	48%	49%	**49%**	43%	50%	10%	-	-	-	*	48%	67%	21%	56%	47%	50%	47%	-	50%	-	*
	CWD	23%	22%	**21%**	28%	21%	*	-	-	-	-	22%	*	21%	-	25%	25%	13%	-	50%	-	-
	CWOD	53%	53%	**56%**	54%	57%	17%	-	-	-	*	55%	75%	-	56%	52%	60%	52%	-	*	-	*
	EL	30%	43%	**47%**	-	48%	*	-	-	-	-	47%	*	25%	52%	47%	59%	32%	-	*	-	-
	Male	47%	47%	**50%**	28%	54%	0%	-	-	-	-	49%	67%	25%	60%	59%	50%	-	-	*	-	-
	Female	49%	52%	**47%**	54%	46%	*	-	-	-	*	46%	67%	13%	52%	32%	-	47%	-	63%	-	*
Reading	All Students	53%	54%	**52%**	43%	53%	20%	-	-	-	*	50%	78%	20%	60%	48%	48%	55%	-	60%	-	*
	CWD	23%	21%	**20%**	33%	17%	*	-	-	-	-	21%	*	20%	-	25%	21%	17%	-	*	-	-
	CWOD	59%	59%	**60%**	50%	61%	*	-	-	-	*	58%	88%	-	60%	53%	59%	61%	-	*	-	*
	EL	31%	46%	**48%**	-	49%	*	-	-	-	-	48%	*	25%	53%	48%	57%	37%	-	*	-	-
	Male	48%	49%	**48%**	22%	53%	*	-	-	-	-	48%	*	21%	59%	57%	48%	-	-	*	-	-

		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	Female	58%	60%	**55%**	58%	54%	*	-	-	-	*	53%	83%	17%	61%	37%	-	55%	-	*	-	*
Mathematics	All Students	43%	43%	**46%**	43%	47%	0%	-	-	-	*	45%	56%	23%	52%	47%	52%	39%	-	40%	-	*
	CWD	22%	22%	**23%**	22%	24%	*	-	-	-	-	23%	*	23%	-	25%	29%	8%	-	*	-	-
	CWOD	48%	46%	**52%**	58%	52%	*	-	-	-	*	51%	63%	-	52%	51%	61%	44%	-	*	-	*
	EL	30%	40%	**47%**	-	47%	*	-	-	-	-	46%	*	25%	51%	47%	61%	28%	-	*	-	-
	Male	45%	43%	**52%**	33%	55%	*	-	-	-	-	51%	*	29%	61%	61%	52%	-	-	*	-	-
	Female	42%	43%	**39%**	50%	38%	*	-	-	-	*	38%	50%	8%	44%	28%	-	39%	-	*	-	*
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	20%	18%	**17%**	19%	18%	0%	-	-	-	*	17%	22%	6%	20%	19%	15%	20%	-	20%	-	*
	CWD	6%	5%	**6%**	11%	5%	*	-	-	-	-	6%	*	6%	-	9%	5%	8%	-	33%	-	-
	CWOD	23%	19%	**20%**	25%	20%	0%	-	-	-	*	20%	25%	-	20%	21%	19%	21%	-	*	-	*
	EL	9%	13%	**19%**	-	19%	*	-	-	-	-	19%	*	9%	21%	19%	22%	16%	-	*	-	-
	Male	20%	17%	**15%**	6%	17%	0%	-	-	-	-	15%	17%	5%	19%	22%	15%	-	-	*	-	-
	Female	21%	19%	**20%**	29%	19%	*	-	-	-	*	19%	25%	8%	21%	16%	-	20%	-	25%	-	*
Reading	All Students	22%	19%	**19%**	24%	20%	0%	-	-	-	*	19%	22%	5%	23%	19%	11%	29%	-	20%	-	*
	CWD	6%	4%	**5%**	11%	3%	*	-	-	-	-	5%	*	5%	-	6%	4%	8%	-	*	-	-
	CWOD	25%	21%	**23%**	33%	23%	*	-	-	-	*	23%	25%	-	23%	22%	14%	32%	-	*	-	*
	EL	8%	14%	**19%**	-	19%	*	-	-	-	-	19%	*	6%	22%	19%	16%	24%	-	*	-	-
	Male	19%	16%	**11%**	11%	11%	*	-	-	-	-	11%	*	4%	14%	16%	11%	-	-	*	-	-
	Female	25%	22%	**29%**	33%	29%	*	-	-	-	*	28%	33%	8%	32%	24%	-	29%	-	*	-	*
Mathematics	All Students	19%	18%	**15%**	14%	16%	0%	-	-	-	*	15%	22%	8%	17%	19%	19%	11%	-	20%	-	*
	CWD	7%	6%	**8%**	11%	7%	*	-	-	-	-	8%	*	8%	-	13%	7%	8%	-	*	-	-
	CWOD	22%	19%	**17%**	17%	18%	*	-	-	-	*	17%	25%	-	17%	20%	24%	11%	-	*	-	*
	EL	11%	15%	**19%**	-	19%	*	-	-	-	-	19%	*	13%	20%	19%	27%	8%	-	*	-	-
	Male	21%	18%	**19%**	0%	22%	*	-	-	-	-	19%	*	7%	24%	27%	19%	-	-	*	-	-
	Female	18%	17%	**11%**	25%	9%	*	-	-	-	*	10%	17%	8%	11%	8%	-	11%	-	*	-	*

- 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	73	77	72	*	-	-	-	*	72	50	78
CWD	50	*	50	-	-	-	-	-	50	50	54
CWOD	78	83	77	*	-	-	-	*	77	-	84
EL ✧	78	-	77	*	-	-	-	-	78	54	78
Male	69	70	71	*	-	-	-	-	69	48	74
Female	78	83	74	*	-	-	-	*	76	55	85
Mathematics											
All Students	67	57	69	*	-	-	-	*	67	47	64
CWD	47	*	53	-	-	-	-	-	50	47	46
CWOD	71	69	73	*	-	-	-	*	70	-	68
EL ✧	64	-	66	*	-	-	-	-	64	46	64
Male	68	30	72	*	-	-	-	-	69	52	66
Female	66	79	64	*	-	-	-	*	64	35	61

- 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	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL ✧	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

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

Part (iv): English Language Proficiency

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
274	21	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	48	44	49	23	-	-	-	*	47	25	47
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

Part (vi): Goal Meeting Status

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

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

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

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

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

Part (vii): STAAR Participation

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

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																	
All Subjects	All Students	**100%**	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	**100%**	100%	100%	*	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	**100%**	100%	100%	100%	-	-	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	**100%**	-	100%	*	-	-	-	-	100%	*	100%	100%	100%	100%	100%	-
	Male	**100%**	100%	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	-	-
	Female	**100%**	100%	100%	*	-	-	-	*	100%	100%	100%	100%	100%	-	100%	-
Reading	All Students	**100%**	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	**100%**	100%	100%	*	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	**100%**	100%	100%	*	-	-	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	**100%**	-	100%	*	-	-	-	-	100%	*	100%	100%	100%	100%	100%	-
	Male	**100%**	100%	100%	*	-	-	-	-	100%	*	100%	100%	100%	100%	-	-
	Female	**100%**	100%	100%	*	-	-	-	*	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	**100%**	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	**100%**	100%	100%	*	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	**100%**	100%	100%	*	-	-	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	**100%**	-	100%	*	-	-	-	-	100%	*	100%	100%	100%	100%	100%	-
	Male	**100%**	100%	100%	*	-	-	-	-	100%	*	100%	100%	100%	100%	-	-
	Female	**100%**	100%	100%	*	-	-	-	*	100%	100%	100%	100%	100%	-	100%	-
Science	All Students	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
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	**0%**	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	**0%**	0%	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	**0%**	0%	0%	0%	-	-	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-
	Male	**0%**	0%	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	-	-
	Female	**0%**	0%	0%	*	-	-	-	*	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	**0%**	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	**0%**	0%	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	**0%**	0%	0%	*	-	-	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-
	Male	**0%**	0%	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%	-	-
	Female	**0%**	0%	0%	*	-	-	-	*	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	**0%**	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	**0%**	0%	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	**0%**	0%	0%	*	-	-	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-
	Male	**0%**	0%	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%	-	-
	Female	**0%**	0%	0%	*	-	-	-	*	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
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.

There is no data for this campus.

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.

There is no data for this campus.

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	8.9	18.5%
Teachers Teaching with Emergency or Provisional Credentials	10.9	24.2%
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		$1,301	$203	$849	$1,052		$249	$249
Food services		$924	$19	$4	$23	$851	$50	$901
Instruction		$8,196	$6,307	$94	$6,401	$1,707	$88	$1,795
Support services, general administration		$50		$50	$50			
Support services, instructional staff		$795	$422	$4	$426	$125	$244	$369
Support services, operation and maintenance of plant		$2,043	$1,566	$123	$1,689	$341	$13	$354
Support services, pupils		$633	$345	$100	$445	$147	$41	$188
Support services, school administration		$2,070	$1,965	$68	$2,033	$27	$10	$37
Support services, student transportation		$865	$476	$45	$521	$333	$11	$344
Total	**453**	**$16,877**	**$11,304**	**$1,337**	**$12,641**	**$3,530**	**$706**	**$4,236**

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%	13	2%	*	1%
Mathematics	7,510	2%	13	2%	*	1%
Grade 4						
Reading	6,669	2%	10	2%	*	1%
Mathematics	6,666	2%	10	2%	*	1%
Grade 5						
Reading	6,321	2%	*	1%	-	-
Mathematics	6,324	2%	*	1%	-	-
Science	6,315	2%	*	1%	-	-
Grade 6						
Reading	5,876	1%	19	1%	-	-
Mathematics	5,877	1%	19	1%	-	-
Grade 7						
Reading	5,387	1%	17	1%	-	-
Mathematics	5,385	2%	17	1%	-	-
Grade 8						
Reading	4,906	1%	19	1%	-	-
Mathematics	4,907	1%	19	1%	-	-
Science	4,904	1%	18	1%	-	-
End of Course						
English I	4,932	1%	18	1%	-	-
English II	4,732	1%	13	1%	-	-
Algebra I	4,932	1%	17	1%	-	-
Biology	4,992	1%	18	1%	-	-
All Grades						
All Subjects	104,161	1%	249	1%	*	1%
Reading	46,349	1%	112	1%	*	1%
Mathematics	41,601	1%	98	1%	*	1%
Science	16,211	1%	39	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)

There is no data for this campus.

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	29%	44%	27%	20%	-	-	-	*	30%	27%	23%

- 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.

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																						
Grade 6																						
Reading	All Students	76%	73%	**67%**	55%	68%	*	-	*	-	-	67%	75%	63%	68%	68%	63%	72%	-	*	-	-
	CWD	46%	43%	**63%**	*	77%	-	-	-	-	-	63%	-	63%	-	73%	50%	83%	-	-	-	-
	CWOD	82%	77%	**68%**	75%	67%	*	-	*	-	-	68%	75%	-	68%	68%	64%	71%	-	*	-	-
	EL	56%	68%	**68%**	*	67%	*	-	*	-	-	67%	86%	73%	68%	68%	61%	76%	-	*	-	-
	Male	72%	65%	**63%**	*	64%	-	-	-	-	-	61%	*	50%	64%	61%	63%	-	-	*	-	-
	Female	80%	81%	**72%**	63%	73%	*	-	*	-	-	73%	60%	83%	71%	76%	-	72%	-	*	-	-
Mathematics	All Students	72%	71%	**69%**	55%	69%	*	-	*	-	-	68%	88%	38%	72%	70%	70%	67%	-	*	-	-
	CWD	50%	48%	**38%**	*	46%	-	-	-	-	-	38%	-	38%	-	36%	40%	33%	-	-	-	-
	CWOD	78%	73%	**72%**	75%	72%	*	-	*	-	-	71%	88%	-	72%	73%	74%	70%	-	*	-	-
	EL	60%	68%	**70%**	*	69%	*	-	*	-	-	69%	100%	36%	73%	70%	72%	69%	-	*	-	-
	Male	74%	69%	**70%**	*	71%	-	-	-	-	-	69%	*	40%	74%	72%	70%	-	-	*	-	-
	Female	71%	72%	**67%**	63%	67%	*	-	*	-	-	67%	80%	33%	70%	69%	-	67%	-	*	-	-
Grade 7																						
Reading	All Students	74%	76%	**79%**	*	78%	*	-	*	-	-	78%	82%	69%	80%	76%	77%	80%	-	*	-	-
	CWD	41%	45%	**69%**	-	67%	*	-	-	-	-	67%	*	69%	-	67%	67%	*	-	*	-	-
	CWOD	81%	79%	**80%**	*	79%	*	-	*	-	-	80%	80%	-	80%	77%	78%	80%	-	*	-	-
	EL	56%	70%	**76%**	-	75%	*	-	-	-	-	76%	75%	67%	77%	76%	70%	81%	-	*	-	-
	Male	70%	71%	**77%**	-	76%	*	-	*	-	-	78%	60%	67%	78%	70%	77%	-	-	*	-	-
	Female	79%	80%	**80%**	*	79%	*	-	-	-	-	79%	100%	*	80%	81%	-	80%	-	*	-	-
Mathematics	All Students	53%	59%	**60%**	*	59%	*	-	*	-	-	59%	73%	54%	61%	54%	59%	61%	-	*	-	-
	CWD	31%	37%	**54%**	-	58%	*	-	-	-	-	50%	*	54%	-	50%	44%	*	-	*	-	-
	CWOD	58%	62%	**61%**	*	60%	*	-	*	-	-	60%	70%	-	61%	54%	61%	60%	-	*	-	-
	EL	39%	54%	**54%**	-	55%	*	-	-	-	-	53%	63%	50%	54%	54%	49%	58%	-	*	-	-
	Male	55%	61%	**59%**	-	59%	*	-	*	-	-	59%	60%	44%	61%	49%	59%	-	-	*	-	-
	Female	51%	58%	**61%**	*	60%	*	-	-	-	-	59%	83%	*	60%	58%	-	61%	-	*	-	-
Grade 8																						
Reading	All Students	80%	86%	**85%**	85%	85%	*	*	*	-	-	86%	78%	70%	87%	85%	85%	85%	-	89%	-	-
	CWD	49%	55%	**70%**	*	69%	*	-	-	-	-	68%	*	70%	-	70%	75%	63%	-	*	-	-
	CWOD	85%	89%	**87%**	90%	87%	-	*	*	-	-	88%	75%	-	87%	87%	87%	88%	-	83%	-	-
	EL	62%	82%	**85%**	-	85%	-	*	*	-	-	86%	67%	70%	87%	85%	88%	82%	-	80%	-	-
	Male	76%	82%	**85%**	71%	86%	-	-	*	-	-	84%	*	75%	87%	88%	85%	-	-	100%	-	-
	Female	85%	90%	**85%**	100%	84%	*	*	-	-	-	87%	60%	63%	88%	82%	-	85%	-	*	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	69%	74%	**71%**	38%	72%	*	*	*	-	-	70%	86%	50%	75%	74%	63%	79%	-	57%	-	-
	CWD	42%	54%	**50%**	*	56%	*	-	-	-	-	47%	*	50%	-	50%	50%	50%	-	*	-	-
	CWOD	74%	78%	**75%**	60%	75%	-	*	*	-	-	74%	83%	-	75%	77%	66%	83%	-	*	-	-
	EL	56%	75%	**74%**	-	73%	-	*	*	-	-	74%	80%	50%	77%	74%	68%	80%	-	80%	-	-
	Male	68%	71%	**63%**	40%	64%	-	-	*	-	-	61%	*	50%	66%	68%	63%	-	-	40%	-	-
	Female	71%	78%	**79%**	*	80%	*	*	-	-	-	79%	*	50%	83%	80%	-	79%	-	*	-	-
Science	All Students	72%	73%	**69%**	62%	68%	*	*	*	-	-	69%	56%	42%	72%	68%	70%	67%	-	78%	-	-
	CWD	43%	42%	**42%**	*	38%	*	-	-	-	-	39%	*	42%	-	30%	42%	38%	-	*	-	-
	CWOD	77%	77%	**72%**	70%	71%	-	*	*	-	-	73%	50%	-	72%	71%	75%	69%	-	83%	-	-
	EL	54%	69%	**68%**	-	67%	-	*	*	-	-	69%	50%	30%	71%	68%	75%	61%	-	80%	-	-
	Male	73%	74%	**70%**	57%	70%	-	-	*	-	-	68%	*	42%	75%	75%	70%	-	-	83%	-	-
	Female	71%	73%	**67%**	67%	65%	*	*	-	-	-	70%	20%	38%	69%	61%	-	67%	-	*	-	-
End of Course																						
English I	All Students	66%	73%	**81%**	90%	80%	-	-	*	-	-	81%	88%	50%	84%	76%	76%	87%	*	86%	-	-
	CWD	35%	39%	**50%**	*	43%	-	-	-	-	-	50%	-	50%	-	27%	38%	80%	-	*	-	-
	CWOD	72%	78%	**84%**	100%	84%	-	-	*	-	-	84%	88%	-	84%	80%	81%	88%	*	*	-	-
	EL	45%	70%	**76%**	*	76%	-	-	-	-	-	77%	*	27%	80%	76%	71%	84%	*	*	-	-
	Male	61%	69%	**76%**	80%	76%	-	-	*	-	-	75%	*	38%	81%	71%	76%	-	-	80%	-	-
	Female	72%	78%	**87%**	100%	86%	-	-	-	-	-	88%	*	80%	88%	84%	-	87%	*	*	-	-
English II	All Students	70%	78%	**81%**	91%	80%	*	-	*	-	*	81%	78%	61%	85%	74%	76%	87%	-	75%	-	*
	CWD	36%	38%	**61%**	*	58%	-	-	-	-	-	60%	*	61%	-	58%	59%	67%	-	*	-	-
	CWOD	76%	84%	**85%**	100%	83%	*	-	*	-	*	85%	83%	-	85%	77%	81%	89%	-	83%	-	*
	EL	47%	70%	**74%**	*	73%	*	-	-	-	-	73%	*	58%	77%	74%	68%	82%	-	80%	-	-
	Male	66%	73%	**76%**	100%	74%	-	-	*	-	*	76%	86%	59%	81%	68%	76%	-	-	*	-	-
	Female	75%	84%	**87%**	83%	87%	*	-	-	-	-	88%	*	67%	89%	82%	-	87%	-	*	-	*
Algebra I	All Students	76%	84%	**88%**	73%	89%	-	-	-	-	-	89%	86%	50%	92%	90%	85%	92%	-	67%	-	-
	CWD	52%	59%	**50%**	*	54%	-	-	-	-	-	47%	*	50%	-	60%	45%	60%	-	*	-	-
	CWOD	80%	87%	**92%**	88%	92%	-	-	-	-	-	92%	83%	-	92%	92%	90%	95%	-	100%	-	-
	EL	68%	84%	**90%**	*	90%	-	-	-	-	-	89%	*	60%	92%	90%	89%	91%	-	*	-	-
	Male	73%	81%	**85%**	50%	88%	-	-	-	-	-	86%	*	45%	90%	89%	85%	-	-	57%	-	-
	Female	79%	88%	**92%**	100%	92%	-	-	-	-	-	92%	100%	60%	95%	91%	-	92%	-	*	-	-
Biology	All Students	91%	92%	**96%**	88%	96%	*	-	-	-	-	97%	75%	77%	97%	96%	96%	96%	*	86%	-	-
	CWD	76%	75%	**77%**	*	80%	-	-	-	-	-	77%	-	77%	-	71%	67%	*	-	*	-	-
	CWOD	93%	94%	**97%**	100%	97%	*	-	-	-	-	99%	75%	-	97%	97%	99%	96%	*	*	-	-
	EL	82%	91%	**96%**	*	96%	*	-	-	-	-	97%	*	71%	97%	96%	97%	95%	*	*	-	-
	Male	89%	91%	**96%**	80%	96%	-	-	-	-	-	96%	*	67%	99%	97%	96%	-	-	80%	-	-
	Female	92%	93%	**96%**	*	96%	*	-	-	-	-	97%	*	*	96%	95%	-	96%	*	*	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 6																						

		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	55%	51%	**46%**	45%	45%	*	-	*	-	-	46%	38%	38%	47%	45%	40%	52%	-	*	-	-
	CWD	24%	22%	**38%**	*	46%	-	-	-	-	-	38%	-	38%	-	36%	50%	17%	-	-	-	-
	CWOD	62%	55%	**47%**	63%	45%	*	-	*	-	-	47%	38%	-	47%	46%	39%	55%	-	*	-	-
	EL	30%	44%	**45%**	*	45%	*	-	*	-	-	46%	43%	36%	46%	45%	37%	54%	-	*	-	-
	Male	50%	44%	**40%**	*	40%	-	-	-	-	-	42%	*	50%	39%	37%	40%	-	-	*	-	-
	Female	59%	58%	**52%**	50%	51%	*	-	*	-	-	51%	60%	17%	55%	54%	-	52%	-	*	-	-
Mathematics	All Students	38%	35%	**26%**	27%	26%	*	-	*	-	-	26%	38%	19%	27%	27%	30%	23%	-	*	-	-
	CWD	19%	18%	**19%**	*	23%	-	-	-	-	-	19%	-	19%	-	9%	20%	17%	-	-	-	-
	CWOD	43%	38%	**27%**	38%	26%	*	-	*	-	-	27%	38%	-	27%	28%	31%	23%	-	*	-	-
	EL	22%	32%	**27%**	*	26%	*	-	*	-	-	26%	43%	9%	28%	27%	28%	26%	-	*	-	-
	Male	41%	37%	**30%**	*	30%	-	-	-	-	-	30%	*	20%	31%	28%	30%	-	-	*	-	-
	Female	36%	34%	**23%**	25%	22%	*	-	*	-	-	22%	40%	17%	23%	26%	-	23%	-	*	-	-
Grade 7																						
Reading	All Students	52%	53%	**61%**	*	61%	*	-	*	-	-	60%	73%	54%	62%	55%	55%	66%	-	*	-	-
	CWD	21%	22%	**54%**	-	58%	*	-	-	-	-	50%	*	54%	-	50%	44%	*	-	*	-	-
	CWOD	58%	56%	**62%**	*	61%	*	-	*	-	-	61%	70%	-	62%	56%	57%	66%	-	*	-	-
	EL	30%	45%	**55%**	-	56%	*	-	-	-	-	54%	63%	50%	56%	55%	43%	64%	-	*	-	-
	Male	47%	49%	**55%**	-	55%	*	-	*	-	-	56%	40%	44%	57%	43%	55%	-	-	*	-	-
	Female	58%	57%	**66%**	*	67%	*	-	-	-	-	64%	100%	*	66%	64%	-	66%	-	*	-	-
Mathematics	All Students	32%	38%	**43%**	*	43%	*	-	*	-	-	41%	64%	46%	43%	35%	51%	36%	-	*	-	-
	CWD	17%	21%	**46%**	-	50%	*	-	-	-	-	42%	*	46%	-	42%	44%	*	-	*	-	-
	CWOD	36%	40%	**43%**	*	42%	*	-	*	-	-	41%	60%	-	43%	34%	52%	36%	-	*	-	-
	EL	19%	32%	**35%**	-	35%	*	-	-	-	-	34%	50%	42%	34%	35%	38%	32%	-	*	-	-
	Male	35%	41%	**51%**	-	50%	*	-	*	-	-	50%	60%	44%	52%	38%	51%	-	-	*	-	-
	Female	30%	35%	**36%**	*	36%	*	-	-	-	-	34%	67%	*	36%	32%	-	36%	-	*	-	-
Grade 8																						
Reading	All Students	57%	61%	**60%**	62%	59%	*	*	*	-	-	61%	56%	35%	64%	57%	55%	65%	-	56%	-	-
	CWD	23%	25%	**35%**	*	38%	*	-	-	-	-	32%	*	35%	-	30%	33%	38%	-	*	-	-
	CWOD	63%	65%	**64%**	80%	62%	-	*	*	-	-	65%	50%	-	64%	60%	59%	68%	-	67%	-	-
	EL	32%	52%	**57%**	-	56%	-	*	*	-	-	57%	50%	30%	60%	57%	56%	58%	-	60%	-	-
	Male	51%	55%	**55%**	43%	55%	-	-	*	-	-	54%	*	33%	59%	56%	55%	-	-	67%	-	-
	Female	63%	67%	**65%**	83%	63%	*	*	-	-	-	67%	40%	38%	68%	58%	-	65%	-	*	-	-
Mathematics	All Students	45%	44%	**47%**	25%	47%	*	*	*	-	-	48%	29%	30%	50%	48%	40%	55%	-	57%	-	-
	CWD	22%	25%	**30%**	*	31%	*	-	-	-	-	26%	*	30%	-	20%	25%	38%	-	*	-	-
	CWOD	50%	48%	**50%**	40%	50%	-	*	*	-	-	52%	17%	-	50%	51%	43%	57%	-	*	-	-
	EL	30%	44%	**48%**	-	46%	-	*	*	-	-	49%	20%	20%	51%	48%	43%	53%	-	80%	-	-
	Male	45%	41%	**40%**	20%	40%	-	-	*	-	-	40%	*	25%	43%	43%	40%	-	-	40%	-	-
	Female	46%	48%	**55%**	*	54%	*	*	-	-	-	56%	*	38%	57%	53%	-	55%	-	*	-	-

		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	47%	45%	**46%**	46%	45%	*	*	*	-	-	46%	44%	26%	49%	42%	44%	48%	-	33%	-	-
	CWD	22%	21%	**26%**	*	25%	*	-	-	-	-	22%	*	26%	-	10%	25%	25%	-	*	-	-
	CWOD	51%	47%	**49%**	60%	47%	-	*	*	-	-	49%	38%	-	49%	45%	47%	50%	-	50%	-	-
	EL	25%	39%	**42%**	-	42%	-	*	*	-	-	43%	33%	10%	45%	42%	44%	41%	-	20%	-	-
	Male	49%	47%	**44%**	29%	44%	-	-	*	-	-	42%	*	25%	47%	44%	44%	-	-	33%	-	-
	Female	45%	42%	**48%**	67%	46%	*	*	-	-	-	50%	20%	25%	50%	41%	-	48%	-	*	-	-
End of Course																						
English I	All Students	47%	52%	**66%**	80%	65%	-	-	*	-	-	65%	88%	22%	70%	59%	59%	74%	*	57%	-	-
	CWD	18%	17%	**22%**	*	14%	-	-	-	-	-	22%	-	22%	-	9%	8%	60%	-	*	-	-
	CWOD	53%	57%	**70%**	100%	69%	-	-	*	-	-	69%	88%	-	70%	64%	66%	75%	*	*	-	-
	EL	23%	45%	**59%**	*	59%	-	-	-	-	-	60%	*	9%	64%	59%	52%	69%	*	*	-	-
	Male	42%	45%	**59%**	60%	58%	-	-	*	-	-	57%	*	8%	66%	52%	59%	-	-	40%	-	-
	Female	54%	60%	**74%**	100%	73%	-	-	-	-	-	74%	*	60%	75%	69%	-	74%	*	*	-	-
English II	All Students	53%	61%	**64%**	82%	62%	*	-	*	-	*	64%	67%	43%	68%	51%	56%	74%	-	63%	-	*
	CWD	20%	21%	**43%**	*	37%	-	-	-	-	-	45%	*	43%	-	37%	47%	33%	-	*	-	-
	CWOD	58%	67%	**68%**	86%	66%	*	-	*	-	*	67%	83%	-	68%	54%	58%	78%	-	83%	-	*
	EL	25%	49%	**51%**	*	50%	*	-	-	-	-	51%	*	37%	54%	51%	43%	64%	-	60%	-	-
	Male	48%	56%	**56%**	80%	54%	-	-	*	-	*	55%	71%	47%	58%	43%	56%	-	-	*	-	-
	Female	59%	68%	**74%**	83%	73%	*	-	-	-	-	75%	*	33%	78%	64%	-	74%	-	*	-	*
Algebra I	All Students	43%	54%	**57%**	73%	56%	-	-	-	-	-	57%	57%	19%	61%	54%	53%	63%	-	56%	-	-
	CWD	19%	25%	**19%**	*	15%	-	-	-	-	-	20%	*	19%	-	10%	9%	40%	-	*	-	-
	CWOD	47%	57%	**61%**	88%	60%	-	-	-	-	-	61%	67%	-	61%	57%	58%	65%	-	80%	-	-
	EL	30%	50%	**54%**	*	54%	-	-	-	-	-	54%	*	10%	57%	54%	53%	55%	-	*	-	-
	Male	42%	49%	**53%**	50%	53%	-	-	-	-	-	53%	*	9%	58%	53%	53%	-	-	43%	-	-
	Female	45%	59%	**63%**	100%	61%	-	-	-	-	-	64%	60%	40%	65%	55%	-	63%	-	*	-	-
Biology	All Students	59%	58%	**65%**	63%	66%	*	-	-	-	-	65%	75%	31%	68%	61%	61%	71%	*	57%	-	-
	CWD	30%	28%	**31%**	*	30%	-	-	-	-	-	31%	-	31%	-	14%	11%	*	-	*	-	-
	CWOD	64%	62%	**68%**	80%	68%	*	-	-	-	-	68%	75%	-	68%	64%	66%	71%	*	*	-	-
	EL	35%	52%	**61%**	*	61%	*	-	-	-	-	61%	*	14%	64%	61%	58%	64%	*	*	-	-
	Male	58%	55%	**61%**	40%	62%	-	-	-	-	-	60%	*	11%	66%	58%	61%	-	-	40%	-	-
	Female	61%	61%	**71%**	*	71%	*	-	-	-	-	71%	*	*	71%	64%	-	71%	*	*	-	-
STAAR Percent at Masters Grade Level																						
Grade 6																						
Reading	All Students	28%	23%	**18%**	27%	16%	*	-	*	-	-	18%	13%	0%	20%	18%	14%	22%	-	*	-	-
	CWD	7%	6%	**0%**	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	-	-	-	-
	CWOD	33%	25%	**20%**	38%	18%	*	-	*	-	-	20%	13%	-	20%	19%	16%	23%	-	*	-	-
	EL	9%	17%	**18%**	*	17%	*	-	*	-	-	18%	14%	0%	19%	18%	13%	23%	-	*	-	-
	Male	24%	18%	**14%**	*	13%	-	-	-	-	-	14%	*	0%	16%	13%	14%	-	-	*	-	-
	Female	32%	28%	**22%**	25%	19%	*	-	*	-	-	22%	20%	0%	23%	23%	-	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
Mathematics	All Students	16%	13%	**7%**	9%	7%	*	-	*	-	-	8%	0%	0%	8%	7%	9%	6%	-	*	-	-
	CWD	5%	5%	**0%**	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	-	-	-	-
	CWOD	18%	14%	**8%**	13%	7%	*	-	*	-	-	9%	0%	-	8%	8%	10%	6%	-	*	-	-
	EL	6%	11%	**7%**	*	7%	*	-	*	-	-	7%	0%	0%	8%	7%	7%	7%	-	*	-	-
	Male	17%	13%	**9%**	*	8%	-	-	-	-	-	9%	*	0%	10%	7%	9%	-	-	*	-	-
	Female	14%	12%	**6%**	0%	5%	*	-	*	-	-	6%	0%	0%	6%	7%	-	6%	-	*	-	-
Grade 7																						
Reading	All Students	26%	26%	**34%**	*	34%	*	-	*	-	-	33%	45%	15%	35%	27%	33%	34%	-	*	-	-
	CWD	6%	5%	**15%**	-	17%	*	-	-	-	-	8%	*	15%	-	17%	11%	*	-	*	-	-
	CWOD	30%	28%	**35%**	*	36%	*	-	*	-	-	35%	40%	-	35%	28%	37%	34%	-	*	-	-
	EL	9%	18%	**27%**	-	27%	*	-	-	-	-	27%	25%	17%	28%	27%	23%	30%	-	*	-	-
	Male	23%	23%	**33%**	-	33%	*	-	*	-	-	33%	40%	11%	37%	23%	33%	-	-	*	-	-
	Female	30%	29%	**34%**	*	35%	*	-	-	-	-	33%	50%	*	34%	30%	-	34%	-	*	-	-
Mathematics	All Students	11%	12%	**12%**	*	11%	*	-	*	-	-	11%	18%	8%	12%	8%	15%	8%	-	*	-	-
	CWD	5%	3%	**8%**	-	8%	*	-	-	-	-	0%	*	8%	-	8%	0%	*	-	*	-	-
	CWOD	12%	13%	**12%**	*	12%	*	-	*	-	-	12%	10%	-	12%	8%	18%	7%	-	*	-	-
	EL	4%	8%	**8%**	-	8%	*	-	-	-	-	8%	13%	8%	8%	8%	9%	8%	-	*	-	-
	Male	12%	13%	**15%**	-	15%	*	-	*	-	-	15%	20%	0%	18%	9%	15%	-	-	*	-	-
	Female	9%	10%	**8%**	*	9%	*	-	-	-	-	8%	17%	*	7%	8%	-	8%	-	*	-	-
Grade 8																						
Reading	All Students	31%	29%	**30%**	46%	28%	*	*	*	-	-	31%	22%	0%	35%	25%	28%	33%	-	22%	-	-
	CWD	7%	4%	**0%**	*	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	35%	32%	**35%**	60%	31%	-	*	*	-	-	35%	25%	-	35%	28%	32%	37%	-	33%	-	-
	EL	10%	20%	**25%**	-	23%	-	*	*	-	-	26%	17%	0%	28%	25%	26%	25%	-	0%	-	-
	Male	26%	25%	**28%**	29%	25%	-	-	*	-	-	28%	*	0%	32%	26%	28%	-	-	17%	-	-
	Female	36%	33%	**33%**	67%	30%	*	*	-	-	-	34%	20%	0%	37%	25%	-	33%	-	*	-	-
Mathematics	All Students	18%	10%	**8%**	0%	9%	*	*	*	-	-	9%	0%	0%	10%	8%	6%	11%	-	0%	-	-
	CWD	7%	6%	**0%**	*	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	20%	11%	**10%**	0%	11%	-	*	*	-	-	10%	0%	-	10%	9%	8%	12%	-	*	-	-
	EL	8%	9%	**8%**	-	9%	-	*	*	-	-	9%	0%	0%	9%	8%	6%	10%	-	0%	-	-
	Male	18%	9%	**6%**	0%	7%	-	-	*	-	-	6%	*	0%	8%	6%	6%	-	-	0%	-	-
	Female	17%	11%	**11%**	*	11%	*	*	-	-	-	11%	*	0%	12%	10%	-	11%	-	*	-	-
Science	All Students	18%	14%	**15%**	23%	13%	*	*	*	-	-	15%	22%	5%	16%	14%	19%	11%	-	22%	-	-
	CWD	6%	4%	**5%**	*	6%	*	-	-	-	-	6%	*	5%	-	10%	8%	0%	-	*	-	-
	CWOD	20%	16%	**16%**	30%	14%	-	*	*	-	-	16%	25%	-	16%	14%	21%	13%	-	33%	-	-
	EL	5%	9%	**14%**	-	13%	-	*	*	-	-	14%	17%	10%	14%	14%	19%	9%	-	0%	-	-
	Male	20%	16%	**19%**	14%	17%	-	-	*	-	-	18%	*	8%	21%	19%	19%	-	-	17%	-	-
	Female	16%	13%	**11%**	33%	10%	*	*	-	-	-	11%	20%	0%	13%	9%	-	11%	-	*	-	-
End of Course																						

		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 I	All Students	14%	12%	**19%**	10%	19%	-	-	*	-	-	18%	38%	0%	20%	16%	16%	21%	*	29%	-	-
	CWD	4%	3%	**0%**	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	-	*	-	-
	CWOD	16%	14%	**20%**	17%	21%	-	-	*	-	-	20%	38%	-	20%	17%	19%	23%	*	*	-	-
	EL	2%	8%	**16%**	*	16%	-	-	-	-	-	16%	*	0%	17%	16%	16%	16%	*	*	-	-
	Male	11%	10%	**16%**	0%	17%	-	-	*	-	-	15%	*	0%	19%	16%	16%	-	-	20%	-	-
	Female	17%	15%	**21%**	20%	21%	-	-	-	-	-	21%	*	0%	23%	16%	-	21%	*	*	-	-
English II	All Students	8%	7%	**11%**	18%	10%	*	-	*	-	*	11%	11%	0%	13%	5%	9%	13%	-	25%	-	*
	CWD	3%	1%	**0%**	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	9%	8%	**13%**	29%	12%	*	-	*	-	*	12%	17%	-	13%	6%	11%	14%	-	33%	-	*
	EL	1%	2%	**5%**	*	5%	*	-	-	-	-	4%	*	0%	6%	5%	6%	3%	-	0%	-	-
	Male	7%	7%	**9%**	0%	10%	-	-	*	-	*	9%	14%	0%	11%	6%	9%	-	-	*	-	-
	Female	9%	7%	**13%**	33%	11%	*	-	-	-	-	13%	*	0%	14%	3%	-	13%	-	*	-	*
Algebra I	All Students	26%	33%	**33%**	64%	31%	-	-	-	-	-	33%	43%	6%	36%	28%	28%	39%	-	22%	-	-
	CWD	8%	9%	**6%**	*	8%	-	-	-	-	-	7%	*	6%	-	10%	0%	20%	-	*	-	-
	CWOD	29%	36%	**36%**	88%	33%	-	-	-	-	-	35%	50%	-	36%	29%	32%	41%	-	40%	-	-
	EL	14%	28%	**28%**	*	27%	-	-	-	-	-	28%	*	10%	29%	28%	28%	28%	-	*	-	-
	Male	25%	30%	**28%**	50%	27%	-	-	-	-	-	28%	*	0%	32%	28%	28%	-	-	14%	-	-
	Female	27%	37%	**39%**	80%	36%	-	-	-	-	-	39%	40%	20%	41%	28%	-	39%	-	*	-	-
Biology	All Students	20%	15%	**17%**	13%	17%	*	-	-	-	-	15%	50%	0%	18%	12%	17%	16%	*	0%	-	-
	CWD	6%	6%	**0%**	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	*	-	-
	CWOD	22%	17%	**18%**	20%	18%	*	-	-	-	-	16%	50%	-	18%	13%	19%	17%	*	*	-	-
	EL	6%	11%	**12%**	*	12%	*	-	-	-	-	12%	*	0%	13%	12%	16%	7%	*	*	-	-
	Male	20%	16%	**17%**	0%	18%	-	-	-	-	-	15%	*	0%	19%	16%	17%	-	-	0%	-	-
	Female	19%	15%	**16%**	*	16%	*	-	-	-	-	15%	*	*	17%	7%	-	16%	*	*	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	76%	**77%**	74%	77%	85%	*	100%	-	*	77%	78%	56%	80%	76%	75%	79%	*	75%	-	*
	CWD	46%	47%	**56%**	41%	58%	80%	-	-	-	-	54%	89%	56%	-	54%	52%	63%	-	56%	-	-
	CWOD	79%	80%	**80%**	86%	79%	88%	*	100%	-	*	80%	77%	-	80%	78%	79%	81%	*	85%	-	*
	EL	59%	72%	**76%**	100%	75%	75%	*	100%	-	-	76%	75%	54%	78%	76%	74%	77%	*	76%	-	-
	Male	71%	73%	**75%**	63%	76%	*	-	100%	-	*	75%	84%	52%	79%	74%	75%	-	-	71%	-	-
	Female	75%	79%	**79%**	82%	79%	89%	*	*	-	-	80%	73%	63%	81%	77%	-	79%	*	80%	-	*
Reading	All Students	74%	77%	**79%**	82%	78%	100%	*	100%	-	*	79%	80%	62%	81%	75%	75%	82%	*	81%	-	*
	CWD	45%	43%	**62%**	57%	62%	*	-	-	-	-	61%	80%	62%	-	59%	57%	72%	-	70%	-	-
	CWOD	80%	81%	**81%**	91%	80%	*	*	100%	-	*	81%	80%	-	81%	77%	78%	83%	*	86%	-	*
	EL	57%	72%	**75%**	*	75%	*	*	*	-	-	76%	74%	59%	77%	75%	71%	81%	*	79%	-	-
	Male	70%	72%	**75%**	75%	75%	*	-	100%	-	*	75%	87%	57%	78%	71%	75%	-	-	82%	-	-
	Female	79%	82%	**82%**	86%	82%	*	*	*	-	-	83%	73%	72%	83%	81%	-	82%	*	80%	-	*

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	70%	72%	**73%**	62%	73%	60%	*	*	-	-	72%	82%	48%	76%	72%	71%	74%	-	63%	-	-
	CWD	45%	49%	**48%**	11%	54%	*	-	-	-	-	45%	*	48%	-	49%	45%	52%	-	25%	-	-
	CWOD	76%	76%	**76%**	80%	75%	*	*	*	-	-	75%	80%	-	76%	75%	75%	76%	-	81%	-	-
	EL	60%	70%	**72%**	*	72%	*	*	*	-	-	72%	83%	49%	75%	72%	71%	73%	-	73%	-	-
	Male	71%	71%	**71%**	43%	72%	*	-	*	-	-	71%	77%	45%	75%	71%	71%	-	-	50%	-	-
	Female	70%	73%	**74%**	75%	74%	*	*	*	-	-	74%	85%	52%	76%	73%	-	74%	-	80%	-	-
Science	All Students	76%	81%	**83%**	75%	83%	*	*	*	-	-	84%	65%	56%	85%	83%	83%	82%	*	81%	-	-
	CWD	52%	54%	**56%**	50%	56%	*	-	-	-	-	55%	*	56%	-	47%	52%	58%	-	71%	-	-
	CWOD	81%	84%	**85%**	80%	85%	*	*	*	-	-	87%	63%	-	85%	85%	88%	83%	*	89%	-	-
	EL	63%	79%	**83%**	*	82%	*	*	*	-	-	84%	50%	47%	85%	83%	87%	78%	*	75%	-	-
	Male	77%	81%	**83%**	67%	85%	-	-	*	-	-	83%	88%	52%	88%	87%	83%	-	-	82%	-	-
	Female	76%	81%	**82%**	78%	81%	*	*	-	-	-	84%	44%	58%	83%	78%	-	82%	*	80%	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	48%	49%	**53%**	57%	53%	54%	*	100%	-	*	53%	58%	33%	56%	48%	50%	57%	*	54%	-	*
	CWD	23%	22%	**33%**	24%	33%	60%	-	-	-	-	31%	67%	33%	-	26%	29%	40%	-	20%	-	-
	CWOD	53%	53%	**56%**	70%	55%	50%	*	100%	-	*	56%	57%	-	56%	51%	53%	58%	*	72%	-	*
	EL	30%	43%	**48%**	75%	48%	25%	*	100%	-	-	49%	46%	26%	51%	48%	45%	52%	*	57%	-	-
	Male	47%	47%	**50%**	43%	50%	*	-	100%	-	*	49%	59%	29%	53%	45%	50%	-	-	48%	-	-
	Female	49%	52%	**57%**	68%	56%	56%	*	*	-	-	57%	57%	40%	58%	52%	-	57%	*	63%	-	*
Reading	All Students	53%	54%	**60%**	67%	59%	67%	*	100%	-	*	59%	64%	38%	62%	54%	53%	66%	*	56%	-	*
	CWD	23%	21%	**38%**	36%	38%	*	-	-	-	-	36%	60%	38%	-	33%	36%	41%	-	20%	-	-
	CWOD	59%	59%	**62%**	80%	61%	*	*	100%	-	*	62%	65%	-	62%	56%	56%	68%	*	73%	-	*
	EL	31%	46%	**54%**	*	53%	*	*	*	-	-	54%	52%	33%	56%	54%	46%	62%	*	58%	-	-
	Male	48%	49%	**53%**	55%	53%	*	-	100%	-	*	53%	61%	36%	56%	46%	53%	-	-	59%	-	-
	Female	58%	60%	**66%**	76%	65%	*	*	*	-	-	66%	68%	41%	68%	62%	-	66%	*	53%	-	*
Mathematics	All Students	43%	43%	**44%**	44%	43%	40%	*	*	-	-	43%	48%	28%	46%	40%	44%	43%	-	58%	-	-
	CWD	22%	22%	**28%**	11%	30%	*	-	-	-	-	26%	*	28%	-	21%	24%	35%	-	25%	-	-
	CWOD	48%	46%	**46%**	56%	45%	*	*	*	-	-	46%	47%	-	46%	42%	47%	44%	-	75%	-	-
	EL	30%	40%	**40%**	*	40%	*	*	*	-	-	40%	42%	21%	42%	40%	41%	40%	-	67%	-	-
	Male	45%	43%	**44%**	36%	44%	*	-	*	-	-	44%	46%	24%	47%	41%	44%	-	-	43%	-	-
	Female	42%	43%	**43%**	50%	43%	*	*	*	-	-	43%	50%	35%	44%	40%	-	43%	-	80%	-	-
Science	All Students	46%	49%	**56%**	55%	56%	*	*	*	-	-	56%	59%	28%	59%	52%	53%	59%	*	44%	-	-
	CWD	22%	22%	**28%**	17%	28%	*	-	-	-	-	26%	*	28%	-	12%	19%	42%	-	14%	-	-
	CWOD	50%	52%	**59%**	67%	58%	*	*	*	-	-	59%	56%	-	59%	55%	57%	61%	*	67%	-	-
	EL	26%	43%	**52%**	*	52%	*	*	*	-	-	53%	38%	12%	55%	52%	52%	53%	*	38%	-	-
	Male	47%	49%	**53%**	33%	54%	-	-	*	-	-	52%	75%	19%	57%	52%	53%	-	-	36%	-	-
	Female	45%	48%	**59%**	78%	59%	*	*	-	-	-	60%	44%	42%	61%	53%	-	59%	*	60%	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						

Texas Education Agency
2025 Federal Report Card
YES PREP - BRAYS OAKS (101845006) - YES PREP PUBLIC SCHOOLS INC - HARRIS 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
All Subjects	All Students	20%	18%	**19%**	24%	18%	8%	*	67%	-	*	18%	24%	3%	21%	16%	18%	20%	*	18%	-	*
	CWD	6%	5%	**3%**	0%	3%	0%	-	-	-	-	2%	22%	3%	-	4%	2%	5%	-	0%	-	-
	CWOD	23%	19%	**21%**	34%	20%	13%	*	67%	-	*	20%	24%	-	21%	17%	20%	21%	*	28%	-	*
	EL	9%	13%	**16%**	13%	15%	13%	*	75%	-	-	16%	14%	4%	17%	16%	16%	16%	*	5%	-	-
	Male	20%	17%	**18%**	17%	17%	*	-	60%	-	*	17%	25%	2%	20%	16%	18%	-	-	17%	-	-
	Female	21%	19%	**20%**	30%	19%	11%	*	*	-	-	20%	24%	5%	21%	16%	-	20%	*	20%	-	*
Reading	All Students	22%	19%	**22%**	27%	21%	17%	*	67%	-	*	22%	27%	2%	24%	18%	19%	25%	*	22%	-	*
	CWD	6%	4%	**2%**	0%	3%	*	-	-	-	-	1%	20%	2%	-	3%	2%	3%	-	0%	-	-
	CWOD	25%	21%	**24%**	37%	23%	*	*	67%	-	*	24%	28%	-	24%	20%	22%	27%	*	32%	-	*
	EL	8%	14%	**18%**	*	18%	*	*	*	-	-	18%	19%	3%	20%	18%	16%	21%	*	5%	-	-
	Male	19%	16%	**19%**	15%	19%	*	-	60%	-	*	19%	26%	2%	22%	16%	19%	-	-	24%	-	-
	Female	25%	22%	**25%**	34%	24%	*	*	*	-	-	25%	27%	3%	27%	21%	-	25%	*	20%	-	*
Mathematics	All Students	19%	18%	**16%**	24%	16%	0%	*	*	-	-	16%	15%	3%	17%	13%	16%	16%	-	17%	-	-
	CWD	7%	6%	**3%**	0%	4%	*	-	-	-	-	2%	*	3%	-	5%	0%	9%	-	0%	-	-
	CWOD	22%	19%	**17%**	32%	17%	*	*	*	-	-	18%	13%	-	17%	14%	18%	17%	-	25%	-	-
	EL	11%	15%	**13%**	*	13%	*	*	*	-	-	14%	8%	5%	14%	13%	14%	13%	-	7%	-	-
	Male	21%	18%	**16%**	29%	15%	*	-	*	-	-	16%	15%	0%	18%	14%	16%	-	-	14%	-	-
	Female	18%	17%	**16%**	20%	16%	*	*	*	-	-	16%	15%	9%	17%	13%	-	16%	-	20%	-	-
Science	All Students	17%	14%	**16%**	20%	15%	*	*	*	-	-	15%	35%	3%	17%	13%	18%	14%	*	13%	-	-
	CWD	5%	5%	**3%**	0%	4%	*	-	-	-	-	3%	*	3%	-	6%	5%	0%	-	0%	-	-
	CWOD	19%	15%	**17%**	27%	16%	*	*	*	-	-	16%	38%	-	17%	14%	20%	15%	*	22%	-	-
	EL	5%	10%	**13%**	*	12%	*	*	*	-	-	13%	13%	6%	14%	13%	18%	8%	*	0%	-	-
	Male	18%	15%	**18%**	8%	17%	-	-	*	-	-	17%	38%	5%	20%	18%	18%	-	-	9%	-	-
	Female	15%	13%	**14%**	33%	13%	*	*	-	-	-	13%	33%	0%	15%	8%	-	14%	*	20%	-	-

- 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	71	84	69	117	*	100	-	*	71	67	69
CWD	67	65	66	*	-	-	-	-	67	67	69
CWOD	71	92	70	*	*	100	-	*	71	-	69
EL ✧	69	*	68	*	*	*	-	-	69	69	69
Male	69	74	68	*	-	*	-	*	68	62	67
Female	73	93	71	*	*	*	-	-	74	76	71
Mathematics											
All Students	67	64	67	50	*	*	-	-	66	47	65
CWD	47	14	54	*	-	-	-	-	46	47	50
CWOD	69	82	68	*	*	*	-	-	69	-	66
EL ✧	65	*	65	*	*	*	-	-	65	50	65
Male	65	46	65	*	-	*	-	-	64	41	63
Female	69	76	69	*	*	*	-	-	68	58	67

- 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	98.4%	100.0%	99.1%	*	-	*	-	-	99.2%	90.0%	97.6%	100.0%	-
CWD	90.0%	*	87.5%	-	-	-	-	-	90.0%	90.0%	83.3%	*	-
CWOD	99.2%	100.0%	100.0%	*	-	*	-	-	100.0%	-	100.0%	100.0%	-
EL ✧	97.6%	*	97.5%	-	-	-	-	-	97.4%	83.3%	97.6%	100.0%	-
Male	96.6%	100.0%	97.9%	*	-	-	-	-	98.1%	80.0%	95.0%	100.0%	-
Female	100.0%	100.0%	100.0%	-	-	*	-	-	100.0%	100.0%	100.0%	100.0%	-

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

Part (iv): English Language Proficiency

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
732	228	31%

- 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	50	52	49	49	*	89	-	*	49	31	47
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	65%	*	64%	*	-	*	-	-	64%	91%	40%

- 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	Y	Y	Y						Y	Y	Y
Interim Goals (2028-2032)	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
Target Met	Y	Y	Y						Y	Y	Y
Interim Goals (2033-2037)	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
Target Met	N	Y	Y						Y	N	Y
Long-Term Goals	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Target Met	N	Y	N						N	N	N
Mathematics											
Interim Goals (2023-2027)	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
Target Met	Y	Y	Y						Y	Y	Y
Interim Goals (2028-2032)	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
Target Met	N	Y	N						Y	N	Y
Interim Goals (2033-2037)	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
Target Met	N	N	N						N	N	N
Long-Term Goals	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
Target Met	N	N	N						N	N	N
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	Y		Y						Y	Y	Y

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2028-2032)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86%
Target Met	Y		Y						Y	Y	Y
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						Y	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	**100%**	99%	100%	100%	*	100%	-	*	100%	100%	99%	100%	100%	100%	99%	*
	CWD	**99%**	100%	99%	100%	-	-	-	-	99%	100%	99%	-	99%	100%	98%	-
	CWOD	**100%**	99%	100%	100%	*	100%	-	*	100%	100%	-	100%	100%	100%	99%	*
	EL	**100%**	100%	100%	100%	*	100%	-	-	100%	100%	99%	100%	100%	100%	99%	*
	Male	**100%**	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	**99%**	98%	99%	100%	*	*	-	-	99%	100%	98%	99%	99%	-	99%	*
Reading	All Students	**100%**	100%	100%	100%	*	100%	-	*	100%	100%	100%	100%	100%	100%	100%	*
	CWD	**100%**	100%	100%	*	-	-	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	**100%**	100%	100%	100%	*	100%	-	*	100%	100%	-	100%	100%	100%	100%	*
	EL	**100%**	100%	100%	100%	*	*	-	-	100%	100%	100%	100%	100%	100%	100%	*
	Male	**100%**	100%	100%	*	-	100%	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	**100%**	100%	100%	*	*	*	-	-	100%	100%	100%	100%	100%	-	100%	*
Mathematics	All Students	**100%**	100%	100%	100%	*	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	CWD	**100%**	100%	100%	*	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	**100%**	100%	100%	*	*	*	-	-	100%	100%	-	100%	100%	100%	100%	-
	EL	**100%**	*	100%	*	*	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	**100%**	100%	100%	*	-	*	-	-	100%	100%	100%	100%	100%	100%	-	-
	Female	**100%**	100%	100%	*	*	*	-	-	100%	100%	100%	100%	100%	-	100%	-
Science	All Students	**99%**	95%	99%	*	*	*	-	-	99%	100%	97%	99%	99%	100%	98%	*
	CWD	**97%**	100%	96%	*	-	-	-	-	97%	*	97%	-	94%	100%	92%	-
	CWOD	**99%**	93%	99%	*	*	*	-	-	99%	100%	-	99%	99%	100%	98%	*
	EL	**99%**	*	99%	*	*	*	-	-	99%	100%	94%	99%	99%	100%	97%	*
	Male	**100%**	100%	100%	-	-	*	-	-	100%	100%	100%	100%	100%	100%	-	-
	Female	**98%**	89%	98%	*	*	-	-	-	97%	100%	92%	98%	97%	-	98%	*
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	**0%**	1%	0%	0%	*	0%	-	*	0%	0%	1%	0%	0%	0%	1%	*
	CWD	**1%**	0%	1%	0%	-	-	-	-	1%	0%	1%	-	1%	0%	2%	-
	CWOD	**0%**	1%	0%	0%	*	0%	-	*	0%	0%	-	0%	0%	0%	1%	*
	EL	**0%**	0%	0%	0%	*	0%	-	-	0%	0%	1%	0%	0%	0%	1%	*
	Male	**0%**	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	**1%**	2%	1%	0%	*	*	-	-	1%	0%	2%	1%	1%	-	1%	*
Reading	All Students	**0%**	0%	0%	0%	*	0%	-	*	0%	0%	0%	0%	0%	0%	0%	*
	CWD	**0%**	0%	0%	*	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	**0%**	0%	0%	0%	*	0%	-	*	0%	0%	-	0%	0%	0%	0%	*
	EL	**0%**	0%	0%	0%	*	*	-	-	0%	0%	0%	0%	0%	0%	0%	*
	Male	**0%**	0%	0%	*	-	0%	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	**0%**	0%	0%	*	*	*	-	-	0%	0%	0%	0%	0%	-	0%	*
Mathematics	All Students	**0%**	0%	0%	0%	*	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	CWD	**0%**	0%	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	**0%**	0%	0%	*	*	*	-	-	0%	0%	-	0%	0%	0%	0%	-
	EL	**0%**	*	0%	*	*	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	**0%**	0%	0%	*	-	*	-	-	0%	0%	0%	0%	0%	0%	-	-
	Female	**0%**	0%	0%	*	*	*	-	-	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	**1%**	5%	1%	*	*	*	-	-	1%	0%	3%	1%	1%	0%	2%	*
	CWD	**3%**	0%	4%	*	-	-	-	-	3%	*	3%	-	6%	0%	8%	-
	CWOD	**1%**	7%	1%	*	*	*	-	-	1%	0%	-	1%	1%	0%	2%	*
	EL	**1%**	*	1%	*	*	*	-	-	1%	0%	6%	1%	1%	0%	3%	*
	Male	**0%**	0%	0%	-	-	*	-	-	0%	0%	0%	0%	0%	0%	-	-
	Female	**2%**	11%	2%	*	*	-	-	-	3%	0%	8%	2%	3%	-	2%	*
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	121	19	99	3	0	0	0	0	76		
	Female	51	10	41	0	0	0	0	0	25		
	Total	172	29	140	3	0	0	0	0	101		
Out-of-School Suspensions												
	Male	106	13	91	2	0	0	0	0	71		
	Female	25	4	21	0	0	0	0	0	13		
	Total	131	17	112	2	0	0	0	0	84		
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	13	3	10	0	0	0	0	0	11		4
	Female	5	3	2	0	0	0	0	0	2		1
	Total	18	6	12	0	0	0	0	0	13		5
Out-of-School Suspensions												
	Male	11	2	9	0	0	0	0	0	10		3
	Female	5	2	3	0	0	0	0	0	1		0
	Total	16	4	12	0	0	0	0	0	11		3
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	82	7	70	4	1	-8	-8	-8	44	9	1
	Female	58	8	48	-8	-8	1	-8	1	25	7	2
	Total	140	15	118	4	1	1	-8	1	69	16	3

	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	26
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack without a weapon	12
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or Bullying	
On the basis of sex	50
On the basis of race	46
On the basis of disability	4
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	116	24	14	35	97	22	1	25	2	67	2	67	0	-	0	0	36	12	6	13
Female	184	35	15	29	163	35	1	20	1	50	4	67	0	-	0	0	52	20	7	32
Total	300	30	29	32	260	29	2	22	3	60	6	67	0	-	0	0	88	16	13	19
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	15.0	24.7%
Teachers Teaching with Emergency or Provisional Credentials	1.0	1.7%
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		$1,195	$97	$849	$946		$249	$249
Food services		$349	$5	$4	$9	$290	$50	$340
Instruction		$5,990	$5,236	$94	$5,330	$572	$88	$660
Support services, general administration		$50		$50	$50			
Support services, instructional staff		$1,062	$415	$4	$419	$399	$244	$643
Support services, operation and maintenance of plant		$1,151	$880	$123	$1,003	$135	$13	$148
Support services, pupils		$792	$198	$100	$298	$453	$41	$494
Support services, school administration		$1,374	$1,230	$68	$1,298	$65	$10	$75
Support services, student transportation		$547	$471	$45	$516	$19	$11	$30
Total	**1,032**	**$12,509**	**$8,534**	**$1,337**	**$9,871**	**$1,932**	**$706**	**$2,638**

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%	13	2%	-	-
Mathematics	7,510	2%	13	2%	-	-
Grade 4						
Reading	6,669	2%	10	2%	-	-
Mathematics	6,666	2%	10	2%	-	-
Grade 5						
Reading	6,321	2%	*	1%	-	-
Mathematics	6,324	2%	*	1%	-	-
Science	6,315	2%	*	1%	-	-
Grade 6						
Reading	5,876	1%	19	1%	*	2%
Mathematics	5,877	1%	19	1%	*	2%
Grade 7						
Reading	5,387	1%	17	1%	*	1%
Mathematics	5,385	2%	17	1%	*	1%
Grade 8						
Reading	4,906	1%	19	1%	*	2%
Mathematics	4,907	1%	19	1%	*	3%
Science	4,904	1%	18	1%	*	2%
End of Course						
English I	4,932	1%	18	1%	*	1%
English II	4,732	1%	13	1%	*	2%
Algebra I	4,932	1%	17	1%	*	1%
Biology	4,992	1%	18	1%	*	1%
All Grades						
All Subjects	104,161	1%	249	1%	28	1%
Reading	46,349	1%	112	1%	13	1%
Mathematics	41,601	1%	98	1%	10	2%
Science	16,211	1%	39	1%	5	2%

- 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	73%	*	72%	*	*	*	-	-	74%	*	66%
In-State Private Institutions	10%	-	10%	-	-	*	-	-	9%	*	13%
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	17%	9%	18%	12%	*	10%	-	*	17%	22%	17%

- Indicates there are no students in the group.

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

Part (xv): Section 1003 Fund

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

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																						
Grade 3																						
Reading	All Students	76%	70%	**69%**	*	69%	*	-	-	-	*	65%	100%	48%	74%	70%	62%	79%	-	100%	*	-
	CWD	53%	47%	**48%**	*	53%	*	-	-	-	-	48%	-	48%	-	63%	47%	50%	-	*	-	-
	CWOD	82%	75%	**74%**	*	73%	*	-	-	-	*	70%	100%	-	74%	72%	67%	85%	-	*	*	-
	EL	64%	65%	**70%**	-	70%	-	-	-	-	-	68%	*	63%	72%	70%	62%	83%	-	*	-	-
	Male	74%	67%	**62%**	*	62%	*	-	-	-	-	58%	100%	47%	67%	62%	62%	-	-	*	-	-
	Female	78%	74%	**79%**	*	81%	*	-	-	-	*	76%	100%	50%	85%	83%	-	79%	-	*	*	-
Mathematics	All Students	70%	69%	**63%**	*	63%	*	-	-	-	*	60%	91%	52%	66%	72%	70%	53%	-	80%	*	-
	CWD	48%	48%	**52%**	*	53%	*	-	-	-	-	52%	-	52%	-	75%	67%	17%	-	*	-	-
	CWOD	75%	74%	**66%**	*	66%	*	-	-	-	*	62%	91%	-	66%	71%	71%	59%	-	*	*	-
	EL	63%	72%	**72%**	-	72%	-	-	-	-	-	70%	*	75%	71%	72%	72%	67%	-	*	-	-
	Male	72%	69%	**70%**	*	70%	*	-	-	-	-	67%	100%	67%	71%	72%	70%	-	-	*	-	-
	Female	67%	69%	**53%**	*	51%	*	-	-	-	*	48%	80%	17%	59%	67%	-	53%	-	*	*	-
Grade 4																						
Reading	All Students	79%	78%	**86%**	-	85%	*	-	-	-	-	84%	100%	43%	93%	76%	86%	85%	-	100%	*	-
	CWD	55%	45%	**43%**	-	38%	*	-	-	-	-	33%	*	43%	-	14%	40%	*	-	*	-	-
	CWOD	86%	85%	**93%**	-	93%	*	-	-	-	-	93%	100%	-	93%	88%	98%	89%	-	100%	*	-
	EL	68%	71%	**76%**	-	76%	-	-	-	-	-	72%	100%	14%	88%	76%	60%	85%	-	*	*	-
	Male	77%	76%	**86%**	-	85%	*	-	-	-	-	83%	100%	40%	98%	60%	86%	-	-	100%	-	-
	Female	82%	79%	**85%**	-	85%	-	-	-	-	-	84%	*	*	89%	85%	-	85%	-	100%	*	-
Mathematics	All Students	68%	72%	**81%**	-	81%	*	-	-	-	-	80%	90%	57%	86%	73%	86%	75%	-	80%	*	-
	CWD	44%	45%	**57%**	-	54%	*	-	-	-	-	50%	*	57%	-	43%	60%	*	-	*	-	-
	CWOD	74%	77%	**86%**	-	85%	*	-	-	-	-	85%	88%	-	86%	79%	93%	78%	-	78%	*	-
	EL	61%	69%	**73%**	-	73%	-	-	-	-	-	72%	80%	43%	79%	73%	73%	73%	-	*	*	-
	Male	70%	74%	**86%**	-	85%	*	-	-	-	-	86%	88%	60%	93%	73%	86%	-	-	80%	-	-
	Female	65%	69%	**75%**	-	75%	-	-	-	-	-	74%	*	*	78%	73%	-	75%	-	80%	*	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	50%	42%	**37%**	*	35%	*	-	-	-	*	34%	64%	19%	42%	28%	30%	49%	-	60%	*	-
	CWD	27%	22%	**19%**	*	21%	*	-	-	-	-	19%	-	19%	-	25%	20%	17%	-	*	-	-
	CWOD	57%	46%	**42%**	*	39%	*	-	-	-	*	39%	64%	-	42%	28%	33%	55%	-	*	*	-
	EL	36%	35%	**28%**	-	28%	-	-	-	-	-	27%	*	25%	28%	28%	21%	39%	-	*	-	-
	Male	48%	36%	**30%**	*	28%	*	-	-	-	-	28%	50%	20%	33%	21%	30%	-	-	*	-	-

		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	Female	53%	48%	**49%**	*	47%	*	-	-	-	*	44%	80%	17%	55%	39%	-	49%	-	*	*	-
Mathematics	All Students	45%	42%	**35%**	*	34%	*	-	-	-	*	31%	64%	19%	39%	39%	35%	34%	-	60%	*	-
	CWD	27%	26%	**19%**	*	21%	*	-	-	-	-	19%	-	19%	-	25%	27%	0%	-	*	-	-
	CWOD	50%	46%	**39%**	*	37%	*	-	-	-	*	35%	64%	-	39%	42%	38%	41%	-	*	*	-
	EL	37%	46%	**39%**	-	39%	-	-	-	-	-	40%	*	25%	42%	39%	41%	33%	-	*	-	-
	Male	49%	45%	**35%**	*	33%	*	-	-	-	-	32%	67%	27%	38%	41%	35%	-	-	*	-	-
	Female	41%	39%	**34%**	*	34%	*	-	-	-	*	30%	60%	0%	41%	33%	-	34%	-	*	*	-
Grade 4																						
Reading	All Students	53%	52%	**56%**	-	56%	*	-	-	-	-	53%	80%	36%	59%	41%	56%	55%	-	80%	*	-
	CWD	26%	26%	**36%**	-	38%	*	-	-	-	-	25%	*	36%	-	14%	30%	*	-	*	-	-
	CWOD	60%	58%	**59%**	-	59%	*	-	-	-	-	57%	75%	-	59%	47%	63%	56%	-	78%	*	-
	EL	40%	46%	**41%**	-	41%	-	-	-	-	-	36%	80%	14%	47%	41%	33%	46%	-	*	*	-
	Male	50%	48%	**56%**	-	56%	*	-	-	-	-	52%	75%	30%	63%	33%	56%	-	-	60%	-	-
	Female	57%	56%	**55%**	-	55%	-	-	-	-	-	53%	*	*	56%	46%	-	55%	-	100%	*	-
Mathematics	All Students	46%	47%	**53%**	-	52%	*	-	-	-	-	53%	60%	43%	55%	34%	68%	35%	-	70%	*	-
	CWD	25%	25%	**43%**	-	38%	*	-	-	-	-	33%	*	43%	-	29%	50%	*	-	*	-	-
	CWOD	51%	51%	**55%**	-	55%	*	-	-	-	-	56%	50%	-	55%	35%	73%	36%	-	78%	*	-
	EL	37%	42%	**34%**	-	34%	-	-	-	-	-	31%	60%	29%	35%	34%	53%	23%	-	*	*	-
	Male	50%	53%	**68%**	-	67%	*	-	-	-	-	69%	63%	50%	73%	53%	68%	-	-	80%	-	-
	Female	42%	40%	**35%**	-	35%	-	-	-	-	-	34%	*	*	36%	23%	-	35%	-	60%	*	-
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	22%	16%	**13%**	*	13%	*	-	-	-	*	8%	55%	10%	14%	9%	10%	18%	-	0%	*	-
	CWD	7%	7%	**10%**	*	11%	*	-	-	-	-	10%	-	10%	-	0%	13%	0%	-	*	-	-
	CWOD	26%	18%	**14%**	*	13%	*	-	-	-	*	7%	55%	-	14%	10%	8%	21%	-	*	*	-
	EL	13%	15%	**9%**	-	9%	-	-	-	-	-	7%	*	0%	10%	9%	3%	17%	-	*	-	-
	Male	20%	12%	**10%**	*	10%	*	-	-	-	-	7%	33%	13%	8%	3%	10%	-	-	*	-	-
	Female	24%	21%	**18%**	*	17%	*	-	-	-	*	9%	80%	0%	21%	17%	-	18%	-	*	*	-
Mathematics	All Students	19%	12%	**12%**	*	13%	*	-	-	-	*	10%	27%	14%	11%	13%	14%	8%	-	40%	*	-
	CWD	8%	10%	**14%**	*	16%	*	-	-	-	-	14%	-	14%	-	13%	20%	0%	-	*	-	-
	CWOD	22%	12%	**11%**	*	12%	*	-	-	-	*	9%	27%	-	11%	13%	13%	9%	-	*	*	-
	EL	12%	16%	**13%**	-	13%	-	-	-	-	-	14%	*	13%	13%	13%	17%	6%	-	*	-	-
	Male	22%	15%	**14%**	*	15%	*	-	-	-	-	12%	33%	20%	13%	17%	14%	-	-	*	-	-
	Female	15%	8%	**8%**	*	9%	*	-	-	-	*	6%	20%	0%	9%	6%	-	8%	-	*	*	-
Grade 4																						
Reading	All Students	23%	21%	**29%**	-	28%	*	-	-	-	-	28%	40%	7%	33%	20%	28%	30%	-	40%	*	-
	CWD	6%	5%	**7%**	-	8%	*	-	-	-	-	0%	*	7%	-	0%	10%	*	-	*	-	-
	CWOD	28%	24%	**33%**	-	32%	*	-	-	-	-	32%	38%	-	33%	24%	33%	33%	-	44%	*	-
	EL	13%	21%	**20%**	-	20%	-	-	-	-	-	17%	40%	0%	24%	20%	20%	19%	-	*	*	-
	Male	20%	19%	**28%**	-	27%	*	-	-	-	-	26%	38%	10%	33%	20%	28%	-	-	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
Reading	Female	26%	24%	**30%**	-	30%	-	-	-	-	-	29%	*	*	33%	19%	-	30%	-	60%	*	-
Mathematics	All Students	23%	21%	**22%**	-	22%	*	-	-	-	-	20%	40%	21%	22%	20%	30%	13%	-	10%	*	-
	CWD	9%	10%	**21%**	-	23%	*	-	-	-	-	8%	*	21%	-	29%	20%	*	-	*	-	-
	CWOD	27%	23%	**22%**	-	21%	*	-	-	-	-	22%	25%	-	22%	18%	33%	11%	-	11%	*	-
	EL	16%	20%	**20%**	-	20%	-	-	-	-	-	17%	40%	29%	18%	20%	40%	8%	-	*	*	-
	Male	27%	26%	**30%**	-	29%	*	-	-	-	-	29%	38%	20%	33%	40%	30%	-	-	20%	-	-
	Female	19%	16%	**13%**	-	13%	-	-	-	-	-	11%	*	*	11%	8%	-	13%	-	0%	*	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	76%	**74%**	50%	74%	88%	-	-	-	*	72%	95%	50%	80%	73%	75%	73%	-	90%	*	-
	CWD	46%	47%	**50%**	*	50%	*	-	-	-	-	47%	*	50%	-	50%	54%	40%	-	100%	-	-
	CWOD	79%	80%	**80%**	*	79%	*	-	-	-	*	77%	95%	-	80%	77%	81%	78%	-	88%	*	-
	EL	59%	72%	**73%**	-	73%	-	-	-	-	-	70%	94%	50%	77%	73%	67%	78%	-	86%	*	-
	Male	71%	73%	**75%**	*	75%	100%	-	-	-	-	72%	96%	54%	81%	67%	75%	-	-	94%	-	-
	Female	75%	79%	**73%**	*	74%	*	-	-	-	*	71%	93%	40%	78%	78%	-	73%	-	83%	*	-
Reading	All Students	74%	77%	**77%**	*	77%	*	-	-	-	*	74%	100%	46%	83%	73%	73%	82%	-	100%	*	-
	CWD	45%	43%	**46%**	*	47%	*	-	-	-	-	42%	*	46%	-	40%	44%	50%	-	*	-	-
	CWOD	80%	81%	**83%**	*	83%	*	-	-	-	*	81%	100%	-	83%	79%	81%	87%	-	100%	*	-
	EL	57%	72%	**73%**	-	73%	-	-	-	-	-	70%	100%	40%	79%	73%	61%	84%	-	100%	*	-
	Male	70%	72%	**73%**	*	72%	*	-	-	-	-	69%	100%	44%	81%	61%	73%	-	-	100%	-	-
	Female	79%	82%	**82%**	*	83%	*	-	-	-	*	81%	100%	50%	87%	84%	-	82%	-	100%	*	-
Mathematics	All Students	70%	72%	**72%**	*	72%	*	-	-	-	*	69%	90%	54%	76%	72%	77%	64%	-	80%	*	-
	CWD	45%	49%	**54%**	*	53%	*	-	-	-	-	52%	*	54%	-	60%	64%	30%	-	*	-	-
	CWOD	76%	76%	**76%**	*	75%	*	-	-	-	*	74%	89%	-	76%	75%	81%	69%	-	75%	*	-
	EL	60%	70%	**72%**	-	72%	-	-	-	-	-	71%	88%	60%	75%	72%	73%	72%	-	71%	*	-
	Male	71%	71%	**77%**	*	77%	*	-	-	-	-	75%	93%	64%	81%	73%	77%	-	-	89%	-	-
	Female	70%	73%	**64%**	*	64%	*	-	-	-	*	62%	86%	30%	69%	72%	-	64%	-	67%	*	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	48%	49%	**45%**	50%	44%	63%	-	-	-	*	42%	67%	27%	49%	35%	46%	43%	-	70%	*	-
	CWD	23%	22%	**27%**	*	28%	*	-	-	-	-	23%	*	27%	-	23%	30%	20%	-	50%	-	-
	CWOD	53%	53%	**49%**	*	47%	*	-	-	-	*	47%	63%	-	49%	38%	50%	47%	-	75%	*	-
	EL	30%	43%	**35%**	-	35%	-	-	-	-	-	33%	56%	23%	38%	35%	35%	36%	-	57%	*	-
	Male	47%	47%	**46%**	*	44%	83%	-	-	-	-	43%	64%	30%	50%	35%	46%	-	-	67%	-	-
	Female	49%	52%	**43%**	*	43%	*	-	-	-	*	41%	71%	20%	47%	36%	-	43%	-	75%	*	-
Reading	All Students	53%	54%	**46%**	*	45%	*	-	-	-	*	43%	71%	26%	50%	34%	42%	52%	-	73%	*	-
	CWD	23%	21%	**26%**	*	28%	*	-	-	-	-	21%	*	26%	-	20%	24%	30%	-	*	-	-
	CWOD	59%	59%	**50%**	*	49%	*	-	-	-	*	48%	68%	-	50%	37%	47%	55%	-	75%	*	-
	EL	31%	46%	**34%**	-	34%	-	-	-	-	-	31%	63%	20%	37%	34%	25%	43%	-	57%	*	-
	Male	48%	49%	**42%**	*	41%	*	-	-	-	-	38%	64%	24%	47%	25%	42%	-	-	56%	-	-

		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	Female	58%	60%	**52%**	*	51%	*	-	-	-	*	49%	86%	30%	55%	43%	-	52%	-	100%	*	-
Mathematics	All Students	43%	43%	**43%**	*	43%	*	-	-	-	*	41%	62%	29%	47%	37%	50%	35%	-	67%	*	-
	CWD	22%	22%	**29%**	*	28%	*	-	-	-	-	24%	*	29%	-	27%	36%	10%	-	*	-	-
	CWOD	48%	46%	**47%**	*	46%	*	-	-	-	*	45%	58%	-	47%	39%	53%	38%	-	75%	*	-
	EL	30%	40%	**37%**	-	37%	-	-	-	-	-	35%	50%	27%	39%	37%	45%	28%	-	57%	*	-
	Male	45%	43%	**50%**	*	48%	*	-	-	-	-	47%	64%	36%	53%	45%	50%	-	-	78%	-	-
	Female	42%	43%	**35%**	*	35%	*	-	-	-	*	32%	57%	10%	38%	28%	-	35%	-	50%	*	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	20%	18%	**19%**	0%	19%	25%	-	-	-	*	16%	40%	13%	20%	15%	19%	17%	-	23%	*	-
	CWD	6%	5%	**13%**	*	14%	*	-	-	-	-	9%	*	13%	-	10%	16%	5%	-	17%	-	-
	CWOD	23%	19%	**20%**	*	19%	*	-	-	-	*	17%	37%	-	20%	16%	20%	19%	-	25%	*	-
	EL	9%	13%	**15%**	-	15%	-	-	-	-	-	13%	31%	10%	16%	15%	17%	13%	-	21%	*	-
	Male	20%	17%	**19%**	*	19%	33%	-	-	-	-	17%	36%	16%	20%	17%	19%	-	-	22%	-	-
	Female	21%	19%	**17%**	*	17%	*	-	-	-	*	14%	50%	5%	19%	13%	-	17%	-	25%	*	-
Reading	All Students	22%	19%	**20%**	*	20%	*	-	-	-	*	17%	48%	9%	23%	14%	18%	24%	-	27%	*	-
	CWD	6%	4%	**9%**	*	9%	*	-	-	-	-	6%	*	9%	-	0%	12%	0%	-	*	-	-
	CWOD	25%	21%	**23%**	*	22%	*	-	-	-	*	20%	47%	-	23%	16%	19%	28%	-	33%	*	-
	EL	8%	14%	**14%**	-	14%	-	-	-	-	-	11%	38%	0%	16%	14%	9%	18%	-	14%	*	-
	Male	19%	16%	**18%**	*	18%	*	-	-	-	-	15%	36%	12%	19%	9%	18%	-	-	11%	-	-
	Female	25%	22%	**24%**	*	24%	*	-	-	-	*	19%	71%	0%	28%	18%	-	24%	-	50%	*	-
Mathematics	All Students	19%	18%	**17%**	*	17%	*	-	-	-	*	15%	33%	17%	17%	16%	21%	10%	-	20%	*	-
	CWD	7%	6%	**17%**	*	19%	*	-	-	-	-	12%	*	17%	-	20%	20%	10%	-	*	-	-
	CWOD	22%	19%	**17%**	*	17%	*	-	-	-	*	15%	26%	-	17%	15%	22%	10%	-	17%	*	-
	EL	11%	15%	**16%**	-	16%	-	-	-	-	-	15%	25%	20%	15%	16%	25%	7%	-	29%	*	-
	Male	21%	18%	**21%**	*	21%	*	-	-	-	-	19%	36%	20%	22%	25%	21%	-	-	33%	-	-
	Female	18%	17%	**10%**	*	11%	*	-	-	-	*	8%	29%	10%	10%	7%	-	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	87	-	87	*	-	-	-	-	85	54	85
CWD	54	-	54	*	-	-	-	-	46	54	43
CWOD	93	-	93	*	-	-	-	-	92	-	94
EL ✧	85	-	85	-	-	-	-	-	83	43	85
Male	84	-	85	*	-	-	-	-	80	45	65
Female	91	-	91	-	-	-	-	-	90	*	97
Mathematics											
All Students	83	-	82	*	-	-	-	-	82	59	77
CWD	59	-	56	*	-	-	-	-	52	59	46
CWOD	87	-	87	*	-	-	-	-	87	-	84
EL ✧	77	-	77	-	-	-	-	-	78	46	77
Male	85	-	84	*	-	-	-	-	83	63	68
Female	80	-	80	-	-	-	-	-	80	*	83

- 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	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL ✧	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

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

Part (iv): English Language Proficiency

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
258	22	9%

- 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	46	33	46	59	-	-	-	*	43	30	41
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

Part (vi): Goal Meeting Status

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

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

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

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

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

Part (vii): STAAR Participation

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

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																	
All Subjects	All Students	**100%**	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	99%	100%	99%	-
	CWD	**100%**	*	100%	*	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	**100%**	*	100%	*	-	-	-	*	100%	100%	-	100%	99%	100%	99%	-
	EL	**99%**	-	99%	-	-	-	-	-	99%	100%	100%	99%	99%	100%	99%	-
	Male	**100%**	*	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	-	-
	Female	**99%**	*	99%	*	-	-	-	*	99%	100%	100%	99%	99%	-	99%	-
Reading	All Students	**100%**	*	100%	*	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	**100%**	*	100%	*	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	**100%**	*	100%	*	-	-	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	**100%**	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	**100%**	*	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	-	-
	Female	**100%**	*	100%	*	-	-	-	*	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	**99%**	*	99%	*	-	-	-	*	99%	100%	100%	99%	99%	100%	99%	-
	CWD	**100%**	*	100%	*	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	**99%**	*	99%	*	-	-	-	*	99%	100%	-	99%	99%	100%	99%	-
	EL	**99%**	-	99%	-	-	-	-	-	99%	100%	100%	99%	99%	100%	98%	-
	Male	**100%**	*	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	-	-
	Female	**99%**	*	99%	*	-	-	-	*	99%	100%	100%	99%	98%	-	99%	-
Science	All Students	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
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	**0%**	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	1%	0%	1%	-
	CWD	**0%**	*	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	**0%**	*	0%	*	-	-	-	*	0%	0%	-	0%	1%	0%	1%	-
	EL	**1%**	-	1%	-	-	-	-	-	1%	0%	0%	1%	1%	0%	1%	-
	Male	**0%**	*	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	-	-
	Female	**1%**	*	1%	*	-	-	-	*	1%	0%	0%	1%	1%	-	1%	-
Reading	All Students	**0%**	*	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	**0%**	*	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	**0%**	*	0%	*	-	-	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	**0%**	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	**0%**	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	-	-
	Female	**0%**	*	0%	*	-	-	-	*	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	**1%**	*	1%	*	-	-	-	*	1%	0%	0%	1%	1%	0%	1%	-
	CWD	**0%**	*	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	**1%**	*	1%	*	-	-	-	*	1%	0%	-	1%	1%	0%	1%	-
	EL	**1%**	-	1%	-	-	-	-	-	1%	0%	0%	1%	1%	0%	2%	-
	Male	**0%**	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	-	-
	Female	**1%**	*	1%	*	-	-	-	*	1%	0%	0%	1%	2%	-	1%	-
Science	All Students	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
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.

There is no data for this campus.

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.

There is no data for this campus.

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	11.0	27.6%
Teachers Teaching with Emergency or Provisional Credentials	5.0	13.4%
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		$1,343	$245	$849	$1,094		$249	$249
Food services		$871	$10	$4	$14	$807	$50	$857
Instruction		$8,369	$6,577	$94	$6,671	$1,611	$88	$1,699
Support services, general administration		$50		$50	$50			
Support services, instructional staff		$730	$391	$4	$395	$92	$244	$336
Support services, operation and maintenance of plant		$1,856	$1,367	$123	$1,490	$353	$13	$366
Support services, pupils		$684	$352	$100	$452	$192	$41	$233
Support services, school administration		$2,190	$2,076	$68	$2,144	$36	$10	$46
Support services, student transportation		$505	$191	$45	$236	$258	$11	$269
Total	**373**	**$16,599**	**$11,208**	**$1,337**	**$12,545**	**$3,348**	**$706**	**$4,054**

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%	13	2%	*	3%
Mathematics	7,510	2%	13	2%	*	3%
Grade 4						
Reading	6,669	2%	10	2%	*	1%
Mathematics	6,666	2%	10	2%	*	1%
Grade 5						
Reading	6,321	2%	*	1%	-	-
Mathematics	6,324	2%	*	1%	-	-
Science	6,315	2%	*	1%	-	-
Grade 6						
Reading	5,876	1%	19	1%	-	-
Mathematics	5,877	1%	19	1%	-	-
Grade 7						
Reading	5,387	1%	17	1%	-	-
Mathematics	5,385	2%	17	1%	-	-
Grade 8						
Reading	4,906	1%	19	1%	-	-
Mathematics	4,907	1%	19	1%	-	-
Science	4,904	1%	18	1%	-	-
End of Course						
English I	4,932	1%	18	1%	-	-
English II	4,732	1%	13	1%	-	-
Algebra I	4,932	1%	17	1%	-	-
Biology	4,992	1%	18	1%	-	-
All Grades						
All Subjects	104,161	1%	249	1%	8	2%
Reading	46,349	1%	112	1%	*	2%
Mathematics	41,601	1%	98	1%	*	2%
Science	16,211	1%	39	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)

There is no data for this campus.

Part (xiv): Additional Information - Chronic Absenteeism

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	19%	50%	17%	20%	-	-	-	-	19%	23%	15%

- 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.

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																						
Grade 6																						
Reading	All Students	76%	73%	**71%**	*	71%	-	-	-	-	-	70%	89%	46%	76%	65%	62%	79%	-	69%	-	-
	CWD	46%	43%	**46%**	-	46%	-	-	-	-	-	42%	*	46%	-	50%	42%	56%	-	43%	-	-
	CWOD	82%	77%	**76%**	*	77%	-	-	-	-	-	76%	86%	-	76%	68%	69%	82%	-	76%	-	-
	EL	56%	68%	**65%**	-	65%	-	-	-	-	-	66%	*	50%	68%	65%	60%	71%	-	71%	-	-
	Male	72%	65%	**62%**	*	63%	-	-	-	-	-	59%	100%	42%	69%	60%	62%	-	-	56%	-	-
	Female	80%	81%	**79%**	-	79%	-	-	-	-	-	79%	*	56%	82%	71%	-	79%	-	86%	-	-
Mathematics	All Students	72%	71%	**66%**	*	67%	-	-	-	-	-	66%	78%	61%	68%	67%	68%	65%	-	69%	-	-
	CWD	50%	48%	**61%**	-	61%	-	-	-	-	-	58%	*	61%	-	70%	68%	44%	-	71%	-	-
	CWOD	78%	73%	**68%**	*	68%	-	-	-	-	-	68%	71%	-	68%	66%	67%	68%	-	68%	-	-
	EL	60%	68%	**67%**	-	67%	-	-	-	-	-	67%	*	70%	66%	67%	70%	63%	-	71%	-	-
	Male	74%	69%	**68%**	*	68%	-	-	-	-	-	65%	100%	68%	67%	70%	68%	-	-	67%	-	-
	Female	71%	72%	**65%**	-	65%	-	-	-	-	-	67%	*	44%	68%	63%	-	65%	-	71%	-	-
Grade 7																						
Reading	All Students	74%	76%	**85%**	*	85%	-	-	-	-	-	84%	90%	50%	89%	79%	78%	90%	-	71%	-	-
	CWD	41%	45%	**50%**	-	50%	-	-	-	-	-	53%	*	50%	-	*	33%	71%	-	*	-	-
	CWOD	81%	79%	**89%**	*	88%	-	-	-	-	-	88%	95%	-	89%	80%	85%	91%	-	80%	-	-
	EL	56%	70%	**79%**	-	79%	-	-	-	-	-	79%	80%	*	80%	79%	74%	83%	-	67%	-	-
	Male	70%	71%	**78%**	*	78%	-	-	-	-	-	80%	*	33%	85%	74%	78%	-	-	67%	-	-
	Female	79%	80%	**90%**	-	90%	-	-	-	-	-	88%	100%	71%	91%	83%	-	90%	-	69%	-	-
Mathematics	All Students	53%	59%	**70%**	*	70%	-	-	-	-	-	70%	70%	50%	72%	64%	69%	71%	-	58%	-	-
	CWD	31%	37%	**50%**	-	50%	-	-	-	-	-	53%	*	50%	-	*	56%	43%	-	*	-	-
	CWOD	58%	62%	**72%**	*	72%	-	-	-	-	-	72%	74%	-	72%	64%	71%	73%	-	65%	-	-
	EL	39%	54%	**64%**	-	64%	-	-	-	-	-	64%	60%	*	64%	64%	71%	59%	-	47%	-	-
	Male	55%	61%	**69%**	*	69%	-	-	-	-	-	69%	*	56%	71%	71%	69%	-	-	50%	-	-
	Female	51%	58%	**71%**	-	71%	-	-	-	-	-	71%	69%	43%	73%	59%	-	71%	-	62%	-	-
Grade 8																						
Reading	All Students	80%	86%	**86%**	*	85%	*	-	-	-	*	85%	91%	53%	90%	80%	81%	90%	-	100%	-	-
	CWD	49%	55%	**53%**	-	53%	-	-	-	-	-	56%	*	53%	-	40%	63%	44%	-	*	-	-
	CWOD	85%	89%	**90%**	*	89%	*	-	-	-	*	89%	95%	-	90%	84%	83%	96%	-	100%	-	-
	EL	62%	82%	**80%**	-	80%	-	-	-	-	-	80%	80%	40%	84%	80%	72%	88%	-	100%	-	-
	Male	76%	82%	**81%**	*	80%	-	-	-	-	*	80%	89%	63%	83%	72%	81%	-	-	100%	-	-
	Female	85%	90%	**90%**	-	90%	*	-	-	-	-	90%	92%	44%	96%	88%	-	90%	-	100%	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	69%	74%	**64%**	*	64%	*	-	-	-	*	62%	77%	56%	65%	61%	59%	68%	-	90%	-	-
	CWD	42%	54%	**56%**	-	56%	-	-	-	-	-	53%	*	56%	-	56%	71%	44%	-	*	-	-
	CWOD	74%	78%	**65%**	*	65%	*	-	-	-	*	64%	75%	-	65%	61%	56%	72%	-	86%	-	-
	EL	56%	75%	**61%**	-	61%	-	-	-	-	-	57%	88%	56%	61%	61%	55%	66%	-	86%	-	-
	Male	68%	71%	**59%**	*	59%	-	-	-	-	*	56%	80%	71%	56%	55%	59%	-	-	100%	-	-
	Female	71%	78%	**68%**	-	67%	*	-	-	-	-	67%	75%	44%	72%	66%	-	68%	-	80%	-	-
Science	All Students	72%	73%	**76%**	*	75%	*	-	-	-	*	74%	86%	29%	81%	71%	79%	73%	-	88%	-	-
	CWD	43%	42%	**29%**	-	29%	-	-	-	-	-	31%	*	29%	-	30%	63%	0%	-	*	-	-
	CWOD	77%	77%	**81%**	*	81%	*	-	-	-	*	79%	90%	-	81%	76%	81%	81%	-	100%	-	-
	EL	54%	69%	**71%**	-	71%	-	-	-	-	-	69%	70%	30%	76%	71%	73%	68%	-	100%	-	-
	Male	73%	74%	**79%**	*	79%	-	-	-	-	*	78%	78%	63%	81%	73%	79%	-	-	88%	-	-
	Female	71%	73%	**73%**	-	73%	*	-	-	-	-	70%	85%	0%	81%	68%	-	73%	-	88%	-	-
End of Course																						
English I	All Students	66%	73%	**71%**	*	71%	*	-	-	-	-	70%	92%	33%	78%	68%	69%	74%	-	71%	-	-
	CWD	35%	39%	**33%**	-	34%	*	-	-	-	-	33%	-	33%	-	35%	42%	18%	-	*	-	-
	CWOD	72%	78%	**78%**	*	78%	*	-	-	-	-	77%	92%	-	78%	76%	75%	82%	-	76%	-	-
	EL	45%	70%	**68%**	-	68%	*	-	-	-	-	68%	*	35%	76%	68%	66%	71%	-	75%	-	-
	Male	61%	69%	**69%**	*	68%	*	-	-	-	-	67%	86%	42%	75%	66%	69%	-	-	64%	-	-
	Female	72%	78%	**74%**	-	74%	*	-	-	-	-	73%	100%	18%	82%	71%	-	74%	-	80%	-	-
English II	All Students	70%	78%	**74%**	*	74%	-	-	-	-	-	73%	88%	27%	79%	58%	72%	77%	-	81%	-	-
	CWD	36%	38%	**27%**	-	27%	-	-	-	-	-	27%	-	27%	-	30%	38%	14%	-	*	-	-
	CWOD	76%	84%	**79%**	*	79%	-	-	-	-	-	78%	88%	-	79%	62%	75%	83%	-	84%	-	-
	EL	47%	70%	**58%**	-	58%	-	-	-	-	-	59%	*	30%	62%	58%	55%	61%	-	83%	-	-
	Male	66%	73%	**72%**	*	71%	-	-	-	-	-	71%	78%	38%	75%	55%	72%	-	-	73%	-	-
	Female	75%	84%	**77%**	-	77%	-	-	-	-	-	74%	100%	14%	83%	61%	-	77%	-	90%	-	-
Algebra I	All Students	76%	84%	**80%**	*	81%	60%	-	-	-	-	79%	95%	43%	84%	76%	75%	85%	-	88%	-	-
	CWD	52%	59%	**43%**	-	48%	*	-	-	-	-	43%	-	43%	-	47%	35%	57%	-	*	-	-
	CWOD	80%	87%	**84%**	*	85%	*	-	-	-	-	83%	95%	-	84%	80%	81%	87%	-	90%	-	-
	EL	68%	84%	**76%**	-	76%	*	-	-	-	-	75%	100%	47%	80%	76%	69%	83%	-	88%	-	-
	Male	73%	81%	**75%**	*	77%	*	-	-	-	-	72%	100%	35%	81%	69%	75%	-	-	85%	-	-
	Female	79%	88%	**85%**	-	85%	*	-	-	-	-	85%	89%	57%	87%	83%	-	85%	-	91%	-	-
Biology	All Students	91%	92%	**87%**	*	86%	*	-	-	-	-	85%	100%	62%	91%	84%	87%	87%	-	83%	-	-
	CWD	76%	75%	**62%**	-	60%	*	-	-	-	-	62%	-	62%	-	65%	71%	44%	-	*	-	-
	CWOD	93%	94%	**91%**	*	91%	*	-	-	-	-	90%	100%	-	91%	89%	91%	92%	-	93%	-	-
	EL	82%	91%	**84%**	-	84%	*	-	-	-	-	84%	*	65%	89%	84%	83%	86%	-	83%	-	-
	Male	89%	91%	**87%**	*	86%	*	-	-	-	-	85%	100%	71%	91%	83%	87%	-	-	78%	-	-
	Female	92%	93%	**87%**	-	87%	*	-	-	-	-	86%	100%	44%	92%	86%	-	87%	-	89%	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 6																						

		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	55%	51%	**52%**	*	52%	-	-	-	-	-	51%	67%	25%	57%	48%	46%	57%	-	44%	-	-
	CWD	24%	22%	**25%**	-	25%	-	-	-	-	-	23%	*	25%	-	20%	21%	33%	-	0%	-	-
	CWOD	62%	55%	**57%**	*	58%	-	-	-	-	-	57%	71%	-	57%	52%	55%	60%	-	56%	-	-
	EL	30%	44%	**48%**	-	48%	-	-	-	-	-	48%	*	20%	52%	48%	45%	51%	-	43%	-	-
	Male	50%	44%	**46%**	*	47%	-	-	-	-	-	43%	83%	21%	55%	45%	46%	-	-	33%	-	-
	Female	59%	58%	**57%**	-	57%	-	-	-	-	-	58%	*	33%	60%	51%	-	57%	-	57%	-	-
Mathematics	All Students	38%	35%	**37%**	*	38%	-	-	-	-	-	36%	56%	21%	41%	40%	41%	35%	-	38%	-	-
	CWD	19%	18%	**21%**	-	21%	-	-	-	-	-	23%	*	21%	-	20%	21%	22%	-	29%	-	-
	CWOD	43%	38%	**41%**	*	41%	-	-	-	-	-	39%	71%	-	41%	43%	47%	36%	-	40%	-	-
	EL	22%	32%	**40%**	-	40%	-	-	-	-	-	40%	*	20%	43%	40%	45%	34%	-	48%	-	-
	Male	41%	37%	**41%**	*	41%	-	-	-	-	-	38%	67%	21%	47%	45%	41%	-	-	33%	-	-
	Female	36%	34%	**35%**	-	35%	-	-	-	-	-	35%	*	22%	36%	34%	-	35%	-	43%	-	-
Grade 7																						
Reading	All Students	52%	53%	**61%**	*	61%	-	-	-	-	-	61%	60%	19%	66%	50%	54%	66%	-	50%	-	-
	CWD	21%	22%	**19%**	-	19%	-	-	-	-	-	20%	*	19%	-	*	11%	29%	-	*	-	-
	CWOD	58%	56%	**66%**	*	65%	-	-	-	-	-	66%	63%	-	66%	53%	61%	69%	-	60%	-	-
	EL	30%	45%	**50%**	-	50%	-	-	-	-	-	51%	40%	*	53%	50%	44%	54%	-	40%	-	-
	Male	47%	49%	**54%**	*	54%	-	-	-	-	-	55%	*	11%	61%	44%	54%	-	-	42%	-	-
	Female	58%	57%	**66%**	-	66%	-	-	-	-	-	66%	63%	29%	69%	54%	-	66%	-	54%	-	-
Mathematics	All Students	32%	38%	**45%**	*	44%	-	-	-	-	-	47%	30%	25%	47%	33%	44%	45%	-	42%	-	-
	CWD	17%	21%	**25%**	-	25%	-	-	-	-	-	27%	*	25%	-	*	33%	14%	-	*	-	-
	CWOD	36%	40%	**47%**	*	46%	-	-	-	-	-	49%	32%	-	47%	34%	46%	47%	-	50%	-	-
	EL	19%	32%	**33%**	-	33%	-	-	-	-	-	33%	20%	*	34%	33%	29%	35%	-	33%	-	-
	Male	35%	41%	**44%**	*	43%	-	-	-	-	-	45%	*	33%	46%	29%	44%	-	-	33%	-	-
	Female	30%	35%	**45%**	-	45%	-	-	-	-	-	48%	31%	14%	47%	35%	-	45%	-	46%	-	-
Grade 8																						
Reading	All Students	57%	61%	**65%**	*	65%	*	-	-	-	*	62%	86%	29%	69%	56%	59%	71%	-	88%	-	-
	CWD	23%	25%	**29%**	-	29%	-	-	-	-	-	31%	*	29%	-	20%	38%	22%	-	*	-	-
	CWOD	63%	65%	**69%**	*	70%	*	-	-	-	*	66%	90%	-	69%	60%	61%	77%	-	92%	-	-
	EL	32%	52%	**56%**	-	56%	-	-	-	-	-	55%	70%	20%	60%	56%	50%	63%	-	90%	-	-
	Male	51%	55%	**59%**	*	59%	-	-	-	-	*	57%	78%	38%	61%	50%	59%	-	-	75%	-	-
	Female	63%	67%	**71%**	-	71%	*	-	-	-	-	67%	92%	22%	77%	63%	-	71%	-	100%	-	-
Mathematics	All Students	45%	44%	**27%**	*	26%	*	-	-	-	*	25%	46%	19%	29%	26%	22%	32%	-	40%	-	-
	CWD	22%	25%	**19%**	-	19%	-	-	-	-	-	20%	*	19%	-	11%	29%	11%	-	*	-	-
	CWOD	50%	48%	**29%**	*	28%	*	-	-	-	*	26%	50%	-	29%	28%	21%	36%	-	29%	-	-
	EL	30%	44%	**26%**	-	26%	-	-	-	-	-	22%	50%	11%	28%	26%	19%	31%	-	29%	-	-
	Male	45%	41%	**22%**	*	20%	-	-	-	-	*	22%	20%	29%	21%	19%	22%	-	-	40%	-	-
	Female	46%	48%	**32%**	-	31%	*	-	-	-	-	27%	63%	11%	36%	31%	-	32%	-	40%	-	-

		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	47%	45%	**46%**	*	46%	*	-	-	-	*	43%	62%	24%	48%	42%	49%	42%	-	56%	-	-
	CWD	22%	21%	**24%**	-	24%	-	-	-	-	-	25%	*	24%	-	30%	50%	0%	-	*	-	-
	CWOD	51%	47%	**48%**	*	49%	*	-	-	-	*	45%	65%	-	48%	43%	49%	47%	-	58%	-	-
	EL	25%	39%	**42%**	-	42%	-	-	-	-	-	41%	40%	30%	43%	42%	45%	38%	-	70%	-	-
	Male	49%	47%	**49%**	*	51%	-	-	-	-	*	48%	56%	50%	49%	45%	49%	-	-	38%	-	-
	Female	45%	42%	**42%**	-	43%	*	-	-	-	-	38%	62%	0%	47%	38%	-	42%	-	75%	-	-
End of Course																						
English I	All Students	47%	52%	**50%**	*	50%	*	-	-	-	-	48%	77%	20%	55%	40%	48%	52%	-	54%	-	-
	CWD	18%	17%	**20%**	-	21%	*	-	-	-	-	20%	-	20%	-	20%	26%	9%	-	*	-	-
	CWOD	53%	57%	**55%**	*	56%	*	-	-	-	-	54%	77%	-	55%	45%	53%	58%	-	62%	-	-
	EL	23%	45%	**40%**	-	40%	*	-	-	-	-	41%	*	20%	45%	40%	40%	40%	-	50%	-	-
	Male	42%	45%	**48%**	*	49%	*	-	-	-	-	45%	86%	26%	53%	40%	48%	-	-	43%	-	-
	Female	54%	60%	**52%**	-	52%	*	-	-	-	-	51%	67%	9%	58%	40%	-	52%	-	70%	-	-
English II	All Students	53%	61%	**58%**	*	58%	-	-	-	-	-	56%	75%	13%	63%	32%	53%	64%	-	57%	-	-
	CWD	20%	21%	**13%**	-	13%	-	-	-	-	-	13%	-	13%	-	10%	13%	14%	-	*	-	-
	CWOD	58%	67%	**63%**	*	62%	-	-	-	-	-	61%	75%	-	63%	35%	57%	69%	-	63%	-	-
	EL	25%	49%	**32%**	-	32%	-	-	-	-	-	33%	*	10%	35%	32%	25%	39%	-	50%	-	-
	Male	48%	56%	**53%**	*	52%	-	-	-	-	-	51%	67%	13%	57%	25%	53%	-	-	45%	-	-
	Female	59%	68%	**64%**	-	64%	-	-	-	-	-	61%	86%	14%	69%	39%	-	64%	-	70%	-	-
Algebra I	All Students	43%	54%	**47%**	*	48%	20%	-	-	-	-	46%	55%	22%	50%	41%	47%	47%	-	38%	-	-
	CWD	19%	25%	**22%**	-	24%	*	-	-	-	-	22%	-	22%	-	27%	24%	14%	-	*	-	-
	CWOD	47%	57%	**50%**	*	51%	*	-	-	-	-	49%	55%	-	50%	42%	51%	49%	-	38%	-	-
	EL	30%	50%	**41%**	-	42%	*	-	-	-	-	41%	40%	27%	42%	41%	41%	41%	-	25%	-	-
	Male	42%	49%	**47%**	*	48%	*	-	-	-	-	47%	45%	24%	51%	41%	47%	-	-	31%	-	-
	Female	45%	59%	**47%**	-	48%	*	-	-	-	-	45%	67%	14%	49%	41%	-	47%	-	45%	-	-
Biology	All Students	59%	58%	**48%**	*	49%	*	-	-	-	-	48%	57%	15%	55%	39%	45%	52%	-	50%	-	-
	CWD	30%	28%	**15%**	-	16%	*	-	-	-	-	15%	-	15%	-	12%	18%	11%	-	*	-	-
	CWOD	64%	62%	**55%**	*	55%	*	-	-	-	-	54%	57%	-	55%	46%	52%	57%	-	60%	-	-
	EL	35%	52%	**39%**	-	39%	*	-	-	-	-	39%	*	12%	46%	39%	37%	42%	-	42%	-	-
	Male	58%	55%	**45%**	*	45%	*	-	-	-	-	45%	50%	18%	52%	37%	45%	-	-	44%	-	-
	Female	61%	61%	**52%**	-	52%	*	-	-	-	-	51%	67%	11%	57%	42%	-	52%	-	56%	-	-
STAAR Percent at Masters Grade Level																						
Grade 6																						
Reading	All Students	28%	23%	**25%**	*	25%	-	-	-	-	-	23%	56%	7%	29%	25%	23%	27%	-	25%	-	-
	CWD	7%	6%	**7%**	-	7%	-	-	-	-	-	8%	*	7%	-	10%	0%	22%	-	0%	-	-
	CWOD	33%	25%	**29%**	*	29%	-	-	-	-	-	27%	71%	-	29%	28%	31%	28%	-	32%	-	-
	EL	9%	17%	**25%**	-	25%	-	-	-	-	-	25%	*	10%	28%	25%	25%	26%	-	33%	-	-
	Male	24%	18%	**23%**	*	23%	-	-	-	-	-	19%	67%	0%	31%	25%	23%	-	-	22%	-	-
	Female	32%	28%	**27%**	-	27%	-	-	-	-	-	27%	*	22%	28%	26%	-	27%	-	29%	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	16%	13%	**15%**	*	15%	-	-	-	-	-	13%	44%	7%	17%	15%	16%	14%	-	16%	-	-
	CWD	5%	5%	**7%**	-	7%	-	-	-	-	-	8%	*	7%	-	0%	5%	11%	-	0%	-	-
	CWOD	18%	14%	**17%**	*	17%	-	-	-	-	-	14%	57%	-	17%	17%	20%	14%	-	20%	-	-
	EL	6%	11%	**15%**	-	15%	-	-	-	-	-	14%	*	0%	17%	15%	18%	11%	-	19%	-	-
	Male	17%	13%	**16%**	*	16%	-	-	-	-	-	13%	50%	5%	20%	18%	16%	-	-	11%	-	-
	Female	14%	12%	**14%**	-	14%	-	-	-	-	-	13%	*	11%	14%	11%	-	14%	-	21%	-	-
Grade 7																						
Reading	All Students	26%	26%	**34%**	*	34%	-	-	-	-	-	33%	40%	0%	37%	16%	24%	41%	-	29%	-	-
	CWD	6%	5%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	-	*	0%	0%	-	*	-	-
	CWOD	30%	28%	**37%**	*	37%	-	-	-	-	-	36%	42%	-	37%	17%	27%	44%	-	35%	-	-
	EL	9%	18%	**16%**	-	16%	-	-	-	-	-	16%	20%	*	17%	16%	15%	17%	-	20%	-	-
	Male	23%	23%	**24%**	*	24%	-	-	-	-	-	25%	*	0%	27%	15%	24%	-	-	8%	-	-
	Female	30%	29%	**41%**	-	41%	-	-	-	-	-	39%	50%	0%	44%	17%	-	41%	-	46%	-	-
Mathematics	All Students	11%	12%	**15%**	*	15%	-	-	-	-	-	16%	5%	6%	16%	6%	15%	15%	-	8%	-	-
	CWD	5%	3%	**6%**	-	6%	-	-	-	-	-	7%	*	6%	-	*	11%	0%	-	*	-	-
	CWOD	12%	13%	**16%**	*	16%	-	-	-	-	-	17%	5%	-	16%	7%	15%	16%	-	10%	-	-
	EL	4%	8%	**6%**	-	6%	-	-	-	-	-	7%	0%	*	7%	6%	6%	7%	-	7%	-	-
	Male	12%	13%	**15%**	*	15%	-	-	-	-	-	16%	*	11%	15%	6%	15%	-	-	8%	-	-
	Female	9%	10%	**15%**	-	15%	-	-	-	-	-	16%	6%	0%	16%	7%	-	15%	-	8%	-	-
Grade 8																						
Reading	All Students	31%	29%	**35%**	*	35%	*	-	-	-	*	32%	55%	6%	38%	26%	28%	41%	-	38%	-	-
	CWD	7%	4%	**6%**	-	6%	-	-	-	-	-	6%	*	6%	-	0%	13%	0%	-	*	-	-
	CWOD	35%	32%	**38%**	*	38%	*	-	-	-	*	35%	57%	-	38%	28%	30%	46%	-	50%	-	-
	EL	10%	20%	**26%**	-	26%	-	-	-	-	-	25%	30%	0%	28%	26%	18%	33%	-	30%	-	-
	Male	26%	25%	**28%**	*	29%	-	-	-	-	*	28%	33%	13%	30%	18%	28%	-	-	25%	-	-
	Female	36%	33%	**41%**	-	40%	*	-	-	-	-	36%	69%	0%	46%	33%	-	41%	-	50%	-	-
Mathematics	All Students	18%	10%	**4%**	*	4%	*	-	-	-	*	2%	15%	0%	5%	3%	2%	5%	-	10%	-	-
	CWD	7%	6%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	20%	11%	**5%**	*	5%	*	-	-	-	*	3%	17%	-	5%	4%	3%	6%	-	14%	-	-
	EL	8%	9%	**3%**	-	3%	-	-	-	-	-	2%	13%	0%	4%	3%	0%	6%	-	14%	-	-
	Male	18%	9%	**2%**	*	2%	-	-	-	-	*	2%	0%	0%	3%	0%	2%	-	-	0%	-	-
	Female	17%	11%	**5%**	-	5%	*	-	-	-	-	2%	25%	0%	6%	6%	-	5%	-	20%	-	-
Science	All Students	18%	14%	**15%**	*	15%	*	-	-	-	*	13%	29%	6%	16%	9%	18%	12%	-	13%	-	-
	CWD	6%	4%	**6%**	-	6%	-	-	-	-	-	6%	*	6%	-	0%	13%	0%	-	*	-	-
	CWOD	20%	16%	**16%**	*	17%	*	-	-	-	*	14%	30%	-	16%	10%	19%	14%	-	17%	-	-
	EL	5%	9%	**9%**	-	9%	-	-	-	-	-	9%	10%	0%	10%	9%	12%	6%	-	0%	-	-
	Male	20%	16%	**18%**	*	19%	-	-	-	-	*	17%	22%	13%	19%	12%	18%	-	-	0%	-	-
	Female	16%	13%	**12%**	-	13%	*	-	-	-	-	9%	31%	0%	14%	6%	-	12%	-	25%	-	-
End of Course																						

		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 I	All Students	14%	12%	**11%**	*	12%	*	-	-	-	-	10%	31%	7%	12%	4%	8%	15%	-	13%	-	-
	CWD	4%	3%	**7%**	-	7%	*	-	-	-	-	7%	-	7%	-	5%	11%	0%	-	*	-	-
	CWOD	16%	14%	**12%**	*	12%	*	-	-	-	-	10%	31%	-	12%	4%	7%	17%	-	14%	-	-
	EL	2%	8%	**4%**	-	4%	*	-	-	-	-	4%	*	5%	4%	4%	3%	6%	-	6%	-	-
	Male	11%	10%	**8%**	*	8%	*	-	-	-	-	7%	14%	11%	7%	3%	8%	-	-	0%	-	-
	Female	17%	15%	**15%**	-	15%	*	-	-	-	-	13%	50%	0%	17%	6%	-	15%	-	30%	-	-
English II	All Students	8%	7%	**10%**	*	10%	-	-	-	-	-	9%	19%	0%	11%	1%	13%	6%	-	5%	-	-
	CWD	3%	1%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	-	*	-	-
	CWOD	9%	8%	**11%**	*	11%	-	-	-	-	-	10%	19%	-	11%	2%	14%	7%	-	5%	-	-
	EL	1%	2%	**1%**	-	1%	-	-	-	-	-	1%	*	0%	2%	1%	0%	3%	-	8%	-	-
	Male	7%	7%	**13%**	*	13%	-	-	-	-	-	12%	22%	0%	14%	0%	13%	-	-	0%	-	-
	Female	9%	7%	**6%**	-	6%	-	-	-	-	-	6%	14%	0%	7%	3%	-	6%	-	10%	-	-
Algebra I	All Students	26%	33%	**27%**	*	28%	0%	-	-	-	-	25%	50%	9%	29%	21%	25%	29%	-	25%	-	-
	CWD	8%	9%	**9%**	-	10%	*	-	-	-	-	9%	-	9%	-	13%	12%	0%	-	*	-	-
	CWOD	29%	36%	**29%**	*	30%	*	-	-	-	-	27%	50%	-	29%	22%	27%	32%	-	29%	-	-
	EL	14%	28%	**21%**	-	22%	*	-	-	-	-	20%	40%	13%	22%	21%	20%	22%	-	13%	-	-
	Male	25%	30%	**25%**	*	26%	*	-	-	-	-	22%	45%	12%	27%	20%	25%	-	-	15%	-	-
	Female	27%	37%	**29%**	-	30%	*	-	-	-	-	27%	56%	0%	32%	22%	-	29%	-	36%	-	-
Biology	All Students	20%	15%	**7%**	*	7%	*	-	-	-	-	6%	14%	4%	7%	3%	7%	6%	-	11%	-	-
	CWD	6%	6%	**4%**	-	4%	*	-	-	-	-	4%	-	4%	-	0%	6%	0%	-	*	-	-
	CWOD	22%	17%	**7%**	*	7%	*	-	-	-	-	6%	14%	-	7%	4%	8%	7%	-	13%	-	-
	EL	6%	11%	**3%**	-	3%	*	-	-	-	-	3%	*	0%	4%	3%	4%	2%	-	8%	-	-
	Male	20%	16%	**7%**	*	8%	*	-	-	-	-	7%	13%	6%	8%	4%	7%	-	-	11%	-	-
	Female	19%	15%	**6%**	-	6%	*	-	-	-	-	5%	17%	0%	7%	2%	-	6%	-	11%	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	76%	**76%**	73%	76%	81%	-	-	-	*	75%	88%	47%	80%	71%	73%	79%	-	77%	-	-
	CWD	46%	47%	**47%**	-	48%	*	-	-	-	-	47%	56%	47%	-	47%	53%	39%	-	56%	-	-
	CWOD	79%	80%	**80%**	73%	80%	100%	-	-	-	*	79%	89%	-	80%	74%	77%	83%	-	81%	-	-
	EL	59%	72%	**71%**	-	71%	86%	-	-	-	-	70%	79%	47%	74%	71%	68%	73%	-	77%	-	-
	Male	71%	73%	**73%**	73%	73%	70%	-	-	-	*	72%	88%	53%	77%	68%	73%	-	-	72%	-	-
	Female	75%	79%	**79%**	-	78%	100%	-	-	-	-	78%	87%	39%	83%	73%	-	79%	-	82%	-	-
Reading	All Students	74%	77%	**77%**	80%	77%	80%	-	-	-	*	76%	90%	42%	82%	70%	72%	82%	-	76%	-	-
	CWD	45%	43%	**42%**	-	42%	*	-	-	-	-	41%	*	42%	-	39%	43%	40%	-	50%	-	-
	CWOD	80%	81%	**82%**	80%	82%	*	-	-	-	*	81%	92%	-	82%	75%	77%	87%	-	81%	-	-
	EL	57%	72%	**70%**	-	70%	*	-	-	-	-	70%	71%	39%	75%	70%	65%	76%	-	77%	-	-
	Male	70%	72%	**72%**	80%	72%	*	-	-	-	*	71%	83%	43%	77%	65%	72%	-	-	69%	-	-
	Female	79%	82%	**82%**	-	82%	*	-	-	-	-	81%	96%	40%	87%	76%	-	82%	-	84%	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	70%	72%	**71%**	*	72%	67%	-	-	-	*	70%	81%	54%	74%	68%	69%	74%	-	73%	-	-
	CWD	45%	49%	**54%**	-	55%	*	-	-	-	-	53%	*	54%	-	57%	58%	47%	-	65%	-	-
	CWOD	76%	76%	**74%**	*	74%	*	-	-	-	*	73%	81%	-	74%	69%	71%	76%	-	75%	-	-
	EL	60%	70%	**68%**	-	68%	*	-	-	-	-	67%	81%	57%	69%	68%	67%	69%	-	71%	-	-
	Male	71%	71%	**69%**	*	70%	*	-	-	-	*	67%	92%	58%	71%	67%	69%	-	-	72%	-	-
	Female	70%	73%	**74%**	-	73%	*	-	-	-	-	74%	73%	47%	76%	69%	-	74%	-	74%	-	-
Science	All Students	76%	81%	**81%**	*	81%	100%	-	-	-	*	80%	91%	50%	86%	77%	83%	80%	-	88%	-	-
	CWD	52%	54%	**50%**	-	49%	*	-	-	-	-	51%	*	50%	-	52%	68%	22%	-	43%	-	-
	CWOD	81%	84%	**86%**	*	86%	*	-	-	-	*	85%	94%	-	86%	82%	86%	86%	-	96%	-	-
	EL	63%	79%	**77%**	-	77%	*	-	-	-	-	77%	75%	52%	82%	77%	78%	77%	-	91%	-	-
	Male	77%	81%	**83%**	*	82%	*	-	-	-	*	82%	88%	68%	86%	78%	83%	-	-	82%	-	-
	Female	76%	81%	**80%**	-	80%	*	-	-	-	-	78%	94%	22%	86%	77%	-	80%	-	88%	-	-
SAT/ACT All Subjects	All Students	89%	95%	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-
	CWD	70%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	90%	95%	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-
	EL	63%	100%	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-
	Male	90%	100%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	89%	91%	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	48%	49%	**49%**	45%	50%	44%	-	-	-	*	48%	61%	21%	54%	41%	47%	52%	-	49%	-	-
	CWD	23%	22%	**21%**	-	22%	*	-	-	-	-	22%	11%	21%	-	18%	25%	16%	-	23%	-	-
	CWOD	53%	53%	**54%**	45%	54%	58%	-	-	-	*	52%	64%	-	54%	44%	52%	55%	-	55%	-	-
	EL	30%	43%	**41%**	-	41%	29%	-	-	-	-	41%	44%	18%	44%	41%	39%	43%	-	46%	-	-
	Male	47%	47%	**47%**	45%	47%	40%	-	-	-	*	46%	60%	25%	52%	39%	47%	-	-	40%	-	-
	Female	49%	52%	**52%**	-	52%	50%	-	-	-	-	50%	62%	16%	55%	43%	-	52%	-	59%	-	-
Reading	All Students	53%	54%	**57%**	60%	57%	60%	-	-	-	*	55%	74%	22%	62%	45%	52%	62%	-	56%	-	-
	CWD	23%	21%	**22%**	-	22%	*	-	-	-	-	22%	*	22%	-	17%	22%	21%	-	15%	-	-
	CWOD	59%	59%	**62%**	60%	62%	*	-	-	-	*	60%	76%	-	62%	49%	57%	66%	-	64%	-	-
	EL	31%	46%	**45%**	-	45%	*	-	-	-	-	45%	48%	17%	49%	45%	41%	50%	-	51%	-	-
	Male	48%	49%	**52%**	60%	52%	*	-	-	-	*	50%	74%	22%	57%	41%	52%	-	-	45%	-	-
	Female	58%	60%	**62%**	-	62%	*	-	-	-	-	60%	73%	21%	66%	50%	-	62%	-	67%	-	-
Mathematics	All Students	43%	43%	**41%**	*	41%	33%	-	-	-	*	40%	44%	22%	44%	36%	41%	41%	-	39%	-	-
	CWD	22%	22%	**22%**	-	23%	*	-	-	-	-	23%	*	22%	-	19%	26%	16%	-	29%	-	-
	CWOD	48%	46%	**44%**	*	44%	*	-	-	-	*	43%	47%	-	44%	38%	44%	43%	-	41%	-	-
	EL	30%	40%	**36%**	-	36%	*	-	-	-	-	35%	38%	19%	38%	36%	35%	36%	-	36%	-	-
	Male	45%	43%	**41%**	*	41%	*	-	-	-	*	40%	42%	26%	44%	35%	41%	-	-	34%	-	-
	Female	42%	43%	**41%**	-	41%	*	-	-	-	-	40%	46%	16%	43%	36%	-	41%	-	44%	-	-

		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	46%	49%	**47%**	*	48%	40%	-	-	-	*	45%	60%	19%	51%	41%	47%	47%	-	55%	-	-
	CWD	22%	22%	**19%**	-	20%	*	-	-	-	-	20%	*	19%	-	19%	28%	6%	-	29%	-	-
	CWOD	50%	52%	**51%**	*	52%	*	-	-	-	*	50%	62%	-	51%	44%	51%	52%	-	59%	-	-
	EL	26%	43%	**41%**	-	40%	*	-	-	-	-	40%	42%	19%	44%	41%	41%	40%	-	55%	-	-
	Male	47%	49%	**47%**	*	48%	*	-	-	-	*	46%	53%	28%	51%	41%	47%	-	-	41%	-	-
	Female	45%	48%	**47%**	-	48%	*	-	-	-	-	45%	67%	6%	52%	40%	-	47%	-	65%	-	-
SAT/ACT All Subjects	All Students	59%	48%	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-
	CWD	38%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	59%	48%	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-
	EL	15%	29%	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-
	Male	63%	60%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	54%	36%	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	20%	18%	**18%**	0%	19%	6%	-	-	-	*	17%	32%	5%	20%	12%	17%	20%	-	18%	-	-
	CWD	6%	5%	**5%**	-	5%	*	-	-	-	-	5%	0%	5%	-	3%	7%	3%	-	0%	-	-
	CWOD	23%	19%	**20%**	0%	21%	8%	-	-	-	*	19%	34%	-	20%	13%	19%	22%	-	22%	-	-
	EL	9%	13%	**12%**	-	12%	0%	-	-	-	-	12%	19%	3%	13%	12%	11%	13%	-	15%	-	-
	Male	20%	17%	**17%**	0%	17%	0%	-	-	-	*	16%	27%	7%	19%	11%	17%	-	-	10%	-	-
	Female	21%	19%	**20%**	-	20%	17%	-	-	-	-	18%	36%	3%	22%	13%	-	20%	-	26%	-	-
Reading	All Students	22%	19%	**22%**	0%	23%	20%	-	-	-	*	21%	40%	5%	25%	14%	18%	26%	-	21%	-	-
	CWD	6%	4%	**5%**	-	5%	*	-	-	-	-	5%	*	5%	-	4%	5%	5%	-	0%	-	-
	CWOD	25%	21%	**25%**	0%	25%	*	-	-	-	*	23%	42%	-	25%	16%	21%	29%	-	26%	-	-
	EL	8%	14%	**14%**	-	14%	*	-	-	-	-	14%	24%	4%	16%	14%	12%	17%	-	20%	-	-
	Male	19%	16%	**18%**	0%	19%	*	-	-	-	*	17%	29%	5%	21%	12%	18%	-	-	11%	-	-
	Female	25%	22%	**26%**	-	26%	*	-	-	-	-	24%	49%	5%	29%	17%	-	26%	-	33%	-	-
Mathematics	All Students	19%	18%	**17%**	*	17%	0%	-	-	-	*	16%	27%	6%	19%	13%	17%	17%	-	16%	-	-
	CWD	7%	6%	**6%**	-	6%	*	-	-	-	-	6%	*	6%	-	5%	8%	3%	-	0%	-	-
	CWOD	22%	19%	**19%**	*	19%	*	-	-	-	*	17%	29%	-	19%	13%	18%	19%	-	19%	-	-
	EL	11%	15%	**13%**	-	13%	*	-	-	-	-	12%	19%	5%	13%	13%	13%	12%	-	14%	-	-
	Male	21%	18%	**17%**	*	17%	*	-	-	-	*	15%	31%	8%	18%	13%	17%	-	-	11%	-	-
	Female	18%	17%	**17%**	-	17%	*	-	-	-	-	16%	24%	3%	19%	12%	-	17%	-	21%	-	-
Science	All Students	17%	14%	**11%**	*	11%	0%	-	-	-	*	9%	23%	5%	12%	6%	13%	9%	-	12%	-	-
	CWD	5%	5%	**5%**	-	5%	*	-	-	-	-	5%	*	5%	-	0%	8%	0%	-	0%	-	-
	CWOD	19%	15%	**12%**	*	12%	*	-	-	-	*	10%	24%	-	12%	8%	13%	10%	-	15%	-	-
	EL	5%	10%	**6%**	-	7%	*	-	-	-	-	6%	8%	0%	8%	6%	8%	4%	-	5%	-	-
	Male	18%	15%	**13%**	*	13%	*	-	-	-	*	12%	18%	8%	13%	8%	13%	-	-	6%	-	-
	Female	15%	13%	**9%**	-	9%	*	-	-	-	-	7%	28%	0%	10%	4%	-	9%	-	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
SAT/ACT All Subjects	All Students	13%	5%	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-
	CWD	9%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	13%	5%	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-
	EL	1%	0%	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-
	Male	17%	10%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	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	72	*	72	*	-	-	-	*	70	44	68
CWD	44	-	44	*	-	-	-	-	42	44	36
CWOD	75	*	75	*	-	-	-	*	74	-	72
EL ✧	68	-	68	*	-	-	-	-	68	36	68
Male	69	*	69	*	-	-	-	*	67	47	65
Female	74	-	74	*	-	-	-	-	73	39	71
Mathematics											
All Students	64	*	64	*	-	-	-	*	63	56	60
CWD	56	-	57	*	-	-	-	-	57	56	65
CWOD	65	*	65	*	-	-	-	*	64	-	59
EL ✧	60	-	60	*	-	-	-	-	59	65	60
Male	59	*	60	*	-	-	-	*	59	59	57
Female	67	-	67	*	-	-	-	-	67	52	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	98.2%	*	98.1%	-	*	-	-	-	98.0%	91.7%	100.0%	92.0%	-
CWD	91.7%	*	90.9%	-	-	-	-	-	90.9%	91.7%	*	*	-
CWOD	99.0%	-	99.0%	-	*	-	-	-	98.9%	-	100.0%	95.5%	-
EL ✧	100.0%	-	100.0%	-	-	-	-	-	100.0%	*	100.0%	100.0%	-
Male	100.0%	*	100.0%	-	*	-	-	-	100.0%	100.0%	100.0%	100.0%	-
Female	96.2%	-	96.2%	-	-	-	-	-	95.5%	83.3%	100.0%	85.7%	-

- 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
472	129	27%

- 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	48	39	48	44	-	-	-	*	47	24	41
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	70%	*	69%	*	-	-	-	-	70%	71%	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	Y		Y						Y	Y	Y
Interim Goals (2028-2032)	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
Target Met	Y		Y						Y	N	Y
Interim Goals (2033-2037)	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
Target Met	N		N						Y	N	Y
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	Y		Y						Y	Y	Y
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	Y		Y						Y	Y	Y

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2028-2032)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86%
Target Met	Y		Y						Y	Y	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	Y		Y						Y	Y	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%**	100%	99%	100%	*	-	-	*	99%	99%	99%	100%	100%	99%	100%	-
	CWD	**99%**	-	99%	100%	-	-	-	-	99%	100%	99%	-	99%	99%	99%	-
	CWOD	**100%**	100%	99%	100%	*	-	-	*	100%	99%	-	100%	100%	99%	100%	-
	EL	**100%**	-	100%	100%	*	-	-	-	100%	97%	99%	100%	100%	99%	100%	-
	Male	**99%**	100%	99%	100%	-	-	-	*	99%	99%	99%	99%	99%	99%	-	-
	Female	**100%**	-	100%	100%	*	-	-	-	100%	99%	99%	100%	100%	-	100%	-
Reading	All Students	**100%**	100%	100%	100%	*	-	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	**100%**	-	100%	*	-	-	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	**100%**	100%	100%	*	*	-	-	*	100%	100%	-	100%	100%	99%	100%	-
	EL	**100%**	-	100%	*	*	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	**100%**	100%	100%	*	-	-	-	*	100%	100%	100%	99%	100%	100%	-	-
	Female	**100%**	-	100%	*	*	-	-	-	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	**99%**	*	99%	100%	-	-	-	*	99%	100%	98%	100%	99%	99%	100%	-
	CWD	**98%**	-	98%	*	-	-	-	-	98%	*	98%	-	97%	96%	100%	-
	CWOD	**100%**	*	100%	*	-	-	-	*	100%	100%	-	100%	100%	99%	100%	-
	EL	**99%**	-	99%	*	-	-	-	-	99%	100%	97%	100%	99%	99%	100%	-
	Male	**99%**	*	99%	*	-	-	-	*	98%	100%	96%	99%	99%	99%	-	-
	Female	**100%**	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	-	100%	-
Science	All Students	**98%**	*	98%	100%	-	-	-	*	99%	94%	98%	99%	99%	99%	98%	-
	CWD	**98%**	-	98%	*	-	-	-	-	98%	*	98%	-	100%	100%	94%	-
	CWOD	**99%**	*	99%	*	-	-	-	*	99%	94%	-	99%	99%	99%	99%	-
	EL	**99%**	-	99%	*	-	-	-	-	100%	83%	100%	99%	99%	99%	99%	-
	Male	**99%**	*	99%	*	-	-	-	*	99%	94%	100%	99%	99%	99%	-	-
	Female	**98%**	-	98%	*	-	-	-	-	99%	95%	94%	99%	99%	-	98%	-
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%**	0%	1%	0%	*	-	-	*	1%	1%	1%	0%	0%	1%	0%	-
	CWD	**1%**	-	1%	0%	-	-	-	-	1%	0%	1%	-	1%	1%	1%	-
	CWOD	**0%**	0%	1%	0%	*	-	-	*	0%	1%	-	0%	0%	1%	0%	-
	EL	**0%**	-	0%	0%	*	-	-	-	0%	3%	1%	0%	0%	1%	0%	-
	Male	**1%**	0%	1%	0%	-	-	-	*	1%	1%	1%	1%	1%	1%	-	-
	Female	**0%**	-	0%	0%	*	-	-	-	0%	1%	1%	0%	0%	-	0%	-
Reading	All Students	**0%**	0%	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	**0%**	0%	0%	*	*	-	-	*	0%	0%	-	0%	0%	1%	0%	-
	EL	**0%**	-	0%	*	*	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	**0%**	0%	0%	*	-	-	-	*	0%	0%	0%	1%	0%	0%	-	-
	Female	**0%**	-	0%	*	*	-	-	-	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	**1%**	*	1%	0%	-	-	-	*	1%	0%	2%	0%	1%	1%	0%	-
	CWD	**2%**	-	2%	*	-	-	-	-	2%	*	2%	-	3%	4%	0%	-
	CWOD	**0%**	*	0%	*	-	-	-	*	0%	0%	-	0%	0%	1%	0%	-
	EL	**1%**	-	1%	*	-	-	-	-	1%	0%	3%	0%	1%	1%	0%	-
	Male	**1%**	*	1%	*	-	-	-	*	2%	0%	4%	1%	1%	1%	-	-
	Female	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	**2%**	*	2%	0%	-	-	-	*	1%	6%	2%	1%	1%	1%	2%	-
	CWD	**2%**	-	2%	*	-	-	-	-	2%	*	2%	-	0%	0%	6%	-
	CWOD	**1%**	*	1%	*	-	-	-	*	1%	6%	-	1%	1%	1%	1%	-
	EL	**1%**	-	1%	*	-	-	-	-	0%	17%	0%	1%	1%	1%	1%	-
	Male	**1%**	*	1%	*	-	-	-	*	1%	6%	0%	1%	1%	1%	-	-
	Female	**2%**	-	2%	*	-	-	-	-	1%	5%	6%	1%	1%	-	2%	-
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	55	0	55	0	0	0	0	0	28		
	Female	23	0	23	0	0	0	0	0	6		
	Total	78	0	78	0	0	0	0	0	34		
Out-of-School Suspensions												
	Male	86	0	86	0	0	0	0	0	43		
	Female	37	0	36	0	1	0	0	0	12		
	Total	123	0	122	0	1	0	0	0	55		
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	4	0	3	1	0	0	0	0	2		1
	Female	3	0	3	0	0	0	0	0	3		1
	Total	7	0	6	1	0	0	0	0	5		2
Out-of-School Suspensions												
	Male	8	0	8	0	0	0	0	0	3		3
	Female	3	0	3	0	0	0	0	0	1		1
	Total	11	0	11	0	0	0	0	0	4		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	102	-8	101	-8	-8	-8	1	-8	39	13	6
	Female	83	-8	82	1	-8	-8	-8	-8	24	9	1
	Total	185	-8	183	1	-8	-8	1	-8	63	22	7

	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	39
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack without a weapon	11
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or Bullying	
On the basis of sex	9
On the basis of race	10
On the basis of disability	2
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	140	30	1	100	136	29	2	33	1	100	0	-	0	-	0	-	38	18	9	19
Female	181	37	1	100	179	37	1	50	0	0	0	-	0	-	0	-	40	22	9	23
Total	321	33	2	100	315	33	3	38	1	50	0	-	0	-	0	-	78	20	18	21
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	16.9	25.6%
Teachers Teaching with Emergency or Provisional Credentials	9.0	14.0%
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		$1,197	$99	$849	$948		$249	$249
Food services		$471	$6	$4	$10	$411	$50	$461
Instruction		$6,008	$5,083	$94	$5,177	$744	$88	$832
Support services, general administration		$50		$50	$50			
Support services, instructional staff		$1,027	$420	$4	$424	$359	$244	$603
Support services, operation and maintenance of plant		$955	$677	$123	$800	$143	$13	$156
Support services, pupils		$806	$254	$100	$354	$411	$41	$452
Support services, school administration		$1,301	$1,144	$68	$1,212	$79	$10	$89
Support services, student transportation		$583	$484	$45	$529	$43	$11	$54
Total	**994**	**$12,399**	**$8,167**	**$1,337**	**$9,504**	**$2,190**	**$706**	**$2,896**

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%	13	2%	-	-
Mathematics	7,510	2%	13	2%	-	-
Grade 4						
Reading	6,669	2%	10	2%	-	-
Mathematics	6,666	2%	10	2%	-	-
Grade 5						
Reading	6,321	2%	*	1%	-	-
Mathematics	6,324	2%	*	1%	-	-
Science	6,315	2%	*	1%	-	-
Grade 6						
Reading	5,876	1%	19	1%	*	1%
Mathematics	5,877	1%	19	1%	*	1%
Grade 7						
Reading	5,387	1%	17	1%	*	1%
Mathematics	5,385	2%	17	1%	*	1%
Grade 8						
Reading	4,906	1%	19	1%	*	1%
Mathematics	4,907	1%	19	1%	*	2%
Science	4,904	1%	18	1%	*	1%
End of Course						
English I	4,932	1%	18	1%	*	2%
English II	4,732	1%	13	1%	*	1%
Algebra I	4,932	1%	17	1%	*	1%
Biology	4,992	1%	18	1%	*	2%
All Grades						
All Subjects	104,161	1%	249	1%	23	1%
Reading	46,349	1%	112	1%	10	1%
Mathematics	41,601	1%	98	1%	8	1%
Science	16,211	1%	39	1%	5	2%

- 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	53%	-	53%	-	-	-	-	-	52%	33%	52%
In-State Private Institutions	8%	-	8%	-	-	-	-	-	8%	*	9%
Out-of-State Institutions	6%	-	6%	-	-	-	-	-	7%	*	*

- 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	20%	*	20%	11%	*	-	-	*	20%	25%	18%

- 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.

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																						
Grade 6																						
Reading	All Students	76%	73%	**75%**	72%	76%	-	*	-	-	-	76%	57%	0%	78%	74%	64%	85%	-	71%	-	-
	CWD	46%	43%	**0%**	*	*	-	-	-	-	-	*	*	0%	-	*	*	*	-	*	-	-
	CWOD	82%	77%	**78%**	76%	79%	-	*	-	-	-	78%	67%	-	78%	77%	68%	86%	-	75%	-	-
	EL	56%	68%	**74%**	-	74%	-	-	-	-	-	75%	60%	*	77%	74%	64%	87%	-	75%	-	-
	Male	72%	65%	**64%**	*	65%	-	*	-	-	-	63%	67%	*	68%	64%	64%	-	-	73%	-	-
	Female	80%	81%	**85%**	73%	88%	-	-	-	-	-	86%	*	*	86%	87%	-	85%	-	70%	-	-
Mathematics	All Students	72%	71%	**76%**	72%	77%	-	*	-	-	-	75%	86%	20%	78%	79%	71%	80%	-	81%	-	-
	CWD	50%	48%	**20%**	*	*	-	-	-	-	-	*	*	20%	-	*	*	*	-	*	-	-
	CWOD	78%	73%	**78%**	76%	79%	-	*	-	-	-	77%	100%	-	78%	82%	74%	81%	-	80%	-	-
	EL	60%	68%	**79%**	-	79%	-	-	-	-	-	79%	80%	*	82%	79%	72%	87%	-	92%	-	-
	Male	74%	69%	**71%**	*	73%	-	*	-	-	-	70%	83%	*	74%	72%	71%	-	-	91%	-	-
	Female	71%	72%	**80%**	73%	82%	-	-	-	-	-	80%	*	*	81%	87%	-	80%	-	70%	-	-
Grade 7																						
Reading	All Students	74%	76%	**75%**	60%	75%	-	-	*	-	*	73%	92%	50%	77%	67%	70%	78%	-	*	-	-
	CWD	41%	45%	**50%**	-	50%	-	-	-	-	-	50%	-	50%	-	63%	50%	50%	-	-	-	-
	CWOD	81%	79%	**77%**	60%	78%	-	-	*	-	*	76%	92%	-	77%	68%	72%	80%	-	*	-	-
	EL	56%	70%	**67%**	-	67%	-	-	-	-	-	65%	*	63%	68%	67%	66%	68%	-	*	-	-
	Male	70%	71%	**70%**	*	71%	-	-	-	-	-	67%	100%	50%	72%	66%	70%	-	-	*	-	-
	Female	79%	80%	**78%**	*	78%	-	-	*	-	*	77%	86%	50%	80%	68%	-	78%	-	*	-	-
Mathematics	All Students	53%	59%	**63%**	60%	62%	-	-	*	-	-	61%	83%	43%	65%	59%	64%	61%	-	*	-	-
	CWD	31%	37%	**43%**	-	43%	-	-	-	-	-	43%	-	43%	-	63%	33%	50%	-	-	-	-
	CWOD	58%	62%	**65%**	60%	65%	-	-	*	-	-	63%	83%	-	65%	58%	68%	63%	-	*	-	-
	EL	39%	54%	**59%**	-	59%	-	-	-	-	-	57%	*	63%	58%	59%	68%	53%	-	*	-	-
	Male	55%	61%	**64%**	*	65%	-	-	-	-	-	61%	100%	33%	68%	68%	64%	-	-	*	-	-
	Female	51%	58%	**61%**	*	61%	-	-	*	-	-	60%	71%	50%	63%	53%	-	61%	-	*	-	-
Grade 8																						
Reading	All Students	80%	86%	**86%**	90%	86%	*	-	-	-	-	85%	100%	47%	91%	82%	89%	83%	-	*	-	-
	CWD	49%	55%	**47%**	*	46%	-	-	-	-	-	43%	*	47%	-	25%	67%	33%	-	-	-	-
	CWOD	85%	89%	**91%**	100%	90%	*	-	-	-	-	90%	100%	-	91%	88%	91%	90%	-	*	-	-
	EL	62%	82%	**82%**	-	82%	-	-	-	-	-	81%	100%	25%	88%	82%	87%	77%	-	*	-	-
	Male	76%	82%	**89%**	80%	90%	-	-	-	-	-	88%	100%	67%	91%	87%	89%	-	-	-	-	-
	Female	85%	90%	**83%**	100%	82%	*	-	-	-	-	83%	*	33%	90%	77%	-	83%	-	*	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	69%	74%	**81%**	86%	80%	*	-	-	-	-	79%	100%	50%	86%	81%	87%	76%	-	*	-	-
	CWD	42%	54%	**50%**	*	42%	-	-	-	-	-	46%	*	50%	-	38%	80%	33%	-	-	-	-
	CWOD	74%	78%	**86%**	80%	86%	*	-	-	-	-	85%	100%	-	86%	87%	88%	85%	-	*	-	-
	EL	56%	75%	**81%**	-	81%	-	-	-	-	-	79%	*	38%	87%	81%	89%	74%	-	*	-	-
	Male	68%	71%	**87%**	*	88%	-	-	-	-	-	84%	100%	80%	88%	89%	87%	-	-	-	-	-
	Female	71%	78%	**76%**	*	73%	*	-	-	-	-	75%	*	33%	85%	74%	-	76%	-	*	-	-
Science	All Students	72%	73%	**75%**	60%	76%	*	-	-	-	-	75%	80%	33%	80%	74%	83%	68%	-	*	-	-
	CWD	43%	42%	**33%**	*	38%	-	-	-	-	-	29%	*	33%	-	25%	67%	11%	-	-	-	-
	CWOD	77%	77%	**80%**	75%	80%	*	-	-	-	-	80%	78%	-	80%	78%	84%	75%	-	*	-	-
	EL	54%	69%	**74%**	-	74%	-	-	-	-	-	72%	100%	25%	78%	74%	87%	60%	-	*	-	-
	Male	73%	74%	**83%**	40%	86%	-	-	-	-	-	82%	88%	67%	84%	87%	83%	-	-	-	-	-
	Female	71%	73%	**68%**	80%	66%	*	-	-	-	-	68%	*	11%	75%	60%	-	68%	-	*	-	-
End of Course																						
English I	All Students	66%	73%	**70%**	50%	72%	-	*	-	-	-	70%	69%	50%	73%	68%	66%	75%	-	60%	-	-
	CWD	35%	39%	**50%**	*	61%	-	-	-	-	-	50%	-	50%	-	70%	50%	50%	-	*	-	-
	CWOD	72%	78%	**73%**	75%	73%	-	*	-	-	-	73%	69%	-	73%	68%	69%	78%	-	*	-	-
	EL	45%	70%	**68%**	-	69%	-	*	-	-	-	68%	67%	70%	68%	68%	68%	68%	-	*	-	-
	Male	61%	69%	**66%**	40%	68%	-	-	-	-	-	66%	75%	50%	69%	68%	66%	-	-	*	-	-
	Female	72%	78%	**75%**	57%	78%	-	*	-	-	-	76%	60%	50%	78%	68%	-	75%	-	*	-	-
English II	All Students	70%	78%	**81%**	100%	79%	-	-	-	-	-	80%	90%	23%	88%	65%	77%	85%	-	*	-	-
	CWD	36%	38%	**23%**	*	9%	-	-	-	-	-	23%	-	23%	-	0%	11%	*	-	-	-	-
	CWOD	76%	84%	**88%**	100%	87%	-	-	-	-	-	88%	90%	-	88%	75%	88%	88%	-	*	-	-
	EL	47%	70%	**65%**	-	65%	-	-	-	-	-	65%	*	0%	75%	65%	63%	70%	-	*	-	-
	Male	66%	73%	**77%**	100%	75%	-	-	-	-	-	76%	83%	11%	88%	63%	77%	-	-	*	-	-
	Female	75%	84%	**85%**	*	84%	-	-	-	-	-	84%	*	*	88%	70%	-	85%	-	*	-	-
Algebra I	All Students	76%	84%	**91%**	87%	91%	-	*	-	-	-	91%	82%	73%	93%	91%	89%	93%	-	100%	-	-
	CWD	52%	59%	**73%**	60%	76%	-	-	-	-	-	73%	-	73%	-	71%	64%	88%	-	*	-	-
	CWOD	80%	87%	**93%**	100%	93%	-	*	-	-	-	94%	82%	-	93%	92%	93%	93%	-	100%	-	-
	EL	68%	84%	**91%**	-	92%	-	*	-	-	-	92%	75%	71%	92%	91%	94%	86%	-	*	-	-
	Male	73%	81%	**89%**	83%	89%	-	-	-	-	-	88%	100%	64%	93%	94%	89%	-	-	*	-	-
	Female	79%	88%	**93%**	89%	94%	-	*	-	-	-	95%	*	88%	93%	86%	-	93%	-	*	-	-
Biology	All Students	91%	92%	**89%**	69%	92%	-	*	-	-	-	89%	90%	71%	92%	90%	87%	93%	-	83%	-	-
	CWD	76%	75%	**71%**	*	92%	-	-	-	-	-	71%	-	71%	-	100%	73%	67%	-	*	-	-
	CWOD	93%	94%	**92%**	100%	92%	-	*	-	-	-	92%	90%	-	92%	90%	89%	95%	-	100%	-	-
	EL	82%	91%	**90%**	-	91%	-	*	-	-	-	91%	83%	100%	90%	90%	90%	91%	-	*	-	-
	Male	89%	91%	**87%**	67%	88%	-	-	-	-	-	86%	100%	73%	89%	90%	87%	-	-	*	-	-
	Female	92%	93%	**93%**	71%	97%	-	*	-	-	-	94%	80%	67%	95%	91%	-	93%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 6																						

		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	55%	51%	**58%**	56%	59%	-	*	-	-	-	59%	43%	0%	60%	56%	52%	64%	-	67%	-	-
	CWD	24%	22%	**0%**	*	*	-	-	-	-	-	*	*	0%	-	*	*	*	-	*	-	-
	CWOD	62%	55%	**60%**	59%	61%	-	*	-	-	-	61%	50%	-	60%	59%	55%	65%	-	70%	-	-
	EL	30%	44%	**56%**	-	56%	-	-	-	-	-	58%	40%	*	59%	56%	51%	63%	-	67%	-	-
	Male	50%	44%	**52%**	*	53%	-	*	-	-	-	52%	50%	*	55%	51%	52%	-	-	73%	-	-
	Female	59%	58%	**64%**	60%	65%	-	-	-	-	-	65%	*	*	65%	63%	-	64%	-	60%	-	-
Mathematics	All Students	38%	35%	**40%**	28%	43%	-	*	-	-	-	41%	29%	0%	42%	46%	36%	44%	-	33%	-	-
	CWD	19%	18%	**0%**	*	*	-	-	-	-	-	*	*	0%	-	*	*	*	-	*	-	-
	CWOD	43%	38%	**42%**	29%	44%	-	*	-	-	-	42%	33%	-	42%	48%	39%	45%	-	35%	-	-
	EL	22%	32%	**46%**	-	46%	-	-	-	-	-	48%	20%	*	48%	46%	40%	53%	-	42%	-	-
	Male	41%	37%	**36%**	*	37%	-	*	-	-	-	37%	33%	*	39%	40%	36%	-	-	36%	-	-
	Female	36%	34%	**44%**	27%	48%	-	-	-	-	-	45%	*	*	45%	53%	-	44%	-	30%	-	-
Grade 7																						
Reading	All Students	52%	53%	**53%**	60%	52%	-	-	*	-	*	51%	83%	14%	57%	41%	48%	57%	-	*	-	-
	CWD	21%	22%	**14%**	-	14%	-	-	-	-	-	14%	-	14%	-	13%	17%	13%	-	-	-	-
	CWOD	58%	56%	**57%**	60%	57%	-	-	*	-	*	55%	83%	-	57%	45%	52%	61%	-	*	-	-
	EL	30%	45%	**41%**	-	41%	-	-	-	-	-	40%	*	13%	45%	41%	38%	44%	-	*	-	-
	Male	47%	49%	**48%**	*	48%	-	-	-	-	-	45%	80%	17%	52%	38%	48%	-	-	*	-	-
	Female	58%	57%	**57%**	*	55%	-	-	*	-	*	54%	86%	13%	61%	44%	-	57%	-	*	-	-
Mathematics	All Students	32%	38%	**45%**	40%	45%	-	-	*	-	-	41%	83%	21%	47%	38%	51%	41%	-	*	-	-
	CWD	17%	21%	**21%**	-	21%	-	-	-	-	-	21%	-	21%	-	25%	33%	13%	-	-	-	-
	CWOD	36%	40%	**47%**	40%	47%	-	-	*	-	-	44%	83%	-	47%	39%	53%	44%	-	*	-	-
	EL	19%	32%	**38%**	-	38%	-	-	-	-	-	34%	*	25%	39%	38%	52%	29%	-	*	-	-
	Male	35%	41%	**51%**	*	51%	-	-	-	-	-	46%	100%	33%	53%	52%	51%	-	-	*	-	-
	Female	30%	35%	**41%**	*	40%	-	-	*	-	-	38%	71%	13%	44%	29%	-	41%	-	*	-	-
Grade 8																						
Reading	All Students	57%	61%	**65%**	50%	66%	*	-	-	-	-	63%	90%	20%	70%	58%	69%	61%	-	*	-	-
	CWD	23%	25%	**20%**	*	23%	-	-	-	-	-	14%	*	20%	-	13%	50%	0%	-	-	-	-
	CWOD	63%	65%	**70%**	63%	70%	*	-	-	-	-	69%	89%	-	70%	63%	71%	69%	-	*	-	-
	EL	32%	52%	**58%**	-	58%	-	-	-	-	-	55%	100%	13%	63%	58%	67%	49%	-	*	-	-
	Male	51%	55%	**69%**	20%	73%	-	-	-	-	-	66%	100%	50%	71%	67%	69%	-	-	-	-	-
	Female	63%	67%	**61%**	80%	58%	*	-	-	-	-	61%	*	0%	69%	49%	-	61%	-	*	-	-
Mathematics	All Students	45%	44%	**52%**	43%	52%	*	-	-	-	-	52%	50%	36%	55%	55%	47%	57%	-	*	-	-
	CWD	22%	25%	**36%**	*	33%	-	-	-	-	-	31%	*	36%	-	25%	60%	22%	-	-	-	-
	CWOD	50%	48%	**55%**	40%	55%	*	-	-	-	-	56%	43%	-	55%	59%	45%	65%	-	*	-	-
	EL	30%	44%	**55%**	-	55%	-	-	-	-	-	55%	*	25%	59%	55%	57%	53%	-	*	-	-
	Male	45%	41%	**47%**	*	51%	-	-	-	-	-	47%	43%	60%	45%	57%	47%	-	-	-	-	-
	Female	46%	48%	**57%**	*	53%	*	-	-	-	-	56%	*	22%	65%	53%	-	57%	-	*	-	-

		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	47%	45%	**39%**	40%	39%	*	-	-	-	-	40%	30%	20%	41%	34%	45%	32%	-	*	-	-
	CWD	22%	21%	**20%**	*	23%	-	-	-	-	-	14%	*	20%	-	25%	50%	0%	-	-	-	-
	CWOD	51%	47%	**41%**	50%	40%	*	-	-	-	-	42%	22%	-	41%	35%	45%	37%	-	*	-	-
	EL	25%	39%	**34%**	-	34%	-	-	-	-	-	34%	40%	25%	35%	34%	44%	24%	-	*	-	-
	Male	49%	47%	**45%**	20%	47%	-	-	-	-	-	48%	25%	50%	45%	44%	45%	-	-	-	-	-
	Female	45%	42%	**32%**	60%	29%	*	-	-	-	-	32%	*	0%	37%	24%	-	32%	-	*	-	-
End of Course																						
English I	All Students	47%	52%	**48%**	33%	49%	-	*	-	-	-	50%	23%	9%	54%	41%	41%	57%	-	60%	-	-
	CWD	18%	17%	**9%**	*	11%	-	-	-	-	-	9%	-	9%	-	20%	14%	0%	-	*	-	-
	CWOD	53%	57%	**54%**	50%	54%	-	*	-	-	-	57%	23%	-	54%	43%	45%	64%	-	*	-	-
	EL	23%	45%	**41%**	-	41%	-	*	-	-	-	44%	11%	20%	43%	41%	37%	46%	-	*	-	-
	Male	42%	45%	**41%**	20%	42%	-	-	-	-	-	42%	25%	14%	45%	37%	41%	-	-	*	-	-
	Female	54%	60%	**57%**	43%	60%	-	*	-	-	-	60%	20%	0%	64%	46%	-	57%	-	*	-	-
English II	All Students	53%	61%	**69%**	60%	70%	-	-	-	-	-	69%	70%	8%	76%	55%	68%	70%	-	*	-	-
	CWD	20%	21%	**8%**	*	0%	-	-	-	-	-	8%	-	8%	-	0%	11%	*	-	-	-	-
	CWOD	58%	67%	**76%**	63%	78%	-	-	-	-	-	77%	70%	-	76%	63%	77%	76%	-	*	-	-
	EL	25%	49%	**55%**	-	55%	-	-	-	-	-	55%	*	0%	63%	55%	56%	52%	-	*	-	-
	Male	48%	56%	**68%**	67%	68%	-	-	-	-	-	68%	67%	11%	77%	56%	68%	-	-	*	-	-
	Female	59%	68%	**70%**	*	72%	-	-	-	-	-	70%	*	*	76%	52%	-	70%	-	*	-	-
Algebra I	All Students	43%	54%	**66%**	47%	68%	-	*	-	-	-	67%	45%	32%	70%	60%	62%	71%	-	50%	-	-
	CWD	19%	25%	**32%**	0%	41%	-	-	-	-	-	32%	-	32%	-	29%	29%	38%	-	*	-	-
	CWOD	47%	57%	**70%**	70%	71%	-	*	-	-	-	72%	45%	-	70%	62%	67%	74%	-	60%	-	-
	EL	30%	50%	**60%**	-	60%	-	*	-	-	-	62%	38%	29%	62%	60%	58%	62%	-	*	-	-
	Male	42%	49%	**62%**	33%	64%	-	-	-	-	-	64%	43%	29%	67%	58%	62%	-	-	*	-	-
	Female	45%	59%	**71%**	56%	74%	-	*	-	-	-	72%	*	38%	74%	62%	-	71%	-	*	-	-
Biology	All Students	59%	58%	**58%**	46%	59%	-	*	-	-	-	59%	40%	41%	60%	57%	52%	65%	-	67%	-	-
	CWD	30%	28%	**41%**	*	54%	-	-	-	-	-	41%	-	41%	-	67%	45%	33%	-	*	-	-
	CWOD	64%	62%	**60%**	67%	60%	-	*	-	-	-	62%	40%	-	60%	56%	53%	68%	-	80%	-	-
	EL	35%	52%	**57%**	-	57%	-	*	-	-	-	58%	33%	67%	56%	57%	52%	63%	-	*	-	-
	Male	58%	55%	**52%**	50%	53%	-	-	-	-	-	53%	40%	45%	53%	52%	52%	-	-	*	-	-
	Female	61%	61%	**65%**	43%	68%	-	*	-	-	-	67%	40%	33%	68%	63%	-	65%	-	*	-	-
STAAR Percent at Masters Grade Level																						
Grade 6																						
Reading	All Students	28%	23%	**28%**	11%	31%	-	*	-	-	-	28%	29%	0%	29%	33%	30%	27%	-	24%	-	-
	CWD	7%	6%	**0%**	*	*	-	-	-	-	-	*	*	0%	-	*	*	*	-	*	-	-
	CWOD	33%	25%	**29%**	12%	32%	-	*	-	-	-	29%	33%	-	29%	34%	32%	27%	-	25%	-	-
	EL	9%	17%	**33%**	-	33%	-	-	-	-	-	34%	20%	*	34%	33%	34%	32%	-	33%	-	-
	Male	24%	18%	**30%**	*	32%	-	*	-	-	-	30%	33%	*	32%	34%	30%	-	-	36%	-	-
	Female	32%	28%	**27%**	13%	30%	-	-	-	-	-	27%	*	*	27%	32%	-	27%	-	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
Mathematics	All Students	16%	13%	**17%**	0%	20%	-	*	-	-	-	17%	14%	0%	18%	24%	17%	17%	-	24%	-	-
	CWD	5%	5%	**0%**	*	*	-	-	-	-	-	*	*	0%	-	*	*	*	-	*	-	-
	CWOD	18%	14%	**18%**	0%	20%	-	*	-	-	-	18%	17%	-	18%	24%	18%	18%	-	25%	-	-
	EL	6%	11%	**24%**	-	24%	-	-	-	-	-	24%	20%	*	24%	24%	21%	26%	-	33%	-	-
	Male	17%	13%	**17%**	*	18%	-	*	-	-	-	17%	17%	*	18%	21%	17%	-	-	27%	-	-
	Female	14%	12%	**17%**	0%	22%	-	-	-	-	-	18%	*	*	18%	26%	-	17%	-	20%	-	-
Grade 7																						
Reading	All Students	26%	26%	**24%**	20%	23%	-	-	*	-	*	22%	42%	7%	26%	13%	12%	32%	-	*	-	-
	CWD	6%	5%	**7%**	-	7%	-	-	-	-	-	7%	-	7%	-	0%	0%	13%	-	-	-	-
	CWOD	30%	28%	**26%**	20%	25%	-	-	*	-	*	24%	42%	-	26%	15%	13%	34%	-	*	-	-
	EL	9%	18%	**13%**	-	13%	-	-	-	-	-	14%	*	0%	15%	13%	6%	18%	-	*	-	-
	Male	23%	23%	**12%**	*	12%	-	-	-	-	-	13%	0%	0%	13%	6%	12%	-	-	*	-	-
	Female	30%	29%	**32%**	*	31%	-	-	*	-	*	29%	71%	13%	34%	18%	-	32%	-	*	-	-
Mathematics	All Students	11%	12%	**14%**	0%	15%	-	-	*	-	-	14%	17%	0%	16%	8%	17%	13%	-	*	-	-
	CWD	5%	3%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	-	-	-	-
	CWOD	12%	13%	**16%**	0%	17%	-	-	*	-	-	16%	17%	-	16%	8%	19%	14%	-	*	-	-
	EL	4%	8%	**8%**	-	8%	-	-	-	-	-	8%	*	0%	8%	8%	3%	10%	-	*	-	-
	Male	12%	13%	**17%**	*	18%	-	-	-	-	-	17%	20%	0%	19%	3%	17%	-	-	*	-	-
	Female	9%	10%	**13%**	*	13%	-	-	*	-	-	12%	14%	0%	14%	10%	-	13%	-	*	-	-
Grade 8																						
Reading	All Students	31%	29%	**26%**	30%	25%	*	-	-	-	-	26%	20%	7%	28%	15%	24%	28%	-	*	-	-
	CWD	7%	4%	**7%**	*	8%	-	-	-	-	-	7%	*	7%	-	0%	17%	0%	-	-	-	-
	CWOD	35%	32%	**28%**	38%	27%	*	-	-	-	-	29%	22%	-	28%	16%	25%	32%	-	*	-	-
	EL	10%	20%	**15%**	-	15%	-	-	-	-	-	14%	20%	0%	16%	15%	11%	19%	-	*	-	-
	Male	26%	25%	**24%**	20%	24%	-	-	-	-	-	25%	13%	17%	25%	11%	24%	-	-	-	-	-
	Female	36%	33%	**28%**	40%	26%	*	-	-	-	-	28%	*	0%	32%	19%	-	28%	-	*	-	-
Mathematics	All Students	18%	10%	**7%**	29%	6%	*	-	-	-	-	7%	13%	21%	5%	8%	4%	10%	-	*	-	-
	CWD	7%	6%	**21%**	*	17%	-	-	-	-	-	15%	*	21%	-	25%	40%	11%	-	-	-	-
	CWOD	20%	11%	**5%**	20%	4%	*	-	-	-	-	5%	0%	-	5%	6%	0%	10%	-	*	-	-
	EL	8%	9%	**8%**	-	8%	-	-	-	-	-	7%	*	25%	6%	8%	7%	9%	-	*	-	-
	Male	18%	9%	**4%**	*	5%	-	-	-	-	-	3%	14%	40%	0%	7%	4%	-	-	-	-	-
	Female	17%	11%	**10%**	*	7%	*	-	-	-	-	10%	*	11%	10%	9%	-	10%	-	*	-	-
Science	All Students	18%	14%	**12%**	30%	11%	*	-	-	-	-	13%	0%	0%	14%	8%	16%	8%	-	*	-	-
	CWD	6%	4%	**0%**	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	20%	16%	**14%**	38%	12%	*	-	-	-	-	15%	0%	-	14%	9%	17%	10%	-	*	-	-
	EL	5%	9%	**8%**	-	8%	-	-	-	-	-	9%	0%	0%	9%	8%	9%	7%	-	*	-	-
	Male	20%	16%	**16%**	20%	16%	-	-	-	-	-	18%	0%	0%	17%	9%	16%	-	-	-	-	-
	Female	16%	13%	**8%**	40%	6%	*	-	-	-	-	9%	*	0%	10%	7%	-	8%	-	*	-	-
End of Course																						

		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 I	All Students	14%	12%	**10%**	8%	10%	-	*	-	-	-	11%	0%	0%	11%	5%	9%	11%	-	0%	-	-
	CWD	4%	3%	**0%**	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	-	*	-	-
	CWOD	16%	14%	**11%**	13%	11%	-	*	-	-	-	12%	0%	-	11%	5%	11%	12%	-	*	-	-
	EL	2%	8%	**5%**	-	5%	-	*	-	-	-	5%	0%	0%	5%	5%	5%	5%	-	*	-	-
	Male	11%	10%	**9%**	20%	9%	-	-	-	-	-	10%	0%	0%	11%	5%	9%	-	-	*	-	-
	Female	17%	15%	**11%**	0%	12%	-	*	-	-	-	11%	0%	0%	12%	5%	-	11%	-	*	-	-
English II	All Students	8%	7%	**10%**	10%	10%	-	-	-	-	-	10%	10%	0%	11%	4%	14%	6%	-	*	-	-
	CWD	3%	1%	**0%**	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	-	-	-
	CWOD	9%	8%	**11%**	13%	11%	-	-	-	-	-	11%	10%	-	11%	4%	16%	6%	-	*	-	-
	EL	1%	2%	**4%**	-	4%	-	-	-	-	-	4%	*	0%	4%	4%	6%	0%	-	*	-	-
	Male	7%	7%	**14%**	0%	15%	-	-	-	-	-	14%	17%	0%	16%	6%	14%	-	-	*	-	-
	Female	9%	7%	**6%**	*	4%	-	-	-	-	-	6%	*	*	6%	0%	-	6%	-	*	-	-
Algebra I	All Students	26%	33%	**45%**	33%	46%	-	*	-	-	-	46%	27%	14%	49%	40%	43%	46%	-	33%	-	-
	CWD	8%	9%	**14%**	0%	18%	-	-	-	-	-	14%	-	14%	-	29%	14%	13%	-	*	-	-
	CWOD	29%	36%	**49%**	50%	49%	-	*	-	-	-	50%	27%	-	49%	41%	47%	50%	-	40%	-	-
	EL	14%	28%	**40%**	-	41%	-	*	-	-	-	43%	13%	29%	41%	40%	40%	41%	-	*	-	-
	Male	25%	30%	**43%**	33%	44%	-	-	-	-	-	45%	14%	14%	47%	40%	43%	-	-	*	-	-
	Female	27%	37%	**46%**	33%	49%	-	*	-	-	-	46%	*	13%	50%	41%	-	46%	-	*	-	-
Biology	All Students	20%	15%	**16%**	15%	16%	-	*	-	-	-	17%	0%	24%	15%	12%	14%	18%	-	33%	-	-
	CWD	6%	6%	**24%**	*	31%	-	-	-	-	-	24%	-	24%	-	33%	18%	33%	-	*	-	-
	CWOD	22%	17%	**15%**	22%	14%	-	*	-	-	-	16%	0%	-	15%	10%	14%	16%	-	40%	-	-
	EL	6%	11%	**12%**	-	12%	-	*	-	-	-	13%	0%	33%	10%	12%	15%	9%	-	*	-	-
	Male	20%	16%	**14%**	17%	14%	-	-	-	-	-	15%	0%	18%	14%	15%	14%	-	-	*	-	-
	Female	19%	15%	**18%**	14%	18%	-	*	-	-	-	19%	0%	33%	16%	9%	-	18%	-	*	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	76%	**78%**	74%	79%	*	0%	*	-	*	78%	85%	48%	82%	76%	78%	79%	-	81%	-	-
	CWD	46%	47%	**48%**	35%	51%	-	-	-	-	-	48%	60%	48%	-	47%	51%	46%	-	40%	-	-
	CWOD	79%	80%	**82%**	83%	82%	*	0%	*	-	*	81%	86%	-	82%	78%	81%	83%	-	84%	-	-
	EL	59%	72%	**76%**	-	76%	-	*	-	-	-	75%	83%	47%	78%	76%	78%	74%	-	83%	-	-
	Male	71%	73%	**78%**	68%	78%	-	*	-	-	-	76%	90%	51%	81%	78%	78%	-	-	87%	-	-
	Female	75%	79%	**79%**	78%	80%	*	*	*	-	*	80%	74%	46%	83%	74%	-	79%	-	74%	-	-
Reading	All Students	74%	77%	**77%**	75%	77%	*	*	*	-	*	77%	83%	41%	81%	72%	73%	81%	-	76%	-	-
	CWD	45%	43%	**41%**	33%	42%	-	-	-	-	-	40%	*	41%	-	39%	38%	43%	-	*	-	-
	CWOD	80%	81%	**81%**	83%	81%	*	*	*	-	*	80%	84%	-	81%	75%	77%	84%	-	81%	-	-
	EL	57%	72%	**72%**	-	72%	-	*	-	-	-	71%	78%	39%	75%	72%	70%	74%	-	76%	-	-
	Male	70%	72%	**73%**	71%	73%	-	*	-	-	-	72%	85%	38%	77%	70%	73%	-	-	78%	-	-
	Female	79%	82%	**81%**	76%	81%	*	*	*	-	*	81%	79%	43%	84%	74%	-	81%	-	75%	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	70%	72%	**78%**	78%	78%	*	*	*	-	-	78%	87%	55%	81%	78%	79%	77%	-	87%	-	-
	CWD	45%	49%	**55%**	63%	53%	-	-	-	-	-	55%	*	55%	-	50%	55%	54%	-	*	-	-
	CWOD	76%	76%	**81%**	81%	81%	*	*	*	-	-	80%	89%	-	81%	80%	82%	79%	-	86%	-	-
	EL	60%	70%	**78%**	-	78%	-	*	-	-	-	77%	86%	50%	80%	78%	82%	73%	-	94%	-	-
	Male	71%	71%	**79%**	73%	80%	-	*	-	-	-	78%	96%	55%	82%	82%	79%	-	-	94%	-	-
	Female	70%	73%	**77%**	80%	77%	*	*	*	-	-	78%	69%	54%	79%	73%	-	77%	-	80%	-	-
Science	All Students	76%	81%	**83%**	65%	84%	*	*	-	-	-	82%	85%	55%	86%	82%	85%	80%	-	75%	-	-
	CWD	52%	54%	**55%**	0%	68%	-	-	-	-	-	53%	*	55%	-	57%	71%	33%	-	*	-	-
	CWOD	81%	84%	**86%**	88%	86%	*	*	-	-	-	86%	84%	-	86%	83%	87%	85%	-	86%	-	-
	EL	63%	79%	**82%**	-	82%	-	*	-	-	-	81%	91%	57%	83%	82%	88%	74%	-	*	-	-
	Male	77%	81%	**85%**	55%	87%	-	-	-	-	-	84%	92%	71%	87%	88%	85%	-	-	*	-	-
	Female	76%	81%	**80%**	75%	81%	*	*	-	-	-	80%	71%	33%	85%	74%	-	80%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	48%	49%	**54%**	45%	55%	*	0%	*	-	*	54%	55%	21%	58%	49%	52%	56%	-	58%	-	-
	CWD	23%	22%	**21%**	9%	23%	-	-	-	-	-	20%	60%	21%	-	21%	28%	13%	-	0%	-	-
	CWOD	53%	53%	**58%**	53%	58%	*	0%	*	-	*	58%	54%	-	58%	51%	55%	60%	-	62%	-	-
	EL	30%	43%	**49%**	-	49%	-	*	-	-	-	49%	46%	21%	51%	49%	50%	48%	-	56%	-	-
	Male	47%	47%	**52%**	34%	54%	-	*	-	-	-	52%	54%	28%	55%	50%	52%	-	-	63%	-	-
	Female	49%	52%	**56%**	51%	56%	*	*	*	-	*	56%	56%	13%	60%	48%	-	56%	-	51%	-	-
Reading	All Students	53%	54%	**58%**	51%	58%	*	*	*	-	*	58%	62%	12%	63%	50%	55%	61%	-	68%	-	-
	CWD	23%	21%	**12%**	11%	12%	-	-	-	-	-	10%	*	12%	-	11%	18%	3%	-	*	-	-
	CWOD	59%	59%	**63%**	59%	63%	*	*	*	-	*	63%	62%	-	63%	53%	59%	66%	-	72%	-	-
	EL	31%	46%	**50%**	-	50%	-	*	-	-	-	50%	48%	11%	53%	50%	49%	50%	-	65%	-	-
	Male	48%	49%	**55%**	38%	56%	-	*	-	-	-	54%	64%	18%	59%	49%	55%	-	-	72%	-	-
	Female	58%	60%	**61%**	59%	61%	*	*	*	-	*	61%	58%	3%	66%	50%	-	61%	-	63%	-	-
Mathematics	All Students	43%	43%	**52%**	38%	53%	*	*	*	-	-	52%	55%	27%	55%	50%	51%	53%	-	45%	-	-
	CWD	22%	22%	**27%**	13%	30%	-	-	-	-	-	26%	*	27%	-	23%	31%	23%	-	*	-	-
	CWOD	48%	46%	**55%**	43%	56%	*	*	*	-	-	55%	56%	-	55%	52%	54%	56%	-	48%	-	-
	EL	30%	40%	**50%**	-	50%	-	*	-	-	-	50%	48%	23%	52%	50%	52%	47%	-	50%	-	-
	Male	45%	43%	**51%**	27%	53%	-	*	-	-	-	51%	52%	31%	54%	52%	51%	-	-	50%	-	-
	Female	42%	43%	**53%**	43%	54%	*	*	*	-	-	52%	62%	23%	56%	47%	-	53%	-	40%	-	-
Science	All Students	46%	49%	**49%**	43%	49%	*	*	-	-	-	50%	35%	32%	51%	45%	49%	48%	-	63%	-	-
	CWD	22%	22%	**32%**	0%	40%	-	-	-	-	-	30%	*	32%	-	43%	47%	13%	-	*	-	-
	CWOD	50%	52%	**51%**	59%	50%	*	*	-	-	-	52%	32%	-	51%	45%	49%	52%	-	71%	-	-
	EL	26%	43%	**45%**	-	46%	-	*	-	-	-	46%	36%	43%	45%	45%	48%	42%	-	*	-	-
	Male	47%	49%	**49%**	36%	50%	-	-	-	-	-	51%	31%	47%	49%	48%	49%	-	-	*	-	-
	Female	45%	48%	**48%**	50%	48%	*	*	-	-	-	48%	43%	13%	52%	42%	-	48%	-	*	-	-
STAAR Percent at Masters Grade Level																						
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	20%	18%	**20%**	16%	20%	*	0%	*	-	*	20%	15%	8%	21%	16%	20%	21%	-	22%	-	-
	CWD	6%	5%	**8%**	4%	8%	-	-	-	-	-	7%	20%	8%	-	8%	8%	7%	-	0%	-	-
	CWOD	23%	19%	**21%**	19%	22%	*	0%	*	-	*	22%	15%	-	21%	17%	21%	22%	-	24%	-	-
	EL	9%	13%	**16%**	-	16%	-	*	-	-	-	17%	8%	8%	17%	16%	16%	16%	-	28%	-	-
	Male	20%	17%	**20%**	13%	20%	-	*	-	-	-	20%	11%	8%	21%	16%	20%	-	-	29%	-	-
	Female	21%	19%	**21%**	18%	21%	*	*	*	-	*	21%	23%	7%	22%	16%	-	21%	-	14%	-	-
Reading	All Students	22%	19%	**20%**	15%	20%	*	*	*	-	*	20%	19%	3%	21%	14%	17%	22%	-	21%	-	-
	CWD	6%	4%	**3%**	0%	3%	-	-	-	-	-	3%	*	3%	-	0%	3%	3%	-	*	-	-
	CWOD	25%	21%	**21%**	17%	21%	*	*	*	-	*	21%	20%	-	21%	16%	19%	24%	-	22%	-	-
	EL	8%	14%	**14%**	-	14%	-	*	-	-	-	15%	7%	0%	16%	14%	13%	16%	-	24%	-	-
	Male	19%	16%	**17%**	10%	18%	-	*	-	-	-	18%	12%	3%	19%	13%	17%	-	-	22%	-	-
	Female	25%	22%	**22%**	18%	22%	*	*	*	-	*	21%	32%	3%	24%	16%	-	22%	-	19%	-	-
Mathematics	All Students	19%	18%	**24%**	16%	25%	*	*	*	-	-	24%	18%	11%	25%	22%	25%	23%	-	23%	-	-
	CWD	7%	6%	**11%**	13%	11%	-	-	-	-	-	9%	*	11%	-	15%	14%	8%	-	*	-	-
	CWOD	22%	19%	**25%**	16%	26%	*	*	*	-	-	26%	17%	-	25%	22%	26%	24%	-	24%	-	-
	EL	11%	15%	**22%**	-	22%	-	*	-	-	-	22%	14%	15%	22%	22%	23%	21%	-	31%	-	-
	Male	21%	18%	**25%**	13%	26%	-	*	-	-	-	26%	16%	14%	26%	23%	25%	-	-	31%	-	-
	Female	18%	17%	**23%**	17%	24%	*	*	*	-	-	23%	23%	8%	24%	21%	-	23%	-	13%	-	-
Science	All Students	17%	14%	**14%**	22%	14%	*	*	-	-	-	15%	0%	13%	14%	10%	15%	13%	-	25%	-	-
	CWD	5%	5%	**13%**	0%	16%	-	-	-	-	-	13%	*	13%	-	14%	12%	13%	-	*	-	-
	CWOD	19%	15%	**14%**	29%	13%	*	*	-	-	-	15%	0%	-	14%	10%	15%	13%	-	29%	-	-
	EL	5%	10%	**10%**	-	10%	-	*	-	-	-	11%	0%	14%	10%	10%	12%	8%	-	*	-	-
	Male	18%	15%	**15%**	18%	15%	-	-	-	-	-	16%	0%	12%	15%	12%	15%	-	-	*	-	-
	Female	15%	13%	**13%**	25%	12%	*	*	-	-	-	14%	0%	13%	13%	8%	-	13%	-	*	-	-

- 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	72	69	72	*	*	*	-	*	71	44	70
CWD	44	36	46	-	-	-	-	-	44	44	46
CWOD	74	76	74	*	*	*	-	*	74	-	72
EL ✧	70	-	70	-	-	-	-	-	69	46	70
Male	70	71	70	-	*	-	-	-	69	45	68
Female	73	67	74	*	-	*	-	*	73	44	72
Mathematics											
All Students	75	77	75	*	*	*	-	-	75	67	76
CWD	67	100	61	-	-	-	-	-	66	67	57
CWOD	76	73	77	*	*	*	-	-	76	-	78
EL ✧	76	-	76	-	-	-	-	-	76	57	76
Male	77	84	77	-	*	-	-	-	77	71	78
Female	74	74	74	*	-	*	-	-	73	62	74

- 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	96.5%	80.0%	97.2%	-	*	-	-	-	98.1%	100.0%	86.7%	88.9%	-
CWD	100.0%	*	100.0%	-	-	-	-	-	100.0%	100.0%	*	-	-
CWOD	96.1%	*	97.0%	-	*	-	-	-	97.9%	-	83.3%	88.9%	-
EL ✧	86.7%	-	86.7%	-	-	-	-	-	92.9%	*	86.7%	*	-
Male	98.2%	*	98.1%	-	*	-	-	-	98.0%	100.0%	100.0%	100.0%	-
Female	94.8%	*	96.4%	-	-	-	-	-	98.2%	*	77.8%	80.0%	-

- 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
465	127	27%

- 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	51	45	51	*	0	*	-	*	51	26	47
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	56%	40%	56%	*	-	-	-	-	54%	60%	55%

- 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	Y	Y	Y						Y	N	Y
Interim Goals (2028-2032)	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
Target Met	Y	Y	Y						Y	N	Y
Interim Goals (2033-2037)	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
Target Met	N	N	Y						Y	N	Y
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	Y	Y	Y						Y	Y	Y
Interim Goals (2028-2032)	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
Target Met	Y	N	Y						Y	N	Y
Interim Goals (2033-2037)	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
Target Met	N	N	N						N	N	N
Long-Term Goals	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
Target Met	N	N	N						N	N	N
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	Y		Y						Y		Y

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

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

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

Part (vii): STAAR Participation

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

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																	
All Subjects	All Students	**100%**	100%	100%	*	100%	*	-	*	100%	100%	99%	100%	100%	100%	99%	-
	CWD	**99%**	100%	99%	-	-	-	-	-	99%	100%	99%	-	99%	100%	99%	-
	CWOD	**100%**	100%	100%	*	100%	*	-	*	100%	100%	-	100%	100%	100%	99%	-
	EL	**100%**	-	100%	-	*	-	-	-	100%	100%	99%	100%	100%	100%	99%	-
	Male	**100%**	100%	100%	-	*	-	-	-	100%	100%	100%	100%	100%	100%	-	-
	Female	**99%**	100%	99%	*	*	*	-	*	99%	100%	99%	99%	99%	-	99%	-
Reading	All Students	**100%**	100%	100%	*	*	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	**100%**	100%	100%	-	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	**100%**	100%	100%	*	*	*	-	*	100%	100%	-	100%	100%	100%	99%	-
	EL	**100%**	-	100%	-	*	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	**100%**	100%	100%	-	*	-	-	-	100%	100%	100%	100%	100%	100%	-	-
	Female	**100%**	100%	99%	*	*	*	-	*	99%	100%	100%	99%	100%	-	100%	-
Mathematics	All Students	**99%**	100%	100%	*	*	*	-	*	99%	100%	100%	99%	99%	100%	99%	-
	CWD	**100%**	100%	100%	-	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	**99%**	100%	100%	*	*	*	-	*	99%	100%	-	99%	99%	100%	99%	-
	EL	**99%**	-	99%	-	*	-	-	-	99%	100%	100%	99%	99%	99%	99%	-
	Male	**100%**	100%	100%	-	*	-	-	-	100%	100%	100%	100%	99%	100%	-	-
	Female	**99%**	100%	100%	*	*	*	-	*	99%	100%	100%	99%	99%	-	99%	-
Science	All Students	**100%**	100%	100%	*	*	-	-	-	100%	100%	97%	100%	99%	100%	99%	-
	CWD	**97%**	100%	96%	-	-	-	-	-	97%	*	97%	-	93%	100%	93%	-
	CWOD	**100%**	100%	100%	*	*	-	-	-	100%	100%	-	100%	100%	100%	100%	-
	EL	**99%**	-	99%	-	*	-	-	-	99%	100%	93%	100%	99%	100%	99%	-
	Male	**100%**	100%	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	-	-
	Female	**99%**	100%	99%	*	*	-	-	-	99%	100%	93%	100%	99%	-	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	**0%**	0%	0%	*	0%	*	-	*	0%	0%	1%	0%	0%	0%	1%	-
	CWD	**1%**	0%	1%	-	-	-	-	-	1%	0%	1%	-	1%	0%	1%	-
	CWOD	**0%**	0%	0%	*	0%	*	-	*	0%	0%	-	0%	0%	0%	1%	-
	EL	**0%**	-	0%	-	*	-	-	-	0%	0%	1%	0%	0%	0%	1%	-
	Male	**0%**	0%	0%	-	*	-	-	-	0%	0%	0%	0%	0%	0%	-	-
	Female	**1%**	0%	1%	*	*	*	-	*	1%	0%	1%	1%	1%	-	1%	-
Reading	All Students	**0%**	0%	0%	*	*	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	**0%**	0%	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	**0%**	0%	0%	*	*	*	-	*	0%	0%	-	0%	0%	0%	1%	-
	EL	**0%**	-	0%	-	*	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	**0%**	0%	0%	-	*	-	-	-	0%	0%	0%	0%	0%	0%	-	-
	Female	**0%**	0%	1%	*	*	*	-	*	1%	0%	0%	1%	0%	-	0%	-
Mathematics	All Students	**1%**	0%	0%	*	*	*	-	*	1%	0%	0%	1%	1%	0%	1%	-
	CWD	**0%**	0%	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	**1%**	0%	0%	*	*	*	-	*	1%	0%	-	1%	1%	0%	1%	-
	EL	**1%**	-	1%	-	*	-	-	-	1%	0%	0%	1%	1%	1%	1%	-
	Male	**0%**	0%	0%	-	*	-	-	-	0%	0%	0%	0%	1%	0%	-	-
	Female	**1%**	0%	0%	*	*	*	-	*	1%	0%	0%	1%	1%	-	1%	-
Science	All Students	**0%**	0%	0%	*	*	-	-	-	0%	0%	3%	0%	1%	0%	1%	-
	CWD	**3%**	0%	4%	-	-	-	-	-	3%	*	3%	-	7%	0%	7%	-
	CWOD	**0%**	0%	0%	*	*	-	-	-	0%	0%	-	0%	0%	0%	0%	-
	EL	**1%**	-	1%	-	*	-	-	-	1%	0%	7%	0%	1%	0%	1%	-
	Male	**0%**	0%	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	-	-
	Female	**1%**	0%	1%	*	*	-	-	-	1%	0%	7%	0%	1%	-	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	111	9	100	1	1	0	0	0	52		
	Female	65	8	56	1	0	0	0	0	22		
	Total	176	17	156	2	1	0	0	0	74		
Out-of-School Suspensions												
	Male	86	4	81	0	1	0	0	0	41		
	Female	27	5	21	1	0	0	0	0	9		
	Total	113	9	102	1	1	0	0	0	50		
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	16	1	15	0	0	0	0	0	11		3
	Female	4	1	3	0	0	0	0	0	0		1
	Total	20	2	18	0	0	0	0	0	11		4
Out-of-School Suspensions												
	Male	7	2	5	0	0	0	0	0	2		1
	Female	4	0	4	0	0	0	0	0	1		0
	Total	11	2	9	0	0	0	0	0	3		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	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	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
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	69	6	62	-8	-8	-8	-8	1	25	9	-8
	Female	53	9	44	-8	-8	-8	-8	-8	13	5	2
	Total	122	15	106	-8	-8	-8	-8	1	38	14	2

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	1
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	40
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack without a weapon	9
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or Bullying	
On the basis of sex	7
On the basis of race	9
On the basis of disability	8
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	97	19	3	11	92	20	1	25	1	100	0	-	0	-	0	-	24	10	9	18
Female	127	28	5	16	121	29	1	33	0	-	0	-	0	-	0	-	29	17	5	18
Total	224	23	8	14	213	24	2	29	1	100	0	-	0	-	0	-	53	13	14	18
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	8.9	14.5%
Teachers Teaching with Emergency or Provisional Credentials	4.8	8.1%
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		$1,206	$108	$849	$957		$249	$249
Food services		$405	$6	$4	$10	$345	$50	$395
Instruction		$6,115	$5,284	$94	$5,378	$649	$88	$737
Support services, general administration		$50		$50	$50			
Support services, instructional staff		$1,116	$473	$4	$477	$394	$244	$638
Support services, operation and maintenance of plant		$1,041	$757	$123	$880	$148	$13	$161
Support services, pupils		$762	$298	$100	$398	$323	$41	$364
Support services, school administration		$1,395	$1,249	$68	$1,317	$68	$10	$78
Support services, student transportation		$835	$745	$45	$790	$34	$11	$45
Total	**940**	**$12,924**	**$8,919**	**$1,337**	**$10,256**	**$1,962**	**$706**	**$2,668**

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%	13	2%	-	-
Mathematics	7,510	2%	13	2%	-	-
Grade 4						
Reading	6,669	2%	10	2%	-	-
Mathematics	6,666	2%	10	2%	-	-
Grade 5						
Reading	6,321	2%	*	1%	-	-
Mathematics	6,324	2%	*	1%	-	-
Science	6,315	2%	*	1%	-	-
Grade 6						
Reading	5,876	1%	19	1%	-	-
Mathematics	5,877	1%	19	1%	-	-
Grade 7						
Reading	5,387	1%	17	1%	-	-
Mathematics	5,385	2%	17	1%	-	-
Grade 8						
Reading	4,906	1%	19	1%	-	-
Mathematics	4,907	1%	19	1%	-	-
Science	4,904	1%	18	1%	-	-
End of Course						
English I	4,932	1%	18	1%	-	-
English II	4,732	1%	13	1%	-	-
Algebra I	4,932	1%	17	1%	-	-
Biology	4,992	1%	18	1%	-	-
All Grades						
All Subjects	104,161	1%	249	1%	-	-
Reading	46,349	1%	112	1%	-	-
Mathematics	41,601	1%	98	1%	-	-
Science	16,211	1%	39	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	76%	*	76%	-	-	-	-	-	76%	*	*
In-State Private Institutions	5%	-	6%	-	-	-	-	-	6%	-	-
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	27%	44%	26%	20%	-	-	-	*	26%	39%	25%

- 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.

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																						
Grade 6																						
Reading	All Students	76%	73%	**68%**	*	69%	*	-	43%	-	*	67%	*	64%	68%	60%	63%	72%	-	*	-	-
	CWD	46%	43%	**64%**	*	60%	-	-	-	-	-	60%	*	64%	-	57%	60%	67%	-	-	-	-
	CWOD	82%	77%	**68%**	*	70%	*	-	43%	-	*	68%	*	-	68%	60%	63%	72%	-	*	-	-
	EL	56%	68%	**60%**	*	62%	*	-	20%	-	-	59%	*	57%	60%	60%	51%	66%	-	*	-	-
	Male	72%	65%	**63%**	*	62%	*	-	*	-	-	62%	*	60%	63%	51%	63%	-	-	*	-	-
	Female	80%	81%	**72%**	*	74%	*	-	*	-	*	71%	*	67%	72%	66%	-	72%	-	*	-	-
Mathematics	All Students	72%	71%	**77%**	*	77%	*	-	57%	-	*	77%	*	55%	78%	72%	75%	78%	-	*	-	-
	CWD	50%	48%	**55%**	*	50%	-	-	-	-	-	60%	*	55%	-	43%	60%	50%	-	-	-	-
	CWOD	78%	73%	**78%**	*	79%	*	-	57%	-	*	78%	*	-	78%	74%	76%	80%	-	*	-	-
	EL	60%	68%	**72%**	*	73%	*	-	40%	-	-	72%	*	43%	74%	72%	69%	74%	-	*	-	-
	Male	74%	69%	**75%**	*	74%	*	-	*	-	-	74%	*	60%	76%	69%	75%	-	-	*	-	-
	Female	71%	72%	**78%**	*	80%	*	-	*	-	*	79%	*	50%	80%	74%	-	78%	-	*	-	-
Grade 7																						
Reading	All Students	74%	76%	**67%**	60%	68%	*	*	40%	-	-	67%	*	40%	69%	60%	66%	69%	-	*	-	-
	CWD	41%	45%	**40%**	-	40%	-	-	-	-	-	44%	*	40%	-	17%	43%	*	-	-	-	-
	CWOD	81%	79%	**69%**	60%	71%	*	*	40%	-	-	69%	*	-	69%	62%	67%	71%	-	*	-	-
	EL	56%	70%	**60%**	*	62%	*	*	*	-	-	60%	*	17%	62%	60%	57%	63%	-	*	-	-
	Male	70%	71%	**66%**	*	65%	*	*	*	-	-	65%	*	43%	67%	57%	66%	-	-	*	-	-
	Female	79%	80%	**69%**	*	72%	*	-	*	-	-	70%	*	*	71%	63%	-	69%	-	*	-	-
Mathematics	All Students	53%	59%	**60%**	40%	62%	*	*	40%	-	-	60%	*	30%	62%	54%	66%	54%	-	*	-	-
	CWD	31%	37%	**30%**	-	30%	-	-	-	-	-	33%	*	30%	-	17%	43%	*	-	-	-	-
	CWOD	58%	62%	**62%**	40%	64%	*	*	40%	-	-	62%	*	-	62%	55%	67%	56%	-	*	-	-
	EL	39%	54%	**54%**	*	56%	*	*	*	-	-	54%	*	17%	55%	54%	60%	46%	-	*	-	-
	Male	55%	61%	**66%**	*	65%	*	*	*	-	-	65%	*	43%	67%	60%	66%	-	-	*	-	-
	Female	51%	58%	**54%**	*	57%	*	-	*	-	-	54%	*	*	56%	46%	-	54%	-	*	-	-
Grade 8																						
Reading	All Students	80%	86%	**88%**	100%	88%	*	-	86%	-	*	87%	100%	57%	90%	85%	80%	95%	-	*	-	-
	CWD	49%	55%	**57%**	*	50%	*	-	-	-	-	50%	*	57%	-	38%	20%	78%	-	*	-	-
	CWOD	85%	89%	**90%**	*	91%	*	-	86%	-	*	90%	*	-	90%	89%	84%	97%	-	-	-	-
	EL	62%	82%	**85%**	*	86%	*	-	86%	-	-	85%	*	38%	89%	85%	79%	93%	-	*	-	-
	Male	76%	82%	**80%**	*	81%	*	-	*	-	-	79%	*	20%	84%	79%	80%	-	-	*	-	-
	Female	85%	90%	**95%**	*	94%	*	-	*	-	*	95%	*	78%	97%	93%	-	95%	-	-	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	69%	74%	**86%**	*	86%	*	-	100%	-	*	86%	100%	50%	90%	85%	79%	93%	-	*	-	-
	CWD	42%	54%	**50%**	*	42%	*	-	-	-	-	42%	*	50%	-	25%	20%	67%	-	*	-	-
	CWOD	74%	78%	**90%**	*	90%	*	-	100%	-	*	90%	*	-	90%	89%	83%	97%	-	-	-	-
	EL	56%	75%	**85%**	*	85%	*	-	100%	-	-	85%	*	25%	89%	85%	80%	91%	-	*	-	-
	Male	68%	71%	**79%**	*	79%	*	-	*	-	-	78%	*	20%	83%	80%	79%	-	-	*	-	-
	Female	71%	78%	**93%**	*	92%	*	-	*	-	*	93%	*	67%	97%	91%	-	93%	-	-	-	-
Science	All Students	72%	73%	**76%**	80%	75%	*	-	86%	-	*	75%	80%	29%	80%	72%	71%	80%	-	*	-	-
	CWD	43%	42%	**29%**	*	17%	*	-	-	-	-	17%	*	29%	-	13%	0%	44%	-	*	-	-
	CWOD	77%	77%	**80%**	*	80%	*	-	86%	-	*	80%	*	-	80%	77%	76%	85%	-	-	-	-
	EL	54%	69%	**72%**	*	73%	*	-	86%	-	-	73%	*	13%	77%	72%	69%	77%	-	*	-	-
	Male	73%	74%	**71%**	*	73%	*	-	*	-	-	72%	*	0%	76%	69%	71%	-	-	*	-	-
	Female	71%	73%	**80%**	*	77%	*	-	*	-	*	79%	*	44%	85%	77%	-	80%	-	-	-	-
End of Course																						
English I	All Students	66%	73%	**76%**	50%	77%	*	-	80%	*	*	75%	100%	56%	79%	70%	76%	75%	-	*	-	-
	CWD	35%	39%	**56%**	*	61%	-	-	-	-	-	56%	-	56%	-	55%	65%	38%	-	-	-	-
	CWOD	72%	78%	**79%**	*	80%	*	-	80%	*	*	78%	100%	-	79%	72%	78%	79%	-	*	-	-
	EL	45%	70%	**70%**	*	72%	*	-	71%	*	*	70%	*	55%	72%	70%	73%	66%	-	*	-	-
	Male	61%	69%	**76%**	*	76%	*	-	86%	-	-	75%	*	65%	78%	73%	76%	-	-	*	-	-
	Female	72%	78%	**75%**	*	79%	*	-	*	*	*	74%	*	38%	79%	66%	-	75%	-	-	-	-
English II	All Students	70%	78%	**83%**	*	84%	*	*	86%	*	*	82%	100%	50%	85%	75%	80%	86%	-	*	-	-
	CWD	36%	38%	**50%**	-	50%	-	-	-	-	-	50%	-	50%	-	50%	44%	*	-	-	-	-
	CWOD	76%	84%	**85%**	*	87%	*	*	86%	*	*	85%	100%	-	85%	78%	84%	86%	-	*	-	-
	EL	47%	70%	**75%**	*	77%	-	*	*	*	*	74%	*	50%	78%	75%	74%	76%	-	*	-	-
	Male	66%	73%	**80%**	*	80%	*	-	*	-	-	79%	*	44%	84%	74%	80%	-	-	-	-	-
	Female	75%	84%	**86%**	*	88%	-	*	80%	*	*	85%	*	*	86%	76%	-	86%	-	*	-	-
Algebra I	All Students	76%	84%	**93%**	71%	94%	*	-	100%	-	-	94%	80%	74%	96%	94%	93%	93%	-	*	-	-
	CWD	52%	59%	**74%**	*	82%	-	-	-	-	-	78%	*	74%	-	85%	80%	67%	-	-	-	-
	CWOD	80%	87%	**96%**	100%	95%	*	-	100%	-	-	96%	*	-	96%	95%	95%	97%	-	*	-	-
	EL	68%	84%	**94%**	*	94%	*	-	100%	-	-	94%	*	85%	95%	94%	95%	92%	-	*	-	-
	Male	73%	81%	**93%**	*	93%	*	-	*	-	-	93%	*	80%	95%	95%	93%	-	-	*	-	-
	Female	79%	88%	**93%**	*	94%	*	-	*	-	-	94%	*	67%	97%	92%	-	93%	-	-	-	-
Biology	All Students	91%	92%	**92%**	60%	95%	*	-	88%	*	-	92%	100%	68%	95%	90%	93%	91%	-	*	-	-
	CWD	76%	75%	**68%**	*	76%	-	-	-	-	-	68%	-	68%	-	67%	82%	50%	-	-	-	-
	CWOD	93%	94%	**95%**	*	97%	*	-	88%	*	-	95%	100%	-	95%	93%	95%	96%	-	*	-	-
	EL	82%	91%	**90%**	*	92%	*	-	80%	*	-	89%	*	67%	93%	90%	92%	87%	-	*	-	-
	Male	89%	91%	**93%**	*	95%	*	-	100%	-	-	93%	*	82%	95%	92%	93%	-	-	*	-	-
	Female	92%	93%	**91%**	*	94%	*	-	*	*	-	90%	*	50%	96%	87%	-	91%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 6																						

		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	55%	51%	**46%**	*	46%	*	-	43%	-	*	46%	*	55%	46%	35%	40%	51%	-	*	-	-
	CWD	24%	22%	**55%**	*	50%	-	-	-	-	-	50%	*	55%	-	57%	60%	50%	-	-	-	-
	CWOD	62%	55%	**46%**	*	45%	*	-	43%	-	*	46%	*	-	46%	33%	39%	51%	-	*	-	-
	EL	30%	44%	**35%**	*	35%	*	-	20%	-	-	34%	*	57%	33%	35%	24%	42%	-	*	-	-
	Male	50%	44%	**40%**	*	38%	*	-	*	-	-	40%	*	60%	39%	24%	40%	-	-	*	-	-
	Female	59%	58%	**51%**	*	51%	*	-	*	-	*	50%	*	50%	51%	42%	-	51%	-	*	-	-
Mathematics	All Students	38%	35%	**41%**	*	41%	*	-	29%	-	*	40%	*	36%	41%	32%	46%	37%	-	*	-	-
	CWD	19%	18%	**36%**	*	30%	-	-	-	-	-	40%	*	36%	-	29%	60%	17%	-	-	-	-
	CWOD	43%	38%	**41%**	*	42%	*	-	29%	-	*	40%	*	-	41%	32%	45%	38%	-	*	-	-
	EL	22%	32%	**32%**	*	34%	*	-	0%	-	-	32%	*	29%	32%	32%	33%	32%	-	*	-	-
	Male	41%	37%	**46%**	*	46%	*	-	*	-	-	45%	*	60%	45%	33%	46%	-	-	*	-	-
	Female	36%	34%	**37%**	*	38%	*	-	*	-	*	37%	*	17%	38%	32%	-	37%	-	*	-	-
Grade 7																						
Reading	All Students	52%	53%	**48%**	20%	49%	*	*	20%	-	-	48%	*	20%	50%	38%	47%	49%	-	*	-	-
	CWD	21%	22%	**20%**	-	20%	-	-	-	-	-	22%	*	20%	-	0%	29%	*	-	-	-	-
	CWOD	58%	56%	**50%**	20%	51%	*	*	20%	-	-	50%	*	-	50%	40%	48%	51%	-	*	-	-
	EL	30%	45%	**38%**	*	39%	*	*	*	-	-	38%	*	0%	40%	38%	35%	41%	-	*	-	-
	Male	47%	49%	**47%**	*	48%	*	*	*	-	-	47%	*	29%	48%	35%	47%	-	-	*	-	-
	Female	58%	57%	**49%**	*	51%	*	-	*	-	-	50%	*	*	51%	41%	-	49%	-	*	-	-
Mathematics	All Students	32%	38%	**34%**	20%	34%	*	*	40%	-	-	34%	*	30%	34%	25%	36%	31%	-	*	-	-
	CWD	17%	21%	**30%**	-	30%	-	-	-	-	-	33%	*	30%	-	17%	43%	*	-	-	-	-
	CWOD	36%	40%	**34%**	20%	34%	*	*	40%	-	-	34%	*	-	34%	26%	35%	32%	-	*	-	-
	EL	19%	32%	**25%**	*	26%	*	*	*	-	-	26%	*	17%	26%	25%	25%	25%	-	*	-	-
	Male	35%	41%	**36%**	*	35%	*	*	*	-	-	36%	*	43%	35%	25%	36%	-	-	*	-	-
	Female	30%	35%	**31%**	*	32%	*	-	*	-	-	31%	*	*	32%	25%	-	31%	-	*	-	-
Grade 8																						
Reading	All Students	57%	61%	**63%**	100%	61%	*	-	71%	-	*	63%	60%	14%	68%	58%	56%	70%	-	*	-	-
	CWD	23%	25%	**14%**	*	0%	*	-	-	-	-	0%	*	14%	-	0%	0%	22%	-	*	-	-
	CWOD	63%	65%	**68%**	*	67%	*	-	71%	-	*	69%	*	-	68%	62%	60%	76%	-	-	-	-
	EL	32%	52%	**58%**	*	57%	*	-	71%	-	-	58%	*	0%	62%	58%	52%	64%	-	*	-	-
	Male	51%	55%	**56%**	*	55%	*	-	*	-	-	56%	*	0%	60%	52%	56%	-	-	*	-	-
	Female	63%	67%	**70%**	*	67%	*	-	*	-	*	70%	*	22%	76%	64%	-	70%	-	-	-	-
Mathematics	All Students	45%	44%	**58%**	*	57%	*	-	100%	-	*	58%	60%	14%	63%	56%	53%	63%	-	*	-	-
	CWD	22%	25%	**14%**	*	8%	*	-	-	-	-	8%	*	14%	-	0%	0%	22%	-	*	-	-
	CWOD	50%	48%	**63%**	*	61%	*	-	100%	-	*	63%	*	-	63%	60%	57%	69%	-	-	-	-
	EL	30%	44%	**56%**	*	55%	*	-	100%	-	-	56%	*	0%	60%	56%	50%	63%	-	*	-	-
	Male	45%	41%	**53%**	*	52%	*	-	*	-	-	53%	*	0%	57%	50%	53%	-	-	*	-	-
	Female	46%	48%	**63%**	*	61%	*	-	*	-	*	63%	*	22%	69%	63%	-	63%	-	-	-	-

		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	47%	45%	**43%**	60%	41%	*	-	57%	-	*	43%	40%	14%	45%	34%	49%	36%	-	*	-	-
	CWD	22%	21%	**14%**	*	0%	*	-	-	-	-	0%	*	14%	-	0%	0%	22%	-	*	-	-
	CWOD	51%	47%	**45%**	*	45%	*	-	57%	-	*	46%	*	-	45%	37%	52%	38%	-	-	-	-
	EL	25%	39%	**34%**	*	34%	*	-	57%	-	-	35%	*	0%	37%	34%	42%	25%	-	*	-	-
	Male	49%	47%	**49%**	*	49%	*	-	*	-	-	50%	*	0%	52%	42%	49%	-	-	*	-	-
	Female	45%	42%	**36%**	*	33%	*	-	*	-	*	35%	*	22%	38%	25%	-	36%	-	-	-	-
End of Course																						
English I	All Students	47%	52%	**54%**	33%	55%	*	-	60%	*	*	53%	67%	32%	57%	43%	50%	59%	-	*	-	-
	CWD	18%	17%	**32%**	*	35%	-	-	-	-	-	32%	-	32%	-	30%	41%	13%	-	-	-	-
	CWOD	53%	57%	**57%**	*	58%	*	-	60%	*	*	57%	67%	-	57%	45%	52%	64%	-	*	-	-
	EL	23%	45%	**43%**	*	44%	*	-	43%	*	*	43%	*	30%	45%	43%	40%	46%	-	*	-	-
	Male	42%	45%	**50%**	*	49%	*	-	71%	-	-	50%	*	41%	52%	40%	50%	-	-	*	-	-
	Female	54%	60%	**59%**	*	62%	*	-	*	*	*	59%	*	13%	64%	46%	-	59%	-	-	-	-
English II	All Students	53%	61%	**60%**	*	60%	*	*	57%	*	*	59%	80%	8%	64%	42%	48%	71%	-	*	-	-
	CWD	20%	21%	**8%**	-	8%	-	-	-	-	-	8%	-	8%	-	0%	11%	*	-	-	-	-
	CWOD	58%	67%	**64%**	*	65%	*	*	57%	*	*	63%	80%	-	64%	47%	53%	74%	-	*	-	-
	EL	25%	49%	**42%**	*	43%	-	*	*	*	*	43%	*	0%	47%	42%	32%	54%	-	*	-	-
	Male	48%	56%	**48%**	*	48%	*	-	*	-	-	47%	*	11%	53%	32%	48%	-	-	-	-	-
	Female	59%	68%	**71%**	*	74%	-	*	60%	*	*	71%	*	*	74%	54%	-	71%	-	*	-	-
Algebra I	All Students	43%	54%	**72%**	57%	72%	*	-	100%	-	-	72%	80%	47%	75%	66%	69%	75%	-	*	-	-
	CWD	19%	25%	**47%**	*	53%	-	-	-	-	-	50%	*	47%	-	46%	60%	33%	-	-	-	-
	CWOD	47%	57%	**75%**	80%	74%	*	-	100%	-	-	74%	*	-	75%	69%	71%	80%	-	*	-	-
	EL	30%	50%	**66%**	*	66%	*	-	100%	-	-	65%	*	46%	69%	66%	67%	65%	-	*	-	-
	Male	42%	49%	**69%**	*	68%	*	-	*	-	-	69%	*	60%	71%	67%	69%	-	-	*	-	-
	Female	45%	59%	**75%**	*	75%	*	-	*	-	-	75%	*	33%	80%	65%	-	75%	-	-	-	-
Biology	All Students	59%	58%	**65%**	20%	68%	*	-	75%	*	-	65%	71%	58%	66%	56%	67%	63%	-	*	-	-
	CWD	30%	28%	**58%**	*	65%	-	-	-	-	-	58%	-	58%	-	53%	64%	50%	-	-	-	-
	CWOD	64%	62%	**66%**	*	68%	*	-	75%	*	-	66%	71%	-	66%	56%	68%	65%	-	*	-	-
	EL	35%	52%	**56%**	*	58%	*	-	60%	*	-	56%	*	53%	56%	56%	58%	52%	-	*	-	-
	Male	58%	55%	**67%**	*	68%	*	-	83%	-	-	68%	*	64%	68%	58%	67%	-	-	*	-	-
	Female	61%	61%	**63%**	*	67%	*	-	*	*	-	62%	*	50%	65%	52%	-	63%	-	-	-	-
STAAR Percent at Masters Grade Level																						
Grade 6																						
Reading	All Students	28%	23%	**19%**	*	17%	*	-	29%	-	*	18%	*	9%	19%	11%	12%	23%	-	*	-	-
	CWD	7%	6%	**9%**	*	10%	-	-	-	-	-	10%	*	9%	-	14%	20%	0%	-	-	-	-
	CWOD	33%	25%	**19%**	*	18%	*	-	29%	-	*	19%	*	-	19%	11%	11%	25%	-	*	-	-
	EL	9%	17%	**11%**	*	11%	*	-	0%	-	-	11%	*	14%	11%	11%	4%	16%	-	*	-	-
	Male	24%	18%	**12%**	*	10%	*	-	*	-	-	11%	*	20%	11%	4%	12%	-	-	*	-	-
	Female	32%	28%	**23%**	*	23%	*	-	*	-	*	23%	*	0%	25%	16%	-	23%	-	*	-	-

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

		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 I	All Students	14%	12%	**16%**	0%	16%	*	-	30%	*	*	15%	50%	4%	18%	6%	14%	19%	-	*	-	-
	CWD	4%	3%	**4%**	*	4%	-	-	-	-	-	4%	-	4%	-	0%	6%	0%	-	-	-	-
	CWOD	16%	14%	**18%**	*	18%	*	-	30%	*	*	17%	50%	-	18%	7%	15%	21%	-	*	-	-
	EL	2%	8%	**6%**	*	7%	*	-	0%	*	*	6%	*	0%	7%	6%	5%	8%	-	*	-	-
	Male	11%	10%	**14%**	*	13%	*	-	43%	-	-	12%	*	6%	15%	5%	14%	-	-	*	-	-
	Female	17%	15%	**19%**	*	21%	*	-	*	*	*	18%	*	0%	21%	8%	-	19%	-	-	-	-
English II	All Students	8%	7%	**4%**	*	4%	*	*	14%	*	*	5%	0%	0%	5%	0%	3%	6%	-	*	-	-
	CWD	3%	1%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	-	-	-
	CWOD	9%	8%	**5%**	*	5%	*	*	14%	*	*	5%	0%	-	5%	0%	3%	7%	-	*	-	-
	EL	1%	2%	**0%**	*	0%	-	*	*	*	*	0%	*	0%	0%	0%	0%	0%	-	*	-	-
	Male	7%	7%	**3%**	*	3%	*	-	*	-	-	3%	*	0%	3%	0%	3%	-	-	-	-	-
	Female	9%	7%	**6%**	*	6%	-	*	20%	*	*	7%	*	*	7%	0%	-	6%	-	*	-	-
Algebra I	All Students	26%	33%	**56%**	43%	56%	*	-	100%	-	-	57%	40%	11%	62%	48%	54%	59%	-	*	-	-
	CWD	8%	9%	**11%**	*	12%	-	-	-	-	-	11%	*	11%	-	15%	20%	0%	-	-	-	-
	CWOD	29%	36%	**62%**	60%	62%	*	-	100%	-	-	63%	*	-	62%	53%	59%	67%	-	*	-	-
	EL	14%	28%	**48%**	*	48%	*	-	100%	-	-	48%	*	15%	53%	48%	51%	45%	-	*	-	-
	Male	25%	30%	**54%**	*	53%	*	-	*	-	-	55%	*	20%	59%	51%	54%	-	-	*	-	-
	Female	27%	37%	**59%**	*	59%	*	-	*	-	-	59%	*	0%	67%	45%	-	59%	-	-	-	-
Biology	All Students	20%	15%	**19%**	0%	18%	*	-	50%	*	-	18%	29%	0%	21%	11%	22%	16%	-	*	-	-
	CWD	6%	6%	**0%**	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	-	-	-	-
	CWOD	22%	17%	**21%**	*	21%	*	-	50%	*	-	21%	29%	-	21%	13%	25%	18%	-	*	-	-
	EL	6%	11%	**11%**	*	11%	*	-	20%	*	-	11%	*	0%	13%	11%	14%	8%	-	*	-	-
	Male	20%	16%	**22%**	*	19%	*	-	67%	-	-	20%	*	0%	25%	14%	22%	-	-	*	-	-
	Female	19%	15%	**16%**	*	17%	*	-	*	*	-	16%	*	0%	18%	8%	-	16%	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	76%	**78%**	65%	79%	71%	*	74%	*	71%	78%	90%	54%	81%	74%	77%	80%	-	75%	-	-
	CWD	46%	47%	**54%**	45%	54%	*	-	-	-	-	54%	64%	54%	-	49%	54%	55%	-	*	-	-
	CWOD	79%	80%	**81%**	71%	82%	68%	*	74%	*	71%	80%	97%	-	81%	76%	79%	83%	-	76%	-	-
	EL	59%	72%	**74%**	46%	75%	65%	*	67%	*	*	73%	84%	49%	76%	74%	73%	74%	-	72%	-	-
	Male	71%	73%	**77%**	64%	77%	53%	*	87%	-	-	76%	96%	54%	79%	73%	77%	-	-	81%	-	-
	Female	75%	79%	**80%**	67%	82%	92%	*	60%	*	71%	80%	84%	55%	83%	74%	-	80%	-	57%	-	-
Reading	All Students	74%	77%	**76%**	67%	77%	67%	*	69%	*	*	76%	95%	54%	78%	70%	73%	79%	-	75%	-	-
	CWD	45%	43%	**54%**	*	54%	*	-	-	-	-	53%	*	54%	-	47%	51%	59%	-	*	-	-
	CWOD	80%	81%	**78%**	71%	80%	64%	*	69%	*	*	78%	100%	-	78%	72%	76%	81%	-	73%	-	-
	EL	57%	72%	**70%**	50%	71%	57%	*	59%	*	*	69%	90%	47%	72%	70%	68%	72%	-	73%	-	-
	Male	70%	72%	**73%**	73%	73%	43%	*	83%	-	-	72%	100%	51%	76%	68%	73%	-	-	88%	-	-
	Female	79%	82%	**79%**	60%	81%	100%	*	56%	*	*	79%	90%	59%	81%	72%	-	79%	-	*	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	70%	72%	**79%**	61%	79%	82%	*	74%	-	*	79%	80%	57%	81%	75%	78%	79%	-	73%	-	-
	CWD	45%	49%	**57%**	*	56%	*	-	-	-	-	58%	40%	57%	-	52%	58%	56%	-	*	-	-
	CWOD	76%	76%	**81%**	64%	81%	80%	*	74%	-	*	80%	100%	-	81%	77%	80%	82%	-	70%	-	-
	EL	60%	70%	**75%**	33%	76%	86%	*	68%	-	-	75%	78%	52%	77%	75%	76%	74%	-	70%	-	-
	Male	71%	71%	**78%**	56%	78%	83%	*	92%	-	-	78%	100%	58%	80%	76%	78%	-	-	75%	-	-
	Female	70%	73%	**79%**	67%	81%	80%	-	55%	-	*	80%	67%	56%	82%	74%	-	79%	-	*	-	-
Science	All Students	76%	81%	**84%**	70%	85%	60%	-	87%	*	*	84%	92%	52%	88%	81%	83%	85%	-	80%	-	-
	CWD	52%	54%	**52%**	*	52%	*	-	-	-	-	48%	*	52%	-	48%	56%	47%	-	*	-	-
	CWOD	81%	84%	**88%**	86%	89%	*	-	87%	*	*	88%	90%	-	88%	84%	86%	90%	-	*	-	-
	EL	63%	79%	**81%**	60%	82%	*	-	83%	*	-	81%	83%	48%	84%	81%	80%	81%	-	*	-	-
	Male	77%	81%	**83%**	60%	84%	*	-	89%	-	-	83%	83%	56%	86%	80%	83%	-	-	80%	-	-
	Female	76%	81%	**85%**	80%	86%	*	-	83%	*	*	85%	100%	47%	90%	81%	-	85%	-	-	-	-
SAT/ACT All Subjects	All Students	89%	95%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	CWD	70%	-	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	90%	95%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	EL	63%	100%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	90%	100%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	Female	89%	91%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	48%	49%	**53%**	47%	53%	57%	*	59%	*	43%	53%	60%	32%	55%	44%	51%	55%	-	43%	-	-
	CWD	23%	22%	**32%**	45%	30%	*	-	-	-	-	30%	55%	32%	-	25%	38%	25%	-	*	-	-
	CWOD	53%	53%	**55%**	47%	55%	56%	*	59%	*	43%	55%	62%	-	55%	45%	53%	57%	-	48%	-	-
	EL	30%	43%	**44%**	19%	44%	47%	*	48%	*	*	44%	32%	25%	45%	44%	42%	45%	-	36%	-	-
	Male	47%	47%	**51%**	44%	51%	40%	*	74%	-	-	51%	52%	38%	53%	42%	51%	-	-	52%	-	-
	Female	49%	52%	**55%**	50%	55%	77%	*	43%	*	43%	54%	68%	25%	57%	45%	-	55%	-	14%	-	-
Reading	All Students	53%	54%	**54%**	52%	54%	67%	*	53%	*	*	54%	62%	26%	57%	43%	49%	60%	-	42%	-	-
	CWD	23%	21%	**26%**	*	24%	*	-	-	-	-	24%	*	26%	-	20%	30%	21%	-	*	-	-
	CWOD	59%	59%	**57%**	53%	57%	64%	*	53%	*	*	57%	59%	-	57%	45%	51%	63%	-	45%	-	-
	EL	31%	46%	**43%**	33%	44%	57%	*	37%	*	*	43%	20%	20%	45%	43%	38%	49%	-	36%	-	-
	Male	48%	49%	**49%**	45%	48%	43%	*	67%	-	-	48%	55%	30%	51%	38%	49%	-	-	50%	-	-
	Female	58%	60%	**60%**	60%	61%	100%	*	39%	*	*	60%	70%	21%	63%	49%	-	60%	-	*	-	-
Mathematics	All Students	43%	43%	**51%**	44%	50%	55%	*	65%	-	*	51%	60%	34%	52%	44%	51%	50%	-	36%	-	-
	CWD	22%	22%	**34%**	*	33%	*	-	-	-	-	35%	20%	34%	-	27%	46%	22%	-	*	-	-
	CWOD	48%	46%	**52%**	43%	52%	60%	*	65%	-	*	52%	80%	-	52%	45%	52%	53%	-	40%	-	-
	EL	30%	40%	**44%**	11%	44%	57%	*	58%	-	-	44%	56%	27%	45%	44%	44%	44%	-	30%	-	-
	Male	45%	43%	**51%**	44%	50%	50%	*	83%	-	-	51%	67%	46%	52%	44%	51%	-	-	50%	-	-
	Female	42%	43%	**50%**	44%	51%	60%	-	45%	-	*	50%	56%	22%	53%	44%	-	50%	-	*	-	-

		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	46%	49%	**54%**	40%	54%	40%	-	67%	*	*	54%	58%	39%	56%	45%	58%	49%	-	60%	-	-
	CWD	22%	22%	**39%**	*	38%	*	-	-	-	-	35%	*	39%	-	35%	44%	35%	-	*	-	-
	CWOD	50%	52%	**56%**	43%	56%	*	-	67%	*	*	56%	50%	-	56%	46%	60%	51%	-	*	-	-
	EL	26%	43%	**45%**	0%	46%	*	-	58%	*	-	45%	17%	35%	46%	45%	50%	38%	-	*	-	-
	Male	47%	49%	**58%**	40%	59%	*	-	78%	-	-	59%	33%	44%	60%	50%	58%	-	-	60%	-	-
	Female	45%	48%	**49%**	40%	50%	*	-	50%	*	*	48%	83%	35%	51%	38%	-	49%	-	-	-	-
SAT/ACT All Subjects	All Students	59%	48%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	CWD	38%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	59%	48%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	EL	15%	29%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	63%	60%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	Female	54%	36%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	20%	18%	**20%**	20%	20%	18%	*	34%	*	14%	20%	19%	5%	22%	14%	19%	21%	-	11%	-	-
	CWD	6%	5%	**5%**	9%	5%	*	-	-	-	-	5%	0%	5%	-	4%	9%	0%	-	*	-	-
	CWOD	23%	19%	**22%**	24%	21%	20%	*	34%	*	14%	21%	24%	-	22%	14%	20%	23%	-	12%	-	-
	EL	9%	13%	**14%**	0%	13%	18%	*	24%	*	*	14%	4%	4%	14%	14%	13%	15%	-	12%	-	-
	Male	20%	17%	**19%**	20%	18%	7%	*	44%	-	-	19%	26%	9%	20%	13%	19%	-	-	14%	-	-
	Female	21%	19%	**21%**	21%	21%	31%	*	23%	*	14%	21%	12%	0%	23%	15%	-	21%	-	0%	-	-
Reading	All Students	22%	19%	**18%**	14%	17%	33%	*	28%	*	*	18%	19%	4%	19%	11%	15%	21%	-	0%	-	-
	CWD	6%	4%	**4%**	*	4%	*	-	-	-	-	4%	*	4%	-	2%	7%	0%	-	*	-	-
	CWOD	25%	21%	**19%**	18%	19%	36%	*	28%	*	*	19%	24%	-	19%	11%	16%	23%	-	0%	-	-
	EL	8%	14%	**11%**	0%	11%	29%	*	11%	*	*	11%	0%	2%	11%	11%	8%	14%	-	0%	-	-
	Male	19%	16%	**15%**	9%	14%	14%	*	39%	-	-	15%	27%	7%	16%	8%	15%	-	-	0%	-	-
	Female	25%	22%	**21%**	20%	21%	60%	*	17%	*	*	21%	10%	0%	23%	14%	-	21%	-	*	-	-
Mathematics	All Students	19%	18%	**25%**	28%	25%	9%	*	39%	-	*	25%	20%	9%	27%	20%	25%	26%	-	18%	-	-
	CWD	7%	6%	**9%**	*	8%	*	-	-	-	-	10%	0%	9%	-	9%	19%	0%	-	*	-	-
	CWOD	22%	19%	**27%**	29%	27%	10%	*	39%	-	*	27%	30%	-	27%	20%	25%	28%	-	20%	-	-
	EL	11%	15%	**20%**	0%	19%	14%	*	42%	-	-	20%	11%	9%	20%	20%	19%	20%	-	20%	-	-
	Male	21%	18%	**25%**	33%	25%	0%	*	42%	-	-	25%	17%	19%	25%	19%	25%	-	-	25%	-	-
	Female	18%	17%	**26%**	22%	26%	20%	-	36%	-	*	26%	22%	0%	28%	20%	-	26%	-	*	-	-
Science	All Students	17%	14%	**16%**	20%	15%	0%	-	40%	*	*	16%	17%	0%	18%	10%	19%	12%	-	20%	-	-
	CWD	5%	5%	**0%**	*	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	19%	15%	**18%**	29%	16%	*	-	40%	*	*	17%	20%	-	18%	11%	21%	14%	-	*	-	-
	EL	5%	10%	**10%**	0%	9%	*	-	25%	*	-	10%	0%	0%	11%	10%	13%	6%	-	*	-	-
	Male	18%	15%	**19%**	20%	17%	*	-	56%	-	-	19%	33%	0%	21%	13%	19%	-	-	20%	-	-
	Female	15%	13%	**12%**	20%	12%	*	-	17%	*	*	13%	0%	0%	14%	6%	-	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
SAT/ACT All Subjects	All Students	13%	5%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	CWD	9%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	13%	5%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	EL	1%	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	17%	10%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	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	69	76	69	75	*	71	*	*	69	63	66
CWD	63	*	63	*	-	-	-	-	61	63	57
CWOD	70	83	69	73	*	71	*	*	69	-	67
EL ✧	66	75	66	71	*	63	*	-	66	57	66
Male	67	78	66	57	*	85	-	-	67	60	64
Female	71	75	71	100	*	55	*	*	71	66	68
Mathematics											
All Students	74	68	74	82	*	85	-	*	74	68	71
CWD	68	*	68	*	-	-	-	-	67	68	62
CWOD	75	73	74	78	*	85	-	*	74	-	72
EL ✧	71	53	71	79	*	87	-	-	71	62	71
Male	75	56	75	75	*	91	-	-	75	70	74
Female	73	81	72	90	-	78	-	*	73	65	69

- 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	90.6%	*	90.0%	-	*	*	*	-	90.3%	66.7%	84.4%	100.0%	-
CWD	66.7%	*	63.6%	-	-	-	-	-	66.7%	66.7%	75.0%	-	-
CWOD	93.1%	*	92.7%	-	*	*	*	-	92.9%	-	86.5%	100.0%	-
EL ✧	84.4%	*	83.3%	-	-	*	-	-	84.4%	75.0%	84.4%	-	-
Male	87.9%	*	87.1%	-	-	*	-	-	87.3%	71.4%	84.0%	*	-
Female	93.5%	*	93.1%	-	*	*	*	-	93.4%	60.0%	85.0%	*	-

- 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
671	191	28%

- 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	50	44	51	49	*	56	*	43	50	30	44
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	52%	*	55%	-	-	*	-	-	51%	100%	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	Y	Y	Y	Y		N			Y	Y	Y
Interim Goals (2028-2032)	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
Target Met	Y	Y	Y	N		N			Y	N	Y
Interim Goals (2033-2037)	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
Target Met	N	N	N	N		N			N	N	Y
Long-Term Goals	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Target Met	N	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	Y	Y	Y	Y		N			Y	Y	Y
Interim Goals (2028-2032)	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
Target Met	Y	Y	Y	Y		N			Y	Y	Y
Interim Goals (2033-2037)	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
Target Met	N	N	N	N		N			N	N	N
Long-Term Goals	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
Target Met	N	N	N	N		N			N	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	Y		Y						Y		Y

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2028-2032)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86%
Target Met	Y		Y						Y		Y
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	**100%**	100%	100%	100%	*	100%	*	100%	100%	100%	99%	100%	100%	100%	100%	-
	CWD	**99%**	100%	99%	*	-	-	-	-	99%	100%	99%	-	99%	99%	100%	-
	CWOD	**100%**	100%	100%	100%	*	100%	*	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	**100%**	100%	100%	100%	*	100%	*	*	100%	100%	99%	100%	100%	100%	100%	-
	Male	**100%**	100%	100%	100%	*	100%	-	-	100%	100%	99%	100%	100%	100%	-	-
	Female	**100%**	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	-	100%	-
Reading	All Students	**100%**	100%	100%	100%	*	100%	*	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	**100%**	*	100%	*	-	-	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	**100%**	100%	100%	100%	*	100%	*	*	100%	100%	-	100%	100%	100%	100%	-
	EL	**100%**	100%	100%	100%	*	100%	*	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	**100%**	100%	100%	100%	*	100%	-	-	100%	100%	100%	100%	100%	100%	-	-
	Female	**100%**	100%	100%	100%	*	100%	*	*	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	**100%**	100%	100%	100%	*	100%	-	*	100%	100%	98%	100%	100%	100%	100%	-
	CWD	**98%**	*	98%	*	-	-	-	-	98%	100%	98%	-	97%	96%	100%	-
	CWOD	**100%**	100%	100%	100%	*	100%	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	**100%**	100%	100%	100%	*	100%	-	-	100%	100%	97%	100%	100%	100%	100%	-
	Male	**100%**	100%	100%	100%	*	100%	-	-	100%	100%	96%	100%	100%	100%	-	-
	Female	**100%**	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	-	100%	-
Science	All Students	**100%**	100%	100%	100%	-	100%	*	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	**100%**	*	100%	*	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	**100%**	100%	100%	*	-	100%	*	*	100%	100%	-	100%	100%	100%	100%	-
	EL	**100%**	100%	100%	*	-	100%	*	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	**100%**	100%	100%	*	-	100%	-	-	100%	100%	100%	100%	100%	100%	-	-
	Female	**100%**	100%	100%	*	-	100%	*	*	100%	100%	100%	100%	100%	-	100%	-
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	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	1%	0%	0%	0%	0%	-
	CWD	**1%**	0%	1%	*	-	-	-	-	1%	0%	1%	-	1%	1%	0%	-
	CWOD	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	**0%**	0%	0%	0%	*	0%	*	*	0%	0%	1%	0%	0%	0%	0%	-
	Male	**0%**	0%	0%	0%	*	0%	-	-	0%	0%	1%	0%	0%	0%	-	-
	Female	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	**0%**	0%	0%	0%	*	0%	*	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	**0%**	*	0%	*	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	**0%**	0%	0%	0%	*	0%	*	*	0%	0%	-	0%	0%	0%	0%	-
	EL	**0%**	0%	0%	0%	*	0%	*	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	**0%**	0%	0%	0%	*	0%	-	-	0%	0%	0%	0%	0%	0%	-	-
	Female	**0%**	0%	0%	0%	*	0%	*	*	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	**0%**	0%	0%	0%	*	0%	-	*	0%	0%	2%	0%	0%	0%	0%	-
	CWD	**2%**	*	2%	*	-	-	-	-	2%	0%	2%	-	3%	4%	0%	-
	CWOD	**0%**	0%	0%	0%	*	0%	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	**0%**	0%	0%	0%	*	0%	-	-	0%	0%	3%	0%	0%	0%	0%	-
	Male	**0%**	0%	0%	0%	*	0%	-	-	0%	0%	4%	0%	0%	0%	-	-
	Female	**0%**	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	**0%**	0%	0%	0%	-	0%	*	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	**0%**	*	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	**0%**	0%	0%	*	-	0%	*	*	0%	0%	-	0%	0%	0%	0%	-
	EL	**0%**	0%	0%	*	-	0%	*	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	**0%**	0%	0%	*	-	0%	-	-	0%	0%	0%	0%	0%	0%	-	-
	Female	**0%**	0%	0%	*	-	0%	*	*	0%	0%	0%	0%	0%	-	0%	-
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	86	4	80	1	0	1	0	0	61		
	Female	27	0	26	1	0	0	0	0	16		
	Total	113	4	106	2	0	1	0	0	77		
Out-of-School Suspensions												
	Male	59	3	54	0	0	2	0	0	36		
	Female	18	0	17	0	0	1	0	0	16		
	Total	77	3	71	0	0	3	0	0	52		
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	1	0	0	0	0	0	1		
	Female	0	0	0	0	0	0	0	0	0		
	Total	1	0	1	0	0	0	0	0	1		
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	7	1	6	0	0	0	0	0	10		4
	Female	1	0	1	0	0	0	0	0	1		3
	Total	8	1	7	0	0	0	0	0	11		7
Out-of-School Suspensions												
	Male	4	1	3	0	0	0	0	0	4		3
	Female	1	0	1	0	0	0	0	0	1		1
	Total	5	1	4	0	0	0	0	0	5		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	112	2	103	3	-8	4	-8	-8	72	8	1
	Female	90	2	82	4	-8	2	-8	-8	45	9	2
	Total	202	4	185	7	-8	6	-8	-8	117	17	3

	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	46
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack without a weapon	8
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or Bullying	
On the basis of sex	11
On the basis of race	18
On the basis of disability	2
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	102	19	4	18	95	20	0	0	0	-	3	12	0	-	0	-	31	9	4	12
Female	124	24	1	9	120	25	0	0	0	0	2	10	1	50	0	0	43	14	5	20
Total	226	21	5	15	215	22	0	0	0	0	5	11	1	50	0	0	74	12	9	16
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	9.3	14.7%
Teachers Teaching with Emergency or Provisional Credentials	8.0	13.1%
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		$1,198	$100	$849	$949		$249	$249
Food services		$486	$5	$4	$9	$427	$50	$477
Instruction		$5,898	$4,833	$94	$4,927	$882	$88	$970
Support services, general administration		$50		$50	$50			
Support services, instructional staff		$1,076	$407	$4	$411	$421	$244	$665
Support services, operation and maintenance of plant		$1,023	$753	$123	$876	$133	$13	$146
Support services, pupils		$838	$252	$100	$352	$445	$41	$486
Support services, school administration		$1,294	$1,153	$68	$1,221	$63	$10	$73
Support services, student transportation		$492	$436	$45	$481		$11	$11
Total	**1,045**	**$12,354**	**$7,939**	**$1,337**	**$9,276**	**$2,372**	**$706**	**$3,078**

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%	13	2%	-	-
Mathematics	7,510	2%	13	2%	-	-
Grade 4						
Reading	6,669	2%	10	2%	-	-
Mathematics	6,666	2%	10	2%	-	-
Grade 5						
Reading	6,321	2%	*	1%	-	-
Mathematics	6,324	2%	*	1%	-	-
Science	6,315	2%	*	1%	-	-
Grade 6						
Reading	5,876	1%	19	1%	*	2%
Mathematics	5,877	1%	19	1%	*	2%
Grade 7						
Reading	5,387	1%	17	1%	*	1%
Mathematics	5,385	2%	17	1%	*	1%
Grade 8						
Reading	4,906	1%	19	1%	*	1%
Mathematics	4,907	1%	19	1%	*	1%
Science	4,904	1%	18	1%	*	1%
End of Course						
English I	4,932	1%	18	1%	*	2%
English II	4,732	1%	13	1%	*	1%
Algebra I	4,932	1%	17	1%	*	2%
Biology	4,992	1%	18	1%	*	2%
All Grades						
All Subjects	104,161	1%	249	1%	23	1%
Reading	46,349	1%	112	1%	10	1%
Mathematics	41,601	1%	98	1%	9	1%
Science	16,211	1%	39	1%	*	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	54%	*	52%	-	-	*	*	*	55%	*	51%
In-State Private Institutions	13%	*	13%	-	-	*	-	-	13%	*	13%
Out-of-State Institutions	4%	-	4%	-	-	-	-	-	*	-	*

- Indicates there are no students in the group.

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

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	22%	10%	22%	46%	*	16%	-	*	21%	30%	21%

- 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.

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)

There is no data for this campus.

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)

There is no data for this campus.

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.

There is no data for this campus.

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
47	-	-

- 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)

There is no data for this campus.

Part (vi): Goal Meeting Status

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

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

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

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

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

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)

There is no data for this campus.

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.

There is no data for this campus.

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.

There is no data for this campus.

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	6.0	28.0%
Teachers Teaching with Emergency or Provisional Credentials	2.0	10.9%
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.

There is no data for this campus.

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.

There is no data for this campus.

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)

There is no data for this campus.

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)

There is no data for this campus.

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.

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																						
Grade 6																						
Reading	All Students	76%	73%	**74%**	82%	75%	*	*	-	-	*	75%	71%	44%	80%	70%	69%	80%	-	*	-	-
	CWD	46%	43%	**44%**	*	44%	-	-	-	-	*	41%	*	44%	-	63%	42%	50%	-	*	-	-
	CWOD	82%	77%	**80%**	80%	80%	*	*	-	-	*	82%	69%	-	80%	71%	75%	84%	-	*	-	-
	EL	56%	68%	**70%**	-	70%	-	-	-	-	-	72%	50%	63%	71%	70%	63%	81%	-	*	-	-
	Male	72%	65%	**69%**	83%	68%	-	*	-	-	*	67%	88%	42%	75%	63%	69%	-	-	*	-	-
	Female	80%	81%	**80%**	80%	82%	*	-	-	-	*	85%	56%	50%	84%	81%	-	80%	-	*	-	-
Mathematics	All Students	72%	71%	**68%**	64%	68%	*	*	-	-	*	66%	76%	39%	73%	66%	71%	64%	-	*	-	-
	CWD	50%	48%	**39%**	*	44%	-	-	-	-	*	35%	*	39%	-	50%	50%	17%	-	*	-	-
	CWOD	78%	73%	**73%**	70%	72%	*	*	-	-	*	72%	75%	-	73%	68%	75%	70%	-	*	-	-
	EL	60%	68%	**66%**	-	66%	-	-	-	-	-	66%	67%	50%	68%	66%	71%	58%	-	*	-	-
	Male	74%	69%	**71%**	50%	74%	-	*	-	-	*	68%	88%	50%	75%	71%	71%	-	-	*	-	-
	Female	71%	72%	**64%**	80%	61%	*	-	-	-	*	64%	67%	17%	70%	58%	-	64%	-	*	-	-
Grade 7																						
Reading	All Students	74%	76%	**77%**	65%	78%	*	*	-	-	-	78%	69%	25%	84%	73%	76%	78%	-	*	-	-
	CWD	41%	45%	**25%**	0%	33%	*	-	-	-	-	11%	*	25%	-	*	20%	29%	-	-	-	-
	CWOD	81%	79%	**84%**	92%	82%	*	*	-	-	-	86%	70%	-	84%	75%	83%	85%	-	*	-	-
	EL	56%	70%	**73%**	*	72%	*	*	-	-	-	77%	50%	*	75%	73%	68%	78%	-	-	-	-
	Male	70%	71%	**76%**	67%	77%	*	-	-	-	-	78%	60%	20%	83%	68%	76%	-	-	-	-	-
	Female	79%	80%	**78%**	63%	80%	*	*	-	-	-	78%	75%	29%	85%	78%	-	78%	-	*	-	-
Mathematics	All Students	53%	59%	**53%**	41%	54%	*	*	-	-	-	52%	62%	25%	56%	49%	59%	48%	-	*	-	-
	CWD	31%	37%	**25%**	0%	33%	*	-	-	-	-	11%	*	25%	-	*	20%	29%	-	-	-	-
	CWOD	58%	62%	**56%**	58%	56%	*	*	-	-	-	56%	60%	-	56%	50%	63%	51%	-	*	-	-
	EL	39%	54%	**49%**	*	48%	*	*	-	-	-	47%	67%	*	50%	49%	50%	48%	-	-	-	-
	Male	55%	61%	**59%**	44%	60%	*	-	-	-	-	59%	60%	20%	63%	50%	59%	-	-	-	-	-
	Female	51%	58%	**48%**	38%	50%	*	*	-	-	-	46%	63%	29%	51%	48%	-	48%	-	*	-	-
Grade 8																						
Reading	All Students	80%	86%	**80%**	85%	78%	-	-	-	-	*	78%	89%	53%	84%	72%	78%	82%	*	60%	-	-
	CWD	49%	55%	**53%**	*	47%	-	-	-	-	-	47%	*	53%	-	43%	50%	60%	-	*	-	-
	CWOD	85%	89%	**84%**	83%	84%	-	-	-	-	*	83%	88%	-	84%	75%	84%	83%	*	*	-	-
	EL	62%	82%	**72%**	-	72%	-	-	-	-	-	73%	*	43%	75%	72%	74%	71%	*	*	-	-
	Male	76%	82%	**78%**	73%	79%	-	-	-	-	-	75%	100%	50%	84%	74%	78%	-	-	*	-	-
	Female	85%	90%	**82%**	100%	78%	-	-	-	-	*	82%	80%	60%	83%	71%	-	82%	*	*	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	69%	74%	**62%**	67%	61%	-	-	-	-	*	61%	78%	41%	66%	65%	54%	70%	*	40%	-	-
	CWD	42%	54%	**41%**	*	33%	-	-	-	-	-	33%	*	41%	-	33%	33%	60%	-	*	-	-
	CWOD	74%	78%	**66%**	63%	67%	-	-	-	-	*	66%	71%	-	66%	69%	60%	71%	*	*	-	-
	EL	56%	75%	**65%**	-	65%	-	-	-	-	-	64%	*	33%	69%	65%	59%	70%	*	*	-	-
	Male	68%	71%	**54%**	60%	52%	-	-	-	-	-	55%	*	33%	60%	59%	54%	-	-	*	-	-
	Female	71%	78%	**70%**	75%	69%	-	-	-	-	*	67%	100%	60%	71%	70%	-	70%	*	*	-	-
Science	All Students	72%	73%	**63%**	45%	67%	-	-	-	-	*	61%	78%	32%	68%	61%	62%	65%	*	60%	-	-
	CWD	43%	42%	**32%**	*	35%	-	-	-	-	-	29%	*	32%	-	43%	36%	20%	-	*	-	-
	CWOD	77%	77%	**68%**	50%	72%	-	-	-	-	*	66%	81%	-	68%	63%	68%	68%	*	*	-	-
	EL	54%	69%	**61%**	-	61%	-	-	-	-	-	63%	*	43%	63%	61%	58%	65%	*	*	-	-
	Male	73%	74%	**62%**	36%	67%	-	-	-	-	-	57%	100%	36%	68%	58%	62%	-	-	*	-	-
	Female	71%	73%	**65%**	56%	67%	-	-	-	-	*	65%	60%	20%	68%	65%	-	65%	*	*	-	-
End of Course																						
English I	All Students	66%	73%	**54%**	53%	54%	*	-	-	-	-	55%	44%	39%	57%	42%	51%	59%	-	22%	-	-
	CWD	35%	39%	**39%**	*	31%	-	-	-	-	-	41%	*	39%	-	14%	38%	40%	-	-	-	-
	CWOD	72%	78%	**57%**	46%	58%	*	-	-	-	-	57%	50%	-	57%	45%	53%	61%	-	22%	-	-
	EL	45%	70%	**42%**	-	42%	-	-	-	-	-	44%	*	14%	45%	42%	38%	48%	-	*	-	-
	Male	61%	69%	**51%**	63%	48%	*	-	-	-	-	52%	*	38%	53%	38%	51%	-	-	33%	-	-
	Female	72%	78%	**59%**	43%	62%	-	-	-	-	-	58%	60%	40%	61%	48%	-	59%	-	*	-	-
English II	All Students	70%	78%	**74%**	54%	77%	-	-	-	-	-	73%	79%	77%	74%	59%	67%	85%	-	20%	-	*
	CWD	36%	38%	**77%**	*	82%	-	-	-	-	-	75%	*	77%	-	*	75%	80%	-	-	-	-
	CWOD	76%	84%	**74%**	55%	76%	-	-	-	-	-	73%	77%	-	74%	54%	66%	85%	-	20%	-	*
	EL	47%	70%	**59%**	-	59%	-	-	-	-	-	59%	*	*	54%	59%	45%	74%	-	*	-	*
	Male	66%	73%	**67%**	44%	70%	-	-	-	-	-	65%	78%	75%	66%	45%	67%	-	-	*	-	*
	Female	75%	84%	**85%**	*	86%	-	-	-	-	-	85%	80%	80%	85%	74%	-	85%	-	*	-	-
Algebra I	All Students	76%	84%	**69%**	76%	69%	*	-	-	-	-	68%	75%	63%	70%	65%	64%	76%	-	40%	-	-
	CWD	52%	59%	**63%**	*	53%	-	-	-	-	-	67%	*	63%	-	50%	57%	80%	-	-	-	-
	CWOD	80%	87%	**70%**	69%	71%	*	-	-	-	-	69%	80%	-	70%	66%	66%	76%	-	40%	-	-
	EL	68%	84%	**65%**	-	64%	*	-	-	-	-	64%	80%	50%	66%	65%	59%	73%	-	*	-	-
	Male	73%	81%	**64%**	70%	63%	*	-	-	-	-	63%	78%	57%	66%	59%	64%	-	-	*	-	-
	Female	79%	88%	**76%**	86%	77%	*	-	-	-	-	77%	71%	80%	76%	73%	-	76%	-	*	-	-
Biology	All Students	91%	92%	**86%**	80%	86%	*	-	-	-	-	85%	90%	82%	86%	86%	81%	91%	-	100%	-	-
	CWD	76%	75%	**82%**	*	79%	-	-	-	-	-	88%	*	82%	-	83%	75%	100%	-	-	-	-
	CWOD	93%	94%	**86%**	75%	88%	*	-	-	-	-	85%	100%	-	86%	87%	82%	90%	-	100%	-	-
	EL	82%	91%	**86%**	-	86%	-	-	-	-	-	86%	*	83%	87%	86%	80%	93%	-	*	-	-
	Male	89%	91%	**81%**	75%	81%	*	-	-	-	-	81%	*	75%	82%	80%	81%	-	-	*	-	-
	Female	92%	93%	**91%**	86%	91%	-	-	-	-	-	90%	100%	100%	90%	93%	-	91%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 6																						

		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	55%	51%	**56%**	64%	56%	*	*	-	-	*	55%	65%	22%	62%	56%	52%	61%	-	*	-	-
	CWD	24%	22%	**22%**	*	25%	-	-	-	-	*	18%	*	22%	-	38%	17%	33%	-	*	-	-
	CWOD	62%	55%	**62%**	70%	61%	*	*	-	-	*	62%	63%	-	62%	59%	60%	64%	-	*	-	-
	EL	30%	44%	**56%**	-	56%	-	-	-	-	-	57%	50%	38%	59%	56%	53%	62%	-	*	-	-
	Male	50%	44%	**52%**	50%	53%	-	*	-	-	*	49%	75%	17%	60%	53%	52%	-	-	*	-	-
	Female	59%	58%	**61%**	80%	59%	*	-	-	-	*	62%	56%	33%	64%	62%	-	61%	-	*	-	-
Mathematics	All Students	38%	35%	**30%**	36%	28%	*	*	-	-	*	26%	53%	17%	32%	25%	40%	18%	-	*	-	-
	CWD	19%	18%	**17%**	*	19%	-	-	-	-	*	12%	*	17%	-	25%	25%	0%	-	*	-	-
	CWOD	43%	38%	**32%**	40%	30%	*	*	-	-	*	29%	50%	-	32%	25%	43%	20%	-	*	-	-
	EL	22%	32%	**25%**	-	25%	-	-	-	-	-	22%	50%	25%	25%	25%	34%	12%	-	*	-	-
	Male	41%	37%	**40%**	50%	39%	-	*	-	-	*	35%	75%	25%	43%	34%	40%	-	-	*	-	-
	Female	36%	34%	**18%**	20%	16%	*	-	-	-	*	15%	33%	0%	20%	12%	-	18%	-	*	-	-
Grade 7																						
Reading	All Students	52%	53%	**49%**	47%	49%	*	*	-	-	-	50%	46%	17%	54%	45%	47%	52%	-	*	-	-
	CWD	21%	22%	**17%**	0%	17%	*	-	-	-	-	11%	*	17%	-	*	20%	14%	-	-	-	-
	CWOD	58%	56%	**54%**	67%	52%	*	*	-	-	-	55%	50%	-	54%	46%	50%	57%	-	*	-	-
	EL	30%	45%	**45%**	*	43%	*	*	-	-	-	44%	50%	*	46%	45%	36%	52%	-	-	-	-
	Male	47%	49%	**47%**	44%	46%	*	-	-	-	-	45%	60%	20%	50%	36%	47%	-	-	-	-	-
	Female	58%	57%	**52%**	50%	52%	*	*	-	-	-	54%	38%	14%	57%	52%	-	52%	-	*	-	-
Mathematics	All Students	32%	38%	**32%**	18%	33%	*	*	-	-	-	31%	38%	8%	34%	33%	39%	26%	-	*	-	-
	CWD	17%	21%	**8%**	0%	0%	*	-	-	-	-	11%	*	8%	-	*	20%	0%	-	-	-	-
	CWOD	36%	40%	**34%**	25%	36%	*	*	-	-	-	32%	50%	-	34%	33%	40%	30%	-	*	-	-
	EL	19%	32%	**33%**	*	30%	*	*	-	-	-	30%	50%	*	33%	33%	32%	33%	-	-	-	-
	Male	35%	41%	**39%**	22%	40%	*	-	-	-	-	38%	40%	20%	40%	32%	39%	-	-	-	-	-
	Female	30%	35%	**26%**	13%	27%	*	*	-	-	-	24%	38%	0%	30%	33%	-	26%	-	*	-	-
Grade 8																						
Reading	All Students	57%	61%	**50%**	30%	54%	-	-	-	-	*	48%	67%	26%	54%	43%	46%	55%	*	0%	-	-
	CWD	23%	25%	**26%**	*	29%	-	-	-	-	-	24%	*	26%	-	14%	21%	40%	-	*	-	-
	CWOD	63%	65%	**54%**	33%	59%	-	-	-	-	*	52%	69%	-	54%	46%	52%	57%	*	*	-	-
	EL	32%	52%	**43%**	-	43%	-	-	-	-	-	44%	*	14%	46%	43%	38%	47%	*	*	-	-
	Male	51%	55%	**46%**	9%	52%	-	-	-	-	-	42%	75%	21%	52%	38%	46%	-	-	*	-	-
	Female	63%	67%	**55%**	56%	56%	-	-	-	-	*	55%	60%	40%	57%	47%	-	55%	*	*	-	-
Mathematics	All Students	45%	44%	**34%**	11%	39%	-	-	-	-	*	33%	44%	18%	37%	39%	29%	39%	*	40%	-	-
	CWD	22%	25%	**18%**	*	20%	-	-	-	-	-	13%	*	18%	-	17%	17%	20%	-	*	-	-
	CWOD	50%	48%	**37%**	13%	43%	-	-	-	-	*	37%	43%	-	37%	41%	33%	41%	*	*	-	-
	EL	30%	44%	**39%**	-	39%	-	-	-	-	-	40%	*	17%	41%	39%	37%	40%	*	*	-	-
	Male	45%	41%	**29%**	0%	36%	-	-	-	-	-	29%	*	17%	33%	37%	29%	-	-	*	-	-
	Female	46%	48%	**39%**	25%	42%	-	-	-	-	*	38%	50%	20%	41%	40%	-	39%	*	*	-	-

		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	47%	45%	**31%**	10%	35%	-	-	-	-	*	27%	56%	26%	32%	24%	38%	23%	*	0%	-	-
	CWD	22%	21%	**26%**	*	29%	-	-	-	-	-	24%	*	26%	-	29%	29%	20%	-	*	-	-
	CWOD	51%	47%	**32%**	11%	36%	-	-	-	-	*	28%	56%	-	32%	23%	40%	23%	*	*	-	-
	EL	25%	39%	**24%**	-	24%	-	-	-	-	-	24%	*	29%	23%	24%	36%	12%	*	*	-	-
	Male	49%	47%	**38%**	18%	42%	-	-	-	-	-	37%	50%	29%	40%	36%	38%	-	-	*	-	-
	Female	45%	42%	**23%**	0%	27%	-	-	-	-	*	16%	60%	20%	23%	12%	-	23%	*	*	-	-
End of Course																						
English I	All Students	47%	52%	**33%**	20%	34%	*	-	-	-	-	32%	44%	17%	36%	27%	23%	46%	-	11%	-	-
	CWD	18%	17%	**17%**	*	13%	-	-	-	-	-	18%	*	17%	-	0%	15%	20%	-	-	-	-
	CWOD	53%	57%	**36%**	15%	38%	*	-	-	-	-	34%	50%	-	36%	30%	25%	49%	-	11%	-	-
	EL	23%	45%	**27%**	-	27%	-	-	-	-	-	29%	*	0%	30%	27%	19%	39%	-	*	-	-
	Male	42%	45%	**23%**	13%	23%	*	-	-	-	-	23%	*	15%	25%	19%	23%	-	-	17%	-	-
	Female	54%	60%	**46%**	29%	49%	-	-	-	-	-	44%	60%	20%	49%	39%	-	46%	-	*	-	-
English II	All Students	53%	61%	**56%**	38%	59%	-	-	-	-	-	53%	79%	46%	58%	39%	56%	57%	-	20%	-	*
	CWD	20%	21%	**46%**	*	45%	-	-	-	-	-	42%	*	46%	-	*	38%	60%	-	-	-	-
	CWOD	58%	67%	**58%**	36%	60%	-	-	-	-	-	55%	77%	-	58%	38%	59%	56%	-	20%	-	*
	EL	25%	49%	**39%**	-	39%	-	-	-	-	-	38%	*	*	38%	39%	36%	42%	-	*	-	*
	Male	48%	56%	**56%**	33%	60%	-	-	-	-	-	53%	78%	38%	59%	36%	56%	-	-	*	-	*
	Female	59%	68%	**57%**	*	57%	-	-	-	-	-	54%	80%	60%	56%	42%	-	57%	-	*	-	-
Algebra I	All Students	43%	54%	**34%**	41%	33%	*	-	-	-	-	32%	50%	32%	34%	24%	36%	31%	-	20%	-	-
	CWD	19%	25%	**32%**	*	27%	-	-	-	-	-	33%	*	32%	-	17%	36%	20%	-	-	-	-
	CWOD	47%	57%	**34%**	38%	34%	*	-	-	-	-	31%	53%	-	34%	25%	36%	32%	-	20%	-	-
	EL	30%	50%	**24%**	-	24%	*	-	-	-	-	23%	40%	17%	25%	24%	22%	27%	-	*	-	-
	Male	42%	49%	**36%**	50%	34%	*	-	-	-	-	32%	67%	36%	36%	22%	36%	-	-	*	-	-
	Female	45%	59%	**31%**	29%	32%	*	-	-	-	-	31%	29%	20%	32%	27%	-	31%	-	*	-	-
Biology	All Students	59%	58%	**41%**	20%	44%	*	-	-	-	-	40%	60%	29%	44%	36%	39%	44%	-	33%	-	-
	CWD	30%	28%	**29%**	*	29%	-	-	-	-	-	31%	*	29%	-	0%	25%	40%	-	-	-	-
	CWOD	64%	62%	**44%**	17%	47%	*	-	-	-	-	41%	67%	-	44%	40%	42%	45%	-	33%	-	-
	EL	35%	52%	**36%**	-	36%	-	-	-	-	-	38%	*	0%	40%	36%	37%	36%	-	*	-	-
	Male	58%	55%	**39%**	25%	40%	*	-	-	-	-	38%	*	25%	42%	37%	39%	-	-	*	-	-
	Female	61%	61%	**44%**	14%	49%	-	-	-	-	-	42%	67%	40%	45%	36%	-	44%	-	*	-	-
STAAR Percent at Masters Grade Level																						
Grade 6																						
Reading	All Students	28%	23%	**27%**	55%	24%	*	*	-	-	*	24%	47%	6%	31%	16%	26%	29%	-	*	-	-
	CWD	7%	6%	**6%**	*	6%	-	-	-	-	*	0%	*	6%	-	0%	8%	0%	-	*	-	-
	CWOD	33%	25%	**31%**	60%	27%	*	*	-	-	*	29%	44%	-	31%	18%	30%	32%	-	*	-	-
	EL	9%	17%	**16%**	-	16%	-	-	-	-	-	16%	17%	0%	18%	16%	16%	15%	-	*	-	-
	Male	24%	18%	**26%**	33%	25%	-	*	-	-	*	21%	63%	8%	30%	16%	26%	-	-	*	-	-
	Female	32%	28%	**29%**	80%	22%	*	-	-	-	*	28%	33%	0%	32%	15%	-	29%	-	*	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	16%	13%	**9%**	0%	10%	*	*	-	-	*	7%	24%	11%	9%	5%	11%	7%	-	*	-	-
	CWD	5%	5%	**11%**	*	13%	-	-	-	-	*	6%	*	11%	-	13%	17%	0%	-	*	-	-
	CWOD	18%	14%	**9%**	0%	10%	*	*	-	-	*	7%	19%	-	9%	4%	9%	8%	-	*	-	-
	EL	6%	11%	**5%**	-	5%	-	-	-	-	-	5%	0%	13%	4%	5%	5%	4%	-	*	-	-
	Male	17%	13%	**11%**	0%	12%	-	*	-	-	*	5%	50%	17%	9%	5%	11%	-	-	*	-	-
	Female	14%	12%	**7%**	0%	8%	*	-	-	-	*	9%	0%	0%	8%	4%	-	7%	-	*	-	-
Grade 7																						
Reading	All Students	26%	26%	**27%**	24%	28%	*	*	-	-	-	28%	23%	0%	31%	24%	29%	26%	-	*	-	-
	CWD	6%	5%	**0%**	0%	0%	*	-	-	-	-	0%	*	0%	-	*	0%	0%	-	-	-	-
	CWOD	30%	28%	**31%**	33%	30%	*	*	-	-	-	31%	30%	-	31%	25%	33%	30%	-	*	-	-
	EL	9%	18%	**24%**	*	22%	*	*	-	-	-	23%	33%	*	25%	24%	18%	30%	-	-	-	-
	Male	23%	23%	**29%**	33%	29%	*	-	-	-	-	28%	40%	0%	33%	18%	29%	-	-	-	-	-
	Female	30%	29%	**26%**	13%	27%	*	*	-	-	-	28%	13%	0%	30%	30%	-	26%	-	*	-	-
Mathematics	All Students	11%	12%	**9%**	0%	11%	*	*	-	-	-	8%	15%	0%	10%	10%	11%	7%	-	*	-	-
	CWD	5%	3%	**0%**	0%	0%	*	-	-	-	-	0%	*	0%	-	*	0%	0%	-	-	-	-
	CWOD	12%	13%	**10%**	0%	12%	*	*	-	-	-	9%	20%	-	10%	10%	13%	9%	-	*	-	-
	EL	4%	8%	**10%**	*	11%	*	*	-	-	-	9%	17%	*	10%	10%	14%	7%	-	-	-	-
	Male	12%	13%	**11%**	0%	14%	*	-	-	-	-	8%	40%	0%	13%	14%	11%	-	-	-	-	-
	Female	9%	10%	**7%**	0%	9%	*	*	-	-	-	9%	0%	0%	9%	7%	-	7%	-	*	-	-
Grade 8																						
Reading	All Students	31%	29%	**27%**	10%	30%	-	-	-	-	*	24%	50%	5%	31%	24%	26%	28%	*	0%	-	-
	CWD	7%	4%	**5%**	*	6%	-	-	-	-	-	6%	*	5%	-	0%	7%	0%	-	*	-	-
	CWOD	35%	32%	**31%**	11%	34%	-	-	-	-	*	26%	56%	-	31%	26%	31%	30%	*	*	-	-
	EL	10%	20%	**24%**	-	24%	-	-	-	-	-	23%	*	0%	26%	24%	24%	24%	*	*	-	-
	Male	26%	25%	**26%**	9%	30%	-	-	-	-	-	23%	50%	7%	31%	24%	26%	-	-	*	-	-
	Female	36%	33%	**28%**	11%	31%	-	-	-	-	*	24%	50%	0%	30%	24%	-	28%	*	*	-	-
Mathematics	All Students	18%	10%	**4%**	0%	5%	-	-	-	-	*	3%	11%	0%	4%	4%	2%	6%	*	0%	-	-
	CWD	7%	6%	**0%**	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	20%	11%	**4%**	0%	6%	-	-	-	-	*	4%	14%	-	4%	4%	3%	6%	*	*	-	-
	EL	8%	9%	**4%**	-	4%	-	-	-	-	-	4%	*	0%	4%	4%	4%	3%	*	*	-	-
	Male	18%	9%	**2%**	0%	2%	-	-	-	-	-	2%	*	0%	3%	4%	2%	-	-	*	-	-
	Female	17%	11%	**6%**	0%	7%	-	-	-	-	*	4%	17%	0%	6%	3%	-	6%	*	*	-	-
Science	All Students	18%	14%	**10%**	5%	11%	-	-	-	-	*	8%	22%	5%	11%	10%	17%	3%	*	0%	-	-
	CWD	6%	4%	**5%**	*	6%	-	-	-	-	-	6%	*	5%	-	14%	7%	0%	-	*	-	-
	CWOD	20%	16%	**11%**	6%	12%	-	-	-	-	*	9%	25%	-	11%	10%	19%	3%	*	*	-	-
	EL	5%	9%	**10%**	-	10%	-	-	-	-	-	10%	*	14%	10%	10%	18%	3%	*	*	-	-
	Male	20%	16%	**17%**	9%	18%	-	-	-	-	-	14%	38%	7%	19%	18%	17%	-	-	*	-	-
	Female	16%	13%	**3%**	0%	4%	-	-	-	-	*	2%	10%	0%	3%	3%	-	3%	*	*	-	-
End of Course																						

		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 I	All Students	14%	12%	**7%**	0%	8%	*	-	-	-	-	7%	11%	0%	8%	5%	8%	6%	-	0%	-	-
	CWD	4%	3%	**0%**	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	16%	14%	**8%**	0%	9%	*	-	-	-	-	8%	13%	-	8%	6%	10%	6%	-	0%	-	-
	EL	2%	8%	**5%**	-	5%	-	-	-	-	-	6%	*	0%	6%	5%	10%	0%	-	*	-	-
	Male	11%	10%	**8%**	0%	9%	*	-	-	-	-	9%	*	0%	10%	10%	8%	-	-	0%	-	-
	Female	17%	15%	**6%**	0%	6%	-	-	-	-	-	4%	20%	0%	6%	0%	-	6%	-	*	-	-
English II	All Students	8%	7%	**3%**	0%	3%	-	-	-	-	-	2%	7%	0%	3%	0%	3%	2%	-	0%	-	*
	CWD	3%	1%	**0%**	*	0%	-	-	-	-	-	0%	*	0%	-	*	0%	0%	-	-	-	-
	CWOD	9%	8%	**3%**	0%	3%	-	-	-	-	-	2%	8%	-	3%	0%	3%	2%	-	0%	-	*
	EL	1%	2%	**0%**	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	*	-	*
	Male	7%	7%	**3%**	0%	4%	-	-	-	-	-	4%	0%	0%	3%	0%	3%	-	-	*	-	*
	Female	9%	7%	**2%**	*	2%	-	-	-	-	-	0%	20%	0%	2%	0%	-	2%	-	*	-	-
Algebra I	All Students	26%	33%	**22%**	18%	23%	*	-	-	-	-	20%	38%	0%	26%	17%	24%	20%	-	20%	-	-
	CWD	8%	9%	**0%**	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	29%	36%	**26%**	23%	26%	*	-	-	-	-	24%	40%	-	26%	18%	29%	22%	-	20%	-	-
	EL	14%	28%	**17%**	-	17%	*	-	-	-	-	17%	20%	0%	18%	17%	17%	17%	-	*	-	-
	Male	25%	30%	**24%**	20%	24%	*	-	-	-	-	21%	44%	0%	29%	17%	24%	-	-	*	-	-
	Female	27%	37%	**20%**	14%	21%	*	-	-	-	-	19%	29%	0%	22%	17%	-	20%	-	*	-	-
Biology	All Students	20%	15%	**9%**	0%	11%	*	-	-	-	-	9%	10%	0%	11%	9%	9%	9%	-	0%	-	-
	CWD	6%	6%	**0%**	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	22%	17%	**11%**	0%	12%	*	-	-	-	-	11%	11%	-	11%	10%	11%	10%	-	0%	-	-
	EL	6%	11%	**9%**	-	9%	-	-	-	-	-	9%	*	0%	10%	9%	10%	7%	-	*	-	-
	Male	20%	16%	**9%**	0%	10%	*	-	-	-	-	9%	*	0%	11%	10%	9%	-	-	*	-	-
	Female	19%	15%	**9%**	0%	11%	-	-	-	-	-	8%	17%	0%	10%	7%	-	9%	-	*	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	76%	**69%**	65%	70%	75%	*	-	-	57%	68%	75%	48%	73%	64%	66%	72%	*	51%	-	*
	CWD	46%	47%	**48%**	54%	47%	*	-	-	-	*	46%	67%	48%	-	49%	48%	49%	-	20%	-	-
	CWOD	79%	80%	**73%**	67%	73%	70%	*	-	-	80%	72%	76%	-	73%	66%	70%	75%	*	55%	-	*
	EL	59%	72%	**64%**	*	64%	*	*	-	-	-	65%	56%	49%	66%	64%	60%	69%	*	35%	-	*
	Male	71%	73%	**66%**	60%	67%	86%	*	-	-	*	65%	77%	48%	70%	60%	66%	-	-	38%	-	*
	Female	75%	79%	**72%**	70%	73%	60%	*	-	-	80%	72%	73%	49%	75%	69%	-	72%	*	72%	-	-
Reading	All Students	74%	77%	**72%**	68%	72%	*	*	-	-	*	71%	74%	48%	75%	63%	67%	77%	*	36%	-	*
	CWD	45%	43%	**48%**	50%	47%	*	-	-	-	*	44%	75%	48%	-	48%	46%	50%	-	*	-	-
	CWOD	80%	81%	**75%**	72%	76%	*	*	-	-	*	76%	74%	-	75%	64%	71%	80%	*	40%	-	*
	EL	57%	72%	**63%**	*	62%	*	*	-	-	-	64%	43%	48%	64%	63%	57%	69%	*	18%	-	*
	Male	70%	72%	**67%**	65%	68%	*	*	-	-	*	66%	76%	46%	71%	57%	67%	-	-	27%	-	*
	Female	79%	82%	**77%**	73%	77%	*	*	-	-	*	77%	72%	50%	80%	69%	-	77%	*	50%	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	70%	72%	**64%**	63%	64%	71%	*	-	-	*	63%	73%	45%	67%	62%	63%	65%	*	50%	-	-
	CWD	45%	49%	**45%**	50%	42%	*	-	-	-	*	41%	71%	45%	-	43%	45%	43%	-	*	-	-
	CWOD	76%	76%	**67%**	65%	67%	67%	*	-	-	*	66%	73%	-	67%	64%	67%	67%	*	50%	-	-
	EL	60%	70%	**62%**	*	62%	*	*	-	-	-	61%	74%	43%	64%	62%	61%	63%	*	33%	-	-
	Male	71%	71%	**63%**	59%	63%	*	*	-	-	*	62%	72%	45%	67%	61%	63%	-	-	38%	-	-
	Female	70%	73%	**65%**	68%	64%	*	*	-	-	*	63%	73%	43%	67%	63%	-	65%	*	67%	-	-
Science	All Students	76%	81%	**73%**	60%	76%	*	-	-	-	*	72%	82%	56%	76%	73%	70%	76%	*	82%	-	-
	CWD	52%	54%	**56%**	60%	55%	-	-	-	-	-	58%	*	56%	-	62%	54%	60%	-	*	-	-
	CWOD	81%	84%	**76%**	60%	79%	*	-	-	-	*	75%	88%	-	76%	74%	75%	78%	*	90%	-	-
	EL	63%	79%	**73%**	-	73%	-	-	-	-	-	74%	50%	62%	74%	73%	68%	77%	*	67%	-	-
	Male	77%	81%	**70%**	53%	73%	*	-	-	-	-	68%	92%	54%	75%	68%	70%	-	-	67%	-	-
	Female	76%	81%	**76%**	69%	78%	-	-	-	-	*	77%	75%	60%	78%	77%	-	76%	*	100%	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	48%	49%	**40%**	29%	42%	58%	*	-	-	29%	38%	56%	24%	43%	35%	40%	41%	*	17%	-	*
	CWD	23%	22%	**24%**	18%	24%	*	-	-	-	*	22%	39%	24%	-	20%	24%	23%	-	0%	-	-
	CWOD	53%	53%	**43%**	31%	45%	50%	*	-	-	40%	41%	59%	-	43%	37%	44%	43%	*	19%	-	*
	EL	30%	43%	**35%**	*	35%	*	*	-	-	-	35%	38%	20%	37%	35%	34%	36%	*	9%	-	*
	Male	47%	47%	**40%**	27%	42%	71%	*	-	-	*	38%	62%	24%	44%	34%	40%	-	-	14%	-	*
	Female	49%	52%	**41%**	31%	42%	40%	*	-	-	40%	39%	51%	23%	43%	36%	-	41%	*	22%	-	-
Reading	All Students	53%	54%	**49%**	38%	50%	*	*	-	-	*	47%	63%	25%	53%	42%	44%	54%	*	14%	-	*
	CWD	23%	21%	**25%**	17%	26%	*	-	-	-	*	22%	50%	25%	-	22%	21%	32%	-	*	-	-
	CWOD	59%	59%	**53%**	42%	54%	*	*	-	-	*	51%	65%	-	53%	44%	49%	57%	*	15%	-	*
	EL	31%	46%	**42%**	*	41%	*	*	-	-	-	42%	39%	22%	44%	42%	36%	48%	*	0%	-	*
	Male	48%	49%	**44%**	28%	46%	*	*	-	-	*	41%	68%	21%	49%	36%	44%	-	-	13%	-	*
	Female	58%	60%	**54%**	52%	55%	*	*	-	-	*	54%	58%	32%	57%	48%	-	54%	*	13%	-	-
Mathematics	All Students	43%	43%	**32%**	26%	33%	43%	*	-	-	*	30%	47%	20%	34%	29%	36%	28%	*	21%	-	-
	CWD	22%	22%	**20%**	17%	19%	*	-	-	-	*	19%	29%	20%	-	19%	26%	9%	-	*	-	-
	CWOD	48%	46%	**34%**	27%	35%	33%	*	-	-	*	32%	50%	-	34%	30%	38%	31%	*	25%	-	-
	EL	30%	40%	**29%**	*	29%	*	*	-	-	-	28%	42%	19%	30%	29%	30%	28%	*	33%	-	-
	Male	45%	43%	**36%**	29%	37%	*	*	-	-	*	33%	60%	26%	38%	30%	36%	-	-	13%	-	-
	Female	42%	43%	**28%**	21%	29%	*	*	-	-	*	27%	37%	9%	31%	28%	-	28%	*	33%	-	-
Science	All Students	46%	49%	**36%**	14%	39%	*	-	-	-	*	33%	57%	28%	37%	30%	38%	33%	*	18%	-	-
	CWD	22%	22%	**28%**	20%	29%	-	-	-	-	-	27%	*	28%	-	15%	27%	30%	-	*	-	-
	CWOD	50%	52%	**37%**	13%	41%	*	-	-	-	*	34%	60%	-	37%	31%	41%	33%	*	20%	-	-
	EL	26%	43%	**30%**	-	30%	-	-	-	-	-	30%	17%	15%	31%	30%	37%	23%	*	0%	-	-
	Male	47%	49%	**38%**	21%	41%	*	-	-	-	-	37%	50%	27%	41%	37%	38%	-	-	17%	-	-
	Female	45%	48%	**33%**	6%	37%	-	-	-	-	*	28%	63%	30%	33%	23%	-	33%	*	20%	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						

Texas Education Agency
2025 Federal Report Card
YES PREP - HOBBY (101845014) - YES PREP PUBLIC SCHOOLS INC - HARRIS 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
All Subjects	All Students	20%	18%	**14%**	9%	15%	17%	*	-	-	14%	13%	26%	3%	16%	11%	15%	13%	*	2%	-	*
	CWD	6%	5%	**3%**	0%	3%	*	-	-	-	*	2%	11%	3%	-	3%	4%	0%	-	0%	-	-
	CWOD	23%	19%	**16%**	11%	17%	20%	*	-	-	20%	15%	28%	-	16%	12%	18%	15%	*	2%	-	*
	EL	9%	13%	**11%**	*	11%	*	*	-	-	-	11%	15%	3%	12%	11%	13%	10%	*	0%	-	*
	Male	20%	17%	**15%**	9%	16%	14%	*	-	-	*	13%	34%	4%	18%	13%	15%	-	-	3%	-	*
	Female	21%	19%	**13%**	9%	14%	20%	*	-	-	20%	12%	20%	0%	15%	10%	-	13%	*	0%	-	-
Reading	All Students	22%	19%	**18%**	16%	18%	*	*	-	-	*	17%	31%	3%	21%	14%	18%	19%	*	0%	-	*
	CWD	6%	4%	**3%**	0%	3%	*	-	-	-	*	1%	13%	3%	-	0%	4%	0%	-	*	-	-
	CWOD	25%	21%	**21%**	19%	21%	*	*	-	-	*	19%	34%	-	21%	16%	20%	21%	*	0%	-	*
	EL	8%	14%	**14%**	*	14%	*	*	-	-	-	14%	17%	0%	16%	14%	14%	15%	*	0%	-	*
	Male	19%	16%	**18%**	14%	18%	*	*	-	-	*	16%	32%	4%	20%	14%	18%	-	-	0%	-	*
	Female	25%	22%	**19%**	18%	19%	*	*	-	-	*	17%	31%	0%	21%	15%	-	19%	*	0%	-	-
Mathematics	All Students	19%	18%	**12%**	5%	13%	14%	*	-	-	*	10%	24%	3%	13%	9%	13%	10%	*	7%	-	-
	CWD	7%	6%	**3%**	0%	4%	*	-	-	-	*	2%	14%	3%	-	5%	5%	0%	-	*	-	-
	CWOD	22%	19%	**13%**	6%	14%	17%	*	-	-	*	12%	25%	-	13%	10%	15%	11%	*	8%	-	-
	EL	11%	15%	**9%**	*	9%	*	*	-	-	-	9%	11%	5%	10%	9%	10%	8%	*	0%	-	-
	Male	21%	18%	**13%**	6%	15%	*	*	-	-	*	10%	40%	5%	15%	10%	13%	-	-	13%	-	-
	Female	18%	17%	**10%**	4%	11%	*	*	-	-	*	10%	10%	0%	11%	8%	-	10%	*	0%	-	-
Science	All Students	17%	14%	**10%**	3%	11%	*	-	-	-	*	9%	18%	3%	11%	10%	13%	6%	*	0%	-	-
	CWD	5%	5%	**3%**	0%	3%	-	-	-	-	-	3%	*	3%	-	8%	4%	0%	-	*	-	-
	CWOD	19%	15%	**11%**	3%	12%	*	-	-	-	*	10%	20%	-	11%	10%	16%	6%	*	0%	-	-
	EL	5%	10%	**10%**	-	10%	-	-	-	-	-	9%	17%	8%	10%	10%	14%	5%	*	0%	-	-
	Male	18%	15%	**13%**	5%	15%	*	-	-	-	-	12%	25%	4%	16%	14%	13%	-	-	0%	-	-
	Female	15%	13%	**6%**	0%	7%	-	-	-	-	*	5%	13%	0%	6%	5%	-	6%	*	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	67	70	67	*	*	-	-	*	67	52	63
CWD	52	69	50	*	-	-	-	*	50	52	42
CWOD	69	70	69	*	*	-	-	*	69	-	65
EL ✧	63	*	62	*	*	-	-	-	64	42	63
Male	64	66	64	*	*	-	-	*	64	47	56
Female	71	75	70	*	*	-	-	*	71	63	70
Mathematics											
All Students	61	63	61	*	*	-	-	*	60	59	61
CWD	59	64	58	*	-	-	-	*	55	59	54
CWOD	61	62	61	*	*	-	-	*	61	-	62
EL ✧	61	*	60	*	*	-	-	-	61	54	61
Male	61	63	61	*	*	-	-	*	60	57	57
Female	61	61	61	*	*	-	-	*	61	63	66

- 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	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL ✧	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

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

Part (iv): English Language Proficiency

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
304	74	24%

- 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	41	34	42	50	*	-	-	33	40	25	37
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2023-2027)	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
Target Met	Y	Y	Y						Y	Y	Y
Interim Goals (2028-2032)	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
Target Met	N	N	Y						Y	N	Y
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	Y	N						N	Y	Y
Interim Goals (2028-2032)	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
Target Met	N	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	N
Long-Term Goals	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
Target Met	N	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											

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

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

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

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%**	99%	99%	100%	*	-	-	100%	99%	99%	99%	99%	99%	99%	99%	*
	CWD	**99%**	97%	100%	*	-	-	-	*	99%	100%	99%	-	100%	99%	100%	-
	CWOD	**99%**	100%	99%	100%	*	-	-	100%	99%	99%	-	99%	99%	99%	99%	*
	EL	**99%**	*	99%	*	*	-	-	-	99%	100%	100%	99%	99%	99%	99%	*
	Male	**99%**	99%	100%	100%	*	-	-	*	99%	100%	99%	99%	99%	99%	-	-
	Female	**99%**	100%	99%	100%	*	-	-	100%	99%	99%	100%	99%	99%	-	99%	*
Reading	All Students	**100%**	100%	100%	*	*	-	-	*	100%	99%	100%	100%	100%	100%	99%	*
	CWD	**100%**	100%	100%	*	-	-	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	**100%**	100%	100%	*	*	-	-	*	100%	99%	-	100%	100%	100%	99%	*
	EL	**100%**	*	100%	*	*	-	-	-	100%	100%	100%	100%	100%	100%	100%	*
	Male	**100%**	100%	100%	*	*	-	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	**99%**	100%	99%	*	*	-	-	*	100%	97%	100%	99%	100%	-	99%	*
Mathematics	All Students	**100%**	98%	100%	100%	*	-	-	*	100%	100%	98%	100%	100%	100%	100%	*
	CWD	**98%**	92%	100%	*	-	-	-	*	98%	100%	98%	-	100%	98%	100%	-
	CWOD	**100%**	100%	100%	100%	*	-	-	*	100%	100%	-	100%	100%	100%	99%	*
	EL	**100%**	*	100%	*	*	-	-	-	100%	100%	100%	100%	100%	100%	99%	*
	Male	**100%**	97%	100%	*	*	-	-	*	100%	100%	98%	100%	100%	100%	-	-
	Female	**100%**	100%	99%	*	*	-	-	*	99%	100%	100%	99%	99%	-	100%	*
Science	All Students	**98%**	100%	98%	*	-	-	-	*	98%	100%	100%	98%	98%	98%	99%	*
	CWD	**100%**	100%	100%	-	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	**98%**	100%	98%	*	-	-	-	*	98%	100%	-	98%	97%	97%	99%	*
	EL	**98%**	-	98%	-	-	-	-	-	98%	100%	100%	97%	98%	97%	98%	*
	Male	**98%**	100%	97%	*	-	-	-	-	97%	100%	100%	97%	97%	98%	-	-
	Female	**99%**	100%	99%	-	-	-	-	*	99%	100%	100%	99%	98%	-	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	**1%**	1%	1%	0%	*	-	-	0%	1%	1%	1%	1%	1%	1%	1%	*
	CWD	**1%**	3%	0%	*	-	-	-	*	1%	0%	1%	-	0%	1%	0%	-
	CWOD	**1%**	0%	1%	0%	*	-	-	0%	1%	1%	-	1%	1%	1%	1%	*
	EL	**1%**	*	1%	*	*	-	-	-	1%	0%	0%	1%	1%	1%	1%	*
	Male	**1%**	1%	0%	0%	*	-	-	*	1%	0%	1%	1%	1%	1%	-	-
	Female	**1%**	0%	1%	0%	*	-	-	0%	1%	1%	0%	1%	1%	-	1%	*
Reading	All Students	**0%**	0%	0%	*	*	-	-	*	0%	1%	0%	0%	0%	0%	1%	*
	CWD	**0%**	0%	0%	*	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	**0%**	0%	0%	*	*	-	-	*	0%	1%	-	0%	0%	0%	1%	*
	EL	**0%**	*	0%	*	*	-	-	-	0%	0%	0%	0%	0%	0%	0%	*
	Male	**0%**	0%	0%	*	*	-	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	**1%**	0%	1%	*	*	-	-	*	0%	3%	0%	1%	0%	-	1%	*
Mathematics	All Students	**0%**	2%	0%	0%	*	-	-	*	0%	0%	2%	0%	0%	0%	0%	*
	CWD	**2%**	8%	0%	*	-	-	-	*	2%	0%	2%	-	0%	2%	0%	-
	CWOD	**0%**	0%	0%	0%	*	-	-	*	0%	0%	-	0%	0%	0%	1%	*
	EL	**0%**	*	0%	*	*	-	-	-	0%	0%	0%	0%	0%	0%	1%	*
	Male	**0%**	3%	0%	*	*	-	-	*	0%	0%	2%	0%	0%	0%	-	-
	Female	**0%**	0%	1%	*	*	-	-	*	1%	0%	0%	1%	1%	-	0%	*
Science	All Students	**2%**	0%	2%	*	-	-	-	*	2%	0%	0%	2%	2%	2%	1%	*
	CWD	**0%**	0%	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	**2%**	0%	2%	*	-	-	-	*	2%	0%	-	2%	3%	3%	1%	*
	EL	**2%**	-	2%	-	-	-	-	-	2%	0%	0%	3%	2%	3%	2%	*
	Male	**2%**	0%	3%	*	-	-	-	-	3%	0%	0%	3%	3%	2%	-	-
	Female	**1%**	0%	1%	-	-	-	-	*	1%	0%	0%	1%	2%	-	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	43	5	38	0	0	0	0	0	14		
	Female	24	2	22	0	0	0	0	0	12		
	Total	67	7	60	0	0	0	0	0	26		
Out-of-School Suspensions												
	Male	35	4	29	0	1	0	0	1	13		
	Female	27	5	22	0	0	0	0	0	7		
	Total	62	9	51	0	1	0	0	1	20		
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	6	2	4	0	0	0	0	0	1		0
	Female	4	0	4	0	0	0	0	0	2		0
	Total	10	2	8	0	0	0	0	0	3		0
Out-of-School Suspensions												
	Male	3	1	2	0	0	0	0	0	0		1
	Female	3	0	3	0	0	0	0	0	1		0
	Total	6	1	5	0	0	0	0	0	1		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	12	2	10	-8	-8	-8	-8	-8	2	1	1
	Female	9	1	8	-8	-8	-8	-8	-8	4	-8	-8
	Total	21	3	18	-8	-8	-8	-8	-8	6	1	1

	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	29
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack without a weapon	11
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or Bullying	
On the basis of sex	7
On the basis of race	4
On the basis of disability	3
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	22.8	51.5%
Teachers Teaching with Emergency or Provisional Credentials	7.9	18.7%
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		$1,263	$165	$849	$1,014		$249	$249
Food services		$514	$2	$4	$6	$458	$50	$508
Instruction		$6,302	$5,360	$94	$5,454	$760	$88	$848
Support services, general administration		$50		$50	$50			
Support services, instructional staff		$1,295	$511	$4	$515	$535	$244	$779
Support services, operation and maintenance of plant		$1,575	$1,189	$123	$1,312	$250	$13	$263
Support services, pupils		$804	$268	$100	$368	$395	$41	$436
Support services, school administration		$1,669	$1,453	$68	$1,521	$138	$10	$148
Support services, student transportation		$869	$789	$45	$834	$24	$11	$35
Total	**576**	**$14,342**	**$9,739**	**$1,337**	**$11,076**	**$2,560**	**$706**	**$3,266**

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%	13	2%	-	-
Mathematics	7,510	2%	13	2%	-	-
Grade 4						
Reading	6,669	2%	10	2%	-	-
Mathematics	6,666	2%	10	2%	-	-
Grade 5						
Reading	6,321	2%	*	1%	-	-
Mathematics	6,324	2%	*	1%	-	-
Science	6,315	2%	*	1%	-	-
Grade 6						
Reading	5,876	1%	19	1%	*	2%
Mathematics	5,877	1%	19	1%	*	2%
Grade 7						
Reading	5,387	1%	17	1%	*	1%
Mathematics	5,385	2%	17	1%	*	1%
Grade 8						
Reading	4,906	1%	19	1%	*	2%
Mathematics	4,907	1%	19	1%	*	3%
Science	4,904	1%	18	1%	*	2%
End of Course						
English I	4,932	1%	18	1%	*	1%
English II	4,732	1%	13	1%	*	4%
Algebra I	4,932	1%	17	1%	*	1%
Biology	4,992	1%	18	1%	*	1%
All Grades						
All Subjects	104,161	1%	249	1%	22	2%
Reading	46,349	1%	112	1%	11	2%
Mathematics	41,601	1%	98	1%	7	2%
Science	16,211	1%	39	1%	*	2%

- 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)

There is no data for this campus.

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	25%	41%	22%	22%	*	*	-	*	26%	27%	20%

- 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.

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																						
Grade 3																						
Reading	All Students	76%	70%	**68%**	67%	67%	*	-	*	-	*	68%	67%	40%	75%	63%	63%	75%	*	73%	-	-
	CWD	53%	47%	**40%**	*	38%	*	-	-	-	-	42%	*	40%	-	46%	35%	50%	-	*	-	-
	CWOD	82%	75%	**75%**	*	73%	-	-	*	-	*	75%	75%	-	75%	67%	71%	79%	*	83%	-	-
	EL	64%	65%	**63%**	-	63%	-	-	-	-	*	63%	67%	46%	67%	63%	63%	63%	-	70%	-	-
	Male	74%	67%	**63%**	*	64%	-	-	*	-	*	64%	50%	35%	71%	63%	63%	-	-	57%	-	-
	Female	78%	74%	**75%**	*	73%	*	-	-	-	-	74%	*	50%	79%	63%	-	75%	*	88%	-	-
Mathematics	All Students	70%	69%	**75%**	83%	74%	*	-	*	-	*	75%	67%	52%	80%	82%	72%	79%	*	73%	-	-
	CWD	48%	48%	**52%**	*	48%	*	-	-	-	-	54%	*	52%	-	62%	47%	63%	-	*	-	-
	CWOD	75%	74%	**80%**	*	79%	-	-	*	-	*	80%	75%	-	80%	86%	79%	81%	*	75%	-	-
	EL	63%	72%	**82%**	-	82%	-	-	-	-	*	84%	67%	62%	86%	82%	82%	83%	-	90%	-	-
	Male	72%	69%	**72%**	*	72%	-	-	*	-	*	74%	50%	47%	79%	82%	72%	-	-	71%	-	-
	Female	67%	69%	**79%**	*	76%	*	-	-	-	-	77%	*	63%	81%	83%	-	79%	*	75%	-	-
Grade 4																						
Reading	All Students	79%	78%	**68%**	67%	67%	-	*	*	-	-	67%	86%	38%	76%	57%	61%	74%	-	60%	-	*
	CWD	55%	45%	**38%**	*	41%	-	-	-	-	-	39%	*	38%	-	33%	38%	38%	-	-	-	-
	CWOD	86%	85%	**76%**	*	74%	-	*	*	-	-	74%	100%	-	76%	63%	69%	82%	-	60%	-	*
	EL	68%	71%	**57%**	-	56%	-	*	*	-	-	56%	*	33%	63%	57%	53%	61%	-	43%	-	-
	Male	77%	76%	**61%**	*	63%	-	-	-	-	-	62%	*	38%	69%	53%	61%	-	-	50%	-	-
	Female	82%	79%	**74%**	*	72%	-	*	*	-	-	72%	100%	38%	82%	61%	-	74%	-	*	-	*
Mathematics	All Students	68%	72%	**67%**	67%	67%	-	*	*	-	-	68%	57%	38%	75%	63%	66%	69%	-	60%	-	*
	CWD	44%	45%	**38%**	*	41%	-	-	-	-	-	39%	*	38%	-	44%	25%	54%	-	-	-	-
	CWOD	74%	77%	**75%**	*	74%	-	*	*	-	-	75%	67%	-	75%	69%	78%	72%	-	60%	-	*
	EL	61%	69%	**63%**	-	63%	-	*	*	-	-	63%	*	44%	69%	63%	64%	62%	-	43%	-	-
	Male	70%	74%	**66%**	*	67%	-	-	-	-	-	66%	*	25%	78%	64%	66%	-	-	50%	-	-
	Female	65%	69%	**69%**	*	66%	-	*	*	-	-	69%	60%	54%	72%	62%	-	69%	-	*	-	*
Grade 5																						
Reading	All Students	76%	71%	**75%**	57%	75%	*	-	*	-	*	74%	84%	13%	87%	72%	65%	87%	*	77%	-	*
	CWD	45%	25%	**13%**	*	15%	-	-	-	-	-	14%	*	13%	-	18%	6%	29%	-	*	-	*
	CWOD	84%	80%	**87%**	*	86%	*	-	*	-	*	87%	89%	-	87%	84%	81%	93%	*	90%	-	*
	EL	66%	70%	**72%**	-	72%	*	-	-	-	*	72%	78%	18%	84%	72%	60%	86%	*	80%	-	*
	Male	73%	67%	**65%**	*	65%	-	-	-	-	*	64%	75%	6%	81%	60%	65%	-	-	57%	-	*
	Female	80%	76%	**87%**	*	87%	*	-	*	-	*	86%	91%	29%	93%	86%	-	87%	*	100%	-	*

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	73%	73%	**72%**	14%	74%	*	-	*	-	*	73%	63%	30%	80%	70%	69%	75%	*	69%	-	*
	CWD	47%	39%	**30%**	*	35%	-	-	-	-	-	32%	*	30%	-	35%	25%	43%	-	*	-	*
	CWOD	79%	79%	**80%**	*	81%	*	-	*	-	*	82%	67%	-	80%	78%	81%	78%	*	80%	-	*
	EL	65%	72%	**70%**	-	70%	*	-	-	-	*	72%	56%	35%	78%	70%	68%	73%	*	80%	-	*
	Male	73%	73%	**69%**	*	72%	-	-	-	-	*	70%	63%	25%	81%	68%	69%	-	-	43%	-	*
	Female	72%	73%	**75%**	*	77%	*	-	*	-	*	77%	64%	43%	78%	73%	-	75%	*	100%	-	*
Science	All Students	63%	62%	**73%**	43%	73%	*	-	*	-	*	71%	84%	22%	83%	72%	70%	76%	*	69%	-	*
	CWD	40%	20%	**22%**	*	25%	-	-	-	-	-	23%	*	22%	-	29%	13%	43%	-	*	-	*
	CWOD	69%	69%	**83%**	*	82%	*	-	*	-	*	82%	89%	-	83%	82%	86%	80%	*	80%	-	*
	EL	49%	63%	**72%**	-	72%	*	-	-	-	*	73%	67%	29%	82%	72%	68%	77%	*	70%	-	*
	Male	66%	65%	**70%**	*	71%	-	-	-	-	*	70%	75%	13%	86%	68%	70%	-	-	57%	-	*
	Female	61%	58%	**76%**	*	77%	*	-	*	-	*	73%	91%	43%	80%	77%	-	76%	*	83%	-	*
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	50%	42%	**37%**	50%	36%	*	-	*	-	*	37%	44%	12%	43%	30%	29%	48%	*	20%	-	-
	CWD	27%	22%	**12%**	*	10%	*	-	-	-	-	13%	*	12%	-	8%	0%	38%	-	*	-	-
	CWOD	57%	46%	**43%**	*	41%	-	-	*	-	*	42%	50%	-	43%	35%	37%	50%	*	25%	-	-
	EL	36%	35%	**30%**	-	29%	-	-	-	-	*	29%	50%	8%	35%	30%	31%	30%	-	10%	-	-
	Male	48%	36%	**29%**	*	29%	-	-	*	-	*	29%	33%	0%	37%	31%	29%	-	-	14%	-	-
	Female	53%	48%	**48%**	*	45%	*	-	-	-	-	47%	*	38%	50%	30%	-	48%	*	25%	-	-
Mathematics	All Students	45%	42%	**50%**	50%	50%	*	-	*	-	*	50%	56%	36%	54%	53%	51%	50%	*	60%	-	-
	CWD	27%	26%	**36%**	*	33%	*	-	-	-	-	38%	*	36%	-	38%	35%	38%	-	*	-	-
	CWOD	50%	46%	**54%**	*	53%	-	-	*	-	*	53%	63%	-	54%	56%	55%	52%	*	58%	-	-
	EL	37%	46%	**53%**	-	53%	-	-	-	-	*	52%	67%	38%	56%	53%	57%	47%	-	70%	-	-
	Male	49%	45%	**51%**	*	51%	-	-	*	-	*	52%	33%	35%	55%	57%	51%	-	-	57%	-	-
	Female	41%	39%	**50%**	*	49%	*	-	-	-	-	47%	*	38%	52%	47%	-	50%	*	63%	-	-
Grade 4																						
Reading	All Students	53%	52%	**53%**	17%	54%	-	*	*	-	-	52%	71%	21%	62%	42%	45%	61%	-	40%	-	*
	CWD	26%	26%	**21%**	*	22%	-	-	-	-	-	21%	*	21%	-	17%	13%	31%	-	-	-	-
	CWOD	60%	58%	**62%**	*	62%	-	*	*	-	-	60%	83%	-	62%	49%	55%	68%	-	40%	-	*
	EL	40%	46%	**42%**	-	41%	-	*	*	-	-	40%	*	17%	49%	42%	36%	50%	-	14%	-	-
	Male	50%	48%	**45%**	*	47%	-	-	-	-	-	45%	*	13%	55%	36%	45%	-	-	33%	-	-
	Female	57%	56%	**61%**	*	61%	-	*	*	-	-	59%	80%	31%	68%	50%	-	61%	-	*	-	*
Mathematics	All Students	46%	47%	**47%**	33%	47%	-	*	*	-	-	46%	57%	14%	56%	43%	48%	46%	-	40%	-	*
	CWD	25%	25%	**14%**	*	15%	-	-	-	-	-	14%	*	14%	-	17%	6%	23%	-	-	-	-
	CWOD	51%	51%	**56%**	*	55%	-	*	*	-	-	55%	67%	-	56%	50%	61%	51%	-	40%	-	*
	EL	37%	42%	**43%**	-	41%	-	*	*	-	-	41%	*	17%	50%	43%	49%	35%	-	14%	-	-
	Male	50%	53%	**48%**	*	50%	-	-	-	-	-	48%	*	6%	61%	49%	48%	-	-	50%	-	-
	Female	42%	40%	**46%**	*	43%	-	*	*	-	-	45%	60%	23%	51%	35%	-	46%	-	*	-	*
Grade 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
Reading	All Students	57%	48%	**57%**	14%	59%	*	-	*	-	*	57%	58%	9%	66%	53%	55%	58%	*	38%	-	*
	CWD	26%	11%	**9%**	*	10%	-	-	-	-	-	9%	*	9%	-	12%	6%	14%	-	*	-	*
	CWOD	65%	55%	**66%**	*	68%	*	-	*	-	*	67%	61%	-	66%	62%	69%	63%	*	40%	-	*
	EL	41%	46%	**53%**	-	52%	*	-	-	-	*	54%	44%	12%	62%	53%	50%	57%	*	40%	-	*
	Male	53%	48%	**55%**	*	56%	-	-	-	-	*	56%	50%	6%	69%	50%	55%	-	-	29%	-	*
	Female	61%	48%	**58%**	*	62%	*	-	*	-	*	57%	64%	14%	63%	57%	-	58%	*	50%	-	*
Mathematics	All Students	46%	40%	**40%**	0%	42%	*	-	*	-	*	39%	47%	4%	47%	36%	42%	39%	*	15%	-	*
	CWD	23%	10%	**4%**	*	5%	-	-	-	-	-	5%	*	4%	-	6%	6%	0%	-	*	-	*
	CWOD	52%	46%	**47%**	*	49%	*	-	*	-	*	47%	50%	-	47%	43%	52%	43%	*	20%	-	*
	EL	36%	38%	**36%**	-	36%	*	-	-	-	*	38%	22%	6%	43%	36%	40%	32%	*	20%	-	*
	Male	48%	45%	**42%**	*	43%	-	-	-	-	*	42%	38%	6%	52%	40%	42%	-	-	14%	-	*
	Female	44%	35%	**39%**	*	42%	*	-	*	-	*	36%	55%	0%	43%	32%	-	39%	*	17%	-	*
Science	All Students	30%	23%	**30%**	14%	30%	*	-	*	-	*	28%	42%	9%	34%	27%	34%	25%	*	15%	-	*
	CWD	17%	7%	**9%**	*	10%	-	-	-	-	-	9%	*	9%	-	12%	6%	14%	-	*	-	*
	CWOD	33%	26%	**34%**	*	34%	*	-	*	-	*	32%	44%	-	34%	30%	41%	27%	*	10%	-	*
	EL	16%	22%	**27%**	-	26%	*	-	-	-	*	27%	22%	12%	30%	27%	30%	23%	*	10%	-	*
	Male	33%	27%	**34%**	*	34%	-	-	-	-	*	33%	38%	6%	41%	30%	34%	-	-	14%	-	*
	Female	27%	20%	**25%**	*	27%	*	-	*	-	*	21%	45%	14%	27%	23%	-	25%	*	17%	-	*
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	22%	16%	**13%**	50%	11%	*	-	*	-	*	13%	0%	0%	15%	8%	8%	20%	*	7%	-	-
	CWD	7%	7%	**0%**	*	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	26%	18%	**15%**	*	13%	-	-	*	-	*	17%	0%	-	15%	9%	10%	23%	*	8%	-	-
	EL	13%	15%	**8%**	-	8%	-	-	-	-	*	8%	0%	0%	9%	8%	8%	7%	-	0%	-	-
	Male	20%	12%	**8%**	*	8%	-	-	*	-	*	8%	0%	0%	10%	8%	8%	-	-	0%	-	-
	Female	24%	21%	**20%**	*	16%	*	-	-	-	-	21%	*	0%	23%	7%	-	20%	*	13%	-	-
Mathematics	All Students	19%	12%	**14%**	0%	15%	*	-	*	-	*	13%	22%	4%	16%	20%	15%	13%	*	20%	-	-
	CWD	8%	10%	**4%**	*	5%	*	-	-	-	-	4%	*	4%	-	8%	6%	0%	-	*	-	-
	CWOD	22%	12%	**16%**	*	17%	-	-	*	-	*	16%	25%	-	16%	23%	18%	15%	*	17%	-	-
	EL	12%	16%	**20%**	-	21%	-	-	-	-	*	19%	33%	8%	23%	20%	24%	13%	-	20%	-	-
	Male	22%	15%	**15%**	*	16%	-	-	*	-	*	15%	17%	6%	18%	24%	15%	-	-	29%	-	-
	Female	15%	8%	**13%**	*	14%	*	-	-	-	-	11%	*	0%	15%	13%	-	13%	*	13%	-	-
Grade 4																						
Reading	All Students	23%	21%	**22%**	17%	22%	-	*	*	-	-	22%	29%	0%	28%	19%	18%	26%	-	30%	-	*
	CWD	6%	5%	**0%**	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	28%	24%	**28%**	*	28%	-	*	*	-	-	28%	33%	-	28%	24%	24%	32%	-	30%	-	*
	EL	13%	21%	**19%**	-	18%	-	*	*	-	-	18%	*	0%	24%	19%	13%	25%	-	14%	-	-
	Male	20%	19%	**18%**	*	19%	-	-	-	-	-	18%	*	0%	24%	13%	18%	-	-	17%	-	-
	Female	26%	24%	**26%**	*	25%	-	*	*	-	-	25%	40%	0%	32%	25%	-	26%	-	*	-	*

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	23%	21%	**24%**	17%	24%	-	*	*	-	-	23%	43%	3%	30%	23%	25%	23%	-	10%	-	*
	CWD	9%	10%	**3%**	*	4%	-	-	-	-	-	4%	*	3%	-	6%	0%	8%	-	-	-	-
	CWOD	27%	23%	**30%**	*	29%	-	*	*	-	-	28%	50%	-	30%	28%	33%	26%	-	10%	-	*
	EL	16%	20%	**23%**	-	23%	-	*	*	-	-	21%	*	6%	28%	23%	24%	22%	-	0%	-	-
	Male	27%	26%	**25%**	*	27%	-	-	-	-	-	25%	*	0%	33%	24%	25%	-	-	17%	-	-
	Female	19%	16%	**23%**	*	22%	-	*	*	-	-	22%	40%	8%	26%	22%	-	23%	-	*	-	*
Grade 5																						
Reading	All Students	29%	18%	**24%**	0%	26%	*	-	*	-	*	24%	26%	0%	29%	22%	23%	25%	*	8%	-	*
	CWD	7%	0%	**0%**	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	*
	CWOD	35%	21%	**29%**	*	31%	*	-	*	-	*	29%	28%	-	29%	27%	29%	28%	*	10%	-	*
	EL	15%	19%	**22%**	-	23%	*	-	-	-	*	24%	11%	0%	27%	22%	20%	25%	*	10%	-	*
	Male	26%	19%	**23%**	*	24%	-	-	-	-	*	23%	25%	0%	29%	20%	23%	-	-	0%	-	*
	Female	32%	18%	**25%**	*	28%	*	-	*	-	*	25%	27%	0%	28%	25%	-	25%	*	17%	-	*
Mathematics	All Students	21%	14%	**13%**	0%	13%	*	-	*	-	*	10%	32%	0%	15%	13%	16%	9%	*	0%	-	*
	CWD	7%	1%	**0%**	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	*
	CWOD	25%	16%	**15%**	*	16%	*	-	*	-	*	12%	33%	-	15%	16%	21%	10%	*	0%	-	*
	EL	13%	13%	**13%**	-	12%	*	-	-	-	*	12%	22%	0%	16%	13%	18%	7%	*	0%	-	*
	Male	24%	19%	**16%**	*	16%	-	-	-	-	*	14%	38%	0%	21%	18%	16%	-	-	0%	-	*
	Female	19%	9%	**9%**	*	10%	*	-	*	-	*	5%	27%	0%	10%	7%	-	9%	*	0%	-	*
Science	All Students	12%	7%	**9%**	0%	10%	*	-	*	-	*	9%	11%	4%	10%	9%	11%	7%	*	0%	-	*
	CWD	5%	1%	**4%**	*	5%	-	-	-	-	-	5%	*	4%	-	6%	6%	0%	-	*	-	*
	CWOD	14%	8%	**10%**	*	11%	*	-	*	-	*	10%	11%	-	10%	9%	12%	8%	*	0%	-	*
	EL	4%	6%	**9%**	-	9%	*	-	-	-	*	8%	11%	6%	9%	9%	10%	7%	*	0%	-	*
	Male	13%	9%	**11%**	*	12%	-	-	-	-	*	12%	0%	6%	12%	10%	11%	-	-	0%	-	*
	Female	11%	5%	**7%**	*	8%	*	-	*	-	*	5%	18%	0%	8%	7%	-	7%	*	0%	-	*
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	76%	**71%**	56%	71%	100%	*	100%	-	93%	71%	74%	34%	79%	69%	67%	76%	80%	70%	-	100%
	CWD	46%	47%	**34%**	16%	35%	*	-	-	-	-	35%	0%	34%	-	37%	27%	46%	-	40%	-	*
	CWOD	79%	80%	**79%**	85%	79%	*	*	100%	-	93%	79%	80%	-	79%	76%	78%	81%	80%	76%	-	100%
	EL	59%	72%	**69%**	-	68%	*	*	*	-	100%	69%	68%	37%	76%	69%	66%	73%	*	70%	-	100%
	Male	71%	73%	**67%**	32%	68%	-	-	*	-	100%	67%	63%	27%	78%	66%	67%	-	-	55%	-	*
	Female	75%	79%	**76%**	78%	75%	100%	*	100%	-	83%	75%	84%	46%	81%	73%	-	76%	80%	86%	-	100%
Reading	All Students	74%	77%	**70%**	63%	70%	*	*	*	-	100%	69%	80%	31%	79%	65%	63%	79%	*	71%	-	*
	CWD	45%	43%	**31%**	13%	32%	*	-	-	-	-	32%	*	31%	-	31%	27%	39%	-	33%	-	*
	CWOD	80%	81%	**79%**	100%	78%	*	*	*	-	100%	79%	88%	-	79%	72%	74%	85%	*	78%	-	*
	EL	57%	72%	**65%**	-	64%	*	*	*	-	*	64%	74%	31%	72%	65%	59%	72%	*	67%	-	*
	Male	70%	72%	**63%**	33%	64%	-	-	*	-	*	63%	63%	27%	74%	59%	63%	-	-	55%	-	*
	Female	79%	82%	**79%**	90%	77%	*	*	*	-	*	77%	95%	39%	85%	72%	-	79%	*	89%	-	*

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	70%	72%	**71%**	53%	72%	*	*	*	-	80%	72%	63%	40%	78%	72%	69%	74%	*	68%	-	*
	CWD	45%	49%	**40%**	25%	41%	*	-	-	-	-	42%	*	40%	-	46%	33%	54%	-	50%	-	*
	CWOD	76%	76%	**78%**	73%	78%	*	*	*	-	80%	79%	69%	-	78%	78%	80%	77%	*	72%	-	*
	EL	60%	70%	**72%**	-	71%	*	*	*	-	*	72%	63%	46%	78%	72%	72%	72%	*	74%	-	*
	Male	71%	71%	**69%**	22%	71%	-	-	*	-	*	70%	56%	33%	80%	72%	69%	-	-	55%	-	*
	Female	70%	73%	**74%**	80%	73%	*	*	*	-	*	74%	68%	54%	77%	72%	-	74%	*	83%	-	*
Science	All Students	76%	81%	**73%**	43%	73%	*	-	*	-	*	71%	84%	22%	83%	72%	70%	76%	*	69%	-	*
	CWD	52%	54%	**22%**	*	25%	-	-	-	-	-	23%	*	22%	-	29%	13%	43%	-	*	-	*
	CWOD	81%	84%	**83%**	*	82%	*	-	*	-	*	82%	89%	-	83%	82%	86%	80%	*	80%	-	*
	EL	63%	79%	**72%**	-	72%	*	-	-	-	*	73%	67%	29%	82%	72%	68%	77%	*	70%	-	*
	Male	77%	81%	**70%**	*	71%	-	-	-	-	*	70%	75%	13%	86%	68%	70%	-	-	57%	-	*
	Female	76%	81%	**76%**	*	77%	*	-	*	-	*	73%	91%	43%	80%	77%	-	76%	*	83%	-	*
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	48%	49%	**45%**	24%	45%	60%	*	29%	-	71%	44%	52%	15%	51%	40%	43%	47%	20%	33%	-	88%
	CWD	23%	22%	**15%**	5%	15%	*	-	-	-	-	16%	0%	15%	-	15%	11%	24%	-	27%	-	*
	CWOD	53%	53%	**51%**	38%	52%	*	*	29%	-	71%	51%	56%	-	51%	46%	53%	50%	20%	34%	-	100%
	EL	30%	43%	**40%**	-	40%	*	*	*	-	100%	40%	45%	15%	46%	40%	42%	39%	*	27%	-	83%
	Male	47%	47%	**43%**	14%	44%	-	-	*	-	88%	43%	40%	11%	53%	42%	43%	-	-	30%	-	*
	Female	49%	52%	**47%**	35%	47%	60%	*	40%	-	50%	45%	61%	24%	50%	39%	-	47%	20%	36%	-	80%
Reading	All Students	53%	54%	**49%**	26%	49%	*	*	*	-	80%	48%	57%	14%	57%	43%	43%	56%	*	32%	-	*
	CWD	23%	21%	**14%**	0%	15%	*	-	-	-	-	15%	*	14%	-	13%	6%	29%	-	17%	-	*
	CWOD	59%	59%	**57%**	45%	57%	*	*	*	-	80%	56%	63%	-	57%	50%	53%	61%	*	34%	-	*
	EL	31%	46%	**43%**	-	41%	*	*	*	-	*	42%	53%	13%	50%	43%	39%	47%	*	22%	-	*
	Male	48%	49%	**43%**	11%	43%	-	-	*	-	*	43%	44%	6%	53%	39%	43%	-	-	25%	-	*
	Female	58%	60%	**56%**	40%	57%	*	*	*	-	*	55%	68%	29%	61%	47%	-	56%	*	39%	-	*
Mathematics	All Students	43%	43%	**46%**	26%	46%	*	*	*	-	80%	45%	51%	18%	52%	44%	47%	45%	*	39%	-	*
	CWD	22%	22%	**18%**	13%	18%	*	-	-	-	-	19%	*	18%	-	19%	16%	21%	-	33%	-	*
	CWOD	48%	46%	**52%**	36%	52%	*	*	*	-	80%	52%	56%	-	52%	49%	56%	48%	*	41%	-	*
	EL	30%	40%	**44%**	-	43%	*	*	*	-	*	43%	47%	19%	49%	44%	49%	37%	*	37%	-	*
	Male	45%	43%	**47%**	11%	48%	-	-	*	-	*	48%	38%	16%	56%	49%	47%	-	-	40%	-	*
	Female	42%	43%	**45%**	40%	44%	*	*	*	-	*	43%	63%	21%	48%	37%	-	45%	*	39%	-	*
Science	All Students	46%	49%	**30%**	14%	30%	*	-	*	-	*	28%	42%	9%	34%	27%	34%	25%	*	15%	-	*
	CWD	22%	22%	**9%**	*	10%	-	-	-	-	-	9%	*	9%	-	12%	6%	14%	-	*	-	*
	CWOD	50%	52%	**34%**	*	34%	*	-	*	-	*	32%	44%	-	34%	30%	41%	27%	*	10%	-	*
	EL	26%	43%	**27%**	-	26%	*	-	-	-	*	27%	22%	12%	30%	27%	30%	23%	*	10%	-	*
	Male	47%	49%	**34%**	*	34%	-	-	-	-	*	33%	38%	6%	41%	30%	34%	-	-	14%	-	*
	Female	45%	48%	**25%**	*	27%	*	-	*	-	*	21%	45%	14%	27%	23%	-	25%	*	17%	-	*
STAAR Percent at Masters Grade Level																						
All Grades																						

Texas Education Agency
2025 Federal Report Card
NORTH CENTRAL EL (101845103) - YES PREP PUBLIC SCHOOLS INC - HARRIS 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
All Subjects	All Students	20%	18%	**17%**	11%	17%	0%	*	29%	-	14%	16%	22%	2%	20%	16%	16%	18%	0%	10%	-	25%
	CWD	6%	5%	**2%**	0%	2%	*	-	-	-	-	2%	0%	2%	-	3%	2%	2%	-	7%	-	*
	CWOD	23%	19%	**20%**	19%	21%	*	*	29%	-	14%	20%	24%	-	20%	19%	21%	20%	0%	11%	-	40%
	EL	9%	13%	**16%**	-	16%	*	*	*	-	20%	16%	21%	3%	19%	16%	17%	15%	*	6%	-	33%
	Male	20%	17%	**16%**	0%	17%	-	-	*	-	25%	16%	18%	2%	21%	17%	16%	-	-	9%	-	*
	Female	21%	19%	**18%**	22%	18%	0%	*	40%	-	0%	17%	27%	2%	20%	15%	-	18%	0%	12%	-	0%
Reading	All Students	22%	19%	**20%**	21%	20%	*	*	*	-	20%	20%	20%	0%	24%	17%	16%	24%	*	13%	-	*
	CWD	6%	4%	**0%**	0%	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	0%	-	*
	CWOD	25%	21%	**24%**	36%	24%	*	*	*	-	20%	24%	22%	-	24%	20%	20%	28%	*	16%	-	*
	EL	8%	14%	**17%**	-	16%	*	*	*	-	*	17%	11%	0%	20%	17%	14%	20%	*	7%	-	*
	Male	19%	16%	**16%**	0%	16%	-	-	*	-	*	16%	13%	0%	20%	14%	16%	-	-	5%	-	*
	Female	25%	22%	**24%**	40%	23%	*	*	*	-	*	24%	26%	0%	28%	20%	-	24%	*	22%	-	*
Mathematics	All Students	19%	18%	**17%**	5%	17%	*	*	*	-	20%	16%	31%	3%	20%	18%	19%	15%	*	11%	-	*
	CWD	7%	6%	**3%**	0%	3%	*	-	-	-	-	3%	*	3%	-	4%	2%	4%	-	17%	-	*
	CWOD	22%	19%	**20%**	9%	21%	*	*	*	-	20%	19%	34%	-	20%	22%	23%	17%	*	9%	-	*
	EL	11%	15%	**18%**	-	18%	*	*	*	-	*	17%	37%	4%	22%	18%	22%	14%	*	7%	-	*
	Male	21%	18%	**19%**	0%	19%	-	-	*	-	*	18%	31%	2%	23%	22%	19%	-	-	15%	-	*
	Female	18%	17%	**15%**	10%	15%	*	*	*	-	*	13%	32%	4%	17%	14%	-	15%	*	6%	-	*
Science	All Students	17%	14%	**9%**	0%	10%	*	-	*	-	*	9%	11%	4%	10%	9%	11%	7%	*	0%	-	*
	CWD	5%	5%	**4%**	*	5%	-	-	-	-	-	5%	*	4%	-	6%	6%	0%	-	*	-	*
	CWOD	19%	15%	**10%**	*	11%	*	-	*	-	*	10%	11%	-	10%	9%	12%	8%	*	0%	-	*
	EL	5%	10%	**9%**	-	9%	*	-	-	-	*	8%	11%	6%	9%	9%	10%	7%	*	0%	-	*
	Male	18%	15%	**11%**	*	12%	-	-	-	-	*	12%	0%	6%	12%	10%	11%	-	-	0%	-	*
	Female	15%	13%	**7%**	*	8%	*	-	*	-	*	5%	18%	0%	8%	7%	-	7%	*	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	71	54	71	*	*	-	-	*	72	49	68
CWD	49	40	49	-	-	-	-	-	51	49	45
CWOD	76	63	76	*	*	-	-	*	78	-	74
EL ✧	68	-	67	*	*	-	-	*	70	45	68
Male	68	36	69	-	-	-	-	*	70	38	64
Female	74	75	74	*	*	-	-	*	76	65	73
Mathematics											
All Students	57	40	58	*	*	-	-	*	58	47	53
CWD	47	20	50	-	-	-	-	-	49	47	50
CWOD	60	53	60	*	*	-	-	*	60	-	54
EL ✧	53	-	53	*	*	-	-	*	54	50	53
Male	57	0	59	-	-	-	-	*	57	36	58
Female	58	88	58	*	*	-	-	*	58	64	48

- 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	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL ✧	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

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

Part (iv): English Language Proficiency

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
469	74	16%

- 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	44	30	44	53	*	53	-	59	44	17	42
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

Part (vi): Goal Meeting Status

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

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

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

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

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

Part (vii): STAAR Participation

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

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																	
All Subjects	All Students	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%
	CWD	**100%**	100%	100%	*	-	-	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	**100%**	100%	100%	*	*	100%	-	100%	100%	100%	-	100%	100%	100%	100%	100%
	EL	**100%**	-	100%	*	*	*	-	100%	100%	100%	100%	100%	100%	100%	100%	*
	Male	**100%**	100%	100%	-	-	*	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-	100%	100%
Reading	All Students	**100%**	100%	100%	*	*	*	-	100%	100%	100%	100%	100%	100%	100%	100%	*
	CWD	**100%**	100%	100%	*	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	**100%**	100%	100%	*	*	*	-	100%	100%	100%	-	100%	100%	100%	100%	*
	EL	**100%**	-	100%	*	*	*	-	*	100%	100%	100%	100%	100%	100%	100%	*
	Male	**100%**	100%	100%	-	-	*	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	**100%**	100%	100%	*	*	*	-	*	100%	100%	100%	100%	100%	-	100%	*
Mathematics	All Students	**100%**	100%	100%	*	*	*	-	100%	100%	100%	100%	100%	100%	100%	100%	*
	CWD	**100%**	100%	100%	*	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	**100%**	100%	100%	*	*	*	-	100%	100%	100%	-	100%	100%	100%	100%	*
	EL	**100%**	-	100%	*	*	*	-	*	100%	100%	100%	100%	100%	100%	100%	*
	Male	**100%**	100%	100%	-	-	*	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	**100%**	100%	100%	*	*	*	-	*	100%	100%	100%	100%	100%	-	100%	*
Science	All Students	**100%**	100%	100%	*	-	*	-	*	100%	100%	100%	100%	100%	100%	100%	*
	CWD	**100%**	*	100%	-	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	**100%**	*	100%	*	-	*	-	*	100%	100%	-	100%	100%	100%	100%	*
	EL	**100%**	-	100%	*	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	*
	Male	**100%**	*	100%	-	-	-	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	**100%**	*	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	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	0%
	CWD	**0%**	0%	0%	*	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	**0%**	0%	0%	*	*	0%	-	0%	0%	0%	-	0%	0%	0%	0%	0%
	EL	**0%**	-	0%	*	*	*	-	0%	0%	0%	0%	0%	0%	0%	0%	*
	Male	**0%**	0%	0%	-	-	*	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	-	0%	0%
Reading	All Students	**0%**	0%	0%	*	*	*	-	0%	0%	0%	0%	0%	0%	0%	0%	*
	CWD	**0%**	0%	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	**0%**	0%	0%	*	*	*	-	0%	0%	0%	-	0%	0%	0%	0%	*
	EL	**0%**	-	0%	*	*	*	-	*	0%	0%	0%	0%	0%	0%	0%	*
	Male	**0%**	0%	0%	-	-	*	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	**0%**	0%	0%	*	*	*	-	*	0%	0%	0%	0%	0%	-	0%	*
Mathematics	All Students	**0%**	0%	0%	*	*	*	-	0%	0%	0%	0%	0%	0%	0%	0%	*
	CWD	**0%**	0%	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	**0%**	0%	0%	*	*	*	-	0%	0%	0%	-	0%	0%	0%	0%	*
	EL	**0%**	-	0%	*	*	*	-	*	0%	0%	0%	0%	0%	0%	0%	*
	Male	**0%**	0%	0%	-	-	*	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	**0%**	0%	0%	*	*	*	-	*	0%	0%	0%	0%	0%	-	0%	*
Science	All Students	**0%**	0%	0%	*	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	*
	CWD	**0%**	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	**0%**	*	0%	*	-	*	-	*	0%	0%	-	0%	0%	0%	0%	*
	EL	**0%**	-	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	*
	Male	**0%**	*	0%	-	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	**0%**	*	0%	*	-	*	-	*	0%	0%	0%	0%	0%	-	0%	*
SAT/ACT All Subjects	All Students	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 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	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	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	31	6	24	1	-8	-8	-8	-8	9	7	-8
	Female	32	4	27	1	-8	-8	-8	-8	6	2	-8
	Total	63	10	51	2	-8	-8	-8	-8	15	9	-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	20	1	19	0	0	0	0	0	0	1
Female	23	0	23	0	0	0	0	0	0	0
Total	43	1	42	0	0	0	0	0	0	1

Accelerated Coursework

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

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

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	9.7	18.4%
Teachers Teaching with Emergency or Provisional Credentials	4.0	8.0%
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		$1,199	$101	$849	$950		$249	$249
Food services		$778	$9	$4	$13	$715	$50	$765
Instruction		$6,622	$5,268	$94	$5,362	$1,171	$88	$1,259
Support services, general administration		$50		$50	$50			
Support services, instructional staff		$868	$342	$4	$346	$278	$244	$522
Support services, operation and maintenance of plant		$951	$646	$123	$769	$169	$13	$182
Support services, pupils		$464	$238	$100	$338	$85	$41	$126
Support services, school administration		$1,242	$1,158	$68	$1,226	$6	$10	$16
Support services, student transportation		$879	$732	$45	$777	$91	$11	$102
Total	**857**	**$13,052**	**$8,495**	**$1,337**	**$9,832**	**$2,514**	**$706**	**$3,220**

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%	13	2%	*	1%
Mathematics	7,510	2%	13	2%	*	1%
Grade 4						
Reading	6,669	2%	10	2%	*	1%
Mathematics	6,666	2%	10	2%	*	1%
Grade 5						
Reading	6,321	2%	*	1%	*	1%
Mathematics	6,324	2%	*	1%	*	1%
Science	6,315	2%	*	1%	*	1%
Grade 6						
Reading	5,876	1%	19	1%	-	-
Mathematics	5,877	1%	19	1%	-	-
Grade 7						
Reading	5,387	1%	17	1%	-	-
Mathematics	5,385	2%	17	1%	-	-
Grade 8						
Reading	4,906	1%	19	1%	-	-
Mathematics	4,907	1%	19	1%	-	-
Science	4,904	1%	18	1%	-	-
End of Course						
English I	4,932	1%	18	1%	-	-
English II	4,732	1%	13	1%	-	-
Algebra I	4,932	1%	17	1%	-	-
Biology	4,992	1%	18	1%	-	-
All Grades						
All Subjects	104,161	1%	249	1%	9	1%
Reading	46,349	1%	112	1%	*	1%
Mathematics	41,601	1%	98	1%	*	1%
Science	16,211	1%	39	1%	*	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)

There is no data for this campus.

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	23%	32%	23%	0%	*	*	-	17%	24%	29%	19%

- Indicates there are no students in the group.

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

Part (xv): Section 1003 Fund

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

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																						
Grade 6																						
Reading	All Students	76%	73%	**85%**	*	84%	*	-	-	-	-	83%	100%	38%	90%	83%	77%	91%	-	86%	-	-
	CWD	46%	43%	**38%**	-	38%	-	-	-	-	-	38%	-	38%	-	0%	27%	60%	-	*	-	-
	CWOD	82%	77%	**90%**	*	90%	*	-	-	-	-	89%	100%	-	90%	88%	86%	94%	-	89%	-	-
	EL	56%	68%	**83%**	-	83%	*	-	-	-	-	82%	100%	0%	88%	83%	74%	92%	-	63%	-	-
	Male	72%	65%	**77%**	*	76%	*	-	-	-	-	75%	100%	27%	86%	74%	77%	-	-	83%	-	-
	Female	80%	81%	**91%**	*	91%	-	-	-	-	-	90%	100%	60%	94%	92%	-	91%	-	88%	-	-
Mathematics	All Students	72%	71%	**75%**	*	74%	*	-	-	-	-	75%	76%	38%	79%	74%	73%	77%	-	82%	-	-
	CWD	50%	48%	**38%**	-	38%	-	-	-	-	-	38%	-	38%	-	40%	55%	0%	-	*	-	-
	CWOD	78%	73%	**79%**	*	79%	*	-	-	-	-	80%	76%	-	79%	77%	77%	82%	-	89%	-	-
	EL	60%	68%	**74%**	-	74%	*	-	-	-	-	76%	50%	40%	77%	74%	70%	79%	-	75%	-	-
	Male	74%	69%	**73%**	*	72%	*	-	-	-	-	75%	50%	55%	77%	70%	73%	-	-	83%	-	-
	Female	71%	72%	**77%**	*	77%	-	-	-	-	-	75%	91%	0%	82%	79%	-	77%	-	81%	-	-
Grade 7																						
Reading	All Students	74%	76%	**83%**	*	83%	-	-	*	-	*	82%	94%	41%	88%	77%	76%	91%	-	*	-	-
	CWD	41%	45%	**41%**	-	41%	-	-	-	-	-	44%	*	41%	-	20%	33%	60%	-	*	-	-
	CWOD	81%	79%	**88%**	*	88%	-	-	*	-	*	86%	100%	-	88%	84%	83%	94%	-	*	-	-
	EL	56%	70%	**77%**	-	77%	-	-	*	-	-	76%	86%	20%	84%	77%	69%	88%	-	*	-	-
	Male	70%	71%	**76%**	*	77%	-	-	*	-	-	74%	91%	33%	83%	69%	76%	-	-	*	-	-
	Female	79%	80%	**91%**	-	91%	-	-	-	-	*	90%	100%	60%	94%	88%	-	91%	-	*	-	-
Mathematics	All Students	53%	59%	**62%**	*	62%	-	-	*	-	*	61%	71%	29%	65%	53%	63%	60%	-	*	-	-
	CWD	31%	37%	**29%**	-	29%	-	-	-	-	-	31%	*	29%	-	10%	33%	20%	-	*	-	-
	CWOD	58%	62%	**65%**	*	66%	-	-	*	-	*	64%	75%	-	65%	58%	68%	63%	-	*	-	-
	EL	39%	54%	**53%**	-	53%	-	-	*	-	-	52%	57%	10%	58%	53%	55%	50%	-	*	-	-
	Male	55%	61%	**63%**	*	64%	-	-	*	-	-	62%	73%	33%	68%	55%	63%	-	-	*	-	-
	Female	51%	58%	**60%**	-	59%	-	-	-	-	*	59%	67%	20%	63%	50%	-	60%	-	*	-	-
Grade 8																						
Reading	All Students	80%	86%	**89%**	*	89%	-	*	-	-	*	89%	88%	11%	94%	84%	86%	93%	-	84%	*	-
	CWD	49%	55%	**11%**	-	11%	-	-	-	-	-	14%	*	11%	-	13%	0%	*	-	*	-	-
	CWOD	85%	89%	**94%**	*	94%	-	*	-	-	*	93%	100%	-	94%	91%	93%	95%	-	89%	*	-
	EL	62%	82%	**84%**	-	84%	-	*	-	-	-	85%	78%	13%	91%	84%	81%	89%	-	91%	-	-
	Male	76%	82%	**86%**	*	85%	-	*	-	-	*	86%	78%	0%	93%	81%	86%	-	-	82%	*	-
	Female	85%	90%	**93%**	*	93%	-	-	-	-	-	93%	100%	*	95%	89%	-	93%	-	88%	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	69%	74%	**69%**	*	68%	-	*	-	-	*	69%	67%	56%	71%	66%	63%	76%	-	55%	-	-
	CWD	42%	54%	**56%**	-	56%	-	-	-	-	-	43%	*	56%	-	63%	43%	*	-	*	-	-
	CWOD	74%	78%	**71%**	*	69%	-	*	-	-	*	72%	57%	-	71%	67%	67%	75%	-	60%	-	-
	EL	56%	75%	**66%**	-	65%	-	*	-	-	-	67%	57%	63%	67%	66%	63%	71%	-	63%	-	-
	Male	68%	71%	**63%**	*	60%	-	*	-	-	*	61%	80%	43%	67%	63%	63%	-	-	50%	-	-
	Female	71%	78%	**76%**	*	76%	-	-	-	-	-	79%	*	*	75%	71%	-	76%	-	60%	-	-
Science	All Students	72%	73%	**89%**	*	89%	-	*	-	-	*	89%	88%	67%	90%	83%	88%	89%	-	79%	*	-
	CWD	43%	42%	**67%**	-	67%	-	-	-	-	-	57%	*	67%	-	75%	57%	*	-	*	-	-
	CWOD	77%	77%	**90%**	*	90%	-	*	-	-	*	90%	87%	-	90%	84%	91%	89%	-	83%	*	-
	EL	54%	69%	**83%**	-	83%	-	*	-	-	-	82%	89%	75%	84%	83%	83%	83%	-	73%	-	-
	Male	73%	74%	**88%**	*	88%	-	*	-	-	*	86%	100%	57%	91%	83%	88%	-	-	64%	*	-
	Female	71%	73%	**89%**	*	91%	-	-	-	-	-	91%	75%	*	89%	83%	-	89%	-	100%	-	-
End of Course																						
English I	All Students	66%	73%	**79%**	*	79%	*	-	*	-	*	78%	88%	37%	84%	74%	72%	88%	-	76%	-	-
	CWD	35%	39%	**37%**	*	33%	-	-	-	-	-	37%	-	37%	-	40%	27%	*	-	*	-	-
	CWOD	72%	78%	**84%**	-	84%	*	-	*	-	*	84%	88%	-	84%	78%	80%	88%	-	87%	-	-
	EL	45%	70%	**74%**	-	74%	-	-	*	-	*	74%	75%	40%	78%	74%	71%	79%	-	73%	-	-
	Male	61%	69%	**72%**	-	71%	*	-	*	-	*	70%	90%	27%	80%	71%	72%	-	-	69%	-	-
	Female	72%	78%	**88%**	*	88%	-	-	-	-	-	88%	86%	*	88%	79%	-	88%	-	*	-	-
English II	All Students	70%	78%	**90%**	*	89%	*	-	-	-	*	88%	94%	58%	93%	78%	85%	95%	-	70%	-	-
	CWD	36%	38%	**58%**	-	58%	-	-	-	-	-	58%	-	58%	-	57%	50%	*	-	*	-	-
	CWOD	76%	84%	**93%**	*	92%	*	-	-	-	*	92%	94%	-	93%	81%	89%	97%	-	86%	-	-
	EL	47%	70%	**78%**	-	78%	*	-	-	-	-	76%	100%	57%	81%	78%	75%	84%	-	60%	-	-
	Male	66%	73%	**85%**	*	85%	*	-	-	-	-	83%	100%	50%	89%	75%	85%	-	-	57%	-	-
	Female	75%	84%	**95%**	*	95%	-	-	-	-	*	94%	90%	*	97%	84%	-	95%	-	*	-	-
Algebra I	All Students	76%	84%	**95%**	*	95%	*	-	*	-	-	95%	94%	91%	95%	92%	93%	97%	-	100%	*	-
	CWD	52%	59%	**91%**	*	90%	-	-	-	-	-	91%	-	91%	-	100%	100%	*	-	-	-	-
	CWOD	80%	87%	**95%**	-	95%	*	-	*	-	-	95%	94%	-	95%	92%	93%	98%	-	100%	*	-
	EL	68%	84%	**92%**	-	92%	-	-	*	-	-	93%	88%	100%	92%	92%	91%	95%	-	100%	-	-
	Male	73%	81%	**93%**	-	93%	*	-	*	-	-	94%	90%	100%	93%	91%	93%	-	-	100%	*	-
	Female	79%	88%	**97%**	*	97%	-	-	-	-	-	96%	100%	*	98%	95%	-	97%	-	*	-	-
Biology	All Students	91%	92%	**97%**	*	97%	*	-	*	-	*	97%	94%	77%	99%	94%	95%	99%	-	93%	-	-
	CWD	76%	75%	**77%**	*	75%	-	-	-	-	-	77%	-	77%	-	50%	75%	*	-	*	-	-
	CWOD	93%	94%	**99%**	-	99%	*	-	*	-	*	99%	94%	-	99%	97%	99%	99%	-	100%	-	-
	EL	82%	91%	**94%**	-	94%	-	-	*	-	*	95%	86%	50%	97%	94%	92%	97%	-	90%	-	-
	Male	89%	91%	**95%**	-	95%	*	-	*	-	*	96%	90%	75%	99%	92%	95%	-	-	91%	-	-
	Female	92%	93%	**99%**	*	99%	-	-	-	-	-	99%	100%	*	99%	97%	-	99%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 6																						

		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	55%	51%	**61%**	*	61%	*	-	-	-	-	58%	88%	6%	67%	54%	51%	71%	-	77%	-	-
	CWD	24%	22%	**6%**	-	6%	-	-	-	-	-	6%	-	6%	-	0%	9%	0%	-	*	-	-
	CWOD	62%	55%	**67%**	*	67%	*	-	-	-	-	65%	88%	-	67%	57%	58%	75%	-	84%	-	-
	EL	30%	44%	**54%**	-	54%	*	-	-	-	-	53%	67%	0%	57%	54%	42%	67%	-	50%	-	-
	Male	50%	44%	**51%**	*	49%	*	-	-	-	-	49%	67%	9%	58%	42%	51%	-	-	67%	-	-
	Female	59%	58%	**71%**	*	70%	-	-	-	-	-	66%	100%	0%	75%	67%	-	71%	-	81%	-	-
Mathematics	All Students	38%	35%	**45%**	*	45%	*	-	-	-	-	43%	65%	13%	49%	40%	43%	48%	-	45%	-	-
	CWD	19%	18%	**13%**	-	13%	-	-	-	-	-	13%	-	13%	-	20%	18%	0%	-	*	-	-
	CWOD	43%	38%	**49%**	*	49%	*	-	-	-	-	47%	65%	-	49%	42%	47%	51%	-	47%	-	-
	EL	22%	32%	**40%**	-	40%	*	-	-	-	-	41%	33%	20%	42%	40%	42%	38%	-	25%	-	-
	Male	41%	37%	**43%**	*	42%	*	-	-	-	-	43%	33%	18%	47%	42%	43%	-	-	33%	-	-
	Female	36%	34%	**48%**	*	47%	-	-	-	-	-	42%	82%	0%	51%	38%	-	48%	-	50%	-	-
Grade 7																						
Reading	All Students	52%	53%	**65%**	*	65%	-	-	*	-	*	64%	71%	29%	69%	55%	60%	71%	-	*	-	-
	CWD	21%	22%	**29%**	-	29%	-	-	-	-	-	31%	*	29%	-	20%	25%	40%	-	*	-	-
	CWOD	58%	56%	**69%**	*	70%	-	-	*	-	*	68%	75%	-	69%	59%	65%	73%	-	*	-	-
	EL	30%	45%	**55%**	-	55%	-	-	*	-	-	56%	43%	20%	59%	55%	47%	65%	-	*	-	-
	Male	47%	49%	**60%**	*	61%	-	-	*	-	-	59%	64%	25%	65%	47%	60%	-	-	*	-	-
	Female	58%	57%	**71%**	-	71%	-	-	-	-	*	70%	83%	40%	73%	65%	-	71%	-	*	-	-
Mathematics	All Students	32%	38%	**41%**	*	41%	-	-	*	-	*	39%	53%	24%	43%	32%	42%	40%	-	*	-	-
	CWD	17%	21%	**24%**	-	24%	-	-	-	-	-	25%	*	24%	-	10%	25%	20%	-	*	-	-
	CWOD	36%	40%	**43%**	*	43%	-	-	*	-	*	41%	56%	-	43%	34%	44%	42%	-	*	-	-
	EL	19%	32%	**32%**	-	32%	-	-	*	-	-	32%	29%	10%	34%	32%	33%	30%	-	*	-	-
	Male	35%	41%	**42%**	*	43%	-	-	*	-	-	41%	45%	25%	44%	33%	42%	-	-	*	-	-
	Female	30%	35%	**40%**	-	39%	-	-	-	-	*	38%	67%	20%	42%	30%	-	40%	-	*	-	-
Grade 8																						
Reading	All Students	57%	61%	**65%**	*	66%	-	*	-	-	*	66%	59%	11%	68%	50%	57%	75%	-	47%	*	-
	CWD	23%	25%	**11%**	-	11%	-	-	-	-	-	14%	*	11%	-	13%	0%	*	-	*	-	-
	CWOD	63%	65%	**68%**	*	70%	-	*	-	-	*	69%	67%	-	68%	54%	62%	75%	-	50%	*	-
	EL	32%	52%	**50%**	-	49%	-	*	-	-	-	52%	33%	13%	54%	50%	46%	56%	-	27%	-	-
	Male	51%	55%	**57%**	*	58%	-	*	-	-	*	55%	67%	0%	62%	46%	57%	-	-	36%	*	-
	Female	63%	67%	**75%**	*	76%	-	-	-	-	-	78%	50%	*	75%	56%	-	75%	-	63%	-	-
Mathematics	All Students	45%	44%	**37%**	*	38%	-	*	-	-	*	40%	11%	11%	40%	30%	30%	45%	-	27%	-	-
	CWD	22%	25%	**11%**	-	11%	-	-	-	-	-	14%	*	11%	-	13%	0%	*	-	*	-	-
	CWOD	50%	48%	**40%**	*	41%	-	*	-	-	*	43%	14%	-	40%	33%	36%	44%	-	30%	-	-
	EL	30%	44%	**30%**	-	29%	-	*	-	-	-	35%	0%	13%	33%	30%	25%	38%	-	25%	-	-
	Male	45%	41%	**30%**	*	30%	-	*	-	-	*	32%	20%	0%	36%	25%	30%	-	-	0%	-	-
	Female	46%	48%	**45%**	*	46%	-	-	-	-	-	50%	*	*	44%	38%	-	45%	-	60%	-	-

		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	47%	45%	**61%**	*	62%	-	*	-	-	*	60%	71%	0%	65%	52%	58%	64%	-	63%	*	-
	CWD	22%	21%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-	*	-	-
	CWOD	51%	47%	**65%**	*	66%	-	*	-	-	*	63%	80%	-	65%	58%	63%	66%	-	67%	*	-
	EL	25%	39%	**52%**	-	52%	-	*	-	-	-	52%	56%	0%	58%	52%	52%	53%	-	55%	-	-
	Male	49%	47%	**58%**	*	59%	-	*	-	-	*	55%	78%	0%	63%	52%	58%	-	-	55%	*	-
	Female	45%	42%	**64%**	*	65%	-	-	-	-	-	65%	63%	*	66%	53%	-	64%	-	75%	-	-
End of Course																						
English I	All Students	47%	52%	**59%**	*	59%	*	-	*	-	*	59%	65%	11%	65%	46%	48%	72%	-	59%	-	-
	CWD	18%	17%	**11%**	*	11%	-	-	-	-	-	11%	-	11%	-	10%	13%	*	-	*	-	-
	CWOD	53%	57%	**65%**	-	65%	*	-	*	-	*	65%	65%	-	65%	50%	55%	76%	-	67%	-	-
	EL	23%	45%	**46%**	-	45%	-	-	*	-	*	45%	63%	10%	50%	46%	38%	59%	-	45%	-	-
	Male	42%	45%	**48%**	-	48%	*	-	*	-	*	45%	80%	13%	55%	38%	48%	-	-	46%	-	-
	Female	54%	60%	**72%**	*	73%	-	-	-	-	-	75%	43%	*	76%	59%	-	72%	-	*	-	-
English II	All Students	53%	61%	**73%**	*	72%	*	-	-	-	*	73%	67%	17%	78%	47%	68%	77%	-	50%	-	-
	CWD	20%	21%	**17%**	-	17%	-	-	-	-	-	17%	-	17%	-	14%	13%	*	-	*	-	-
	CWOD	58%	67%	**78%**	*	77%	*	-	-	-	*	79%	67%	-	78%	52%	75%	81%	-	71%	-	-
	EL	25%	49%	**47%**	-	46%	*	-	-	-	-	48%	40%	14%	52%	47%	50%	42%	-	20%	-	-
	Male	48%	56%	**68%**	*	68%	*	-	-	-	-	71%	50%	13%	75%	50%	68%	-	-	57%	-	-
	Female	59%	68%	**77%**	*	77%	-	-	-	-	*	75%	80%	*	81%	42%	-	77%	-	*	-	-
Algebra I	All Students	43%	54%	**76%**	*	76%	*	-	*	-	-	74%	89%	18%	80%	74%	71%	80%	-	79%	*	-
	CWD	19%	25%	**18%**	*	20%	-	-	-	-	-	18%	-	18%	-	40%	22%	*	-	-	-	-
	CWOD	47%	57%	**80%**	-	79%	*	-	*	-	-	78%	89%	-	80%	76%	77%	82%	-	79%	*	-
	EL	30%	50%	**74%**	-	74%	-	-	*	-	-	73%	88%	40%	76%	74%	71%	78%	-	86%	-	-
	Male	42%	49%	**71%**	-	70%	*	-	*	-	-	69%	90%	22%	77%	71%	71%	-	-	80%	*	-
	Female	45%	59%	**80%**	*	81%	-	-	-	-	-	80%	88%	*	82%	78%	-	80%	-	*	-	-
Biology	All Students	59%	58%	**77%**	*	77%	*	-	*	-	*	75%	88%	31%	81%	70%	72%	81%	-	80%	-	-
	CWD	30%	28%	**31%**	*	33%	-	-	-	-	-	31%	-	31%	-	33%	33%	*	-	*	-	-
	CWOD	64%	62%	**81%**	-	80%	*	-	*	-	*	80%	88%	-	81%	73%	79%	82%	-	86%	-	-
	EL	35%	52%	**70%**	-	70%	-	-	*	-	*	69%	86%	33%	73%	70%	65%	77%	-	70%	-	-
	Male	58%	55%	**72%**	-	71%	*	-	*	-	*	70%	90%	33%	79%	65%	72%	-	-	73%	-	-
	Female	61%	61%	**81%**	*	82%	-	-	-	-	-	81%	83%	*	82%	77%	-	81%	-	*	-	-
STAAR Percent at Masters Grade Level																						
Grade 6																						
Reading	All Students	28%	23%	**33%**	*	33%	*	-	-	-	-	29%	71%	6%	36%	23%	28%	38%	-	41%	-	-
	CWD	7%	6%	**6%**	-	6%	-	-	-	-	-	6%	-	6%	-	0%	9%	0%	-	*	-	-
	CWOD	33%	25%	**36%**	*	36%	*	-	-	-	-	31%	71%	-	36%	25%	31%	40%	-	42%	-	-
	EL	9%	17%	**23%**	-	23%	*	-	-	-	-	21%	50%	0%	25%	23%	21%	26%	-	25%	-	-
	Male	24%	18%	**28%**	*	28%	*	-	-	-	-	28%	33%	9%	31%	21%	28%	-	-	33%	-	-
	Female	32%	28%	**38%**	*	37%	-	-	-	-	-	30%	91%	0%	40%	26%	-	38%	-	44%	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	16%	13%	**14%**	*	14%	*	-	-	-	-	15%	6%	0%	16%	16%	13%	15%	-	14%	-	-
	CWD	5%	5%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	-	*	-	-
	CWOD	18%	14%	**16%**	*	16%	*	-	-	-	-	17%	6%	-	16%	17%	16%	16%	-	16%	-	-
	EL	6%	11%	**16%**	-	16%	*	-	-	-	-	16%	17%	0%	17%	16%	16%	15%	-	25%	-	-
	Male	17%	13%	**13%**	*	14%	*	-	-	-	-	14%	0%	0%	16%	16%	13%	-	-	0%	-	-
	Female	14%	12%	**15%**	*	15%	-	-	-	-	-	15%	9%	0%	16%	15%	-	15%	-	19%	-	-
Grade 7																						
Reading	All Students	26%	26%	**27%**	*	27%	-	-	*	-	*	26%	41%	6%	30%	19%	26%	29%	-	*	-	-
	CWD	6%	5%	**6%**	-	6%	-	-	-	-	-	6%	*	6%	-	0%	0%	20%	-	*	-	-
	CWOD	30%	28%	**30%**	*	30%	-	-	*	-	*	28%	44%	-	30%	21%	30%	30%	-	*	-	-
	EL	9%	18%	**19%**	-	19%	-	-	*	-	-	20%	0%	0%	21%	19%	20%	18%	-	*	-	-
	Male	23%	23%	**26%**	*	26%	-	-	*	-	-	26%	27%	0%	30%	20%	26%	-	-	*	-	-
	Female	30%	29%	**29%**	-	28%	-	-	-	-	*	25%	67%	20%	30%	18%	-	29%	-	*	-	-
Mathematics	All Students	11%	12%	**11%**	*	11%	-	-	*	-	*	11%	12%	0%	12%	3%	8%	14%	-	*	-	-
	CWD	5%	3%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	12%	13%	**12%**	*	12%	-	-	*	-	*	12%	13%	-	12%	4%	9%	15%	-	*	-	-
	EL	4%	8%	**3%**	-	3%	-	-	*	-	-	3%	0%	0%	4%	3%	2%	5%	-	*	-	-
	Male	12%	13%	**8%**	*	8%	-	-	*	-	-	8%	9%	0%	9%	2%	8%	-	-	*	-	-
	Female	9%	10%	**14%**	-	14%	-	-	-	-	*	14%	17%	0%	15%	5%	-	14%	-	*	-	-
Grade 8																						
Reading	All Students	31%	29%	**37%**	*	38%	-	*	-	-	*	35%	53%	0%	39%	20%	31%	43%	-	32%	*	-
	CWD	7%	4%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-	*	-	-
	CWOD	35%	32%	**39%**	*	40%	-	*	-	-	*	37%	60%	-	39%	23%	34%	44%	-	33%	*	-
	EL	10%	20%	**20%**	-	21%	-	*	-	-	-	20%	22%	0%	23%	20%	23%	17%	-	9%	-	-
	Male	26%	25%	**31%**	*	33%	-	*	-	-	*	28%	56%	0%	34%	23%	31%	-	-	36%	*	-
	Female	36%	33%	**43%**	*	43%	-	-	-	-	-	42%	50%	*	44%	17%	-	43%	-	25%	-	-
Mathematics	All Students	18%	10%	**4%**	*	3%	-	*	-	-	*	4%	0%	11%	3%	4%	2%	5%	-	0%	-	-
	CWD	7%	6%	**11%**	-	11%	-	-	-	-	-	14%	*	11%	-	13%	0%	*	-	*	-	-
	CWOD	20%	11%	**3%**	*	1%	-	*	-	-	*	3%	0%	-	3%	2%	3%	3%	-	0%	-	-
	EL	8%	9%	**4%**	-	2%	-	*	-	-	-	4%	0%	13%	2%	4%	3%	4%	-	0%	-	-
	Male	18%	9%	**2%**	*	0%	-	*	-	-	*	3%	0%	0%	3%	3%	2%	-	-	0%	-	-
	Female	17%	11%	**5%**	*	5%	-	-	-	-	-	6%	*	*	3%	4%	-	5%	-	0%	-	-
Science	All Students	18%	14%	**25%**	*	26%	-	*	-	-	*	23%	41%	0%	27%	14%	25%	25%	-	26%	*	-
	CWD	6%	4%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-	*	-	-
	CWOD	20%	16%	**27%**	*	27%	-	*	-	-	*	24%	47%	-	27%	15%	28%	26%	-	28%	*	-
	EL	5%	9%	**14%**	-	14%	-	*	-	-	-	13%	22%	0%	15%	14%	21%	3%	-	18%	-	-
	Male	20%	16%	**25%**	*	26%	-	*	-	-	*	24%	33%	0%	28%	21%	25%	-	-	36%	*	-
	Female	16%	13%	**25%**	*	25%	-	-	-	-	-	22%	50%	*	26%	3%	-	25%	-	13%	-	-
End of Course																						

		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 I	All Students	14%	12%	**16%**	*	16%	*	-	*	-	*	15%	24%	5%	17%	7%	11%	21%	-	18%	-	-
	CWD	4%	3%	**5%**	*	6%	-	-	-	-	-	5%	-	5%	-	0%	7%	*	-	*	-	-
	CWOD	16%	14%	**17%**	-	17%	*	-	*	-	*	16%	24%	-	17%	7%	12%	22%	-	20%	-	-
	EL	2%	8%	**7%**	-	7%	-	-	*	-	*	6%	13%	0%	7%	7%	3%	13%	-	9%	-	-
	Male	11%	10%	**11%**	-	12%	*	-	*	-	*	9%	30%	7%	12%	3%	11%	-	-	15%	-	-
	Female	17%	15%	**21%**	*	21%	-	-	-	-	-	21%	14%	*	22%	13%	-	21%	-	*	-	-
English II	All Students	8%	7%	**13%**	*	13%	*	-	-	-	*	14%	11%	0%	15%	0%	14%	13%	-	10%	-	-
	CWD	3%	1%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	*	-	-
	CWOD	9%	8%	**15%**	*	14%	*	-	-	-	*	15%	11%	-	15%	0%	15%	14%	-	14%	-	-
	EL	1%	2%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	0%	-	-
	Male	7%	7%	**14%**	*	14%	*	-	-	-	-	15%	0%	0%	15%	0%	14%	-	-	14%	-	-
	Female	9%	7%	**13%**	*	12%	-	-	-	-	*	11%	20%	*	14%	0%	-	13%	-	*	-	-
Algebra I	All Students	26%	33%	**51%**	*	52%	*	-	*	-	-	49%	72%	9%	54%	41%	47%	56%	-	57%	*	-
	CWD	8%	9%	**9%**	*	10%	-	-	-	-	-	9%	-	9%	-	20%	11%	*	-	-	-	-
	CWOD	29%	36%	**54%**	-	54%	*	-	*	-	-	52%	72%	-	54%	42%	51%	58%	-	57%	*	-
	EL	14%	28%	**41%**	-	41%	-	-	*	-	-	40%	50%	20%	42%	41%	41%	41%	-	57%	-	-
	Male	25%	30%	**47%**	-	47%	*	-	*	-	-	45%	60%	11%	51%	41%	47%	-	-	50%	*	-
	Female	27%	37%	**56%**	*	57%	-	-	-	-	-	53%	88%	*	58%	41%	-	56%	-	*	-	-
Biology	All Students	20%	15%	**27%**	*	27%	*	-	*	-	*	26%	38%	15%	28%	15%	32%	23%	-	33%	-	-
	CWD	6%	6%	**15%**	*	17%	-	-	-	-	-	15%	-	15%	-	17%	17%	*	-	*	-	-
	CWOD	22%	17%	**28%**	-	28%	*	-	*	-	*	27%	38%	-	28%	15%	34%	23%	-	36%	-	-
	EL	6%	11%	**15%**	-	15%	-	-	*	-	*	16%	14%	17%	15%	15%	18%	11%	-	20%	-	-
	Male	20%	16%	**32%**	-	30%	*	-	*	-	*	29%	50%	17%	34%	18%	32%	-	-	18%	-	-
	Female	19%	15%	**23%**	*	23%	-	-	-	-	-	23%	17%	*	23%	11%	-	23%	-	*	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	76%	**84%**	86%	83%	100%	*	80%	-	100%	83%	88%	47%	87%	78%	80%	88%	-	82%	*	-
	CWD	46%	47%	**47%**	*	46%	-	-	-	-	-	47%	50%	47%	-	40%	45%	54%	-	24%	-	-
	CWOD	79%	80%	**87%**	83%	87%	100%	*	80%	-	100%	87%	90%	-	87%	82%	85%	89%	-	89%	*	-
	EL	59%	72%	**78%**	-	78%	*	*	80%	-	*	78%	78%	40%	82%	78%	75%	83%	-	76%	-	-
	Male	71%	73%	**80%**	83%	79%	100%	*	80%	-	100%	79%	86%	45%	85%	75%	80%	-	-	75%	*	-
	Female	75%	79%	**88%**	80%	88%	-	-	-	-	*	87%	90%	54%	89%	83%	-	88%	-	89%	-	-
Reading	All Students	74%	77%	**85%**	82%	85%	*	*	*	-	*	84%	94%	38%	90%	79%	79%	92%	-	81%	*	-
	CWD	45%	43%	**38%**	*	38%	-	-	-	-	-	40%	*	38%	-	28%	28%	65%	-	30%	-	-
	CWOD	80%	81%	**90%**	80%	89%	*	*	*	-	*	89%	98%	-	90%	84%	86%	93%	-	89%	*	-
	EL	57%	72%	**79%**	-	79%	*	*	*	-	*	78%	86%	28%	84%	79%	74%	87%	-	74%	-	-
	Male	70%	72%	**79%**	83%	78%	*	*	*	-	*	77%	91%	28%	86%	74%	79%	-	-	72%	*	-
	Female	79%	82%	**92%**	80%	91%	-	-	-	-	*	91%	98%	65%	93%	87%	-	92%	-	91%	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	70%	72%	**77%**	88%	76%	*	*	*	-	*	76%	79%	49%	79%	72%	75%	79%	-	80%	*	-
	CWD	45%	49%	**49%**	*	48%	-	-	-	-	-	48%	*	49%	-	46%	56%	29%	-	20%	-	-
	CWOD	76%	76%	**79%**	86%	79%	*	*	*	-	*	79%	79%	-	79%	74%	78%	81%	-	87%	*	-
	EL	60%	70%	**72%**	-	72%	*	*	*	-	-	72%	64%	46%	74%	72%	70%	74%	-	77%	-	-
	Male	71%	71%	**75%**	80%	74%	*	*	*	-	*	75%	75%	56%	78%	70%	75%	-	-	79%	*	-
	Female	70%	73%	**79%**	*	78%	-	-	-	-	*	78%	83%	29%	81%	74%	-	79%	-	81%	-	-
Science	All Students	76%	81%	**93%**	*	93%	*	*	*	-	*	93%	91%	73%	94%	88%	91%	94%	-	85%	*	-
	CWD	52%	54%	**73%**	*	71%	-	-	-	-	-	70%	*	73%	-	64%	68%	*	-	*	-	-
	CWOD	81%	84%	**94%**	*	94%	*	*	*	-	*	95%	90%	-	94%	91%	94%	94%	-	91%	*	-
	EL	63%	79%	**88%**	-	88%	-	*	*	-	*	88%	88%	64%	91%	88%	87%	90%	-	81%	-	-
	Male	77%	81%	**91%**	*	91%	*	*	*	-	*	91%	95%	68%	94%	87%	91%	-	-	77%	*	-
	Female	76%	81%	**94%**	*	95%	-	-	-	-	-	95%	86%	*	94%	90%	-	94%	-	100%	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	48%	49%	**61%**	38%	61%	67%	*	60%	-	63%	60%	69%	16%	65%	51%	55%	67%	-	59%	*	-
	CWD	23%	22%	**16%**	*	17%	-	-	-	-	-	17%	0%	16%	-	15%	16%	16%	-	12%	-	-
	CWOD	53%	53%	**65%**	44%	65%	67%	*	60%	-	63%	64%	72%	-	65%	54%	61%	69%	-	65%	*	-
	EL	30%	43%	**51%**	-	50%	*	*	60%	-	*	51%	49%	15%	54%	51%	47%	56%	-	46%	-	-
	Male	47%	47%	**55%**	42%	56%	67%	*	60%	-	40%	54%	65%	16%	61%	47%	55%	-	-	52%	*	-
	Female	49%	52%	**67%**	30%	67%	-	-	-	-	*	66%	73%	16%	69%	56%	-	67%	-	68%	-	-
Reading	All Students	53%	54%	**64%**	55%	64%	*	*	*	-	*	63%	71%	15%	69%	50%	56%	73%	-	58%	*	-
	CWD	23%	21%	**15%**	*	15%	-	-	-	-	-	16%	*	15%	-	13%	13%	20%	-	10%	-	-
	CWOD	59%	59%	**69%**	60%	69%	*	*	*	-	*	69%	73%	-	69%	54%	63%	76%	-	66%	*	-
	EL	31%	46%	**50%**	-	50%	*	*	*	-	*	51%	49%	13%	54%	50%	44%	60%	-	37%	-	-
	Male	48%	49%	**56%**	67%	56%	*	*	*	-	*	55%	66%	13%	63%	44%	56%	-	-	49%	*	-
	Female	58%	60%	**73%**	40%	73%	-	-	-	-	*	73%	76%	20%	76%	60%	-	73%	-	70%	-	-
Mathematics	All Students	43%	43%	**52%**	25%	52%	*	*	*	-	*	51%	61%	17%	56%	46%	49%	56%	-	53%	*	-
	CWD	22%	22%	**17%**	*	17%	-	-	-	-	-	18%	*	17%	-	18%	18%	14%	-	20%	-	-
	CWOD	48%	46%	**56%**	29%	56%	*	*	*	-	*	55%	64%	-	56%	48%	54%	58%	-	57%	*	-
	EL	30%	40%	**46%**	-	45%	*	*	*	-	-	46%	39%	18%	48%	46%	45%	46%	-	46%	-	-
	Male	45%	43%	**49%**	20%	49%	*	*	*	-	*	49%	53%	18%	54%	45%	49%	-	-	46%	*	-
	Female	42%	43%	**56%**	*	56%	-	-	-	-	*	54%	69%	14%	58%	46%	-	56%	-	59%	-	-
Science	All Students	46%	49%	**69%**	*	69%	*	*	*	-	*	68%	79%	18%	73%	61%	65%	73%	-	71%	*	-
	CWD	22%	22%	**18%**	*	19%	-	-	-	-	-	20%	*	18%	-	14%	21%	*	-	*	-	-
	CWOD	50%	52%	**73%**	*	73%	*	*	*	-	*	71%	84%	-	73%	65%	71%	74%	-	75%	*	-
	EL	26%	43%	**61%**	-	60%	-	*	*	-	*	60%	69%	14%	65%	61%	58%	65%	-	62%	-	-
	Male	47%	49%	**65%**	*	65%	*	*	*	-	*	62%	84%	21%	71%	58%	65%	-	-	64%	*	-
	Female	45%	48%	**73%**	*	74%	-	-	-	-	-	73%	71%	*	74%	65%	-	73%	-	83%	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						

Texas Education Agency
2025 Federal Report Card
YES PREP - NORTH CENTRAL (101845101) - YES PREP PUBLIC SCHOOLS INC - HARRIS 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
All Subjects	All Students	20%	18%	**25%**	14%	25%	33%	*	0%	-	25%	23%	35%	5%	27%	16%	22%	27%	-	27%	*	-
	CWD	6%	5%	**5%**	*	5%	-	-	-	-	-	5%	0%	5%	-	4%	5%	5%	-	6%	-	-
	CWOD	23%	19%	**27%**	17%	27%	33%	*	0%	-	25%	25%	37%	-	27%	17%	25%	28%	-	29%	*	-
	EL	9%	13%	**16%**	-	16%	*	*	0%	-	*	15%	18%	4%	17%	16%	16%	15%	-	19%	-	-
	Male	20%	17%	**22%**	8%	23%	33%	*	0%	-	20%	22%	29%	5%	25%	16%	22%	-	-	25%	*	-
	Female	21%	19%	**27%**	20%	27%	-	-	-	-	*	25%	42%	5%	28%	15%	-	27%	-	29%	-	-
Reading	All Students	22%	19%	**25%**	27%	25%	*	*	*	-	*	24%	40%	4%	27%	15%	22%	29%	-	28%	*	-
	CWD	6%	4%	**4%**	*	4%	-	-	-	-	-	4%	*	4%	-	0%	4%	5%	-	10%	-	-
	CWOD	25%	21%	**27%**	30%	28%	*	*	*	-	*	26%	41%	-	27%	16%	24%	31%	-	31%	*	-
	EL	8%	14%	**15%**	-	15%	*	*	*	-	*	14%	17%	0%	16%	15%	14%	16%	-	13%	-	-
	Male	19%	16%	**22%**	17%	22%	*	*	*	-	*	21%	30%	4%	24%	14%	22%	-	-	26%	*	-
	Female	25%	22%	**29%**	40%	29%	-	-	-	-	*	26%	51%	5%	31%	16%	-	29%	-	30%	-	-
Mathematics	All Students	19%	18%	**23%**	0%	23%	*	*	*	-	*	23%	26%	4%	25%	17%	20%	26%	-	24%	*	-
	CWD	7%	6%	**4%**	*	4%	-	-	-	-	-	4%	*	4%	-	7%	3%	7%	-	0%	-	-
	CWOD	22%	19%	**25%**	0%	25%	*	*	*	-	*	25%	28%	-	25%	18%	23%	27%	-	26%	*	-
	EL	11%	15%	**17%**	-	17%	*	*	*	-	-	17%	18%	7%	18%	17%	17%	17%	-	27%	-	-
	Male	21%	18%	**20%**	0%	20%	*	*	*	-	*	20%	22%	3%	23%	17%	20%	-	-	21%	*	-
	Female	18%	17%	**26%**	*	27%	-	-	-	-	*	26%	31%	7%	27%	17%	-	26%	-	26%	-	-
Science	All Students	17%	14%	**26%**	*	26%	*	*	*	-	*	25%	39%	9%	27%	15%	28%	24%	-	29%	*	-
	CWD	5%	5%	**9%**	*	10%	-	-	-	-	-	10%	*	9%	-	7%	11%	*	-	*	-	-
	CWOD	19%	15%	**27%**	*	27%	*	*	*	-	*	26%	42%	-	27%	15%	31%	24%	-	31%	*	-
	EL	5%	10%	**15%**	-	14%	-	*	*	-	*	14%	19%	7%	15%	15%	20%	7%	-	19%	-	-
	Male	18%	15%	**28%**	*	28%	*	*	*	-	*	27%	42%	11%	31%	20%	28%	-	-	27%	*	-
	Female	15%	13%	**24%**	*	24%	-	-	-	-	-	23%	36%	*	24%	7%	-	24%	-	33%	-	-

- 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	74	61	74	*	*	*	-	*	73	51	71
CWD	51	*	52	-	-	-	-	-	49	51	48
CWOD	76	69	76	*	*	*	-	*	75	-	73
EL ✧	71	-	71	*	*	*	-	*	71	48	71
Male	72	70	71	*	*	*	-	*	71	49	68
Female	77	*	77	-	-	-	-	*	75	57	76
Mathematics											
All Students	70	53	70	*	*	*	-	*	69	50	66
CWD	50	*	51	-	-	-	-	-	48	50	52
CWOD	72	54	72	*	*	*	-	*	71	-	68
EL ✧	66	-	66	*	*	*	-	-	66	52	66
Male	66	35	67	*	*	*	-	*	65	53	65
Female	74	*	73	-	-	-	-	*	72	42	67

- 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	98.5%	-	98.4%	100.0%	-	*	-	-	98.2%	100.0%	93.8%	100.0%	-
CWD	100.0%	-	100.0%	-	-	-	-	-	100.0%	100.0%	*	*	-
CWOD	98.4%	-	98.3%	100.0%	-	*	-	-	98.1%	-	93.3%	100.0%	-
EL ✧	93.8%	-	93.3%	*	-	-	-	-	92.9%	*	93.8%	*	-
Male	98.6%	-	98.5%	*	-	*	-	-	98.3%	100.0%	88.9%	100.0%	-
Female	98.4%	-	98.4%	*	-	-	-	-	98.1%	*	100.0%	100.0%	-

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

Part (iv): English Language Proficiency

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
452	141	31%

- 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	57	46	56	67	*	47	-	63	55	23	48
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	71%	*	71%	80%	80%	-	-	-	70%	100%	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	Y	Y	Y						Y	Y	Y
Interim Goals (2028-2032)	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
Target Met	Y	Y	Y						Y	N	Y
Interim Goals (2033-2037)	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
Target Met	Y	Y	Y						Y	N	Y
Long-Term Goals	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Target Met	N	N	N						N	N	Y
Mathematics											
Interim Goals (2023-2027)	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
Target Met	Y		Y						Y	Y	Y
Interim Goals (2028-2032)	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
Target Met	Y		Y						Y	N	Y
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	Y		Y						Y		Y

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2028-2032)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86%
Target Met	Y		Y						Y		Y
Interim Goals (2033-2037)	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92%
Target Met	Y		Y						Y		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	**100%**	95%	100%	100%	*	100%	-	100%	100%	99%	100%	100%	100%	100%	100%	-
	CWD	**100%**	*	100%	-	-	-	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	**100%**	95%	100%	100%	*	100%	-	100%	100%	99%	-	100%	100%	100%	100%	-
	EL	**100%**	-	100%	*	*	100%	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	**100%**	90%	100%	-	-	-	-	*	100%	99%	100%	100%	100%	-	100%	-
Reading	All Students	**100%**	91%	100%	*	*	*	-	*	100%	99%	100%	100%	100%	100%	99%	-
	CWD	**100%**	*	100%	-	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	**100%**	90%	100%	*	*	*	-	*	100%	99%	-	100%	100%	100%	99%	-
	EL	**100%**	-	100%	*	*	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	**100%**	100%	100%	*	*	*	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	**99%**	80%	99%	-	-	-	-	*	99%	98%	100%	99%	100%	-	99%	-
Mathematics	All Students	**100%**	100%	100%	*	*	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	**100%**	*	100%	-	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	**100%**	100%	100%	*	*	*	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	**100%**	-	100%	*	*	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	**100%**	100%	100%	*	*	*	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	**100%**	*	100%	-	-	-	-	*	100%	100%	100%	100%	100%	-	100%	-
Science	All Students	**100%**	*	100%	*	*	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	**100%**	*	100%	-	-	-	-	-	100%	*	100%	-	100%	100%	*	-
	CWOD	**100%**	*	100%	*	*	*	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	**100%**	-	100%	-	*	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	**100%**	*	100%	*	*	*	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	**100%**	*	100%	-	-	-	-	-	100%	100%	*	100%	100%	-	100%	-
SAT/ACT All Subjects	All Students	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	

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

- Indicates there are no students in the group.

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

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	21	0	21	0	0	0	0	0	12		
	Female	34	2	32	0	0	0	0	0	16		
	Total	55	2	53	0	0	0	0	0	28		
Out-of-School Suspensions												
	Male	45	0	45	0	0	0	0	0	17		
	Female	32	0	32	0	0	0	0	0	10		
	Total	77	0	77	0	0	0	0	0	27		
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	2	0	2	0	0	0	0	0	1		2
	Female	1	0	1	0	0	0	0	0	1		1
	Total	3	0	3	0	0	0	0	0	2		3
Out-of-School Suspensions												
	Male	3	0	3	0	0	0	0	0	1		3
	Female	1	0	0	1	0	0	0	0	0		1
	Total	4	0	3	1	0	0	0	0	1		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	81	-8	77	2	2	-8	-8	-8	18	4	4
	Female	63	2	59	2	-8	-8	-8	-8	10	1	3
	Total	144	2	136	4	2	-8	-8	-8	28	5	7

	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	17
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack without a weapon	5
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or Bullying	
On the basis of sex	14
On the basis of race	1
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

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	143	29	0	0	131	28	7	64	4	67	1	50	0	-	0	-	22	15	7	30
Female	155	32	1	10	149	33	4	40	1	100	0	-	0	-	0	0	17	14	5	33
Total	298	31	1	9	280	30	11	52	5	71	1	50	0	-	0	0	39	15	12	32
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	10.7	17.8%
Teachers Teaching with Emergency or Provisional Credentials	4.0	6.9%
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		$1,243	$145	$849	$994		$249	$249
Food services		$452	$5	$4	$9	$393	$50	$443
Instruction		$5,968	$5,233	$94	$5,327	$553	$88	$641
Support services, general administration		$50		$50	$50			
Support services, instructional staff		$1,082	$427	$4	$431	$407	$244	$651
Support services, operation and maintenance of plant		$1,035	$760	$123	$883	$139	$13	$152
Support services, pupils		$751	$175	$100	$275	$434	$41	$475
Support services, school administration		$1,272	$1,126	$68	$1,194	$68	$10	$78
Support services, student transportation		$1,004	$908	$45	$953	$40	$11	$51
Total	**999**	**$12,856**	**$8,780**	**$1,337**	**$10,117**	**$2,033**	**$706**	**$2,739**

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%	13	2%	-	-
Mathematics	7,510	2%	13	2%	-	-
Grade 4						
Reading	6,669	2%	10	2%	-	-
Mathematics	6,666	2%	10	2%	-	-
Grade 5						
Reading	6,321	2%	*	1%	-	-
Mathematics	6,324	2%	*	1%	-	-
Science	6,315	2%	*	1%	-	-
Grade 6						
Reading	5,876	1%	19	1%	-	-
Mathematics	5,877	1%	19	1%	-	-
Grade 7						
Reading	5,387	1%	17	1%	-	-
Mathematics	5,385	2%	17	1%	-	-
Grade 8						
Reading	4,906	1%	19	1%	-	-
Mathematics	4,907	1%	19	1%	-	-
Science	4,904	1%	18	1%	-	-
End of Course						
English I	4,932	1%	18	1%	-	-
English II	4,732	1%	13	1%	-	-
Algebra I	4,932	1%	17	1%	-	-
Biology	4,992	1%	18	1%	-	-
All Grades						
All Subjects	104,161	1%	249	1%	-	-
Reading	46,349	1%	112	1%	-	-
Mathematics	41,601	1%	98	1%	-	-
Science	16,211	1%	39	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	71%	*	71%	-	*	-	-	-	71%	*	73%
In-State Private Institutions	9%	-	9%	-	-	-	-	-	8%	-	8%
Out-of-State Institutions	6%	-	7%	-	-	-	-	-	7%	-	*

- 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	18%	26%	18%	33%	17%	*	-	*	19%	28%	14%

- 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.

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																						
Grade 3																						
Reading	All Students	76%	70%	**67%**	91%	61%	*	-	-	*	*	65%	88%	53%	69%	53%	64%	68%	-	*	-	*
	CWD	53%	47%	**53%**	*	40%	-	-	-	-	*	50%	*	53%	-	36%	50%	50%	-	-	-	*
	CWOD	82%	75%	**69%**	89%	64%	*	-	-	*	-	67%	100%	-	69%	56%	66%	70%	-	*	-	-
	EL	64%	65%	**53%**	-	53%	*	-	-	*	*	52%	*	36%	56%	53%	45%	59%	-	*	-	-
	Male	74%	67%	**64%**	83%	59%	*	-	-	-	-	60%	83%	50%	66%	45%	64%	-	-	*	-	*
	Female	78%	74%	**68%**	91%	63%	-	-	-	*	*	68%	*	50%	70%	59%	-	68%	-	*	-	-
Mathematics	All Students	70%	69%	**59%**	65%	58%	*	-	-	*	*	57%	88%	45%	62%	47%	61%	58%	-	*	-	*
	CWD	48%	48%	**45%**	*	40%	-	-	-	-	*	44%	*	45%	-	27%	43%	50%	-	-	-	*
	CWOD	75%	74%	**62%**	68%	62%	*	-	-	*	-	59%	100%	-	62%	51%	68%	58%	-	*	-	-
	EL	63%	72%	**47%**	-	48%	*	-	-	*	*	46%	*	27%	51%	47%	47%	48%	-	*	-	-
	Male	72%	69%	**61%**	67%	61%	*	-	-	-	-	58%	83%	43%	68%	47%	61%	-	-	*	-	*
	Female	67%	69%	**58%**	64%	57%	-	-	-	*	*	56%	*	50%	58%	48%	-	58%	-	*	-	-
Grade 4																						
Reading	All Students	79%	78%	**71%**	67%	72%	*	-	*	-	*	71%	80%	22%	77%	70%	70%	73%	-	-	-	-
	CWD	55%	45%	**22%**	40%	*	*	-	-	-	*	22%	-	22%	-	*	0%	*	-	-	-	-
	CWOD	86%	85%	**77%**	80%	74%	*	-	*	-	*	77%	80%	-	77%	73%	80%	74%	-	-	-	-
	EL	68%	71%	**70%**	-	70%	*	-	*	-	*	70%	*	*	73%	70%	74%	68%	-	-	-	-
	Male	77%	76%	**70%**	44%	80%	*	-	-	-	*	68%	*	0%	80%	74%	70%	-	-	-	-	-
	Female	82%	79%	**73%**	100%	67%	*	-	*	-	-	73%	*	*	74%	68%	-	73%	-	-	-	-
Mathematics	All Students	68%	72%	**69%**	47%	72%	*	-	*	-	*	70%	60%	44%	72%	72%	73%	67%	-	-	-	-
	CWD	44%	45%	**44%**	40%	*	*	-	-	-	*	44%	-	44%	-	*	20%	*	-	-	-	-
	CWOD	74%	77%	**72%**	50%	73%	*	-	*	-	*	73%	60%	-	72%	73%	80%	66%	-	-	-	-
	EL	61%	69%	**72%**	-	70%	*	-	*	-	*	72%	*	*	73%	72%	83%	66%	-	-	-	-
	Male	70%	74%	**73%**	33%	84%	*	-	-	-	*	73%	*	20%	80%	83%	73%	-	-	-	-	-
	Female	65%	69%	**67%**	67%	65%	*	-	*	-	-	67%	*	*	66%	66%	-	67%	-	-	-	-
Grade 5																						
Reading	All Students	76%	71%	**61%**	60%	61%	-	-	-	-	*	60%	*	20%	69%	61%	57%	65%	*	*	-	-
	CWD	45%	25%	**20%**	*	25%	-	-	-	-	*	20%	-	20%	-	20%	25%	14%	*	-	-	-
	CWOD	84%	80%	**69%**	75%	67%	-	-	-	-	*	68%	*	-	69%	68%	64%	73%	-	*	-	-
	EL	66%	70%	**61%**	-	61%	-	-	-	-	*	59%	*	20%	68%	61%	56%	66%	-	*	-	-
	Male	73%	67%	**57%**	*	56%	-	-	-	-	-	56%	*	25%	64%	56%	57%	-	-	*	-	-
	Female	80%	76%	**65%**	57%	66%	-	-	-	-	*	63%	*	14%	73%	66%	-	65%	*	*	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	73%	73%	**68%**	70%	71%	-	-	-	-	*	70%	*	27%	76%	68%	64%	73%	*	*	-	-
	CWD	47%	39%	**27%**	*	33%	-	-	-	-	*	27%	-	27%	-	30%	25%	29%	*	-	-	-
	CWOD	79%	79%	**76%**	88%	77%	-	-	-	-	*	78%	*	-	76%	75%	72%	80%	-	*	-	-
	EL	65%	72%	**68%**	-	70%	-	-	-	-	*	70%	*	30%	75%	68%	62%	74%	-	*	-	-
	Male	73%	73%	**64%**	*	63%	-	-	-	-	-	65%	*	25%	72%	62%	64%	-	-	*	-	-
	Female	72%	73%	**73%**	71%	78%	-	-	-	-	*	73%	*	29%	80%	74%	-	73%	*	*	-	-
Science	All Students	63%	62%	**44%**	40%	46%	-	-	-	-	*	43%	*	0%	53%	43%	50%	39%	*	*	-	-
	CWD	40%	20%	**0%**	*	0%	-	-	-	-	*	0%	-	0%	-	0%	0%	0%	*	-	-	-
	CWOD	69%	69%	**53%**	50%	54%	-	-	-	-	*	52%	*	-	53%	51%	61%	45%	-	*	-	-
	EL	49%	63%	**43%**	-	45%	-	-	-	-	*	42%	*	0%	51%	43%	44%	43%	-	*	-	-
	Male	66%	65%	**50%**	*	49%	-	-	-	-	-	49%	*	0%	61%	44%	50%	-	-	*	-	-
	Female	61%	58%	**39%**	29%	44%	-	-	-	-	*	39%	*	0%	45%	43%	-	39%	*	*	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	50%	42%	**39%**	64%	33%	*	-	-	*	*	36%	75%	32%	40%	25%	32%	44%	-	*	-	*
	CWD	27%	22%	**32%**	*	20%	-	-	-	-	*	28%	*	32%	-	9%	21%	50%	-	-	-	*
	CWOD	57%	46%	**40%**	63%	34%	*	-	-	*	-	37%	83%	-	40%	28%	34%	43%	-	*	-	-
	EL	36%	35%	**25%**	-	24%	*	-	-	*	*	23%	*	9%	28%	25%	13%	34%	-	*	-	-
	Male	48%	36%	**32%**	58%	24%	*	-	-	-	-	27%	67%	21%	34%	13%	32%	-	-	*	-	*
	Female	53%	48%	**44%**	64%	38%	-	-	-	*	*	42%	*	50%	43%	34%	-	44%	-	*	-	-
Mathematics	All Students	45%	42%	**31%**	39%	30%	*	-	-	*	*	29%	75%	30%	32%	24%	33%	30%	-	*	-	*
	CWD	27%	26%	**30%**	*	20%	-	-	-	-	*	28%	*	30%	-	9%	21%	50%	-	-	-	*
	CWOD	50%	46%	**32%**	37%	31%	*	-	-	*	-	29%	83%	-	32%	27%	38%	28%	-	*	-	-
	EL	37%	46%	**24%**	-	24%	*	-	-	*	*	22%	*	9%	27%	24%	20%	27%	-	*	-	-
	Male	49%	45%	**33%**	42%	32%	*	-	-	-	-	27%	83%	21%	38%	20%	33%	-	-	*	-	*
	Female	41%	39%	**30%**	36%	28%	-	-	-	*	*	30%	*	50%	28%	27%	-	30%	-	*	-	-
Grade 4																						
Reading	All Students	53%	52%	**47%**	33%	50%	*	-	*	-	*	47%	60%	22%	50%	44%	40%	53%	-	-	-	-
	CWD	26%	26%	**22%**	40%	*	*	-	-	-	*	22%	-	22%	-	*	0%	*	-	-	-	-
	CWOD	60%	58%	**50%**	30%	52%	*	-	*	-	*	49%	60%	-	50%	46%	46%	53%	-	-	-	-
	EL	40%	46%	**44%**	-	45%	*	-	*	-	*	42%	*	*	46%	44%	43%	45%	-	-	-	-
	Male	50%	48%	**40%**	0%	52%	*	-	-	-	*	38%	*	0%	46%	43%	40%	-	-	-	-	-
	Female	57%	56%	**53%**	83%	49%	*	-	*	-	-	53%	*	*	53%	45%	-	53%	-	-	-	-
Mathematics	All Students	46%	47%	**34%**	27%	35%	*	-	*	-	*	33%	60%	11%	37%	33%	38%	31%	-	-	-	-
	CWD	25%	25%	**11%**	20%	*	*	-	-	-	*	11%	-	11%	-	*	0%	*	-	-	-	-
	CWOD	51%	51%	**37%**	30%	36%	*	-	*	-	*	35%	60%	-	37%	34%	43%	32%	-	-	-	-
	EL	37%	42%	**33%**	-	34%	*	-	*	-	*	30%	*	*	34%	33%	43%	26%	-	-	-	-
	Male	50%	53%	**38%**	11%	48%	*	-	-	-	*	35%	*	0%	43%	43%	38%	-	-	-	-	-
	Female	42%	40%	**31%**	50%	28%	*	-	*	-	-	31%	*	*	32%	26%	-	31%	-	-	-	-
Grade 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
Reading	All Students	57%	48%	**40%**	40%	41%	-	-	-	-	*	41%	*	0%	48%	39%	39%	41%	*	*	-	-
	CWD	26%	11%	**0%**	*	0%	-	-	-	-	*	0%	-	0%	-	0%	0%	0%	*	-	-	-
	CWOD	65%	55%	**48%**	50%	49%	-	-	-	-	*	49%	*	-	48%	46%	47%	48%	-	*	-	-
	EL	41%	46%	**39%**	-	40%	-	-	-	-	*	41%	*	0%	46%	39%	32%	46%	-	*	-	-
	Male	53%	48%	**39%**	*	37%	-	-	-	-	-	40%	*	0%	47%	32%	39%	-	-	*	-	-
	Female	61%	48%	**41%**	29%	46%	-	-	-	-	*	43%	*	0%	48%	46%	-	41%	*	*	-	-
Mathematics	All Students	46%	40%	**36%**	30%	38%	-	-	-	-	*	37%	*	0%	43%	33%	41%	31%	*	*	-	-
	CWD	23%	10%	**0%**	*	0%	-	-	-	-	*	0%	-	0%	-	0%	0%	0%	*	-	-	-
	CWOD	52%	46%	**43%**	38%	44%	-	-	-	-	*	44%	*	-	43%	39%	50%	36%	-	*	-	-
	EL	36%	38%	**33%**	-	34%	-	-	-	-	*	35%	*	0%	39%	33%	35%	31%	-	*	-	-
	Male	48%	45%	**41%**	*	41%	-	-	-	-	-	42%	*	0%	50%	35%	41%	-	-	*	-	-
	Female	44%	35%	**31%**	29%	34%	-	-	-	-	*	33%	*	0%	36%	31%	-	31%	*	*	-	-
Science	All Students	30%	23%	**14%**	10%	15%	-	-	-	-	*	14%	*	0%	16%	13%	18%	10%	*	*	-	-
	CWD	17%	7%	**0%**	*	0%	-	-	-	-	*	0%	-	0%	-	0%	0%	0%	*	-	-	-
	CWOD	33%	26%	**16%**	13%	17%	-	-	-	-	*	17%	*	-	16%	15%	22%	11%	-	*	-	-
	EL	16%	22%	**13%**	-	13%	-	-	-	-	*	14%	*	0%	15%	13%	15%	11%	-	*	-	-
	Male	33%	27%	**18%**	*	17%	-	-	-	-	-	19%	*	0%	22%	15%	18%	-	-	*	-	-
	Female	27%	20%	**10%**	0%	12%	-	-	-	-	*	10%	*	0%	11%	11%	-	10%	*	*	-	-
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	22%	16%	**14%**	18%	14%	*	-	-	*	*	13%	38%	11%	15%	12%	9%	18%	-	*	-	*
	CWD	7%	7%	**11%**	*	7%	-	-	-	-	*	6%	*	11%	-	0%	0%	33%	-	-	-	*
	CWOD	26%	18%	**15%**	16%	15%	*	-	-	*	-	14%	33%	-	15%	14%	12%	16%	-	*	-	-
	EL	13%	15%	**12%**	-	13%	*	-	-	*	*	11%	*	0%	14%	12%	6%	16%	-	*	-	-
	Male	20%	12%	**9%**	17%	7%	*	-	-	-	-	6%	33%	0%	12%	6%	9%	-	-	*	-	*
	Female	24%	21%	**18%**	18%	18%	-	-	-	*	*	17%	*	33%	16%	16%	-	18%	-	*	-	-
Mathematics	All Students	19%	12%	**2%**	4%	1%	*	-	-	*	*	2%	0%	5%	1%	1%	2%	1%	-	*	-	*
	CWD	8%	10%	**5%**	*	0%	-	-	-	-	*	6%	*	5%	-	0%	0%	17%	-	-	-	*
	CWOD	22%	12%	**1%**	0%	1%	*	-	-	*	-	1%	0%	-	1%	2%	3%	0%	-	*	-	-
	EL	12%	16%	**1%**	-	1%	*	-	-	*	*	1%	*	0%	2%	1%	3%	0%	-	*	-	-
	Male	22%	15%	**2%**	0%	2%	*	-	-	-	-	2%	0%	0%	3%	3%	2%	-	-	*	-	*
	Female	15%	8%	**1%**	9%	0%	-	-	-	*	*	1%	*	17%	0%	0%	-	1%	-	*	-	-
Grade 4																						
Reading	All Students	23%	21%	**25%**	20%	26%	*	-	*	-	*	24%	40%	22%	26%	21%	25%	25%	-	-	-	-
	CWD	6%	5%	**22%**	40%	*	*	-	-	-	*	22%	-	22%	-	*	0%	*	-	-	-	-
	CWOD	28%	24%	**26%**	10%	27%	*	-	*	-	*	25%	40%	-	26%	22%	29%	23%	-	-	-	-
	EL	13%	21%	**21%**	-	21%	*	-	*	-	*	19%	*	*	22%	21%	26%	18%	-	-	-	-
	Male	20%	19%	**25%**	0%	36%	*	-	-	-	*	24%	*	0%	29%	26%	25%	-	-	-	-	-
	Female	26%	24%	**25%**	50%	21%	*	-	*	-	-	24%	*	*	23%	18%	-	25%	-	-	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	23%	21%	**12%**	0%	15%	*	-	*	-	*	10%	40%	0%	13%	13%	18%	8%	-	-	-	-
	CWD	9%	10%	**0%**	0%	*	*	-	-	-	*	0%	-	0%	-	*	0%	*	-	-	-	-
	CWOD	27%	23%	**13%**	0%	15%	*	-	*	-	*	12%	40%	-	13%	14%	20%	9%	-	-	-	-
	EL	16%	20%	**13%**	-	14%	*	-	*	-	*	11%	*	*	14%	13%	22%	8%	-	-	-	-
	Male	27%	26%	**18%**	0%	28%	*	-	-	-	*	16%	*	0%	20%	22%	18%	-	-	-	-	-
	Female	19%	16%	**8%**	0%	7%	*	-	*	-	-	6%	*	*	9%	8%	-	8%	-	-	-	-
Grade 5																						
Reading	All Students	29%	18%	**14%**	0%	16%	-	-	-	-	*	14%	*	0%	16%	14%	14%	14%	*	*	-	-
	CWD	7%	0%	**0%**	*	0%	-	-	-	-	*	0%	-	0%	-	0%	0%	0%	*	-	-	-
	CWOD	35%	21%	**16%**	0%	19%	-	-	-	-	*	17%	*	-	16%	17%	17%	16%	-	*	-	-
	EL	15%	19%	**14%**	-	15%	-	-	-	-	*	15%	*	0%	17%	14%	15%	14%	-	*	-	-
	Male	26%	19%	**14%**	*	15%	-	-	-	-	-	14%	*	0%	17%	15%	14%	-	-	*	-	-
	Female	32%	18%	**14%**	0%	17%	-	-	-	-	*	14%	*	0%	16%	14%	-	14%	*	*	-	-
Mathematics	All Students	21%	14%	**9%**	0%	11%	-	-	-	-	*	10%	*	0%	11%	10%	14%	6%	*	*	-	-
	CWD	7%	1%	**0%**	*	0%	-	-	-	-	*	0%	-	0%	-	0%	0%	0%	*	-	-	-
	CWOD	25%	16%	**11%**	0%	13%	-	-	-	-	*	12%	*	-	11%	12%	17%	7%	-	*	-	-
	EL	13%	13%	**10%**	-	10%	-	-	-	-	*	11%	*	0%	12%	10%	15%	6%	-	*	-	-
	Male	24%	19%	**14%**	*	15%	-	-	-	-	-	14%	*	0%	17%	15%	14%	-	-	*	-	-
	Female	19%	9%	**6%**	0%	7%	-	-	-	-	*	6%	*	0%	7%	6%	-	6%	*	*	-	-
Science	All Students	12%	7%	**4%**	0%	5%	-	-	-	-	*	4%	*	0%	5%	4%	7%	2%	*	*	-	-
	CWD	5%	1%	**0%**	*	0%	-	-	-	-	*	0%	-	0%	-	0%	0%	0%	*	-	-	-
	CWOD	14%	8%	**5%**	0%	6%	-	-	-	-	*	5%	*	-	5%	5%	8%	2%	-	*	-	-
	EL	4%	6%	**4%**	-	4%	-	-	-	-	*	5%	*	0%	5%	4%	6%	3%	-	*	-	-
	Male	13%	9%	**7%**	*	7%	-	-	-	-	-	7%	*	0%	8%	6%	7%	-	-	*	-	-
	Female	11%	5%	**2%**	0%	2%	-	-	-	-	*	2%	*	0%	2%	3%	-	2%	*	*	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	76%	**63%**	66%	63%	50%	-	*	*	58%	62%	79%	32%	68%	59%	62%	63%	*	30%	-	*
	CWD	46%	47%	**32%**	39%	29%	*	-	-	-	43%	31%	*	32%	-	23%	30%	34%	*	-	-	*
	CWOD	79%	80%	**68%**	73%	67%	67%	-	*	*	67%	67%	81%	-	68%	64%	70%	66%	-	30%	-	-
	EL	59%	72%	**59%**	-	59%	*	-	*	*	57%	58%	76%	23%	64%	59%	57%	60%	-	13%	-	-
	Male	71%	73%	**62%**	62%	62%	33%	-	-	-	88%	61%	85%	30%	70%	57%	62%	-	-	40%	-	*
	Female	75%	79%	**63%**	69%	63%	*	-	*	*	36%	63%	71%	34%	66%	60%	-	63%	*	20%	-	-
Reading	All Students	74%	77%	**66%**	77%	64%	*	-	*	*	75%	65%	88%	36%	71%	61%	64%	69%	*	*	-	*
	CWD	45%	43%	**36%**	45%	32%	*	-	-	-	*	34%	*	36%	-	26%	35%	35%	*	-	-	*
	CWOD	80%	81%	**71%**	84%	68%	*	-	*	*	100%	70%	93%	-	71%	65%	70%	72%	-	*	-	-
	EL	57%	72%	**61%**	-	61%	*	-	*	*	67%	60%	89%	26%	65%	61%	57%	64%	-	*	-	-
	Male	70%	72%	**64%**	70%	63%	*	-	-	-	*	61%	90%	35%	70%	57%	64%	-	-	*	-	*
	Female	79%	82%	**69%**	83%	65%	*	-	*	*	*	68%	83%	35%	72%	64%	-	69%	*	*	-	-

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

Texas Education Agency
2025 Federal Report Card
NORTH FOREST EL (101845104) - YES PREP PUBLIC SCHOOLS INC - HARRIS 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
All Subjects	All Students	20%	18%	**11%**	8%	12%	25%	-	*	*	5%	11%	21%	5%	12%	11%	12%	10%	*	0%	-	*
	CWD	6%	5%	**5%**	17%	1%	*	-	-	-	0%	4%	*	5%	-	0%	0%	12%	*	-	-	*
	CWOD	23%	19%	**12%**	5%	13%	33%	-	*	*	8%	12%	19%	-	12%	12%	15%	10%	-	0%	-	-
	EL	9%	13%	**11%**	-	11%	*	-	*	*	7%	10%	24%	0%	12%	11%	12%	9%	-	0%	-	-
	Male	20%	17%	**12%**	4%	14%	0%	-	-	-	13%	11%	20%	0%	15%	12%	12%	-	-	0%	-	*
	Female	21%	19%	**10%**	11%	10%	*	-	*	*	0%	10%	21%	12%	10%	9%	-	10%	*	0%	-	-
Reading	All Students	22%	19%	**17%**	15%	18%	*	-	*	*	13%	16%	31%	10%	19%	16%	15%	19%	*	*	-	*
	CWD	6%	4%	**10%**	27%	4%	*	-	-	-	*	7%	*	10%	-	0%	0%	24%	*	-	-	*
	CWOD	25%	21%	**19%**	11%	20%	*	-	*	*	20%	18%	29%	-	19%	18%	19%	18%	-	*	-	-
	EL	8%	14%	**16%**	-	16%	*	-	*	*	17%	15%	33%	0%	18%	16%	15%	16%	-	*	-	-
	Male	19%	16%	**15%**	9%	17%	*	-	-	-	*	14%	30%	0%	19%	15%	15%	-	-	*	-	*
	Female	25%	22%	**19%**	21%	19%	*	-	*	*	*	18%	33%	24%	18%	16%	-	19%	*	*	-	-
Mathematics	All Students	19%	18%	**7%**	2%	8%	*	-	*	*	0%	7%	13%	2%	8%	8%	10%	5%	*	*	-	*
	CWD	7%	6%	**2%**	9%	0%	*	-	-	-	*	2%	*	2%	-	0%	0%	6%	*	-	-	*
	CWOD	22%	19%	**8%**	0%	9%	*	-	*	*	0%	7%	14%	-	8%	9%	13%	4%	-	*	-	-
	EL	11%	15%	**8%**	-	8%	*	-	*	*	0%	7%	22%	0%	9%	8%	13%	4%	-	*	-	-
	Male	21%	18%	**10%**	0%	13%	*	-	-	-	*	10%	10%	0%	13%	13%	10%	-	-	*	-	*
	Female	18%	17%	**5%**	4%	4%	*	-	*	*	*	4%	17%	6%	4%	4%	-	5%	*	*	-	-
Science	All Students	17%	14%	**4%**	0%	5%	-	-	-	-	*	4%	*	0%	5%	4%	7%	2%	*	*	-	-
	CWD	5%	5%	**0%**	*	0%	-	-	-	-	*	0%	-	0%	-	0%	0%	0%	*	-	-	-
	CWOD	19%	15%	**5%**	0%	6%	-	-	-	-	*	5%	*	-	5%	5%	8%	2%	-	*	-	-
	EL	5%	10%	**4%**	-	4%	-	-	-	-	*	5%	*	0%	5%	4%	6%	3%	-	*	-	-
	Male	18%	15%	**7%**	*	7%	-	-	-	-	-	7%	*	0%	8%	6%	7%	-	-	*	-	-
	Female	15%	13%	**2%**	0%	2%	-	-	-	-	*	2%	*	0%	2%	3%	-	2%	*	*	-	-

- 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	67	63	68	*	-	-	-	57	66	28	68
CWD	28	33	32	*	-	-	-	*	28	28	38
CWOD	73	72	72	*	-	-	-	80	72	-	71
EL ✧	68	-	69	*	-	-	-	50	67	38	68
Male	65	55	67	*	-	-	-	*	64	29	67
Female	69	69	69	*	-	-	-	*	68	27	69
Mathematics											
All Students	66	46	69	*	-	-	-	68	67	53	68
CWD	53	42	50	*	-	-	-	*	53	53	48
CWOD	68	47	71	*	-	-	-	60	69	-	70
EL ✧	68	-	68	*	-	-	-	65	69	48	68
Male	67	36	70	*	-	-	-	*	69	50	73
Female	66	54	69	*	-	-	-	*	66	57	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	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL ✧	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

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

Part (iv): English Language Proficiency

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
431	58	13%

- 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	36	37	36	33	-	*	*	33	36	17	33
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

Part (vi): Goal Meeting Status

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

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

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

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

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

Part (vii): STAAR Participation

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

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

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

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 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	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	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	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-	-

	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	24	5	19	0	0	0	0	0	15	1
Female	19	4	15	0	0	0	0	0	9	0
Total	43	9	34	0	0	0	0	0	24	1

Accelerated Coursework

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

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

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	12.0	23.7%
Teachers Teaching with Emergency or Provisional Credentials	10.0	20.7%
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	$132	$849	$981		$249	$249
Food services		$731	$10	$4	$14	$667	$50	$717
Instruction		$6,863	$5,749	$94	$5,843	$931	$88	$1,019
Support services, general administration		$50		$50	$50			
Support services, instructional staff		$831	$337	$4	$341	$245	$244	$489
Support services, operation and maintenance of plant		$1,220	$852	$123	$975	$232	$13	$245
Support services, pupils		$497	$244	$100	$344	$112	$41	$153
Support services, school administration		$1,561	$1,467	$68	$1,535	$16	$10	$26
Support services, student transportation		$762	$645	$45	$690	$62	$11	$73
Total	**646**	**$13,745**	**$9,437**	**$1,337**	**$10,774**	**$2,265**	**$706**	**$2,971**

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%	13	2%	*	2%
Mathematics	7,510	2%	13	2%	*	2%
Grade 4						
Reading	6,669	2%	10	2%	*	1%
Mathematics	6,666	2%	10	2%	*	1%
Grade 5						
Reading	6,321	2%	*	1%	-	-
Mathematics	6,324	2%	*	1%	-	-
Science	6,315	2%	*	1%	-	-
Grade 6						
Reading	5,876	1%	19	1%	-	-
Mathematics	5,877	1%	19	1%	-	-
Grade 7						
Reading	5,387	1%	17	1%	-	-
Mathematics	5,385	2%	17	1%	-	-
Grade 8						
Reading	4,906	1%	19	1%	-	-
Mathematics	4,907	1%	19	1%	-	-
Science	4,904	1%	18	1%	-	-
End of Course						
English I	4,932	1%	18	1%	-	-
English II	4,732	1%	13	1%	-	-
Algebra I	4,932	1%	17	1%	-	-
Biology	4,992	1%	18	1%	-	-
All Grades						
All Subjects	104,161	1%	249	1%	6	1%
Reading	46,349	1%	112	1%	*	1%
Mathematics	41,601	1%	98	1%	*	1%
Science	16,211	1%	39	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)

There is no data for this campus.

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	23%	32%	21%	15%	*	-	*	9%	23%	25%	20%

- 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.

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																						
Grade 6																						
Reading	All Students	76%	73%	**78%**	92%	76%	*	-	-	-	*	78%	*	56%	80%	73%	70%	86%	-	76%	-	-
	CWD	46%	43%	**56%**	*	50%	-	-	-	-	-	56%	-	56%	-	40%	40%	*	-	-	-	-
	CWOD	82%	77%	**80%**	91%	78%	*	-	-	-	*	79%	*	-	80%	75%	72%	86%	-	76%	-	-
	EL	56%	68%	**73%**	-	73%	-	-	-	-	-	73%	*	40%	75%	73%	65%	80%	-	75%	-	-
	Male	72%	65%	**70%**	*	70%	-	-	-	-	*	70%	-	40%	72%	65%	70%	-	-	57%	-	-
	Female	80%	81%	**86%**	100%	83%	*	-	-	-	*	85%	*	*	86%	80%	-	86%	-	90%	-	-
Mathematics	All Students	72%	71%	**73%**	75%	73%	*	-	-	-	*	72%	*	67%	73%	70%	78%	68%	-	65%	-	-
	CWD	50%	48%	**67%**	*	63%	-	-	-	-	-	67%	-	67%	-	40%	60%	*	-	-	-	-
	CWOD	78%	73%	**73%**	73%	73%	*	-	-	-	*	73%	*	-	73%	72%	79%	68%	-	65%	-	-
	EL	60%	68%	**70%**	-	70%	-	-	-	-	-	70%	*	40%	72%	70%	80%	61%	-	58%	-	-
	Male	74%	69%	**78%**	*	79%	-	-	-	-	*	78%	-	60%	79%	80%	78%	-	-	71%	-	-
	Female	71%	72%	**68%**	80%	67%	*	-	-	-	*	67%	*	*	68%	61%	-	68%	-	60%	-	-
Grade 7																						
Reading	All Students	74%	76%	**74%**	73%	74%	-	-	-	-	-	73%	89%	56%	75%	68%	66%	85%	-	64%	-	-
	CWD	41%	45%	**56%**	*	57%	-	-	-	-	-	56%	-	56%	-	57%	50%	*	-	-	-	-
	CWOD	81%	79%	**75%**	77%	75%	-	-	-	-	-	74%	89%	-	75%	69%	67%	86%	-	64%	-	-
	EL	56%	70%	**68%**	-	68%	-	-	-	-	-	67%	88%	57%	69%	68%	59%	80%	-	67%	-	-
	Male	70%	71%	**66%**	57%	66%	-	-	-	-	-	64%	83%	50%	67%	59%	66%	-	-	67%	-	-
	Female	79%	80%	**85%**	88%	85%	-	-	-	-	-	84%	*	*	86%	80%	-	85%	-	*	-	-
Mathematics	All Students	53%	59%	**56%**	27%	60%	-	-	-	-	-	57%	56%	22%	59%	54%	56%	57%	-	73%	-	-
	CWD	31%	37%	**22%**	*	29%	-	-	-	-	-	22%	-	22%	-	29%	17%	*	-	-	-	-
	CWOD	58%	62%	**59%**	31%	61%	-	-	-	-	-	59%	56%	-	59%	56%	59%	58%	-	73%	-	-
	EL	39%	54%	**54%**	-	54%	-	-	-	-	-	55%	50%	29%	56%	54%	54%	54%	-	78%	-	-
	Male	55%	61%	**56%**	14%	60%	-	-	-	-	-	57%	50%	17%	59%	54%	56%	-	-	78%	-	-
	Female	51%	58%	**57%**	38%	59%	-	-	-	-	-	56%	*	*	58%	54%	-	57%	-	*	-	-
Grade 8																						
Reading	All Students	80%	86%	**83%**	94%	82%	-	-	-	-	-	83%	80%	62%	85%	74%	81%	85%	-	86%	-	-
	CWD	49%	55%	**62%**	*	64%	-	-	-	-	-	64%	*	62%	-	43%	58%	*	-	*	-	-
	CWOD	85%	89%	**85%**	100%	83%	-	-	-	-	-	85%	88%	-	85%	77%	85%	85%	-	92%	-	-
	EL	62%	82%	**74%**	-	74%	-	-	-	-	-	75%	67%	43%	77%	74%	70%	78%	-	100%	-	-
	Male	76%	82%	**81%**	88%	80%	-	-	-	-	-	82%	71%	58%	85%	70%	81%	-	-	88%	-	-
	Female	85%	90%	**85%**	100%	84%	-	-	-	-	-	85%	*	*	85%	78%	-	85%	-	83%	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	69%	74%	**73%**	71%	73%	-	-	-	-	-	72%	86%	38%	77%	73%	67%	78%	-	64%	-	-
	CWD	42%	54%	**38%**	*	45%	-	-	-	-	-	36%	*	38%	-	14%	33%	*	-	*	-	-
	CWOD	74%	78%	**77%**	83%	77%	-	-	-	-	-	76%	100%	-	77%	78%	76%	78%	-	70%	-	-
	EL	56%	75%	**73%**	-	73%	-	-	-	-	-	72%	83%	14%	78%	73%	67%	79%	-	*	-	-
	Male	68%	71%	**67%**	50%	69%	-	-	-	-	-	66%	80%	33%	76%	67%	67%	-	-	60%	-	-
	Female	71%	78%	**78%**	88%	77%	-	-	-	-	-	78%	*	*	78%	79%	-	78%	-	67%	-	-
Science	All Students	72%	73%	**67%**	69%	67%	-	-	-	-	-	67%	60%	54%	68%	57%	62%	72%	-	71%	-	-
	CWD	43%	42%	**54%**	*	55%	-	-	-	-	-	55%	*	54%	-	29%	50%	*	-	*	-	-
	CWOD	77%	77%	**68%**	71%	68%	-	-	-	-	-	68%	63%	-	68%	59%	64%	71%	-	77%	-	-
	EL	54%	69%	**57%**	-	57%	-	-	-	-	-	57%	50%	29%	59%	57%	44%	68%	-	83%	-	-
	Male	73%	74%	**62%**	63%	62%	-	-	-	-	-	62%	57%	50%	64%	44%	62%	-	-	75%	-	-
	Female	71%	73%	**72%**	75%	71%	-	-	-	-	-	72%	*	*	71%	68%	-	72%	-	67%	-	-
End of Course																						
English I	All Students	66%	73%	**72%**	67%	73%	*	*	-	*	-	72%	86%	29%	78%	69%	66%	79%	-	71%	-	-
	CWD	35%	39%	**29%**	*	32%	-	-	-	-	-	29%	-	29%	-	35%	21%	40%	-	*	-	-
	CWOD	72%	78%	**78%**	74%	78%	*	*	-	*	-	77%	86%	-	78%	74%	72%	84%	-	76%	-	-
	EL	45%	70%	**69%**	-	69%	-	*	-	-	-	68%	*	35%	74%	69%	65%	73%	-	68%	-	-
	Male	61%	69%	**66%**	55%	67%	*	-	-	*	-	66%	-	21%	72%	65%	66%	-	-	58%	-	-
	Female	72%	78%	**79%**	80%	80%	-	*	-	-	-	79%	86%	40%	84%	73%	-	79%	-	81%	-	-
English II	All Students	70%	78%	**70%**	69%	70%	-	*	-	-	*	68%	100%	32%	76%	63%	62%	79%	-	79%	-	-
	CWD	36%	38%	**32%**	60%	24%	-	-	-	-	-	32%	-	32%	-	27%	33%	29%	-	*	-	-
	CWOD	76%	84%	**76%**	73%	76%	-	*	-	-	*	74%	100%	-	76%	71%	68%	84%	-	85%	-	-
	EL	47%	70%	**63%**	-	64%	-	*	-	-	-	61%	100%	27%	71%	63%	60%	68%	-	67%	-	-
	Male	66%	73%	**62%**	56%	63%	-	-	-	-	*	60%	*	33%	68%	60%	62%	-	-	*	-	-
	Female	75%	84%	**79%**	86%	79%	-	*	-	-	-	77%	100%	29%	84%	68%	-	79%	-	82%	-	-
Algebra I	All Students	76%	84%	**85%**	86%	84%	-	-	-	-	*	84%	100%	56%	88%	84%	84%	86%	-	92%	-	-
	CWD	52%	59%	**56%**	*	50%	-	-	-	-	-	56%	-	56%	-	62%	50%	67%	-	*	-	-
	CWOD	80%	87%	**88%**	84%	88%	-	-	-	-	*	87%	100%	-	88%	87%	89%	87%	-	91%	-	-
	EL	68%	84%	**84%**	-	84%	-	-	-	-	-	83%	*	62%	87%	84%	81%	86%	-	89%	-	-
	Male	73%	81%	**84%**	92%	82%	-	-	-	-	*	84%	*	50%	89%	81%	84%	-	-	83%	-	-
	Female	79%	88%	**86%**	75%	87%	-	-	-	-	-	85%	*	67%	87%	86%	-	86%	-	93%	-	-
Biology	All Students	91%	92%	**92%**	100%	91%	*	*	-	*	*	92%	*	88%	92%	91%	91%	92%	-	96%	-	-
	CWD	76%	75%	**88%**	*	86%	-	-	-	-	-	88%	-	88%	-	100%	82%	100%	-	*	-	-
	CWOD	93%	94%	**92%**	100%	92%	*	*	-	*	*	92%	*	-	92%	90%	93%	91%	-	95%	-	-
	EL	82%	91%	**91%**	-	92%	-	*	-	-	-	91%	*	100%	90%	91%	92%	89%	-	94%	-	-
	Male	89%	91%	**91%**	100%	90%	*	-	-	*	*	91%	-	82%	93%	92%	91%	-	-	91%	-	-
	Female	92%	93%	**92%**	100%	93%	-	*	-	-	-	92%	*	100%	91%	89%	-	92%	-	92%	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 6																						

		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	55%	51%	**56%**	75%	54%	*	-	-	-	*	55%	*	44%	57%	45%	53%	59%	-	59%	-	-
	CWD	24%	22%	**44%**	*	38%	-	-	-	-	-	44%	-	44%	-	20%	20%	*	-	-	-	-
	CWOD	62%	55%	**57%**	73%	55%	*	-	-	-	*	56%	*	-	57%	46%	56%	58%	-	59%	-	-
	EL	30%	44%	**45%**	-	45%	-	-	-	-	-	44%	*	20%	46%	45%	45%	45%	-	50%	-	-
	Male	50%	44%	**53%**	*	54%	-	-	-	-	*	53%	-	20%	56%	45%	53%	-	-	57%	-	-
	Female	59%	58%	**59%**	90%	55%	*	-	-	-	*	57%	*	*	58%	45%	-	59%	-	60%	-	-
Mathematics	All Students	38%	35%	**36%**	33%	36%	*	-	-	-	*	35%	*	33%	37%	26%	45%	28%	-	41%	-	-
	CWD	19%	18%	**33%**	*	38%	-	-	-	-	-	33%	-	33%	-	20%	20%	*	-	-	-	-
	CWOD	43%	38%	**37%**	36%	36%	*	-	-	-	*	35%	*	-	37%	26%	47%	27%	-	41%	-	-
	EL	22%	32%	**26%**	-	26%	-	-	-	-	-	25%	*	20%	26%	26%	39%	14%	-	33%	-	-
	Male	41%	37%	**45%**	*	46%	-	-	-	-	*	45%	-	20%	47%	39%	45%	-	-	71%	-	-
	Female	36%	34%	**28%**	40%	26%	*	-	-	-	*	25%	*	*	27%	14%	-	28%	-	20%	-	-
Grade 7																						
Reading	All Students	52%	53%	**40%**	27%	42%	-	-	-	-	-	39%	67%	11%	42%	33%	37%	45%	-	45%	-	-
	CWD	21%	22%	**11%**	*	14%	-	-	-	-	-	11%	-	11%	-	14%	0%	*	-	-	-	-
	CWOD	58%	56%	**42%**	31%	43%	-	-	-	-	-	40%	67%	-	42%	34%	40%	45%	-	45%	-	-
	EL	30%	45%	**33%**	-	33%	-	-	-	-	-	30%	63%	14%	34%	33%	26%	41%	-	44%	-	-
	Male	47%	49%	**37%**	29%	38%	-	-	-	-	-	35%	67%	0%	40%	26%	37%	-	-	44%	-	-
	Female	58%	57%	**45%**	25%	47%	-	-	-	-	-	44%	*	*	45%	41%	-	45%	-	*	-	-
Mathematics	All Students	32%	38%	**32%**	13%	34%	-	-	-	-	-	31%	44%	11%	33%	28%	38%	24%	-	27%	-	-
	CWD	17%	21%	**11%**	*	14%	-	-	-	-	-	11%	-	11%	-	14%	0%	*	-	-	-	-
	CWOD	36%	40%	**33%**	15%	35%	-	-	-	-	-	32%	44%	-	33%	29%	41%	23%	-	27%	-	-
	EL	19%	32%	**28%**	-	28%	-	-	-	-	-	27%	38%	14%	29%	28%	34%	20%	-	33%	-	-
	Male	35%	41%	**38%**	14%	40%	-	-	-	-	-	37%	50%	0%	41%	34%	38%	-	-	22%	-	-
	Female	30%	35%	**24%**	13%	25%	-	-	-	-	-	23%	*	*	23%	20%	-	24%	-	*	-	-
Grade 8																						
Reading	All Students	57%	61%	**55%**	56%	54%	-	-	-	-	-	54%	60%	38%	56%	44%	47%	62%	-	50%	-	-
	CWD	23%	25%	**38%**	*	45%	-	-	-	-	-	36%	*	38%	-	14%	33%	*	-	*	-	-
	CWOD	63%	65%	**56%**	64%	55%	-	-	-	-	-	56%	63%	-	56%	47%	49%	61%	-	54%	-	-
	EL	32%	52%	**44%**	-	44%	-	-	-	-	-	45%	33%	14%	47%	44%	37%	50%	-	67%	-	-
	Male	51%	55%	**47%**	25%	49%	-	-	-	-	-	47%	43%	33%	49%	37%	47%	-	-	50%	-	-
	Female	63%	67%	**62%**	88%	59%	-	-	-	-	-	60%	*	*	61%	50%	-	62%	-	50%	-	-
Mathematics	All Students	45%	44%	**42%**	29%	44%	-	-	-	-	-	41%	57%	38%	43%	40%	36%	48%	-	36%	-	-
	CWD	22%	25%	**38%**	*	45%	-	-	-	-	-	36%	*	38%	-	14%	33%	*	-	*	-	-
	CWOD	50%	48%	**43%**	33%	44%	-	-	-	-	-	42%	60%	-	43%	42%	37%	47%	-	40%	-	-
	EL	30%	44%	**40%**	-	40%	-	-	-	-	-	37%	67%	14%	42%	40%	33%	45%	-	*	-	-
	Male	45%	41%	**36%**	0%	40%	-	-	-	-	-	34%	60%	33%	37%	33%	36%	-	-	20%	-	-
	Female	46%	48%	**48%**	50%	47%	-	-	-	-	-	48%	*	*	47%	45%	-	48%	-	50%	-	-

		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	47%	45%	**41%**	38%	41%	-	-	-	-	-	41%	40%	46%	40%	28%	41%	41%	-	43%	-	-
	CWD	22%	21%	**46%**	*	55%	-	-	-	-	-	45%	*	46%	-	29%	42%	*	-	*	-	-
	CWOD	51%	47%	**40%**	43%	40%	-	-	-	-	-	41%	38%	-	40%	28%	41%	40%	-	46%	-	-
	EL	25%	39%	**28%**	-	28%	-	-	-	-	-	28%	33%	29%	28%	28%	26%	30%	-	67%	-	-
	Male	49%	47%	**41%**	38%	42%	-	-	-	-	-	41%	43%	42%	41%	26%	41%	-	-	63%	-	-
	Female	45%	42%	**41%**	38%	41%	-	-	-	-	-	41%	*	*	40%	30%	-	41%	-	17%	-	-
End of Course																						
English I	All Students	47%	52%	**46%**	48%	46%	*	*	-	*	-	45%	71%	13%	51%	38%	36%	58%	-	50%	-	-
	CWD	18%	17%	**13%**	*	14%	-	-	-	-	-	13%	-	13%	-	18%	7%	20%	-	*	-	-
	CWOD	53%	57%	**51%**	53%	50%	*	*	-	*	-	50%	71%	-	51%	41%	40%	63%	-	52%	-	-
	EL	23%	45%	**38%**	-	38%	-	*	-	-	-	38%	*	18%	41%	38%	31%	46%	-	42%	-	-
	Male	42%	45%	**36%**	36%	34%	*	-	-	*	-	36%	-	7%	40%	31%	36%	-	-	25%	-	-
	Female	54%	60%	**58%**	60%	59%	-	*	-	-	-	57%	71%	20%	63%	46%	-	58%	-	69%	-	-
English II	All Students	53%	61%	**53%**	56%	53%	-	*	-	-	*	51%	100%	23%	58%	41%	52%	55%	-	57%	-	-
	CWD	20%	21%	**23%**	60%	12%	-	-	-	-	-	23%	-	23%	-	13%	27%	14%	-	*	-	-
	CWOD	58%	67%	**58%**	55%	59%	-	*	-	-	*	55%	100%	-	58%	47%	57%	59%	-	62%	-	-
	EL	25%	49%	**41%**	-	42%	-	*	-	-	-	38%	100%	13%	47%	41%	48%	32%	-	33%	-	-
	Male	48%	56%	**52%**	56%	51%	-	-	-	-	*	50%	*	27%	57%	48%	52%	-	-	*	-	-
	Female	59%	68%	**55%**	57%	56%	-	*	-	-	-	52%	100%	14%	59%	32%	-	55%	-	55%	-	-
Algebra I	All Students	43%	54%	**51%**	52%	52%	-	-	-	-	*	51%	67%	11%	56%	45%	46%	57%	-	60%	-	-
	CWD	19%	25%	**11%**	*	13%	-	-	-	-	-	11%	-	11%	-	15%	8%	17%	-	*	-	-
	CWOD	47%	57%	**56%**	58%	56%	-	-	-	-	*	55%	67%	-	56%	48%	52%	60%	-	61%	-	-
	EL	30%	50%	**45%**	-	45%	-	-	-	-	-	45%	*	15%	48%	45%	37%	52%	-	67%	-	-
	Male	42%	49%	**46%**	62%	44%	-	-	-	-	*	45%	*	8%	52%	37%	46%	-	-	58%	-	-
	Female	45%	59%	**57%**	38%	59%	-	-	-	-	-	57%	*	17%	60%	52%	-	57%	-	57%	-	-
Biology	All Students	59%	58%	**54%**	61%	54%	*	*	-	*	*	54%	*	24%	58%	49%	48%	62%	-	57%	-	-
	CWD	30%	28%	**24%**	*	21%	-	-	-	-	-	24%	-	24%	-	30%	18%	33%	-	*	-	-
	CWOD	64%	62%	**58%**	67%	57%	*	*	-	*	*	58%	*	-	58%	52%	52%	64%	-	60%	-	-
	EL	35%	52%	**49%**	-	50%	-	*	-	-	-	49%	*	30%	52%	49%	47%	52%	-	47%	-	-
	Male	58%	55%	**48%**	50%	46%	*	-	-	*	*	48%	-	18%	52%	47%	48%	-	-	27%	-	-
	Female	61%	61%	**62%**	75%	61%	-	*	-	-	-	61%	*	33%	64%	52%	-	62%	-	77%	-	-
STAAR Percent at Masters Grade Level																						
Grade 6																						
Reading	All Students	28%	23%	**21%**	50%	18%	*	-	-	-	*	20%	*	11%	21%	9%	16%	24%	-	24%	-	-
	CWD	7%	6%	**11%**	*	0%	-	-	-	-	-	11%	-	11%	-	0%	0%	*	-	-	-	-
	CWOD	33%	25%	**21%**	45%	19%	*	-	-	-	*	21%	*	-	21%	9%	18%	24%	-	24%	-	-
	EL	9%	17%	**9%**	-	9%	-	-	-	-	-	8%	*	0%	9%	9%	8%	10%	-	8%	-	-
	Male	24%	18%	**16%**	*	17%	-	-	-	-	*	16%	-	0%	18%	8%	16%	-	-	29%	-	-
	Female	32%	28%	**24%**	60%	18%	*	-	-	-	*	24%	*	*	24%	10%	-	24%	-	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
Mathematics	All Students	16%	13%	**12%**	17%	11%	*	-	-	-	*	11%	*	0%	13%	8%	15%	9%	-	18%	-	-
	CWD	5%	5%	**0%**	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	-	-	-
	CWOD	18%	14%	**13%**	18%	12%	*	-	-	-	*	12%	*	-	13%	8%	16%	9%	-	18%	-	-
	EL	6%	11%	**8%**	-	8%	-	-	-	-	-	7%	*	0%	8%	8%	10%	6%	-	8%	-	-
	Male	17%	13%	**15%**	*	14%	-	-	-	-	*	15%	-	0%	16%	10%	15%	-	-	29%	-	-
	Female	14%	12%	**9%**	20%	8%	*	-	-	-	*	8%	*	*	9%	6%	-	9%	-	10%	-	-
Grade 7																						
Reading	All Students	26%	26%	**21%**	7%	23%	-	-	-	-	-	20%	44%	0%	23%	19%	18%	25%	-	9%	-	-
	CWD	6%	5%	**0%**	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	-	-	-
	CWOD	30%	28%	**23%**	8%	24%	-	-	-	-	-	21%	44%	-	23%	20%	20%	27%	-	9%	-	-
	EL	9%	18%	**19%**	-	19%	-	-	-	-	-	17%	38%	0%	20%	19%	15%	24%	-	11%	-	-
	Male	23%	23%	**18%**	14%	19%	-	-	-	-	-	16%	50%	0%	20%	15%	18%	-	-	11%	-	-
	Female	30%	29%	**25%**	0%	29%	-	-	-	-	-	25%	*	*	27%	24%	-	25%	-	*	-	-
Mathematics	All Students	11%	12%	**8%**	0%	9%	-	-	-	-	-	9%	0%	0%	9%	7%	10%	6%	-	0%	-	-
	CWD	5%	3%	**0%**	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	-	-	-
	CWOD	12%	13%	**9%**	0%	10%	-	-	-	-	-	10%	0%	-	9%	7%	11%	6%	-	0%	-	-
	EL	4%	8%	**7%**	-	7%	-	-	-	-	-	7%	0%	0%	7%	7%	8%	4%	-	0%	-	-
	Male	12%	13%	**10%**	0%	11%	-	-	-	-	-	11%	0%	0%	11%	8%	10%	-	-	0%	-	-
	Female	9%	10%	**6%**	0%	7%	-	-	-	-	-	6%	*	*	6%	4%	-	6%	-	*	-	-
Grade 8																						
Reading	All Students	31%	29%	**25%**	31%	24%	-	-	-	-	-	24%	30%	0%	27%	14%	19%	30%	-	21%	-	-
	CWD	7%	4%	**0%**	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-	*	-	-
	CWOD	35%	32%	**27%**	36%	26%	-	-	-	-	-	26%	38%	-	27%	15%	23%	30%	-	23%	-	-
	EL	10%	20%	**14%**	-	14%	-	-	-	-	-	14%	17%	0%	15%	14%	7%	20%	-	17%	-	-
	Male	26%	25%	**19%**	25%	18%	-	-	-	-	-	18%	29%	0%	23%	7%	19%	-	-	25%	-	-
	Female	36%	33%	**30%**	38%	29%	-	-	-	-	-	29%	*	*	30%	20%	-	30%	-	17%	-	-
Mathematics	All Students	18%	10%	**14%**	21%	13%	-	-	-	-	-	14%	14%	15%	14%	10%	5%	22%	-	9%	-	-
	CWD	7%	6%	**15%**	*	18%	-	-	-	-	-	9%	*	15%	-	14%	17%	*	-	*	-	-
	CWOD	20%	11%	**14%**	25%	12%	-	-	-	-	-	14%	0%	-	14%	9%	2%	22%	-	10%	-	-
	EL	8%	9%	**10%**	-	10%	-	-	-	-	-	9%	17%	14%	9%	10%	3%	17%	-	*	-	-
	Male	18%	9%	**5%**	0%	6%	-	-	-	-	-	4%	20%	17%	2%	3%	5%	-	-	0%	-	-
	Female	17%	11%	**22%**	38%	19%	-	-	-	-	-	22%	*	*	22%	17%	-	22%	-	17%	-	-
Science	All Students	18%	14%	**12%**	6%	13%	-	-	-	-	-	13%	10%	8%	13%	5%	10%	15%	-	7%	-	-
	CWD	6%	4%	**8%**	*	9%	-	-	-	-	-	9%	*	8%	-	0%	8%	*	-	*	-	-
	CWOD	20%	16%	**13%**	7%	13%	-	-	-	-	-	13%	13%	-	13%	6%	10%	15%	-	8%	-	-
	EL	5%	9%	**5%**	-	5%	-	-	-	-	-	6%	0%	0%	6%	5%	2%	8%	-	17%	-	-
	Male	20%	16%	**10%**	0%	11%	-	-	-	-	-	9%	14%	8%	10%	2%	10%	-	-	13%	-	-
	Female	16%	13%	**15%**	13%	15%	-	-	-	-	-	15%	*	*	15%	8%	-	15%	-	0%	-	-
End of Course																						

		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 I	All Students	14%	12%	**12%**	10%	11%	*	*	-	*	-	12%	14%	4%	13%	5%	8%	17%	-	25%	-	-
	CWD	4%	3%	**4%**	*	5%	-	-	-	-	-	4%	-	4%	-	6%	7%	0%	-	*	-	-
	CWOD	16%	14%	**13%**	11%	12%	*	*	-	*	-	13%	14%	-	13%	5%	8%	19%	-	28%	-	-
	EL	2%	8%	**5%**	-	5%	-	*	-	-	-	5%	*	6%	5%	5%	7%	3%	-	11%	-	-
	Male	11%	10%	**8%**	0%	7%	*	-	-	*	-	8%	-	7%	8%	7%	8%	-	-	17%	-	-
	Female	17%	15%	**17%**	20%	16%	-	*	-	-	-	17%	14%	0%	19%	3%	-	17%	-	31%	-	-
English II	All Students	8%	7%	**5%**	6%	4%	-	*	-	-	*	5%	11%	5%	5%	0%	7%	3%	-	0%	-	-
	CWD	3%	1%	**5%**	20%	0%	-	-	-	-	-	5%	-	5%	-	0%	7%	0%	-	*	-	-
	CWOD	9%	8%	**5%**	0%	5%	-	*	-	-	*	5%	11%	-	5%	0%	7%	3%	-	0%	-	-
	EL	1%	2%	**0%**	-	0%	-	*	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	0%	-	-
	Male	7%	7%	**7%**	11%	5%	-	-	-	-	*	6%	*	7%	7%	0%	7%	-	-	*	-	-
	Female	9%	7%	**3%**	0%	3%	-	*	-	-	-	3%	0%	0%	3%	0%	-	3%	-	0%	-	-
Algebra I	All Students	26%	33%	**33%**	19%	35%	-	-	-	-	*	33%	33%	0%	36%	26%	26%	40%	-	28%	-	-
	CWD	8%	9%	**0%**	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	-	*	-	-
	CWOD	29%	36%	**36%**	21%	39%	-	-	-	-	*	36%	33%	-	36%	30%	30%	43%	-	30%	-	-
	EL	14%	28%	**26%**	-	26%	-	-	-	-	-	27%	*	0%	30%	26%	19%	34%	-	28%	-	-
	Male	25%	30%	**26%**	15%	28%	-	-	-	-	*	24%	*	0%	30%	19%	26%	-	-	17%	-	-
	Female	27%	37%	**40%**	25%	41%	-	-	-	-	-	42%	*	0%	43%	34%	-	40%	-	36%	-	-
Biology	All Students	20%	15%	**19%**	11%	19%	*	*	-	*	*	19%	*	6%	21%	16%	18%	20%	-	26%	-	-
	CWD	6%	6%	**6%**	*	7%	-	-	-	-	-	6%	-	6%	-	10%	0%	17%	-	*	-	-
	CWOD	22%	17%	**21%**	13%	20%	*	*	-	*	*	21%	*	-	21%	17%	21%	20%	-	25%	-	-
	EL	6%	11%	**16%**	-	17%	-	*	-	-	-	17%	*	10%	17%	16%	20%	13%	-	24%	-	-
	Male	20%	16%	**18%**	0%	19%	*	-	-	*	*	18%	-	0%	21%	20%	18%	-	-	18%	-	-
	Female	19%	15%	**20%**	25%	19%	-	*	-	-	-	21%	*	17%	20%	13%	-	20%	-	31%	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	76%	**75%**	75%	75%	*	*	-	*	100%	75%	83%	49%	77%	71%	71%	79%	-	78%	-	-
	CWD	46%	47%	**49%**	54%	48%	-	-	-	-	-	49%	50%	49%	-	44%	45%	61%	-	50%	-	-
	CWOD	79%	80%	**77%**	78%	77%	*	*	-	*	100%	77%	86%	-	77%	73%	75%	80%	-	80%	-	-
	EL	59%	72%	**71%**	-	71%	-	*	-	-	-	70%	74%	44%	73%	71%	67%	74%	-	78%	-	-
	Male	71%	73%	**71%**	66%	71%	*	-	-	*	100%	71%	73%	45%	75%	67%	71%	-	-	74%	-	-
	Female	75%	79%	**79%**	83%	79%	*	*	-	-	*	78%	93%	61%	80%	74%	-	79%	-	82%	-	-
Reading	All Students	74%	77%	**75%**	78%	75%	*	*	-	*	*	74%	89%	42%	79%	69%	68%	83%	-	75%	-	-
	CWD	45%	43%	**42%**	50%	40%	-	-	-	-	-	41%	*	42%	-	37%	38%	48%	-	20%	-	-
	CWOD	80%	81%	**79%**	82%	78%	*	*	-	*	*	78%	92%	-	79%	73%	72%	85%	-	78%	-	-
	EL	57%	72%	**69%**	-	70%	-	*	-	-	-	69%	83%	37%	73%	69%	63%	76%	-	73%	-	-
	Male	70%	72%	**68%**	62%	69%	*	-	-	*	*	68%	82%	38%	72%	63%	68%	-	-	67%	-	-
	Female	79%	82%	**83%**	91%	82%	*	*	-	-	*	82%	95%	48%	85%	76%	-	83%	-	82%	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	70%	72%	**72%**	66%	73%	*	-	-	-	*	72%	80%	47%	75%	70%	72%	73%	-	77%	-	-
	CWD	45%	49%	**47%**	43%	48%	-	-	-	-	-	47%	*	47%	-	41%	40%	64%	-	*	-	-
	CWOD	76%	76%	**75%**	69%	75%	*	-	-	-	*	74%	83%	-	75%	73%	76%	73%	-	77%	-	-
	EL	60%	70%	**70%**	-	70%	-	-	-	-	-	70%	69%	41%	73%	70%	70%	70%	-	77%	-	-
	Male	71%	71%	**72%**	61%	73%	-	-	-	-	*	72%	69%	40%	76%	70%	72%	-	-	76%	-	-
	Female	70%	73%	**73%**	71%	73%	*	-	-	-	*	72%	92%	64%	73%	70%	-	73%	-	77%	-	-
Science	All Students	76%	81%	**79%**	85%	79%	*	*	-	*	*	80%	71%	73%	80%	74%	77%	82%	-	86%	-	-
	CWD	52%	54%	**73%**	80%	72%	-	-	-	-	-	75%	*	73%	-	71%	65%	100%	-	*	-	-
	CWOD	81%	84%	**80%**	86%	80%	*	*	-	*	*	80%	75%	-	80%	75%	80%	81%	-	88%	-	-
	EL	63%	79%	**74%**	-	75%	-	*	-	-	-	75%	57%	71%	75%	74%	70%	78%	-	91%	-	-
	Male	77%	81%	**77%**	83%	76%	*	-	-	*	*	78%	57%	65%	80%	70%	77%	-	-	84%	-	-
	Female	76%	81%	**82%**	88%	81%	-	*	-	-	-	81%	86%	100%	81%	78%	-	82%	-	89%	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	48%	49%	**46%**	45%	46%	*	*	-	*	71%	45%	66%	25%	48%	38%	43%	50%	-	50%	-	-
	CWD	23%	22%	**25%**	21%	26%	-	-	-	-	-	24%	50%	25%	-	18%	21%	35%	-	25%	-	-
	CWOD	53%	53%	**48%**	49%	48%	*	*	-	*	71%	48%	68%	-	48%	40%	47%	50%	-	51%	-	-
	EL	30%	43%	**38%**	-	38%	-	*	-	-	-	37%	55%	18%	40%	38%	36%	39%	-	49%	-	-
	Male	47%	47%	**43%**	36%	44%	*	-	-	*	60%	43%	59%	21%	47%	36%	43%	-	-	44%	-	-
	Female	49%	52%	**50%**	53%	49%	*	*	-	-	*	48%	73%	35%	50%	39%	-	50%	-	55%	-	-
Reading	All Students	53%	54%	**50%**	51%	50%	*	*	-	*	*	49%	76%	23%	53%	40%	44%	56%	-	52%	-	-
	CWD	23%	21%	**23%**	33%	22%	-	-	-	-	-	23%	*	23%	-	16%	19%	32%	-	20%	-	-
	CWOD	59%	59%	**53%**	54%	52%	*	*	-	*	*	51%	78%	-	53%	42%	48%	58%	-	54%	-	-
	EL	31%	46%	**40%**	-	40%	-	*	-	-	-	39%	63%	16%	42%	40%	37%	44%	-	46%	-	-
	Male	48%	49%	**44%**	35%	44%	*	-	-	*	*	43%	65%	19%	48%	37%	44%	-	-	44%	-	-
	Female	58%	60%	**56%**	65%	55%	*	*	-	-	*	55%	86%	32%	58%	44%	-	56%	-	60%	-	-
Mathematics	All Students	43%	43%	**41%**	34%	42%	*	-	-	-	*	40%	60%	22%	43%	34%	42%	40%	-	45%	-	-
	CWD	22%	22%	**22%**	0%	26%	-	-	-	-	-	21%	*	22%	-	16%	17%	36%	-	*	-	-
	CWOD	48%	46%	**43%**	38%	43%	*	-	-	-	*	42%	61%	-	43%	36%	45%	40%	-	46%	-	-
	EL	30%	40%	**34%**	-	34%	-	-	-	-	-	34%	50%	16%	36%	34%	36%	33%	-	51%	-	-
	Male	45%	43%	**42%**	32%	43%	-	-	-	-	*	41%	62%	17%	45%	36%	42%	-	-	45%	-	-
	Female	42%	43%	**40%**	35%	41%	*	-	-	-	*	39%	58%	36%	40%	33%	-	40%	-	45%	-	-
Science	All Students	46%	49%	**48%**	50%	47%	*	*	-	*	*	48%	50%	33%	49%	39%	45%	51%	-	51%	-	-
	CWD	22%	22%	**33%**	20%	36%	-	-	-	-	-	32%	*	33%	-	29%	30%	43%	-	*	-	-
	CWOD	50%	52%	**49%**	55%	49%	*	*	-	*	*	49%	50%	-	49%	40%	47%	51%	-	55%	-	-
	EL	26%	43%	**39%**	-	39%	-	*	-	-	-	39%	43%	29%	40%	39%	37%	41%	-	52%	-	-
	Male	47%	49%	**45%**	44%	44%	*	-	-	*	*	45%	43%	30%	47%	37%	45%	-	-	42%	-	-
	Female	45%	48%	**51%**	56%	51%	-	*	-	-	-	51%	57%	43%	51%	41%	-	51%	-	61%	-	-
STAAR Percent at Masters Grade Level																						
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	20%	18%	**17%**	15%	17%	*	*	-	*	43%	17%	19%	4%	18%	11%	14%	20%	-	18%	-	-
	CWD	6%	5%	**4%**	8%	4%	-	-	-	-	-	4%	17%	4%	-	3%	5%	4%	-	8%	-	-
	CWOD	23%	19%	**18%**	16%	18%	*	*	-	*	43%	18%	20%	-	18%	12%	15%	20%	-	18%	-	-
	EL	9%	13%	**11%**	-	11%	-	*	-	-	-	11%	15%	3%	12%	11%	9%	13%	-	14%	-	-
	Male	20%	17%	**14%**	7%	14%	*	-	-	*	40%	13%	27%	5%	15%	9%	14%	-	-	15%	-	-
	Female	21%	19%	**20%**	23%	19%	*	*	-	-	*	20%	13%	4%	20%	13%	-	20%	-	20%	-	-
Reading	All Students	22%	19%	**16%**	19%	16%	*	*	-	*	*	16%	26%	4%	18%	9%	13%	20%	-	18%	-	-
	CWD	6%	4%	**4%**	17%	2%	-	-	-	-	-	4%	*	4%	-	2%	4%	4%	-	0%	-	-
	CWOD	25%	21%	**18%**	19%	17%	*	*	-	*	*	17%	28%	-	18%	10%	14%	21%	-	19%	-	-
	EL	8%	14%	**9%**	-	9%	-	*	-	-	-	9%	21%	2%	10%	9%	8%	11%	-	10%	-	-
	Male	19%	16%	**13%**	11%	13%	*	-	-	*	*	12%	35%	4%	14%	8%	13%	-	-	18%	-	-
	Female	25%	22%	**20%**	26%	19%	*	*	-	-	*	20%	19%	4%	21%	11%	-	20%	-	18%	-	-
Mathematics	All Students	19%	18%	**18%**	15%	18%	*	-	-	-	*	18%	16%	4%	19%	13%	15%	20%	-	17%	-	-
	CWD	7%	6%	**4%**	0%	5%	-	-	-	-	-	2%	*	4%	-	3%	6%	0%	-	*	-	-
	CWOD	22%	19%	**19%**	16%	19%	*	-	-	-	*	19%	13%	-	19%	14%	16%	21%	-	18%	-	-
	EL	11%	15%	**13%**	-	13%	-	-	-	-	-	13%	13%	3%	14%	13%	10%	16%	-	14%	-	-
	Male	21%	18%	**15%**	7%	16%	-	-	-	-	*	15%	23%	6%	16%	10%	15%	-	-	12%	-	-
	Female	18%	17%	**20%**	21%	20%	*	-	-	-	*	21%	8%	0%	21%	16%	-	20%	-	23%	-	-
Science	All Students	17%	14%	**16%**	9%	16%	*	*	-	*	*	16%	7%	7%	17%	11%	14%	17%	-	19%	-	-
	CWD	5%	5%	**7%**	0%	8%	-	-	-	-	-	7%	*	7%	-	6%	4%	14%	-	*	-	-
	CWOD	19%	15%	**17%**	10%	17%	*	*	-	*	*	17%	8%	-	17%	12%	16%	17%	-	18%	-	-
	EL	5%	10%	**11%**	-	11%	-	*	-	-	-	11%	0%	6%	12%	11%	12%	10%	-	22%	-	-
	Male	18%	15%	**14%**	0%	15%	*	-	-	*	*	14%	14%	4%	16%	12%	14%	-	-	16%	-	-
	Female	15%	13%	**17%**	19%	17%	-	*	-	-	-	18%	0%	14%	17%	10%	-	17%	-	22%	-	-

- 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	74	78	73	*	*	-	*	*	73	47	68
CWD	47	53	46	-	-	-	-	-	45	47	40
CWOD	76	82	75	*	*	-	*	*	76	-	71
EL ✧	68	-	68	-	*	-	-	-	67	40	68
Male	70	76	69	*	-	-	*	*	70	41	64
Female	78	79	78	*	*	-	-	*	77	63	72
Mathematics											
All Students	74	74	74	*	-	-	-	*	73	56	73
CWD	56	54	57	-	-	-	-	-	54	56	56
CWOD	75	76	75	*	-	-	-	*	75	-	74
EL ✧	73	-	73	-	-	-	-	-	72	56	73
Male	72	76	71	-	-	-	-	*	71	50	71
Female	76	72	76	*	-	-	-	*	75	73	74

- 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	90.5%	85.0%	91.4%	*	-	-	-	*	91.3%	80.0%	88.4%	100.0%	-
CWD	80.0%	*	*	-	-	-	-	-	80.0%	80.0%	*	-	-
CWOD	91.0%	88.2%	91.2%	*	-	-	-	*	91.8%	-	88.1%	100.0%	-
EL ✧	88.4%	-	87.8%	*	-	-	-	*	91.7%	*	88.4%	*	-
Male	85.0%	81.8%	85.4%	*	-	-	-	-	86.3%	*	81.5%	*	-
Female	96.4%	88.9%	97.8%	-	-	-	-	*	96.2%	*	100.0%	100.0%	-

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

Part (iv): English Language Proficiency

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
572	131	23%

- 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	46	45	46	*	*	-	*	71	46	26	40
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	50%	10%	53%	*	-	-	-	-	51%	*	52%

- 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	Y	Y	Y						Y	Y	Y
Interim Goals (2028-2032)	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
Target Met	N	Y	Y						Y	N	Y
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	Y	Y	Y						Y	Y	Y
Interim Goals (2028-2032)	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
Target Met	N	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	N
Long-Term Goals	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
Target Met	N	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	Y	N	Y						Y		Y

	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	Y						Y		Y
Interim Goals (2033-2037)	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92%
Target Met	N	N	N						N		Y
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	**100%**	100%	100%	100%	*	-	*	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	**100%**	100%	100%	-	-	-	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	**100%**	100%	100%	100%	*	-	*	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	**100%**	-	100%	*	*	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	**100%**	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	**100%**	100%	100%	*	*	-	-	*	100%	100%	100%	100%	100%	-	100%	-
Reading	All Students	**100%**	100%	100%	100%	*	-	*	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	**100%**	100%	100%	-	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	**100%**	100%	100%	100%	*	-	*	*	100%	100%	-	100%	100%	100%	100%	-
	EL	**100%**	-	100%	*	*	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	**100%**	100%	100%	*	*	-	*	*	100%	100%	100%	100%	100%	100%	-	-
	Female	**100%**	100%	100%	*	*	-	-	*	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	**100%**	100%	100%	*	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	**100%**	100%	100%	-	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	**100%**	100%	100%	*	-	-	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	**100%**	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	**100%**	100%	100%	-	-	-	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	**100%**	100%	100%	*	-	-	-	*	100%	100%	100%	100%	100%	-	100%	-
Science	All Students	**99%**	100%	99%	*	*	-	*	*	99%	100%	100%	99%	99%	100%	98%	-
	CWD	**100%**	100%	100%	-	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	**99%**	100%	99%	*	*	-	*	*	99%	100%	-	99%	99%	100%	98%	-
	EL	**99%**	-	99%	-	*	-	-	-	99%	100%	100%	99%	99%	100%	98%	-
	Male	**100%**	100%	100%	*	-	-	*	*	100%	100%	100%	100%	100%	100%	-	-
	Female	**98%**	100%	98%	-	*	-	-	-	98%	100%	100%	98%	98%	-	98%	-
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	**0%**	0%	0%	0%	*	-	*	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	**0%**	0%	0%	-	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	**0%**	0%	0%	0%	*	-	*	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	**0%**	-	0%	*	*	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	**0%**	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	**0%**	0%	0%	*	*	-	-	*	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	**0%**	0%	0%	0%	*	-	*	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	**0%**	0%	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	**0%**	0%	0%	0%	*	-	*	*	0%	0%	-	0%	0%	0%	0%	-
	EL	**0%**	-	0%	*	*	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	**0%**	0%	0%	*	*	-	*	*	0%	0%	0%	0%	0%	0%	-	-
	Female	**0%**	0%	0%	*	*	-	-	*	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	**0%**	0%	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	**0%**	0%	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	**0%**	0%	0%	*	-	-	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	**0%**	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	**0%**	0%	0%	-	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	**0%**	0%	0%	*	-	-	-	*	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	**1%**	0%	1%	*	*	-	*	*	1%	0%	0%	1%	1%	0%	2%	-
	CWD	**0%**	0%	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	**1%**	0%	1%	*	*	-	*	*	1%	0%	-	1%	1%	0%	2%	-
	EL	**1%**	-	1%	-	*	-	-	-	1%	0%	0%	1%	1%	0%	2%	-
	Male	**0%**	0%	0%	*	-	-	*	*	0%	0%	0%	0%	0%	0%	-	-
	Female	**2%**	0%	2%	-	*	-	-	-	2%	0%	0%	2%	2%	-	2%	-
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	20	4	16	0	0	0	0	0	10		
	Female	12	2	10	0	0	0	0	0	5		
	Total	32	6	26	0	0	0	0	0	15		
Out-of-School Suspensions												
	Male	89	10	79	0	0	0	0	0	49		
	Female	53	19	34	0	0	0	0	0	22		
	Total	142	29	113	0	0	0	0	0	71		
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	3	0	0	0	0	0	1		
	Female	0	0	0	0	0	0	0	0	0		
	Total	3	0	3	0	0	0	0	0	1		
Under Zero Tolerance Policies	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		
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	3	2	1	0	0	0	0	0	1		1
	Female	0	0	0	0	0	0	0	0	0		0
	Total	3	2	1	0	0	0	0	0	1		1
Out-of-School Suspensions												
	Male	12	6	6	0	0	0	0	0	4		2
	Female	7	4	3	0	0	0	0	0	1		1
	Total	19	10	9	0	0	0	0	0	5		3
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	14	66	2	-8	-8	-8	2	32	8	7
	Female	67	14	53	-8	-8	-8	-8	-8	21	4	2
	Total	151	28	119	2	-8	-8	-8	2	53	12	9

	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	67
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack without a weapon	8
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or Bullying	
On the basis of sex	5
On the basis of race	3
On the basis of disability	3
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	95	19	12	21	81	19	2	22	0	0	0	-	0	0	0	0	38	15	3	8
Female	120	24	10	15	108	26	0	0	0	0	0	-	0	-	2	40	38	17	1	6
Total	215	22	22	18	189	23	2	15	0	0	0	-	0	0	2	29	76	16	4	8
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	26.2	41.1%
Teachers Teaching with Emergency or Provisional Credentials	6.0	9.7%
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		$1,197	$99	$849	$948		$249	$249
Food services		$435	$5	$4	$9	$376	$50	$426
Instruction		$5,799	$4,934	$94	$5,028	$683	$88	$771
Support services, general administration		$50		$50	$50			
Support services, instructional staff		$1,130	$419	$4	$423	$463	$244	$707
Support services, operation and maintenance of plant		$1,143	$869	$123	$992	$138	$13	$151
Support services, pupils		$831	$245	$100	$345	$445	$41	$486
Support services, school administration		$1,312	$1,191	$68	$1,259	$43	$10	$53
Support services, student transportation		$738	$682	$45	$727		$11	$11
Total	**1,004**	**$12,633**	**$8,444**	**$1,337**	**$9,781**	**$2,147**	**$706**	**$2,853**

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%	13	2%	-	-
Mathematics	7,510	2%	13	2%	-	-
Grade 4						
Reading	6,669	2%	10	2%	-	-
Mathematics	6,666	2%	10	2%	-	-
Grade 5						
Reading	6,321	2%	*	1%	-	-
Mathematics	6,324	2%	*	1%	-	-
Science	6,315	2%	*	1%	-	-
Grade 6						
Reading	5,876	1%	19	1%	*	1%
Mathematics	5,877	1%	19	1%	*	1%
Grade 7						
Reading	5,387	1%	17	1%	*	1%
Mathematics	5,385	2%	17	1%	*	1%
Grade 8						
Reading	4,906	1%	19	1%	*	3%
Mathematics	4,907	1%	19	1%	*	3%
Science	4,904	1%	18	1%	*	3%
End of Course						
English I	4,932	1%	18	1%	*	1%
English II	4,732	1%	13	1%	*	1%
Algebra I	4,932	1%	17	1%	*	1%
Biology	4,992	1%	18	1%	*	1%
All Grades						
All Subjects	104,161	1%	249	1%	25	1%
Reading	46,349	1%	112	1%	10	1%
Mathematics	41,601	1%	98	1%	9	1%
Science	16,211	1%	39	1%	6	2%

- 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	66%	*	67%	-	-	-	-	-	68%	*	61%
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	27%	37%	25%	40%	*	-	*	14%	27%	22%	24%

- 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.

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)

There is no data for this campus.

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)

There is no data for this campus.

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.

There is no data for this campus.

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
63	5	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)

There is no data for this campus.

Part (vi): Goal Meeting Status

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

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

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

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

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

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)

There is no data for this campus.

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.

There is no data for this campus.

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.

There is no data for this campus.

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	5.0	21.4%
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.

There is no data for this campus.

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.

There is no data for this campus.

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)

There is no data for this campus.

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)

There is no data for this campus.

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.

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																						
Grade 6																						
Reading	All Students	76%	73%	**83%**	*	84%	-	-	-	-	-	83%	88%	41%	89%	71%	73%	95%	*	*	-	-
	CWD	46%	43%	**41%**	*	44%	-	-	-	-	-	44%	*	41%	-	33%	38%	*	*	*	-	-
	CWOD	82%	77%	**89%**	*	88%	-	-	-	-	-	88%	100%	-	89%	78%	82%	95%	-	*	-	-
	EL	56%	68%	**71%**	-	71%	-	-	-	-	-	71%	*	33%	78%	71%	50%	90%	-	*	-	-
	Male	72%	65%	**73%**	*	74%	-	-	-	-	-	73%	*	38%	82%	50%	73%	-	*	*	-	-
	Female	80%	81%	**95%**	*	95%	-	-	-	-	-	94%	100%	*	95%	90%	-	95%	-	*	-	-
Mathematics	All Students	72%	71%	**75%**	*	75%	-	-	-	-	-	75%	75%	47%	78%	70%	73%	77%	*	*	-	-
	CWD	50%	48%	**47%**	*	50%	-	-	-	-	-	44%	*	47%	-	42%	44%	*	*	*	-	-
	CWOD	78%	73%	**78%**	*	78%	-	-	-	-	-	79%	71%	-	78%	75%	80%	77%	-	*	-	-
	EL	60%	68%	**70%**	-	70%	-	-	-	-	-	68%	*	42%	75%	70%	61%	78%	-	*	-	-
	Male	74%	69%	**73%**	*	74%	-	-	-	-	-	72%	*	44%	80%	61%	73%	-	*	*	-	-
	Female	71%	72%	**77%**	*	77%	-	-	-	-	-	78%	60%	*	77%	78%	-	77%	-	*	-	-
Grade 7																						
Reading	All Students	74%	76%	**82%**	*	82%	-	*	-	-	-	81%	100%	53%	86%	78%	81%	85%	-	100%	-	-
	CWD	41%	45%	**53%**	-	53%	-	-	-	-	-	53%	-	53%	-	50%	55%	*	-	-	-	-
	CWOD	81%	79%	**86%**	*	85%	-	*	-	-	-	84%	100%	-	86%	80%	84%	87%	-	100%	-	-
	EL	56%	70%	**78%**	-	78%	-	*	-	-	-	77%	*	50%	80%	78%	76%	79%	-	*	-	-
	Male	70%	71%	**81%**	-	81%	-	-	-	-	-	79%	100%	55%	84%	76%	81%	-	-	*	-	-
	Female	79%	80%	**85%**	*	84%	-	*	-	-	-	82%	100%	*	87%	79%	-	85%	-	*	-	-
Mathematics	All Students	53%	59%	**58%**	*	58%	-	*	-	-	-	57%	64%	40%	59%	53%	65%	48%	-	83%	-	-
	CWD	31%	37%	**40%**	-	40%	-	-	-	-	-	40%	-	40%	-	38%	45%	*	-	-	-	-
	CWOD	58%	62%	**59%**	*	60%	-	*	-	-	-	59%	64%	-	59%	55%	68%	49%	-	83%	-	-
	EL	39%	54%	**53%**	-	54%	-	*	-	-	-	53%	*	38%	55%	53%	65%	38%	-	*	-	-
	Male	55%	61%	**65%**	-	65%	-	-	-	-	-	65%	67%	45%	68%	65%	65%	-	-	*	-	-
	Female	51%	58%	**48%**	*	49%	-	*	-	-	-	46%	63%	*	49%	38%	-	48%	-	*	-	-
Grade 8																						
Reading	All Students	80%	86%	**88%**	*	88%	*	-	-	-	-	88%	92%	29%	91%	80%	84%	92%	*	100%	-	-
	CWD	49%	55%	**29%**	*	17%	-	-	-	-	-	17%	*	29%	-	0%	33%	*	-	-	-	-
	CWOD	85%	89%	**91%**	*	91%	*	-	-	-	-	91%	92%	-	91%	85%	89%	93%	*	100%	-	-
	EL	62%	82%	**80%**	-	80%	*	-	-	-	-	80%	80%	0%	85%	80%	72%	87%	*	*	-	-
	Male	76%	82%	**84%**	*	83%	*	-	-	-	-	84%	80%	33%	89%	72%	84%	-	*	*	-	-
	Female	85%	90%	**92%**	*	92%	*	-	-	-	-	91%	100%	*	93%	87%	-	92%	-	*	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	69%	74%	**79%**	-	79%	-	-	-	-	-	79%	*	0%	86%	77%	76%	82%	*	*	-	-
	CWD	42%	54%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	-	-	-
	CWOD	74%	78%	**86%**	-	86%	-	-	-	-	-	86%	*	-	86%	84%	88%	84%	*	*	-	-
	EL	56%	75%	**77%**	-	77%	-	-	-	-	-	78%	*	0%	84%	77%	73%	81%	*	*	-	-
	Male	68%	71%	**76%**	-	76%	-	-	-	-	-	75%	*	0%	88%	73%	76%	-	*	*	-	-
	Female	71%	78%	**82%**	-	82%	-	-	-	-	-	83%	*	*	84%	81%	-	82%	-	*	-	-
Science	All Students	72%	73%	**87%**	*	86%	*	-	-	-	-	86%	92%	43%	89%	83%	86%	87%	*	100%	-	-
	CWD	43%	42%	**43%**	*	33%	-	-	-	-	-	33%	*	43%	-	20%	50%	*	-	-	-	-
	CWOD	77%	77%	**89%**	*	89%	*	-	-	-	-	89%	92%	-	89%	87%	90%	88%	*	100%	-	-
	EL	54%	69%	**83%**	-	83%	*	-	-	-	-	84%	80%	20%	87%	83%	79%	87%	*	*	-	-
	Male	73%	74%	**86%**	*	86%	*	-	-	-	-	87%	80%	50%	90%	79%	86%	-	*	*	-	-
	Female	71%	73%	**87%**	*	87%	*	-	-	-	-	86%	100%	*	88%	87%	-	87%	-	*	-	-
End of Course																						
English I	All Students	66%	73%	**79%**	*	78%	*	-	*	-	-	79%	80%	40%	84%	74%	72%	88%	-	86%	-	-
	CWD	35%	39%	**40%**	*	37%	-	-	-	-	-	42%	*	40%	-	11%	23%	63%	-	*	-	-
	CWOD	72%	78%	**84%**	*	84%	*	-	*	-	-	84%	86%	-	84%	80%	79%	90%	-	83%	-	-
	EL	45%	70%	**74%**	-	74%	-	-	-	-	-	74%	80%	11%	80%	74%	68%	84%	-	83%	-	-
	Male	61%	69%	**72%**	*	71%	*	-	-	-	-	72%	71%	23%	79%	68%	72%	-	-	100%	-	-
	Female	72%	78%	**88%**	*	87%	*	-	*	-	-	88%	88%	63%	90%	84%	-	88%	-	*	-	-
English II	All Students	70%	78%	**88%**	*	88%	*	-	*	-	-	88%	89%	33%	92%	82%	78%	96%	-	60%	-	-
	CWD	36%	38%	**33%**	*	25%	-	-	-	-	-	33%	-	33%	-	17%	14%	*	-	-	-	-
	CWOD	76%	84%	**92%**	*	91%	*	-	*	-	-	92%	89%	-	92%	88%	86%	96%	-	60%	-	-
	EL	47%	70%	**82%**	-	82%	*	-	-	-	-	81%	100%	17%	88%	82%	70%	93%	-	*	-	-
	Male	66%	73%	**78%**	*	78%	*	-	-	-	-	78%	80%	14%	86%	70%	78%	-	-	*	-	-
	Female	75%	84%	**96%**	*	96%	-	-	*	-	-	96%	*	*	96%	93%	-	96%	-	*	-	-
Algebra I	All Students	76%	84%	**88%**	83%	88%	100%	-	*	-	-	90%	77%	56%	91%	85%	84%	92%	-	100%	-	-
	CWD	52%	59%	**56%**	*	50%	-	-	-	-	-	53%	*	56%	-	25%	45%	63%	-	*	-	-
	CWOD	80%	87%	**91%**	*	91%	100%	-	*	-	-	93%	80%	-	91%	89%	88%	95%	-	100%	-	-
	EL	68%	84%	**85%**	-	85%	*	-	-	-	-	86%	75%	25%	89%	85%	75%	96%	-	100%	-	-
	Male	73%	81%	**84%**	*	83%	*	-	-	-	-	84%	86%	45%	88%	75%	84%	-	-	100%	-	-
	Female	79%	88%	**92%**	*	92%	*	-	*	-	-	95%	73%	63%	95%	96%	-	92%	-	*	-	-
Biology	All Students	91%	92%	**96%**	*	96%	*	-	*	-	-	96%	100%	71%	99%	94%	96%	96%	-	100%	-	-
	CWD	76%	75%	**71%**	*	73%	-	-	-	-	-	69%	*	71%	-	43%	67%	75%	-	*	-	-
	CWOD	93%	94%	**99%**	*	99%	*	-	*	-	-	98%	100%	-	99%	99%	99%	99%	-	100%	-	-
	EL	82%	91%	**94%**	-	94%	-	-	-	-	-	94%	100%	43%	99%	94%	96%	92%	-	100%	-	-
	Male	89%	91%	**96%**	*	96%	*	-	-	-	-	96%	100%	67%	99%	96%	96%	-	-	100%	-	-
	Female	92%	93%	**96%**	*	96%	*	-	*	-	-	96%	100%	75%	99%	92%	-	96%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 6																						

		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	55%	51%	**61%**	*	62%	-	-	-	-	-	60%	75%	29%	65%	49%	55%	68%	*	*	-	-
	CWD	24%	22%	**29%**	*	31%	-	-	-	-	-	31%	*	29%	-	17%	25%	*	*	*	-	-
	CWOD	62%	55%	**65%**	*	65%	-	-	-	-	-	64%	86%	-	65%	54%	62%	68%	-	*	-	-
	EL	30%	44%	**49%**	-	49%	-	-	-	-	-	48%	*	17%	54%	49%	34%	62%	-	*	-	-
	Male	50%	44%	**55%**	*	56%	-	-	-	-	-	54%	*	25%	62%	34%	55%	-	*	*	-	-
	Female	59%	58%	**68%**	*	69%	-	-	-	-	-	67%	80%	*	68%	62%	-	68%	-	*	-	-
Mathematics	All Students	38%	35%	**46%**	*	46%	-	-	-	-	-	45%	63%	29%	47%	35%	45%	46%	*	*	-	-
	CWD	19%	18%	**29%**	*	31%	-	-	-	-	-	31%	*	29%	-	17%	25%	*	*	*	-	-
	CWOD	43%	38%	**47%**	*	48%	-	-	-	-	-	46%	71%	-	47%	39%	50%	45%	-	*	-	-
	EL	22%	32%	**35%**	-	35%	-	-	-	-	-	34%	*	17%	39%	35%	24%	46%	-	*	-	-
	Male	41%	37%	**45%**	*	46%	-	-	-	-	-	44%	*	25%	50%	24%	45%	-	*	*	-	-
	Female	36%	34%	**46%**	*	47%	-	-	-	-	-	45%	60%	*	45%	46%	-	46%	-	*	-	-
Grade 7																						
Reading	All Students	52%	53%	**54%**	*	54%	-	*	-	-	-	53%	64%	33%	57%	49%	51%	58%	-	100%	-	-
	CWD	21%	22%	**33%**	-	33%	-	-	-	-	-	33%	-	33%	-	25%	36%	*	-	-	-	-
	CWOD	58%	56%	**57%**	*	56%	-	*	-	-	-	56%	64%	-	57%	51%	53%	61%	-	100%	-	-
	EL	30%	45%	**49%**	-	48%	-	*	-	-	-	49%	*	25%	51%	49%	49%	49%	-	*	-	-
	Male	47%	49%	**51%**	-	51%	-	-	-	-	-	50%	67%	36%	53%	49%	51%	-	-	*	-	-
	Female	58%	57%	**58%**	*	57%	-	*	-	-	-	58%	63%	*	61%	49%	-	58%	-	*	-	-
Mathematics	All Students	32%	38%	**41%**	*	42%	-	*	-	-	-	41%	43%	20%	43%	37%	47%	34%	-	83%	-	-
	CWD	17%	21%	**20%**	-	20%	-	-	-	-	-	20%	-	20%	-	0%	18%	*	-	-	-	-
	CWOD	36%	40%	**43%**	*	44%	-	*	-	-	-	44%	43%	-	43%	40%	51%	34%	-	83%	-	-
	EL	19%	32%	**37%**	-	37%	-	*	-	-	-	36%	*	0%	40%	37%	45%	26%	-	*	-	-
	Male	35%	41%	**47%**	-	47%	-	-	-	-	-	46%	50%	18%	51%	45%	47%	-	-	*	-	-
	Female	30%	35%	**34%**	*	35%	-	*	-	-	-	33%	38%	*	34%	26%	-	34%	-	*	-	-
Grade 8																						
Reading	All Students	57%	61%	**66%**	*	64%	*	-	-	-	-	65%	77%	29%	67%	53%	60%	70%	*	100%	-	-
	CWD	23%	25%	**29%**	*	17%	-	-	-	-	-	17%	*	29%	-	0%	33%	*	-	-	-	-
	CWOD	63%	65%	**67%**	*	66%	*	-	-	-	-	67%	75%	-	67%	56%	62%	71%	*	100%	-	-
	EL	32%	52%	**53%**	-	51%	*	-	-	-	-	52%	60%	0%	56%	53%	46%	58%	*	*	-	-
	Male	51%	55%	**60%**	*	58%	*	-	-	-	-	60%	60%	33%	62%	46%	60%	-	*	*	-	-
	Female	63%	67%	**70%**	*	69%	*	-	-	-	-	68%	88%	*	71%	58%	-	70%	-	*	-	-
Mathematics	All Students	45%	44%	**51%**	-	51%	-	-	-	-	-	53%	*	0%	55%	52%	50%	52%	*	*	-	-
	CWD	22%	25%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	-	-	-
	CWOD	50%	48%	**55%**	-	55%	-	-	-	-	-	57%	*	-	55%	57%	58%	53%	*	*	-	-
	EL	30%	44%	**52%**	-	52%	-	-	-	-	-	54%	*	0%	57%	52%	50%	55%	*	*	-	-
	Male	45%	41%	**50%**	-	50%	-	-	-	-	-	50%	*	0%	58%	50%	50%	-	*	*	-	-
	Female	46%	48%	**52%**	-	52%	-	-	-	-	-	55%	*	*	53%	55%	-	52%	-	*	-	-

		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	47%	45%	**60%**	*	59%	*	-	-	-	-	59%	69%	29%	62%	50%	65%	56%	*	83%	-	-
	CWD	22%	21%	**29%**	*	17%	-	-	-	-	-	17%	*	29%	-	0%	33%	*	-	-	-	-
	CWOD	51%	47%	**62%**	*	61%	*	-	-	-	-	61%	67%	-	62%	53%	68%	57%	*	83%	-	-
	EL	25%	39%	**50%**	-	48%	*	-	-	-	-	49%	60%	0%	53%	50%	55%	46%	*	*	-	-
	Male	49%	47%	**65%**	*	64%	*	-	-	-	-	66%	60%	33%	68%	55%	65%	-	*	*	-	-
	Female	45%	42%	**56%**	*	55%	*	-	-	-	-	54%	75%	*	57%	46%	-	56%	-	*	-	-
End of Course																						
English I	All Students	47%	52%	**58%**	*	57%	*	-	*	-	-	56%	80%	25%	62%	49%	46%	72%	-	57%	-	-
	CWD	18%	17%	**25%**	*	21%	-	-	-	-	-	26%	*	25%	-	0%	8%	50%	-	*	-	-
	CWOD	53%	57%	**62%**	*	61%	*	-	*	-	-	60%	86%	-	62%	54%	51%	74%	-	50%	-	-
	EL	23%	45%	**49%**	-	49%	-	-	-	-	-	47%	80%	0%	54%	49%	41%	62%	-	50%	-	-
	Male	42%	45%	**46%**	*	45%	*	-	-	-	-	44%	71%	8%	51%	41%	46%	-	-	67%	-	-
	Female	54%	60%	**72%**	*	70%	*	-	*	-	-	70%	88%	50%	74%	62%	-	72%	-	*	-	-
English II	All Students	53%	61%	**69%**	*	68%	*	-	*	-	-	69%	67%	11%	73%	58%	60%	77%	-	60%	-	-
	CWD	20%	21%	**11%**	*	0%	-	-	-	-	-	11%	-	11%	-	0%	0%	*	-	-	-	-
	CWOD	58%	67%	**73%**	*	73%	*	-	*	-	-	74%	67%	-	73%	63%	67%	78%	-	60%	-	-
	EL	25%	49%	**58%**	-	58%	*	-	-	-	-	57%	80%	0%	63%	58%	48%	66%	-	*	-	-
	Male	48%	56%	**60%**	*	59%	*	-	-	-	-	62%	40%	0%	67%	48%	60%	-	-	*	-	-
	Female	59%	68%	**77%**	*	77%	-	-	*	-	-	76%	*	*	78%	66%	-	77%	-	*	-	-
Algebra I	All Students	43%	54%	**52%**	67%	51%	40%	-	*	-	-	51%	59%	28%	54%	44%	44%	59%	-	60%	-	-
	CWD	19%	25%	**28%**	*	25%	-	-	-	-	-	29%	*	28%	-	0%	18%	38%	-	*	-	-
	CWOD	47%	57%	**54%**	*	54%	40%	-	*	-	-	53%	65%	-	54%	47%	47%	60%	-	56%	-	-
	EL	30%	50%	**44%**	-	43%	*	-	-	-	-	42%	63%	0%	47%	44%	36%	53%	-	50%	-	-
	Male	42%	49%	**44%**	*	44%	*	-	-	-	-	44%	43%	18%	47%	36%	44%	-	-	83%	-	-
	Female	45%	59%	**59%**	*	58%	*	-	*	-	-	58%	67%	38%	60%	53%	-	59%	-	*	-	-
Biology	All Students	59%	58%	**62%**	*	62%	*	-	*	-	-	61%	79%	29%	66%	56%	58%	67%	-	83%	-	-
	CWD	30%	28%	**29%**	*	27%	-	-	-	-	-	31%	*	29%	-	14%	22%	38%	-	*	-	-
	CWOD	64%	62%	**66%**	*	66%	*	-	*	-	-	64%	85%	-	66%	59%	61%	70%	-	80%	-	-
	EL	35%	52%	**56%**	-	56%	-	-	-	-	-	55%	67%	14%	59%	56%	54%	58%	-	80%	-	-
	Male	58%	55%	**58%**	*	59%	*	-	-	-	-	56%	80%	22%	61%	54%	58%	-	-	100%	-	-
	Female	61%	61%	**67%**	*	65%	*	-	*	-	-	66%	78%	38%	70%	58%	-	67%	-	*	-	-
STAAR Percent at Masters Grade Level																						
Grade 6																						
Reading	All Students	28%	23%	**28%**	*	28%	-	-	-	-	-	27%	50%	18%	29%	19%	23%	33%	*	*	-	-
	CWD	7%	6%	**18%**	*	19%	-	-	-	-	-	19%	*	18%	-	17%	19%	*	*	*	-	-
	CWOD	33%	25%	**29%**	*	29%	-	-	-	-	-	28%	57%	-	29%	19%	24%	34%	-	*	-	-
	EL	9%	17%	**19%**	-	19%	-	-	-	-	-	18%	*	17%	19%	19%	13%	24%	-	*	-	-
	Male	24%	18%	**23%**	*	23%	-	-	-	-	-	22%	*	19%	24%	13%	23%	-	*	*	-	-
	Female	32%	28%	**33%**	*	34%	-	-	-	-	-	33%	40%	*	34%	24%	-	33%	-	*	-	-

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

		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 I	All Students	14%	12%	**12%**	*	11%	*	-	*	-	-	11%	13%	5%	12%	10%	5%	19%	-	0%	-	-
	CWD	4%	3%	**5%**	*	5%	-	-	-	-	-	5%	*	5%	-	0%	0%	13%	-	*	-	-
	CWOD	16%	14%	**12%**	*	12%	*	-	*	-	-	12%	14%	-	12%	11%	6%	19%	-	0%	-	-
	EL	2%	8%	**10%**	-	10%	-	-	-	-	-	9%	20%	0%	11%	10%	5%	19%	-	0%	-	-
	Male	11%	10%	**5%**	*	6%	*	-	-	-	-	5%	14%	0%	6%	5%	5%	-	-	0%	-	-
	Female	17%	15%	**19%**	*	18%	*	-	*	-	-	19%	13%	13%	19%	19%	-	19%	-	*	-	-
English II	All Students	8%	7%	**9%**	*	9%	*	-	*	-	-	9%	11%	0%	10%	1%	5%	13%	-	20%	-	-
	CWD	3%	1%	**0%**	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	-	-	-
	CWOD	9%	8%	**10%**	*	9%	*	-	*	-	-	10%	11%	-	10%	1%	5%	14%	-	20%	-	-
	EL	1%	2%	**1%**	-	1%	*	-	-	-	-	1%	0%	0%	1%	1%	0%	2%	-	*	-	-
	Male	7%	7%	**5%**	*	5%	*	-	-	-	-	5%	0%	0%	5%	0%	5%	-	-	*	-	-
	Female	9%	7%	**13%**	*	12%	-	-	*	-	-	13%	*	*	14%	2%	-	13%	-	*	-	-
Algebra I	All Students	26%	33%	**27%**	17%	27%	20%	-	*	-	-	27%	23%	11%	28%	21%	24%	29%	-	30%	-	-
	CWD	8%	9%	**11%**	*	13%	-	-	-	-	-	12%	*	11%	-	0%	0%	25%	-	*	-	-
	CWOD	29%	36%	**28%**	*	28%	20%	-	*	-	-	28%	25%	-	28%	23%	26%	30%	-	33%	-	-
	EL	14%	28%	**21%**	-	21%	*	-	-	-	-	21%	25%	0%	23%	21%	20%	23%	-	17%	-	-
	Male	25%	30%	**24%**	*	24%	*	-	-	-	-	24%	14%	0%	26%	20%	24%	-	-	33%	-	-
	Female	27%	37%	**29%**	*	30%	*	-	*	-	-	30%	27%	25%	30%	23%	-	29%	-	*	-	-
Biology	All Students	20%	15%	**12%**	*	12%	*	-	*	-	-	13%	7%	0%	13%	13%	10%	14%	-	0%	-	-
	CWD	6%	6%	**0%**	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	22%	17%	**13%**	*	13%	*	-	*	-	-	14%	8%	-	13%	14%	11%	15%	-	0%	-	-
	EL	6%	11%	**13%**	-	13%	-	-	-	-	-	13%	17%	0%	14%	13%	9%	19%	-	0%	-	-
	Male	20%	16%	**10%**	*	11%	*	-	-	-	-	11%	0%	0%	11%	9%	10%	-	-	0%	-	-
	Female	19%	15%	**14%**	*	13%	*	-	*	-	-	14%	11%	0%	15%	19%	-	14%	-	*	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	76%	**83%**	80%	82%	100%	*	*	-	-	82%	85%	46%	86%	77%	79%	86%	40%	90%	-	-
	CWD	46%	47%	**46%**	58%	43%	-	-	-	-	-	45%	63%	46%	-	28%	41%	59%	*	60%	-	-
	CWOD	79%	80%	**86%**	93%	86%	100%	*	*	-	-	86%	87%	-	86%	82%	84%	88%	*	93%	-	-
	EL	59%	72%	**77%**	-	77%	100%	*	-	-	-	77%	82%	28%	82%	77%	72%	83%	*	86%	-	-
	Male	71%	73%	**79%**	67%	79%	100%	-	-	-	-	78%	83%	41%	84%	72%	79%	-	40%	92%	-	-
	Female	75%	79%	**86%**	91%	86%	100%	*	*	-	-	86%	86%	59%	88%	83%	-	86%	-	88%	-	-
Reading	All Students	74%	77%	**84%**	82%	84%	100%	*	*	-	-	84%	90%	41%	88%	77%	77%	91%	*	86%	-	-
	CWD	45%	43%	**41%**	60%	39%	-	-	-	-	-	42%	*	41%	-	25%	35%	63%	*	*	-	-
	CWOD	80%	81%	**88%**	100%	88%	100%	*	*	-	-	88%	93%	-	88%	82%	84%	92%	*	88%	-	-
	EL	57%	72%	**77%**	-	77%	*	*	-	-	-	77%	86%	25%	82%	77%	68%	87%	*	76%	-	-
	Male	70%	72%	**77%**	67%	77%	*	-	-	-	-	77%	81%	35%	84%	68%	77%	-	*	88%	-	-
	Female	79%	82%	**91%**	100%	91%	*	*	*	-	-	91%	97%	63%	92%	87%	-	91%	-	82%	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	70%	72%	**76%**	67%	76%	100%	*	*	-	-	77%	73%	43%	80%	72%	75%	78%	*	91%	-	-
	CWD	45%	49%	**43%**	*	42%	-	-	-	-	-	42%	*	43%	-	30%	40%	50%	*	*	-	-
	CWOD	76%	76%	**80%**	80%	79%	100%	*	*	-	-	80%	73%	-	80%	77%	80%	79%	*	95%	-	-
	EL	60%	70%	**72%**	-	72%	*	*	-	-	-	72%	71%	30%	77%	72%	69%	76%	*	92%	-	-
	Male	71%	71%	**75%**	60%	75%	*	-	-	-	-	74%	83%	40%	80%	69%	75%	-	*	93%	-	-
	Female	70%	73%	**78%**	*	78%	*	*	*	-	-	79%	67%	50%	79%	76%	-	78%	-	89%	-	-
Science	All Students	76%	81%	**92%**	83%	91%	100%	-	*	-	-	91%	96%	65%	94%	89%	92%	92%	*	100%	-	-
	CWD	52%	54%	**65%**	*	62%	-	-	-	-	-	62%	*	65%	-	33%	60%	67%	-	*	-	-
	CWOD	81%	84%	**94%**	*	94%	100%	-	*	-	-	94%	96%	-	94%	93%	95%	93%	*	100%	-	-
	EL	63%	79%	**89%**	-	89%	*	-	-	-	-	89%	91%	33%	93%	89%	89%	89%	*	100%	-	-
	Male	77%	81%	**92%**	*	91%	*	-	-	-	-	92%	90%	60%	95%	89%	92%	-	*	100%	-	-
	Female	76%	81%	**92%**	*	91%	*	-	*	-	-	91%	100%	67%	93%	89%	-	92%	-	100%	-	-
SAT/ACT All Subjects	All Students	89%	95%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	CWD	70%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	90%	95%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	EL	63%	100%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	90%	100%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Female	89%	91%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	48%	49%	**56%**	64%	56%	72%	*	*	-	-	55%	66%	26%	59%	48%	52%	61%	20%	76%	-	-
	CWD	23%	22%	**26%**	50%	23%	-	-	-	-	-	26%	25%	26%	-	8%	21%	38%	*	60%	-	-
	CWOD	53%	53%	**59%**	71%	59%	72%	*	*	-	-	58%	68%	-	59%	52%	56%	62%	*	78%	-	-
	EL	30%	43%	**48%**	-	47%	90%	*	-	-	-	47%	62%	8%	52%	48%	44%	53%	*	68%	-	-
	Male	47%	47%	**52%**	53%	52%	57%	-	-	-	-	51%	59%	21%	56%	44%	52%	-	20%	84%	-	-
	Female	49%	52%	**61%**	73%	60%	82%	*	*	-	-	60%	70%	38%	62%	53%	-	61%	-	64%	-	-
Reading	All Students	53%	54%	**61%**	73%	61%	86%	*	*	-	-	60%	73%	26%	65%	51%	54%	69%	*	79%	-	-
	CWD	23%	21%	**26%**	60%	23%	-	-	-	-	-	26%	*	26%	-	10%	21%	44%	*	*	-	-
	CWOD	59%	59%	**65%**	83%	64%	86%	*	*	-	-	64%	75%	-	65%	55%	58%	71%	*	81%	-	-
	EL	31%	46%	**51%**	-	51%	*	*	-	-	-	50%	68%	10%	55%	51%	44%	59%	*	65%	-	-
	Male	48%	49%	**54%**	67%	53%	*	-	-	-	-	53%	62%	21%	58%	44%	54%	-	*	76%	-	-
	Female	58%	60%	**69%**	80%	69%	*	*	*	-	-	68%	82%	44%	71%	59%	-	69%	-	82%	-	-
Mathematics	All Students	43%	43%	**47%**	44%	47%	40%	*	*	-	-	47%	52%	23%	50%	41%	46%	49%	*	70%	-	-
	CWD	22%	22%	**23%**	*	23%	-	-	-	-	-	25%	*	23%	-	6%	19%	36%	*	*	-	-
	CWOD	48%	46%	**50%**	60%	50%	40%	*	*	-	-	49%	56%	-	50%	45%	50%	50%	*	71%	-	-
	EL	30%	40%	**41%**	-	41%	*	*	-	-	-	41%	53%	6%	45%	41%	38%	45%	*	67%	-	-
	Male	45%	43%	**46%**	40%	46%	*	-	-	-	-	45%	50%	19%	50%	38%	46%	-	*	86%	-	-
	Female	42%	43%	**49%**	*	49%	*	*	*	-	-	49%	53%	36%	50%	45%	-	49%	-	44%	-	-

		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	46%	49%	**61%**	67%	60%	83%	-	*	-	-	60%	74%	30%	64%	53%	61%	61%	*	83%	-	-
	CWD	22%	22%	**30%**	*	24%	-	-	-	-	-	29%	*	30%	-	8%	27%	33%	-	*	-	-
	CWOD	50%	52%	**64%**	*	63%	83%	-	*	-	-	63%	76%	-	64%	56%	65%	63%	*	82%	-	-
	EL	26%	43%	**53%**	-	52%	*	-	-	-	-	52%	64%	8%	56%	53%	54%	51%	*	75%	-	-
	Male	47%	49%	**61%**	*	61%	*	-	-	-	-	60%	70%	27%	65%	54%	61%	-	*	100%	-	-
	Female	45%	48%	**61%**	*	60%	*	-	*	-	-	60%	76%	33%	63%	51%	-	61%	-	60%	-	-
SAT/ACT All Subjects	All Students	59%	48%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	CWD	38%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	59%	48%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	EL	15%	29%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	63%	60%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Female	54%	36%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	20%	18%	**20%**	16%	20%	39%	*	*	-	-	20%	24%	7%	21%	14%	19%	21%	0%	29%	-	-
	CWD	6%	5%	**7%**	8%	7%	-	-	-	-	-	7%	13%	7%	-	4%	7%	8%	*	0%	-	-
	CWOD	23%	19%	**21%**	21%	21%	39%	*	*	-	-	21%	25%	-	21%	15%	21%	22%	*	31%	-	-
	EL	9%	13%	**14%**	-	13%	50%	*	-	-	-	14%	18%	4%	15%	14%	12%	15%	*	16%	-	-
	Male	20%	17%	**19%**	7%	19%	43%	-	-	-	-	19%	19%	7%	21%	12%	19%	-	0%	29%	-	-
	Female	21%	19%	**21%**	27%	21%	36%	*	*	-	-	21%	28%	8%	22%	15%	-	21%	-	28%	-	-
Reading	All Students	22%	19%	**22%**	9%	22%	43%	*	*	-	-	22%	25%	7%	24%	14%	19%	26%	*	29%	-	-
	CWD	6%	4%	**7%**	0%	8%	-	-	-	-	-	8%	*	7%	-	5%	8%	6%	*	*	-	-
	CWOD	25%	21%	**24%**	17%	24%	43%	*	*	-	-	23%	27%	-	24%	15%	20%	27%	*	31%	-	-
	EL	8%	14%	**14%**	-	13%	*	*	-	-	-	14%	14%	5%	15%	14%	11%	17%	*	12%	-	-
	Male	19%	16%	**19%**	0%	19%	*	-	-	-	-	19%	19%	8%	20%	11%	19%	-	*	18%	-	-
	Female	25%	22%	**26%**	20%	26%	*	*	*	-	-	25%	30%	6%	27%	17%	-	26%	-	45%	-	-
Mathematics	All Students	19%	18%	**20%**	11%	20%	20%	*	*	-	-	19%	23%	9%	21%	14%	20%	19%	*	35%	-	-
	CWD	7%	6%	**9%**	*	9%	-	-	-	-	-	9%	*	9%	-	3%	7%	14%	*	*	-	-
	CWOD	22%	19%	**21%**	20%	21%	20%	*	*	-	-	20%	24%	-	21%	16%	22%	19%	*	38%	-	-
	EL	11%	15%	**14%**	-	14%	*	*	-	-	-	14%	18%	3%	16%	14%	15%	14%	*	33%	-	-
	Male	21%	18%	**20%**	0%	20%	*	-	-	-	-	21%	11%	7%	22%	15%	20%	-	*	50%	-	-
	Female	18%	17%	**19%**	*	19%	*	*	*	-	-	18%	30%	14%	19%	14%	-	19%	-	11%	-	-
Science	All Students	17%	14%	**16%**	33%	15%	50%	-	*	-	-	16%	22%	4%	17%	12%	17%	16%	*	17%	-	-
	CWD	5%	5%	**4%**	*	0%	-	-	-	-	-	0%	*	4%	-	0%	7%	0%	-	*	-	-
	CWOD	19%	15%	**17%**	*	17%	50%	-	*	-	-	17%	20%	-	17%	13%	18%	17%	*	18%	-	-
	EL	5%	10%	**12%**	-	11%	*	-	-	-	-	11%	27%	0%	13%	12%	10%	15%	*	0%	-	-
	Male	18%	15%	**17%**	*	17%	*	-	-	-	-	16%	30%	7%	18%	10%	17%	-	*	14%	-	-
	Female	15%	13%	**16%**	*	14%	*	-	*	-	-	15%	18%	0%	17%	15%	-	16%	-	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
SAT/ACT All Subjects	All Students	13%	5%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	CWD	9%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	13%	5%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	EL	1%	0%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	17%	10%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	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	73	78	73	83	*	-	-	-	73	55	72
CWD	55	*	53	-	-	-	-	-	53	55	44
CWOD	75	75	74	83	*	-	-	-	74	-	74
EL ✧	72	-	72	*	*	-	-	-	72	44	72
Male	69	65	69	*	-	-	-	-	67	52	67
Female	77	90	77	*	*	-	-	-	78	64	77
Mathematics											
All Students	69	69	69	*	*	-	-	-	68	61	69
CWD	61	*	62	-	-	-	-	-	60	61	53
CWOD	69	80	69	*	*	-	-	-	69	-	70
EL ✧	69	-	69	*	*	-	-	-	68	53	69
Male	69	*	69	*	-	-	-	-	69	65	70
Female	69	*	69	*	*	-	-	-	68	50	67

- 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	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL ✧	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

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

Part (iv): English Language Proficiency

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
488	150	31%

- 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	53	58	53	70	*	*	-	-	52	26	46
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	63%	*	63%	-	-	*	-	-	64%	100%	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	Y	Y	Y						Y	Y	Y
Interim Goals (2028-2032)	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
Target Met	Y	Y	Y						Y	N	Y
Interim Goals (2033-2037)	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
Target Met	Y	Y	Y						Y	N	Y
Long-Term Goals	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Target Met	N	Y	N						N	N	N
Mathematics											
Interim Goals (2023-2027)	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
Target Met	Y		Y						Y	Y	Y
Interim Goals (2028-2032)	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
Target Met	Y		Y						Y	N	Y
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											

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

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

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

Part (vii): STAAR Participation

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

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																	
All Subjects	All Students	**100%**	88%	100%	100%	*	*	-	-	100%	100%	98%	100%	100%	99%	100%	100%
	CWD	**98%**	75%	100%	-	-	-	-	-	98%	100%	98%	-	100%	97%	100%	*
	CWOD	**100%**	100%	100%	100%	*	*	-	-	100%	100%	-	100%	100%	99%	100%	*
	EL	**100%**	-	100%	100%	*	-	-	-	100%	100%	100%	100%	100%	99%	100%	*
	Male	**99%**	80%	100%	100%	-	-	-	-	99%	100%	97%	99%	99%	99%	-	100%
	Female	**100%**	100%	100%	100%	*	*	-	-	100%	100%	100%	100%	100%	-	100%	-
Reading	All Students	**100%**	91%	100%	100%	*	*	-	-	100%	100%	99%	100%	100%	100%	100%	*
	CWD	**99%**	80%	100%	-	-	-	-	-	99%	*	99%	-	100%	98%	100%	*
	CWOD	**100%**	100%	100%	100%	*	*	-	-	100%	100%	-	100%	100%	100%	100%	*
	EL	**100%**	-	100%	*	*	-	-	-	100%	100%	100%	100%	100%	100%	100%	*
	Male	**100%**	83%	100%	*	-	-	-	-	100%	100%	98%	100%	100%	100%	-	*
	Female	**100%**	100%	100%	*	*	*	-	-	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	**100%**	89%	100%	100%	*	*	-	-	99%	100%	98%	100%	99%	99%	100%	*
	CWD	**98%**	*	100%	-	-	-	-	-	98%	*	98%	-	100%	98%	100%	*
	CWOD	**100%**	100%	100%	100%	*	*	-	-	100%	100%	-	100%	99%	100%	100%	*
	EL	**99%**	-	99%	*	*	-	-	-	99%	100%	100%	99%	99%	99%	99%	*
	Male	**99%**	80%	100%	*	-	-	-	-	99%	100%	98%	100%	99%	99%	-	*
	Female	**100%**	*	100%	*	*	*	-	-	100%	100%	100%	100%	99%	-	100%	-
Science	All Students	**99%**	83%	99%	100%	-	*	-	-	99%	100%	96%	99%	99%	97%	100%	*
	CWD	**96%**	*	100%	-	-	-	-	-	95%	*	96%	-	100%	93%	100%	-
	CWOD	**99%**	*	99%	100%	-	*	-	-	99%	100%	-	99%	99%	98%	100%	*
	EL	**99%**	-	99%	*	-	-	-	-	99%	100%	100%	99%	99%	98%	100%	*
	Male	**97%**	*	98%	*	-	-	-	-	97%	100%	93%	98%	98%	97%	-	*
	Female	**100%**	*	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	**0%**	12%	0%	0%	*	*	-	-	0%	0%	2%	0%	0%	1%	0%	0%
	CWD	**2%**	25%	0%	-	-	-	-	-	2%	0%	2%	-	0%	3%	0%	*
	CWOD	**0%**	0%	0%	0%	*	*	-	-	0%	0%	-	0%	0%	1%	0%	*
	EL	**0%**	-	0%	0%	*	-	-	-	0%	0%	0%	0%	0%	1%	0%	*
	Male	**1%**	20%	0%	0%	-	-	-	-	1%	0%	3%	1%	1%	1%	-	0%
	Female	**0%**	0%	0%	0%	*	*	-	-	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	**0%**	9%	0%	0%	*	*	-	-	0%	0%	1%	0%	0%	0%	0%	*
	CWD	**1%**	20%	0%	-	-	-	-	-	1%	*	1%	-	0%	2%	0%	*
	CWOD	**0%**	0%	0%	0%	*	*	-	-	0%	0%	-	0%	0%	0%	0%	*
	EL	**0%**	-	0%	*	*	-	-	-	0%	0%	0%	0%	0%	0%	0%	*
	Male	**0%**	17%	0%	*	-	-	-	-	0%	0%	2%	0%	0%	0%	-	*
	Female	**0%**	0%	0%	*	*	*	-	-	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	**0%**	11%	0%	0%	*	*	-	-	1%	0%	2%	0%	1%	1%	0%	*
	CWD	**2%**	*	0%	-	-	-	-	-	2%	*	2%	-	0%	2%	0%	*
	CWOD	**0%**	0%	0%	0%	*	*	-	-	0%	0%	-	0%	1%	0%	0%	*
	EL	**1%**	-	1%	*	*	-	-	-	1%	0%	0%	1%	1%	1%	1%	*
	Male	**1%**	20%	0%	*	-	-	-	-	1%	0%	2%	0%	1%	1%	-	*
	Female	**0%**	*	0%	*	*	*	-	-	0%	0%	0%	0%	1%	-	0%	-
Science	All Students	**1%**	17%	1%	0%	-	*	-	-	1%	0%	4%	1%	1%	3%	0%	*
	CWD	**4%**	*	0%	-	-	-	-	-	5%	*	4%	-	0%	7%	0%	-
	CWOD	**1%**	*	1%	0%	-	*	-	-	1%	0%	-	1%	1%	2%	0%	*
	EL	**1%**	-	1%	*	-	-	-	-	1%	0%	0%	1%	1%	2%	0%	*
	Male	**3%**	*	2%	*	-	-	-	-	3%	0%	7%	2%	2%	3%	-	*
	Female	**0%**	*	0%	*	-	*	-	-	0%	0%	0%	0%	0%	-	0%	-
SAT/ACT All Subjects	All Students	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-
	Male	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-
	Female	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 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	66	2	63	0	0	1	0	0	28		
	Female	29	1	27	1	0	0	0	0	10		
	Total	95	3	90	1	0	1	0	0	38		
Out-of-School Suspensions												
	Male	51	3	48	0	0	0	0	0	24		
	Female	22	0	20	1	0	1	0	0	7		
	Total	73	3	68	1	0	1	0	0	31		
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	3	0	0	0	0	0	3		
	Female	1	0	1	0	0	0	0	0	1		
	Total	4	0	4	0	0	0	0	0	4		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	1	0	1	0	0	0	0	0	1		
	Total	1	0	1	0	0	0	0	0	1		
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	3	0	3	0	0	0	0	0	6		8
	Female	3	0	3	0	0	0	0	0	1		0
	Total	6	0	6	0	0	0	0	0	7		8
Out-of-School Suspensions												
	Male	4	1	3	0	0	0	0	0	4		8
	Female	0	0	0	0	0	0	0	0	0		3
	Total	4	1	3	0	0	0	0	0	4		11
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		0
	Total	0	0	0	0	0	0	0	0	0		1
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	33	2	31	-8	-8	-8	-8	-8	11	2	3
	Female	32	1	31	-8	-8	-8	-8	-8	8	1	-8
	Total	65	3	62	-8	-8	-8	-8	-8	19	3	3

	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	43
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack without a weapon	11
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or Bullying	
On the basis of sex	9
On the basis of race	3
On the basis of disability	2
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	13	4	0	0	13	4	0	0	0	-	0	0	0	0	0	0	0	0	0	0
Female	28	8	0	0	27	8	0	0	0	0	1	100	0	-	0	-	2	1	0	0
Total	41	6	0	0	40	6	0	0	0	0	1	50	0	0	0	0	2	1	0	0
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	7.8	12.4%
Teachers Teaching with Emergency or Provisional Credentials	6.0	10.1%
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		$1,204	$106	$849	$955		$249	$249
Food services		$436	$8	$4	$12	$374	$50	$424
Instruction		$5,861	$5,015	$94	$5,109	$665	$88	$753
Support services, general administration		$50		$50	$50			
Support services, instructional staff		$1,056	$431	$4	$435	$377	$244	$621
Support services, operation and maintenance of plant		$968	$690	$123	$813	$142	$13	$155
Support services, pupils		$785	$254	$100	$354	$391	$41	$432
Support services, school administration		$1,261	$1,117	$68	$1,185	$66	$10	$76
Support services, student transportation		$605	$548	$45	$593	$1	$11	$12
Total	**985**	**$12,226**	**$8,168**	**$1,337**	**$9,505**	**$2,015**	**$706**	**$2,721**

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%	13	2%	-	-
Mathematics	7,510	2%	13	2%	-	-
Grade 4						
Reading	6,669	2%	10	2%	-	-
Mathematics	6,666	2%	10	2%	-	-
Grade 5						
Reading	6,321	2%	*	1%	-	-
Mathematics	6,324	2%	*	1%	-	-
Science	6,315	2%	*	1%	-	-
Grade 6						
Reading	5,876	1%	19	1%	*	2%
Mathematics	5,877	1%	19	1%	*	2%
Grade 7						
Reading	5,387	1%	17	1%	*	1%
Mathematics	5,385	2%	17	1%	*	1%
Grade 8						
Reading	4,906	1%	19	1%	*	1%
Mathematics	4,907	1%	19	1%	*	1%
Science	4,904	1%	18	1%	*	1%
End of Course						
English I	4,932	1%	18	1%	*	1%
English II	4,732	1%	13	1%	*	1%
Algebra I	4,932	1%	17	1%	*	1%
Biology	4,992	1%	18	1%	*	1%
All Grades						
All Subjects	104,161	1%	249	1%	20	1%
Reading	46,349	1%	112	1%	9	1%
Mathematics	41,601	1%	98	1%	8	1%
Science	16,211	1%	39	1%	*	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)

There is no data for this campus.

Part (xiv): Additional Information - Chronic Absenteeism

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	16%	47%	16%	10%	*	*	-	-	16%	22%	15%

- 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.

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																						
Grade 6																						
Reading	All Students	76%	73%	**72%**	44%	74%	-	-	-	-	-	71%	75%	53%	74%	66%	62%	86%	-	40%	-	-
	CWD	46%	43%	**53%**	*	62%	-	-	-	-	-	57%	*	53%	-	63%	33%	83%	-	*	-	-
	CWOD	82%	77%	**74%**	57%	75%	-	-	-	-	-	73%	82%	-	74%	66%	65%	87%	-	38%	-	-
	EL	56%	68%	**66%**	-	66%	-	-	-	-	-	66%	67%	63%	66%	66%	52%	83%	-	40%	-	-
	Male	72%	65%	**62%**	40%	63%	-	-	-	-	-	61%	67%	33%	65%	52%	62%	-	-	14%	-	-
	Female	80%	81%	**86%**	*	89%	-	-	-	-	-	86%	*	83%	87%	83%	-	86%	-	*	-	-
Mathematics	All Students	72%	71%	**77%**	89%	76%	-	-	-	-	-	75%	92%	80%	76%	67%	77%	76%	-	80%	-	-
	CWD	50%	48%	**80%**	*	77%	-	-	-	-	-	86%	*	80%	-	75%	89%	67%	-	*	-	-
	CWOD	78%	73%	**76%**	86%	76%	-	-	-	-	-	74%	100%	-	76%	66%	75%	77%	-	75%	-	-
	EL	60%	68%	**67%**	-	67%	-	-	-	-	-	66%	83%	75%	66%	67%	66%	69%	-	60%	-	-
	Male	74%	69%	**77%**	80%	77%	-	-	-	-	-	75%	89%	89%	75%	66%	77%	-	-	71%	-	-
	Female	71%	72%	**76%**	*	75%	-	-	-	-	-	75%	*	67%	77%	69%	-	76%	-	*	-	-
Grade 7																						
Reading	All Students	74%	76%	**82%**	78%	83%	-	-	*	-	-	82%	88%	46%	86%	77%	79%	85%	-	62%	-	-
	CWD	41%	45%	**46%**	*	50%	-	-	-	-	-	46%	-	46%	-	*	40%	*	-	*	-	-
	CWOD	81%	79%	**86%**	88%	85%	-	-	*	-	-	86%	88%	-	86%	80%	85%	86%	-	64%	-	-
	EL	56%	70%	**77%**	-	77%	-	-	-	-	-	77%	*	*	80%	77%	75%	79%	-	*	-	-
	Male	70%	71%	**79%**	*	81%	-	-	-	-	-	79%	*	40%	85%	75%	79%	-	-	50%	-	-
	Female	79%	80%	**85%**	100%	84%	-	-	*	-	-	85%	83%	*	86%	79%	-	85%	-	71%	-	-
Mathematics	All Students	53%	59%	**60%**	56%	60%	-	-	*	-	-	60%	50%	15%	64%	59%	63%	57%	-	31%	-	-
	CWD	31%	37%	**15%**	*	17%	-	-	-	-	-	15%	-	15%	-	*	20%	*	-	*	-	-
	CWOD	58%	62%	**64%**	63%	64%	-	-	*	-	-	65%	50%	-	64%	62%	70%	59%	-	36%	-	-
	EL	39%	54%	**59%**	-	59%	-	-	-	-	-	60%	*	*	62%	59%	64%	55%	-	*	-	-
	Male	55%	61%	**63%**	*	64%	-	-	-	-	-	63%	*	20%	70%	64%	63%	-	-	33%	-	-
	Female	51%	58%	**57%**	60%	56%	-	-	*	-	-	57%	50%	*	59%	55%	-	57%	-	29%	-	-
Grade 8																						
Reading	All Students	80%	86%	**80%**	69%	81%	-	-	-	-	-	80%	82%	43%	86%	74%	74%	87%	-	82%	-	-
	CWD	49%	55%	**43%**	*	47%	-	-	-	-	-	37%	*	43%	-	30%	39%	*	-	*	-	-
	CWOD	85%	89%	**86%**	89%	86%	-	-	-	-	-	87%	78%	-	86%	81%	84%	88%	-	90%	-	-
	EL	62%	82%	**74%**	*	75%	-	-	-	-	-	74%	*	30%	81%	74%	69%	78%	-	*	-	-
	Male	76%	82%	**74%**	67%	75%	-	-	-	-	-	74%	*	39%	84%	69%	74%	-	-	60%	-	-
	Female	85%	90%	**87%**	*	88%	-	-	-	-	-	87%	86%	*	88%	78%	-	87%	-	100%	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	69%	74%	**76%**	77%	76%	-	-	-	-	-	75%	90%	50%	81%	72%	71%	83%	-	90%	-	-
	CWD	42%	54%	**50%**	*	50%	-	-	-	-	-	47%	*	50%	-	40%	47%	*	-	*	-	-
	CWOD	74%	78%	**81%**	89%	80%	-	-	-	-	-	80%	89%	-	81%	78%	78%	84%	-	100%	-	-
	EL	56%	75%	**72%**	*	74%	-	-	-	-	-	72%	*	40%	78%	72%	71%	74%	-	*	-	-
	Male	68%	71%	**71%**	78%	70%	-	-	-	-	-	71%	*	47%	78%	71%	71%	-	-	80%	-	-
	Female	71%	78%	**83%**	*	83%	-	-	-	-	-	81%	100%	*	84%	74%	-	83%	-	100%	-	-
Science	All Students	72%	73%	**64%**	54%	65%	-	-	-	-	-	65%	55%	43%	68%	56%	64%	64%	-	82%	-	-
	CWD	43%	42%	**43%**	*	47%	-	-	-	-	-	42%	*	43%	-	30%	44%	*	-	*	-	-
	CWOD	77%	77%	**68%**	67%	68%	-	-	-	-	-	69%	56%	-	68%	60%	70%	66%	-	90%	-	-
	EL	54%	69%	**56%**	*	56%	-	-	-	-	-	57%	*	30%	60%	56%	61%	50%	-	*	-	-
	Male	73%	74%	**64%**	56%	65%	-	-	-	-	-	64%	*	44%	70%	61%	64%	-	-	80%	-	-
	Female	71%	73%	**64%**	*	65%	-	-	-	-	-	67%	43%	*	66%	50%	-	64%	-	83%	-	-
End of Course																						
English I	All Students	66%	73%	**65%**	42%	65%	*	-	-	-	*	64%	67%	28%	70%	61%	55%	79%	-	42%	-	-
	CWD	35%	39%	**28%**	*	29%	-	-	-	-	-	27%	*	28%	-	36%	29%	*	-	29%	-	-
	CWOD	72%	78%	**70%**	45%	71%	*	-	-	-	*	70%	75%	-	70%	65%	61%	82%	-	47%	-	-
	EL	45%	70%	**61%**	-	61%	-	-	-	-	-	62%	50%	36%	65%	61%	56%	70%	-	54%	-	-
	Male	61%	69%	**55%**	29%	56%	*	-	-	-	*	55%	63%	29%	61%	56%	55%	-	-	45%	-	-
	Female	72%	78%	**79%**	60%	80%	-	-	-	-	*	80%	71%	*	82%	70%	-	79%	-	33%	-	-
English II	All Students	70%	78%	**78%**	83%	78%	*	-	-	-	*	77%	75%	50%	82%	70%	74%	83%	-	57%	-	-
	CWD	36%	38%	**50%**	*	50%	*	-	-	-	-	47%	*	50%	-	50%	50%	*	-	60%	-	-
	CWOD	76%	84%	**82%**	100%	82%	-	-	-	-	*	83%	73%	-	82%	74%	79%	86%	-	56%	-	-
	EL	47%	70%	**70%**	-	70%	-	-	-	-	-	69%	*	50%	74%	70%	63%	79%	-	71%	-	-
	Male	66%	73%	**74%**	*	75%	-	-	-	-	*	72%	78%	50%	79%	63%	74%	-	-	60%	-	-
	Female	75%	84%	**83%**	*	82%	*	-	-	-	-	84%	*	*	86%	79%	-	83%	-	*	-	-
Algebra I	All Students	76%	84%	**71%**	45%	73%	*	-	-	-	*	71%	67%	59%	72%	73%	64%	80%	-	68%	-	-
	CWD	52%	59%	**59%**	*	57%	-	-	-	-	-	61%	*	59%	-	50%	61%	*	-	80%	-	-
	CWOD	80%	87%	**72%**	40%	75%	*	-	-	-	*	72%	75%	-	72%	75%	65%	82%	-	65%	-	-
	EL	68%	84%	**73%**	-	73%	-	-	-	-	-	74%	*	50%	75%	73%	70%	76%	-	80%	-	-
	Male	73%	81%	**64%**	20%	66%	*	-	-	-	-	64%	63%	61%	65%	70%	64%	-	-	64%	-	-
	Female	79%	88%	**80%**	67%	83%	-	-	-	-	*	80%	*	*	82%	76%	-	80%	-	75%	-	-
Biology	All Students	91%	92%	**85%**	73%	86%	*	-	-	-	*	84%	93%	75%	86%	84%	80%	92%	-	79%	-	-
	CWD	76%	75%	**75%**	*	73%	-	-	-	-	-	69%	*	75%	-	86%	69%	*	-	*	-	-
	CWOD	93%	94%	**86%**	70%	88%	*	-	-	-	*	86%	91%	-	86%	83%	82%	92%	-	75%	-	-
	EL	82%	91%	**84%**	-	84%	-	-	-	-	-	84%	80%	86%	83%	84%	81%	88%	-	100%	-	-
	Male	89%	91%	**80%**	50%	82%	*	-	-	-	-	80%	86%	69%	82%	81%	80%	-	-	71%	-	-
	Female	92%	93%	**92%**	100%	93%	-	-	-	-	*	91%	100%	*	92%	88%	-	92%	-	83%	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 6																						

		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	55%	51%	**48%**	33%	49%	-	-	-	-	-	47%	58%	7%	52%	37%	38%	61%	-	20%	-	-
	CWD	24%	22%	**7%**	*	8%	-	-	-	-	-	7%	*	7%	-	13%	0%	17%	-	*	-	-
	CWOD	62%	55%	**52%**	43%	53%	-	-	-	-	-	51%	64%	-	52%	39%	43%	66%	-	25%	-	-
	EL	30%	44%	**37%**	-	37%	-	-	-	-	-	37%	33%	13%	39%	37%	20%	57%	-	40%	-	-
	Male	50%	44%	**38%**	40%	38%	-	-	-	-	-	38%	44%	0%	43%	20%	38%	-	-	0%	-	-
	Female	59%	58%	**61%**	*	64%	-	-	-	-	-	59%	*	17%	66%	57%	-	61%	-	*	-	-
Mathematics	All Students	38%	35%	**35%**	22%	36%	-	-	-	-	-	33%	58%	20%	37%	28%	37%	32%	-	10%	-	-
	CWD	19%	18%	**20%**	*	23%	-	-	-	-	-	21%	*	20%	-	0%	22%	17%	-	*	-	-
	CWOD	43%	38%	**37%**	29%	37%	-	-	-	-	-	34%	64%	-	37%	31%	39%	34%	-	13%	-	-
	EL	22%	32%	**28%**	-	28%	-	-	-	-	-	26%	50%	0%	31%	28%	32%	23%	-	0%	-	-
	Male	41%	37%	**37%**	0%	40%	-	-	-	-	-	34%	67%	22%	39%	32%	37%	-	-	0%	-	-
	Female	36%	34%	**32%**	*	31%	-	-	-	-	-	32%	*	17%	34%	23%	-	32%	-	*	-	-
Grade 7																						
Reading	All Students	52%	53%	**61%**	67%	61%	-	-	*	-	-	61%	75%	15%	66%	58%	54%	68%	-	23%	-	-
	CWD	21%	22%	**15%**	*	17%	-	-	-	-	-	15%	-	15%	-	*	10%	*	-	*	-	-
	CWOD	58%	56%	**66%**	75%	65%	-	-	*	-	-	65%	75%	-	66%	61%	61%	69%	-	27%	-	-
	EL	30%	45%	**58%**	-	58%	-	-	-	-	-	57%	*	*	61%	58%	50%	64%	-	*	-	-
	Male	47%	49%	**54%**	*	54%	-	-	-	-	-	53%	*	10%	61%	50%	54%	-	-	0%	-	-
	Female	58%	57%	**68%**	80%	67%	-	-	*	-	-	68%	67%	*	69%	64%	-	68%	-	43%	-	-
Mathematics	All Students	32%	38%	**38%**	22%	38%	-	-	*	-	-	38%	25%	8%	40%	41%	44%	32%	-	23%	-	-
	CWD	17%	21%	**8%**	*	8%	-	-	-	-	-	8%	-	8%	-	*	10%	*	-	*	-	-
	CWOD	36%	40%	**40%**	25%	41%	-	-	*	-	-	41%	25%	-	40%	43%	49%	33%	-	27%	-	-
	EL	19%	32%	**41%**	-	41%	-	-	-	-	-	42%	*	*	43%	41%	50%	33%	-	*	-	-
	Male	35%	41%	**44%**	*	46%	-	-	-	-	-	45%	*	10%	49%	50%	44%	-	-	17%	-	-
	Female	30%	35%	**32%**	40%	31%	-	-	*	-	-	32%	33%	*	33%	33%	-	32%	-	29%	-	-
Grade 8																						
Reading	All Students	57%	61%	**55%**	46%	56%	-	-	-	-	-	54%	64%	24%	60%	43%	48%	63%	-	55%	-	-
	CWD	23%	25%	**24%**	*	29%	-	-	-	-	-	16%	*	24%	-	10%	17%	*	-	*	-	-
	CWOD	63%	65%	**60%**	67%	60%	-	-	-	-	-	60%	56%	-	60%	48%	57%	63%	-	60%	-	-
	EL	32%	52%	**43%**	*	44%	-	-	-	-	-	44%	*	10%	48%	43%	42%	44%	-	*	-	-
	Male	51%	55%	**48%**	44%	49%	-	-	-	-	-	47%	*	17%	57%	42%	48%	-	-	40%	-	-
	Female	63%	67%	**63%**	*	64%	-	-	-	-	-	63%	57%	*	63%	44%	-	63%	-	67%	-	-
Mathematics	All Students	45%	44%	**51%**	46%	52%	-	-	-	-	-	52%	40%	15%	58%	42%	47%	56%	-	70%	-	-
	CWD	22%	25%	**15%**	*	19%	-	-	-	-	-	16%	*	15%	-	10%	12%	*	-	*	-	-
	CWOD	50%	48%	**58%**	67%	57%	-	-	-	-	-	59%	44%	-	58%	47%	58%	57%	-	78%	-	-
	EL	30%	44%	**42%**	*	43%	-	-	-	-	-	43%	*	10%	47%	42%	44%	40%	-	*	-	-
	Male	45%	41%	**47%**	44%	48%	-	-	-	-	-	48%	*	12%	58%	44%	47%	-	-	80%	-	-
	Female	46%	48%	**56%**	*	57%	-	-	-	-	-	58%	43%	*	57%	40%	-	56%	-	60%	-	-

		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	47%	45%	**44%**	31%	45%	-	-	-	-	-	44%	36%	19%	48%	36%	46%	41%	-	36%	-	-
	CWD	22%	21%	**19%**	*	24%	-	-	-	-	-	16%	*	19%	-	10%	17%	*	-	*	-	-
	CWOD	51%	47%	**48%**	44%	48%	-	-	-	-	-	49%	33%	-	48%	40%	54%	42%	-	40%	-	-
	EL	25%	39%	**36%**	*	37%	-	-	-	-	-	37%	*	10%	40%	36%	42%	31%	-	*	-	-
	Male	49%	47%	**46%**	33%	47%	-	-	-	-	-	45%	*	17%	54%	42%	46%	-	-	40%	-	-
	Female	45%	42%	**41%**	*	42%	-	-	-	-	-	43%	29%	*	42%	31%	-	41%	-	33%	-	-
End of Course																						
English I	All Students	47%	52%	**44%**	25%	46%	*	-	-	-	*	45%	33%	8%	50%	40%	35%	58%	-	27%	-	-
	CWD	18%	17%	**8%**	*	8%	-	-	-	-	-	9%	*	8%	-	18%	10%	*	-	0%	-	-
	CWOD	53%	57%	**50%**	27%	52%	*	-	-	-	*	50%	42%	-	50%	44%	41%	62%	-	37%	-	-
	EL	23%	45%	**40%**	-	40%	-	-	-	-	-	43%	0%	18%	44%	40%	37%	47%	-	38%	-	-
	Male	42%	45%	**35%**	14%	36%	*	-	-	-	*	37%	13%	10%	41%	37%	35%	-	-	25%	-	-
	Female	54%	60%	**58%**	40%	61%	-	-	-	-	*	58%	57%	*	62%	47%	-	58%	-	33%	-	-
English II	All Students	53%	61%	**58%**	50%	58%	*	-	-	-	*	57%	58%	22%	64%	48%	51%	67%	-	36%	-	-
	CWD	20%	21%	**22%**	*	19%	*	-	-	-	-	18%	*	22%	-	30%	14%	*	-	40%	-	-
	CWOD	58%	67%	**64%**	60%	65%	-	-	-	-	*	64%	55%	-	64%	52%	60%	68%	-	33%	-	-
	EL	25%	49%	**48%**	-	48%	-	-	-	-	-	50%	*	30%	52%	48%	38%	63%	-	57%	-	-
	Male	48%	56%	**51%**	*	54%	-	-	-	-	*	50%	56%	14%	60%	38%	51%	-	-	30%	-	-
	Female	59%	68%	**67%**	*	65%	*	-	-	-	-	67%	*	*	68%	63%	-	67%	-	*	-	-
Algebra I	All Students	43%	54%	**31%**	18%	32%	*	-	-	-	*	32%	17%	18%	32%	30%	23%	41%	-	41%	-	-
	CWD	19%	25%	**18%**	*	14%	-	-	-	-	-	17%	*	18%	-	13%	17%	*	-	20%	-	-
	CWOD	47%	57%	**32%**	10%	35%	*	-	-	-	*	34%	13%	-	32%	32%	25%	42%	-	47%	-	-
	EL	30%	50%	**30%**	-	30%	-	-	-	-	-	32%	*	13%	32%	30%	25%	38%	-	50%	-	-
	Male	42%	49%	**23%**	20%	24%	*	-	-	-	-	24%	13%	17%	25%	25%	23%	-	-	29%	-	-
	Female	45%	59%	**41%**	17%	44%	-	-	-	-	*	42%	*	*	42%	38%	-	41%	-	63%	-	-
Biology	All Students	59%	58%	**45%**	18%	48%	*	-	-	-	*	47%	21%	6%	50%	42%	44%	47%	-	32%	-	-
	CWD	30%	28%	**6%**	*	7%	-	-	-	-	-	8%	*	6%	-	14%	8%	*	-	*	-	-
	CWOD	64%	62%	**50%**	20%	53%	*	-	-	-	*	52%	27%	-	50%	45%	50%	49%	-	38%	-	-
	EL	35%	52%	**42%**	-	42%	-	-	-	-	-	45%	0%	14%	45%	42%	45%	36%	-	40%	-	-
	Male	58%	55%	**44%**	17%	46%	*	-	-	-	-	46%	14%	8%	50%	45%	44%	-	-	36%	-	-
	Female	61%	61%	**47%**	20%	50%	-	-	-	-	*	49%	29%	*	49%	36%	-	47%	-	17%	-	-
STAAR Percent at Masters Grade Level																						
Grade 6																						
Reading	All Students	28%	23%	**21%**	11%	21%	-	-	-	-	-	22%	8%	0%	23%	15%	12%	34%	-	0%	-	-
	CWD	7%	6%	**0%**	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	33%	25%	**23%**	14%	24%	-	-	-	-	-	24%	9%	-	23%	17%	13%	38%	-	0%	-	-
	EL	9%	17%	**15%**	-	15%	-	-	-	-	-	15%	17%	0%	17%	15%	5%	29%	-	0%	-	-
	Male	24%	18%	**12%**	0%	12%	-	-	-	-	-	13%	0%	0%	13%	5%	12%	-	-	0%	-	-
	Female	32%	28%	**34%**	*	35%	-	-	-	-	-	34%	*	0%	38%	29%	-	34%	-	*	-	-

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

		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 I	All Students	14%	12%	**10%**	0%	11%	*	-	-	-	*	10%	7%	0%	11%	9%	8%	13%	-	0%	-	-
	CWD	4%	3%	**0%**	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-	0%	-	-
	CWOD	16%	14%	**11%**	0%	12%	*	-	-	-	*	11%	8%	-	11%	10%	10%	13%	-	0%	-	-
	EL	2%	8%	**9%**	-	9%	-	-	-	-	-	9%	0%	0%	10%	9%	8%	10%	-	0%	-	-
	Male	11%	10%	**8%**	0%	9%	*	-	-	-	*	8%	0%	0%	10%	8%	8%	-	-	0%	-	-
	Female	17%	15%	**13%**	0%	14%	-	-	-	-	*	12%	14%	*	13%	10%	-	13%	-	0%	-	-
English II	All Students	8%	7%	**4%**	17%	3%	*	-	-	-	*	4%	0%	0%	5%	2%	3%	6%	-	0%	-	-
	CWD	3%	1%	**0%**	*	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	*	-	0%	-	-
	CWOD	9%	8%	**5%**	20%	4%	-	-	-	-	*	5%	0%	-	5%	2%	3%	6%	-	0%	-	-
	EL	1%	2%	**2%**	-	2%	-	-	-	-	-	2%	*	0%	2%	2%	0%	4%	-	0%	-	-
	Male	7%	7%	**3%**	*	3%	-	-	-	-	*	3%	0%	0%	3%	0%	3%	-	-	0%	-	-
	Female	9%	7%	**6%**	*	4%	*	-	-	-	-	6%	*	*	6%	4%	-	6%	-	*	-	-
Algebra I	All Students	26%	33%	**17%**	0%	18%	*	-	-	-	*	17%	8%	9%	18%	19%	15%	20%	-	9%	-	-
	CWD	8%	9%	**9%**	*	10%	-	-	-	-	-	6%	*	9%	-	13%	11%	*	-	0%	-	-
	CWOD	29%	36%	**18%**	0%	19%	*	-	-	-	*	19%	0%	-	18%	20%	15%	21%	-	12%	-	-
	EL	14%	28%	**19%**	-	19%	-	-	-	-	-	20%	*	13%	20%	19%	18%	21%	-	20%	-	-
	Male	25%	30%	**15%**	0%	15%	*	-	-	-	-	15%	13%	11%	15%	18%	15%	-	-	0%	-	-
	Female	27%	37%	**20%**	0%	22%	-	-	-	-	*	21%	*	*	21%	21%	-	20%	-	25%	-	-
Biology	All Students	20%	15%	**10%**	0%	11%	*	-	-	-	*	11%	7%	0%	12%	6%	10%	11%	-	0%	-	-
	CWD	6%	6%	**0%**	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-	*	-	-
	CWOD	22%	17%	**12%**	0%	13%	*	-	-	-	*	12%	9%	-	12%	7%	12%	12%	-	0%	-	-
	EL	6%	11%	**6%**	-	6%	-	-	-	-	-	6%	0%	0%	7%	6%	5%	8%	-	0%	-	-
	Male	20%	16%	**10%**	0%	11%	*	-	-	-	-	11%	0%	0%	12%	5%	10%	-	-	0%	-	-
	Female	19%	15%	**11%**	0%	13%	-	-	-	-	*	11%	14%	*	12%	8%	-	11%	-	0%	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	76%	**73%**	63%	74%	*	-	*	-	40%	73%	77%	49%	77%	69%	69%	79%	-	63%	-	-
	CWD	46%	47%	**49%**	36%	50%	*	-	-	-	-	48%	61%	49%	-	46%	46%	57%	-	50%	-	-
	CWOD	79%	80%	**77%**	70%	77%	*	-	*	-	40%	76%	79%	-	77%	71%	73%	80%	-	66%	-	-
	EL	59%	72%	**69%**	*	69%	-	-	-	-	-	69%	65%	46%	71%	69%	66%	72%	-	70%	-	-
	Male	71%	73%	**69%**	55%	70%	*	-	-	-	*	68%	75%	46%	73%	66%	69%	-	-	57%	-	-
	Female	75%	79%	**79%**	75%	79%	*	-	*	-	*	79%	78%	57%	80%	72%	-	79%	-	73%	-	-
Reading	All Students	74%	77%	**75%**	61%	76%	*	-	*	-	*	75%	77%	42%	79%	69%	67%	84%	-	54%	-	-
	CWD	45%	43%	**42%**	11%	45%	*	-	-	-	-	41%	57%	42%	-	42%	38%	60%	-	41%	-	-
	CWOD	80%	81%	**79%**	73%	80%	*	-	*	-	*	79%	80%	-	79%	73%	73%	86%	-	58%	-	-
	EL	57%	72%	**69%**	*	69%	-	-	-	-	-	69%	65%	42%	73%	69%	62%	78%	-	61%	-	-
	Male	70%	72%	**67%**	52%	68%	*	-	-	-	*	67%	74%	38%	73%	62%	67%	-	-	46%	-	-
	Female	79%	82%	**84%**	75%	85%	*	-	*	-	*	85%	81%	60%	86%	78%	-	84%	-	69%	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	70%	72%	**71%**	67%	71%	*	-	*	-	*	70%	76%	53%	73%	68%	69%	73%	-	65%	-	-
	CWD	45%	49%	**53%**	63%	52%	-	-	-	-	-	53%	50%	53%	-	47%	54%	50%	-	60%	-	-
	CWOD	76%	76%	**73%**	68%	73%	*	-	*	-	*	72%	81%	-	73%	70%	71%	74%	-	67%	-	-
	EL	60%	70%	**68%**	*	68%	-	-	-	-	-	67%	69%	47%	70%	68%	68%	67%	-	68%	-	-
	Male	71%	71%	**69%**	61%	69%	*	-	-	-	-	68%	73%	54%	71%	68%	69%	-	-	63%	-	-
	Female	70%	73%	**73%**	74%	73%	-	-	*	-	*	72%	80%	50%	74%	67%	-	73%	-	70%	-	-
Science	All Students	76%	81%	**75%**	63%	76%	*	-	-	-	*	75%	76%	57%	77%	69%	73%	77%	-	80%	-	-
	CWD	52%	54%	**57%**	40%	59%	-	-	-	-	-	53%	80%	57%	-	53%	55%	67%	-	60%	-	-
	CWOD	81%	84%	**77%**	68%	78%	*	-	-	-	*	77%	75%	-	77%	71%	77%	78%	-	84%	-	-
	EL	63%	79%	**69%**	*	70%	-	-	-	-	-	70%	57%	53%	71%	69%	72%	66%	-	93%	-	-
	Male	77%	81%	**73%**	53%	74%	*	-	-	-	-	72%	82%	55%	77%	72%	73%	-	-	74%	-	-
	Female	76%	81%	**77%**	78%	78%	-	-	-	-	*	78%	71%	67%	78%	66%	-	77%	-	83%	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	48%	49%	**46%**	34%	47%	*	-	*	-	0%	46%	44%	15%	50%	40%	42%	51%	-	33%	-	-
	CWD	23%	22%	**15%**	5%	16%	*	-	-	-	-	14%	28%	15%	-	12%	13%	24%	-	9%	-	-
	CWOD	53%	53%	**50%**	41%	51%	*	-	*	-	0%	50%	46%	-	50%	44%	47%	53%	-	39%	-	-
	EL	30%	43%	**40%**	*	40%	-	-	-	-	-	41%	16%	12%	44%	40%	38%	43%	-	39%	-	-
	Male	47%	47%	**42%**	28%	43%	*	-	-	-	*	42%	41%	13%	47%	38%	42%	-	-	26%	-	-
	Female	49%	52%	**51%**	42%	52%	*	-	*	-	*	52%	47%	24%	53%	43%	-	51%	-	45%	-	-
Reading	All Students	53%	54%	**53%**	43%	53%	*	-	*	-	*	52%	56%	15%	58%	45%	44%	63%	-	31%	-	-
	CWD	23%	21%	**15%**	0%	16%	*	-	-	-	-	13%	43%	15%	-	16%	11%	30%	-	12%	-	-
	CWOD	59%	59%	**58%**	53%	58%	*	-	*	-	*	58%	58%	-	58%	49%	51%	66%	-	37%	-	-
	EL	31%	46%	**45%**	*	45%	-	-	-	-	-	46%	18%	16%	49%	45%	37%	55%	-	42%	-	-
	Male	48%	49%	**44%**	34%	45%	*	-	-	-	*	44%	48%	11%	51%	37%	44%	-	-	21%	-	-
	Female	58%	60%	**63%**	55%	64%	*	-	*	-	*	63%	65%	30%	66%	55%	-	63%	-	50%	-	-
Mathematics	All Students	43%	43%	**38%**	29%	39%	*	-	*	-	*	38%	36%	16%	41%	35%	37%	40%	-	36%	-	-
	CWD	22%	22%	**16%**	13%	16%	-	-	-	-	-	16%	17%	16%	-	7%	15%	19%	-	10%	-	-
	CWOD	48%	46%	**41%**	32%	42%	*	-	*	-	*	41%	39%	-	41%	38%	41%	41%	-	42%	-	-
	EL	30%	40%	**35%**	*	35%	-	-	-	-	-	36%	23%	7%	38%	35%	37%	33%	-	36%	-	-
	Male	45%	43%	**37%**	22%	38%	*	-	-	-	-	37%	36%	15%	41%	37%	37%	-	-	28%	-	-
	Female	42%	43%	**40%**	37%	40%	-	-	*	-	*	41%	35%	19%	41%	33%	-	40%	-	48%	-	-
Science	All Students	46%	49%	**44%**	25%	46%	*	-	-	-	*	46%	28%	14%	49%	39%	45%	44%	-	33%	-	-
	CWD	22%	22%	**14%**	0%	16%	-	-	-	-	-	13%	20%	14%	-	12%	13%	17%	-	0%	-	-
	CWOD	50%	52%	**49%**	32%	50%	*	-	-	-	*	50%	30%	-	49%	43%	52%	45%	-	40%	-	-
	EL	26%	43%	**39%**	*	39%	-	-	-	-	-	41%	0%	12%	43%	39%	44%	33%	-	36%	-	-
	Male	47%	49%	**45%**	27%	47%	*	-	-	-	-	46%	27%	13%	52%	44%	45%	-	-	37%	-	-
	Female	45%	48%	**44%**	22%	46%	-	-	-	-	*	46%	29%	17%	45%	33%	-	44%	-	25%	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						

Texas Education Agency
2025 Federal Report Card
YES PREP - NORTHSIDE (101845007) - YES PREP PUBLIC SCHOOLS INC - HARRIS 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
All Subjects	All Students	20%	18%	**16%**	10%	16%	*	-	*	-	0%	16%	8%	4%	17%	12%	14%	18%	-	7%	-	-
	CWD	6%	5%	**4%**	0%	4%	*	-	-	-	-	3%	11%	4%	-	2%	4%	2%	-	0%	-	-
	CWOD	23%	19%	**17%**	12%	18%	*	-	*	-	0%	18%	8%	-	17%	14%	16%	19%	-	9%	-	-
	EL	9%	13%	**12%**	*	12%	-	-	-	-	-	13%	3%	2%	14%	12%	12%	13%	-	6%	-	-
	Male	20%	17%	**14%**	6%	14%	*	-	-	-	*	14%	5%	4%	16%	12%	14%	-	-	3%	-	-
	Female	21%	19%	**18%**	15%	19%	*	-	*	-	*	19%	12%	2%	19%	13%	-	18%	-	13%	-	-
Reading	All Students	22%	19%	**18%**	12%	19%	*	-	*	-	*	19%	9%	3%	20%	14%	13%	25%	-	5%	-	-
	CWD	6%	4%	**3%**	0%	4%	*	-	-	-	-	2%	14%	3%	-	2%	3%	5%	-	0%	-	-
	CWOD	25%	21%	**20%**	15%	21%	*	-	*	-	*	21%	8%	-	20%	15%	15%	26%	-	7%	-	-
	EL	8%	14%	**14%**	*	14%	-	-	-	-	-	14%	6%	2%	15%	14%	10%	19%	-	3%	-	-
	Male	19%	16%	**13%**	3%	14%	*	-	-	-	*	14%	3%	3%	15%	10%	13%	-	-	2%	-	-
	Female	25%	22%	**25%**	25%	25%	*	-	*	-	*	26%	15%	5%	26%	19%	-	25%	-	12%	-	-
Mathematics	All Students	19%	18%	**14%**	10%	15%	*	-	*	-	*	15%	10%	4%	16%	13%	15%	14%	-	9%	-	-
	CWD	7%	6%	**4%**	0%	5%	-	-	-	-	-	3%	17%	4%	-	3%	6%	0%	-	0%	-	-
	CWOD	22%	19%	**16%**	12%	16%	*	-	*	-	*	16%	8%	-	16%	14%	17%	15%	-	11%	-	-
	EL	11%	15%	**13%**	*	13%	-	-	-	-	-	13%	0%	3%	14%	13%	15%	10%	-	9%	-	-
	Male	21%	18%	**15%**	9%	15%	*	-	-	-	-	15%	9%	6%	17%	15%	15%	-	-	3%	-	-
	Female	18%	17%	**14%**	11%	14%	-	-	*	-	*	14%	10%	0%	15%	10%	-	14%	-	17%	-	-
Science	All Students	17%	14%	**13%**	4%	13%	*	-	-	-	*	13%	4%	3%	14%	7%	13%	11%	-	7%	-	-
	CWD	5%	5%	**3%**	0%	3%	-	-	-	-	-	3%	0%	3%	-	0%	3%	0%	-	0%	-	-
	CWOD	19%	15%	**14%**	5%	15%	*	-	-	-	*	15%	5%	-	14%	8%	16%	12%	-	8%	-	-
	EL	5%	10%	**7%**	*	7%	-	-	-	-	-	8%	0%	0%	8%	7%	9%	5%	-	7%	-	-
	Male	18%	15%	**13%**	7%	14%	*	-	-	-	-	14%	0%	3%	16%	9%	13%	-	-	5%	-	-
	Female	15%	13%	**11%**	0%	12%	-	-	-	-	*	12%	7%	0%	12%	5%	-	11%	-	8%	-	-

- 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	71	54	72	*	-	*	-	*	70	55	71
CWD	55	7	60	*	-	-	-	-	54	55	64
CWOD	73	64	73	*	-	*	-	*	72	-	71
EL ✧	71	*	71	-	-	-	-	-	71	64	71
Male	67	56	68	*	-	-	-	*	66	51	66
Female	75	53	77	*	-	*	-	*	75	70	76
Mathematics											
All Students	70	70	70	-	-	*	-	*	70	69	68
CWD	69	75	69	-	-	-	-	-	68	69	66
CWOD	70	69	70	-	-	*	-	*	70	-	68
EL ✧	68	*	68	-	-	-	-	-	67	66	68
Male	69	64	70	-	-	-	-	-	69	66	68
Female	70	78	70	-	-	*	-	*	70	80	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	95.5%	83.3%	96.0%	*	*	*	-	-	94.7%	88.9%	90.0%	84.2%	-
CWD	88.9%	-	88.9%	-	-	-	-	-	87.5%	88.9%	*	*	-
CWOD	96.0%	83.3%	96.7%	*	*	*	-	-	95.4%	-	93.8%	88.2%	-
EL ✧	90.0%	-	90.0%	-	-	-	-	-	89.5%	*	90.0%	60.0%	-
Male	92.9%	*	94.2%	-	-	*	-	-	91.5%	87.5%	83.3%	70.0%	-
Female	98.1%	*	98.0%	*	*	-	-	-	97.9%	*	100.0%	100.0%	-

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

Part (iv): English Language Proficiency

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
402	106	26%

- 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	45	36	46	*	-	*	-	13	45	23	40
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	48%	0%	52%	-	-	-	-	-	49%	100%	49%

- 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	Y	Y	Y						Y	Y	Y
Interim Goals (2028-2032)	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
Target Met	Y	Y	Y						Y	N	Y
Interim Goals (2033-2037)	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
Target Met	N	N	N						N	N	Y
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	Y	Y	Y						Y	Y	Y
Interim Goals (2028-2032)	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
Target Met	N	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	N
Long-Term Goals	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
Target Met	N	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	Y		Y						Y		Y

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2028-2032)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86%
Target Met	Y		Y						Y		Y
Interim Goals (2033-2037)	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92%
Target Met	N		Y						N		Y
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	**100%**	100%	100%	100%	-	*	-	100%	100%	99%	100%	100%	100%	100%	100%	-
	CWD	**100%**	100%	100%	*	-	-	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	**100%**	100%	100%	100%	-	*	-	100%	100%	99%	-	100%	100%	100%	100%	-
	EL	**100%**	*	100%	*	-	-	-	-	100%	98%	100%	100%	100%	100%	100%	-
	Male	**100%**	100%	100%	*	-	-	-	*	100%	99%	100%	100%	100%	100%	-	-
	Female	**100%**	100%	100%	*	-	*	-	*	100%	100%	100%	100%	100%	-	100%	-
Reading	All Students	**100%**	100%	100%	*	-	*	-	*	100%	98%	100%	100%	100%	100%	100%	-
	CWD	**100%**	100%	100%	*	-	-	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	**100%**	100%	100%	*	-	*	-	*	100%	98%	-	100%	100%	99%	100%	-
	EL	**100%**	*	100%	*	-	-	-	-	100%	95%	100%	100%	100%	100%	100%	-
	Male	**100%**	100%	100%	*	-	-	-	*	100%	97%	100%	99%	100%	100%	-	-
	Female	**100%**	100%	100%	*	-	*	-	*	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	**100%**	100%	100%	*	-	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	**100%**	100%	100%	-	-	-	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	**100%**	100%	100%	*	-	*	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	**100%**	*	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	**100%**	100%	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	-	-
	Female	**100%**	100%	100%	-	-	*	-	*	100%	100%	100%	100%	100%	-	100%	-
Science	All Students	**100%**	100%	100%	*	-	-	-	*	100%	100%	100%	100%	100%	100%	99%	-
	CWD	**100%**	100%	100%	-	-	-	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	**100%**	100%	100%	*	-	-	-	*	100%	100%	-	100%	100%	100%	99%	-
	EL	**100%**	*	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	**100%**	100%	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	-	-
	Female	**99%**	100%	99%	-	-	-	-	*	99%	100%	100%	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	**0%**	0%	0%	0%	-	*	-	0%	0%	1%	0%	0%	0%	0%	0%	-
	CWD	**0%**	0%	0%	*	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	**0%**	0%	0%	0%	-	*	-	0%	0%	1%	-	0%	0%	0%	0%	-
	EL	**0%**	*	0%	*	-	-	-	-	0%	2%	0%	0%	0%	0%	0%	-
	Male	**0%**	0%	0%	*	-	-	-	*	0%	1%	0%	0%	0%	0%	-	-
	Female	**0%**	0%	0%	*	-	*	-	*	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	**0%**	0%	0%	*	-	*	-	*	0%	2%	0%	0%	0%	0%	0%	-
	CWD	**0%**	0%	0%	*	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	**0%**	0%	0%	*	-	*	-	*	0%	2%	-	0%	0%	1%	0%	-
	EL	**0%**	*	0%	*	-	-	-	-	0%	5%	0%	0%	0%	0%	0%	-
	Male	**0%**	0%	0%	*	-	-	-	*	0%	3%	0%	1%	0%	0%	-	-
	Female	**0%**	0%	0%	*	-	*	-	*	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	**0%**	0%	0%	*	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	**0%**	0%	0%	-	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	**0%**	0%	0%	*	-	*	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	**0%**	*	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	**0%**	0%	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	-	-
	Female	**0%**	0%	0%	-	-	*	-	*	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	**0%**	0%	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%	1%	-
	CWD	**0%**	0%	0%	-	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	**0%**	0%	0%	*	-	-	-	*	0%	0%	-	0%	0%	0%	1%	-
	EL	**0%**	*	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	**0%**	0%	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	-	-
	Female	**1%**	0%	1%	-	-	-	-	*	1%	0%	0%	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	42	8	34	0	0	0	0	0	11		
	Female	29	11	18	0	0	0	0	0	3		
	Total	71	19	52	0	0	0	0	0	14		
Out-of-School Suspensions												
	Male	62	10	52	0	0	0	0	0	20		
	Female	38	9	29	0	0	0	0	0	10		
	Total	100	19	81	0	0	0	0	0	30		
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	1	0	0	0	0	0	1		
	Female	0	0	0	0	0	0	0	0	0		
	Total	1	0	1	0	0	0	0	0	1		
Under Zero Tolerance Policies	Male	1	0	1	0	0	0	0	0	1		
	Female	0	0	0	0	0	0	0	0	0		
	Total	1	0	1	0	0	0	0	0	1		
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	6	0	6	0	0	0	0	0	6		0
	Female	0	0	0	0	0	0	0	0	0		1
	Total	6	0	6	0	0	0	0	0	6		1
Out-of-School Suspensions												
	Male	16	1	15	0	0	0	0	0	8		2
	Female	4	1	3	0	0	0	0	0	1		1
	Total	20	2	18	0	0	0	0	0	9		3
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	124	11	113	-8	-8	-8	-8	-8	44	24	5
	Female	88	9	78	1	-8	-8	-8	-8	23	11	3
	Total	212	20	191	1	-8	-8	-8	-8	67	35	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	59
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack without a weapon	17
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or Bullying	
On the basis of sex	13
On the basis of race	3
On the basis of disability	2
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	116	25	5	16	109	25	1	33	0	-	1	100	0	-	0	-	38	23	9	17
Female	119	24	6	11	109	26	3	50	1	50	0	-	0	-	0	0	31	21	2	8
Total	235	25	11	13	218	25	4	44	1	50	1	100	0	-	0	0	69	22	11	14
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	12.2	19.8%
Teachers Teaching with Emergency or Provisional Credentials	6.0	10.1%
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		$1,201	$103	$849	$952		$249	$249
Food services		$395	$12	$4	$16	$329	$50	$379
Instruction		$6,017	$5,234	$94	$5,328	$601	$88	$689
Support services, general administration		$50		$50	$50			
Support services, instructional staff		$1,157	$445	$4	$449	$464	$244	$708
Support services, operation and maintenance of plant		$1,041	$758	$123	$881	$147	$13	$160
Support services, pupils		$811	$273	$100	$373	$397	$41	$438
Support services, school administration		$1,369	$1,213	$68	$1,281	$78	$10	$88
Support services, student transportation		$638	$506	$45	$551	$76	$11	$87
Total	**948**	**$12,679**	**$8,544**	**$1,337**	**$9,881**	**$2,092**	**$706**	**$2,798**

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%	13	2%	-	-
Mathematics	7,510	2%	13	2%	-	-
Grade 4						
Reading	6,669	2%	10	2%	-	-
Mathematics	6,666	2%	10	2%	-	-
Grade 5						
Reading	6,321	2%	*	1%	-	-
Mathematics	6,324	2%	*	1%	-	-
Science	6,315	2%	*	1%	-	-
Grade 6						
Reading	5,876	1%	19	1%	-	-
Mathematics	5,877	1%	19	1%	-	-
Grade 7						
Reading	5,387	1%	17	1%	-	-
Mathematics	5,385	2%	17	1%	-	-
Grade 8						
Reading	4,906	1%	19	1%	-	-
Mathematics	4,907	1%	19	1%	-	-
Science	4,904	1%	18	1%	-	-
End of Course						
English I	4,932	1%	18	1%	-	-
English II	4,732	1%	13	1%	-	-
Algebra I	4,932	1%	17	1%	-	-
Biology	4,992	1%	18	1%	-	-
All Grades						
All Subjects	104,161	1%	249	1%	-	-
Reading	46,349	1%	112	1%	-	-
Mathematics	41,601	1%	98	1%	-	-
Science	16,211	1%	39	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	65%	*	64%	*	-	-	-	-	65%	*	59%
In-State Private Institutions	10%	-	10%	-	*	-	-	-	8%	-	*
Out-of-State Institutions	6%	-	7%	-	-	-	-	-	7%	-	*

- 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	24%	35%	23%	27%	-	*	-	33%	24%	26%	20%

- 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.

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																						
Grade 6																						
Reading	All Students	76%	73%	**74%**	57%	76%	*	-	-	-	-	72%	85%	38%	84%	70%	65%	84%	-	*	-	-
	CWD	46%	43%	**38%**	43%	37%	-	-	-	-	-	33%	*	38%	-	38%	35%	40%	-	-	-	-
	CWOD	82%	77%	**84%**	71%	84%	*	-	-	-	-	83%	90%	-	84%	80%	76%	90%	-	*	-	-
	EL	56%	68%	**70%**	-	70%	-	-	-	-	-	70%	*	38%	80%	70%	62%	79%	-	*	-	-
	Male	72%	65%	**65%**	57%	65%	*	-	-	-	-	64%	*	35%	76%	62%	65%	-	-	-	-	-
	Female	80%	81%	**84%**	57%	87%	-	-	-	-	-	81%	89%	40%	90%	79%	-	84%	-	*	-	-
Mathematics	All Students	72%	71%	**74%**	64%	75%	*	-	-	-	-	71%	92%	52%	80%	70%	71%	76%	-	*	-	-
	CWD	50%	48%	**52%**	57%	50%	-	-	-	-	-	50%	*	52%	-	50%	59%	40%	-	-	-	-
	CWOD	78%	73%	**80%**	71%	80%	*	-	-	-	-	77%	100%	-	80%	76%	76%	83%	-	*	-	-
	EL	60%	68%	**70%**	-	70%	-	-	-	-	-	70%	*	50%	76%	70%	68%	74%	-	*	-	-
	Male	74%	69%	**71%**	57%	73%	*	-	-	-	-	69%	*	59%	76%	68%	71%	-	-	-	-	-
	Female	71%	72%	**76%**	71%	76%	-	-	-	-	-	74%	89%	40%	83%	74%	-	76%	-	*	-	-
Grade 7																						
Reading	All Students	74%	76%	**65%**	*	65%	*	-	-	-	-	64%	79%	32%	72%	57%	53%	78%	-	60%	-	-
	CWD	41%	45%	**32%**	*	33%	-	-	-	-	-	35%	*	32%	-	30%	25%	60%	-	*	-	-
	CWOD	81%	79%	**72%**	*	72%	*	-	-	-	-	70%	92%	-	72%	63%	63%	79%	-	*	-	-
	EL	56%	70%	**57%**	-	57%	-	-	-	-	-	57%	*	30%	63%	57%	43%	71%	-	60%	-	-
	Male	70%	71%	**53%**	*	52%	*	-	-	-	-	49%	78%	25%	63%	43%	53%	-	-	*	-	-
	Female	79%	80%	**78%**	-	78%	-	-	-	-	-	78%	80%	60%	79%	71%	-	78%	-	*	-	-
Mathematics	All Students	53%	59%	**54%**	*	53%	*	-	-	-	-	52%	71%	36%	58%	45%	45%	64%	-	60%	-	-
	CWD	31%	37%	**36%**	*	33%	-	-	-	-	-	39%	*	36%	-	30%	25%	80%	-	*	-	-
	CWOD	58%	62%	**58%**	*	57%	*	-	-	-	-	55%	83%	-	58%	49%	52%	63%	-	*	-	-
	EL	39%	54%	**45%**	-	45%	-	-	-	-	-	45%	*	30%	49%	45%	33%	58%	-	60%	-	-
	Male	55%	61%	**45%**	*	42%	*	-	-	-	-	40%	78%	25%	52%	33%	45%	-	-	*	-	-
	Female	51%	58%	**64%**	-	64%	-	-	-	-	-	64%	60%	80%	63%	58%	-	64%	-	*	-	-
Grade 8																						
Reading	All Students	80%	86%	**87%**	60%	87%	*	-	-	-	*	86%	89%	52%	94%	82%	80%	94%	-	67%	-	-
	CWD	49%	55%	**52%**	*	56%	-	-	-	-	-	50%	60%	52%	-	44%	50%	50%	-	*	-	-
	CWOD	85%	89%	**94%**	*	93%	*	-	-	-	*	94%	95%	-	94%	91%	89%	99%	-	*	-	-
	EL	62%	82%	**82%**	-	82%	-	-	-	-	-	83%	78%	44%	91%	82%	77%	89%	-	*	-	-
	Male	76%	82%	**80%**	*	81%	*	-	-	-	*	79%	82%	50%	89%	77%	80%	-	-	*	-	-
	Female	85%	90%	**94%**	*	93%	*	-	-	-	-	93%	100%	50%	99%	89%	-	94%	-	*	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	69%	74%	**85%**	*	86%	*	-	-	-	*	85%	81%	73%	89%	86%	83%	88%	-	*	-	-
	CWD	42%	54%	**73%**	*	75%	-	-	-	-	-	68%	*	73%	-	71%	75%	70%	-	*	-	-
	CWOD	74%	78%	**89%**	*	89%	*	-	-	-	*	91%	75%	-	89%	91%	86%	94%	-	*	-	-
	EL	56%	75%	**86%**	-	86%	-	-	-	-	-	88%	71%	71%	91%	86%	86%	87%	-	*	-	-
	Male	68%	71%	**83%**	*	84%	-	-	-	-	*	84%	78%	75%	86%	86%	83%	-	-	*	-	-
	Female	71%	78%	**88%**	*	88%	*	-	-	-	-	86%	86%	70%	94%	87%	-	88%	-	*	-	-
Science	All Students	72%	73%	**76%**	60%	76%	*	-	-	-	*	74%	89%	56%	81%	70%	74%	78%	-	50%	-	-
	CWD	43%	42%	**56%**	*	60%	-	-	-	-	-	50%	80%	56%	-	50%	56%	50%	-	*	-	-
	CWOD	77%	77%	**81%**	*	80%	*	-	-	-	*	79%	91%	-	81%	74%	79%	82%	-	*	-	-
	EL	54%	69%	**70%**	-	70%	-	-	-	-	-	69%	78%	50%	74%	70%	72%	68%	-	*	-	-
	Male	73%	74%	**74%**	*	75%	*	-	-	-	*	70%	88%	56%	79%	72%	74%	-	-	*	-	-
	Female	71%	73%	**78%**	*	77%	*	-	-	-	-	76%	90%	50%	82%	68%	-	78%	-	*	-	-
End of Course																						
English I	All Students	66%	73%	**74%**	27%	79%	*	*	-	-	*	75%	67%	33%	80%	71%	68%	83%	-	67%	-	-
	CWD	35%	39%	**33%**	*	35%	-	-	-	-	-	35%	*	33%	-	43%	29%	*	-	*	-	-
	CWOD	72%	78%	**80%**	29%	84%	*	*	-	-	*	81%	79%	-	80%	76%	77%	85%	-	*	-	-
	EL	45%	70%	**71%**	-	72%	-	*	-	-	-	70%	*	43%	76%	71%	68%	76%	-	60%	-	-
	Male	61%	69%	**68%**	20%	74%	-	*	-	-	*	70%	55%	29%	77%	68%	68%	-	-	*	-	-
	Female	72%	78%	**83%**	*	84%	*	-	-	-	*	82%	86%	*	85%	76%	-	83%	-	*	-	-
English II	All Students	70%	78%	**75%**	65%	77%	*	*	-	-	-	73%	88%	48%	80%	63%	68%	83%	-	75%	-	-
	CWD	36%	38%	**48%**	40%	47%	*	-	-	-	-	41%	67%	48%	-	44%	54%	40%	-	*	-	-
	CWOD	76%	84%	**80%**	75%	82%	*	*	-	-	-	78%	100%	-	80%	67%	71%	91%	-	83%	-	-
	EL	47%	70%	**63%**	*	63%	*	*	-	-	-	63%	*	44%	67%	63%	56%	75%	-	80%	-	-
	Male	66%	73%	**68%**	55%	71%	*	*	-	-	-	66%	83%	54%	71%	56%	68%	-	-	*	-	-
	Female	75%	84%	**83%**	83%	84%	*	-	-	-	-	81%	100%	40%	91%	75%	-	83%	-	80%	-	-
Algebra I	All Students	76%	84%	**87%**	67%	88%	*	-	-	-	*	87%	87%	50%	92%	85%	80%	94%	-	67%	-	-
	CWD	52%	59%	**50%**	*	50%	-	-	-	-	-	50%	*	50%	-	58%	50%	*	-	*	-	-
	CWOD	80%	87%	**92%**	71%	93%	*	-	-	-	*	91%	95%	-	92%	90%	88%	95%	-	83%	-	-
	EL	68%	84%	**85%**	-	85%	-	-	-	-	-	85%	*	58%	90%	85%	77%	94%	-	57%	-	-
	Male	73%	81%	**80%**	71%	80%	*	-	-	-	*	80%	80%	50%	88%	77%	80%	-	-	40%	-	-
	Female	79%	88%	**94%**	*	95%	*	-	-	-	-	93%	100%	*	95%	94%	-	94%	-	*	-	-
Biology	All Students	91%	92%	**96%**	100%	96%	*	*	-	-	*	96%	100%	75%	99%	95%	95%	98%	-	83%	-	-
	CWD	76%	75%	**75%**	*	69%	-	-	-	-	-	73%	*	75%	-	75%	71%	*	-	*	-	-
	CWOD	93%	94%	**99%**	100%	99%	*	*	-	-	*	99%	100%	-	99%	98%	100%	98%	-	*	-	-
	EL	82%	91%	**95%**	*	95%	-	*	-	-	-	95%	*	75%	98%	95%	93%	97%	-	80%	-	-
	Male	89%	91%	**95%**	100%	94%	-	*	-	-	*	94%	100%	71%	100%	93%	95%	-	-	*	-	-
	Female	92%	93%	**98%**	*	98%	*	-	-	-	*	98%	100%	*	98%	97%	-	98%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 6																						

		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	55%	51%	**54%**	50%	54%	*	-	-	-	-	51%	77%	23%	62%	45%	46%	62%	-	*	-	-
	CWD	24%	22%	**23%**	43%	16%	-	-	-	-	-	21%	*	23%	-	19%	24%	20%	-	-	-	-
	CWOD	62%	55%	**62%**	57%	62%	*	-	-	-	-	59%	90%	-	62%	53%	54%	69%	-	*	-	-
	EL	30%	44%	**45%**	-	45%	-	-	-	-	-	43%	*	19%	53%	45%	41%	50%	-	*	-	-
	Male	50%	44%	**46%**	43%	45%	*	-	-	-	-	44%	*	24%	54%	41%	46%	-	-	-	-	-
	Female	59%	58%	**62%**	57%	63%	-	-	-	-	-	58%	78%	20%	69%	50%	-	62%	-	*	-	-
Mathematics	All Students	38%	35%	**42%**	36%	42%	*	-	-	-	-	41%	46%	22%	47%	41%	43%	40%	-	*	-	-
	CWD	19%	18%	**22%**	29%	20%	-	-	-	-	-	21%	*	22%	-	25%	29%	10%	-	-	-	-
	CWOD	43%	38%	**47%**	43%	47%	*	-	-	-	-	47%	50%	-	47%	45%	48%	46%	-	*	-	-
	EL	22%	32%	**41%**	-	41%	-	-	-	-	-	39%	*	25%	45%	41%	41%	41%	-	*	-	-
	Male	41%	37%	**43%**	43%	42%	*	-	-	-	-	41%	*	29%	48%	41%	43%	-	-	-	-	-
	Female	36%	34%	**40%**	29%	42%	-	-	-	-	-	42%	33%	10%	46%	41%	-	40%	-	*	-	-
Grade 7																						
Reading	All Students	52%	53%	**45%**	*	45%	*	-	-	-	-	44%	57%	16%	51%	38%	34%	57%	-	60%	-	-
	CWD	21%	22%	**16%**	*	17%	-	-	-	-	-	17%	*	16%	-	15%	15%	20%	-	*	-	-
	CWOD	58%	56%	**51%**	*	51%	*	-	-	-	-	50%	67%	-	51%	44%	41%	60%	-	*	-	-
	EL	30%	45%	**38%**	-	38%	-	-	-	-	-	38%	*	15%	44%	38%	25%	52%	-	60%	-	-
	Male	47%	49%	**34%**	*	33%	*	-	-	-	-	31%	56%	15%	41%	25%	34%	-	-	*	-	-
	Female	58%	57%	**57%**	-	57%	-	-	-	-	-	57%	60%	20%	60%	52%	-	57%	-	*	-	-
Mathematics	All Students	32%	38%	**32%**	*	31%	*	-	-	-	-	30%	50%	12%	36%	23%	31%	33%	-	60%	-	-
	CWD	17%	21%	**12%**	*	13%	-	-	-	-	-	13%	*	12%	-	10%	10%	20%	-	*	-	-
	CWOD	36%	40%	**36%**	*	35%	*	-	-	-	-	34%	58%	-	36%	27%	39%	34%	-	*	-	-
	EL	19%	32%	**23%**	-	23%	-	-	-	-	-	23%	*	10%	27%	23%	20%	27%	-	60%	-	-
	Male	35%	41%	**31%**	*	29%	*	-	-	-	-	26%	67%	10%	39%	20%	31%	-	-	*	-	-
	Female	30%	35%	**33%**	-	33%	-	-	-	-	-	34%	20%	20%	34%	27%	-	33%	-	*	-	-
Grade 8																						
Reading	All Students	57%	61%	**61%**	40%	61%	*	-	-	-	*	61%	63%	19%	70%	46%	49%	74%	-	33%	-	-
	CWD	23%	25%	**19%**	*	20%	-	-	-	-	-	18%	20%	19%	-	0%	17%	20%	-	*	-	-
	CWOD	63%	65%	**70%**	*	70%	*	-	-	-	*	69%	73%	-	70%	56%	58%	81%	-	*	-	-
	EL	32%	52%	**46%**	-	46%	-	-	-	-	-	47%	33%	0%	56%	46%	37%	57%	-	*	-	-
	Male	51%	55%	**49%**	*	50%	*	-	-	-	*	46%	59%	17%	58%	37%	49%	-	-	*	-	-
	Female	63%	67%	**74%**	*	73%	*	-	-	-	-	75%	70%	20%	81%	57%	-	74%	-	*	-	-
Mathematics	All Students	45%	44%	**61%**	*	62%	*	-	-	-	*	59%	69%	46%	66%	59%	61%	60%	-	*	-	-
	CWD	22%	25%	**46%**	*	50%	-	-	-	-	-	41%	*	46%	-	41%	44%	50%	-	*	-	-
	CWOD	50%	48%	**66%**	*	66%	*	-	-	-	*	65%	67%	-	66%	64%	67%	64%	-	*	-	-
	EL	30%	44%	**59%**	-	59%	-	-	-	-	-	58%	71%	41%	64%	59%	67%	47%	-	*	-	-
	Male	45%	41%	**61%**	*	64%	-	-	-	-	*	62%	56%	44%	67%	67%	61%	-	-	*	-	-
	Female	46%	48%	**60%**	*	59%	*	-	-	-	-	54%	86%	50%	64%	47%	-	60%	-	*	-	-

		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	47%	45%	**54%**	20%	54%	*	-	-	-	*	52%	63%	30%	59%	44%	49%	59%	-	33%	-	-
	CWD	22%	21%	**30%**	*	32%	-	-	-	-	-	27%	40%	30%	-	17%	33%	20%	-	*	-	-
	CWOD	51%	47%	**59%**	*	58%	*	-	-	-	*	57%	68%	-	59%	49%	52%	65%	-	*	-	-
	EL	25%	39%	**44%**	-	44%	-	-	-	-	-	42%	56%	17%	49%	44%	44%	43%	-	*	-	-
	Male	49%	47%	**49%**	*	49%	*	-	-	-	*	46%	59%	33%	52%	44%	49%	-	-	*	-	-
	Female	45%	42%	**59%**	*	59%	*	-	-	-	-	57%	70%	20%	65%	43%	-	59%	-	*	-	-
End of Course																						
English I	All Students	47%	52%	**56%**	18%	60%	*	*	-	-	*	57%	50%	19%	62%	46%	44%	72%	-	67%	-	-
	CWD	18%	17%	**19%**	*	18%	-	-	-	-	-	24%	*	19%	-	21%	18%	*	-	*	-	-
	CWOD	53%	57%	**62%**	14%	65%	*	*	-	-	*	61%	64%	-	62%	50%	50%	75%	-	*	-	-
	EL	23%	45%	**46%**	-	46%	-	*	-	-	-	47%	*	21%	50%	46%	36%	59%	-	60%	-	-
	Male	42%	45%	**44%**	20%	48%	-	*	-	-	*	45%	36%	18%	50%	36%	44%	-	-	*	-	-
	Female	54%	60%	**72%**	*	75%	*	-	-	-	*	73%	71%	*	75%	59%	-	72%	-	*	-	-
English II	All Students	53%	61%	**59%**	24%	65%	*	*	-	-	-	60%	53%	17%	68%	52%	49%	72%	-	63%	-	-
	CWD	20%	21%	**17%**	0%	18%	*	-	-	-	-	18%	17%	17%	-	11%	15%	20%	-	*	-	-
	CWOD	58%	67%	**68%**	33%	73%	*	*	-	-	-	67%	73%	-	68%	59%	56%	81%	-	67%	-	-
	EL	25%	49%	**52%**	*	53%	*	*	-	-	-	52%	*	11%	59%	52%	44%	63%	-	60%	-	-
	Male	48%	56%	**49%**	9%	56%	*	*	-	-	-	50%	42%	15%	56%	44%	49%	-	-	*	-	-
	Female	59%	68%	**72%**	50%	75%	*	-	-	-	-	71%	80%	20%	81%	63%	-	72%	-	60%	-	-
Algebra I	All Students	43%	54%	**58%**	33%	60%	*	-	-	-	*	55%	70%	39%	60%	51%	42%	73%	-	67%	-	-
	CWD	19%	25%	**39%**	*	38%	-	-	-	-	-	43%	*	39%	-	42%	38%	*	-	*	-	-
	CWOD	47%	57%	**60%**	29%	63%	*	-	-	-	*	57%	79%	-	60%	52%	43%	73%	-	83%	-	-
	EL	30%	50%	**51%**	-	51%	-	-	-	-	-	49%	*	42%	52%	51%	38%	64%	-	57%	-	-
	Male	42%	49%	**42%**	29%	43%	*	-	-	-	*	38%	60%	38%	43%	38%	42%	-	-	40%	-	-
	Female	45%	59%	**73%**	*	74%	*	-	-	-	-	71%	88%	*	73%	64%	-	73%	-	*	-	-
Biology	All Students	59%	58%	**66%**	36%	68%	*	*	-	-	*	66%	67%	31%	70%	57%	64%	68%	-	67%	-	-
	CWD	30%	28%	**31%**	*	31%	-	-	-	-	-	33%	*	31%	-	33%	36%	*	-	*	-	-
	CWOD	64%	62%	**70%**	38%	73%	*	*	-	-	*	70%	71%	-	70%	61%	70%	70%	-	*	-	-
	EL	35%	52%	**57%**	*	58%	-	*	-	-	-	58%	*	33%	61%	57%	59%	53%	-	60%	-	-
	Male	58%	55%	**64%**	33%	69%	-	*	-	-	*	64%	57%	36%	70%	59%	64%	-	-	*	-	-
	Female	61%	61%	**68%**	*	67%	*	-	-	-	*	67%	75%	*	70%	53%	-	68%	-	*	-	-
STAAR Percent at Masters Grade Level																						
Grade 6																						
Reading	All Students	28%	23%	**20%**	21%	20%	*	-	-	-	-	19%	31%	4%	24%	8%	13%	28%	-	*	-	-
	CWD	7%	6%	**4%**	14%	0%	-	-	-	-	-	4%	*	4%	-	0%	6%	0%	-	-	-	-
	CWOD	33%	25%	**24%**	29%	24%	*	-	-	-	-	23%	40%	-	24%	11%	15%	33%	-	*	-	-
	EL	9%	17%	**8%**	-	8%	-	-	-	-	-	7%	*	0%	11%	8%	5%	12%	-	*	-	-
	Male	24%	18%	**13%**	14%	13%	*	-	-	-	-	14%	*	6%	15%	5%	13%	-	-	-	-	-
	Female	32%	28%	**28%**	29%	28%	-	-	-	-	-	25%	44%	0%	33%	12%	-	28%	-	*	-	-

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

		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 I	All Students	14%	12%	**12%**	9%	12%	*	*	-	-	*	11%	22%	5%	13%	7%	9%	16%	-	17%	-	-
	CWD	4%	3%	**5%**	*	6%	-	-	-	-	-	6%	*	5%	-	7%	6%	*	-	*	-	-
	CWOD	16%	14%	**13%**	14%	12%	*	*	-	-	*	12%	29%	-	13%	7%	10%	17%	-	*	-	-
	EL	2%	8%	**7%**	-	7%	-	*	-	-	-	7%	*	7%	7%	7%	6%	8%	-	0%	-	-
	Male	11%	10%	**9%**	10%	9%	-	*	-	-	*	8%	18%	6%	10%	6%	9%	-	-	*	-	-
	Female	17%	15%	**16%**	*	16%	*	-	-	-	*	15%	29%	*	17%	8%	-	16%	-	*	-	-
English II	All Students	8%	7%	**7%**	0%	8%	*	*	-	-	-	7%	6%	4%	8%	3%	5%	9%	-	13%	-	-
	CWD	3%	1%	**4%**	0%	6%	*	-	-	-	-	6%	0%	4%	-	0%	8%	0%	-	*	-	-
	CWOD	9%	8%	**8%**	0%	9%	*	*	-	-	-	8%	9%	-	8%	4%	5%	11%	-	17%	-	-
	EL	1%	2%	**3%**	*	4%	*	*	-	-	-	4%	*	0%	4%	3%	3%	4%	-	20%	-	-
	Male	7%	7%	**5%**	0%	6%	*	*	-	-	-	6%	0%	8%	5%	3%	5%	-	-	*	-	-
	Female	9%	7%	**9%**	0%	11%	*	-	-	-	-	8%	20%	0%	11%	4%	-	9%	-	20%	-	-
Algebra I	All Students	26%	33%	**30%**	22%	30%	*	-	-	-	*	28%	43%	11%	33%	21%	17%	43%	-	56%	-	-
	CWD	8%	9%	**11%**	*	13%	-	-	-	-	-	7%	*	11%	-	8%	13%	*	-	*	-	-
	CWOD	29%	36%	**33%**	29%	33%	*	-	-	-	*	30%	47%	-	33%	24%	18%	44%	-	67%	-	-
	EL	14%	28%	**21%**	-	21%	-	-	-	-	-	21%	*	8%	24%	21%	5%	39%	-	43%	-	-
	Male	25%	30%	**17%**	14%	15%	*	-	-	-	*	8%	53%	13%	18%	5%	17%	-	-	20%	-	-
	Female	27%	37%	**43%**	*	43%	*	-	-	-	-	45%	25%	*	44%	39%	-	43%	-	*	-	-
Biology	All Students	20%	15%	**13%**	18%	11%	*	*	-	-	*	10%	33%	6%	14%	7%	14%	11%	-	0%	-	-
	CWD	6%	6%	**6%**	*	8%	-	-	-	-	-	7%	*	6%	-	8%	7%	*	-	*	-	-
	CWOD	22%	17%	**14%**	25%	12%	*	*	-	-	*	11%	36%	-	14%	6%	16%	11%	-	*	-	-
	EL	6%	11%	**7%**	*	7%	-	*	-	-	-	7%	*	8%	6%	7%	7%	6%	-	0%	-	-
	Male	20%	16%	**14%**	11%	14%	-	*	-	-	*	13%	29%	7%	16%	7%	14%	-	-	*	-	-
	Female	19%	15%	**11%**	*	9%	*	-	-	-	*	7%	38%	*	11%	6%	-	11%	-	*	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	76%	**77%**	63%	78%	86%	*	-	-	100%	76%	86%	49%	83%	72%	71%	83%	-	68%	-	-
	CWD	46%	47%	**49%**	44%	50%	*	-	-	-	-	47%	61%	49%	-	47%	47%	54%	-	50%	-	-
	CWOD	79%	80%	**83%**	74%	83%	86%	*	-	-	100%	81%	92%	-	83%	77%	78%	87%	-	75%	-	-
	EL	59%	72%	**72%**	*	72%	*	*	-	-	-	71%	78%	47%	77%	72%	66%	78%	-	66%	-	-
	Male	71%	73%	**71%**	57%	72%	100%	*	-	-	100%	70%	81%	47%	78%	66%	71%	-	-	50%	-	-
	Female	75%	79%	**83%**	77%	84%	73%	*	-	-	*	82%	93%	54%	87%	78%	-	83%	-	88%	-	-
Reading	All Students	74%	77%	**75%**	53%	77%	73%	*	-	-	*	74%	83%	41%	82%	69%	67%	84%	-	69%	-	-
	CWD	45%	43%	**41%**	32%	42%	*	-	-	-	-	39%	53%	41%	-	39%	38%	49%	-	43%	-	-
	CWOD	80%	81%	**82%**	66%	83%	70%	*	-	-	*	81%	91%	-	82%	76%	76%	89%	-	79%	-	-
	EL	57%	72%	**69%**	*	69%	*	*	-	-	-	69%	76%	39%	76%	69%	62%	78%	-	70%	-	-
	Male	70%	72%	**67%**	43%	69%	100%	*	-	-	*	66%	75%	38%	76%	62%	67%	-	-	54%	-	-
	Female	79%	82%	**84%**	75%	85%	50%	-	-	-	*	83%	94%	49%	89%	78%	-	84%	-	85%	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	70%	72%	**75%**	67%	75%	100%	*	-	-	*	73%	85%	53%	79%	70%	70%	80%	-	67%	-	-
	CWD	45%	49%	**53%**	58%	52%	-	-	-	-	-	52%	62%	53%	-	51%	51%	59%	-	60%	-	-
	CWOD	76%	76%	**79%**	72%	79%	100%	*	-	-	*	78%	91%	-	79%	75%	76%	83%	-	69%	-	-
	EL	60%	70%	**70%**	-	70%	-	-	-	-	-	70%	78%	51%	75%	70%	65%	77%	-	60%	-	-
	Male	71%	71%	**70%**	65%	69%	*	-	-	-	*	68%	82%	51%	76%	65%	70%	-	-	40%	-	-
	Female	70%	73%	**80%**	70%	80%	*	*	-	-	-	79%	89%	59%	83%	77%	-	80%	-	100%	-	-
Science	All Students	76%	81%	**86%**	88%	85%	100%	*	-	-	*	85%	93%	63%	90%	81%	85%	87%	-	67%	-	-
	CWD	52%	54%	**63%**	60%	63%	-	-	-	-	-	59%	83%	63%	-	62%	65%	58%	-	*	-	-
	CWOD	81%	84%	**90%**	100%	89%	100%	*	-	-	*	89%	94%	-	90%	85%	90%	90%	-	75%	-	-
	EL	63%	79%	**81%**	*	81%	-	*	-	-	-	81%	82%	62%	85%	81%	82%	80%	-	67%	-	-
	Male	77%	81%	**85%**	83%	84%	*	*	-	-	*	83%	92%	65%	90%	82%	85%	-	-	57%	-	-
	Female	76%	81%	**87%**	*	86%	*	-	-	-	*	86%	94%	58%	90%	80%	-	87%	-	80%	-	-
SAT/ACT All Subjects	All Students	89%	95%	**100%**	-	100%	-	*	-	-	-	100%	*	-	100%	*	100%	*	-	-	-	-
	CWD	70%	-	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	90%	95%	**100%**	-	100%	-	*	-	-	-	100%	*	-	100%	*	100%	*	-	-	-	-
	EL	63%	100%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	90%	100%	**100%**	-	100%	-	-	-	-	-	*	*	-	100%	*	100%	-	-	-	-	-
	Female	89%	91%	*	-	*	-	*	-	-	-	*	-	-	*	*	-	*	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	48%	49%	**53%**	33%	54%	77%	*	-	-	55%	52%	62%	25%	59%	45%	46%	61%	-	55%	-	-
	CWD	23%	22%	**25%**	22%	25%	*	-	-	-	-	24%	26%	25%	-	20%	25%	24%	-	25%	-	-
	CWOD	53%	53%	**59%**	39%	60%	76%	*	-	-	55%	58%	70%	-	59%	50%	53%	65%	-	68%	-	-
	EL	30%	43%	**45%**	*	45%	*	*	-	-	-	44%	52%	20%	50%	45%	40%	50%	-	52%	-	-
	Male	47%	47%	**46%**	25%	48%	91%	*	-	-	44%	45%	57%	25%	53%	40%	46%	-	-	33%	-	-
	Female	49%	52%	**61%**	50%	61%	64%	*	-	-	*	60%	69%	24%	65%	50%	-	61%	-	81%	-	-
Reading	All Students	53%	54%	**55%**	31%	57%	73%	*	-	-	*	55%	60%	19%	63%	45%	44%	68%	-	58%	-	-
	CWD	23%	21%	**19%**	21%	18%	*	-	-	-	-	19%	16%	19%	-	13%	18%	22%	-	29%	-	-
	CWOD	59%	59%	**63%**	38%	64%	70%	*	-	-	*	61%	72%	-	63%	52%	52%	73%	-	68%	-	-
	EL	31%	46%	**45%**	*	45%	*	*	-	-	-	45%	43%	13%	52%	45%	36%	56%	-	55%	-	-
	Male	48%	49%	**44%**	20%	46%	100%	*	-	-	*	43%	51%	18%	52%	36%	44%	-	-	38%	-	-
	Female	58%	60%	**68%**	56%	68%	50%	-	-	-	*	67%	74%	22%	73%	56%	-	68%	-	77%	-	-
Mathematics	All Students	43%	43%	**47%**	37%	48%	67%	*	-	-	*	45%	62%	29%	51%	42%	44%	52%	-	56%	-	-
	CWD	22%	22%	**29%**	25%	30%	-	-	-	-	-	28%	38%	29%	-	28%	29%	30%	-	40%	-	-
	CWOD	48%	46%	**51%**	44%	52%	67%	*	-	-	*	49%	68%	-	51%	46%	49%	54%	-	62%	-	-
	EL	30%	40%	**42%**	-	42%	-	-	-	-	-	40%	67%	28%	46%	42%	41%	43%	-	53%	-	-
	Male	45%	43%	**44%**	35%	44%	*	-	-	-	*	41%	63%	29%	49%	41%	44%	-	-	30%	-	-
	Female	42%	43%	**52%**	40%	52%	*	*	-	-	-	50%	61%	30%	54%	43%	-	52%	-	88%	-	-

		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	46%	49%	**59%**	31%	60%	100%	*	-	-	*	59%	64%	30%	64%	49%	56%	63%	-	50%	-	-
	CWD	22%	22%	**30%**	20%	32%	-	-	-	-	-	30%	33%	30%	-	24%	35%	17%	-	*	-	-
	CWOD	50%	52%	**64%**	36%	65%	100%	*	-	-	*	64%	69%	-	64%	55%	61%	67%	-	75%	-	-
	EL	26%	43%	**49%**	*	50%	-	*	-	-	-	50%	45%	24%	55%	49%	51%	47%	-	44%	-	-
	Male	47%	49%	**56%**	25%	58%	*	*	-	-	*	56%	58%	35%	61%	51%	56%	-	-	29%	-	-
	Female	45%	48%	**63%**	*	62%	*	-	-	-	*	62%	72%	17%	67%	47%	-	63%	-	80%	-	-
SAT/ACT All Subjects	All Students	59%	48%	**56%**	-	50%	-	*	-	-	-	50%	*	-	56%	*	60%	*	-	-	-	-
	CWD	38%	-	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	59%	48%	**56%**	-	50%	-	*	-	-	-	50%	*	-	56%	*	60%	*	-	-	-	-
	EL	15%	29%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	63%	60%	**60%**	-	60%	-	-	-	-	-	*	*	-	60%	*	60%	-	-	-	-	-
	Female	54%	36%	*	-	*	-	*	-	-	-	*	-	-	*	*	-	*	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	20%	18%	**18%**	14%	18%	27%	*	-	-	36%	16%	30%	7%	20%	11%	14%	22%	-	20%	-	-
	CWD	6%	5%	**7%**	6%	7%	*	-	-	-	-	7%	8%	7%	-	4%	9%	3%	-	6%	-	-
	CWOD	23%	19%	**20%**	20%	20%	29%	*	-	-	36%	18%	35%	-	20%	13%	15%	24%	-	25%	-	-
	EL	9%	13%	**11%**	*	12%	*	*	-	-	-	11%	22%	4%	13%	11%	8%	15%	-	16%	-	-
	Male	20%	17%	**14%**	9%	14%	27%	*	-	-	33%	11%	28%	9%	15%	8%	14%	-	-	3%	-	-
	Female	21%	19%	**22%**	27%	22%	27%	*	-	-	*	21%	33%	3%	24%	15%	-	22%	-	38%	-	-
Reading	All Students	22%	19%	**19%**	12%	19%	27%	*	-	-	*	17%	28%	4%	22%	11%	13%	26%	-	19%	-	-
	CWD	6%	4%	**4%**	5%	4%	*	-	-	-	-	5%	0%	4%	-	3%	6%	0%	-	0%	-	-
	CWOD	25%	21%	**22%**	16%	22%	30%	*	-	-	*	20%	36%	-	22%	12%	15%	29%	-	26%	-	-
	EL	8%	14%	**11%**	*	11%	*	*	-	-	-	10%	14%	3%	12%	11%	7%	16%	-	15%	-	-
	Male	19%	16%	**13%**	9%	13%	40%	*	-	-	*	11%	21%	6%	15%	7%	13%	-	-	0%	-	-
	Female	25%	22%	**26%**	19%	26%	17%	-	-	-	*	24%	40%	0%	29%	16%	-	26%	-	38%	-	-
Mathematics	All Students	19%	18%	**17%**	17%	17%	33%	*	-	-	*	15%	30%	9%	19%	13%	15%	19%	-	28%	-	-
	CWD	7%	6%	**9%**	8%	10%	-	-	-	-	-	8%	15%	9%	-	6%	12%	4%	-	20%	-	-
	CWOD	22%	19%	**19%**	22%	18%	33%	*	-	-	*	17%	34%	-	19%	15%	16%	21%	-	31%	-	-
	EL	11%	15%	**13%**	-	13%	-	-	-	-	-	13%	22%	6%	15%	13%	12%	15%	-	20%	-	-
	Male	21%	18%	**15%**	10%	15%	*	-	-	-	*	12%	34%	12%	16%	12%	15%	-	-	10%	-	-
	Female	18%	17%	**19%**	30%	19%	*	*	-	-	-	19%	25%	4%	21%	15%	-	19%	-	50%	-	-
Science	All Students	17%	14%	**16%**	19%	16%	20%	*	-	-	*	13%	33%	9%	17%	10%	14%	19%	-	8%	-	-
	CWD	5%	5%	**9%**	0%	11%	-	-	-	-	-	8%	17%	9%	-	3%	10%	8%	-	*	-	-
	CWOD	19%	15%	**17%**	27%	17%	20%	*	-	-	*	14%	36%	-	17%	11%	15%	20%	-	13%	-	-
	EL	5%	10%	**10%**	*	10%	-	*	-	-	-	8%	36%	3%	11%	10%	7%	13%	-	11%	-	-
	Male	18%	15%	**14%**	8%	14%	*	*	-	-	*	10%	33%	10%	15%	7%	14%	-	-	0%	-	-
	Female	15%	13%	**19%**	*	18%	*	-	-	-	*	17%	33%	8%	20%	13%	-	19%	-	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
SAT/ACT All Subjects	All Students	13%	5%	**0%**	-	0%	-	*	-	-	-	0%	*	-	0%	*	0%	*	-	-	-	-
	CWD	9%	-	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	13%	5%	**0%**	-	0%	-	*	-	-	-	0%	*	-	0%	*	0%	*	-	-	-	-
	EL	1%	0%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	17%	10%	**0%**	-	0%	-	-	-	-	-	*	*	-	0%	*	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	71	69	70	80	*	-	-	*	69	48	67
CWD	48	55	46	*	-	-	-	-	46	48	44
CWOD	75	76	75	78	*	-	-	*	73	-	72
EL ✧	67	-	67	*	*	-	-	-	67	44	67
Male	68	62	67	100	*	-	-	*	65	47	63
Female	74	83	74	60	-	-	-	*	73	51	72
Mathematics											
All Students	72	77	71	88	-	-	-	*	70	69	68
CWD	69	77	67	-	-	-	-	-	68	69	64
CWOD	72	77	71	88	-	-	-	*	70	-	69
EL ✧	68	-	68	-	-	-	-	-	68	64	68
Male	69	83	67	*	-	-	-	*	66	71	65
Female	74	67	74	*	-	-	-	-	74	62	72

- 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	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL ✧	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

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

Part (iv): English Language Proficiency

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
448	112	25%

- 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	49	37	50	63	*	-	-	64	48	27	43
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2023-2027)	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
Target Met	Y	N	Y	Y					Y	Y	Y
Interim Goals (2028-2032)	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
Target Met	Y	N	Y	Y					Y	N	Y
Interim Goals (2033-2037)	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
Target Met	N	N	N	N					Y	N	Y
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	Y	Y	Y						Y	Y	Y
Interim Goals (2028-2032)	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
Target Met	Y	N	Y						Y	Y	Y
Interim Goals (2033-2037)	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
Target Met	N	N	N						N	N	N
Long-Term Goals	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
Target Met	N	N	N						N	N	N
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											

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

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

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

Part (vii): STAAR Participation

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

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																	
All Subjects	All Students	**100%**	100%	100%	100%	*	-	-	100%	100%	99%	99%	100%	100%	100%	100%	-
	CWD	**99%**	100%	99%	*	-	-	-	-	99%	97%	99%	-	99%	99%	97%	-
	CWOD	**100%**	100%	100%	100%	*	-	-	100%	100%	99%	-	100%	100%	100%	100%	-
	EL	**100%**	*	100%	*	*	-	-	-	100%	100%	99%	100%	100%	100%	100%	-
	Male	**100%**	100%	99%	100%	*	-	-	100%	99%	100%	99%	100%	100%	100%	-	-
	Female	**100%**	100%	100%	100%	*	-	-	*	100%	98%	97%	100%	100%	-	100%	-
Reading	All Students	**100%**	100%	100%	100%	*	-	-	*	100%	99%	98%	100%	100%	100%	99%	-
	CWD	**98%**	100%	98%	*	-	-	-	-	99%	95%	98%	-	100%	100%	95%	-
	CWOD	**100%**	100%	100%	100%	*	-	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	**100%**	*	100%	*	*	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	**100%**	100%	100%	100%	*	-	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	**99%**	100%	99%	100%	-	-	-	*	100%	97%	95%	100%	100%	-	99%	-
Mathematics	All Students	**100%**	100%	100%	100%	*	-	-	*	100%	99%	100%	100%	100%	100%	100%	-
	CWD	**100%**	100%	100%	-	-	-	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	**100%**	100%	100%	100%	*	-	-	*	100%	98%	-	100%	100%	100%	100%	-
	EL	**100%**	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	**100%**	100%	100%	*	-	-	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	**100%**	100%	100%	*	*	-	-	-	100%	97%	100%	100%	100%	-	100%	-
Science	All Students	**99%**	100%	99%	100%	*	-	-	*	99%	100%	98%	99%	99%	98%	100%	-
	CWD	**98%**	100%	97%	-	-	-	-	-	97%	100%	98%	-	97%	97%	100%	-
	CWOD	**99%**	100%	99%	100%	*	-	-	*	99%	100%	-	99%	99%	98%	100%	-
	EL	**99%**	*	99%	-	*	-	-	-	99%	100%	97%	99%	99%	98%	100%	-
	Male	**98%**	100%	98%	*	*	-	-	*	98%	100%	97%	98%	98%	98%	-	-
	Female	**100%**	*	100%	*	-	-	-	*	100%	100%	100%	100%	100%	-	100%	-
SAT/ACT All Subjects	All Students	**100%**	-	100%	-	*	-	-	-	100%	*	-	100%	*	100%	*	-
	CWD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	**100%**	-	100%	-	*	-	-	-	100%	*	-	100%	*	100%	*	-
	EL	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-
	Male	**100%**	-	100%	-	-	-	-	-	*	*	-	100%	*	100%	-	-
	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	**0%**	0%	0%	0%	*	-	-	0%	0%	1%	1%	0%	0%	0%	0%	-
	CWD	**1%**	0%	1%	*	-	-	-	-	1%	3%	1%	-	1%	1%	3%	-
	CWOD	**0%**	0%	0%	0%	*	-	-	0%	0%	1%	-	0%	0%	0%	0%	-
	EL	**0%**	*	0%	*	*	-	-	-	0%	0%	1%	0%	0%	0%	0%	-
	Male	**0%**	0%	1%	0%	*	-	-	0%	1%	0%	1%	0%	0%	0%	-	-
	Female	**0%**	0%	0%	0%	*	-	-	*	0%	2%	3%	0%	0%	-	0%	-
Reading	All Students	**0%**	0%	0%	0%	*	-	-	*	0%	1%	2%	0%	0%	0%	1%	-
	CWD	**2%**	0%	2%	*	-	-	-	-	1%	5%	2%	-	0%	0%	5%	-
	CWOD	**0%**	0%	0%	0%	*	-	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	**0%**	*	0%	*	*	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	**0%**	0%	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	**1%**	0%	1%	0%	-	-	-	*	0%	3%	5%	0%	0%	-	1%	-
Mathematics	All Students	**0%**	0%	0%	0%	*	-	-	*	0%	1%	0%	0%	0%	0%	0%	-
	CWD	**0%**	0%	0%	-	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	**0%**	0%	0%	0%	*	-	-	*	0%	2%	-	0%	0%	0%	0%	-
	EL	**0%**	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	**0%**	0%	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	**0%**	0%	0%	*	*	-	-	-	0%	3%	0%	0%	0%	-	0%	-
Science	All Students	**1%**	0%	1%	0%	*	-	-	*	1%	0%	2%	1%	1%	2%	0%	-
	CWD	**2%**	0%	3%	-	-	-	-	-	3%	0%	2%	-	3%	3%	0%	-
	CWOD	**1%**	0%	1%	0%	*	-	-	*	1%	0%	-	1%	1%	2%	0%	-
	EL	**1%**	*	1%	-	*	-	-	-	1%	0%	3%	1%	1%	2%	0%	-
	Male	**2%**	0%	2%	*	*	-	-	*	2%	0%	3%	2%	2%	2%	-	-
	Female	**0%**	*	0%	*	-	-	-	*	0%	0%	0%	0%	0%	-	0%	-
SAT/ACT All Subjects	All Students	**0%**	-	0%	-	*	-	-	-	0%	*	-	0%	*	0%	*	-
	CWD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	**0%**	-	0%	-	*	-	-	-	0%	*	-	0%	*	0%	*	-
	EL	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-
	Male	**0%**	-	0%	-	-	-	-	-	*	*	-	0%	*	0%	-	-
	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	20	5	15	0	0	0	0	0	7		
	Female	10	1	6	3	0	0	0	0	1		
	Total	30	6	21	3	0	0	0	0	8		
Out-of-School Suspensions												
	Male	41	8	30	0	0	0	0	3	9		
	Female	27	6	20	0	0	0	0	1	7		
	Total	68	14	50	0	0	0	0	4	16		
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	1	0	0	0	0	0	1		
	Female	0	0	0	0	0	0	0	0	0		
	Total	1	0	1	0	0	0	0	0	1		
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	9	5	4	0	0	0	0	0	3		2
	Female	1	1	0	0	0	0	0	0	0		2
	Total	10	6	4	0	0	0	0	0	3		4
Out-of-School Suspensions												
	Male	9	4	5	0	0	0	0	0	4		3
	Female	3	1	2	0	0	0	0	0	1		2
	Total	12	5	7	0	0	0	0	0	5		5
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	36	5	31	-8	-8	-8	-8	-8	12	5	1
	Female	24	3	18	2	1	-8	-8	-8	6	4	1
	Total	60	8	49	2	1	-8	-8	-8	18	9	2

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	1
Incidents of robbery with a weapon	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight without a weapon	14
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack without a weapon	4
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or Bullying	
On the basis of sex	2
On the basis of race	3
On the basis of disability	2
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	12.0	18.9%
Teachers Teaching with Emergency or Provisional Credentials	8.2	13.3%
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		$1,284	$186	$849	$1,035		$249	$249
Food services		$533	$6	$4	$10	$473	$50	$523
Instruction		$6,405	$5,202	$94	$5,296	$1,021	$88	$1,109
Support services, general administration		$50		$50	$50			
Support services, instructional staff		$1,264	$500	$4	$504	$516	$244	$760
Support services, operation and maintenance of plant		$1,741	$1,364	$123	$1,487	$241	$13	$254
Support services, pupils		$902	$218	$100	$318	$544	$41	$585
Support services, school administration		$1,707	$1,487	$68	$1,555	$142	$10	$152
Support services, student transportation		$1,718	$1,608	$45	$1,653	$54	$11	$65
Total	**575**	**$15,604**	**$10,570**	**$1,337**	**$11,907**	**$2,991**	**$706**	**$3,697**

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%	13	2%	-	-
Mathematics	7,510	2%	13	2%	-	-
Grade 4						
Reading	6,669	2%	10	2%	-	-
Mathematics	6,666	2%	10	2%	-	-
Grade 5						
Reading	6,321	2%	*	1%	-	-
Mathematics	6,324	2%	*	1%	-	-
Science	6,315	2%	*	1%	-	-
Grade 6						
Reading	5,876	1%	19	1%	*	2%
Mathematics	5,877	1%	19	1%	*	2%
Grade 7						
Reading	5,387	1%	17	1%	-	-
Mathematics	5,385	2%	17	1%	-	-
Grade 8						
Reading	4,906	1%	19	1%	*	2%
Mathematics	4,907	1%	19	1%	*	3%
Science	4,904	1%	18	1%	*	2%
End of Course						
English I	4,932	1%	18	1%	-	-
English II	4,732	1%	13	1%	*	1%
Algebra I	4,932	1%	17	1%	-	-
Biology	4,992	1%	18	1%	-	-
All Grades						
All Subjects	104,161	1%	249	1%	16	1%
Reading	46,349	1%	112	1%	7	1%
Mathematics	41,601	1%	98	1%	6	1%
Science	16,211	1%	39	1%	*	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)

There is no data for this campus.

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	25%	41%	21%	47%	*	*	-	43%	25%	35%	21%

- 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.

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																						
Grade 3																						
Reading	All Students	76%	70%	**81%**	60%	82%	67%	-	*	-	-	79%	88%	67%	83%	80%	83%	78%	-	-	-	-
	CWD	53%	47%	**67%**	-	71%	*	-	-	-	-	67%	*	67%	-	80%	56%	83%	-	-	-	-
	CWOD	82%	75%	**83%**	60%	84%	80%	-	*	-	-	80%	91%	-	83%	80%	88%	78%	-	-	-	-
	EL	64%	65%	**80%**	-	81%	*	-	-	-	-	76%	100%	80%	80%	80%	88%	72%	-	-	-	-
	Male	74%	67%	**83%**	*	84%	*	-	-	-	-	81%	92%	56%	88%	88%	83%	-	-	-	-	-
	Female	78%	74%	**78%**	*	80%	*	-	*	-	-	76%	85%	83%	78%	72%	-	78%	-	-	-	-
Mathematics	All Students	70%	69%	**72%**	40%	73%	83%	-	*	-	-	69%	85%	47%	76%	85%	71%	73%	-	-	-	-
	CWD	48%	48%	**47%**	-	43%	*	-	-	-	-	42%	*	47%	-	80%	56%	33%	-	-	-	-
	CWOD	75%	74%	**76%**	40%	77%	80%	-	*	-	-	73%	87%	-	76%	85%	74%	78%	-	-	-	-
	EL	63%	72%	**85%**	-	86%	*	-	-	-	-	82%	100%	80%	85%	85%	88%	82%	-	-	-	-
	Male	72%	69%	**71%**	*	71%	*	-	-	-	-	66%	92%	56%	74%	88%	71%	-	-	-	-	-
	Female	67%	69%	**73%**	*	75%	*	-	*	-	-	73%	77%	33%	78%	82%	-	73%	-	-	-	-
Grade 4																						
Reading	All Students	79%	78%	**82%**	67%	83%	*	*	*	-	*	79%	95%	52%	88%	81%	80%	85%	-	*	-	*
	CWD	55%	45%	**52%**	*	56%	-	-	-	-	-	50%	*	52%	-	33%	58%	40%	-	*	-	*
	CWOD	86%	85%	**88%**	*	88%	*	*	*	-	*	85%	100%	-	88%	86%	85%	91%	-	*	-	-
	EL	68%	71%	**81%**	-	80%	*	-	-	-	*	80%	89%	33%	86%	81%	81%	81%	-	-	-	*
	Male	77%	76%	**80%**	*	81%	*	-	*	-	-	75%	100%	58%	85%	81%	80%	-	-	*	-	-
	Female	82%	79%	**85%**	*	85%	*	*	-	-	*	84%	90%	40%	91%	81%	-	85%	-	*	-	*
Mathematics	All Students	68%	72%	**76%**	50%	78%	*	*	*	-	*	73%	91%	43%	83%	75%	78%	74%	-	*	-	*
	CWD	44%	45%	**43%**	*	44%	-	-	-	-	-	39%	*	43%	-	33%	42%	40%	-	*	-	*
	CWOD	74%	77%	**83%**	*	84%	*	*	*	-	*	80%	95%	-	83%	79%	87%	79%	-	*	-	-
	EL	61%	69%	**75%**	-	76%	*	-	-	-	*	75%	78%	33%	79%	75%	84%	67%	-	-	-	*
	Male	70%	74%	**78%**	*	81%	*	-	*	-	-	74%	100%	42%	87%	84%	78%	-	-	*	-	-
	Female	65%	69%	**74%**	*	75%	*	*	-	-	*	73%	80%	40%	79%	67%	-	74%	-	*	-	*
Grade 5																						
Reading	All Students	76%	71%	**74%**	67%	75%	*	-	-	-	*	71%	88%	25%	83%	70%	75%	74%	-	*	-	-
	CWD	45%	25%	**25%**	*	29%	*	-	-	-	-	22%	*	25%	-	25%	25%	25%	-	-	-	-
	CWOD	84%	80%	**83%**	86%	82%	*	-	-	-	*	81%	91%	-	83%	78%	85%	80%	-	*	-	-
	EL	66%	70%	**70%**	-	71%	*	-	-	-	-	68%	90%	25%	78%	70%	75%	66%	-	-	-	-
	Male	73%	67%	**75%**	*	77%	*	-	-	-	*	69%	100%	25%	85%	75%	75%	-	-	-	-	-
	Female	80%	76%	**74%**	80%	73%	*	-	-	-	-	74%	73%	25%	80%	66%	-	74%	-	*	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	73%	73%	**79%**	63%	81%	*	-	-	-	*	76%	96%	45%	85%	79%	85%	74%	-	*	-	-
	CWD	47%	39%	**45%**	*	47%	*	-	-	-	-	44%	*	45%	-	42%	50%	38%	-	-	-	-
	CWOD	79%	79%	**85%**	67%	87%	*	-	-	-	*	82%	100%	-	85%	86%	93%	79%	-	*	-	-
	EL	65%	72%	**79%**	-	80%	*	-	-	-	-	77%	90%	42%	86%	79%	90%	68%	-	-	-	-
	Male	73%	73%	**85%**	*	87%	*	-	-	-	*	81%	100%	50%	93%	90%	85%	-	-	-	-	-
	Female	72%	73%	**74%**	*	76%	*	-	-	-	-	71%	91%	38%	79%	68%	-	74%	-	*	-	-
Science	All Students	63%	62%	**69%**	63%	72%	*	-	-	-	*	65%	88%	25%	77%	70%	75%	64%	-	*	-	-
	CWD	40%	20%	**25%**	*	29%	*	-	-	-	-	28%	*	25%	-	33%	42%	0%	-	-	-	-
	CWOD	69%	69%	**77%**	83%	79%	*	-	-	-	*	72%	95%	-	77%	77%	82%	72%	-	*	-	-
	EL	49%	63%	**70%**	-	72%	*	-	-	-	-	68%	90%	33%	77%	70%	85%	56%	-	-	-	-
	Male	66%	65%	**75%**	*	79%	*	-	-	-	*	70%	92%	42%	82%	85%	75%	-	-	-	-	-
	Female	61%	58%	**64%**	*	65%	*	-	-	-	-	60%	82%	0%	72%	56%	-	64%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	50%	42%	**51%**	60%	50%	50%	-	*	-	-	47%	65%	27%	54%	52%	50%	52%	-	-	-	-
	CWD	27%	22%	**27%**	-	29%	*	-	-	-	-	33%	*	27%	-	40%	33%	17%	-	-	-	-
	CWOD	57%	46%	**54%**	60%	53%	60%	-	*	-	-	49%	74%	-	54%	53%	53%	55%	-	-	-	-
	EL	36%	35%	**52%**	-	52%	*	-	-	-	-	50%	60%	40%	53%	52%	59%	44%	-	-	-	-
	Male	48%	36%	**50%**	*	48%	*	-	-	-	-	47%	62%	33%	53%	59%	50%	-	-	-	-	-
	Female	53%	48%	**52%**	*	52%	*	-	*	-	-	47%	69%	17%	55%	44%	-	52%	-	-	-	-
Mathematics	All Students	45%	42%	**48%**	40%	49%	17%	-	*	-	-	45%	58%	27%	50%	63%	50%	45%	-	-	-	-
	CWD	27%	26%	**27%**	-	29%	*	-	-	-	-	33%	*	27%	-	40%	33%	17%	-	-	-	-
	CWOD	50%	46%	**50%**	40%	52%	20%	-	*	-	-	47%	65%	-	50%	65%	53%	48%	-	-	-	-
	EL	37%	46%	**63%**	-	64%	*	-	-	-	-	62%	70%	40%	65%	63%	72%	55%	-	-	-	-
	Male	49%	45%	**50%**	*	52%	*	-	-	-	-	47%	62%	33%	53%	72%	50%	-	-	-	-	-
	Female	41%	39%	**45%**	*	47%	*	-	*	-	-	43%	54%	17%	48%	55%	-	45%	-	-	-	-
Grade 4																						
Reading	All Students	53%	52%	**61%**	50%	62%	*	*	*	-	*	55%	91%	33%	67%	59%	55%	68%	-	*	-	*
	CWD	26%	26%	**33%**	*	33%	-	-	-	-	-	28%	*	33%	-	0%	33%	30%	-	*	-	*
	CWOD	60%	58%	**67%**	*	68%	*	*	*	-	*	61%	95%	-	67%	65%	60%	73%	-	*	-	-
	EL	40%	46%	**59%**	-	59%	*	-	-	-	*	56%	78%	0%	65%	59%	55%	63%	-	-	-	*
	Male	50%	48%	**55%**	*	55%	*	-	*	-	-	44%	100%	33%	60%	55%	55%	-	-	*	-	-
	Female	57%	56%	**68%**	*	69%	*	*	-	-	*	65%	80%	30%	73%	63%	-	68%	-	*	-	*
Mathematics	All Students	46%	47%	**59%**	33%	60%	*	*	*	-	*	55%	77%	33%	64%	61%	63%	55%	-	*	-	*
	CWD	25%	25%	**33%**	*	33%	-	-	-	-	-	28%	*	33%	-	17%	42%	20%	-	*	-	*
	CWOD	51%	51%	**64%**	*	64%	*	*	*	-	*	60%	79%	-	64%	66%	68%	60%	-	*	-	-
	EL	37%	42%	**61%**	-	61%	*	-	-	-	*	60%	67%	17%	66%	61%	65%	58%	-	-	-	*
	Male	50%	53%	**63%**	*	64%	*	-	*	-	-	57%	92%	42%	68%	65%	63%	-	-	*	-	-
	Female	42%	40%	**55%**	*	55%	*	*	-	-	*	54%	60%	20%	60%	58%	-	55%	-	*	-	*
Grade 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
Reading	All Students	57%	48%	**49%**	33%	51%	*	-	-	-	*	48%	50%	15%	54%	47%	49%	48%	-	*	-	-
	CWD	26%	11%	**15%**	*	18%	*	-	-	-	-	17%	*	15%	-	17%	25%	0%	-	-	-	-
	CWOD	65%	55%	**54%**	43%	56%	*	-	-	-	*	54%	55%	-	54%	52%	55%	54%	-	*	-	-
	EL	41%	46%	**47%**	-	48%	*	-	-	-	-	45%	60%	17%	52%	47%	53%	41%	-	-	-	-
	Male	53%	48%	**49%**	*	52%	*	-	-	-	*	48%	54%	25%	55%	53%	49%	-	-	-	-	-
	Female	61%	48%	**48%**	40%	49%	*	-	-	-	-	48%	45%	0%	54%	41%	-	48%	-	*	-	-
Mathematics	All Students	46%	40%	**46%**	38%	48%	*	-	-	-	*	42%	63%	20%	50%	42%	51%	41%	-	*	-	-
	CWD	23%	10%	**20%**	*	24%	*	-	-	-	-	17%	*	20%	-	17%	25%	13%	-	-	-	-
	CWOD	52%	46%	**50%**	50%	51%	*	-	-	-	*	47%	64%	-	50%	46%	56%	44%	-	*	-	-
	EL	36%	38%	**42%**	-	43%	*	-	-	-	-	39%	60%	17%	46%	42%	50%	34%	-	-	-	-
	Male	48%	45%	**51%**	*	54%	*	-	-	-	*	46%	69%	25%	56%	50%	51%	-	-	-	-	-
	Female	44%	35%	**41%**	*	41%	*	-	-	-	-	38%	55%	13%	44%	34%	-	41%	-	*	-	-
Science	All Students	30%	23%	**32%**	38%	32%	*	-	-	-	*	30%	38%	10%	35%	26%	33%	30%	-	*	-	-
	CWD	17%	7%	**10%**	*	12%	*	-	-	-	-	11%	*	10%	-	8%	17%	0%	-	-	-	-
	CWOD	33%	26%	**35%**	50%	36%	*	-	-	-	*	34%	41%	-	35%	29%	36%	34%	-	*	-	-
	EL	16%	22%	**26%**	-	27%	*	-	-	-	-	24%	40%	8%	29%	26%	28%	24%	-	-	-	-
	Male	33%	27%	**33%**	*	34%	*	-	-	-	*	30%	46%	17%	36%	28%	33%	-	-	-	-	-
	Female	27%	20%	**30%**	*	30%	*	-	-	-	-	31%	27%	0%	34%	24%	-	30%	-	*	-	-
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	22%	16%	**22%**	20%	21%	17%	-	*	-	-	22%	19%	20%	22%	27%	20%	23%	-	-	-	-
	CWD	7%	7%	**20%**	-	21%	*	-	-	-	-	25%	*	20%	-	20%	22%	17%	-	-	-	-
	CWOD	26%	18%	**22%**	20%	21%	20%	-	*	-	-	22%	22%	-	22%	27%	19%	24%	-	-	-	-
	EL	13%	15%	**27%**	-	27%	*	-	-	-	-	30%	10%	20%	27%	27%	25%	28%	-	-	-	-
	Male	20%	12%	**20%**	*	19%	*	-	-	-	-	17%	31%	22%	19%	25%	20%	-	-	-	-	-
	Female	24%	21%	**23%**	*	23%	*	-	*	-	-	27%	8%	17%	24%	28%	-	23%	-	-	-	-
Mathematics	All Students	19%	12%	**18%**	0%	19%	17%	-	*	-	-	20%	12%	27%	17%	29%	23%	14%	-	-	-	-
	CWD	8%	10%	**27%**	-	29%	*	-	-	-	-	33%	*	27%	-	40%	33%	17%	-	-	-	-
	CWOD	22%	12%	**17%**	0%	18%	20%	-	*	-	-	18%	13%	-	17%	28%	21%	14%	-	-	-	-
	EL	12%	16%	**29%**	-	30%	*	-	-	-	-	33%	10%	40%	28%	29%	38%	21%	-	-	-	-
	Male	22%	15%	**23%**	*	24%	*	-	-	-	-	23%	23%	33%	21%	38%	23%	-	-	-	-	-
	Female	15%	8%	**14%**	*	15%	*	-	*	-	-	18%	0%	17%	14%	21%	-	14%	-	-	-	-
Grade 4																						
Reading	All Students	23%	21%	**30%**	17%	31%	*	*	*	-	*	27%	45%	10%	34%	35%	27%	34%	-	*	-	*
	CWD	6%	5%	**10%**	*	11%	-	-	-	-	-	6%	*	10%	-	0%	8%	10%	-	*	-	*
	CWOD	28%	24%	**34%**	*	34%	*	*	*	-	*	31%	47%	-	34%	39%	31%	38%	-	*	-	-
	EL	13%	21%	**35%**	-	34%	*	-	-	-	*	31%	56%	0%	39%	35%	32%	38%	-	-	-	*
	Male	20%	19%	**27%**	*	26%	*	-	*	-	-	21%	50%	8%	31%	32%	27%	-	-	*	-	-
	Female	26%	24%	**34%**	*	36%	*	*	-	-	*	33%	40%	10%	38%	38%	-	34%	-	*	-	*

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	23%	21%	**31%**	17%	32%	*	*	*	-	*	28%	45%	24%	32%	30%	40%	21%	-	*	-	*
	CWD	9%	10%	**24%**	*	28%	-	-	-	-	-	17%	*	24%	-	17%	33%	10%	-	*	-	*
	CWOD	27%	23%	**32%**	*	33%	*	*	*	-	*	30%	42%	-	32%	31%	42%	23%	-	*	-	-
	EL	16%	20%	**30%**	-	31%	*	-	-	-	*	29%	33%	17%	31%	30%	39%	21%	-	-	-	*
	Male	27%	26%	**40%**	*	41%	*	-	*	-	-	36%	58%	33%	42%	39%	40%	-	-	*	-	-
	Female	19%	16%	**21%**	*	23%	*	*	-	-	*	20%	30%	10%	23%	21%	-	21%	-	*	-	*
Grade 5																						
Reading	All Students	29%	18%	**19%**	33%	19%	*	-	-	-	*	17%	29%	0%	22%	19%	19%	19%	-	*	-	-
	CWD	7%	0%	**0%**	*	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	35%	21%	**22%**	43%	21%	*	-	-	-	*	20%	32%	-	22%	22%	24%	21%	-	*	-	-
	EL	15%	19%	**19%**	-	19%	*	-	-	-	-	15%	40%	0%	22%	19%	18%	20%	-	-	-	-
	Male	26%	19%	**19%**	*	20%	*	-	-	-	*	15%	38%	0%	24%	18%	19%	-	-	-	-	-
	Female	32%	18%	**19%**	40%	17%	*	-	-	-	-	19%	18%	0%	21%	20%	-	19%	-	*	-	-
Mathematics	All Students	21%	14%	**18%**	13%	19%	*	-	-	-	*	14%	33%	0%	21%	16%	22%	13%	-	*	-	-
	CWD	7%	1%	**0%**	*	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	25%	16%	**21%**	17%	21%	*	-	-	-	*	17%	36%	-	21%	19%	27%	15%	-	*	-	-
	EL	13%	13%	**16%**	-	16%	*	-	-	-	-	13%	40%	0%	19%	16%	20%	12%	-	-	-	-
	Male	24%	19%	**22%**	*	25%	*	-	-	-	*	17%	46%	0%	27%	20%	22%	-	-	-	-	-
	Female	19%	9%	**13%**	*	13%	*	-	-	-	-	12%	18%	0%	15%	12%	-	13%	-	*	-	-
Science	All Students	12%	7%	**10%**	25%	10%	*	-	-	-	*	8%	21%	0%	12%	6%	12%	9%	-	*	-	-
	CWD	5%	1%	**0%**	*	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	14%	8%	**12%**	33%	11%	*	-	-	-	*	10%	23%	-	12%	7%	15%	10%	-	*	-	-
	EL	4%	6%	**6%**	-	6%	*	-	-	-	-	3%	30%	0%	7%	6%	8%	5%	-	-	-	-
	Male	13%	9%	**12%**	*	11%	*	-	-	-	*	7%	31%	0%	15%	8%	12%	-	-	-	-	-
	Female	11%	5%	**9%**	*	8%	*	-	-	-	-	9%	9%	0%	10%	5%	-	9%	-	*	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	76%	**76%**	61%	78%	59%	*	*	-	80%	73%	90%	42%	82%	77%	78%	74%	-	14%	-	*
	CWD	46%	47%	**42%**	25%	45%	20%	-	-	-	-	40%	56%	42%	-	41%	46%	37%	-	*	-	*
	CWOD	79%	80%	**82%**	74%	83%	68%	*	*	-	80%	79%	94%	-	82%	81%	85%	79%	-	20%	-	-
	EL	59%	72%	**77%**	-	78%	30%	-	-	-	*	74%	91%	41%	81%	77%	84%	70%	-	-	-	*
	Male	71%	73%	**78%**	57%	80%	62%	-	*	-	*	74%	97%	46%	85%	84%	78%	-	-	*	-	-
	Female	75%	79%	**74%**	67%	75%	57%	*	*	-	*	73%	82%	37%	79%	70%	-	74%	-	20%	-	*
Reading	All Students	74%	77%	**79%**	68%	80%	67%	*	*	-	*	76%	90%	46%	84%	76%	79%	79%	-	*	-	*
	CWD	45%	43%	**46%**	20%	51%	*	-	-	-	-	44%	63%	46%	-	39%	45%	48%	-	*	-	*
	CWOD	80%	81%	**84%**	80%	85%	80%	*	*	-	*	82%	94%	-	84%	81%	86%	83%	-	*	-	-
	EL	57%	72%	**76%**	-	77%	*	-	-	-	*	74%	93%	39%	81%	76%	81%	72%	-	-	-	*
	Male	70%	72%	**79%**	58%	81%	67%	-	*	-	*	75%	97%	45%	86%	81%	79%	-	-	*	-	-
	Female	79%	82%	**79%**	75%	79%	67%	*	*	-	*	78%	82%	48%	83%	72%	-	79%	-	*	-	*

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	70%	72%	**76%**	53%	78%	67%	*	*	-	*	73%	90%	45%	81%	80%	78%	74%	-	*	-	*
	CWD	45%	49%	**45%**	40%	45%	*	-	-	-	-	42%	63%	45%	-	48%	48%	39%	-	*	-	*
	CWOD	76%	76%	**81%**	57%	83%	70%	*	*	-	*	78%	94%	-	81%	83%	84%	78%	-	*	-	-
	EL	60%	70%	**80%**	-	80%	*	-	-	-	*	78%	90%	48%	83%	80%	87%	72%	-	-	-	*
	Male	71%	71%	**78%**	58%	80%	67%	-	*	-	*	74%	97%	48%	84%	87%	78%	-	-	*	-	-
	Female	70%	73%	**74%**	43%	75%	67%	*	*	-	*	72%	82%	39%	78%	72%	-	74%	-	*	-	*
Science	All Students	76%	81%	**69%**	63%	72%	*	-	-	-	*	65%	88%	25%	77%	70%	75%	64%	-	*	-	-
	CWD	52%	54%	**25%**	*	29%	*	-	-	-	-	28%	*	25%	-	33%	42%	0%	-	-	-	-
	CWOD	81%	84%	**77%**	83%	79%	*	-	-	-	*	72%	95%	-	77%	77%	82%	72%	-	*	-	-
	EL	63%	79%	**70%**	-	72%	*	-	-	-	-	68%	90%	33%	77%	70%	85%	56%	-	-	-	-
	Male	77%	81%	**75%**	*	79%	*	-	-	-	*	70%	92%	42%	82%	85%	75%	-	-	-	-	-
	Female	76%	81%	**64%**	*	65%	*	-	-	-	-	60%	82%	0%	72%	56%	-	64%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	48%	49%	**49%**	41%	50%	26%	*	*	-	40%	46%	63%	23%	53%	49%	50%	48%	-	14%	-	*
	CWD	23%	22%	**23%**	17%	25%	0%	-	-	-	-	23%	28%	23%	-	17%	29%	15%	-	*	-	*
	CWOD	53%	53%	**53%**	50%	54%	32%	*	*	-	40%	50%	67%	-	53%	53%	54%	52%	-	20%	-	-
	EL	30%	43%	**49%**	-	49%	0%	-	-	-	*	47%	62%	17%	53%	49%	53%	44%	-	-	-	*
	Male	47%	47%	**50%**	43%	51%	23%	-	*	-	*	46%	69%	29%	54%	53%	50%	-	-	*	-	-
	Female	49%	52%	**48%**	39%	49%	29%	*	*	-	*	47%	56%	15%	52%	44%	-	48%	-	20%	-	*
Reading	All Students	53%	54%	**53%**	47%	54%	33%	*	*	-	*	50%	68%	25%	58%	52%	51%	56%	-	*	-	*
	CWD	23%	21%	**25%**	20%	27%	*	-	-	-	-	25%	25%	25%	-	17%	30%	17%	-	*	-	*
	CWOD	59%	59%	**58%**	53%	59%	40%	*	*	-	*	55%	73%	-	58%	56%	55%	61%	-	*	-	-
	EL	31%	46%	**52%**	-	53%	*	-	-	-	*	50%	66%	17%	56%	52%	55%	49%	-	-	-	*
	Male	48%	49%	**51%**	50%	52%	33%	-	*	-	*	47%	71%	30%	55%	55%	51%	-	-	*	-	-
	Female	58%	60%	**56%**	38%	57%	33%	*	*	-	*	54%	65%	17%	61%	49%	-	56%	-	*	-	*
Mathematics	All Students	43%	43%	**51%**	37%	52%	25%	*	*	-	*	47%	65%	27%	55%	54%	55%	47%	-	*	-	*
	CWD	22%	22%	**27%**	20%	29%	*	-	-	-	-	25%	38%	27%	-	22%	33%	17%	-	*	-	*
	CWOD	48%	46%	**55%**	43%	56%	30%	*	*	-	*	51%	69%	-	55%	58%	59%	51%	-	*	-	-
	EL	30%	40%	**54%**	-	55%	*	-	-	-	*	52%	66%	22%	58%	54%	61%	48%	-	-	-	*
	Male	45%	43%	**55%**	42%	57%	17%	-	*	-	*	50%	74%	33%	59%	61%	55%	-	-	*	-	-
	Female	42%	43%	**47%**	29%	48%	33%	*	*	-	*	45%	56%	17%	51%	48%	-	47%	-	*	-	*
Science	All Students	46%	49%	**32%**	38%	32%	*	-	-	-	*	30%	38%	10%	35%	26%	33%	30%	-	*	-	-
	CWD	22%	22%	**10%**	*	12%	*	-	-	-	-	11%	*	10%	-	8%	17%	0%	-	-	-	-
	CWOD	50%	52%	**35%**	50%	36%	*	-	-	-	*	34%	41%	-	35%	29%	36%	34%	-	*	-	-
	EL	26%	43%	**26%**	-	27%	*	-	-	-	-	24%	40%	8%	29%	26%	28%	24%	-	-	-	-
	Male	47%	49%	**33%**	*	34%	*	-	-	-	*	30%	46%	17%	36%	28%	33%	-	-	-	-	-
	Female	45%	48%	**30%**	*	30%	*	-	-	-	-	31%	27%	0%	34%	24%	-	30%	-	*	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						

Texas Education Agency
2025 Federal Report Card
SOUTHEAST EL (101845102) - YES PREP PUBLIC SCHOOLS INC - HARRIS 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
All Subjects	All Students	20%	18%	**21%**	20%	21%	7%	*	*	-	20%	19%	29%	11%	23%	22%	23%	19%	-	0%	-	*
	CWD	6%	5%	**11%**	0%	12%	0%	-	-	-	-	10%	17%	11%	-	7%	13%	7%	-	*	-	*
	CWOD	23%	19%	**23%**	26%	23%	9%	*	*	-	20%	21%	30%	-	23%	24%	25%	20%	-	0%	-	-
	EL	9%	13%	**22%**	-	22%	0%	-	-	-	*	21%	31%	7%	24%	22%	24%	20%	-	-	-	*
	Male	20%	17%	**23%**	18%	24%	15%	-	*	-	*	19%	39%	13%	25%	24%	23%	-	-	*	-	-
	Female	21%	19%	**19%**	22%	19%	0%	*	*	-	*	19%	16%	7%	20%	20%	-	19%	-	0%	-	*
Reading	All Students	22%	19%	**24%**	26%	23%	8%	*	*	-	*	22%	31%	9%	26%	26%	22%	25%	-	*	-	*
	CWD	6%	4%	**9%**	0%	10%	*	-	-	-	-	8%	13%	9%	-	4%	9%	9%	-	*	-	*
	CWOD	25%	21%	**26%**	33%	25%	10%	*	*	-	*	24%	33%	-	26%	29%	24%	27%	-	*	-	-
	EL	8%	14%	**26%**	-	26%	*	-	-	-	*	25%	34%	4%	29%	26%	24%	28%	-	-	-	*
	Male	19%	16%	**22%**	25%	21%	17%	-	*	-	*	18%	39%	9%	24%	24%	22%	-	-	*	-	-
	Female	25%	22%	**25%**	25%	25%	0%	*	*	-	*	26%	21%	9%	27%	28%	-	25%	-	*	-	*
Mathematics	All Students	19%	18%	**22%**	11%	23%	8%	*	*	-	*	21%	29%	16%	23%	24%	28%	16%	-	*	-	*
	CWD	7%	6%	**16%**	0%	18%	*	-	-	-	-	15%	25%	16%	-	13%	21%	9%	-	*	-	*
	CWOD	22%	19%	**23%**	14%	24%	10%	*	*	-	*	22%	30%	-	23%	26%	30%	17%	-	*	-	-
	EL	11%	15%	**24%**	-	25%	*	-	-	-	*	24%	28%	13%	26%	24%	31%	18%	-	-	-	*
	Male	21%	18%	**28%**	8%	30%	17%	-	*	-	*	25%	42%	21%	30%	31%	28%	-	-	*	-	-
	Female	18%	17%	**16%**	14%	17%	0%	*	*	-	*	16%	15%	9%	17%	18%	-	16%	-	*	-	*
Science	All Students	17%	14%	**10%**	25%	10%	*	-	-	-	*	8%	21%	0%	12%	6%	12%	9%	-	*	-	-
	CWD	5%	5%	**0%**	*	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	19%	15%	**12%**	33%	11%	*	-	-	-	*	10%	23%	-	12%	7%	15%	10%	-	*	-	-
	EL	5%	10%	**6%**	-	6%	*	-	-	-	-	3%	30%	0%	7%	6%	8%	5%	-	-	-	-
	Male	18%	15%	**12%**	*	11%	*	-	-	-	*	7%	31%	0%	15%	8%	12%	-	-	-	-	-
	Female	15%	13%	**9%**	*	8%	*	-	-	-	-	9%	9%	0%	10%	5%	-	9%	-	*	-	-

- 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	71	75	70	70	*	*	-	*	71	50	71
CWD	50	*	53	-	-	-	-	-	51	50	45
CWOD	74	97	73	70	*	*	-	*	75	-	74
EL ✧	71	-	70	*	-	-	-	*	70	45	71
Male	71	57	71	*	-	*	-	*	70	54	77
Female	71	96	70	*	*	-	-	*	72	45	65
Mathematics											
All Students	71	63	71	85	*	*	-	*	70	52	70
CWD	52	*	55	-	-	-	-	-	48	52	58
CWOD	74	78	74	85	*	*	-	*	73	-	71
EL ✧	70	-	69	*	-	-	-	*	69	58	70
Male	73	54	74	*	-	*	-	*	71	50	74
Female	70	71	68	*	*	-	-	*	68	55	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	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL ✧	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

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

Part (iv): English Language Proficiency

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
367	103	28%

- 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	49	41	50	31	*	*	-	47	46	25	49
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

Part (vi): Goal Meeting Status

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

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

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

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

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

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%**	98%	100%	100%	*	*	-	100%	99%	100%	99%	100%	100%	100%	99%	-
	CWD	**99%**	100%	98%	100%	-	-	-	-	98%	100%	99%	-	100%	100%	96%	-
	CWOD	**100%**	97%	100%	100%	*	*	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	**100%**	-	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	**100%**	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	**99%**	95%	99%	100%	*	*	-	*	99%	100%	96%	100%	100%	-	99%	-
Reading	All Students	**99%**	95%	99%	100%	*	*	-	*	99%	100%	98%	99%	100%	99%	99%	-
	CWD	**98%**	100%	98%	*	-	-	-	-	98%	100%	98%	-	100%	100%	96%	-
	CWOD	**99%**	93%	100%	100%	*	*	-	*	99%	100%	-	99%	100%	99%	99%	-
	EL	**100%**	-	100%	*	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	**99%**	100%	99%	100%	-	*	-	*	99%	100%	100%	99%	100%	99%	-	-
	Female	**99%**	88%	99%	100%	*	*	-	*	99%	100%	96%	99%	100%	-	99%	-
Mathematics	All Students	**99%**	100%	99%	100%	*	*	-	*	99%	100%	98%	100%	100%	100%	99%	-
	CWD	**98%**	100%	98%	*	-	-	-	-	98%	100%	98%	-	100%	100%	96%	-
	CWOD	**100%**	100%	100%	100%	*	*	-	*	100%	100%	-	100%	100%	100%	99%	-
	EL	**100%**	-	100%	*	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	**100%**	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	**99%**	100%	99%	100%	*	*	-	*	99%	100%	96%	99%	100%	-	99%	-
Science	All Students	**100%**	100%	100%	*	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	**100%**	*	100%	*	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	**100%**	100%	100%	*	-	-	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	**100%**	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	**100%**	*	100%	*	-	-	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	**100%**	*	100%	*	-	-	-	-	100%	100%	100%	100%	100%	-	100%	-
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%**	2%	0%	0%	*	*	-	0%	1%	0%	1%	0%	0%	0%	1%	-
	CWD	**1%**	0%	2%	0%	-	-	-	-	2%	0%	1%	-	0%	0%	4%	-
	CWOD	**0%**	3%	0%	0%	*	*	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	**0%**	-	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	**0%**	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	**1%**	5%	1%	0%	*	*	-	*	1%	0%	4%	0%	0%	-	1%	-
Reading	All Students	**1%**	5%	1%	0%	*	*	-	*	1%	0%	2%	1%	0%	1%	1%	-
	CWD	**2%**	0%	2%	*	-	-	-	-	2%	0%	2%	-	0%	0%	4%	-
	CWOD	**1%**	7%	0%	0%	*	*	-	*	1%	0%	-	1%	0%	1%	1%	-
	EL	**0%**	-	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	**1%**	0%	1%	0%	-	*	-	*	1%	0%	0%	1%	0%	1%	-	-
	Female	**1%**	12%	1%	0%	*	*	-	*	1%	0%	4%	1%	0%	-	1%	-
Mathematics	All Students	**1%**	0%	1%	0%	*	*	-	*	1%	0%	2%	0%	0%	0%	1%	-
	CWD	**2%**	0%	2%	*	-	-	-	-	2%	0%	2%	-	0%	0%	4%	-
	CWOD	**0%**	0%	0%	0%	*	*	-	*	0%	0%	-	0%	0%	0%	1%	-
	EL	**0%**	-	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	**0%**	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	**1%**	0%	1%	0%	*	*	-	*	1%	0%	4%	1%	0%	-	1%	-
Science	All Students	**0%**	0%	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	**0%**	*	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	**0%**	0%	0%	*	-	-	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	**0%**	*	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	**0%**	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	-	0%	-
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	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	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	16	-8	16	-8	-8	-8	-8	-8	6	2	2
	Female	25	6	16	3	-8	-8	-8	-8	6	3	2
	Total	41	6	32	3	-8	-8	-8	-8	12	5	4

	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	20	1	19	0	0	0	0	0	10	2
Female	21	1	19	1	0	0	0	0	7	0
Total	41	2	38	1	0	0	0	0	17	2

Accelerated Coursework

	Total Students		African American		Hispanic		White		Indian or Alaska Native		Asian		Pacific Islander		Two or More Races		EL		Students with Disabilities	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
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	4.0	7.6%
Teachers Teaching with Emergency or Provisional Credentials	5.0	10.1%
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		$1,209	$111	$849	$960		$249	$249
Food services		$690	$18	$4	$22	$619	$50	$669
Instruction		$7,450	$5,934	$94	$6,028	$1,334	$88	$1,422
Support services, general administration		$50		$50	$50			
Support services, instructional staff		$926	$367	$4	$371	$310	$244	$554
Support services, operation and maintenance of plant		$1,106	$786	$123	$909	$183	$13	$196
Support services, pupils		$465	$234	$100	$334	$90	$41	$131
Support services, school administration		$1,272	$1,181	$68	$1,249	$13	$10	$23
Support services, student transportation		$883	$783	$45	$828	$45	$11	$56
Total	**780**	**$14,052**	**$9,415**	**$1,337**	**$10,752**	**$2,594**	**$706**	**$3,300**

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%	13	2%	*	2%
Mathematics	7,510	2%	13	2%	*	2%
Grade 4						
Reading	6,669	2%	10	2%	*	2%
Mathematics	6,666	2%	10	2%	*	2%
Grade 5						
Reading	6,321	2%	*	1%	*	1%
Mathematics	6,324	2%	*	1%	*	1%
Science	6,315	2%	*	1%	*	1%
Grade 6						
Reading	5,876	1%	19	1%	-	-
Mathematics	5,877	1%	19	1%	-	-
Grade 7						
Reading	5,387	1%	17	1%	-	-
Mathematics	5,385	2%	17	1%	-	-
Grade 8						
Reading	4,906	1%	19	1%	-	-
Mathematics	4,907	1%	19	1%	-	-
Science	4,904	1%	18	1%	-	-
End of Course						
English I	4,932	1%	18	1%	-	-
English II	4,732	1%	13	1%	-	-
Algebra I	4,932	1%	17	1%	-	-
Biology	4,992	1%	18	1%	-	-
All Grades						
All Subjects	104,161	1%	249	1%	15	2%
Reading	46,349	1%	112	1%	7	2%
Mathematics	41,601	1%	98	1%	7	2%
Science	16,211	1%	39	1%	*	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)

There is no data for this campus.

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	21%	20%	21%	28%	*	22%	-	*	23%	21%	15%

- 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.

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																						
Grade 6																						
Reading	All Students	76%	73%	**75%**	*	75%	*	*	*	-	-	74%	83%	30%	83%	73%	63%	90%	-	*	-	-
	CWD	46%	43%	**30%**	-	30%	-	-	-	-	-	24%	*	30%	-	30%	21%	50%	-	*	-	-
	CWOD	82%	77%	**83%**	*	83%	*	*	*	-	-	82%	86%	-	83%	79%	72%	93%	-	*	-	-
	EL	56%	68%	**73%**	-	72%	*	*	-	-	-	70%	86%	30%	79%	73%	58%	89%	-	*	-	-
	Male	72%	65%	**63%**	*	64%	-	-	*	-	-	61%	77%	21%	72%	58%	63%	-	-	*	-	-
	Female	80%	81%	**90%**	*	89%	*	*	-	-	-	89%	91%	50%	93%	89%	-	90%	-	*	-	-
Mathematics	All Students	72%	71%	**59%**	*	57%	*	*	*	-	-	56%	71%	25%	64%	57%	56%	62%	-	*	-	-
	CWD	50%	48%	**25%**	-	25%	-	-	-	-	-	29%	*	25%	-	30%	21%	33%	-	*	-	-
	CWOD	78%	73%	**64%**	*	62%	*	*	*	-	-	61%	81%	-	64%	61%	63%	65%	-	*	-	-
	EL	60%	68%	**57%**	-	55%	*	*	-	-	-	54%	71%	30%	61%	57%	48%	68%	-	*	-	-
	Male	74%	69%	**56%**	*	55%	-	-	*	-	-	53%	69%	21%	63%	48%	56%	-	-	*	-	-
	Female	71%	72%	**62%**	*	60%	*	*	-	-	-	60%	73%	33%	65%	68%	-	62%	-	*	-	-
Grade 7																						
Reading	All Students	74%	76%	**86%**	100%	85%	*	-	-	-	-	86%	86%	55%	89%	85%	79%	91%	-	-	*	-
	CWD	41%	45%	**55%**	*	50%	*	-	-	-	-	50%	60%	55%	-	*	38%	*	-	-	-	-
	CWOD	81%	79%	**89%**	100%	88%	*	-	-	-	-	88%	100%	-	89%	87%	87%	91%	-	-	*	-
	EL	56%	70%	**85%**	*	84%	*	-	-	-	-	83%	100%	*	87%	85%	78%	91%	-	-	-	-
	Male	70%	71%	**79%**	*	79%	*	-	-	-	-	80%	75%	38%	87%	78%	79%	-	-	-	-	-
	Female	79%	80%	**91%**	*	91%	-	-	-	-	-	90%	100%	*	91%	91%	-	91%	-	-	*	-
Mathematics	All Students	53%	59%	**65%**	67%	64%	*	-	-	-	-	63%	79%	36%	68%	64%	66%	63%	-	-	*	-
	CWD	31%	37%	**36%**	*	25%	*	-	-	-	-	17%	60%	36%	-	*	25%	*	-	-	-	-
	CWOD	58%	62%	**68%**	60%	67%	*	-	-	-	-	66%	89%	-	68%	66%	73%	63%	-	-	*	-
	EL	39%	54%	**64%**	*	63%	*	-	-	-	-	62%	83%	*	66%	64%	66%	62%	-	-	-	-
	Male	55%	61%	**66%**	*	64%	*	-	-	-	-	67%	63%	25%	73%	66%	66%	-	-	-	-	-
	Female	51%	58%	**63%**	*	64%	-	-	-	-	-	59%	100%	*	63%	62%	-	63%	-	-	*	-
Grade 8																						
Reading	All Students	80%	86%	**86%**	100%	85%	*	-	-	-	-	86%	86%	67%	89%	84%	77%	95%	-	*	-	-
	CWD	49%	55%	**67%**	*	64%	-	-	-	-	-	64%	*	67%	-	*	56%	83%	-	*	-	-
	CWOD	85%	89%	**89%**	100%	88%	*	-	-	-	-	90%	85%	-	89%	83%	81%	96%	-	*	-	-
	EL	62%	82%	**84%**	-	84%	-	-	-	-	-	86%	71%	*	83%	84%	73%	96%	-	*	-	-
	Male	76%	82%	**77%**	*	76%	-	-	-	-	-	76%	88%	56%	81%	73%	77%	-	-	*	-	-
	Female	85%	90%	**95%**	*	95%	*	-	-	-	-	98%	85%	83%	96%	96%	-	95%	-	*	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	69%	74%	**88%**	83%	88%	*	-	-	-	-	89%	82%	79%	89%	91%	86%	89%	-	*	-	-
	CWD	42%	54%	**79%**	*	85%	-	-	-	-	-	77%	*	79%	-	*	88%	67%	-	*	-	-
	CWOD	74%	78%	**89%**	100%	88%	*	-	-	-	-	91%	81%	-	89%	91%	86%	92%	-	*	-	-
	EL	56%	75%	**91%**	-	91%	-	-	-	-	-	93%	83%	*	91%	91%	89%	95%	-	*	-	-
	Male	68%	71%	**86%**	*	85%	-	-	-	-	-	86%	86%	88%	86%	89%	86%	-	-	*	-	-
	Female	71%	78%	**89%**	*	90%	*	-	-	-	-	91%	80%	67%	92%	95%	-	89%	-	*	-	-
Science	All Students	72%	73%	**73%**	67%	72%	*	-	-	-	-	76%	57%	47%	76%	68%	71%	74%	-	*	-	-
	CWD	43%	42%	**47%**	*	50%	-	-	-	-	-	50%	*	47%	-	*	67%	17%	-	*	-	-
	CWOD	77%	77%	**76%**	80%	75%	*	-	-	-	-	80%	60%	-	76%	70%	72%	80%	-	*	-	-
	EL	54%	69%	**68%**	-	68%	-	-	-	-	-	74%	29%	*	70%	68%	65%	73%	-	*	-	-
	Male	73%	74%	**71%**	*	70%	-	-	-	-	-	73%	63%	67%	72%	65%	71%	-	-	*	-	-
	Female	71%	73%	**74%**	*	75%	*	-	-	-	-	79%	54%	17%	80%	73%	-	74%	-	*	-	-
End of Course																						
English I	All Students	66%	73%	**77%**	60%	77%	*	-	*	-	-	72%	96%	32%	85%	77%	78%	75%	-	33%	-	-
	CWD	35%	39%	**32%**	*	33%	-	-	-	-	-	26%	*	32%	-	45%	23%	44%	-	*	-	-
	CWOD	72%	78%	**85%**	*	86%	*	-	*	-	-	82%	100%	-	85%	83%	91%	80%	-	40%	-	-
	EL	45%	70%	**77%**	-	77%	-	-	-	-	-	75%	91%	45%	83%	77%	83%	70%	-	*	-	-
	Male	61%	69%	**78%**	*	78%	-	-	*	-	-	72%	100%	23%	91%	83%	78%	-	-	*	-	-
	Female	72%	78%	**75%**	*	75%	*	-	-	-	-	73%	86%	44%	80%	70%	-	75%	-	*	-	-
English II	All Students	70%	78%	**79%**	67%	80%	*	-	*	-	-	80%	76%	33%	90%	69%	75%	83%	-	*	-	-
	CWD	36%	38%	**33%**	*	32%	-	-	-	-	-	30%	*	33%	-	23%	33%	30%	-	*	-	-
	CWOD	76%	84%	**90%**	*	90%	*	-	*	-	-	91%	82%	-	90%	85%	87%	92%	-	*	-	-
	EL	47%	70%	**69%**	-	69%	-	-	-	-	-	74%	20%	23%	85%	69%	71%	68%	-	-	-	-
	Male	66%	73%	**75%**	*	75%	-	-	*	-	-	77%	69%	33%	87%	71%	75%	-	-	*	-	-
	Female	75%	84%	**83%**	*	83%	*	-	*	-	-	82%	78%	30%	92%	68%	-	83%	-	*	-	-
Algebra I	All Students	76%	84%	**77%**	60%	78%	*	-	-	-	-	76%	81%	47%	82%	76%	68%	86%	-	*	-	-
	CWD	52%	59%	**47%**	*	43%	-	-	-	-	-	54%	*	47%	-	33%	27%	*	-	*	-	-
	CWOD	80%	87%	**82%**	*	83%	*	-	-	-	-	80%	93%	-	82%	81%	78%	85%	-	*	-	-
	EL	68%	84%	**76%**	-	76%	-	-	-	-	-	76%	75%	33%	81%	76%	70%	84%	-	*	-	-
	Male	73%	81%	**68%**	*	68%	-	-	-	-	-	68%	67%	27%	78%	70%	68%	-	-	*	-	-
	Female	79%	88%	**86%**	*	87%	*	-	-	-	-	84%	100%	*	85%	84%	-	86%	-	*	-	-
Biology	All Students	91%	92%	**92%**	*	92%	*	-	-	-	-	91%	95%	73%	94%	90%	95%	89%	-	60%	-	-
	CWD	76%	75%	**73%**	*	71%	-	-	-	-	-	75%	*	73%	-	50%	73%	*	-	*	-	-
	CWOD	93%	94%	**94%**	*	94%	*	-	-	-	-	93%	94%	-	94%	93%	98%	90%	-	*	-	-
	EL	82%	91%	**90%**	-	90%	-	-	-	-	-	88%	80%	50%	93%	90%	94%	83%	-	*	-	-
	Male	89%	91%	**95%**	*	95%	-	-	-	-	-	94%	93%	73%	98%	94%	95%	-	-	*	-	-
	Female	92%	93%	**89%**	*	88%	*	-	-	-	-	88%	83%	*	90%	83%	-	89%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 6																						

		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	55%	51%	**54%**	*	54%	*	*	*	-	-	54%	54%	15%	60%	48%	44%	66%	-	*	-	-
	CWD	24%	22%	**15%**	-	15%	-	-	-	-	-	18%	*	15%	-	10%	14%	17%	-	*	-	-
	CWOD	62%	55%	**60%**	*	61%	*	*	*	-	-	60%	62%	-	60%	54%	51%	70%	-	*	-	-
	EL	30%	44%	**48%**	-	47%	*	*	-	-	-	48%	50%	10%	54%	48%	33%	65%	-	*	-	-
	Male	50%	44%	**44%**	*	45%	-	-	*	-	-	44%	46%	14%	51%	33%	44%	-	-	*	-	-
	Female	59%	58%	**66%**	*	65%	*	*	-	-	-	66%	64%	17%	70%	65%	-	66%	-	*	-	-
Mathematics	All Students	38%	35%	**32%**	*	31%	*	*	*	-	-	27%	54%	0%	37%	30%	29%	35%	-	*	-	-
	CWD	19%	18%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	43%	38%	**37%**	*	37%	*	*	*	-	-	32%	62%	-	37%	34%	35%	38%	-	*	-	-
	EL	22%	32%	**30%**	-	28%	*	*	-	-	-	24%	57%	0%	34%	30%	20%	41%	-	*	-	-
	Male	41%	37%	**29%**	*	29%	-	-	*	-	-	26%	46%	0%	35%	20%	29%	-	-	*	-	-
	Female	36%	34%	**35%**	*	34%	*	*	-	-	-	29%	64%	0%	38%	41%	-	35%	-	*	-	-
Grade 7																						
Reading	All Students	52%	53%	**59%**	67%	58%	*	-	-	-	-	61%	50%	9%	65%	60%	55%	64%	-	-	*	-
	CWD	21%	22%	**9%**	*	0%	*	-	-	-	-	17%	0%	9%	-	*	13%	*	-	-	-	-
	CWOD	58%	56%	**65%**	80%	63%	*	-	-	-	-	64%	78%	-	65%	62%	62%	67%	-	-	*	-
	EL	30%	45%	**60%**	*	58%	*	-	-	-	-	59%	67%	*	62%	60%	56%	64%	-	-	-	-
	Male	47%	49%	**55%**	*	51%	*	-	-	-	-	56%	50%	13%	62%	56%	55%	-	-	-	-	-
	Female	58%	57%	**64%**	*	65%	-	-	-	-	-	65%	50%	*	67%	64%	-	64%	-	-	*	-
Mathematics	All Students	32%	38%	**39%**	50%	39%	*	-	-	-	-	38%	43%	9%	42%	35%	40%	38%	-	-	*	-
	CWD	17%	21%	**9%**	*	13%	*	-	-	-	-	0%	20%	9%	-	*	0%	*	-	-	-	-
	CWOD	36%	40%	**42%**	60%	41%	*	-	-	-	-	41%	56%	-	42%	36%	47%	39%	-	-	*	-
	EL	19%	32%	**35%**	*	35%	*	-	-	-	-	33%	50%	*	36%	35%	38%	32%	-	-	-	-
	Male	35%	41%	**40%**	*	38%	*	-	-	-	-	40%	38%	0%	47%	38%	40%	-	-	-	-	-
	Female	30%	35%	**38%**	*	39%	-	-	-	-	-	37%	50%	*	39%	32%	-	38%	-	-	*	-
Grade 8																						
Reading	All Students	57%	61%	**65%**	67%	64%	*	-	-	-	-	69%	48%	33%	69%	59%	50%	80%	-	*	-	-
	CWD	23%	25%	**33%**	*	36%	-	-	-	-	-	36%	*	33%	-	*	33%	33%	-	*	-	-
	CWOD	63%	65%	**69%**	80%	68%	*	-	-	-	-	74%	50%	-	69%	58%	53%	85%	-	*	-	-
	EL	32%	52%	**59%**	-	59%	-	-	-	-	-	63%	29%	*	58%	59%	47%	73%	-	*	-	-
	Male	51%	55%	**50%**	*	49%	-	-	-	-	-	54%	25%	33%	53%	47%	50%	-	-	*	-	-
	Female	63%	67%	**80%**	*	80%	*	-	-	-	-	85%	62%	33%	85%	73%	-	80%	-	*	-	-
Mathematics	All Students	45%	44%	**65%**	50%	65%	*	-	-	-	-	67%	53%	29%	71%	72%	59%	71%	-	*	-	-
	CWD	22%	25%	**29%**	*	31%	-	-	-	-	-	31%	*	29%	-	*	25%	33%	-	*	-	-
	CWOD	50%	48%	**71%**	60%	71%	*	-	-	-	-	74%	56%	-	71%	72%	65%	77%	-	*	-	-
	EL	30%	44%	**72%**	-	72%	-	-	-	-	-	76%	50%	*	72%	72%	67%	80%	-	*	-	-
	Male	45%	41%	**59%**	*	58%	-	-	-	-	-	57%	71%	25%	65%	67%	59%	-	-	*	-	-
	Female	46%	48%	**71%**	*	73%	*	-	-	-	-	80%	40%	33%	77%	80%	-	71%	-	*	-	-

		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	47%	45%	**41%**	17%	41%	*	-	-	-	-	45%	24%	13%	45%	44%	44%	38%	-	*	-	-
	CWD	22%	21%	**13%**	*	14%	-	-	-	-	-	14%	*	13%	-	*	22%	0%	-	*	-	-
	CWOD	51%	47%	**45%**	20%	45%	*	-	-	-	-	49%	25%	-	45%	45%	48%	42%	-	*	-	-
	EL	25%	39%	**44%**	-	44%	-	-	-	-	-	48%	14%	*	45%	44%	45%	42%	-	*	-	-
	Male	49%	47%	**44%**	*	45%	-	-	-	-	-	47%	25%	22%	48%	45%	44%	-	-	*	-	-
	Female	45%	42%	**38%**	*	38%	*	-	-	-	-	42%	23%	0%	42%	42%	-	38%	-	*	-	-
End of Course																						
English I	All Students	47%	52%	**57%**	40%	57%	*	-	*	-	-	52%	78%	18%	65%	49%	52%	62%	-	33%	-	-
	CWD	18%	17%	**18%**	*	19%	-	-	-	-	-	16%	*	18%	-	18%	15%	22%	-	*	-	-
	CWOD	53%	57%	**65%**	*	64%	*	-	*	-	-	60%	85%	-	65%	54%	61%	69%	-	40%	-	-
	EL	23%	45%	**49%**	-	49%	-	-	-	-	-	46%	64%	18%	54%	49%	49%	48%	-	*	-	-
	Male	42%	45%	**52%**	*	52%	-	-	*	-	-	45%	75%	15%	61%	49%	52%	-	-	*	-	-
	Female	54%	60%	**62%**	*	62%	*	-	-	-	-	59%	86%	22%	69%	48%	-	62%	-	*	-	-
English II	All Students	53%	61%	**63%**	67%	62%	*	-	*	-	-	63%	62%	29%	70%	46%	54%	70%	-	*	-	-
	CWD	20%	21%	**29%**	*	27%	-	-	-	-	-	25%	*	29%	-	15%	33%	20%	-	*	-	-
	CWOD	58%	67%	**70%**	*	70%	*	-	*	-	-	71%	65%	-	70%	56%	60%	78%	-	*	-	-
	EL	25%	49%	**46%**	-	46%	-	-	-	-	-	49%	20%	15%	56%	46%	38%	54%	-	-	-	-
	Male	48%	56%	**54%**	*	54%	-	-	*	-	-	54%	54%	33%	60%	38%	54%	-	-	*	-	-
	Female	59%	68%	**70%**	*	69%	*	-	*	-	-	69%	67%	20%	78%	54%	-	70%	-	*	-	-
Algebra I	All Students	43%	54%	**42%**	0%	44%	*	-	-	-	-	38%	69%	13%	47%	41%	38%	47%	-	*	-	-
	CWD	19%	25%	**13%**	*	14%	-	-	-	-	-	15%	*	13%	-	17%	9%	*	-	*	-	-
	CWOD	47%	57%	**47%**	*	48%	*	-	-	-	-	42%	79%	-	47%	44%	44%	49%	-	*	-	-
	EL	30%	50%	**41%**	-	41%	-	-	-	-	-	38%	63%	17%	44%	41%	39%	44%	-	*	-	-
	Male	42%	49%	**38%**	*	40%	-	-	-	-	-	34%	56%	9%	44%	39%	38%	-	-	*	-	-
	Female	45%	59%	**47%**	*	48%	*	-	-	-	-	42%	86%	*	49%	44%	-	47%	-	*	-	-
Biology	All Students	59%	58%	**58%**	*	58%	*	-	-	-	-	53%	79%	20%	63%	58%	57%	58%	-	40%	-	-
	CWD	30%	28%	**20%**	*	21%	-	-	-	-	-	17%	*	20%	-	17%	18%	*	-	*	-	-
	CWOD	64%	62%	**63%**	*	63%	*	-	-	-	-	58%	82%	-	63%	62%	64%	61%	-	*	-	-
	EL	35%	52%	**58%**	-	58%	-	-	-	-	-	56%	60%	17%	62%	58%	64%	50%	-	*	-	-
	Male	58%	55%	**57%**	*	60%	-	-	-	-	-	51%	71%	18%	64%	64%	57%	-	-	*	-	-
	Female	61%	61%	**58%**	*	57%	*	-	-	-	-	54%	83%	*	61%	50%	-	58%	-	*	-	-
STAAR Percent at Masters Grade Level																						
Grade 6																						
Reading	All Students	28%	23%	**31%**	*	30%	*	*	*	-	-	28%	46%	0%	36%	26%	27%	36%	-	*	-	-
	CWD	7%	6%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	33%	25%	**36%**	*	36%	*	*	*	-	-	32%	52%	-	36%	30%	32%	39%	-	*	-	-
	EL	9%	17%	**26%**	-	24%	*	*	-	-	-	22%	43%	0%	30%	26%	15%	38%	-	*	-	-
	Male	24%	18%	**27%**	*	27%	-	-	*	-	-	24%	38%	0%	32%	15%	27%	-	-	*	-	-
	Female	32%	28%	**36%**	*	35%	*	*	-	-	-	32%	55%	0%	39%	38%	-	36%	-	*	-	-

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

		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 I	All Students	14%	12%	**16%**	20%	16%	*	-	*	-	-	14%	26%	0%	19%	14%	10%	22%	-	33%	-	-
	CWD	4%	3%	**0%**	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	16%	14%	**19%**	*	19%	*	-	*	-	-	17%	30%	-	19%	16%	13%	26%	-	40%	-	-
	EL	2%	8%	**14%**	-	14%	-	-	-	-	-	11%	27%	0%	16%	14%	12%	15%	-	*	-	-
	Male	11%	10%	**10%**	*	11%	-	-	*	-	-	11%	6%	0%	13%	12%	10%	-	-	*	-	-
	Female	17%	15%	**22%**	*	22%	*	-	-	-	-	16%	71%	0%	26%	15%	-	22%	-	*	-	-
English II	All Students	8%	7%	**7%**	17%	7%	*	-	*	-	-	5%	14%	0%	8%	2%	7%	7%	-	*	-	-
	CWD	3%	1%	**0%**	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	9%	8%	**8%**	*	8%	*	-	*	-	-	7%	18%	-	8%	3%	9%	8%	-	*	-	-
	EL	1%	2%	**2%**	-	2%	-	-	-	-	-	2%	0%	0%	3%	2%	4%	0%	-	-	-	-
	Male	7%	7%	**7%**	*	7%	-	-	*	-	-	4%	15%	0%	9%	4%	7%	-	-	*	-	-
	Female	9%	7%	**7%**	*	6%	*	-	*	-	-	6%	11%	0%	8%	0%	-	7%	-	*	-	-
Algebra I	All Students	26%	33%	**26%**	0%	26%	*	-	-	-	-	22%	50%	7%	29%	22%	20%	32%	-	*	-	-
	CWD	8%	9%	**7%**	*	7%	-	-	-	-	-	8%	*	7%	-	0%	9%	*	-	*	-	-
	CWOD	29%	36%	**29%**	*	29%	*	-	-	-	-	24%	57%	-	29%	25%	22%	34%	-	*	-	-
	EL	14%	28%	**22%**	-	22%	-	-	-	-	-	20%	38%	0%	25%	22%	18%	28%	-	*	-	-
	Male	25%	30%	**20%**	*	21%	-	-	-	-	-	19%	22%	9%	22%	18%	20%	-	-	*	-	-
	Female	27%	37%	**32%**	*	31%	*	-	-	-	-	24%	86%	*	34%	28%	-	32%	-	*	-	-
Biology	All Students	20%	15%	**14%**	*	15%	*	-	-	-	-	14%	16%	0%	16%	15%	13%	15%	-	0%	-	-
	CWD	6%	6%	**0%**	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-	*	-	-
	CWOD	22%	17%	**16%**	*	17%	*	-	-	-	-	16%	18%	-	16%	16%	16%	16%	-	*	-	-
	EL	6%	11%	**15%**	-	15%	-	-	-	-	-	12%	30%	0%	16%	15%	19%	8%	-	*	-	-
	Male	20%	16%	**13%**	*	14%	-	-	-	-	-	13%	14%	0%	16%	19%	13%	-	-	*	-	-
	Female	19%	15%	**15%**	*	16%	*	-	-	-	-	15%	17%	*	16%	8%	-	15%	-	*	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	76%	**77%**	77%	77%	91%	*	86%	-	-	76%	81%	45%	82%	75%	73%	81%	-	45%	*	-
	CWD	46%	47%	**45%**	60%	44%	*	-	-	-	-	44%	53%	45%	-	41%	41%	54%	-	40%	-	-
	CWOD	79%	80%	**82%**	80%	82%	100%	*	86%	-	-	81%	86%	-	82%	79%	80%	84%	-	48%	*	-
	EL	59%	72%	**75%**	*	75%	100%	*	-	-	-	75%	76%	41%	79%	75%	72%	79%	-	39%	-	-
	Male	71%	73%	**73%**	83%	73%	75%	-	83%	-	-	72%	79%	41%	80%	72%	73%	-	-	56%	-	-
	Female	75%	79%	**81%**	70%	81%	100%	*	*	-	-	81%	84%	54%	84%	79%	-	81%	-	29%	*	-
Reading	All Students	74%	77%	**80%**	77%	80%	90%	*	100%	-	-	79%	85%	40%	87%	77%	74%	87%	-	38%	*	-
	CWD	45%	43%	**40%**	60%	39%	*	-	-	-	-	36%	63%	40%	-	38%	33%	53%	-	40%	-	-
	CWOD	80%	81%	**87%**	81%	87%	100%	*	100%	-	-	86%	90%	-	87%	83%	83%	91%	-	36%	*	-
	EL	57%	72%	**77%**	*	77%	*	*	-	-	-	77%	79%	38%	83%	77%	72%	83%	-	25%	-	-
	Male	70%	72%	**74%**	69%	74%	*	-	*	-	-	72%	83%	33%	83%	72%	74%	-	-	30%	-	-
	Female	79%	82%	**87%**	85%	86%	100%	*	*	-	-	86%	89%	53%	91%	83%	-	87%	-	50%	*	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	70%	72%	**71%**	75%	70%	89%	*	*	-	-	69%	77%	45%	74%	70%	68%	74%	-	50%	*	-
	CWD	45%	49%	**45%**	*	44%	*	-	-	-	-	47%	36%	45%	-	41%	37%	63%	-	*	-	-
	CWOD	76%	76%	**74%**	76%	74%	100%	*	*	-	-	72%	85%	-	74%	73%	74%	75%	-	60%	*	-
	EL	60%	70%	**70%**	*	69%	*	*	-	-	-	69%	76%	41%	73%	70%	66%	74%	-	50%	-	-
	Male	71%	71%	**68%**	90%	67%	*	-	*	-	-	67%	70%	37%	74%	66%	68%	-	-	*	-	-
	Female	70%	73%	**74%**	60%	74%	100%	*	-	-	-	72%	85%	63%	75%	74%	-	74%	-	*	*	-
Science	All Students	76%	81%	**82%**	80%	82%	*	-	-	-	-	83%	77%	62%	85%	79%	83%	81%	-	50%	-	-
	CWD	52%	54%	**62%**	*	63%	-	-	-	-	-	62%	*	62%	-	50%	74%	40%	-	*	-	-
	CWOD	81%	84%	**85%**	88%	84%	*	-	-	-	-	86%	78%	-	85%	81%	85%	85%	-	50%	-	-
	EL	63%	79%	**79%**	-	79%	-	-	-	-	-	81%	59%	50%	81%	79%	81%	78%	-	40%	-	-
	Male	77%	81%	**83%**	100%	82%	-	-	-	-	-	82%	86%	74%	85%	81%	83%	-	-	*	-	-
	Female	76%	81%	**81%**	*	81%	*	-	-	-	-	83%	67%	40%	85%	78%	-	81%	-	*	-	-
SAT/ACT All Subjects	All Students	89%	95%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	CWD	70%	-	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	90%	95%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	EL	63%	100%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	90%	100%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	Female	89%	91%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	48%	49%	**52%**	41%	52%	82%	*	57%	-	-	51%	56%	18%	57%	48%	47%	57%	-	29%	*	-
	CWD	23%	22%	**18%**	10%	18%	*	-	-	-	-	18%	17%	18%	-	20%	17%	19%	-	10%	-	-
	CWOD	53%	53%	**57%**	48%	57%	94%	*	57%	-	-	56%	63%	-	57%	52%	53%	61%	-	38%	*	-
	EL	30%	43%	**48%**	*	48%	83%	*	-	-	-	48%	51%	20%	52%	48%	44%	53%	-	28%	-	-
	Male	47%	47%	**47%**	41%	47%	50%	-	50%	-	-	46%	53%	17%	53%	44%	47%	-	-	33%	-	-
	Female	49%	52%	**57%**	41%	57%	100%	*	*	-	-	57%	60%	19%	61%	53%	-	57%	-	21%	*	-
Reading	All Students	53%	54%	**59%**	58%	59%	90%	*	60%	-	-	59%	59%	22%	66%	52%	51%	68%	-	31%	*	-
	CWD	23%	21%	**22%**	20%	21%	*	-	-	-	-	22%	19%	22%	-	20%	22%	21%	-	20%	-	-
	CWOD	59%	59%	**66%**	67%	65%	100%	*	60%	-	-	66%	67%	-	66%	57%	57%	74%	-	36%	*	-
	EL	31%	46%	**52%**	*	52%	*	*	-	-	-	53%	49%	20%	57%	52%	44%	61%	-	25%	-	-
	Male	48%	49%	**51%**	54%	50%	*	-	*	-	-	50%	53%	22%	57%	44%	51%	-	-	30%	-	-
	Female	58%	60%	**68%**	62%	68%	100%	*	*	-	-	69%	67%	21%	74%	61%	-	68%	-	33%	*	-
Mathematics	All Students	43%	43%	**43%**	30%	43%	67%	*	*	-	-	41%	55%	12%	48%	42%	40%	46%	-	13%	*	-
	CWD	22%	22%	**12%**	*	13%	*	-	-	-	-	12%	9%	12%	-	18%	7%	21%	-	*	-	-
	CWOD	48%	46%	**48%**	35%	48%	86%	*	*	-	-	45%	63%	-	48%	44%	47%	48%	-	20%	*	-
	EL	30%	40%	**42%**	*	42%	*	*	-	-	-	40%	56%	18%	44%	42%	39%	46%	-	17%	-	-
	Male	45%	43%	**40%**	40%	40%	*	-	*	-	-	38%	51%	7%	47%	39%	40%	-	-	*	-	-
	Female	42%	43%	**46%**	20%	46%	100%	*	-	-	-	44%	59%	21%	48%	46%	-	46%	-	*	*	-

		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	46%	49%	**49%**	20%	50%	*	-	-	-	-	48%	51%	17%	53%	51%	50%	47%	-	38%	-	-
	CWD	22%	22%	**17%**	*	19%	-	-	-	-	-	15%	*	17%	-	20%	21%	10%	-	*	-	-
	CWOD	50%	52%	**53%**	25%	54%	*	-	-	-	-	53%	53%	-	53%	54%	56%	51%	-	50%	-	-
	EL	26%	43%	**51%**	-	51%	-	-	-	-	-	52%	41%	20%	54%	51%	55%	46%	-	40%	-	-
	Male	47%	49%	**50%**	17%	52%	-	-	-	-	-	49%	57%	21%	56%	55%	50%	-	-	*	-	-
	Female	45%	48%	**47%**	*	47%	*	-	-	-	-	48%	44%	10%	51%	46%	-	47%	-	*	-	-
SAT/ACT All Subjects	All Students	59%	48%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	CWD	38%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	59%	48%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	EL	15%	29%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	63%	60%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	Female	54%	36%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	20%	18%	**19%**	14%	18%	32%	*	29%	-	-	18%	23%	1%	21%	16%	16%	21%	-	6%	*	-
	CWD	6%	5%	**1%**	0%	1%	*	-	-	-	-	1%	0%	1%	-	0%	2%	0%	-	0%	-	-
	CWOD	23%	19%	**21%**	17%	21%	39%	*	29%	-	-	20%	27%	-	21%	18%	19%	23%	-	10%	*	-
	EL	9%	13%	**16%**	*	16%	50%	*	-	-	-	14%	26%	0%	18%	16%	14%	19%	-	6%	-	-
	Male	20%	17%	**16%**	10%	16%	13%	-	33%	-	-	16%	18%	2%	19%	14%	16%	-	-	6%	-	-
	Female	21%	19%	**21%**	19%	21%	43%	*	*	-	-	20%	30%	0%	23%	19%	-	21%	-	7%	*	-
Reading	All Students	22%	19%	**22%**	27%	21%	40%	*	20%	-	-	21%	25%	1%	25%	18%	18%	25%	-	13%	*	-
	CWD	6%	4%	**1%**	0%	1%	*	-	-	-	-	1%	0%	1%	-	0%	2%	0%	-	0%	-	-
	CWOD	25%	21%	**25%**	33%	25%	50%	*	20%	-	-	24%	30%	-	25%	21%	22%	28%	-	18%	*	-
	EL	8%	14%	**18%**	*	18%	*	*	-	-	-	17%	26%	0%	21%	18%	14%	22%	-	13%	-	-
	Male	19%	16%	**18%**	15%	18%	*	-	*	-	-	18%	17%	2%	22%	14%	18%	-	-	10%	-	-
	Female	25%	22%	**25%**	38%	24%	50%	*	*	-	-	24%	36%	0%	28%	22%	-	25%	-	17%	*	-
Mathematics	All Students	19%	18%	**18%**	5%	18%	33%	*	*	-	-	16%	27%	2%	20%	15%	15%	20%	-	0%	*	-
	CWD	7%	6%	**2%**	*	2%	*	-	-	-	-	2%	0%	2%	-	0%	2%	0%	-	*	-	-
	CWOD	22%	19%	**20%**	6%	20%	43%	*	*	-	-	18%	32%	-	20%	17%	18%	22%	-	0%	*	-
	EL	11%	15%	**15%**	*	15%	*	*	-	-	-	13%	29%	0%	17%	15%	12%	19%	-	0%	-	-
	Male	21%	18%	**15%**	10%	16%	*	-	*	-	-	14%	22%	2%	18%	12%	15%	-	-	*	-	-
	Female	18%	17%	**20%**	0%	20%	60%	*	-	-	-	18%	32%	0%	22%	19%	-	20%	-	*	*	-
Science	All Students	17%	14%	**11%**	0%	12%	*	-	-	-	-	11%	13%	0%	13%	11%	12%	11%	-	0%	-	-
	CWD	5%	5%	**0%**	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	19%	15%	**13%**	0%	14%	*	-	-	-	-	13%	14%	-	13%	12%	14%	12%	-	0%	-	-
	EL	5%	10%	**11%**	-	11%	-	-	-	-	-	10%	18%	0%	12%	11%	15%	6%	-	0%	-	-
	Male	18%	15%	**12%**	0%	13%	-	-	-	-	-	12%	14%	0%	14%	15%	12%	-	-	*	-	-
	Female	15%	13%	**11%**	*	11%	*	-	-	-	-	10%	11%	0%	12%	6%	-	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
SAT/ACT All Subjects	All Students	13%	5%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	CWD	9%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	13%	5%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	EL	1%	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	17%	10%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	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	69	80	69	70	*	*	-	-	70	51	68
CWD	51	*	51	*	-	-	-	-	53	51	53
CWOD	72	86	71	75	*	*	-	-	72	-	69
EL ✧	68	*	67	*	*	-	-	-	69	53	68
Male	65	73	65	*	-	*	-	-	66	50	62
Female	74	88	73	67	*	*	-	-	74	54	74
Mathematics											
All Students	69	72	69	92	*	*	-	-	68	60	71
CWD	60	*	61	*	-	-	-	-	61	60	59
CWOD	70	75	70	104	*	*	-	-	69	-	72
EL ✧	71	*	71	*	*	-	-	-	71	59	71
Male	70	92	69	*	-	*	-	-	70	57	71
Female	69	53	69	100	*	-	-	-	66	67	72

- 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	100.0%	*	100.0%	*	-	-	-	*	100.0%	*	100.0%	100.0%	-
CWD	*	-	*	*	-	-	-	-	*	*	*	*	-
CWOD	100.0%	*	100.0%	-	-	-	-	*	100.0%	-	100.0%	100.0%	-
EL ✧	100.0%	-	100.0%	-	-	-	-	-	100.0%	*	100.0%	100.0%	-
Male	100.0%	*	100.0%	*	-	-	-	*	100.0%	*	100.0%	100.0%	-
Female	100.0%	*	100.0%	-	-	-	-	-	100.0%	*	100.0%	100.0%	-

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

Part (iv): English Language Proficiency

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
365	124	34%

- 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	49	44	49	68	*	57	-	-	48	21	46
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	86%	*	86%	-	-	*	-	-	85%	100%	83%

- 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	Y	Y	Y	Y					Y	Y	Y
Interim Goals (2028-2032)	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
Target Met	Y	Y	Y	Y					Y	N	Y
Interim Goals (2033-2037)	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
Target Met	N	Y	Y	Y					Y	N	Y
Long-Term Goals	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Target Met	N	N	N	Y					N	N	N
Mathematics											
Interim Goals (2023-2027)	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
Target Met	Y	Y	Y						Y	N	Y
Interim Goals (2028-2032)	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
Target Met	N	N	N						N	N	Y
Interim Goals (2033-2037)	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
Target Met	N	N	N						N	N	N
Long-Term Goals	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
Target Met	N	N	N						N	N	N
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	Y		Y						Y	Y	Y

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

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

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

Part (vii): STAAR Participation

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

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																	
All Subjects	All Students	**100%**	100%	100%	100%	*	100%	-	-	100%	99%	99%	100%	100%	99%	100%	-
	CWD	**99%**	100%	99%	*	-	-	-	-	99%	97%	99%	-	99%	98%	100%	-
	CWOD	**100%**	100%	100%	100%	*	100%	-	-	100%	99%	-	100%	100%	100%	100%	-
	EL	**100%**	*	100%	100%	*	-	-	-	100%	98%	99%	100%	100%	99%	100%	-
	Male	**99%**	100%	99%	100%	-	100%	-	-	99%	99%	98%	100%	99%	99%	-	-
	Female	**100%**	100%	100%	100%	*	*	-	-	100%	98%	100%	100%	100%	-	100%	-
Reading	All Students	**100%**	100%	100%	100%	*	100%	-	-	100%	99%	99%	100%	100%	99%	100%	-
	CWD	**99%**	100%	99%	*	-	-	-	-	99%	100%	99%	-	100%	98%	100%	-
	CWOD	**100%**	100%	100%	100%	*	100%	-	-	100%	99%	-	100%	100%	100%	100%	-
	EL	**100%**	*	100%	*	*	-	-	-	100%	100%	100%	100%	100%	99%	100%	-
	Male	**99%**	100%	99%	*	-	*	-	-	99%	100%	98%	100%	99%	99%	-	-
	Female	**100%**	100%	100%	100%	*	*	-	-	100%	98%	100%	100%	100%	-	100%	-
Mathematics	All Students	**100%**	100%	100%	100%	*	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	CWD	**100%**	*	100%	*	-	-	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	**100%**	100%	100%	100%	*	*	-	-	100%	100%	-	100%	100%	100%	100%	-
	EL	**100%**	*	100%	*	*	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	**100%**	100%	100%	*	-	*	-	-	100%	100%	100%	100%	100%	100%	-	-
	Female	**100%**	100%	100%	100%	*	-	-	-	100%	100%	100%	100%	100%	-	100%	-
Science	All Students	**99%**	100%	99%	*	-	-	-	-	100%	95%	97%	100%	98%	99%	99%	-
	CWD	**97%**	*	96%	-	-	-	-	-	100%	*	97%	-	90%	95%	100%	-
	CWOD	**100%**	100%	99%	*	-	-	-	-	100%	97%	-	100%	99%	100%	99%	-
	EL	**98%**	-	98%	-	-	-	-	-	100%	88%	90%	99%	98%	99%	98%	-
	Male	**99%**	100%	99%	-	-	-	-	-	100%	95%	95%	100%	99%	99%	-	-
	Female	**99%**	*	99%	*	-	-	-	-	100%	95%	100%	99%	98%	-	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	**0%**	0%	0%	0%	*	0%	-	-	0%	1%	1%	0%	0%	1%	0%	-
	CWD	**1%**	0%	1%	*	-	-	-	-	1%	3%	1%	-	1%	2%	0%	-
	CWOD	**0%**	0%	0%	0%	*	0%	-	-	0%	1%	-	0%	0%	0%	0%	-
	EL	**0%**	*	0%	0%	*	-	-	-	0%	2%	1%	0%	0%	1%	0%	-
	Male	**1%**	0%	1%	0%	-	0%	-	-	1%	1%	2%	0%	1%	1%	-	-
	Female	**0%**	0%	0%	0%	*	*	-	-	0%	2%	0%	0%	0%	-	0%	-
Reading	All Students	**0%**	0%	0%	0%	*	0%	-	-	0%	1%	1%	0%	0%	1%	0%	-
	CWD	**1%**	0%	1%	*	-	-	-	-	1%	0%	1%	-	0%	2%	0%	-
	CWOD	**0%**	0%	0%	0%	*	0%	-	-	0%	1%	-	0%	0%	0%	0%	-
	EL	**0%**	*	0%	*	*	-	-	-	0%	0%	0%	0%	0%	1%	0%	-
	Male	**1%**	0%	1%	*	-	*	-	-	1%	0%	2%	0%	1%	1%	-	-
	Female	**0%**	0%	0%	0%	*	*	-	-	0%	2%	0%	0%	0%	-	0%	-
Mathematics	All Students	**0%**	0%	0%	0%	*	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	CWD	**0%**	*	0%	*	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	**0%**	0%	0%	0%	*	*	-	-	0%	0%	-	0%	0%	0%	0%	-
	EL	**0%**	*	0%	*	*	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	**0%**	0%	0%	*	-	*	-	-	0%	0%	0%	0%	0%	0%	-	-
	Female	**0%**	0%	0%	0%	*	-	-	-	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	**1%**	0%	1%	*	-	-	-	-	0%	5%	3%	0%	2%	1%	1%	-
	CWD	**3%**	*	4%	-	-	-	-	-	0%	*	3%	-	10%	5%	0%	-
	CWOD	**0%**	0%	1%	*	-	-	-	-	0%	3%	-	0%	1%	0%	1%	-
	EL	**2%**	-	2%	-	-	-	-	-	0%	12%	10%	1%	2%	1%	2%	-
	Male	**1%**	0%	1%	-	-	-	-	-	0%	5%	5%	0%	1%	1%	-	-
	Female	**1%**	*	1%	*	-	-	-	-	0%	5%	0%	1%	2%	-	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	79	3	76	0	0	0	0	0	27		
	Female	41	0	40	0	0	1	0	0	14		
	Total	120	3	116	0	0	1	0	0	41		
Out-of-School Suspensions												
	Male	60	4	56	0	0	0	0	0	21		
	Female	21	0	21	0	0	0	0	0	9		
	Total	81	4	77	0	0	0	0	0	30		
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	10	4	6	0	0	0	0	0	6		1
	Female	4	1	3	0	0	0	0	0	3		1
	Total	14	5	9	0	0	0	0	0	9		2
Out-of-School Suspensions												
	Male	11	2	9	0	0	0	0	0	3		3
	Female	0	0	0	0	0	0	0	0	1		2
	Total	11	2	9	0	0	0	0	0	4		5
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	42	8	33	1	-8	-8	-8	-8	9	8	4
	Female	39	2	37	-8	-8	-8	-8	-8	16	2	1
	Total	81	10	70	1	-8	-8	-8	-8	25	10	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	59
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack without a weapon	10
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or Bullying	
On the basis of sex	5
On the basis of race	12
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	135	30	2	13	131	31	1	25	0	-	0	0	0	-	1	100	34	23	5	12
Female	166	32	1	17	164	33	0	0	0	-	1	11	0	-	0	0	25	15	1	4
Total	301	31	3	14	295	32	1	14	0	-	1	10	0	-	1	33	59	19	6	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	18.0	31.1%
Teachers Teaching with Emergency or Provisional Credentials	10.8	19.4%
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		$1,211	$113	$849	$962		$249	$249
Food services		$389	$4	$4	$8	$330	$50	$380
Instruction		$6,153	$5,243	$94	$5,337	$728	$88	$816
Support services, general administration		$50		$50	$50			
Support services, instructional staff		$1,196	$481	$4	$485	$467	$244	$711
Support services, operation and maintenance of plant		$1,126	$826	$123	$949	$164	$13	$177
Support services, pupils		$909	$211	$100	$311	$557	$41	$598
Support services, school administration		$1,477	$1,324	$68	$1,392	$75	$10	$85
Support services, student transportation		$1,118	$1,003	$45	$1,048	$59	$11	$70
Total	**875**	**$13,629**	**$9,206**	**$1,337**	**$10,543**	**$2,381**	**$706**	**$3,087**

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%	13	2%	-	-
Mathematics	7,510	2%	13	2%	-	-
Grade 4						
Reading	6,669	2%	10	2%	-	-
Mathematics	6,666	2%	10	2%	-	-
Grade 5						
Reading	6,321	2%	*	1%	-	-
Mathematics	6,324	2%	*	1%	-	-
Science	6,315	2%	*	1%	-	-
Grade 6						
Reading	5,876	1%	19	1%	-	-
Mathematics	5,877	1%	19	1%	-	-
Grade 7						
Reading	5,387	1%	17	1%	-	-
Mathematics	5,385	2%	17	1%	-	-
Grade 8						
Reading	4,906	1%	19	1%	-	-
Mathematics	4,907	1%	19	1%	-	-
Science	4,904	1%	18	1%	-	-
End of Course						
English I	4,932	1%	18	1%	-	-
English II	4,732	1%	13	1%	-	-
Algebra I	4,932	1%	17	1%	-	-
Biology	4,992	1%	18	1%	-	-
All Grades						
All Subjects	104,161	1%	249	1%	-	-
Reading	46,349	1%	112	1%	-	-
Mathematics	41,601	1%	98	1%	-	-
Science	16,211	1%	39	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	81%	*	83%	-	-	-	-	-	81%	*	81%
In-State Private Institutions	*	-	*	-	-	-	-	-	*	-	-
Out-of-State Institutions	5%	-	5%	-	-	*	-	-	*	-	*

- 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	21%	43%	20%	18%	-	0%	-	*	21%	25%	17%

- Indicates there are no students in the group.

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

Part (xv): Section 1003 Fund

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

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

There is no data for this campus.

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

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

School	School Name	Count of 1st Year English Learners Excluded from the State Accountability
101845001	YES PREP - SOUTHEAST	*

Note: PDF and Excel files are available at District and State Levels.

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

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																						
Grade 3																						
Reading	All Students	76%	70%	**63%**	68%	58%	-	-	-	-	*	63%	80%	38%	70%	46%	67%	59%	-	*	-	-
	CWD	53%	47%	**38%**	56%	27%	-	-	-	-	*	37%	*	38%	-	29%	36%	40%	-	-	-	-
	CWOD	82%	75%	**70%**	71%	67%	-	-	-	-	*	69%	*	-	70%	53%	74%	64%	-	*	-	-
	EL	64%	65%	**46%**	-	46%	-	-	-	-	-	48%	*	29%	53%	46%	60%	27%	-	-	-	-
	Male	74%	67%	**67%**	70%	64%	-	-	-	-	*	67%	-	36%	74%	60%	67%	-	-	*	-	-
	Female	78%	74%	**59%**	67%	47%	-	-	-	-	*	56%	80%	40%	64%	27%	-	59%	-	-	-	-
Mathematics	All Students	70%	69%	**67%**	72%	62%	-	-	-	-	*	67%	80%	43%	73%	54%	69%	65%	-	*	-	-
	CWD	48%	48%	**43%**	67%	27%	-	-	-	-	*	42%	*	43%	-	29%	36%	50%	-	-	-	-
	CWOD	75%	74%	**73%**	73%	72%	-	-	-	-	*	73%	*	-	73%	63%	77%	69%	-	*	-	-
	EL	63%	72%	**54%**	-	54%	-	-	-	-	-	56%	*	29%	63%	54%	60%	45%	-	-	-	-
	Male	72%	69%	**69%**	78%	61%	-	-	-	-	*	69%	-	36%	77%	60%	69%	-	-	*	-	-
	Female	67%	69%	**65%**	67%	65%	-	-	-	-	*	63%	80%	50%	69%	45%	-	65%	-	-	-	-
Grade 4																						
Reading	All Students	79%	78%	**75%**	76%	71%	*	-	-	-	*	73%	100%	48%	83%	67%	75%	75%	-	*	-	*
	CWD	55%	45%	**48%**	50%	44%	-	-	-	-	-	39%	*	48%	-	80%	45%	50%	-	-	-	-
	CWOD	86%	85%	**83%**	85%	79%	*	-	-	-	*	82%	*	-	83%	57%	85%	82%	-	*	-	*
	EL	68%	71%	**67%**	-	67%	-	-	-	-	-	64%	*	80%	57%	67%	40%	86%	-	-	-	-
	Male	77%	76%	**75%**	79%	67%	*	-	-	-	*	74%	*	45%	85%	40%	75%	-	-	*	-	-
	Female	82%	79%	**75%**	74%	75%	-	-	-	-	*	71%	100%	50%	82%	86%	-	75%	-	*	-	*
Mathematics	All Students	68%	72%	**67%**	63%	71%	*	-	-	-	*	65%	100%	48%	73%	62%	73%	63%	-	*	-	*
	CWD	44%	45%	**48%**	58%	33%	-	-	-	-	-	39%	*	48%	-	60%	45%	50%	-	-	-	-
	CWOD	74%	77%	**73%**	64%	83%	*	-	-	-	*	72%	*	-	73%	63%	82%	66%	-	*	-	*
	EL	61%	69%	**62%**	-	62%	-	-	-	-	-	58%	*	60%	63%	62%	33%	86%	-	-	-	-
	Male	70%	74%	**73%**	75%	67%	*	-	-	-	*	72%	*	45%	82%	33%	73%	-	-	*	-	-
	Female	65%	69%	**63%**	52%	75%	-	-	-	-	*	57%	100%	50%	66%	86%	-	63%	-	*	-	*
Grade 5																						
Reading	All Students	76%	71%	**72%**	73%	72%	-	-	-	-	*	71%	80%	54%	75%	83%	69%	75%	-	*	-	*
	CWD	45%	25%	**54%**	83%	29%	-	-	-	-	-	58%	*	54%	-	*	40%	63%	-	*	-	-
	CWOD	84%	80%	**75%**	71%	81%	-	-	-	-	*	74%	*	-	75%	85%	73%	78%	-	-	-	*
	EL	66%	70%	**83%**	-	83%	-	-	-	-	-	82%	*	*	85%	83%	80%	88%	-	-	-	-
	Male	73%	67%	**69%**	65%	71%	-	-	-	-	*	69%	*	40%	73%	80%	69%	-	-	*	-	*
	Female	80%	76%	**75%**	81%	72%	-	-	-	-	*	74%	*	63%	78%	88%	-	75%	-	-	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	73%	73%	**70%**	73%	69%	-	-	-	-	*	70%	80%	62%	72%	70%	71%	70%	-	*	-	*
	CWD	47%	39%	**62%**	83%	43%	-	-	-	-	-	67%	*	62%	-	*	40%	75%	-	*	-	-
	CWOD	79%	79%	**72%**	71%	75%	-	-	-	-	*	70%	*	-	72%	75%	75%	69%	-	-	-	*
	EL	65%	72%	**70%**	-	70%	-	-	-	-	-	68%	*	*	75%	70%	73%	63%	-	-	-	-
	Male	73%	73%	**71%**	68%	71%	-	-	-	-	*	71%	*	40%	75%	73%	71%	-	-	*	-	*
	Female	72%	73%	**70%**	76%	67%	-	-	-	-	*	68%	*	75%	69%	63%	-	70%	-	-	-	-
Science	All Students	63%	62%	**50%**	51%	51%	-	-	-	-	*	49%	60%	31%	54%	52%	57%	43%	-	*	-	*
	CWD	40%	20%	**31%**	50%	14%	-	-	-	-	-	33%	*	31%	-	*	20%	38%	-	*	-	-
	CWOD	69%	69%	**54%**	51%	59%	-	-	-	-	*	52%	*	-	54%	55%	62%	44%	-	-	-	*
	EL	49%	63%	**52%**	-	52%	-	-	-	-	-	50%	*	*	55%	52%	60%	38%	-	-	-	-
	Male	66%	65%	**57%**	60%	57%	-	-	-	-	*	59%	*	20%	62%	60%	57%	-	-	*	-	*
	Female	61%	58%	**43%**	43%	44%	-	-	-	-	*	39%	*	38%	44%	38%	-	43%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	50%	42%	**35%**	36%	30%	-	-	-	-	*	34%	40%	24%	37%	23%	36%	33%	-	*	-	-
	CWD	27%	22%	**24%**	44%	9%	-	-	-	-	*	21%	*	24%	-	14%	27%	20%	-	-	-	-
	CWOD	57%	46%	**37%**	34%	36%	-	-	-	-	*	38%	*	-	37%	26%	38%	36%	-	*	-	-
	EL	36%	35%	**23%**	-	23%	-	-	-	-	-	24%	*	14%	26%	23%	33%	9%	-	-	-	-
	Male	48%	36%	**36%**	30%	36%	-	-	-	-	*	36%	-	27%	38%	33%	36%	-	-	*	-	-
	Female	53%	48%	**33%**	41%	18%	-	-	-	-	*	32%	40%	20%	36%	9%	-	33%	-	-	-	-
Mathematics	All Students	45%	42%	**38%**	32%	44%	-	-	-	-	*	39%	20%	24%	42%	42%	47%	28%	-	*	-	-
	CWD	27%	26%	**24%**	33%	18%	-	-	-	-	*	26%	*	24%	-	14%	27%	20%	-	-	-	-
	CWOD	50%	46%	**42%**	32%	51%	-	-	-	-	*	43%	*	-	42%	53%	51%	31%	-	*	-	-
	EL	37%	46%	**42%**	-	42%	-	-	-	-	-	44%	*	14%	53%	42%	53%	27%	-	-	-	-
	Male	49%	45%	**47%**	35%	52%	-	-	-	-	*	47%	-	27%	51%	53%	47%	-	-	*	-	-
	Female	41%	39%	**28%**	30%	29%	-	-	-	-	*	29%	20%	20%	31%	27%	-	28%	-	-	-	-
Grade 4																						
Reading	All Students	53%	52%	**42%**	41%	42%	*	-	-	-	*	41%	57%	29%	46%	33%	36%	48%	-	*	-	*
	CWD	26%	26%	**29%**	33%	22%	-	-	-	-	-	22%	*	29%	-	40%	27%	30%	-	-	-	-
	CWOD	60%	58%	**46%**	44%	48%	*	-	-	-	*	46%	*	-	46%	29%	39%	53%	-	*	-	*
	EL	40%	46%	**33%**	-	33%	-	-	-	-	-	27%	*	40%	29%	33%	20%	43%	-	-	-	-
	Male	50%	48%	**36%**	33%	33%	*	-	-	-	*	37%	*	27%	39%	20%	36%	-	-	*	-	-
	Female	57%	56%	**48%**	48%	50%	-	-	-	-	*	45%	67%	30%	53%	43%	-	48%	-	*	-	*
Mathematics	All Students	46%	47%	**40%**	33%	45%	*	-	-	-	*	42%	14%	29%	44%	31%	48%	33%	-	*	-	*
	CWD	25%	25%	**29%**	25%	33%	-	-	-	-	-	28%	*	29%	-	60%	27%	30%	-	-	-	-
	CWOD	51%	51%	**44%**	36%	48%	*	-	-	-	*	46%	*	-	44%	13%	55%	34%	-	*	-	*
	EL	37%	42%	**31%**	-	31%	-	-	-	-	-	25%	*	60%	13%	31%	17%	43%	-	-	-	-
	Male	50%	53%	**48%**	46%	44%	*	-	-	-	*	49%	*	27%	55%	17%	48%	-	-	*	-	-
	Female	42%	40%	**33%**	22%	45%	-	-	-	-	*	36%	17%	30%	34%	43%	-	33%	-	*	-	*
Grade 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
Reading	All Students	57%	48%	**40%**	41%	38%	-	-	-	-	*	39%	60%	23%	43%	39%	40%	40%	-	*	-	*
	CWD	26%	11%	**23%**	33%	14%	-	-	-	-	-	25%	*	23%	-	*	20%	25%	-	*	-	-
	CWOD	65%	55%	**43%**	43%	44%	-	-	-	-	*	42%	*	-	43%	40%	43%	44%	-	-	-	*
	EL	41%	46%	**39%**	-	39%	-	-	-	-	-	41%	*	*	40%	39%	40%	38%	-	-	-	-
	Male	53%	48%	**40%**	45%	33%	-	-	-	-	*	41%	*	20%	43%	40%	40%	-	-	*	-	*
	Female	61%	48%	**40%**	38%	44%	-	-	-	-	*	37%	*	25%	44%	38%	-	40%	-	-	-	-
Mathematics	All Students	46%	40%	**35%**	28%	41%	-	-	-	-	*	36%	20%	15%	38%	43%	46%	23%	-	*	-	*
	CWD	23%	10%	**15%**	17%	14%	-	-	-	-	-	17%	*	15%	-	*	0%	25%	-	*	-	-
	CWOD	52%	46%	**38%**	29%	47%	-	-	-	-	*	39%	*	-	38%	45%	53%	22%	-	-	-	*
	EL	36%	38%	**43%**	-	43%	-	-	-	-	-	45%	*	*	45%	43%	53%	25%	-	-	-	-
	Male	48%	45%	**46%**	42%	48%	-	-	-	-	*	47%	*	0%	53%	53%	46%	-	-	*	-	*
	Female	44%	35%	**23%**	14%	33%	-	-	-	-	*	24%	*	25%	22%	25%	-	23%	-	-	-	-
Science	All Students	30%	23%	**10%**	5%	15%	-	-	-	-	*	10%	0%	8%	10%	22%	14%	5%	-	*	-	*
	CWD	17%	7%	**8%**	0%	14%	-	-	-	-	-	8%	*	8%	-	*	0%	13%	-	*	-	-
	CWOD	33%	26%	**10%**	6%	16%	-	-	-	-	*	11%	*	-	10%	20%	16%	3%	-	-	-	*
	EL	16%	22%	**22%**	-	22%	-	-	-	-	-	23%	*	*	20%	22%	20%	25%	-	-	-	-
	Male	33%	27%	**14%**	10%	19%	-	-	-	-	*	15%	*	0%	16%	20%	14%	-	-	*	-	*
	Female	27%	20%	**5%**	0%	11%	-	-	-	-	*	5%	*	13%	3%	25%	-	5%	-	-	-	-
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	22%	16%	**7%**	8%	6%	-	-	-	-	*	7%	0%	0%	8%	8%	9%	4%	-	*	-	-
	CWD	7%	7%	**0%**	0%	0%	-	-	-	-	*	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	26%	18%	**8%**	10%	8%	-	-	-	-	*	9%	*	-	8%	11%	11%	6%	-	*	-	-
	EL	13%	15%	**8%**	-	8%	-	-	-	-	-	8%	*	0%	11%	8%	7%	9%	-	-	-	-
	Male	20%	12%	**9%**	13%	6%	-	-	-	-	*	9%	-	0%	11%	7%	9%	-	-	*	-	-
	Female	24%	21%	**4%**	4%	6%	-	-	-	-	*	5%	0%	0%	6%	9%	-	4%	-	-	-	-
Mathematics	All Students	19%	12%	**8%**	6%	10%	-	-	-	-	*	8%	0%	5%	8%	8%	12%	2%	-	*	-	-
	CWD	8%	10%	**5%**	0%	9%	-	-	-	-	*	5%	*	5%	-	0%	9%	0%	-	-	-	-
	CWOD	22%	12%	**8%**	7%	10%	-	-	-	-	*	9%	*	-	8%	11%	13%	3%	-	*	-	-
	EL	12%	16%	**8%**	-	8%	-	-	-	-	-	8%	*	0%	11%	8%	7%	9%	-	-	-	-
	Male	22%	15%	**12%**	13%	12%	-	-	-	-	*	12%	-	9%	13%	7%	12%	-	-	*	-	-
	Female	15%	8%	**2%**	0%	6%	-	-	-	-	*	2%	0%	0%	3%	9%	-	2%	-	-	-	-
Grade 4																						
Reading	All Students	23%	21%	**7%**	8%	3%	*	-	-	-	*	6%	14%	5%	7%	8%	7%	6%	-	*	-	*
	CWD	6%	5%	**5%**	0%	11%	-	-	-	-	-	6%	*	5%	-	20%	9%	0%	-	-	-	-
	CWOD	28%	24%	**7%**	10%	0%	*	-	-	-	*	6%	*	-	7%	0%	6%	8%	-	*	-	*
	EL	13%	21%	**8%**	-	8%	-	-	-	-	-	9%	*	20%	0%	8%	20%	0%	-	-	-	-
	Male	20%	19%	**7%**	4%	6%	*	-	-	-	*	7%	*	9%	6%	20%	7%	-	-	*	-	-
	Female	26%	24%	**6%**	11%	0%	-	-	-	-	*	5%	17%	0%	8%	0%	-	6%	-	*	-	*

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	23%	21%	**17%**	12%	24%	*	-	-	-	*	19%	0%	5%	21%	8%	20%	15%	-	*	-	*
	CWD	9%	10%	**5%**	0%	11%	-	-	-	-	-	6%	*	5%	-	20%	9%	0%	-	-	-	-
	CWOD	27%	23%	**21%**	15%	28%	*	-	-	-	*	22%	*	-	21%	0%	24%	18%	-	*	-	*
	EL	16%	20%	**8%**	-	8%	-	-	-	-	-	8%	*	20%	0%	8%	17%	0%	-	-	-	-
	Male	27%	26%	**20%**	13%	28%	*	-	-	-	*	21%	*	9%	24%	17%	20%	-	-	*	-	-
	Female	19%	16%	**15%**	11%	20%	-	-	-	-	*	17%	0%	0%	18%	0%	-	15%	-	*	-	*
Grade 5																						
Reading	All Students	29%	18%	**11%**	10%	13%	-	-	-	-	*	12%	0%	0%	13%	17%	14%	8%	-	*	-	*
	CWD	7%	0%	**0%**	0%	0%	-	-	-	-	-	0%	*	0%	-	*	0%	0%	-	*	-	-
	CWOD	35%	21%	**13%**	11%	16%	-	-	-	-	*	14%	*	-	13%	20%	16%	9%	-	-	-	*
	EL	15%	19%	**17%**	-	17%	-	-	-	-	-	18%	*	*	20%	17%	20%	13%	-	-	-	-
	Male	26%	19%	**14%**	10%	19%	-	-	-	-	*	15%	*	0%	16%	20%	14%	-	-	*	-	*
	Female	32%	18%	**8%**	10%	6%	-	-	-	-	*	8%	*	0%	9%	13%	-	8%	-	-	-	-
Mathematics	All Students	21%	14%	**14%**	15%	13%	-	-	-	-	*	14%	0%	8%	15%	17%	22%	5%	-	*	-	*
	CWD	7%	1%	**8%**	17%	0%	-	-	-	-	-	8%	*	8%	-	*	0%	13%	-	*	-	-
	CWOD	25%	16%	**15%**	15%	16%	-	-	-	-	*	16%	*	-	15%	20%	25%	3%	-	-	-	*
	EL	13%	13%	**17%**	-	17%	-	-	-	-	-	18%	*	*	20%	17%	20%	13%	-	-	-	-
	Male	24%	19%	**22%**	26%	19%	-	-	-	-	*	24%	*	0%	25%	20%	22%	-	-	*	-	*
	Female	19%	9%	**5%**	5%	6%	-	-	-	-	*	5%	*	13%	3%	13%	-	5%	-	-	-	-
Science	All Students	12%	7%	**1%**	2%	0%	-	-	-	-	*	1%	0%	0%	1%	0%	2%	0%	-	*	-	*
	CWD	5%	1%	**0%**	0%	0%	-	-	-	-	-	0%	*	0%	-	*	0%	0%	-	*	-	-
	CWOD	14%	8%	**1%**	3%	0%	-	-	-	-	*	2%	*	-	1%	0%	3%	0%	-	-	-	*
	EL	4%	6%	**0%**	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	13%	9%	**2%**	5%	0%	-	-	-	-	*	3%	*	0%	3%	0%	2%	-	-	*	-	*
	Female	11%	5%	**0%**	0%	0%	-	-	-	-	*	0%	*	0%	0%	0%	-	0%	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	76%	**67%**	68%	65%	*	-	-	-	67%	65%	85%	46%	72%	61%	69%	64%	-	64%	-	40%
	CWD	46%	47%	**46%**	62%	31%	-	-	-	-	*	44%	62%	46%	-	45%	39%	52%	-	*	-	-
	CWOD	79%	80%	**72%**	70%	73%	*	-	-	-	75%	70%	96%	-	72%	66%	75%	68%	-	75%	-	40%
	EL	59%	72%	**61%**	-	61%	-	-	-	-	-	61%	71%	45%	66%	61%	64%	58%	-	-	-	-
	Male	71%	73%	**69%**	71%	65%	*	-	-	-	89%	69%	64%	39%	75%	64%	69%	-	-	56%	-	*
	Female	75%	79%	**64%**	65%	64%	-	-	-	-	44%	61%	93%	52%	68%	58%	-	64%	-	*	-	*
Reading	All Students	74%	77%	**70%**	73%	66%	*	-	-	-	75%	69%	88%	45%	76%	64%	70%	69%	-	60%	-	*
	CWD	45%	43%	**45%**	59%	33%	-	-	-	-	*	43%	67%	45%	-	53%	41%	50%	-	*	-	-
	CWOD	80%	81%	**76%**	76%	75%	*	-	-	-	86%	75%	100%	-	76%	67%	77%	75%	-	*	-	*
	EL	57%	72%	**64%**	-	64%	-	-	-	-	-	64%	*	53%	67%	64%	66%	62%	-	-	-	-
	Male	70%	72%	**70%**	72%	67%	*	-	-	-	*	70%	*	41%	77%	66%	70%	-	-	*	-	*
	Female	79%	82%	**69%**	73%	65%	-	-	-	-	*	67%	92%	50%	75%	62%	-	69%	-	*	-	*

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	70%	72%	**68%**	69%	67%	*	-	-	-	75%	67%	88%	49%	73%	62%	71%	66%	-	80%	-	*
	CWD	45%	49%	**49%**	67%	33%	-	-	-	-	*	47%	67%	49%	-	40%	41%	57%	-	*	-	-
	CWOD	76%	76%	**73%**	69%	76%	*	-	-	-	86%	72%	100%	-	73%	70%	78%	68%	-	*	-	*
	EL	60%	70%	**62%**	-	62%	-	-	-	-	-	62%	*	40%	70%	62%	63%	62%	-	-	-	-
	Male	71%	71%	**71%**	74%	65%	*	-	-	-	*	71%	*	41%	78%	63%	71%	-	-	*	-	*
	Female	70%	73%	**66%**	64%	69%	-	-	-	-	*	63%	92%	57%	68%	62%	-	66%	-	*	-	*
Science	All Students	76%	81%	**50%**	51%	51%	-	-	-	-	*	49%	60%	31%	54%	52%	57%	43%	-	*	-	*
	CWD	52%	54%	**31%**	50%	14%	-	-	-	-	-	33%	*	31%	-	*	20%	38%	-	*	-	-
	CWOD	81%	84%	**54%**	51%	59%	-	-	-	-	*	52%	*	-	54%	55%	62%	44%	-	-	-	*
	EL	63%	79%	**52%**	-	52%	-	-	-	-	-	50%	*	*	55%	52%	60%	38%	-	-	-	-
	Male	77%	81%	**57%**	60%	57%	-	-	-	-	*	59%	*	20%	62%	60%	57%	-	-	*	-	*
	Female	76%	81%	**43%**	43%	44%	-	-	-	-	*	39%	*	38%	44%	38%	-	43%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	48%	49%	**35%**	31%	37%	*	-	-	-	56%	35%	31%	23%	38%	34%	39%	31%	-	9%	-	40%
	CWD	23%	22%	**23%**	28%	18%	-	-	-	-	*	22%	31%	23%	-	30%	22%	23%	-	*	-	-
	CWOD	53%	53%	**38%**	32%	41%	*	-	-	-	63%	38%	31%	-	38%	35%	42%	32%	-	13%	-	40%
	EL	30%	43%	**34%**	-	34%	-	-	-	-	-	34%	29%	30%	35%	34%	38%	28%	-	-	-	-
	Male	47%	47%	**39%**	35%	39%	*	-	-	-	89%	39%	18%	22%	42%	38%	39%	-	-	0%	-	*
	Female	49%	52%	**31%**	29%	34%	-	-	-	-	22%	30%	36%	23%	32%	28%	-	31%	-	*	-	*
Reading	All Students	53%	54%	**39%**	39%	36%	*	-	-	-	63%	38%	53%	25%	42%	31%	38%	40%	-	20%	-	*
	CWD	23%	21%	**25%**	37%	15%	-	-	-	-	*	22%	50%	25%	-	27%	26%	25%	-	*	-	-
	CWOD	59%	59%	**42%**	40%	42%	*	-	-	-	71%	42%	55%	-	42%	33%	40%	44%	-	*	-	*
	EL	31%	46%	**31%**	-	31%	-	-	-	-	-	31%	*	27%	33%	31%	34%	27%	-	-	-	-
	Male	48%	49%	**38%**	36%	35%	*	-	-	-	*	38%	*	26%	40%	34%	38%	-	-	*	-	*
	Female	58%	60%	**40%**	43%	38%	-	-	-	-	*	38%	62%	25%	44%	27%	-	40%	-	*	-	*
Mathematics	All Students	43%	43%	**38%**	31%	43%	*	-	-	-	63%	39%	18%	24%	41%	41%	47%	28%	-	0%	-	*
	CWD	22%	22%	**24%**	26%	22%	-	-	-	-	*	24%	17%	24%	-	33%	22%	25%	-	*	-	-
	CWOD	48%	46%	**41%**	32%	49%	*	-	-	-	71%	43%	18%	-	41%	43%	53%	29%	-	*	-	*
	EL	30%	40%	**41%**	-	41%	-	-	-	-	-	41%	*	33%	43%	41%	49%	31%	-	-	-	-
	Male	45%	43%	**47%**	41%	49%	*	-	-	-	*	47%	*	22%	53%	49%	47%	-	-	*	-	*
	Female	42%	43%	**28%**	23%	36%	-	-	-	-	*	30%	15%	25%	29%	31%	-	28%	-	*	-	*
Science	All Students	46%	49%	**10%**	5%	15%	-	-	-	-	*	10%	0%	8%	10%	22%	14%	5%	-	*	-	*
	CWD	22%	22%	**8%**	0%	14%	-	-	-	-	-	8%	*	8%	-	*	0%	13%	-	*	-	-
	CWOD	50%	52%	**10%**	6%	16%	-	-	-	-	*	11%	*	-	10%	20%	16%	3%	-	-	-	*
	EL	26%	43%	**22%**	-	22%	-	-	-	-	-	23%	*	*	20%	22%	20%	25%	-	-	-	-
	Male	47%	49%	**14%**	10%	19%	-	-	-	-	*	15%	*	0%	16%	20%	14%	-	-	*	-	*
	Female	45%	48%	**5%**	0%	11%	-	-	-	-	*	5%	*	13%	3%	25%	-	5%	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						

Texas Education Agency
2025 Federal Report Card
SOUTHSIDE EL (101845105) - YES PREP PUBLIC SCHOOLS INC - HARRIS 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
All Subjects	All Students	20%	18%	**9%**	9%	10%	*	-	-	-	0%	10%	3%	3%	11%	10%	12%	6%	-	0%	-	0%
	CWD	6%	5%	**3%**	2%	5%	-	-	-	-	*	4%	0%	3%	-	6%	5%	2%	-	*	-	-
	CWOD	23%	19%	**11%**	10%	11%	*	-	-	-	0%	11%	4%	-	11%	11%	14%	7%	-	0%	-	0%
	EL	9%	13%	**10%**	-	10%	-	-	-	-	-	10%	0%	6%	11%	10%	12%	7%	-	-	-	-
	Male	20%	17%	**12%**	12%	12%	*	-	-	-	0%	13%	0%	5%	14%	12%	12%	-	-	0%	-	*
	Female	21%	19%	**6%**	6%	6%	-	-	-	-	0%	6%	4%	2%	7%	7%	-	6%	-	*	-	*
Reading	All Students	22%	19%	**8%**	8%	7%	*	-	-	-	0%	8%	6%	2%	9%	11%	10%	6%	-	0%	-	*
	CWD	6%	4%	**2%**	0%	4%	-	-	-	-	*	2%	0%	2%	-	7%	4%	0%	-	*	-	-
	CWOD	25%	21%	**9%**	10%	8%	*	-	-	-	0%	9%	9%	-	9%	13%	11%	8%	-	*	-	*
	EL	8%	14%	**11%**	-	11%	-	-	-	-	-	12%	*	7%	13%	11%	14%	8%	-	-	-	-
	Male	19%	16%	**10%**	9%	10%	*	-	-	-	*	10%	*	4%	11%	14%	10%	-	-	*	-	*
	Female	25%	22%	**6%**	8%	4%	-	-	-	-	*	6%	8%	0%	8%	8%	-	6%	-	*	-	*
Mathematics	All Students	19%	18%	**13%**	11%	15%	*	-	-	-	0%	13%	0%	5%	14%	11%	17%	7%	-	0%	-	*
	CWD	7%	6%	**5%**	4%	7%	-	-	-	-	*	6%	0%	5%	-	7%	7%	4%	-	*	-	-
	CWOD	22%	19%	**14%**	12%	17%	*	-	-	-	0%	15%	0%	-	14%	13%	20%	8%	-	*	-	*
	EL	11%	15%	**11%**	-	11%	-	-	-	-	-	12%	*	7%	13%	11%	14%	8%	-	-	-	-
	Male	21%	18%	**17%**	17%	18%	*	-	-	-	*	18%	*	7%	20%	14%	17%	-	-	*	-	*
	Female	18%	17%	**7%**	5%	11%	-	-	-	-	*	8%	0%	4%	8%	8%	-	7%	-	*	-	*
Science	All Students	17%	14%	**1%**	2%	0%	-	-	-	-	*	1%	0%	0%	1%	0%	2%	0%	-	*	-	*
	CWD	5%	5%	**0%**	0%	0%	-	-	-	-	-	0%	*	0%	-	*	0%	0%	-	*	-	-
	CWOD	19%	15%	**1%**	3%	0%	-	-	-	-	*	2%	*	-	1%	0%	3%	0%	-	-	-	*
	EL	5%	10%	**0%**	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	18%	15%	**2%**	5%	0%	-	-	-	-	*	3%	*	0%	3%	0%	2%	-	-	*	-	*
	Female	15%	13%	**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	66	70	61	*	-	-	-	*	65	54	69
CWD	54	65	42	-	-	-	-	-	50	54	47
CWOD	69	71	66	*	-	-	-	*	68	-	75
EL ✧	69	-	69	-	-	-	-	-	73	47	69
Male	64	64	61	*	-	-	-	*	63	59	68
Female	68	74	61	-	-	-	-	*	67	50	70
Mathematics											
All Students	68	64	72	*	-	-	-	*	68	55	70
CWD	55	64	45	-	-	-	-	-	54	55	44
CWOD	71	64	79	*	-	-	-	*	71	-	78
EL ✧	70	-	70	-	-	-	-	-	74	44	70
Male	72	69	74	*	-	-	-	*	72	50	71
Female	64	59	70	-	-	-	-	*	64	60	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	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL ✧	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

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

Part (iv): English Language Proficiency

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
121	28	23%

- 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	37	36	37	*	-	-	-	41	37	24	35
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

Part (vi): Goal Meeting Status

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

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

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

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

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

Part (vii): STAAR Participation

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

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

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

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 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	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	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	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-	-

	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	19	14	5	0	0	0	0	0	2	0
Female	17	10	7	0	0	0	0	0	0	0
Total	36	24	12	0	0	0	0	0	2	0

Accelerated Coursework

	Total Students		African American		Hispanic		White		Indian or Alaska Native		Asian		Pacific Islander		Two or More Races		EL		Students with Disabilities	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
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	6.0	11.8%
Teachers Teaching with Emergency or Provisional Credentials	4.0	8.5%
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		$1,246	$148	$849	$997		$249	$249
Food services		$791	$9	$4	$13	$727	$50	$777
Instruction		$7,809	$6,305	$94	$6,399	$1,321	$88	$1,409
Support services, general administration		$50		$50	$50			
Support services, instructional staff		$917	$392	$4	$396	$277	$244	$521
Support services, operation and maintenance of plant		$1,331	$950	$123	$1,073	$245	$13	$258
Support services, pupils		$695	$429	$100	$529	$124	$41	$165
Support services, school administration		$1,806	$1,715	$68	$1,783	$13	$10	$23
Support services, student transportation		$806	$666	$45	$711	$85	$11	$96
Total	**606**	**$15,449**	**$10,614**	**$1,337**	**$11,951**	**$2,792**	**$706**	**$3,498**

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%	13	2%	*	2%
Mathematics	7,510	2%	13	2%	*	2%
Grade 4						
Reading	6,669	2%	10	2%	*	3%
Mathematics	6,666	2%	10	2%	*	3%
Grade 5						
Reading	6,321	2%	*	1%	*	1%
Mathematics	6,324	2%	*	1%	*	1%
Science	6,315	2%	*	1%	*	1%
Grade 6						
Reading	5,876	1%	19	1%	-	-
Mathematics	5,877	1%	19	1%	-	-
Grade 7						
Reading	5,387	1%	17	1%	-	-
Mathematics	5,385	2%	17	1%	-	-
Grade 8						
Reading	4,906	1%	19	1%	-	-
Mathematics	4,907	1%	19	1%	-	-
Science	4,904	1%	18	1%	-	-
End of Course						
English I	4,932	1%	18	1%	-	-
English II	4,732	1%	13	1%	-	-
Algebra I	4,932	1%	17	1%	-	-
Biology	4,992	1%	18	1%	-	-
All Grades						
All Subjects	104,161	1%	249	1%	13	2%
Reading	46,349	1%	112	1%	6	2%
Mathematics	41,601	1%	98	1%	6	2%
Science	16,211	1%	39	1%	*	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)

There is no data for this campus.

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	33%	40%	25%	27%	-	*	-	17%	34%	30%	17%

- Indicates there are no students in the group.

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

Part (xv): Section 1003 Fund

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

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																						
Grade 6																						
Reading	All Students	76%	73%	**65%**	57%	70%	*	-	-	-	*	65%	*	29%	69%	61%	58%	73%	-	-	-	-
	CWD	46%	43%	**29%**	29%	29%	-	-	-	-	-	29%	-	29%	-	*	25%	*	-	-	-	-
	CWOD	82%	77%	**69%**	62%	73%	*	-	-	-	*	69%	*	-	69%	65%	64%	73%	-	-	-	-
	EL	56%	68%	**61%**	-	60%	*	-	-	-	-	60%	*	*	65%	61%	59%	64%	-	-	-	-
	Male	72%	65%	**58%**	40%	65%	*	-	-	-	*	58%	*	25%	64%	59%	58%	-	-	-	-	-
	Female	80%	81%	**73%**	67%	77%	-	-	-	-	*	73%	*	*	73%	64%	-	73%	-	-	-	-
Mathematics	All Students	72%	71%	**60%**	56%	61%	*	-	-	-	*	60%	*	29%	63%	59%	51%	69%	-	-	-	-
	CWD	50%	48%	**29%**	43%	14%	-	-	-	-	-	29%	-	29%	-	*	25%	*	-	-	-	-
	CWOD	78%	73%	**63%**	59%	65%	*	-	-	-	*	63%	*	-	63%	63%	56%	70%	-	-	-	-
	EL	60%	68%	**59%**	-	58%	*	-	-	-	-	58%	*	*	63%	59%	53%	68%	-	-	-	-
	Male	74%	69%	**51%**	50%	50%	*	-	-	-	*	51%	*	25%	56%	53%	51%	-	-	-	-	-
	Female	71%	72%	**69%**	61%	77%	-	-	-	-	*	70%	*	*	70%	68%	-	69%	-	-	-	-
Grade 7																						
Reading	All Students	74%	76%	**67%**	58%	71%	*	-	-	-	-	66%	86%	50%	69%	57%	68%	66%	-	-	-	-
	CWD	41%	45%	**50%**	17%	71%	*	-	-	-	-	50%	-	50%	-	*	20%	67%	-	-	-	-
	CWOD	81%	79%	**69%**	63%	71%	-	-	-	-	-	68%	86%	-	69%	60%	72%	66%	-	-	-	-
	EL	56%	70%	**57%**	-	57%	-	-	-	-	-	57%	*	*	60%	57%	63%	50%	-	-	-	-
	Male	70%	71%	**68%**	50%	73%	-	-	-	-	-	67%	83%	20%	72%	63%	68%	-	-	-	-	-
	Female	79%	80%	**66%**	61%	67%	*	-	-	-	-	65%	*	67%	66%	50%	-	66%	-	-	-	-
Mathematics	All Students	53%	59%	**58%**	40%	65%	*	-	-	-	-	56%	86%	50%	59%	56%	66%	49%	-	-	-	-
	CWD	31%	37%	**50%**	17%	71%	*	-	-	-	-	50%	-	50%	-	*	20%	67%	-	-	-	-
	CWOD	58%	62%	**59%**	44%	64%	-	-	-	-	-	57%	86%	-	59%	58%	69%	47%	-	-	-	-
	EL	39%	54%	**56%**	-	56%	-	-	-	-	-	55%	*	*	58%	56%	70%	38%	-	-	-	-
	Male	55%	61%	**66%**	35%	75%	-	-	-	-	-	64%	83%	20%	69%	70%	66%	-	-	-	-	-
	Female	51%	58%	**49%**	43%	51%	*	-	-	-	-	48%	*	67%	47%	38%	-	49%	-	-	-	-
Grade 8																						
Reading	All Students	80%	86%	**85%**	79%	88%	-	-	-	-	*	84%	100%	60%	88%	80%	77%	92%	-	-	-	-
	CWD	49%	55%	**60%**	70%	40%	-	-	-	-	-	60%	-	60%	-	40%	25%	100%	-	-	-	-
	CWOD	85%	89%	**88%**	81%	92%	-	-	-	-	*	87%	100%	-	88%	85%	84%	91%	-	-	-	-
	EL	62%	82%	**80%**	-	80%	-	-	-	-	-	80%	-	40%	85%	80%	73%	87%	-	-	-	-
	Male	76%	82%	**77%**	70%	82%	-	-	-	-	*	76%	*	25%	84%	73%	77%	-	-	-	-	-
	Female	85%	90%	**92%**	90%	93%	-	-	-	-	*	92%	*	100%	91%	87%	-	92%	-	-	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	69%	74%	**68%**	60%	78%	-	-	-	-	*	67%	*	60%	69%	69%	63%	73%	-	-	-	-
	CWD	42%	54%	**60%**	70%	40%	-	-	-	-	-	60%	-	60%	-	40%	25%	100%	-	-	-	-
	CWOD	74%	78%	**69%**	58%	81%	-	-	-	-	*	68%	*	-	69%	74%	70%	69%	-	-	-	-
	EL	56%	75%	**69%**	-	69%	-	-	-	-	-	69%	-	40%	74%	69%	67%	71%	-	-	-	-
	Male	68%	71%	**63%**	53%	77%	-	-	-	-	*	62%	*	25%	70%	67%	63%	-	-	-	-	-
	Female	71%	78%	**73%**	68%	78%	-	-	-	-	*	71%	*	100%	69%	71%	-	73%	-	-	-	-
Science	All Students	72%	73%	**65%**	58%	69%	-	-	-	-	*	63%	100%	33%	68%	59%	71%	59%	-	-	-	-
	CWD	43%	42%	**33%**	40%	20%	-	-	-	-	-	33%	-	33%	-	20%	13%	57%	-	-	-	-
	CWOD	77%	77%	**68%**	62%	71%	-	-	-	-	*	66%	100%	-	68%	63%	78%	58%	-	-	-	-
	EL	54%	69%	**59%**	-	59%	-	-	-	-	-	59%	-	20%	63%	59%	82%	36%	-	-	-	-
	Male	73%	74%	**71%**	52%	88%	-	-	-	-	*	70%	*	13%	78%	82%	71%	-	-	-	-	-
	Female	71%	73%	**59%**	66%	53%	-	-	-	-	*	57%	*	57%	58%	36%	-	59%	-	-	-	-
End of Course																						
English I	All Students	66%	73%	**69%**	62%	73%	*	-	-	-	83%	68%	86%	35%	76%	69%	68%	70%	-	-	-	-
	CWD	35%	39%	**35%**	31%	25%	-	-	-	-	*	35%	-	35%	-	29%	45%	27%	-	-	-	-
	CWOD	72%	78%	**76%**	71%	78%	*	-	-	-	*	75%	86%	-	76%	74%	72%	79%	-	-	-	-
	EL	45%	70%	**69%**	-	68%	*	-	-	-	-	68%	*	29%	74%	69%	61%	77%	-	-	-	-
	Male	61%	69%	**68%**	61%	71%	-	-	-	-	*	68%	*	45%	72%	61%	68%	-	-	-	-	-
	Female	72%	78%	**70%**	62%	75%	*	-	-	-	*	69%	*	27%	79%	77%	-	70%	-	-	-	-
English II	All Students	70%	78%	**60%**	51%	66%	*	-	-	-	-	59%	86%	22%	71%	60%	51%	70%	-	-	-	-
	CWD	36%	38%	**22%**	33%	0%	-	-	-	-	-	17%	*	22%	-	0%	21%	23%	-	-	-	-
	CWOD	76%	84%	**71%**	61%	75%	*	-	-	-	-	69%	*	-	71%	68%	59%	81%	-	-	-	-
	EL	47%	70%	**60%**	-	59%	*	-	-	-	-	60%	-	0%	68%	60%	53%	70%	-	-	-	-
	Male	66%	73%	**51%**	40%	57%	*	-	-	-	-	49%	*	21%	59%	53%	51%	-	-	-	-	-
	Female	75%	84%	**70%**	62%	75%	-	-	-	-	-	69%	80%	23%	81%	70%	-	70%	-	-	-	-
Algebra I	All Students	76%	84%	**78%**	66%	86%	-	-	-	-	100%	78%	100%	42%	84%	81%	82%	75%	-	-	-	-
	CWD	52%	59%	**42%**	38%	33%	-	-	-	-	*	42%	-	42%	-	40%	45%	38%	-	-	-	-
	CWOD	80%	87%	**84%**	75%	90%	-	-	-	-	*	84%	100%	-	84%	86%	88%	81%	-	-	-	-
	EL	68%	84%	**81%**	-	81%	-	-	-	-	-	81%	-	40%	86%	81%	85%	78%	-	-	-	-
	Male	73%	81%	**82%**	67%	91%	-	-	-	-	*	81%	*	45%	88%	85%	82%	-	-	-	-	-
	Female	79%	88%	**75%**	66%	82%	-	-	-	-	*	75%	*	38%	81%	78%	-	75%	-	-	-	-
Biology	All Students	91%	92%	**93%**	87%	96%	*	-	-	-	100%	93%	100%	74%	97%	95%	92%	94%	-	-	-	-
	CWD	76%	75%	**74%**	60%	100%	-	-	-	-	*	74%	-	74%	-	100%	75%	73%	-	-	-	-
	CWOD	93%	94%	**97%**	97%	96%	*	-	-	-	*	96%	100%	-	97%	94%	96%	97%	-	-	-	-
	EL	82%	91%	**95%**	-	95%	*	-	-	-	-	95%	*	100%	94%	95%	92%	97%	-	-	-	-
	Male	89%	91%	**92%**	86%	95%	-	-	-	-	*	92%	*	75%	96%	92%	92%	-	-	-	-	-
	Female	92%	93%	**94%**	88%	98%	*	-	-	-	*	93%	*	73%	97%	97%	-	94%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 6																						

		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	55%	51%	**35%**	28%	39%	*	-	-	-	*	34%	*	14%	37%	29%	25%	45%	-	-	-	-
	CWD	24%	22%	**14%**	29%	0%	-	-	-	-	-	14%	-	14%	-	*	8%	*	-	-	-	-
	CWOD	62%	55%	**37%**	28%	42%	*	-	-	-	*	36%	*	-	37%	31%	28%	45%	-	-	-	-
	EL	30%	44%	**29%**	-	29%	*	-	-	-	-	27%	*	*	31%	29%	26%	32%	-	-	-	-
	Male	50%	44%	**25%**	15%	30%	*	-	-	-	*	24%	*	8%	28%	26%	25%	-	-	-	-	-
	Female	59%	58%	**45%**	37%	51%	-	-	-	-	*	45%	*	*	45%	32%	-	45%	-	-	-	-
Mathematics	All Students	38%	35%	**19%**	13%	23%	*	-	-	-	*	19%	*	14%	19%	20%	18%	19%	-	-	-	-
	CWD	19%	18%	**14%**	29%	0%	-	-	-	-	-	14%	-	14%	-	*	8%	*	-	-	-	-
	CWOD	43%	38%	**19%**	10%	24%	*	-	-	-	*	19%	*	-	19%	21%	20%	18%	-	-	-	-
	EL	22%	32%	**20%**	-	20%	*	-	-	-	-	20%	*	*	21%	20%	24%	14%	-	-	-	-
	Male	41%	37%	**18%**	10%	22%	*	-	-	-	*	19%	*	8%	20%	24%	18%	-	-	-	-	-
	Female	36%	34%	**19%**	14%	23%	-	-	-	-	*	18%	*	*	18%	14%	-	19%	-	-	-	-
Grade 7																						
Reading	All Students	52%	53%	**44%**	40%	44%	*	-	-	-	-	44%	43%	43%	44%	31%	41%	46%	-	-	-	-
	CWD	21%	22%	**43%**	17%	57%	*	-	-	-	-	43%	-	43%	-	*	20%	56%	-	-	-	-
	CWOD	58%	56%	**44%**	43%	43%	-	-	-	-	-	44%	43%	-	44%	33%	43%	45%	-	-	-	-
	EL	30%	45%	**31%**	-	31%	-	-	-	-	-	32%	*	*	33%	31%	33%	29%	-	-	-	-
	Male	47%	49%	**41%**	22%	46%	-	-	-	-	-	42%	33%	20%	43%	33%	41%	-	-	-	-	-
	Female	58%	57%	**46%**	52%	42%	*	-	-	-	-	45%	*	56%	45%	29%	-	46%	-	-	-	-
Mathematics	All Students	32%	38%	**36%**	23%	41%	*	-	-	-	-	35%	57%	43%	36%	30%	42%	30%	-	-	-	-
	CWD	17%	21%	**43%**	17%	57%	*	-	-	-	-	43%	-	43%	-	*	20%	56%	-	-	-	-
	CWOD	36%	40%	**36%**	24%	40%	-	-	-	-	-	34%	57%	-	36%	31%	44%	26%	-	-	-	-
	EL	19%	32%	**30%**	-	30%	-	-	-	-	-	28%	*	*	31%	30%	47%	8%	-	-	-	-
	Male	35%	41%	**42%**	18%	50%	-	-	-	-	-	42%	50%	20%	44%	47%	42%	-	-	-	-	-
	Female	30%	35%	**30%**	26%	30%	*	-	-	-	-	29%	*	56%	26%	8%	-	30%	-	-	-	-
Grade 8																						
Reading	All Students	57%	61%	**54%**	48%	58%	-	-	-	-	*	52%	100%	13%	59%	38%	43%	64%	-	-	-	-
	CWD	23%	25%	**13%**	20%	0%	-	-	-	-	-	13%	-	13%	-	0%	0%	29%	-	-	-	-
	CWOD	63%	65%	**59%**	54%	62%	-	-	-	-	*	57%	100%	-	59%	43%	49%	67%	-	-	-	-
	EL	32%	52%	**38%**	-	38%	-	-	-	-	-	38%	-	0%	43%	38%	36%	39%	-	-	-	-
	Male	51%	55%	**43%**	39%	47%	-	-	-	-	*	42%	*	0%	49%	36%	43%	-	-	-	-	-
	Female	63%	67%	**64%**	59%	66%	-	-	-	-	*	62%	*	29%	67%	39%	-	64%	-	-	-	-
Mathematics	All Students	45%	44%	**31%**	25%	38%	-	-	-	-	*	29%	*	27%	32%	28%	22%	39%	-	-	-	-
	CWD	22%	25%	**27%**	20%	40%	-	-	-	-	-	27%	-	27%	-	40%	0%	57%	-	-	-	-
	CWOD	50%	48%	**32%**	27%	38%	-	-	-	-	*	30%	*	-	32%	26%	26%	36%	-	-	-	-
	EL	30%	44%	**28%**	-	28%	-	-	-	-	-	28%	-	40%	26%	28%	27%	29%	-	-	-	-
	Male	45%	41%	**22%**	10%	41%	-	-	-	-	*	23%	*	0%	26%	27%	22%	-	-	-	-	-
	Female	46%	48%	**39%**	44%	36%	-	-	-	-	*	36%	*	57%	36%	29%	-	39%	-	-	-	-

		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	47%	45%	**29%**	23%	34%	-	-	-	-	*	28%	60%	7%	31%	30%	32%	26%	-	-	-	-
	CWD	22%	21%	**7%**	10%	0%	-	-	-	-	-	7%	-	7%	-	0%	0%	14%	-	-	-	-
	CWOD	51%	47%	**31%**	25%	36%	-	-	-	-	*	30%	60%	-	31%	33%	37%	27%	-	-	-	-
	EL	25%	39%	**30%**	-	30%	-	-	-	-	-	30%	-	0%	33%	30%	36%	23%	-	-	-	-
	Male	49%	47%	**32%**	18%	44%	-	-	-	-	*	30%	*	0%	37%	36%	32%	-	-	-	-	-
	Female	45%	42%	**26%**	28%	26%	-	-	-	-	*	26%	*	14%	27%	23%	-	26%	-	-	-	-
End of Course																						
English I	All Students	47%	52%	**51%**	40%	57%	*	-	-	-	67%	49%	86%	15%	58%	52%	49%	52%	-	-	-	-
	CWD	18%	17%	**15%**	13%	13%	-	-	-	-	*	15%	-	15%	-	14%	18%	13%	-	-	-	-
	CWOD	53%	57%	**58%**	49%	61%	*	-	-	-	*	56%	86%	-	58%	56%	55%	60%	-	-	-	-
	EL	23%	45%	**52%**	-	51%	*	-	-	-	-	51%	*	14%	56%	52%	45%	58%	-	-	-	-
	Male	42%	45%	**49%**	35%	55%	-	-	-	-	*	48%	*	18%	55%	45%	49%	-	-	-	-	-
	Female	54%	60%	**52%**	43%	59%	*	-	-	-	*	51%	*	13%	60%	58%	-	52%	-	-	-	-
English II	All Students	53%	61%	**42%**	29%	51%	*	-	-	-	-	40%	71%	11%	50%	42%	38%	45%	-	-	-	-
	CWD	20%	21%	**11%**	17%	0%	-	-	-	-	-	8%	*	11%	-	0%	14%	8%	-	-	-	-
	CWOD	58%	67%	**50%**	36%	57%	*	-	-	-	-	48%	*	-	50%	48%	45%	55%	-	-	-	-
	EL	25%	49%	**42%**	-	43%	*	-	-	-	-	42%	-	0%	48%	42%	40%	45%	-	-	-	-
	Male	48%	56%	**38%**	28%	46%	*	-	-	-	-	36%	*	14%	45%	40%	38%	-	-	-	-	-
	Female	59%	68%	**45%**	31%	55%	-	-	-	-	-	44%	60%	8%	55%	45%	-	45%	-	-	-	-
Algebra I	All Students	43%	54%	**44%**	34%	50%	-	-	-	-	83%	43%	80%	17%	49%	44%	47%	42%	-	-	-	-
	CWD	19%	25%	**17%**	6%	17%	-	-	-	-	*	17%	-	17%	-	20%	9%	23%	-	-	-	-
	CWOD	47%	57%	**49%**	42%	52%	-	-	-	-	*	48%	80%	-	49%	47%	53%	45%	-	-	-	-
	EL	30%	50%	**44%**	-	44%	-	-	-	-	-	44%	-	20%	47%	44%	44%	44%	-	-	-	-
	Male	42%	49%	**47%**	33%	55%	-	-	-	-	*	45%	*	9%	53%	44%	47%	-	-	-	-	-
	Female	45%	59%	**42%**	34%	45%	-	-	-	-	*	41%	*	23%	45%	44%	-	42%	-	-	-	-
Biology	All Students	59%	58%	**45%**	48%	42%	*	-	-	-	50%	45%	50%	17%	50%	40%	44%	46%	-	-	-	-
	CWD	30%	28%	**17%**	7%	17%	-	-	-	-	*	17%	-	17%	-	17%	8%	27%	-	-	-	-
	CWOD	64%	62%	**50%**	64%	44%	*	-	-	-	*	50%	50%	-	50%	43%	52%	49%	-	-	-	-
	EL	35%	52%	**40%**	-	39%	*	-	-	-	-	40%	*	17%	43%	40%	50%	32%	-	-	-	-
	Male	58%	55%	**44%**	38%	48%	-	-	-	-	*	45%	*	8%	52%	50%	44%	-	-	-	-	-
	Female	61%	61%	**46%**	55%	37%	*	-	-	-	*	45%	*	27%	49%	32%	-	46%	-	-	-	-
STAAR Percent at Masters Grade Level																						
Grade 6																						
Reading	All Students	28%	23%	**13%**	9%	15%	*	-	-	-	*	12%	*	7%	13%	9%	5%	21%	-	-	-	-
	CWD	7%	6%	**7%**	14%	0%	-	-	-	-	-	7%	-	7%	-	*	0%	*	-	-	-	-
	CWOD	33%	25%	**13%**	8%	16%	*	-	-	-	*	13%	*	-	13%	10%	6%	20%	-	-	-	-
	EL	9%	17%	**9%**	-	9%	*	-	-	-	-	9%	*	*	10%	9%	9%	9%	-	-	-	-
	Male	24%	18%	**5%**	0%	7%	*	-	-	-	*	5%	*	0%	6%	9%	5%	-	-	-	-	-
	Female	32%	28%	**21%**	15%	26%	-	-	-	-	*	20%	*	*	20%	9%	-	21%	-	-	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	16%	13%	**8%**	4%	10%	*	-	-	-	*	7%	*	7%	8%	11%	5%	10%	-	-	-	-
	CWD	5%	5%	**7%**	14%	0%	-	-	-	-	-	7%	-	7%	-	*	0%	*	-	-	-	-
	CWOD	18%	14%	**8%**	2%	10%	*	-	-	-	*	7%	*	-	8%	12%	6%	9%	-	-	-	-
	EL	6%	11%	**11%**	-	11%	*	-	-	-	-	11%	*	*	12%	11%	12%	9%	-	-	-	-
	Male	17%	13%	**5%**	0%	7%	*	-	-	-	*	5%	*	0%	6%	12%	5%	-	-	-	-	-
	Female	14%	12%	**10%**	7%	13%	-	-	-	-	*	9%	*	*	9%	9%	-	10%	-	-	-	-
Grade 7																						
Reading	All Students	26%	26%	**19%**	15%	21%	*	-	-	-	-	19%	29%	14%	20%	7%	19%	19%	-	-	-	-
	CWD	6%	5%	**14%**	17%	14%	*	-	-	-	-	14%	-	14%	-	*	0%	22%	-	-	-	-
	CWOD	30%	28%	**20%**	14%	22%	-	-	-	-	-	19%	29%	-	20%	8%	21%	19%	-	-	-	-
	EL	9%	18%	**7%**	-	7%	-	-	-	-	-	8%	*	*	8%	7%	7%	8%	-	-	-	-
	Male	23%	23%	**19%**	11%	21%	-	-	-	-	-	19%	17%	0%	21%	7%	19%	-	-	-	-	-
	Female	30%	29%	**19%**	17%	21%	*	-	-	-	-	18%	*	22%	19%	8%	-	19%	-	-	-	-
Mathematics	All Students	11%	12%	**9%**	5%	11%	*	-	-	-	-	9%	14%	7%	10%	4%	14%	4%	-	-	-	-
	CWD	5%	3%	**7%**	0%	14%	*	-	-	-	-	7%	-	7%	-	*	20%	0%	-	-	-	-
	CWOD	12%	13%	**10%**	6%	11%	-	-	-	-	-	9%	14%	-	10%	4%	13%	5%	-	-	-	-
	EL	4%	8%	**4%**	-	4%	-	-	-	-	-	4%	*	*	4%	4%	7%	0%	-	-	-	-
	Male	12%	13%	**14%**	6%	16%	-	-	-	-	-	13%	17%	20%	13%	7%	14%	-	-	-	-	-
	Female	9%	10%	**4%**	4%	5%	*	-	-	-	-	5%	*	0%	5%	0%	-	4%	-	-	-	-
Grade 8																						
Reading	All Students	31%	29%	**23%**	21%	26%	-	-	-	-	*	20%	100%	7%	25%	18%	19%	27%	-	-	-	-
	CWD	7%	4%	**7%**	10%	0%	-	-	-	-	-	7%	-	7%	-	0%	0%	14%	-	-	-	-
	CWOD	35%	32%	**25%**	23%	27%	-	-	-	-	*	22%	100%	-	25%	20%	21%	28%	-	-	-	-
	EL	10%	20%	**18%**	-	18%	-	-	-	-	-	18%	-	0%	20%	18%	18%	17%	-	-	-	-
	Male	26%	25%	**19%**	15%	24%	-	-	-	-	*	16%	*	0%	21%	18%	19%	-	-	-	-	-
	Female	36%	33%	**27%**	28%	27%	-	-	-	-	*	24%	*	14%	28%	17%	-	27%	-	-	-	-
Mathematics	All Students	18%	10%	**2%**	2%	2%	-	-	-	-	*	2%	*	7%	1%	3%	2%	2%	-	-	-	-
	CWD	7%	6%	**7%**	0%	20%	-	-	-	-	-	7%	-	7%	-	20%	0%	14%	-	-	-	-
	CWOD	20%	11%	**1%**	2%	0%	-	-	-	-	*	1%	*	-	1%	0%	2%	0%	-	-	-	-
	EL	8%	9%	**3%**	-	3%	-	-	-	-	-	3%	-	20%	0%	3%	0%	5%	-	-	-	-
	Male	18%	9%	**2%**	3%	0%	-	-	-	-	*	2%	*	0%	2%	0%	2%	-	-	-	-	-
	Female	17%	11%	**2%**	0%	3%	-	-	-	-	*	2%	*	14%	0%	5%	-	2%	-	-	-	-
Science	All Students	18%	14%	**4%**	3%	5%	-	-	-	-	*	4%	20%	0%	5%	2%	7%	1%	-	-	-	-
	CWD	6%	4%	**0%**	0%	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	-	-	-	-
	CWOD	20%	16%	**5%**	4%	5%	-	-	-	-	*	4%	20%	-	5%	3%	8%	1%	-	-	-	-
	EL	5%	9%	**2%**	-	2%	-	-	-	-	-	2%	-	0%	3%	2%	5%	0%	-	-	-	-
	Male	20%	16%	**7%**	3%	12%	-	-	-	-	*	6%	*	0%	8%	5%	7%	-	-	-	-	-
	Female	16%	13%	**1%**	3%	0%	-	-	-	-	*	1%	*	0%	1%	0%	-	1%	-	-	-	-
End of Course																						

		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 I	All Students	14%	12%	**10%**	5%	13%	*	-	-	-	17%	9%	29%	12%	9%	11%	9%	10%	-	-	-	-
	CWD	4%	3%	**12%**	6%	13%	-	-	-	-	*	12%	-	12%	-	14%	9%	13%	-	-	-	-
	CWOD	16%	14%	**9%**	4%	13%	*	-	-	-	*	8%	29%	-	9%	11%	9%	9%	-	-	-	-
	EL	2%	8%	**11%**	-	11%	*	-	-	-	-	11%	*	14%	11%	11%	15%	6%	-	-	-	-
	Male	11%	10%	**9%**	0%	14%	-	-	-	-	*	8%	*	9%	9%	15%	9%	-	-	-	-	-
	Female	17%	15%	**10%**	7%	11%	*	-	-	-	*	9%	*	13%	9%	6%	-	10%	-	-	-	-
English II	All Students	8%	7%	**2%**	0%	4%	*	-	-	-	-	2%	0%	0%	3%	4%	5%	0%	-	-	-	-
	CWD	3%	1%	**0%**	0%	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	9%	8%	**3%**	0%	4%	*	-	-	-	-	3%	*	-	3%	5%	6%	0%	-	-	-	-
	EL	1%	2%	**4%**	-	4%	*	-	-	-	-	4%	-	0%	5%	4%	7%	0%	-	-	-	-
	Male	7%	7%	**5%**	0%	8%	*	-	-	-	-	5%	*	0%	6%	7%	5%	-	-	-	-	-
	Female	9%	7%	**0%**	0%	0%	-	-	-	-	-	0%	0%	0%	0%	0%	-	0%	-	-	-	-
Algebra I	All Students	26%	33%	**21%**	18%	23%	-	-	-	-	33%	20%	60%	13%	23%	17%	19%	23%	-	-	-	-
	CWD	8%	9%	**13%**	6%	17%	-	-	-	-	*	13%	-	13%	-	20%	9%	15%	-	-	-	-
	CWOD	29%	36%	**23%**	22%	23%	-	-	-	-	*	21%	60%	-	23%	16%	21%	24%	-	-	-	-
	EL	14%	28%	**17%**	-	17%	-	-	-	-	-	17%	-	20%	16%	17%	19%	15%	-	-	-	-
	Male	25%	30%	**19%**	13%	25%	-	-	-	-	*	18%	*	9%	21%	19%	19%	-	-	-	-	-
	Female	27%	37%	**23%**	22%	20%	-	-	-	-	*	22%	*	15%	24%	15%	-	23%	-	-	-	-
Biology	All Students	20%	15%	**17%**	13%	19%	*	-	-	-	33%	17%	25%	13%	18%	14%	21%	14%	-	-	-	-
	CWD	6%	6%	**13%**	7%	17%	-	-	-	-	*	13%	-	13%	-	17%	8%	18%	-	-	-	-
	CWOD	22%	17%	**18%**	15%	19%	*	-	-	-	*	18%	25%	-	18%	14%	24%	13%	-	-	-	-
	EL	6%	11%	**14%**	-	14%	*	-	-	-	-	15%	*	17%	14%	14%	23%	6%	-	-	-	-
	Male	20%	16%	**21%**	10%	26%	-	-	-	-	*	21%	*	8%	24%	23%	21%	-	-	-	-	-
	Female	19%	15%	**14%**	15%	12%	*	-	-	-	*	14%	*	18%	13%	6%	-	14%	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	76%	**70%**	62%	74%	78%	-	-	-	80%	69%	87%	44%	74%	68%	68%	72%	-	-	-	-
	CWD	46%	47%	**44%**	42%	39%	*	-	-	-	100%	43%	*	44%	-	30%	33%	55%	-	-	-	-
	CWOD	79%	80%	**74%**	67%	77%	71%	-	-	-	75%	73%	88%	-	74%	72%	73%	74%	-	-	-	-
	EL	59%	72%	**68%**	-	68%	100%	-	-	-	-	67%	100%	30%	72%	68%	68%	68%	-	-	-	-
	Male	71%	73%	**68%**	56%	74%	60%	-	-	-	76%	67%	86%	33%	73%	68%	68%	-	-	-	-	-
	Female	75%	79%	**72%**	67%	75%	*	-	-	-	79%	72%	89%	55%	74%	68%	-	72%	-	-	-	-
Reading	All Students	74%	77%	**69%**	62%	73%	80%	-	-	-	73%	69%	83%	36%	74%	65%	65%	74%	-	-	-	-
	CWD	45%	43%	**36%**	37%	31%	*	-	-	-	*	35%	*	36%	-	17%	28%	46%	-	-	-	-
	CWOD	80%	81%	**74%**	69%	77%	*	-	-	-	67%	74%	85%	-	74%	70%	71%	78%	-	-	-	-
	EL	57%	72%	**65%**	-	65%	*	-	-	-	-	65%	*	17%	70%	65%	61%	70%	-	-	-	-
	Male	70%	72%	**65%**	54%	70%	*	-	-	-	67%	64%	81%	28%	71%	61%	65%	-	-	-	-	-
	Female	79%	82%	**74%**	68%	78%	*	-	-	-	80%	74%	86%	46%	78%	70%	-	74%	-	-	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	70%	72%	**66%**	57%	72%	*	-	-	-	73%	66%	85%	45%	69%	66%	66%	67%	-	-	-	-
	CWD	45%	49%	**45%**	44%	40%	*	-	-	-	*	45%	-	45%	-	25%	31%	61%	-	-	-	-
	CWOD	76%	76%	**69%**	61%	74%	*	-	-	-	67%	69%	85%	-	69%	70%	71%	68%	-	-	-	-
	EL	60%	70%	**66%**	-	66%	*	-	-	-	-	66%	*	25%	70%	66%	68%	64%	-	-	-	-
	Male	71%	71%	**66%**	54%	72%	*	-	-	-	83%	65%	85%	31%	71%	68%	66%	-	-	-	-	-
	Female	70%	73%	**67%**	61%	72%	*	-	-	-	60%	67%	86%	61%	68%	64%	-	67%	-	-	-	-
Science	All Students	76%	81%	**79%**	72%	83%	*	-	-	-	89%	78%	100%	59%	82%	79%	81%	77%	-	-	-	-
	CWD	52%	54%	**59%**	52%	64%	-	-	-	-	*	59%	-	59%	-	64%	50%	67%	-	-	-	-
	CWOD	81%	84%	**82%**	77%	84%	*	-	-	-	86%	81%	100%	-	82%	80%	87%	78%	-	-	-	-
	EL	63%	79%	**79%**	-	79%	*	-	-	-	-	79%	*	64%	80%	79%	88%	72%	-	-	-	-
	Male	77%	81%	**81%**	65%	92%	-	-	-	-	80%	80%	100%	50%	87%	88%	81%	-	-	-	-	-
	Female	76%	81%	**77%**	77%	75%	*	-	-	-	*	76%	100%	67%	78%	72%	-	77%	-	-	-	-
SAT/ACT All Subjects	All Students	89%	95%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
	CWD	70%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	90%	95%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
	EL	63%	100%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	90%	100%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	89%	91%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	48%	49%	**39%**	32%	43%	44%	-	-	-	50%	38%	63%	19%	42%	35%	37%	42%	-	-	-	-
	CWD	23%	22%	**19%**	15%	18%	*	-	-	-	83%	19%	*	19%	-	10%	9%	30%	-	-	-	-
	CWOD	53%	53%	**42%**	37%	45%	29%	-	-	-	42%	41%	65%	-	42%	38%	41%	43%	-	-	-	-
	EL	30%	43%	**35%**	-	35%	40%	-	-	-	-	35%	57%	10%	38%	35%	37%	33%	-	-	-	-
	Male	47%	47%	**37%**	25%	44%	0%	-	-	-	41%	36%	54%	9%	41%	37%	37%	-	-	-	-	-
	Female	49%	52%	**42%**	39%	43%	*	-	-	-	57%	41%	75%	30%	43%	33%	-	42%	-	-	-	-
Reading	All Students	53%	54%	**45%**	38%	49%	40%	-	-	-	55%	44%	70%	18%	49%	39%	39%	51%	-	-	-	-
	CWD	23%	21%	**18%**	18%	14%	*	-	-	-	*	17%	*	18%	-	4%	12%	24%	-	-	-	-
	CWOD	59%	59%	**49%**	43%	52%	*	-	-	-	56%	48%	74%	-	49%	42%	44%	55%	-	-	-	-
	EL	31%	46%	**39%**	-	39%	*	-	-	-	-	38%	*	4%	42%	39%	36%	42%	-	-	-	-
	Male	48%	49%	**39%**	30%	44%	*	-	-	-	50%	38%	63%	12%	44%	36%	39%	-	-	-	-	-
	Female	58%	60%	**51%**	45%	55%	*	-	-	-	60%	50%	79%	24%	55%	42%	-	51%	-	-	-	-
Mathematics	All Students	43%	43%	**33%**	25%	38%	*	-	-	-	45%	32%	60%	24%	34%	31%	33%	33%	-	-	-	-
	CWD	22%	22%	**24%**	15%	28%	*	-	-	-	*	24%	-	24%	-	19%	8%	42%	-	-	-	-
	CWOD	48%	46%	**34%**	27%	39%	*	-	-	-	33%	33%	60%	-	34%	32%	37%	32%	-	-	-	-
	EL	30%	40%	**31%**	-	31%	*	-	-	-	-	30%	*	19%	32%	31%	36%	24%	-	-	-	-
	Male	45%	43%	**33%**	19%	41%	*	-	-	-	33%	33%	46%	8%	37%	36%	33%	-	-	-	-	-
	Female	42%	43%	**33%**	30%	34%	*	-	-	-	60%	32%	86%	42%	32%	24%	-	33%	-	-	-	-

		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	46%	49%	**37%**	34%	38%	*	-	-	-	44%	36%	54%	14%	41%	36%	38%	36%	-	-	-	-
	CWD	22%	22%	**14%**	8%	9%	-	-	-	-	*	14%	-	14%	-	9%	5%	22%	-	-	-	-
	CWOD	50%	52%	**41%**	42%	40%	*	-	-	-	29%	40%	54%	-	41%	38%	44%	38%	-	-	-	-
	EL	26%	43%	**36%**	-	35%	*	-	-	-	-	35%	*	9%	38%	36%	44%	28%	-	-	-	-
	Male	47%	49%	**38%**	26%	46%	-	-	-	-	40%	38%	50%	5%	44%	44%	38%	-	-	-	-	-
	Female	45%	48%	**36%**	42%	31%	*	-	-	-	*	35%	57%	22%	38%	28%	-	36%	-	-	-	-
SAT/ACT All Subjects	All Students	59%	48%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
	CWD	38%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	59%	48%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
	EL	15%	29%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	63%	60%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	54%	36%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	20%	18%	**12%**	9%	14%	0%	-	-	-	17%	11%	29%	8%	13%	9%	12%	12%	-	-	-	-
	CWD	6%	5%	**8%**	6%	8%	*	-	-	-	50%	8%	*	8%	-	8%	4%	13%	-	-	-	-
	CWOD	23%	19%	**13%**	10%	14%	0%	-	-	-	8%	12%	30%	-	13%	9%	13%	12%	-	-	-	-
	EL	9%	13%	**9%**	-	9%	0%	-	-	-	-	9%	0%	8%	9%	9%	11%	7%	-	-	-	-
	Male	20%	17%	**12%**	6%	15%	0%	-	-	-	6%	11%	26%	4%	13%	11%	12%	-	-	-	-	-
	Female	21%	19%	**12%**	11%	13%	*	-	-	-	29%	12%	32%	13%	12%	7%	-	12%	-	-	-	-
Reading	All Students	22%	19%	**13%**	10%	16%	0%	-	-	-	9%	13%	33%	7%	14%	10%	12%	15%	-	-	-	-
	CWD	6%	4%	**7%**	7%	6%	*	-	-	-	*	8%	*	7%	-	4%	2%	13%	-	-	-	-
	CWOD	25%	21%	**14%**	11%	17%	*	-	-	-	0%	13%	37%	-	14%	10%	13%	16%	-	-	-	-
	EL	8%	14%	**10%**	-	10%	*	-	-	-	-	10%	*	4%	10%	10%	11%	8%	-	-	-	-
	Male	19%	16%	**12%**	6%	15%	*	-	-	-	0%	11%	25%	2%	13%	11%	12%	-	-	-	-	-
	Female	25%	22%	**15%**	13%	17%	*	-	-	-	20%	14%	43%	13%	16%	8%	-	15%	-	-	-	-
Mathematics	All Students	19%	18%	**11%**	8%	12%	*	-	-	-	18%	10%	25%	9%	11%	9%	11%	11%	-	-	-	-
	CWD	7%	6%	**9%**	5%	12%	*	-	-	-	*	9%	-	9%	-	13%	6%	13%	-	-	-	-
	CWOD	22%	19%	**11%**	9%	12%	*	-	-	-	11%	10%	25%	-	11%	9%	11%	11%	-	-	-	-
	EL	11%	15%	**9%**	-	9%	*	-	-	-	-	9%	*	13%	9%	9%	10%	7%	-	-	-	-
	Male	21%	18%	**11%**	6%	14%	*	-	-	-	0%	10%	23%	6%	11%	10%	11%	-	-	-	-	-
	Female	18%	17%	**11%**	10%	10%	*	-	-	-	40%	10%	29%	13%	11%	7%	-	11%	-	-	-	-
Science	All Students	17%	14%	**11%**	8%	13%	*	-	-	-	22%	10%	23%	8%	11%	9%	14%	8%	-	-	-	-
	CWD	5%	5%	**8%**	4%	9%	-	-	-	-	*	8%	-	8%	-	9%	5%	11%	-	-	-	-
	CWOD	19%	15%	**11%**	9%	13%	*	-	-	-	14%	11%	23%	-	11%	9%	16%	7%	-	-	-	-
	EL	5%	10%	**9%**	-	9%	*	-	-	-	-	9%	*	9%	9%	9%	15%	4%	-	-	-	-
	Male	18%	15%	**14%**	6%	20%	-	-	-	-	20%	13%	33%	5%	16%	15%	14%	-	-	-	-	-
	Female	15%	13%	**8%**	10%	6%	*	-	-	-	*	8%	14%	11%	7%	4%	-	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
SAT/ACT All Subjects	All Students	13%	5%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
	CWD	9%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	13%	5%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
	EL	1%	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	17%	10%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	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	66	62	68	*	-	-	-	47	65	37	63
CWD	37	38	34	*	-	-	-	*	36	37	26
CWOD	69	68	70	*	-	-	-	53	69	-	66
EL ✧	63	-	63	*	-	-	-	-	63	26	63
Male	60	51	65	*	-	-	-	45	59	26	59
Female	71	71	71	*	-	-	-	*	71	50	67
Mathematics											
All Students	64	60	66	*	-	-	-	86	63	51	62
CWD	51	53	48	*	-	-	-	*	51	51	47
CWOD	66	61	68	*	-	-	-	84	65	-	64
EL ✧	62	-	63	*	-	-	-	-	62	47	62
Male	63	57	65	*	-	-	-	85	62	43	64
Female	65	63	67	*	-	-	-	*	65	62	60

- 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	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL ✧	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

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

Part (iv): English Language Proficiency

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
303	69	23%

- 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	40	34	44	52	-	-	-	49	39	24	37
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	43%	30%	54%	*	-	-	-	-	42%	100%	36%

- 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	Y	Y	Y					N	Y	Y	Y
Interim Goals (2028-2032)	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
Target Met	N	N	Y					N	Y	N	Y
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	Y					Y	Y	Y	Y
Interim Goals (2028-2032)	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
Target Met	N	N	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	N	N
Long-Term Goals	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
Target Met	N	N	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	Y	Y	Y						Y	Y	Y

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2028-2032)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86%
Target Met	Y	Y	Y						Y	Y	Y
Interim Goals (2033-2037)	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92%
Target Met	N	Y	N						N	N	Y
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	**99%**	99%	99%	78%	-	-	-	97%	99%	100%	100%	99%	100%	99%	99%	-
	CWD	**100%**	100%	99%	*	-	-	-	100%	100%	*	100%	-	98%	100%	99%	-
	CWOD	**99%**	99%	100%	71%	-	-	-	96%	99%	100%	-	99%	100%	99%	99%	-
	EL	**100%**	-	100%	100%	-	-	-	-	100%	100%	98%	100%	100%	99%	100%	-
	Male	**99%**	100%	99%	60%	-	-	-	94%	99%	100%	100%	99%	99%	99%	-	-
	Female	**99%**	99%	100%	*	-	-	-	100%	99%	100%	99%	99%	100%	-	99%	-
Reading	All Students	**99%**	99%	100%	80%	-	-	-	100%	99%	100%	100%	99%	100%	99%	99%	-
	CWD	**100%**	100%	100%	*	-	-	-	*	100%	*	100%	-	100%	100%	100%	-
	CWOD	**99%**	98%	100%	*	-	-	-	100%	99%	100%	-	99%	100%	99%	99%	-
	EL	**100%**	-	100%	*	-	-	-	-	100%	*	100%	100%	100%	100%	100%	-
	Male	**99%**	99%	100%	*	-	-	-	100%	99%	100%	100%	99%	100%	99%	-	-
	Female	**99%**	98%	100%	*	-	-	-	100%	99%	100%	100%	99%	100%	-	99%	-
Mathematics	All Students	**99%**	100%	99%	*	-	-	-	100%	99%	100%	100%	99%	100%	99%	100%	-
	CWD	**100%**	100%	100%	*	-	-	-	*	100%	-	100%	-	100%	100%	100%	-
	CWOD	**99%**	99%	99%	*	-	-	-	100%	99%	100%	-	99%	99%	99%	100%	-
	EL	**100%**	-	100%	*	-	-	-	-	99%	*	100%	99%	100%	99%	100%	-
	Male	**99%**	100%	99%	*	-	-	-	100%	99%	100%	100%	99%	99%	99%	-	-
	Female	**100%**	99%	100%	*	-	-	-	100%	100%	100%	100%	100%	100%	-	100%	-
Science	All Students	**99%**	100%	99%	*	-	-	-	89%	99%	100%	97%	99%	98%	99%	99%	-
	CWD	**97%**	100%	91%	-	-	-	-	*	97%	-	97%	-	91%	100%	94%	-
	CWOD	**99%**	100%	99%	*	-	-	-	86%	99%	100%	-	99%	99%	98%	100%	-
	EL	**98%**	-	98%	*	-	-	-	-	98%	*	91%	99%	98%	98%	98%	-
	Male	**99%**	100%	99%	-	-	-	-	80%	98%	100%	100%	98%	98%	99%	-	-
	Female	**99%**	100%	99%	*	-	-	-	*	99%	100%	94%	100%	98%	-	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	**1%**	1%	1%	22%	-	-	-	3%	1%	0%	0%	1%	0%	1%	1%	-
	CWD	**0%**	0%	1%	*	-	-	-	0%	0%	*	0%	-	2%	0%	1%	-
	CWOD	**1%**	1%	0%	29%	-	-	-	4%	1%	0%	-	1%	0%	1%	1%	-
	EL	**0%**	-	0%	0%	-	-	-	-	0%	0%	2%	0%	0%	1%	0%	-
	Male	**1%**	0%	1%	40%	-	-	-	6%	1%	0%	0%	1%	1%	1%	-	-
	Female	**1%**	1%	0%	*	-	-	-	0%	1%	0%	1%	1%	0%	-	1%	-
Reading	All Students	**1%**	1%	0%	20%	-	-	-	0%	1%	0%	0%	1%	0%	1%	1%	-
	CWD	**0%**	0%	0%	*	-	-	-	*	0%	*	0%	-	0%	0%	0%	-
	CWOD	**1%**	2%	0%	*	-	-	-	0%	1%	0%	-	1%	0%	1%	1%	-
	EL	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-
	Male	**1%**	1%	0%	*	-	-	-	0%	1%	0%	0%	1%	0%	1%	-	-
	Female	**1%**	2%	0%	*	-	-	-	0%	1%	0%	0%	1%	0%	-	1%	-
Mathematics	All Students	**1%**	0%	1%	*	-	-	-	0%	1%	0%	0%	1%	0%	1%	0%	-
	CWD	**0%**	0%	0%	*	-	-	-	*	0%	-	0%	-	0%	0%	0%	-
	CWOD	**1%**	1%	1%	*	-	-	-	0%	1%	0%	-	1%	1%	1%	0%	-
	EL	**0%**	-	0%	*	-	-	-	-	1%	*	0%	1%	0%	1%	0%	-
	Male	**1%**	0%	1%	*	-	-	-	0%	1%	0%	0%	1%	1%	1%	-	-
	Female	**0%**	1%	0%	*	-	-	-	0%	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	**1%**	0%	1%	*	-	-	-	11%	1%	0%	3%	1%	2%	1%	1%	-
	CWD	**3%**	0%	9%	-	-	-	-	*	3%	-	3%	-	9%	0%	6%	-
	CWOD	**1%**	0%	1%	*	-	-	-	14%	1%	0%	-	1%	1%	2%	0%	-
	EL	**2%**	-	2%	*	-	-	-	-	2%	*	9%	1%	2%	2%	2%	-
	Male	**1%**	0%	1%	-	-	-	-	20%	2%	0%	0%	2%	2%	1%	-	-
	Female	**1%**	0%	1%	*	-	-	-	*	1%	0%	6%	0%	2%	-	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	51	20	29	0	1	0	0	1	22		
	Female	56	36	17	0	1	0	0	2	12		
	Total	107	56	46	0	2	0	0	3	34		
Out-of-School Suspensions												
	Male	80	39	35	2	1	0	0	3	28		
	Female	73	49	21	0	1	0	0	2	14		
	Total	153	88	56	2	2	0	0	5	42		
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	11	9	2	0	0	0	0	0	1		3
	Female	8	5	3	0	0	0	0	0	2		2
	Total	19	14	5	0	0	0	0	0	3		5
Out-of-School Suspensions												
	Male	23	17	5	0	0	0	0	1	2		3
	Female	9	7	2	0	0	0	0	0	1		3
	Total	32	24	7	0	0	0	0	1	3		6
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	147	78	65	1	1	-8	-8	2	34	21	4
	Female	139	79	58	-8	-8	-8	-8	2	30	16	1
	Total	286	157	123	1	1	-8	-8	4	64	37	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	114
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack without a weapon	7
Incidents of possession of a firearm or explosive device	1
Allegations of Harassment or Bullying	
On the basis of sex	7
On the basis of race	1
On the basis of disability	0
On the basis of sexual orientation	1
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	77	18	29	16	46	18	1	25	1	33	0	-	0	-	0	0	10	8	5	8
Female	111	23	47	23	63	25	0	0	1	50	0	-	0	-	0	0	18	14	7	17
Total	188	21	76	20	109	22	1	14	2	40	0	-	0	-	0	0	28	11	12	12
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	16.4	27.4%
Teachers Teaching with Emergency or Provisional Credentials	4.9	8.5%
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		$1,207	$109	$849	$958		$249	$249
Food services		$454	$8	$4	$12	$392	$50	$442
Instruction		$6,578	$5,373	$94	$5,467	$1,023	$88	$1,111
Support services, general administration		$50		$50	$50			
Support services, instructional staff		$1,229	$445	$4	$449	$536	$244	$780
Support services, operation and maintenance of plant		$1,249	$938	$123	$1,061	$175	$13	$188
Support services, pupils		$845	$306	$100	$406	$398	$41	$439
Support services, school administration		$1,518	$1,357	$68	$1,425	$83	$10	$93
Support services, student transportation		$1,110	$931	$45	$976	$123	$11	$134
Total	**914**	**$14,239**	**$9,467**	**$1,337**	**$10,804**	**$2,729**	**$706**	**$3,435**

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%	13	2%	-	-
Mathematics	7,510	2%	13	2%	-	-
Grade 4						
Reading	6,669	2%	10	2%	-	-
Mathematics	6,666	2%	10	2%	-	-
Grade 5						
Reading	6,321	2%	*	1%	-	-
Mathematics	6,324	2%	*	1%	-	-
Science	6,315	2%	*	1%	-	-
Grade 6						
Reading	5,876	1%	19	1%	*	1%
Mathematics	5,877	1%	19	1%	*	1%
Grade 7						
Reading	5,387	1%	17	1%	5	3%
Mathematics	5,385	2%	17	1%	5	4%
Grade 8						
Reading	4,906	1%	19	1%	-	-
Mathematics	4,907	1%	19	1%	-	-
Science	4,904	1%	18	1%	-	-
End of Course						
English I	4,932	1%	18	1%	*	2%
English II	4,732	1%	13	1%	*	1%
Algebra I	4,932	1%	17	1%	*	2%
Biology	4,992	1%	18	1%	*	2%
All Grades						
All Subjects	104,161	1%	249	1%	22	1%
Reading	46,349	1%	112	1%	10	1%
Mathematics	41,601	1%	98	1%	9	2%
Science	16,211	1%	39	1%	*	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	44%	38%	53%	-	-	-	-	-	44%	*	61%
In-State Private Institutions	15%	20%	*	-	-	-	-	-	15%	-	*
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	26%	35%	20%	14%	-	-	-	33%	27%	39%	18%

- 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
04	101845	101845011	YES PREP - SOUTHSIDE	$43,000	Develop Instructional Leaders

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)

There is no data for this campus.

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)

There is no data for this campus.

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.

There is no data for this campus.

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
216	12	6%

- 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)

There is no data for this campus.

Part (vi): Goal Meeting Status

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

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

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

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

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

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)

There is no data for this campus.

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.

There is no data for this campus.

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.

There is no data for this campus.

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	8.0	26.1%
Teachers Teaching with Emergency or Provisional Credentials	3.0	10.9%
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.

There is no data for this campus.

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.

There is no data for this campus.

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)

There is no data for this campus.

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)

There is no data for this campus.

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.

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																						
Grade 6																						
Reading	All Students	76%	73%	**82%**	43%	83%	*	-	-	-	-	81%	92%	52%	87%	79%	70%	94%	-	*	-	-
	CWD	46%	43%	**52%**	*	55%	-	-	-	-	-	53%	*	52%	-	44%	36%	86%	-	*	-	-
	CWOD	82%	77%	**87%**	50%	87%	*	-	-	-	-	85%	100%	-	87%	85%	78%	95%	-	*	-	-
	EL	56%	68%	**79%**	-	79%	-	-	-	-	-	78%	100%	44%	85%	79%	68%	92%	-	*	-	-
	Male	72%	65%	**70%**	*	71%	*	-	-	-	-	69%	83%	36%	78%	68%	70%	-	-	*	-	-
	Female	80%	81%	**94%**	*	95%	-	-	-	-	-	93%	100%	86%	95%	92%	-	94%	-	*	-	-
Mathematics	All Students	72%	71%	**80%**	67%	80%	*	-	-	-	-	79%	92%	67%	82%	77%	72%	88%	-	*	-	-
	CWD	50%	48%	**67%**	*	70%	-	-	-	-	-	68%	*	67%	-	63%	64%	71%	-	*	-	-
	CWOD	78%	73%	**82%**	80%	81%	*	-	-	-	-	80%	100%	-	82%	79%	73%	89%	-	*	-	-
	EL	60%	68%	**77%**	-	77%	-	-	-	-	-	75%	100%	63%	79%	77%	69%	85%	-	*	-	-
	Male	74%	69%	**72%**	*	73%	*	-	-	-	-	71%	83%	64%	73%	69%	72%	-	-	*	-	-
	Female	71%	72%	**88%**	*	87%	-	-	-	-	-	87%	100%	71%	89%	85%	-	88%	-	*	-	-
Grade 7																						
Reading	All Students	74%	76%	**86%**	80%	86%	*	-	-	-	*	86%	75%	50%	88%	82%	86%	85%	-	71%	-	-
	CWD	41%	45%	**50%**	*	40%	-	-	-	-	-	50%	-	50%	-	25%	29%	80%	-	*	-	-
	CWOD	81%	79%	**88%**	75%	89%	*	-	-	-	*	89%	75%	-	88%	86%	91%	85%	-	83%	-	-
	EL	56%	70%	**82%**	-	82%	*	-	-	-	-	82%	*	25%	86%	82%	84%	80%	-	*	-	-
	Male	70%	71%	**86%**	83%	86%	*	-	-	-	-	87%	80%	29%	91%	84%	86%	-	-	*	-	-
	Female	79%	80%	**85%**	*	85%	-	-	-	-	*	84%	*	80%	85%	80%	-	85%	-	*	-	-
Mathematics	All Students	53%	59%	**72%**	70%	71%	*	-	-	-	*	71%	88%	50%	74%	65%	71%	73%	-	57%	-	-
	CWD	31%	37%	**50%**	*	40%	-	-	-	-	-	50%	-	50%	-	25%	43%	60%	-	*	-	-
	CWOD	58%	62%	**74%**	63%	74%	*	-	-	-	*	73%	88%	-	74%	68%	74%	74%	-	67%	-	-
	EL	39%	54%	**65%**	-	64%	*	-	-	-	-	64%	*	25%	68%	65%	66%	63%	-	*	-	-
	Male	55%	61%	**71%**	67%	71%	*	-	-	-	-	71%	80%	43%	74%	66%	71%	-	-	*	-	-
	Female	51%	58%	**73%**	*	72%	-	-	-	-	*	71%	*	60%	74%	63%	-	73%	-	*	-	-
Grade 8																						
Reading	All Students	80%	86%	**90%**	83%	90%	*	*	-	-	-	90%	100%	62%	93%	90%	84%	97%	-	88%	-	-
	CWD	49%	55%	**62%**	-	62%	-	-	-	-	-	58%	*	62%	-	*	50%	*	-	*	-	-
	CWOD	85%	89%	**93%**	83%	93%	*	*	-	-	-	92%	100%	-	93%	92%	89%	97%	-	86%	-	-
	EL	62%	82%	**90%**	*	90%	-	*	-	-	-	90%	*	*	92%	90%	86%	95%	-	*	-	-
	Male	76%	82%	**84%**	80%	84%	*	*	-	-	-	82%	100%	50%	89%	86%	84%	-	-	*	-	-
	Female	85%	90%	**97%**	*	97%	*	-	-	-	-	97%	*	*	97%	95%	-	97%	-	*	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	69%	74%	**78%**	*	78%	*	*	-	-	-	78%	80%	77%	78%	78%	74%	82%	-	*	-	-
	CWD	42%	54%	**77%**	-	77%	-	-	-	-	-	75%	*	77%	-	*	80%	*	-	*	-	-
	CWOD	74%	78%	**78%**	*	78%	*	*	-	-	-	78%	78%	-	78%	77%	73%	83%	-	*	-	-
	EL	56%	75%	**78%**	-	78%	-	*	-	-	-	79%	*	*	77%	78%	73%	83%	-	*	-	-
	Male	68%	71%	**74%**	*	73%	-	*	-	-	-	73%	83%	80%	73%	73%	74%	-	-	*	-	-
	Female	71%	78%	**82%**	*	83%	*	-	-	-	-	82%	*	*	83%	83%	-	82%	-	*	-	-
Science	All Students	72%	73%	**76%**	83%	76%	*	*	-	-	-	75%	83%	38%	79%	72%	78%	73%	-	63%	-	-
	CWD	43%	42%	**38%**	-	38%	-	-	-	-	-	33%	*	38%	-	*	40%	*	-	*	-	-
	CWOD	77%	77%	**79%**	83%	79%	*	*	-	-	-	79%	82%	-	79%	74%	83%	75%	-	71%	-	-
	EL	54%	69%	**72%**	*	72%	-	*	-	-	-	71%	*	*	74%	72%	78%	66%	-	*	-	-
	Male	73%	74%	**78%**	80%	77%	*	*	-	-	-	77%	88%	40%	83%	78%	78%	-	-	*	-	-
	Female	71%	73%	**73%**	*	74%	*	-	-	-	-	73%	*	*	75%	66%	-	73%	-	*	-	-
End of Course																						
English I	All Students	66%	73%	**84%**	90%	84%	-	-	-	-	-	84%	90%	46%	90%	81%	78%	90%	-	*	*	-
	CWD	35%	39%	**46%**	*	43%	-	-	-	-	-	43%	*	46%	-	31%	38%	63%	-	*	-	-
	CWOD	72%	78%	**90%**	89%	89%	-	-	-	-	-	90%	90%	-	90%	88%	87%	92%	-	*	*	-
	EL	45%	70%	**81%**	-	81%	-	-	-	-	-	79%	100%	31%	88%	81%	77%	84%	-	*	-	-
	Male	61%	69%	**78%**	100%	77%	-	-	-	-	-	78%	82%	38%	87%	77%	78%	-	-	*	-	-
	Female	72%	78%	**90%**	80%	89%	-	-	-	-	-	89%	100%	63%	92%	84%	-	90%	-	*	*	-
English II	All Students	70%	78%	**88%**	100%	87%	-	-	-	-	-	88%	87%	20%	92%	84%	83%	94%	-	*	-	-
	CWD	36%	38%	**20%**	-	20%	-	-	-	-	-	20%	-	20%	-	20%	29%	*	-	-	-	-
	CWOD	76%	84%	**92%**	100%	92%	-	-	-	-	-	93%	87%	-	92%	92%	88%	98%	-	*	-	-
	EL	47%	70%	**84%**	-	84%	-	-	-	-	-	84%	*	20%	92%	84%	80%	90%	-	-	-	-
	Male	66%	73%	**83%**	*	82%	-	-	-	-	-	84%	71%	29%	88%	80%	83%	-	-	*	-	-
	Female	75%	84%	**94%**	*	94%	-	-	-	-	-	93%	100%	*	98%	90%	-	94%	-	-	-	-
Algebra I	All Students	76%	84%	**97%**	100%	97%	*	-	-	-	-	97%	93%	88%	98%	97%	94%	100%	-	100%	*	-
	CWD	52%	59%	**88%**	*	87%	-	-	-	-	-	87%	*	88%	-	80%	80%	100%	-	*	-	-
	CWOD	80%	87%	**98%**	100%	98%	*	-	-	-	-	98%	92%	-	98%	99%	96%	100%	-	100%	*	-
	EL	68%	84%	**97%**	*	97%	-	-	-	-	-	97%	100%	80%	99%	97%	94%	100%	-	*	-	-
	Male	73%	81%	**94%**	100%	93%	*	-	-	-	-	94%	89%	80%	96%	94%	94%	-	-	*	-	-
	Female	79%	88%	**100%**	*	100%	-	-	-	-	-	100%	100%	100%	100%	100%	-	100%	-	*	*	-
Biology	All Students	91%	92%	**98%**	100%	98%	-	-	-	-	-	97%	100%	82%	99%	97%	96%	99%	-	*	*	-
	CWD	76%	75%	**82%**	*	81%	-	-	-	-	-	81%	*	82%	-	78%	82%	83%	-	*	-	-
	CWOD	93%	94%	**99%**	100%	99%	-	-	-	-	-	99%	100%	-	99%	99%	99%	100%	-	*	*	-
	EL	82%	91%	**97%**	-	97%	-	-	-	-	-	97%	100%	78%	99%	97%	96%	98%	-	*	-	-
	Male	89%	91%	**96%**	*	96%	-	-	-	-	-	96%	100%	82%	99%	96%	96%	-	-	*	-	-
	Female	92%	93%	**99%**	100%	99%	-	-	-	-	-	99%	100%	83%	100%	98%	-	99%	-	*	*	-
STAAR Percent at Meets Grade Level or Above																						
Grade 6																						

		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	55%	51%	**58%**	29%	59%	*	-	-	-	-	57%	75%	24%	63%	53%	43%	73%	-	*	-	-
	CWD	24%	22%	**24%**	*	25%	-	-	-	-	-	21%	*	24%	-	19%	7%	57%	-	*	-	-
	CWOD	62%	55%	**63%**	33%	64%	*	-	-	-	-	62%	80%	-	63%	59%	51%	74%	-	*	-	-
	EL	30%	44%	**53%**	-	53%	-	-	-	-	-	51%	83%	19%	59%	53%	37%	72%	-	*	-	-
	Male	50%	44%	**43%**	*	43%	*	-	-	-	-	40%	83%	7%	51%	37%	43%	-	-	*	-	-
	Female	59%	58%	**73%**	*	74%	-	-	-	-	-	73%	67%	57%	74%	72%	-	73%	-	*	-	-
Mathematics	All Students	38%	35%	**47%**	17%	48%	*	-	-	-	-	45%	67%	29%	50%	43%	42%	52%	-	*	-	-
	CWD	19%	18%	**29%**	*	30%	-	-	-	-	-	26%	*	29%	-	25%	21%	43%	-	*	-	-
	CWOD	43%	38%	**50%**	20%	50%	*	-	-	-	-	48%	70%	-	50%	46%	46%	53%	-	*	-	-
	EL	22%	32%	**43%**	-	43%	-	-	-	-	-	41%	83%	25%	46%	43%	35%	53%	-	*	-	-
	Male	41%	37%	**42%**	*	43%	*	-	-	-	-	40%	67%	21%	46%	35%	42%	-	-	*	-	-
	Female	36%	34%	**52%**	*	53%	-	-	-	-	-	51%	67%	43%	53%	53%	-	52%	-	*	-	-
Grade 7																						
Reading	All Students	52%	53%	**62%**	30%	64%	*	-	-	-	*	61%	63%	0%	67%	56%	62%	61%	-	71%	-	-
	CWD	21%	22%	**0%**	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	-	*	-	-
	CWOD	58%	56%	**67%**	38%	69%	*	-	-	-	*	66%	63%	-	67%	60%	68%	66%	-	83%	-	-
	EL	30%	45%	**56%**	-	57%	*	-	-	-	-	55%	*	0%	60%	56%	58%	53%	-	*	-	-
	Male	47%	49%	**62%**	33%	66%	*	-	-	-	-	62%	60%	0%	68%	58%	62%	-	-	*	-	-
	Female	58%	57%	**61%**	*	63%	-	-	-	-	*	60%	*	0%	66%	53%	-	61%	-	*	-	-
Mathematics	All Students	32%	38%	**54%**	20%	56%	*	-	-	-	*	53%	63%	8%	57%	48%	52%	56%	-	43%	-	-
	CWD	17%	21%	**8%**	*	10%	-	-	-	-	-	8%	-	8%	-	0%	14%	0%	-	*	-	-
	CWOD	36%	40%	**57%**	25%	60%	*	-	-	-	*	57%	63%	-	57%	51%	55%	60%	-	50%	-	-
	EL	19%	32%	**48%**	-	49%	*	-	-	-	-	48%	*	0%	51%	48%	47%	49%	-	*	-	-
	Male	35%	41%	**52%**	17%	56%	*	-	-	-	-	52%	40%	14%	55%	47%	52%	-	-	*	-	-
	Female	30%	35%	**56%**	*	57%	-	-	-	-	*	54%	*	0%	60%	49%	-	56%	-	*	-	-
Grade 8																						
Reading	All Students	57%	61%	**67%**	83%	67%	*	*	-	-	-	69%	50%	23%	71%	62%	60%	75%	-	63%	-	-
	CWD	23%	25%	**23%**	-	23%	-	-	-	-	-	25%	*	23%	-	*	20%	*	-	*	-	-
	CWOD	63%	65%	**71%**	83%	71%	*	*	-	-	-	73%	55%	-	71%	63%	66%	76%	-	71%	-	-
	EL	32%	52%	**62%**	*	61%	-	*	-	-	-	63%	*	*	63%	62%	56%	68%	-	*	-	-
	Male	51%	55%	**60%**	80%	58%	*	*	-	-	-	62%	50%	20%	66%	56%	60%	-	-	*	-	-
	Female	63%	67%	**75%**	*	75%	*	-	-	-	-	76%	*	*	76%	68%	-	75%	-	*	-	-
Mathematics	All Students	45%	44%	**39%**	*	37%	*	*	-	-	-	38%	40%	15%	42%	38%	34%	43%	-	*	-	-
	CWD	22%	25%	**15%**	-	15%	-	-	-	-	-	17%	*	15%	-	*	20%	*	-	*	-	-
	CWOD	50%	48%	**42%**	*	41%	*	*	-	-	-	42%	44%	-	42%	41%	38%	46%	-	*	-	-
	EL	30%	44%	**38%**	-	38%	-	*	-	-	-	38%	*	*	41%	38%	37%	40%	-	*	-	-
	Male	45%	41%	**34%**	*	32%	-	*	-	-	-	34%	33%	20%	38%	37%	34%	-	-	*	-	-
	Female	46%	48%	**43%**	*	43%	*	-	-	-	-	42%	*	*	46%	40%	-	43%	-	*	-	-

		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	47%	45%	**46%**	67%	45%	*	*	-	-	-	47%	33%	8%	50%	39%	54%	37%	-	38%	-	-
	CWD	22%	21%	**8%**	-	8%	-	-	-	-	-	8%	*	8%	-	*	10%	*	-	*	-	-
	CWOD	51%	47%	**50%**	67%	49%	*	*	-	-	-	51%	36%	-	50%	41%	61%	39%	-	43%	-	-
	EL	25%	39%	**39%**	*	38%	-	*	-	-	-	39%	*	*	41%	39%	52%	25%	-	*	-	-
	Male	49%	47%	**54%**	80%	51%	*	*	-	-	-	55%	50%	10%	61%	52%	54%	-	-	*	-	-
	Female	45%	42%	**37%**	*	38%	*	-	-	-	-	39%	*	*	39%	25%	-	37%	-	*	-	-
End of Course																						
English I	All Students	47%	52%	**63%**	70%	63%	-	-	-	-	-	62%	76%	21%	69%	55%	55%	71%	-	*	*	-
	CWD	18%	17%	**21%**	*	22%	-	-	-	-	-	17%	*	21%	-	13%	25%	13%	-	*	-	-
	CWOD	53%	57%	**69%**	78%	69%	-	-	-	-	-	69%	75%	-	69%	61%	62%	76%	-	*	*	-
	EL	23%	45%	**55%**	-	55%	-	-	-	-	-	54%	67%	13%	61%	55%	48%	63%	-	*	-	-
	Male	42%	45%	**55%**	80%	54%	-	-	-	-	-	56%	55%	25%	62%	48%	55%	-	-	*	-	-
	Female	54%	60%	**71%**	60%	71%	-	-	-	-	-	67%	100%	13%	76%	63%	-	71%	-	*	*	-
English II	All Students	53%	61%	**78%**	88%	78%	-	-	-	-	-	79%	73%	10%	83%	70%	72%	87%	-	*	-	-
	CWD	20%	21%	**10%**	-	10%	-	-	-	-	-	10%	-	10%	-	10%	14%	*	-	-	-	-
	CWOD	58%	67%	**83%**	88%	83%	-	-	-	-	-	84%	73%	-	83%	77%	77%	91%	-	*	-	-
	EL	25%	49%	**70%**	-	70%	-	-	-	-	-	71%	*	10%	77%	70%	65%	77%	-	-	-	-
	Male	48%	56%	**72%**	*	71%	-	-	-	-	-	73%	57%	14%	77%	65%	72%	-	-	*	-	-
	Female	59%	68%	**87%**	*	86%	-	-	-	-	-	87%	88%	*	91%	77%	-	87%	-	-	-	-
Algebra I	All Students	43%	54%	**73%**	75%	73%	*	-	-	-	-	72%	86%	38%	78%	68%	63%	84%	-	57%	*	-
	CWD	19%	25%	**38%**	*	33%	-	-	-	-	-	33%	*	38%	-	20%	20%	67%	-	*	-	-
	CWOD	47%	57%	**78%**	71%	78%	*	-	-	-	-	77%	85%	-	78%	74%	70%	86%	-	50%	*	-
	EL	30%	50%	**68%**	*	68%	-	-	-	-	-	67%	86%	20%	74%	68%	61%	77%	-	*	-	-
	Male	42%	49%	**63%**	67%	63%	*	-	-	-	-	60%	89%	20%	70%	61%	63%	-	-	*	-	-
	Female	45%	59%	**84%**	*	84%	-	-	-	-	-	84%	80%	67%	86%	77%	-	84%	-	*	*	-
Biology	All Students	59%	58%	**59%**	100%	57%	-	-	-	-	-	57%	71%	41%	61%	46%	56%	61%	-	*	*	-
	CWD	30%	28%	**41%**	*	38%	-	-	-	-	-	38%	*	41%	-	11%	27%	67%	-	*	-	-
	CWOD	64%	62%	**61%**	100%	59%	-	-	-	-	-	60%	70%	-	61%	49%	61%	61%	-	*	*	-
	EL	35%	52%	**46%**	-	46%	-	-	-	-	-	44%	67%	11%	49%	46%	43%	48%	-	*	-	-
	Male	58%	55%	**56%**	*	54%	-	-	-	-	-	56%	58%	27%	61%	43%	56%	-	-	*	-	-
	Female	61%	61%	**61%**	100%	59%	-	-	-	-	-	58%	89%	67%	61%	48%	-	61%	-	*	*	-
STAAR Percent at Masters Grade Level																						
Grade 6																						
Reading	All Students	28%	23%	**27%**	14%	27%	*	-	-	-	-	25%	50%	14%	29%	23%	19%	36%	-	*	-	-
	CWD	7%	6%	**14%**	*	15%	-	-	-	-	-	11%	*	14%	-	13%	0%	43%	-	*	-	-
	CWOD	33%	25%	**29%**	17%	29%	*	-	-	-	-	27%	50%	-	29%	25%	22%	35%	-	*	-	-
	EL	9%	17%	**23%**	-	23%	-	-	-	-	-	22%	50%	13%	25%	23%	15%	34%	-	*	-	-
	Male	24%	18%	**19%**	*	18%	*	-	-	-	-	16%	50%	0%	22%	15%	19%	-	-	*	-	-
	Female	32%	28%	**36%**	*	36%	-	-	-	-	-	35%	50%	43%	35%	34%	-	36%	-	*	-	-

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

		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 I	All Students	14%	12%	**19%**	30%	19%	-	-	-	-	-	17%	38%	0%	22%	10%	20%	19%	-	*	*	-
	CWD	4%	3%	**0%**	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	16%	14%	**22%**	33%	21%	-	-	-	-	-	20%	40%	-	22%	11%	24%	21%	-	*	*	-
	EL	2%	8%	**10%**	-	10%	-	-	-	-	-	9%	11%	0%	11%	10%	11%	8%	-	*	-	-
	Male	11%	10%	**20%**	20%	20%	-	-	-	-	-	19%	27%	0%	24%	11%	20%	-	-	*	-	-
	Female	17%	15%	**19%**	40%	18%	-	-	-	-	-	16%	50%	0%	21%	8%	-	19%	-	*	*	-
English II	All Students	8%	7%	**8%**	13%	7%	-	-	-	-	-	7%	13%	0%	8%	3%	7%	9%	-	*	-	-
	CWD	3%	1%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	-	-	-
	CWOD	9%	8%	**8%**	13%	8%	-	-	-	-	-	8%	13%	-	8%	4%	7%	9%	-	*	-	-
	EL	1%	2%	**3%**	-	3%	-	-	-	-	-	3%	*	0%	4%	3%	0%	8%	-	-	-	-
	Male	7%	7%	**7%**	*	6%	-	-	-	-	-	6%	14%	0%	7%	0%	7%	-	-	*	-	-
	Female	9%	7%	**9%**	*	9%	-	-	-	-	-	8%	13%	*	9%	8%	-	9%	-	-	-	-
Algebra I	All Students	26%	33%	**46%**	38%	46%	*	-	-	-	-	44%	64%	13%	50%	40%	49%	43%	-	29%	*	-
	CWD	8%	9%	**13%**	*	13%	-	-	-	-	-	7%	*	13%	-	10%	10%	17%	-	*	-	-
	CWOD	29%	36%	**50%**	43%	50%	*	-	-	-	-	49%	62%	-	50%	44%	55%	45%	-	33%	*	-
	EL	14%	28%	**40%**	*	39%	-	-	-	-	-	38%	71%	10%	44%	40%	43%	36%	-	*	-	-
	Male	25%	30%	**49%**	50%	49%	*	-	-	-	-	46%	78%	10%	55%	43%	49%	-	-	*	-	-
	Female	27%	37%	**43%**	*	44%	-	-	-	-	-	43%	40%	17%	45%	36%	-	43%	-	*	*	-
Biology	All Students	20%	15%	**12%**	11%	12%	-	-	-	-	-	11%	19%	12%	12%	7%	18%	6%	-	*	*	-
	CWD	6%	6%	**12%**	*	13%	-	-	-	-	-	6%	*	12%	-	11%	18%	0%	-	*	-	-
	CWOD	22%	17%	**12%**	13%	11%	-	-	-	-	-	11%	15%	-	12%	7%	17%	7%	-	*	*	-
	EL	6%	11%	**7%**	-	7%	-	-	-	-	-	7%	11%	11%	7%	7%	8%	7%	-	*	-	-
	Male	20%	16%	**18%**	*	17%	-	-	-	-	-	15%	33%	18%	17%	8%	18%	-	-	*	-	-
	Female	19%	15%	**6%**	0%	7%	-	-	-	-	-	7%	0%	0%	7%	7%	-	6%	-	*	*	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	76%	**85%**	85%	85%	83%	*	-	-	*	84%	91%	59%	88%	82%	81%	89%	-	73%	*	-
	CWD	46%	47%	**59%**	78%	58%	-	-	-	-	-	57%	80%	59%	-	48%	53%	71%	-	40%	-	-
	CWOD	79%	80%	**88%**	86%	88%	83%	*	-	-	*	87%	92%	-	88%	85%	85%	90%	-	80%	*	-
	EL	59%	72%	**82%**	*	82%	*	*	-	-	-	81%	96%	48%	85%	82%	79%	85%	-	66%	-	-
	Male	71%	73%	**81%**	82%	80%	100%	*	-	-	-	80%	87%	53%	85%	79%	81%	-	-	77%	-	-
	Female	75%	79%	**89%**	91%	89%	*	-	-	-	*	88%	97%	71%	90%	85%	-	89%	-	70%	*	-
Reading	All Students	74%	77%	**86%**	85%	86%	100%	*	-	-	*	85%	91%	48%	90%	83%	80%	92%	-	85%	*	-
	CWD	45%	43%	**48%**	*	46%	-	-	-	-	-	46%	*	48%	-	33%	37%	69%	-	*	-	-
	CWOD	80%	81%	**90%**	86%	90%	100%	*	-	-	*	90%	92%	-	90%	88%	87%	93%	-	91%	*	-
	EL	57%	72%	**83%**	*	83%	*	*	-	-	-	82%	96%	33%	88%	83%	79%	88%	-	92%	-	-
	Male	70%	72%	**80%**	83%	80%	*	*	-	-	-	80%	84%	37%	87%	79%	80%	-	-	79%	-	-
	Female	79%	82%	**92%**	82%	92%	*	-	-	-	*	91%	100%	69%	93%	88%	-	92%	-	92%	*	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	70%	72%	**82%**	81%	82%	80%	*	-	-	*	81%	89%	71%	83%	78%	78%	86%	-	59%	*	-
	CWD	45%	49%	**71%**	*	71%	-	-	-	-	-	71%	*	71%	-	63%	68%	76%	-	*	-	-
	CWOD	76%	76%	**83%**	83%	83%	80%	*	-	-	*	83%	90%	-	83%	80%	80%	87%	-	67%	*	-
	EL	60%	70%	**78%**	*	78%	*	*	-	-	-	78%	95%	63%	80%	78%	75%	82%	-	42%	-	-
	Male	71%	71%	**78%**	76%	78%	*	*	-	-	-	77%	85%	68%	80%	75%	78%	-	-	73%	-	-
	Female	70%	73%	**86%**	90%	86%	*	-	-	-	*	85%	94%	76%	87%	82%	-	86%	-	45%	*	-
Science	All Students	76%	81%	**87%**	93%	87%	*	*	-	-	-	86%	94%	63%	90%	86%	87%	88%	-	75%	*	-
	CWD	52%	54%	**63%**	*	62%	-	-	-	-	-	61%	*	63%	-	62%	62%	67%	-	*	-	-
	CWOD	81%	84%	**90%**	93%	90%	*	*	-	-	-	89%	94%	-	90%	87%	91%	89%	-	80%	*	-
	EL	63%	79%	**86%**	*	86%	-	*	-	-	-	85%	100%	62%	87%	86%	87%	84%	-	60%	-	-
	Male	77%	81%	**87%**	89%	87%	*	*	-	-	-	86%	95%	62%	91%	87%	87%	-	-	80%	-	-
	Female	76%	81%	**88%**	100%	88%	*	-	-	-	-	87%	92%	67%	89%	84%	-	88%	-	71%	*	-
SAT/ACT All Subjects	All Students	89%	95%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	*	-	-	-	-
	CWD	70%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	90%	95%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	*	-	-	-	-
	EL	63%	100%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	90%	100%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	Female	89%	91%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	48%	49%	**59%**	59%	59%	42%	*	-	-	*	59%	66%	22%	64%	53%	55%	64%	-	52%	*	-
	CWD	23%	22%	**22%**	22%	21%	-	-	-	-	-	20%	50%	22%	-	13%	17%	30%	-	10%	-	-
	CWOD	53%	53%	**64%**	64%	64%	42%	*	-	-	*	63%	67%	-	64%	57%	61%	67%	-	60%	*	-
	EL	30%	43%	**53%**	*	53%	*	*	-	-	-	52%	67%	13%	57%	53%	49%	57%	-	45%	-	-
	Male	47%	47%	**55%**	57%	55%	56%	*	-	-	-	54%	59%	17%	61%	49%	55%	-	-	53%	-	-
	Female	49%	52%	**64%**	63%	64%	*	-	-	-	*	63%	75%	30%	67%	57%	-	64%	-	50%	*	-
Reading	All Students	53%	54%	**66%**	62%	66%	40%	*	-	-	*	65%	70%	18%	71%	59%	59%	73%	-	65%	*	-
	CWD	23%	21%	**18%**	*	18%	-	-	-	-	-	16%	*	18%	-	13%	15%	23%	-	*	-	-
	CWOD	59%	59%	**71%**	69%	71%	40%	*	-	-	*	71%	71%	-	71%	64%	65%	76%	-	77%	*	-
	EL	31%	46%	**59%**	*	59%	*	*	-	-	-	58%	64%	13%	64%	59%	52%	66%	-	67%	-	-
	Male	48%	49%	**59%**	61%	59%	*	*	-	-	-	59%	59%	15%	65%	52%	59%	-	-	57%	-	-
	Female	58%	60%	**73%**	59%	73%	*	-	-	-	*	72%	83%	23%	76%	66%	-	73%	-	75%	*	-
Mathematics	All Students	43%	43%	**55%**	41%	55%	40%	*	-	-	*	54%	66%	24%	58%	50%	49%	60%	-	41%	*	-
	CWD	22%	22%	**24%**	*	24%	-	-	-	-	-	22%	*	24%	-	16%	20%	33%	-	*	-	-
	CWOD	48%	46%	**58%**	43%	59%	40%	*	-	-	*	57%	68%	-	58%	54%	54%	62%	-	44%	*	-
	EL	30%	40%	**50%**	*	50%	*	*	-	-	-	49%	74%	16%	54%	50%	45%	55%	-	33%	-	-
	Male	45%	43%	**49%**	35%	50%	*	*	-	-	-	48%	62%	20%	54%	45%	49%	-	-	45%	-	-
	Female	42%	43%	**60%**	50%	61%	*	-	-	-	*	59%	72%	33%	62%	55%	-	60%	-	36%	*	-

		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	46%	49%	**53%**	87%	51%	*	*	-	-	-	52%	58%	27%	56%	43%	55%	51%	-	42%	*	-
	CWD	22%	22%	**27%**	*	24%	-	-	-	-	-	25%	*	27%	-	8%	19%	44%	-	*	-	-
	CWOD	50%	52%	**56%**	86%	54%	*	*	-	-	-	55%	58%	-	56%	45%	61%	51%	-	50%	*	-
	EL	26%	43%	**43%**	*	42%	-	*	-	-	-	42%	62%	8%	45%	43%	48%	38%	-	20%	-	-
	Male	47%	49%	**55%**	89%	53%	*	*	-	-	-	55%	55%	19%	61%	48%	55%	-	-	60%	-	-
	Female	45%	48%	**51%**	83%	50%	*	-	-	-	-	50%	62%	44%	51%	38%	-	51%	-	29%	*	-
SAT/ACT All Subjects	All Students	59%	48%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	*	-	-	-	-
	CWD	38%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	59%	48%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	*	-	-	-	-
	EL	15%	29%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	63%	60%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	Female	54%	36%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	20%	18%	**22%**	19%	22%	42%	*	-	-	*	21%	31%	5%	24%	16%	22%	21%	-	12%	*	-
	CWD	6%	5%	**5%**	0%	6%	-	-	-	-	-	4%	30%	5%	-	4%	4%	7%	-	0%	-	-
	CWOD	23%	19%	**24%**	21%	24%	42%	*	-	-	*	23%	31%	-	24%	18%	25%	23%	-	14%	*	-
	EL	9%	13%	**16%**	*	16%	*	*	-	-	-	16%	25%	4%	18%	16%	16%	17%	-	10%	-	-
	Male	20%	17%	**22%**	20%	22%	56%	*	-	-	-	21%	35%	4%	25%	16%	22%	-	-	10%	-	-
	Female	21%	19%	**21%**	16%	22%	*	-	-	-	*	21%	25%	7%	23%	17%	-	21%	-	13%	*	-
Reading	All Students	22%	19%	**24%**	21%	24%	40%	*	-	-	*	23%	33%	5%	26%	17%	22%	26%	-	12%	*	-
	CWD	6%	4%	**5%**	*	5%	-	-	-	-	-	4%	*	5%	-	4%	2%	12%	-	*	-	-
	CWOD	25%	21%	**26%**	23%	26%	40%	*	-	-	*	25%	33%	-	26%	19%	25%	27%	-	14%	*	-
	EL	8%	14%	**17%**	*	17%	*	*	-	-	-	17%	24%	4%	19%	17%	16%	19%	-	8%	-	-
	Male	19%	16%	**22%**	17%	22%	*	*	-	-	-	21%	32%	2%	25%	16%	22%	-	-	7%	-	-
	Female	25%	22%	**26%**	24%	26%	*	-	-	-	*	25%	33%	12%	27%	19%	-	26%	-	17%	*	-
Mathematics	All Students	19%	18%	**24%**	15%	24%	40%	*	-	-	*	23%	39%	5%	26%	19%	24%	23%	-	18%	*	-
	CWD	7%	6%	**5%**	*	5%	-	-	-	-	-	3%	*	5%	-	3%	5%	5%	-	*	-	-
	CWOD	22%	19%	**26%**	17%	27%	40%	*	-	-	*	25%	40%	-	26%	21%	28%	25%	-	22%	*	-
	EL	11%	15%	**19%**	*	19%	*	*	-	-	-	19%	37%	3%	21%	19%	19%	20%	-	17%	-	-
	Male	21%	18%	**24%**	18%	25%	*	*	-	-	-	22%	46%	5%	28%	19%	24%	-	-	18%	-	-
	Female	18%	17%	**23%**	10%	24%	*	-	-	-	*	23%	28%	5%	25%	20%	-	23%	-	18%	*	-
Science	All Students	17%	14%	**13%**	20%	13%	*	*	-	-	-	13%	15%	7%	14%	8%	18%	8%	-	0%	*	-
	CWD	5%	5%	**7%**	*	7%	-	-	-	-	-	4%	*	7%	-	8%	10%	0%	-	*	-	-
	CWOD	19%	15%	**14%**	21%	13%	*	*	-	-	-	14%	13%	-	14%	8%	19%	9%	-	0%	*	-
	EL	5%	10%	**8%**	*	7%	-	*	-	-	-	8%	8%	8%	8%	8%	10%	6%	-	0%	-	-
	Male	18%	15%	**18%**	33%	17%	*	*	-	-	-	17%	25%	10%	19%	10%	18%	-	-	0%	-	-
	Female	15%	13%	**8%**	0%	9%	*	-	-	-	-	9%	0%	0%	9%	6%	-	8%	-	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
SAT/ACT All Subjects	All Students	13%	5%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	*	-	-	-	-
	CWD	9%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	13%	5%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	*	-	-	-	-
	EL	1%	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	17%	10%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	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	75	69	75	65	*	-	-	*	76	53	73
CWD	53	*	54	-	-	-	-	-	52	53	44
CWOD	77	73	77	65	*	-	-	*	78	-	76
EL ✧	73	*	74	*	*	-	-	-	74	44	73
Male	71	67	71	*	*	-	-	-	72	46	68
Female	79	72	79	*	-	-	-	*	79	68	79
Mathematics											
All Students	79	72	79	70	*	-	-	*	78	74	76
CWD	74	*	77	-	-	-	-	-	74	74	72
CWOD	79	80	79	70	*	-	-	*	79	-	76
EL ✧	76	*	76	*	*	-	-	-	75	72	76
Male	74	70	74	*	*	-	-	-	74	76	71
Female	83	75	84	*	-	-	-	*	82	70	81

- 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	98.7%	100.0%	98.6%	*	*	-	-	-	98.5%	100.0%	100.0%	100.0%	-
CWD	100.0%	*	100.0%	-	*	-	-	-	100.0%	100.0%	100.0%	*	-
CWOD	98.5%	100.0%	98.5%	*	-	-	-	-	98.3%	-	100.0%	100.0%	-
EL ✧	100.0%	-	100.0%	-	*	-	-	-	100.0%	100.0%	100.0%	*	-
Male	98.5%	*	98.5%	-	-	-	-	-	98.3%	100.0%	100.0%	*	-
Female	98.8%	100.0%	98.7%	*	*	-	-	-	98.6%	100.0%	100.0%	100.0%	-

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

Part (iv): English Language Proficiency

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
610	184	30%

- 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	55	54	55	56	*	-	-	*	55	29	50
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	63%	*	62%	-	-	-	-	-	62%	89%	46%

- 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	Y	Y	Y						Y	Y	Y
Interim Goals (2028-2032)	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
Target Met	Y	Y	Y						Y	N	Y
Interim Goals (2033-2037)	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
Target Met	Y	Y	Y						Y	N	Y
Long-Term Goals	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Target Met	N	N	N						N	N	Y
Mathematics											
Interim Goals (2023-2027)	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
Target Met	Y	Y	Y						Y	Y	Y
Interim Goals (2028-2032)	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
Target Met	Y	Y	Y						Y	N	Y
Interim Goals (2033-2037)	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
Target Met	N	N	N						Y	N	N
Long-Term Goals	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
Target Met	N	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	Y		Y						Y		Y

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2028-2032)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86%
Target Met	Y		Y						Y		Y
Interim Goals (2033-2037)	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92%
Target Met	Y		Y						Y		Y
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	**100%**	98%	100%	100%	*	-	-	*	100%	99%	100%	100%	100%	100%	100%	-
	CWD	**100%**	100%	100%	-	-	-	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	**100%**	97%	100%	100%	*	-	-	*	100%	99%	-	100%	100%	100%	100%	-
	EL	**100%**	*	100%	*	*	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	**100%**	98%	100%	100%	*	-	-	-	100%	100%	100%	100%	100%	100%	-	-
	Female	**100%**	97%	100%	*	-	-	-	*	100%	98%	100%	100%	100%	-	100%	-
Reading	All Students	**100%**	95%	100%	100%	*	-	-	*	100%	99%	100%	100%	100%	100%	99%	-
	CWD	**100%**	*	100%	-	-	-	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	**100%**	95%	100%	100%	*	-	-	*	100%	98%	-	100%	100%	100%	99%	-
	EL	**100%**	*	100%	*	*	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	**100%**	96%	100%	*	*	-	-	-	100%	100%	100%	100%	100%	100%	-	-
	Female	**99%**	94%	100%	*	-	-	-	*	100%	97%	100%	99%	100%	-	99%	-
Mathematics	All Students	**100%**	100%	100%	100%	*	-	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	**100%**	*	100%	-	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	**100%**	100%	100%	100%	*	-	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	**100%**	*	100%	*	*	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	**100%**	100%	100%	*	*	-	-	-	100%	100%	100%	100%	100%	100%	-	-
	Female	**100%**	100%	100%	*	-	-	-	*	100%	100%	100%	100%	100%	-	100%	-
Science	All Students	**100%**	100%	100%	*	*	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	CWD	**100%**	*	100%	-	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	**100%**	100%	100%	*	*	-	-	-	100%	100%	-	100%	100%	100%	100%	-
	EL	**100%**	*	100%	-	*	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	**100%**	100%	100%	*	*	-	-	-	100%	100%	100%	100%	100%	100%	-	-
	Female	**100%**	100%	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	**0%**	2%	0%	0%	*	-	-	*	0%	1%	0%	0%	0%	0%	0%	-
	CWD	**0%**	0%	0%	-	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	**0%**	3%	0%	0%	*	-	-	*	0%	1%	-	0%	0%	0%	0%	-
	EL	**0%**	*	0%	*	*	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	**0%**	2%	0%	0%	*	-	-	-	0%	0%	0%	0%	0%	0%	-	-
	Female	**0%**	3%	0%	*	-	-	-	*	0%	2%	0%	0%	0%	-	0%	-
Reading	All Students	**0%**	5%	0%	0%	*	-	-	*	0%	1%	0%	0%	0%	0%	1%	-
	CWD	**0%**	*	0%	-	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	**0%**	5%	0%	0%	*	-	-	*	0%	2%	-	0%	0%	0%	1%	-
	EL	**0%**	*	0%	*	*	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	**0%**	4%	0%	*	*	-	-	-	0%	0%	0%	0%	0%	0%	-	-
	Female	**1%**	6%	0%	*	-	-	-	*	0%	3%	0%	1%	0%	-	1%	-
Mathematics	All Students	**0%**	0%	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	**0%**	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	**0%**	0%	0%	0%	*	-	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	**0%**	*	0%	*	*	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	**0%**	0%	0%	*	*	-	-	-	0%	0%	0%	0%	0%	0%	-	-
	Female	**0%**	0%	0%	*	-	-	-	*	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	**0%**	0%	0%	*	*	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	CWD	**0%**	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	**0%**	0%	0%	*	*	-	-	-	0%	0%	-	0%	0%	0%	0%	-
	EL	**0%**	*	0%	-	*	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	**0%**	0%	0%	*	*	-	-	-	0%	0%	0%	0%	0%	0%	-	-
	Female	**0%**	0%	0%	*	-	-	-	-	0%	0%	0%	0%	0%	-	0%	-
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	76	3	72	0	0	1	0	0	28		
	Female	37	3	33	1	0	0	0	0	17		
	Total	113	6	105	1	0	1	0	0	45		
Out-of-School Suspensions												
	Male	19	2	16	0	0	1	0	0	9		
	Female	6	1	5	0	0	0	0	0	3		
	Total	25	3	21	0	0	1	0	0	12		
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	8	1	7	0	0	0	0	0	5		2
	Female	4	2	2	0	0	0	0	0	5		3
	Total	12	3	9	0	0	0	0	0	10		5
Out-of-School Suspensions												
	Male	7	1	6	0	0	0	0	0	5		2
	Female	1	0	1	0	0	0	0	0	2		1
	Total	8	1	7	0	0	0	0	0	7		3
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	79	4	75	-8	-8	-8	-8	-8	26	7	3
	Female	69	2	67	-8	-8	-8	-8	-8	21	5	7
	Total	148	6	142	-8	-8	-8	-8	-8	47	12	10

	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	22
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack without a weapon	10
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or Bullying	
On the basis of sex	10
On the basis of race	7
On the basis of disability	4
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	133	26	3	12	130	27	0	0	0	-	0	0	0	-	0	-	37	16	8	22
Female	167	31	7	32	158	31	1	33	1	100	0	-	0	-	0	-	39	16	7	29
Total	300	29	10	21	288	29	1	17	1	100	0	0	0	-	0	-	76	16	15	25
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	9.2	15.4%
Teachers Teaching with Emergency or Provisional Credentials	4.0	6.9%
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		$1,194	$96	$849	$945		$249	$249
Food services		$417	$0	$4	$4	$363	$50	$413
Instruction		$5,956	$5,169	$94	$5,263	$605	$88	$693
Support services, general administration		$50		$50	$50			
Support services, instructional staff		$990	$412	$4	$416	$330	$244	$574
Support services, operation and maintenance of plant		$1,127	$856	$123	$979	$134	$13	$147
Support services, pupils		$760	$184	$100	$284	$435	$41	$476
Support services, school administration		$1,257	$1,111	$68	$1,179	$68	$10	$78
Support services, student transportation		$659	$545	$45	$590	$58	$11	$69
Total	**1,036**	**$12,408**	**$8,372**	**$1,337**	**$9,709**	**$1,993**	**$706**	**$2,699**

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%	13	2%	-	-
Mathematics	7,510	2%	13	2%	-	-
Grade 4						
Reading	6,669	2%	10	2%	-	-
Mathematics	6,666	2%	10	2%	-	-
Grade 5						
Reading	6,321	2%	*	1%	-	-
Mathematics	6,324	2%	*	1%	-	-
Science	6,315	2%	*	1%	-	-
Grade 6						
Reading	5,876	1%	19	1%	-	-
Mathematics	5,877	1%	19	1%	-	-
Grade 7						
Reading	5,387	1%	17	1%	-	-
Mathematics	5,385	2%	17	1%	-	-
Grade 8						
Reading	4,906	1%	19	1%	-	-
Mathematics	4,907	1%	19	1%	-	-
Science	4,904	1%	18	1%	-	-
End of Course						
English I	4,932	1%	18	1%	-	-
English II	4,732	1%	13	1%	-	-
Algebra I	4,932	1%	17	1%	-	-
Biology	4,992	1%	18	1%	-	-
All Grades						
All Subjects	104,161	1%	249	1%	-	-
Reading	46,349	1%	112	1%	-	-
Mathematics	41,601	1%	98	1%	-	-
Science	16,211	1%	39	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	58%	*	58%	-	-	-	-	-	57%	*	55%
In-State Private Institutions	13%	*	13%	-	-	-	-	-	12%	-	12%
Out-of-State Institutions	4%	-	4%	-	-	-	-	-	*	-	*

- Indicates there are no students in the group.

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

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	15%	10%	16%	40%	*	*	-	-	16%	23%	13%

- Indicates there are no students in the group.

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

Part (xv): Section 1003 Fund

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

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

There is no data for this campus.

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

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

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																						
Grade 6																						
Reading	All Students	76%	73%	**71%**	63%	73%	*	*	*	-	*	71%	73%	35%	76%	65%	65%	78%	-	*	-	*
	CWD	46%	43%	**35%**	*	31%	*	-	*	-	*	29%	*	35%	-	27%	18%	56%	-	-	-	-
	CWOD	82%	77%	**76%**	75%	78%	*	*	*	-	*	76%	75%	-	76%	70%	72%	80%	-	*	-	*
	EL	56%	68%	**65%**	-	66%	*	*	*	-	-	64%	80%	27%	70%	65%	59%	71%	-	*	-	-
	Male	72%	65%	**65%**	67%	66%	*	-	*	-	*	64%	67%	18%	72%	59%	65%	-	-	-	-	*
	Female	80%	81%	**78%**	57%	80%	-	*	*	-	*	77%	80%	56%	80%	71%	-	78%	-	*	-	-
Mathematics	All Students	72%	71%	**66%**	69%	65%	*	*	*	-	*	64%	82%	45%	69%	60%	75%	56%	-	*	-	*
	CWD	50%	48%	**45%**	*	46%	*	-	*	-	*	41%	*	45%	-	55%	36%	56%	-	-	-	-
	CWOD	78%	73%	**69%**	83%	67%	*	*	*	-	*	67%	88%	-	69%	60%	82%	56%	-	*	-	*
	EL	60%	68%	**60%**	-	60%	*	*	*	-	-	59%	80%	55%	60%	60%	70%	50%	-	*	-	-
	Male	74%	69%	**75%**	89%	73%	*	-	*	-	*	75%	83%	36%	82%	70%	75%	-	-	-	-	*
	Female	71%	72%	**56%**	43%	58%	-	*	*	-	*	55%	80%	56%	56%	50%	-	56%	-	*	-	-
Grade 7																						
Reading	All Students	74%	76%	**71%**	82%	70%	*	-	100%	-	-	73%	50%	31%	75%	64%	60%	81%	-	*	-	*
	CWD	41%	45%	**31%**	*	30%	-	-	-	-	-	36%	*	31%	-	22%	33%	*	-	*	-	-
	CWOD	81%	79%	**75%**	100%	73%	*	-	100%	-	-	76%	60%	-	75%	67%	64%	84%	-	*	-	*
	EL	56%	70%	**64%**	*	62%	*	-	*	-	-	65%	50%	22%	67%	64%	50%	77%	-	-	-	-
	Male	70%	71%	**60%**	*	59%	*	-	*	-	-	61%	40%	33%	64%	50%	60%	-	-	-	-	-
	Female	79%	80%	**81%**	78%	81%	*	-	*	-	-	83%	57%	*	84%	77%	-	81%	-	*	-	*
Mathematics	All Students	53%	59%	**47%**	45%	46%	*	-	80%	-	-	49%	17%	15%	50%	42%	47%	47%	-	*	-	*
	CWD	31%	37%	**15%**	*	20%	-	-	-	-	-	18%	*	15%	-	11%	22%	*	-	*	-	-
	CWOD	58%	62%	**50%**	63%	48%	*	-	80%	-	-	52%	20%	-	50%	44%	50%	49%	-	*	-	*
	EL	39%	54%	**42%**	*	42%	*	-	*	-	-	45%	10%	11%	44%	42%	41%	42%	-	-	-	-
	Male	55%	61%	**47%**	*	46%	*	-	*	-	-	49%	20%	22%	50%	41%	47%	-	-	-	-	-
	Female	51%	58%	**47%**	44%	47%	*	-	*	-	-	50%	14%	*	49%	42%	-	47%	-	*	-	*
Grade 8																						
Reading	All Students	80%	86%	**90%**	93%	88%	*	-	100%	*	-	90%	71%	82%	90%	85%	89%	90%	-	*	-	-
	CWD	49%	55%	**82%**	*	71%	*	-	-	-	-	80%	*	82%	-	67%	83%	80%	-	-	-	-
	CWOD	85%	89%	**90%**	92%	89%	*	-	100%	*	-	91%	67%	-	90%	86%	90%	91%	-	*	-	-
	EL	62%	82%	**85%**	*	85%	*	-	100%	*	-	87%	*	67%	86%	85%	84%	87%	-	*	-	-
	Male	76%	82%	**89%**	100%	86%	*	-	*	-	-	90%	80%	83%	90%	84%	89%	-	-	*	-	-
	Female	85%	90%	**90%**	*	89%	*	-	100%	*	-	91%	*	80%	91%	87%	-	90%	-	*	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	69%	74%	**55%**	60%	53%	*	-	*	-	-	56%	40%	27%	60%	52%	51%	59%	-	*	-	-
	CWD	42%	54%	**27%**	*	29%	*	-	-	-	-	30%	*	27%	-	17%	0%	60%	-	-	-	-
	CWOD	74%	78%	**60%**	75%	56%	*	-	*	-	-	60%	*	-	60%	56%	61%	58%	-	*	-	-
	EL	56%	75%	**52%**	*	51%	*	-	*	-	-	53%	*	17%	56%	52%	52%	53%	-	*	-	-
	Male	68%	71%	**51%**	43%	54%	*	-	-	-	-	55%	*	0%	61%	52%	51%	-	-	*	-	-
	Female	71%	78%	**59%**	*	53%	*	-	*	-	-	58%	*	60%	58%	53%	-	59%	-	*	-	-
Science	All Students	72%	73%	**71%**	67%	70%	*	-	90%	*	-	72%	57%	36%	74%	66%	75%	67%	-	*	-	-
	CWD	43%	42%	**36%**	*	29%	*	-	-	-	-	30%	*	36%	-	33%	33%	40%	-	-	-	-
	CWOD	77%	77%	**74%**	69%	72%	*	-	90%	*	-	74%	50%	-	74%	68%	78%	69%	-	*	-	-
	EL	54%	69%	**66%**	*	65%	*	-	80%	*	-	67%	*	33%	68%	66%	70%	62%	-	*	-	-
	Male	73%	74%	**75%**	73%	74%	*	-	*	-	-	76%	60%	33%	78%	70%	75%	-	-	*	-	-
	Female	71%	73%	**67%**	*	65%	*	-	86%	*	-	68%	*	40%	69%	62%	-	67%	-	*	-	-
End of Course																						
English I	All Students	66%	73%	**70%**	75%	70%	*	*	*	-	*	70%	67%	40%	73%	65%	68%	72%	-	*	-	-
	CWD	35%	39%	**40%**	*	50%	-	-	*	-	*	40%	-	40%	-	50%	50%	20%	-	-	-	-
	CWOD	72%	78%	**73%**	100%	71%	*	*	*	-	*	73%	67%	-	73%	66%	70%	75%	-	*	-	-
	EL	45%	70%	**65%**	-	65%	-	*	*	-	*	65%	57%	50%	66%	65%	60%	69%	-	-	-	-
	Male	61%	69%	**68%**	67%	68%	*	*	*	-	*	67%	75%	50%	70%	60%	68%	-	-	*	-	-
	Female	72%	78%	**72%**	*	72%	-	-	*	-	*	73%	*	20%	75%	69%	-	72%	-	-	-	-
English II	All Students	70%	78%	**77%**	70%	79%	*	*	*	-	-	77%	77%	12%	85%	69%	75%	80%	-	-	-	-
	CWD	36%	38%	**12%**	20%	9%	-	-	*	-	-	13%	*	12%	-	0%	18%	0%	-	-	-	-
	CWOD	76%	84%	**85%**	87%	85%	*	*	*	-	-	85%	83%	-	85%	78%	83%	88%	-	-	-	-
	EL	47%	70%	**69%**	*	69%	*	*	*	-	-	69%	67%	0%	78%	69%	70%	68%	-	-	-	-
	Male	66%	73%	**75%**	62%	78%	*	*	*	-	-	74%	86%	18%	83%	70%	75%	-	-	-	-	-
	Female	75%	84%	**80%**	86%	80%	-	-	*	-	-	81%	67%	0%	88%	68%	-	80%	-	-	-	-
Algebra I	All Students	76%	84%	**75%**	56%	76%	*	-	91%	*	*	75%	83%	38%	78%	76%	73%	78%	-	*	-	-
	CWD	52%	59%	**38%**	*	57%	-	-	*	-	*	38%	-	38%	-	57%	50%	20%	-	-	-	-
	CWOD	80%	87%	**78%**	75%	77%	*	-	100%	*	*	78%	83%	-	78%	77%	75%	82%	-	*	-	-
	EL	68%	84%	**76%**	*	75%	*	-	100%	*	*	76%	*	57%	77%	76%	73%	79%	-	-	-	-
	Male	73%	81%	**73%**	55%	74%	*	-	*	-	*	72%	*	50%	75%	73%	73%	-	-	*	-	-
	Female	79%	88%	**78%**	60%	79%	-	-	86%	*	*	79%	*	20%	82%	79%	-	78%	-	-	-	-
Biology	All Students	91%	92%	**85%**	91%	85%	*	-	*	-	*	84%	100%	67%	87%	83%	82%	89%	-	*	-	-
	CWD	76%	75%	**67%**	*	67%	-	-	-	-	*	67%	-	67%	-	67%	75%	*	-	-	-	-
	CWOD	93%	94%	**87%**	100%	86%	*	-	*	-	*	86%	100%	-	87%	84%	82%	91%	-	*	-	-
	EL	82%	91%	**83%**	-	83%	-	-	*	-	*	82%	100%	67%	84%	83%	79%	87%	-	-	-	-
	Male	89%	91%	**82%**	88%	80%	*	-	*	-	*	80%	100%	75%	82%	79%	82%	-	-	*	-	-
	Female	92%	93%	**89%**	*	90%	-	-	*	-	*	89%	-	*	91%	87%	-	89%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 6																						

		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	55%	51%	**45%**	56%	43%	*	*	*	-	*	45%	36%	20%	48%	30%	42%	48%	-	*	-	*
	CWD	24%	22%	**20%**	*	15%	*	-	*	-	*	18%	*	20%	-	18%	9%	33%	-	-	-	-
	CWOD	62%	55%	**48%**	67%	46%	*	*	*	-	*	49%	38%	-	48%	32%	47%	49%	-	*	-	*
	EL	30%	44%	**30%**	-	29%	*	*	*	-	-	31%	20%	18%	32%	30%	27%	33%	-	*	-	-
	Male	50%	44%	**42%**	67%	38%	*	-	*	-	*	41%	50%	9%	47%	27%	42%	-	-	-	-	*
	Female	59%	58%	**48%**	43%	48%	-	*	*	-	*	49%	20%	33%	49%	33%	-	48%	-	*	-	-
Mathematics	All Students	38%	35%	**27%**	38%	25%	*	*	*	-	*	27%	27%	5%	31%	18%	31%	24%	-	*	-	*
	CWD	19%	18%	**5%**	*	0%	*	-	*	-	*	6%	*	5%	-	0%	9%	0%	-	-	-	-
	CWOD	43%	38%	**31%**	50%	28%	*	*	*	-	*	30%	38%	-	31%	20%	35%	27%	-	*	-	*
	EL	22%	32%	**18%**	-	17%	*	*	*	-	-	18%	20%	0%	20%	18%	20%	15%	-	*	-	-
	Male	41%	37%	**31%**	44%	27%	*	-	*	-	*	30%	50%	9%	35%	20%	31%	-	-	-	-	*
	Female	36%	34%	**24%**	29%	23%	-	*	*	-	*	25%	0%	0%	27%	15%	-	24%	-	*	-	-
Grade 7																						
Reading	All Students	52%	53%	**48%**	64%	45%	*	-	80%	-	-	50%	17%	15%	50%	39%	43%	52%	-	*	-	*
	CWD	21%	22%	**15%**	*	20%	-	-	-	-	-	18%	*	15%	-	11%	22%	*	-	*	-	-
	CWOD	58%	56%	**50%**	88%	47%	*	-	80%	-	-	53%	20%	-	50%	41%	45%	54%	-	*	-	*
	EL	30%	45%	**39%**	*	36%	*	-	*	-	-	42%	10%	11%	41%	39%	32%	46%	-	-	-	-
	Male	47%	49%	**43%**	*	40%	*	-	*	-	-	44%	20%	22%	45%	32%	43%	-	-	-	-	-
	Female	58%	57%	**52%**	56%	50%	*	-	*	-	-	55%	14%	*	54%	46%	-	52%	-	*	-	*
Mathematics	All Students	32%	38%	**26%**	27%	25%	*	-	60%	-	-	26%	17%	8%	27%	21%	29%	22%	-	*	-	*
	CWD	17%	21%	**8%**	*	10%	-	-	-	-	-	9%	*	8%	-	0%	11%	*	-	*	-	-
	CWOD	36%	40%	**27%**	38%	26%	*	-	60%	-	-	28%	20%	-	27%	23%	32%	23%	-	*	-	*
	EL	19%	32%	**21%**	*	20%	*	-	*	-	-	22%	10%	0%	23%	21%	27%	16%	-	-	-	-
	Male	35%	41%	**29%**	*	27%	*	-	*	-	-	30%	20%	11%	32%	27%	29%	-	-	-	-	-
	Female	30%	35%	**22%**	22%	22%	*	-	*	-	-	23%	14%	*	23%	16%	-	22%	-	*	-	*
Grade 8																						
Reading	All Students	57%	61%	**62%**	73%	58%	*	-	90%	*	-	62%	57%	27%	64%	51%	67%	56%	-	*	-	-
	CWD	23%	25%	**27%**	*	29%	*	-	-	-	-	20%	*	27%	-	17%	33%	20%	-	-	-	-
	CWOD	63%	65%	**64%**	77%	60%	*	-	90%	*	-	65%	50%	-	64%	53%	70%	58%	-	*	-	-
	EL	32%	52%	**51%**	*	49%	*	-	80%	*	-	52%	*	17%	53%	51%	57%	46%	-	*	-	-
	Male	51%	55%	**67%**	73%	65%	*	-	*	-	-	68%	60%	33%	70%	57%	67%	-	-	*	-	-
	Female	63%	67%	**56%**	*	52%	*	-	86%	*	-	56%	*	20%	58%	46%	-	56%	-	*	-	-
Mathematics	All Students	45%	44%	**17%**	10%	19%	*	-	*	-	-	16%	20%	0%	19%	13%	19%	15%	-	*	-	-
	CWD	22%	25%	**0%**	*	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	50%	48%	**19%**	13%	21%	*	-	*	-	-	19%	*	-	19%	15%	23%	17%	-	*	-	-
	EL	30%	44%	**13%**	*	15%	*	-	*	-	-	14%	*	0%	15%	13%	14%	13%	-	*	-	-
	Male	45%	41%	**19%**	14%	21%	*	-	-	-	-	18%	*	0%	23%	14%	19%	-	-	*	-	-
	Female	46%	48%	**15%**	*	17%	*	-	*	-	-	15%	*	0%	17%	13%	-	15%	-	*	-	-

		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	47%	45%	**43%**	47%	40%	*	-	70%	*	-	43%	57%	9%	46%	35%	48%	38%	-	*	-	-
	CWD	22%	21%	**9%**	*	0%	*	-	-	-	-	0%	*	9%	-	0%	17%	0%	-	-	-	-
	CWOD	51%	47%	**46%**	46%	42%	*	-	70%	*	-	46%	50%	-	46%	37%	51%	41%	-	*	-	-
	EL	25%	39%	**35%**	*	34%	*	-	40%	*	-	36%	*	0%	37%	35%	36%	34%	-	*	-	-
	Male	49%	47%	**48%**	55%	44%	*	-	*	-	-	47%	60%	17%	51%	36%	48%	-	-	*	-	-
	Female	45%	42%	**38%**	*	36%	*	-	57%	*	-	38%	*	0%	41%	34%	-	38%	-	*	-	-
End of Course																						
English I	All Students	47%	52%	**51%**	58%	50%	*	*	*	-	*	51%	56%	7%	55%	47%	45%	58%	-	*	-	-
	CWD	18%	17%	**7%**	*	0%	-	-	*	-	*	7%	-	7%	-	0%	10%	0%	-	-	-	-
	CWOD	53%	57%	**55%**	78%	53%	*	*	*	-	*	55%	56%	-	55%	50%	49%	62%	-	*	-	-
	EL	23%	45%	**47%**	-	47%	-	*	*	-	*	47%	43%	0%	50%	47%	38%	55%	-	-	-	-
	Male	42%	45%	**45%**	56%	43%	*	*	*	-	*	44%	63%	10%	49%	38%	45%	-	-	*	-	-
	Female	54%	60%	**58%**	*	58%	-	-	*	-	*	58%	*	0%	62%	55%	-	58%	-	-	-	-
English II	All Students	53%	61%	**63%**	55%	65%	*	*	*	-	-	62%	77%	6%	70%	52%	61%	66%	-	-	-	-
	CWD	20%	21%	**6%**	20%	0%	-	-	*	-	-	6%	*	6%	-	0%	9%	0%	-	-	-	-
	CWOD	58%	67%	**70%**	67%	71%	*	*	*	-	-	69%	83%	-	70%	58%	69%	72%	-	-	-	-
	EL	25%	49%	**52%**	*	52%	*	*	*	-	-	51%	67%	0%	58%	52%	57%	44%	-	-	-	-
	Male	48%	56%	**61%**	38%	67%	*	*	*	-	-	59%	86%	9%	69%	57%	61%	-	-	-	-	-
	Female	59%	68%	**66%**	86%	64%	-	-	*	-	-	66%	67%	0%	72%	44%	-	66%	-	-	-	-
Algebra I	All Students	43%	54%	**39%**	44%	35%	*	-	73%	*	*	38%	50%	8%	41%	32%	37%	42%	-	*	-	-
	CWD	19%	25%	**8%**	*	14%	-	-	*	-	*	8%	-	8%	-	14%	0%	20%	-	-	-	-
	CWOD	47%	57%	**41%**	58%	36%	*	-	80%	*	*	41%	50%	-	41%	33%	40%	43%	-	*	-	-
	EL	30%	50%	**32%**	*	29%	*	-	60%	*	*	32%	*	14%	33%	32%	25%	40%	-	-	-	-
	Male	42%	49%	**37%**	45%	33%	*	-	*	-	*	36%	*	0%	40%	25%	37%	-	-	*	-	-
	Female	45%	59%	**42%**	40%	38%	-	-	71%	*	*	41%	*	20%	43%	40%	-	42%	-	-	-	-
Biology	All Students	59%	58%	**50%**	55%	50%	*	-	*	-	*	50%	57%	0%	54%	45%	49%	51%	-	*	-	-
	CWD	30%	28%	**0%**	*	0%	-	-	-	-	*	0%	-	0%	-	0%	0%	*	-	-	-	-
	CWOD	64%	62%	**54%**	67%	53%	*	-	*	-	*	54%	57%	-	54%	49%	54%	54%	-	*	-	-
	EL	35%	52%	**45%**	-	45%	-	-	*	-	*	44%	60%	0%	49%	45%	41%	48%	-	-	-	-
	Male	58%	55%	**49%**	50%	49%	*	-	*	-	*	48%	57%	0%	54%	41%	49%	-	-	*	-	-
	Female	61%	61%	**51%**	*	51%	-	-	*	-	*	51%	-	*	54%	48%	-	51%	-	-	-	-
STAAR Percent at Masters Grade Level																						
Grade 6																						
Reading	All Students	28%	23%	**20%**	38%	17%	*	*	*	-	*	20%	18%	10%	22%	4%	19%	21%	-	*	-	*
	CWD	7%	6%	**10%**	*	0%	*	-	*	-	*	12%	*	10%	-	0%	9%	11%	-	-	-	-
	CWOD	33%	25%	**22%**	42%	18%	*	*	*	-	*	21%	25%	-	22%	4%	21%	23%	-	*	-	*
	EL	9%	17%	**4%**	-	3%	*	*	*	-	-	4%	0%	0%	4%	4%	0%	8%	-	*	-	-
	Male	24%	18%	**19%**	33%	16%	*	-	*	-	*	18%	33%	9%	21%	0%	19%	-	-	-	-	*
	Female	32%	28%	**21%**	43%	17%	-	*	*	-	*	23%	0%	11%	23%	8%	-	21%	-	*	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	16%	13%	**11%**	25%	8%	*	*	*	-	*	11%	9%	5%	12%	4%	10%	11%	-	*	-	*
	CWD	5%	5%	**5%**	*	0%	*	-	*	-	*	6%	*	5%	-	0%	9%	0%	-	-	-	-
	CWOD	18%	14%	**12%**	33%	8%	*	*	*	-	*	12%	13%	-	12%	4%	11%	13%	-	*	-	*
	EL	6%	11%	**4%**	-	4%	*	*	*	-	-	4%	0%	0%	4%	4%	2%	6%	-	*	-	-
	Male	17%	13%	**10%**	33%	5%	*	-	*	-	*	10%	17%	9%	11%	2%	10%	-	-	-	-	*
	Female	14%	12%	**11%**	14%	10%	-	*	*	-	*	12%	0%	0%	13%	6%	-	11%	-	*	-	-
Grade 7																						
Reading	All Students	26%	26%	**24%**	36%	21%	*	-	80%	-	-	25%	17%	8%	26%	19%	17%	31%	-	*	-	*
	CWD	6%	5%	**8%**	*	10%	-	-	-	-	-	9%	*	8%	-	0%	11%	*	-	*	-	-
	CWOD	30%	28%	**26%**	50%	22%	*	-	80%	-	-	26%	20%	-	26%	20%	18%	32%	-	*	-	*
	EL	9%	18%	**19%**	*	15%	*	-	*	-	-	19%	10%	0%	20%	19%	13%	25%	-	-	-	-
	Male	23%	23%	**17%**	*	14%	*	-	*	-	-	17%	20%	11%	18%	13%	17%	-	-	-	-	-
	Female	30%	29%	**31%**	33%	28%	*	-	*	-	-	32%	14%	*	32%	25%	-	31%	-	*	-	*
Mathematics	All Students	11%	12%	**6%**	9%	4%	*	-	60%	-	-	5%	17%	0%	7%	4%	9%	4%	-	*	-	*
	CWD	5%	3%	**0%**	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-	*	-	-
	CWOD	12%	13%	**7%**	13%	5%	*	-	60%	-	-	6%	20%	-	7%	5%	11%	4%	-	*	-	*
	EL	4%	8%	**4%**	*	2%	*	-	*	-	-	4%	10%	0%	5%	4%	7%	2%	-	-	-	-
	Male	12%	13%	**9%**	*	6%	*	-	*	-	-	9%	20%	0%	11%	7%	9%	-	-	-	-	-
	Female	9%	10%	**4%**	0%	3%	*	-	*	-	-	3%	14%	*	4%	2%	-	4%	-	*	-	*
Grade 8																						
Reading	All Students	31%	29%	**27%**	33%	23%	*	-	70%	*	-	27%	29%	0%	29%	19%	30%	24%	-	*	-	-
	CWD	7%	4%	**0%**	*	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	35%	32%	**29%**	38%	24%	*	-	70%	*	-	29%	33%	-	29%	20%	32%	26%	-	*	-	-
	EL	10%	20%	**19%**	*	16%	*	-	40%	*	-	19%	*	0%	20%	19%	16%	21%	-	*	-	-
	Male	26%	25%	**30%**	36%	26%	*	-	*	-	-	31%	20%	0%	32%	16%	30%	-	-	*	-	-
	Female	36%	33%	**24%**	*	20%	*	-	57%	*	-	23%	*	0%	26%	21%	-	24%	-	*	-	-
Mathematics	All Students	18%	10%	**1%**	0%	2%	*	-	*	-	-	1%	0%	0%	1%	2%	3%	0%	-	*	-	-
	CWD	7%	6%	**0%**	*	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	20%	11%	**1%**	0%	2%	*	-	*	-	-	2%	*	-	1%	2%	3%	0%	-	*	-	-
	EL	8%	9%	**2%**	*	2%	*	-	*	-	-	2%	*	0%	2%	2%	3%	0%	-	*	-	-
	Male	18%	9%	**3%**	0%	4%	*	-	-	-	-	3%	*	0%	3%	3%	3%	-	-	*	-	-
	Female	17%	11%	**0%**	*	0%	*	-	*	-	-	0%	*	0%	0%	0%	-	0%	-	*	-	-
Science	All Students	18%	14%	**15%**	20%	11%	*	-	60%	*	-	15%	29%	0%	17%	9%	19%	11%	-	*	-	-
	CWD	6%	4%	**0%**	*	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	20%	16%	**17%**	23%	12%	*	-	60%	*	-	16%	33%	-	17%	10%	21%	12%	-	*	-	-
	EL	5%	9%	**9%**	*	7%	*	-	40%	*	-	10%	*	0%	10%	9%	9%	10%	-	*	-	-
	Male	20%	16%	**19%**	18%	17%	*	-	*	-	-	19%	20%	0%	21%	9%	19%	-	-	*	-	-
	Female	16%	13%	**11%**	*	6%	*	-	43%	*	-	10%	*	0%	12%	10%	-	11%	-	*	-	-
End of Course																						

		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 I	All Students	14%	12%	**9%**	33%	8%	*	*	*	-	*	10%	0%	0%	10%	5%	9%	9%	-	*	-	-
	CWD	4%	3%	**0%**	*	0%	-	-	*	-	*	0%	-	0%	-	0%	0%	0%	-	-	-	-
	CWOD	16%	14%	**10%**	44%	8%	*	*	*	-	*	11%	0%	-	10%	6%	10%	10%	-	*	-	-
	EL	2%	8%	**5%**	-	5%	-	*	*	-	*	6%	0%	0%	6%	5%	7%	3%	-	-	-	-
	Male	11%	10%	**9%**	22%	8%	*	*	*	-	*	10%	0%	0%	10%	7%	9%	-	-	*	-	-
	Female	17%	15%	**9%**	*	7%	-	-	*	-	*	9%	*	0%	10%	3%	-	9%	-	-	-	-
English II	All Students	8%	7%	**8%**	15%	7%	*	*	*	-	-	8%	8%	0%	9%	2%	8%	8%	-	-	-	-
	CWD	3%	1%	**0%**	0%	0%	-	-	*	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	9%	8%	**9%**	20%	7%	*	*	*	-	-	9%	8%	-	9%	3%	9%	9%	-	-	-	-
	EL	1%	2%	**2%**	*	3%	*	*	*	-	-	1%	17%	0%	3%	2%	4%	0%	-	-	-	-
	Male	7%	7%	**8%**	15%	6%	*	*	*	-	-	7%	14%	0%	9%	4%	8%	-	-	-	-	-
	Female	9%	7%	**8%**	14%	7%	-	-	*	-	-	9%	0%	0%	9%	0%	-	8%	-	-	-	-
Algebra I	All Students	26%	33%	**24%**	38%	20%	*	-	45%	*	*	23%	50%	0%	26%	18%	25%	22%	-	*	-	-
	CWD	8%	9%	**0%**	*	0%	-	-	*	-	*	0%	-	0%	-	0%	0%	0%	-	-	-	-
	CWOD	29%	36%	**26%**	50%	21%	*	-	50%	*	*	25%	50%	-	26%	19%	27%	24%	-	*	-	-
	EL	14%	28%	**18%**	*	15%	*	-	40%	*	*	17%	*	0%	19%	18%	15%	21%	-	-	-	-
	Male	25%	30%	**25%**	45%	21%	*	-	*	-	*	24%	*	0%	27%	15%	25%	-	-	*	-	-
	Female	27%	37%	**22%**	20%	19%	-	-	43%	*	*	21%	*	0%	24%	21%	-	22%	-	-	-	-
Biology	All Students	20%	15%	**8%**	36%	6%	*	-	*	-	*	7%	14%	0%	8%	4%	6%	10%	-	*	-	-
	CWD	6%	6%	**0%**	*	0%	-	-	-	-	*	0%	-	0%	-	0%	0%	*	-	-	-	-
	CWOD	22%	17%	**8%**	44%	6%	*	-	*	-	*	8%	14%	-	8%	5%	7%	10%	-	*	-	-
	EL	6%	11%	**4%**	-	4%	-	-	*	-	*	4%	20%	0%	5%	4%	4%	5%	-	-	-	-
	Male	20%	16%	**6%**	25%	4%	*	-	*	-	*	5%	14%	0%	7%	4%	6%	-	-	*	-	-
	Female	19%	15%	**10%**	*	7%	-	-	*	-	*	10%	-	*	10%	5%	-	10%	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	76%	**71%**	69%	71%	68%	*	86%	*	60%	72%	64%	38%	75%	67%	70%	72%	-	67%	-	*
	CWD	46%	47%	**38%**	24%	39%	50%	-	40%	-	100%	38%	43%	38%	-	37%	37%	39%	-	*	-	-
	CWOD	79%	80%	**75%**	83%	74%	76%	*	91%	*	20%	75%	67%	-	75%	69%	74%	75%	-	73%	-	*
	EL	59%	72%	**67%**	71%	66%	63%	*	84%	*	*	67%	53%	37%	69%	67%	65%	69%	-	43%	-	-
	Male	71%	73%	**70%**	72%	70%	65%	*	95%	-	80%	70%	69%	37%	74%	65%	70%	-	-	100%	-	*
	Female	75%	79%	**72%**	66%	73%	80%	*	81%	*	40%	73%	55%	39%	75%	69%	-	72%	-	56%	-	*
Reading	All Students	74%	77%	**76%**	76%	75%	73%	*	85%	*	*	76%	67%	37%	80%	70%	71%	80%	-	70%	-	*
	CWD	45%	43%	**37%**	29%	36%	*	-	*	-	*	37%	43%	37%	-	31%	37%	38%	-	*	-	-
	CWOD	80%	81%	**80%**	89%	79%	75%	*	91%	*	*	80%	71%	-	80%	73%	76%	83%	-	78%	-	*
	EL	57%	72%	**70%**	86%	69%	71%	*	85%	*	*	70%	57%	31%	73%	70%	64%	75%	-	*	-	-
	Male	70%	72%	**71%**	75%	71%	67%	*	90%	-	*	72%	71%	37%	76%	64%	71%	-	-	*	-	*
	Female	79%	82%	**80%**	77%	80%	*	*	81%	*	*	81%	62%	38%	83%	75%	-	80%	-	63%	-	*

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	70%	72%	**62%**	57%	61%	56%	*	86%	*	*	62%	53%	33%	65%	58%	64%	59%	-	50%	-	*
	CWD	45%	49%	**33%**	8%	38%	*	-	*	-	*	33%	33%	33%	-	36%	29%	39%	-	*	-	-
	CWOD	76%	76%	**65%**	73%	63%	67%	*	89%	*	*	65%	57%	-	65%	60%	69%	61%	-	56%	-	*
	EL	60%	70%	**58%**	67%	58%	50%	*	82%	*	*	59%	43%	36%	60%	58%	60%	56%	-	*	-	-
	Male	71%	71%	**64%**	62%	63%	57%	-	100%	-	*	65%	58%	29%	69%	60%	64%	-	-	*	-	*
	Female	70%	73%	**59%**	52%	59%	*	*	77%	*	*	60%	47%	39%	61%	56%	-	59%	-	38%	-	*
Science	All Students	76%	81%	**78%**	77%	77%	80%	-	92%	*	*	78%	79%	52%	80%	74%	78%	77%	-	*	-	-
	CWD	52%	54%	**52%**	*	50%	*	-	-	-	*	50%	*	52%	-	53%	57%	44%	-	-	-	-
	CWOD	81%	84%	**80%**	82%	79%	*	-	92%	*	*	80%	77%	-	80%	76%	80%	80%	-	*	-	-
	EL	63%	79%	**74%**	*	75%	*	-	86%	*	*	74%	71%	53%	76%	74%	74%	74%	-	*	-	-
	Male	77%	81%	**78%**	79%	77%	*	-	*	-	*	78%	83%	57%	80%	74%	78%	-	-	*	-	-
	Female	76%	81%	**77%**	71%	77%	*	-	88%	*	*	78%	*	44%	80%	74%	-	77%	-	*	-	-
SAT/ACT All Subjects	All Students	89%	95%	*	*	*	-	-	-	-	-	*	-	-	*	-	*	*	-	-	-	-
	CWD	70%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	90%	95%	*	*	*	-	-	-	-	-	*	-	-	*	-	*	*	-	-	-	-
	EL	63%	100%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	90%	100%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	Female	89%	91%	*	*	-	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	48%	49%	**44%**	49%	42%	44%	*	71%	*	10%	44%	42%	10%	47%	36%	44%	43%	-	33%	-	*
	CWD	23%	22%	**10%**	12%	8%	0%	-	40%	-	20%	9%	21%	10%	-	5%	11%	8%	-	*	-	-
	CWOD	53%	53%	**47%**	59%	45%	65%	*	74%	*	0%	47%	45%	-	47%	38%	48%	46%	-	36%	-	*
	EL	30%	43%	**36%**	47%	35%	44%	*	61%	*	*	36%	26%	5%	38%	36%	35%	37%	-	43%	-	-
	Male	47%	47%	**44%**	51%	42%	50%	*	86%	-	20%	44%	52%	11%	48%	35%	44%	-	-	50%	-	*
	Female	49%	52%	**43%**	45%	42%	20%	*	62%	*	0%	44%	26%	8%	46%	37%	-	43%	-	28%	-	*
Reading	All Students	53%	54%	**53%**	61%	52%	55%	*	77%	*	*	54%	48%	15%	57%	44%	52%	55%	-	40%	-	*
	CWD	23%	21%	**15%**	18%	12%	*	-	*	-	*	13%	29%	15%	-	9%	15%	14%	-	*	-	-
	CWOD	59%	59%	**57%**	74%	55%	75%	*	83%	*	*	58%	51%	-	57%	47%	56%	59%	-	44%	-	*
	EL	31%	46%	**44%**	71%	42%	57%	*	77%	*	*	44%	30%	9%	47%	44%	42%	45%	-	*	-	-
	Male	48%	49%	**52%**	59%	50%	56%	*	90%	-	*	51%	58%	15%	56%	42%	52%	-	-	*	-	*
	Female	58%	60%	**55%**	63%	54%	*	*	69%	*	*	56%	33%	14%	59%	45%	-	55%	-	38%	-	*
Mathematics	All Students	43%	43%	**29%**	31%	27%	22%	*	67%	*	*	29%	26%	5%	32%	22%	31%	27%	-	30%	-	*
	CWD	22%	22%	**5%**	0%	5%	*	-	*	-	*	6%	0%	5%	-	3%	6%	4%	-	*	-	-
	CWOD	48%	46%	**32%**	41%	29%	33%	*	68%	*	*	32%	32%	-	32%	24%	35%	29%	-	33%	-	*
	EL	30%	40%	**22%**	33%	21%	17%	*	55%	*	*	23%	14%	3%	24%	22%	23%	22%	-	*	-	-
	Male	45%	43%	**31%**	38%	29%	29%	-	88%	-	*	31%	37%	6%	35%	23%	31%	-	-	*	-	*
	Female	42%	43%	**27%**	24%	26%	*	*	54%	*	*	27%	13%	4%	29%	22%	-	27%	-	25%	-	*

		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	46%	49%	**47%**	50%	45%	60%	-	67%	*	*	46%	57%	4%	50%	40%	48%	44%	-	*	-	-
	CWD	22%	22%	**4%**	*	0%	*	-	-	-	*	0%	*	4%	-	0%	7%	0%	-	-	-	-
	CWOD	50%	52%	**50%**	55%	48%	*	-	67%	*	*	50%	54%	-	50%	43%	52%	47%	-	*	-	-
	EL	26%	43%	**40%**	*	40%	*	-	43%	*	*	40%	43%	0%	43%	40%	38%	41%	-	*	-	-
	Male	47%	49%	**48%**	53%	47%	*	-	*	-	*	48%	58%	7%	52%	38%	48%	-	-	*	-	-
	Female	45%	48%	**44%**	43%	44%	*	-	63%	*	*	44%	*	0%	47%	41%	-	44%	-	*	-	-
SAT/ACT All Subjects	All Students	59%	48%	*	*	*	-	-	-	-	-	*	-	-	*	-	*	*	-	-	-	-
	CWD	38%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	59%	48%	*	*	*	-	-	-	-	-	*	-	-	*	-	*	*	-	-	-	-
	EL	15%	29%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	63%	60%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	Female	54%	36%	*	*	-	-	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	20%	18%	**15%**	26%	12%	16%	*	49%	*	0%	15%	16%	3%	16%	9%	15%	14%	-	21%	-	*
	CWD	6%	5%	**3%**	3%	1%	0%	-	40%	-	0%	3%	0%	3%	-	0%	3%	2%	-	*	-	-
	CWOD	23%	19%	**16%**	33%	13%	24%	*	50%	*	0%	16%	19%	-	16%	10%	16%	15%	-	23%	-	*
	EL	9%	13%	**9%**	29%	7%	13%	*	35%	*	*	9%	9%	0%	10%	9%	8%	10%	-	29%	-	-
	Male	20%	17%	**15%**	27%	12%	15%	*	64%	-	0%	15%	18%	3%	16%	8%	15%	-	-	33%	-	*
	Female	21%	19%	**14%**	24%	12%	20%	*	41%	*	0%	15%	13%	2%	15%	10%	-	14%	-	17%	-	*
Reading	All Students	22%	19%	**18%**	30%	15%	27%	*	50%	*	*	18%	13%	4%	19%	10%	16%	19%	-	30%	-	*
	CWD	6%	4%	**4%**	6%	2%	*	-	*	-	*	4%	0%	4%	-	0%	4%	3%	-	*	-	-
	CWOD	25%	21%	**19%**	37%	16%	38%	*	52%	*	*	19%	16%	-	19%	11%	18%	20%	-	33%	-	*
	EL	8%	14%	**10%**	29%	9%	29%	*	38%	*	*	10%	7%	0%	11%	10%	8%	12%	-	*	-	-
	Male	19%	16%	**16%**	27%	14%	22%	*	60%	-	*	16%	16%	4%	18%	8%	16%	-	-	*	-	*
	Female	25%	22%	**19%**	33%	16%	*	*	44%	*	*	20%	10%	3%	20%	12%	-	19%	-	25%	-	*
Mathematics	All Students	19%	18%	**12%**	20%	10%	11%	*	48%	*	*	12%	18%	2%	13%	8%	14%	10%	-	20%	-	*
	CWD	7%	6%	**2%**	0%	0%	*	-	*	-	*	2%	0%	2%	-	0%	3%	0%	-	*	-	-
	CWOD	22%	19%	**13%**	27%	10%	17%	*	47%	*	*	13%	21%	-	13%	9%	16%	11%	-	22%	-	*
	EL	11%	15%	**8%**	33%	7%	0%	*	36%	*	*	8%	10%	0%	9%	8%	8%	8%	-	*	-	-
	Male	21%	18%	**14%**	31%	11%	14%	-	63%	-	*	14%	21%	3%	16%	8%	14%	-	-	*	-	*
	Female	18%	17%	**10%**	8%	9%	*	*	38%	*	*	10%	13%	0%	11%	8%	-	10%	-	13%	-	*
Science	All Students	17%	14%	**12%**	27%	9%	0%	-	50%	*	*	11%	21%	0%	13%	7%	13%	11%	-	*	-	-
	CWD	5%	5%	**0%**	*	0%	*	-	-	-	*	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	19%	15%	**13%**	32%	9%	*	-	50%	*	*	12%	23%	-	13%	7%	14%	11%	-	*	-	-
	EL	5%	10%	**7%**	*	6%	*	-	29%	*	*	7%	14%	0%	7%	7%	6%	7%	-	*	-	-
	Male	18%	15%	**13%**	21%	10%	*	-	*	-	*	12%	17%	0%	14%	6%	13%	-	-	*	-	-
	Female	15%	13%	**11%**	43%	7%	*	-	38%	*	*	10%	*	0%	11%	7%	-	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
SAT/ACT All Subjects	All Students	13%	5%	*	*	*	-	-	-	-	-	*	-	-	*	-	*	*	-	-	-	-
	CWD	9%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	13%	5%	*	*	*	-	-	-	-	-	*	-	-	*	-	*	*	-	-	-	-
	EL	1%	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	17%	10%	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
	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	73	71	73	66	*	85	*	*	74	51	71
CWD	51	44	49	*	-	*	-	*	52	51	49
CWOD	75	77	75	63	*	84	*	*	76	-	73
EL ✧	71	75	71	75	*	85	*	*	71	49	71
Male	69	76	68	58	-	89	-	*	70	51	67
Female	77	63	78	*	*	82	*	*	78	51	76
Mathematics											
All Students	67	71	66	58	*	82	*	*	68	58	63
CWD	58	28	65	*	-	*	-	*	60	58	61
CWOD	68	83	66	67	*	81	*	*	69	-	63
EL ✧	63	75	63	50	*	81	*	*	65	61	63
Male	67	74	67	50	-	83	-	*	68	56	63
Female	66	67	65	*	*	81	*	*	68	59	64

- 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	95.3%	100.0%	95.8%	*	*	*	-	-	94.5%	85.7%	85.7%	80.0%	-
CWD	85.7%	*	83.3%	-	-	-	-	-	83.3%	85.7%	80.0%	-	-
CWOD	96.2%	100.0%	97.0%	*	*	*	-	-	95.5%	-	87.5%	80.0%	-
EL ✧	85.7%	-	84.2%	-	*	*	-	-	84.2%	80.0%	85.7%	*	-
Male	90.7%	*	91.2%	*	-	*	-	-	89.2%	83.3%	75.0%	*	-
Female	100.0%	*	100.0%	-	*	-	-	-	100.0%	*	100.0%	*	-

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

Part (iv): English Language Proficiency

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
592	147	25%

- 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	43	48	42	43	*	69	*	23	44	17	37
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	65%	60%	65%	*	-	80%	-	-	64%	89%	58%

- 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	Y	Y	Y	N		Y			Y	Y	Y
Interim Goals (2028-2032)	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
Target Met	Y	Y	Y	N		Y			Y	N	Y
Interim Goals (2033-2037)	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
Target Met	N	Y	N	N		N			Y	N	Y
Long-Term Goals	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Target Met	N	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	Y	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	N	N
Interim Goals (2033-2037)	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
Target Met	N	N	N			N			N	N	N
Long-Term Goals	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
Target Met	N	N	N			N			N	N	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	Y	Y

	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	**100%**	100%	99%	100%	*	100%	*	100%	100%	100%	99%	100%	100%	99%	100%	-
	CWD	**99%**	100%	99%	100%	-	100%	-	100%	99%	100%	99%	-	100%	99%	100%	-
	CWOD	**100%**	100%	100%	100%	*	100%	*	100%	100%	100%	-	100%	100%	99%	100%	-
	EL	**100%**	100%	100%	100%	*	100%	*	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	**99%**	100%	99%	100%	*	100%	-	100%	99%	100%	99%	99%	100%	99%	-	-
	Female	**100%**	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	-	100%	-
Reading	All Students	**100%**	100%	100%	100%	*	100%	*	*	100%	100%	99%	100%	100%	99%	100%	-
	CWD	**99%**	100%	98%	*	-	*	-	*	99%	100%	99%	-	100%	98%	100%	-
	CWOD	**100%**	100%	100%	100%	*	100%	*	*	100%	100%	-	100%	100%	100%	100%	-
	EL	**100%**	100%	100%	100%	*	100%	*	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	**99%**	100%	99%	100%	*	100%	-	*	99%	100%	98%	100%	100%	99%	-	-
	Female	**100%**	100%	100%	*	*	100%	*	*	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	**99%**	100%	99%	100%	*	100%	*	*	99%	100%	100%	99%	99%	99%	100%	-
	CWD	**100%**	100%	100%	*	-	*	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	**99%**	100%	99%	100%	*	100%	*	*	99%	100%	-	99%	99%	99%	100%	-
	EL	**99%**	100%	99%	100%	*	100%	*	*	99%	100%	100%	99%	99%	99%	99%	-
	Male	**99%**	100%	99%	100%	-	100%	-	*	99%	100%	100%	99%	99%	99%	-	-
	Female	**100%**	100%	100%	*	*	100%	*	*	100%	100%	100%	100%	99%	-	100%	-
Science	All Students	**99%**	100%	99%	100%	-	100%	*	*	99%	100%	100%	99%	100%	99%	99%	-
	CWD	**100%**	*	100%	*	-	-	-	*	100%	*	100%	-	100%	100%	100%	-
	CWOD	**99%**	100%	99%	*	-	100%	*	*	99%	100%	-	99%	100%	99%	99%	-
	EL	**100%**	*	100%	*	-	100%	*	*	100%	100%	100%	100%	100%	100%	99%	-
	Male	**99%**	100%	99%	*	-	*	-	*	99%	100%	100%	99%	100%	99%	-	-
	Female	**99%**	100%	99%	*	-	100%	*	*	99%	*	100%	99%	99%	-	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	**0%**	0%	1%	0%	*	0%	*	0%	0%	0%	1%	0%	0%	1%	0%	-
	CWD	**1%**	0%	1%	0%	-	0%	-	0%	1%	0%	1%	-	0%	1%	0%	-
	CWOD	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	-	0%	0%	1%	0%	-
	EL	**0%**	0%	0%	0%	*	0%	*	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	**1%**	0%	1%	0%	*	0%	-	0%	1%	0%	1%	1%	0%	1%	-	-
	Female	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	**0%**	0%	0%	0%	*	0%	*	*	0%	0%	1%	0%	0%	1%	0%	-
	CWD	**1%**	0%	2%	*	-	*	-	*	1%	0%	1%	-	0%	2%	0%	-
	CWOD	**0%**	0%	0%	0%	*	0%	*	*	0%	0%	-	0%	0%	0%	0%	-
	EL	**0%**	0%	0%	0%	*	0%	*	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	**1%**	0%	1%	0%	*	0%	-	*	1%	0%	2%	0%	0%	1%	-	-
	Female	**0%**	0%	0%	*	*	0%	*	*	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	**1%**	0%	1%	0%	*	0%	*	*	1%	0%	0%	1%	1%	1%	0%	-
	CWD	**0%**	0%	0%	*	-	*	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	**1%**	0%	1%	0%	*	0%	*	*	1%	0%	-	1%	1%	1%	0%	-
	EL	**1%**	0%	1%	0%	*	0%	*	*	1%	0%	0%	1%	1%	1%	1%	-
	Male	**1%**	0%	1%	0%	-	0%	-	*	1%	0%	0%	1%	1%	1%	-	-
	Female	**0%**	0%	0%	*	*	0%	*	*	0%	0%	0%	0%	1%	-	0%	-
Science	All Students	**1%**	0%	1%	0%	-	0%	*	*	1%	0%	0%	1%	0%	1%	1%	-
	CWD	**0%**	*	0%	*	-	-	-	*	0%	*	0%	-	0%	0%	0%	-
	CWOD	**1%**	0%	1%	*	-	0%	*	*	1%	0%	-	1%	0%	1%	1%	-
	EL	**0%**	*	0%	*	-	0%	*	*	0%	0%	0%	0%	0%	0%	1%	-
	Male	**1%**	0%	1%	*	-	*	-	*	1%	0%	0%	1%	0%	1%	-	-
	Female	**1%**	0%	1%	*	-	0%	*	*	1%	*	0%	1%	1%	-	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	89	16	70	2	0	0	0	1	41		
	Female	47	10	35	1	0	0	0	1	23		
	Total	136	26	105	3	0	0	0	2	64		
Out-of-School Suspensions												
	Male	63	8	53	1	0	0	0	1	29		
	Female	40	3	37	0	0	0	0	0	25		
	Total	103	11	90	1	0	0	0	1	54		
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	2	1	1	0	0	0	0	0	1		
	Female	0	0	0	0	0	0	0	0	0		
	Total	2	1	1	0	0	0	0	0	1		
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	6	1	5	0	0	0	0	0	3		3
	Female	1	0	1	0	0	0	0	0	1		0
	Total	7	1	6	0	0	0	0	0	4		3
Out-of-School Suspensions												
	Male	6	1	5	0	0	0	0	0	4		4
	Female	4	1	3	0	0	0	0	0	4		1
	Total	10	2	8	0	0	0	0	0	8		5
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	87	5	75	2	1	2	-8	2	43	8	-8
	Female	53	6	44	1	1	1	-8	-8	27	2	3
	Total	140	11	119	3	2	3	-8	2	70	10	3

	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	53
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack without a weapon	17
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or Bullying	
On the basis of sex	9
On the basis of race	16
On the basis of disability	2
On the basis of sexual orientation	2
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	77	16	5	14	67	16	1	14	0	0	4	40	0	-	0	0	16	8	6	19
Female	102	22	6	18	89	22	2	33	3	100	2	12	0	-	0	0	30	15	1	6
Total	179	19	11	16	156	19	3	23	3	60	6	22	0	-	0	0	46	11	7	14
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	9.3	14.9%
Teachers Teaching with Emergency or Provisional Credentials	2.0	3.3%
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		$1,196	$98	$849	$947		$249	$249
Food services		$480	$1	$4	$5	$425	$50	$475
Instruction		$6,009	$5,180	$94	$5,274	$647	$88	$735
Support services, general administration		$50		$50	$50			
Support services, instructional staff		$1,063	$431	$4	$435	$384	$244	$628
Support services, operation and maintenance of plant		$982	$707	$123	$830	$140	$13	$153
Support services, pupils		$729	$258	$100	$358	$329	$41	$370
Support services, school administration		$1,252	$1,109	$68	$1,177	$65	$10	$75
Support services, student transportation		$853	$754	$45	$799	$44	$11	$55
Total	**1,000**	**$12,615**	**$8,538**	**$1,337**	**$9,875**	**$2,034**	**$706**	**$2,740**

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%	13	2%	-	-
Mathematics	7,510	2%	13	2%	-	-
Grade 4						
Reading	6,669	2%	10	2%	-	-
Mathematics	6,666	2%	10	2%	-	-
Grade 5						
Reading	6,321	2%	*	1%	-	-
Mathematics	6,324	2%	*	1%	-	-
Science	6,315	2%	*	1%	-	-
Grade 6						
Reading	5,876	1%	19	1%	-	-
Mathematics	5,877	1%	19	1%	-	-
Grade 7						
Reading	5,387	1%	17	1%	-	-
Mathematics	5,385	2%	17	1%	-	-
Grade 8						
Reading	4,906	1%	19	1%	-	-
Mathematics	4,907	1%	19	1%	-	-
Science	4,904	1%	18	1%	-	-
End of Course						
English I	4,932	1%	18	1%	-	-
English II	4,732	1%	13	1%	-	-
Algebra I	4,932	1%	17	1%	-	-
Biology	4,992	1%	18	1%	-	-
All Grades						
All Subjects	104,161	1%	249	1%	-	-
Reading	46,349	1%	112	1%	-	-
Mathematics	41,601	1%	98	1%	-	-
Science	16,211	1%	39	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	71%	*	73%	*	-	*	-	-	76%	100%	72%
In-State Private Institutions	7%	-	8%	-	-	-	-	-	7%	-	*
Out-of-State Institutions	7%	*	*	-	-	*	-	-	*	-	*

- 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	23%	30%	22%	39%	*	15%	*	33%	23%	29%	22%

- 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.

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																						
Grade 6																						
Reading	All Students	76%	73%	**56%**	64%	56%	*	-	-	-	-	55%	80%	31%	58%	52%	49%	62%	-	*	-	-
	CWD	46%	43%	**31%**	*	33%	-	-	-	-	-	31%	-	31%	-	14%	25%	40%	-	*	-	-
	CWOD	82%	77%	**58%**	70%	58%	*	-	-	-	-	57%	80%	-	58%	54%	52%	64%	-	*	-	-
	EL	56%	68%	**52%**	-	52%	*	-	-	-	-	52%	*	14%	54%	52%	43%	61%	-	*	-	-
	Male	72%	65%	**49%**	63%	48%	*	-	-	-	-	48%	*	25%	52%	43%	49%	-	-	*	-	-
	Female	80%	81%	**62%**	*	63%	*	-	-	-	-	62%	*	40%	64%	61%	-	62%	-	*	-	-
Mathematics	All Students	72%	71%	**65%**	55%	66%	*	-	-	-	-	65%	80%	46%	67%	60%	57%	73%	-	*	-	-
	CWD	50%	48%	**46%**	*	50%	-	-	-	-	-	46%	-	46%	-	29%	25%	80%	-	*	-	-
	CWOD	78%	73%	**67%**	60%	68%	*	-	-	-	-	66%	80%	-	67%	62%	60%	73%	-	*	-	-
	EL	60%	68%	**60%**	-	61%	*	-	-	-	-	60%	*	29%	62%	60%	53%	69%	-	*	-	-
	Male	74%	69%	**57%**	50%	58%	*	-	-	-	-	55%	*	25%	60%	53%	57%	-	-	*	-	-
	Female	71%	72%	**73%**	*	73%	*	-	-	-	-	74%	*	80%	73%	69%	-	73%	-	*	-	-
Grade 7																						
Reading	All Students	74%	76%	**61%**	44%	63%	*	-	-	*	-	62%	*	45%	62%	56%	57%	64%	*	*	-	-
	CWD	41%	45%	**45%**	*	56%	-	-	-	-	-	45%	-	45%	-	50%	38%	*	-	*	-	-
	CWOD	81%	79%	**62%**	50%	63%	*	-	-	*	-	63%	*	-	62%	57%	60%	64%	*	*	-	-
	EL	56%	70%	**56%**	-	56%	-	-	-	-	-	58%	*	50%	57%	56%	46%	65%	*	*	-	-
	Male	70%	71%	**57%**	40%	57%	*	-	-	*	-	56%	*	38%	60%	46%	57%	-	-	*	-	-
	Female	79%	80%	**64%**	46%	68%	-	-	-	-	-	66%	*	*	64%	65%	-	64%	*	*	-	-
Mathematics	All Students	53%	59%	**52%**	33%	54%	*	-	-	*	-	53%	*	45%	53%	47%	57%	48%	*	*	-	-
	CWD	31%	37%	**45%**	*	56%	-	-	-	-	-	45%	-	45%	-	67%	50%	*	-	*	-	-
	CWOD	58%	62%	**53%**	38%	54%	*	-	-	*	-	53%	*	-	53%	46%	58%	49%	*	*	-	-
	EL	39%	54%	**47%**	-	47%	-	-	-	-	-	48%	*	67%	46%	47%	49%	46%	*	*	-	-
	Male	55%	61%	**57%**	0%	61%	*	-	-	*	-	56%	*	50%	58%	49%	57%	-	-	*	-	-
	Female	51%	58%	**48%**	46%	48%	-	-	-	-	-	49%	*	*	49%	46%	-	48%	*	*	-	-
Grade 8																						
Reading	All Students	80%	86%	**86%**	70%	87%	-	*	-	-	*	85%	90%	57%	87%	83%	82%	89%	-	*	-	-
	CWD	49%	55%	**57%**	*	67%	-	-	-	-	-	50%	*	57%	-	*	*	*	-	-	-	-
	CWOD	85%	89%	**87%**	78%	88%	-	*	-	-	*	87%	89%	-	87%	84%	84%	90%	-	*	-	-
	EL	62%	82%	**83%**	-	82%	-	*	-	-	-	82%	83%	*	84%	83%	81%	84%	-	*	-	-
	Male	76%	82%	**82%**	60%	84%	-	*	-	-	-	82%	86%	*	84%	81%	82%	-	-	*	-	-
	Female	85%	90%	**89%**	80%	89%	-	-	-	-	*	88%	*	*	90%	84%	-	89%	-	*	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	69%	74%	**76%**	56%	79%	-	*	-	-	-	76%	*	57%	78%	81%	84%	70%	-	*	-	-
	CWD	42%	54%	**57%**	*	50%	-	-	-	-	-	50%	*	57%	-	*	*	*	-	-	-	-
	CWOD	74%	78%	**78%**	50%	82%	-	*	-	-	-	78%	*	-	78%	84%	86%	73%	-	*	-	-
	EL	56%	75%	**81%**	-	81%	-	*	-	-	-	80%	*	*	84%	81%	90%	75%	-	*	-	-
	Male	68%	71%	**84%**	*	89%	-	*	-	-	-	83%	*	*	86%	90%	84%	-	-	*	-	-
	Female	71%	78%	**70%**	60%	72%	-	-	-	-	-	70%	-	*	73%	75%	-	70%	-	*	-	-
Science	All Students	72%	73%	**72%**	40%	74%	-	*	-	-	*	70%	90%	29%	75%	69%	72%	72%	-	*	-	-
	CWD	43%	42%	**29%**	*	33%	-	-	-	-	-	17%	*	29%	-	*	*	*	-	-	-	-
	CWOD	77%	77%	**75%**	44%	77%	-	*	-	-	*	73%	89%	-	75%	72%	75%	74%	-	*	-	-
	EL	54%	69%	**69%**	-	69%	-	*	-	-	-	67%	83%	*	72%	69%	71%	68%	-	*	-	-
	Male	73%	74%	**72%**	20%	76%	-	*	-	-	-	69%	86%	*	75%	71%	72%	-	-	*	-	-
	Female	71%	73%	**72%**	60%	73%	-	-	-	-	*	71%	*	*	74%	68%	-	72%	-	*	-	-
End of Course																						
English I	All Students	66%	73%	**70%**	50%	72%	*	*	*	*	75%	69%	78%	45%	73%	68%	74%	66%	*	33%	-	-
	CWD	35%	39%	**45%**	*	47%	-	*	-	-	-	50%	*	45%	-	56%	45%	45%	-	*	-	-
	CWOD	72%	78%	**73%**	67%	75%	*	*	*	*	75%	72%	100%	-	73%	69%	78%	68%	*	*	-	-
	EL	45%	70%	**68%**	-	70%	*	*	*	-	60%	67%	*	56%	69%	68%	75%	60%	*	*	-	-
	Male	61%	69%	**74%**	50%	78%	-	*	*	-	*	74%	*	45%	78%	75%	74%	-	*	*	-	-
	Female	72%	78%	**66%**	*	67%	*	*	-	*	*	65%	80%	45%	68%	60%	-	66%	-	*	-	-
English II	All Students	70%	78%	**75%**	58%	78%	*	-	*	*	*	76%	50%	33%	81%	73%	68%	82%	-	40%	-	-
	CWD	36%	38%	**33%**	60%	23%	-	-	-	-	-	33%	-	33%	-	30%	23%	60%	-	*	-	-
	CWOD	76%	84%	**81%**	57%	84%	*	-	*	*	*	83%	50%	-	81%	78%	77%	84%	-	*	-	-
	EL	47%	70%	**73%**	*	75%	*	-	*	-	*	76%	43%	30%	78%	73%	63%	81%	-	*	-	-
	Male	66%	73%	**68%**	63%	69%	*	-	*	-	-	69%	*	23%	77%	63%	68%	-	-	*	-	-
	Female	75%	84%	**82%**	*	85%	*	-	-	*	*	84%	*	60%	84%	81%	-	82%	-	*	-	-
Algebra I	All Students	76%	84%	**86%**	60%	88%	*	*	-	-	100%	85%	100%	64%	88%	88%	83%	89%	*	71%	-	-
	CWD	52%	59%	**64%**	*	73%	-	*	-	-	-	58%	*	64%	-	*	50%	75%	-	*	-	-
	CWOD	80%	87%	**88%**	75%	89%	*	*	-	-	100%	87%	100%	-	88%	90%	86%	91%	*	83%	-	-
	EL	68%	84%	**88%**	-	89%	*	*	-	-	100%	88%	100%	*	90%	88%	87%	90%	*	*	-	-
	Male	73%	81%	**83%**	67%	85%	*	*	-	-	*	81%	100%	50%	86%	87%	83%	-	*	*	-	-
	Female	79%	88%	**89%**	*	91%	*	*	-	-	100%	89%	100%	75%	91%	90%	-	89%	-	*	-	-
Biology	All Students	91%	92%	**95%**	80%	95%	*	*	*	-	100%	94%	100%	75%	96%	96%	96%	93%	*	*	-	-
	CWD	76%	75%	**75%**	*	78%	-	*	-	-	-	70%	*	75%	-	*	80%	71%	-	*	-	-
	CWOD	93%	94%	**96%**	88%	97%	*	-	*	-	100%	96%	100%	-	96%	96%	97%	96%	*	*	-	-
	EL	82%	91%	**96%**	-	95%	*	-	*	-	100%	96%	*	*	96%	96%	97%	94%	*	*	-	-
	Male	89%	91%	**96%**	*	95%	*	-	*	-	*	96%	*	80%	97%	97%	96%	-	*	*	-	-
	Female	92%	93%	**93%**	67%	95%	*	*	-	-	*	93%	*	71%	96%	94%	-	93%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 6																						

		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	55%	51%	**38%**	36%	38%	*	-	-	-	-	38%	40%	8%	40%	34%	31%	44%	-	*	-	-
	CWD	24%	22%	**8%**	*	8%	-	-	-	-	-	8%	-	8%	-	0%	0%	20%	-	*	-	-
	CWOD	62%	55%	**40%**	40%	41%	*	-	-	-	-	40%	40%	-	40%	36%	34%	46%	-	*	-	-
	EL	30%	44%	**34%**	-	34%	*	-	-	-	-	35%	*	0%	36%	34%	28%	41%	-	*	-	-
	Male	50%	44%	**31%**	38%	30%	*	-	-	-	-	30%	*	0%	34%	28%	31%	-	-	*	-	-
	Female	59%	58%	**44%**	*	45%	*	-	-	-	-	45%	*	20%	46%	41%	-	44%	-	*	-	-
Mathematics	All Students	38%	35%	**25%**	9%	27%	*	-	-	-	-	25%	20%	0%	27%	25%	24%	27%	-	*	-	-
	CWD	19%	18%	**0%**	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	-	*	-	-
	CWOD	43%	38%	**27%**	10%	29%	*	-	-	-	-	28%	20%	-	27%	26%	26%	28%	-	*	-	-
	EL	22%	32%	**25%**	-	25%	*	-	-	-	-	25%	*	0%	26%	25%	20%	30%	-	*	-	-
	Male	41%	37%	**24%**	13%	25%	*	-	-	-	-	24%	*	0%	26%	20%	24%	-	-	*	-	-
	Female	36%	34%	**27%**	*	28%	*	-	-	-	-	26%	*	0%	28%	30%	-	27%	-	*	-	-
Grade 7																						
Reading	All Students	52%	53%	**42%**	28%	43%	*	-	-	*	-	42%	*	36%	42%	33%	43%	41%	*	*	-	-
	CWD	21%	22%	**36%**	*	44%	-	-	-	-	-	36%	-	36%	-	50%	38%	*	-	*	-	-
	CWOD	58%	56%	**42%**	31%	43%	*	-	-	*	-	42%	*	-	42%	32%	44%	41%	*	*	-	-
	EL	30%	45%	**33%**	-	33%	-	-	-	-	-	34%	*	50%	32%	33%	30%	35%	*	*	-	-
	Male	47%	49%	**43%**	0%	45%	*	-	-	*	-	42%	*	38%	44%	30%	43%	-	-	*	-	-
	Female	58%	57%	**41%**	38%	41%	-	-	-	-	-	42%	*	*	41%	35%	-	41%	*	*	-	-
Mathematics	All Students	32%	38%	**34%**	11%	37%	*	-	-	*	-	35%	*	36%	34%	29%	38%	30%	*	*	-	-
	CWD	17%	21%	**36%**	*	44%	-	-	-	-	-	36%	-	36%	-	50%	38%	*	-	*	-	-
	CWOD	36%	40%	**34%**	13%	36%	*	-	-	*	-	34%	*	-	34%	28%	38%	30%	*	*	-	-
	EL	19%	32%	**29%**	-	29%	-	-	-	-	-	30%	*	50%	28%	29%	27%	31%	*	*	-	-
	Male	35%	41%	**38%**	0%	41%	*	-	-	*	-	39%	*	38%	38%	27%	38%	-	-	*	-	-
	Female	30%	35%	**30%**	15%	33%	-	-	-	-	-	31%	*	*	30%	31%	-	30%	*	*	-	-
Grade 8																						
Reading	All Students	57%	61%	**54%**	40%	54%	-	*	-	-	*	51%	90%	29%	55%	48%	48%	59%	-	*	-	-
	CWD	23%	25%	**29%**	*	33%	-	-	-	-	-	17%	*	29%	-	*	*	*	-	-	-	-
	CWOD	63%	65%	**55%**	44%	55%	-	*	-	-	*	53%	89%	-	55%	49%	50%	60%	-	*	-	-
	EL	32%	52%	**48%**	-	47%	-	*	-	-	-	45%	83%	*	49%	48%	50%	45%	-	*	-	-
	Male	51%	55%	**48%**	20%	50%	-	*	-	-	-	44%	86%	*	50%	50%	48%	-	-	*	-	-
	Female	63%	67%	**59%**	60%	58%	-	-	-	-	*	57%	*	*	60%	45%	-	59%	-	*	-	-
Mathematics	All Students	45%	44%	**43%**	22%	45%	-	*	-	-	-	42%	*	43%	43%	44%	50%	39%	-	*	-	-
	CWD	22%	25%	**43%**	*	33%	-	-	-	-	-	33%	*	43%	-	*	*	*	-	-	-	-
	CWOD	50%	48%	**43%**	13%	47%	-	*	-	-	-	43%	*	-	43%	45%	50%	39%	-	*	-	-
	EL	30%	44%	**44%**	-	43%	-	*	-	-	-	41%	*	*	45%	44%	50%	39%	-	*	-	-
	Male	45%	41%	**50%**	*	52%	-	*	-	-	-	47%	*	*	50%	50%	50%	-	-	*	-	-
	Female	46%	48%	**39%**	20%	41%	-	-	-	-	-	39%	-	*	39%	39%	-	39%	-	*	-	-

		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	47%	45%	**43%**	20%	45%	-	*	-	-	*	39%	90%	14%	45%	40%	45%	42%	-	*	-	-
	CWD	22%	21%	**14%**	*	17%	-	-	-	-	-	0%	*	14%	-	*	*	*	-	-	-	-
	CWOD	51%	47%	**45%**	22%	47%	-	*	-	-	*	41%	89%	-	45%	41%	46%	44%	-	*	-	-
	EL	25%	39%	**40%**	-	40%	-	*	-	-	-	36%	83%	*	41%	40%	46%	32%	-	*	-	-
	Male	49%	47%	**45%**	20%	48%	-	*	-	-	-	39%	86%	*	46%	46%	45%	-	-	*	-	-
	Female	45%	42%	**42%**	20%	43%	-	-	-	-	*	39%	*	*	44%	32%	-	42%	-	*	-	-
End of Course																						
English I	All Students	47%	52%	**41%**	30%	43%	*	*	*	*	38%	41%	44%	18%	44%	33%	41%	42%	*	17%	-	-
	CWD	18%	17%	**18%**	*	18%	-	*	-	-	-	20%	*	18%	-	11%	18%	18%	-	*	-	-
	CWOD	53%	57%	**44%**	50%	46%	*	*	*	*	38%	44%	57%	-	44%	35%	44%	45%	*	*	-	-
	EL	23%	45%	**33%**	-	35%	*	*	*	-	0%	32%	*	11%	35%	33%	34%	32%	*	*	-	-
	Male	42%	45%	**41%**	33%	44%	-	*	*	-	*	40%	*	18%	44%	34%	41%	-	*	*	-	-
	Female	54%	60%	**42%**	*	42%	*	*	-	*	*	42%	40%	18%	45%	32%	-	42%	-	*	-	-
English II	All Students	53%	61%	**55%**	42%	59%	*	-	*	*	*	56%	38%	28%	59%	52%	50%	61%	-	20%	-	-
	CWD	20%	21%	**28%**	40%	23%	-	-	-	-	-	28%	-	28%	-	30%	15%	60%	-	*	-	-
	CWOD	58%	67%	**59%**	43%	63%	*	-	*	*	*	61%	38%	-	59%	54%	57%	61%	-	*	-	-
	EL	25%	49%	**52%**	*	53%	*	-	*	-	*	53%	29%	30%	54%	52%	46%	56%	-	*	-	-
	Male	48%	56%	**50%**	38%	55%	*	-	*	-	-	51%	*	15%	57%	46%	50%	-	-	*	-	-
	Female	59%	68%	**61%**	*	63%	*	-	-	*	*	61%	*	60%	61%	56%	-	61%	-	*	-	-
Algebra I	All Students	43%	54%	**62%**	50%	63%	*	*	-	-	63%	61%	64%	36%	64%	61%	55%	68%	*	57%	-	-
	CWD	19%	25%	**36%**	*	36%	-	*	-	-	-	42%	*	36%	-	*	33%	38%	-	*	-	-
	CWOD	47%	57%	**64%**	63%	64%	*	*	-	-	63%	63%	75%	-	64%	62%	57%	71%	*	67%	-	-
	EL	30%	50%	**61%**	-	62%	*	*	-	-	40%	59%	83%	*	62%	61%	62%	60%	*	*	-	-
	Male	42%	49%	**55%**	50%	56%	*	*	-	-	*	56%	50%	33%	57%	62%	55%	-	*	*	-	-
	Female	45%	59%	**68%**	*	68%	*	*	-	-	80%	67%	83%	38%	71%	60%	-	68%	-	*	-	-
Biology	All Students	59%	58%	**69%**	40%	73%	*	*	*	-	63%	70%	57%	42%	72%	65%	68%	70%	*	*	-	-
	CWD	30%	28%	**42%**	*	44%	-	*	-	-	-	50%	*	42%	-	*	40%	43%	-	*	-	-
	CWOD	64%	62%	**72%**	50%	75%	*	-	*	-	63%	71%	80%	-	72%	66%	70%	73%	*	*	-	-
	EL	35%	52%	**65%**	-	69%	*	-	*	-	40%	64%	*	*	66%	65%	69%	61%	*	*	-	-
	Male	58%	55%	**68%**	*	73%	*	-	*	-	*	68%	*	40%	70%	69%	68%	-	*	*	-	-
	Female	61%	61%	**70%**	50%	73%	*	*	-	-	*	71%	*	43%	73%	61%	-	70%	-	*	-	-
STAAR Percent at Masters Grade Level																						
Grade 6																						
Reading	All Students	28%	23%	**15%**	18%	15%	*	-	-	-	-	15%	20%	0%	16%	13%	11%	19%	-	*	-	-
	CWD	7%	6%	**0%**	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	-	*	-	-
	CWOD	33%	25%	**16%**	20%	16%	*	-	-	-	-	16%	20%	-	16%	13%	12%	20%	-	*	-	-
	EL	9%	17%	**13%**	-	13%	*	-	-	-	-	13%	*	0%	13%	13%	7%	19%	-	*	-	-
	Male	24%	18%	**11%**	25%	9%	*	-	-	-	-	11%	*	0%	12%	7%	11%	-	-	*	-	-
	Female	32%	28%	**19%**	*	20%	*	-	-	-	-	18%	*	0%	20%	19%	-	19%	-	*	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	16%	13%	**10%**	0%	11%	*	-	-	-	-	10%	20%	0%	11%	12%	12%	9%	-	*	-	-
	CWD	5%	5%	**0%**	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	-	*	-	-
	CWOD	18%	14%	**11%**	0%	12%	*	-	-	-	-	11%	20%	-	11%	12%	13%	9%	-	*	-	-
	EL	6%	11%	**12%**	-	12%	*	-	-	-	-	12%	*	0%	12%	12%	12%	11%	-	*	-	-
	Male	17%	13%	**12%**	0%	13%	*	-	-	-	-	12%	*	0%	13%	12%	12%	-	-	*	-	-
	Female	14%	12%	**9%**	*	9%	*	-	-	-	-	8%	*	0%	9%	11%	-	9%	-	*	-	-
Grade 7																						
Reading	All Students	26%	26%	**15%**	17%	15%	*	-	-	*	-	16%	*	0%	17%	7%	13%	17%	*	*	-	-
	CWD	6%	5%	**0%**	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	*	-	-
	CWOD	30%	28%	**17%**	19%	17%	*	-	-	*	-	17%	*	-	17%	8%	15%	18%	*	*	-	-
	EL	9%	18%	**7%**	-	7%	-	-	-	-	-	7%	*	0%	8%	7%	8%	6%	*	*	-	-
	Male	23%	23%	**13%**	0%	14%	*	-	-	*	-	13%	*	0%	15%	8%	13%	-	-	*	-	-
	Female	30%	29%	**17%**	23%	16%	-	-	-	-	-	18%	*	*	18%	6%	-	17%	*	*	-	-
Mathematics	All Students	11%	12%	**7%**	0%	7%	*	-	-	*	-	7%	*	0%	8%	7%	10%	5%	*	*	-	-
	CWD	5%	3%	**0%**	*	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	*	-	-
	CWOD	12%	13%	**8%**	0%	8%	*	-	-	*	-	8%	*	-	8%	8%	11%	5%	*	*	-	-
	EL	4%	8%	**7%**	-	7%	-	-	-	-	-	7%	*	0%	8%	7%	8%	6%	*	*	-	-
	Male	12%	13%	**10%**	0%	9%	*	-	-	*	-	10%	*	0%	11%	8%	10%	-	-	*	-	-
	Female	9%	10%	**5%**	0%	6%	-	-	-	-	-	5%	*	*	5%	6%	-	5%	*	*	-	-
Grade 8																						
Reading	All Students	31%	29%	**27%**	30%	26%	-	*	-	-	*	25%	50%	0%	28%	18%	18%	34%	-	*	-	-
	CWD	7%	4%	**0%**	*	0%	-	-	-	-	-	0%	*	0%	-	*	*	*	-	-	-	-
	CWOD	35%	32%	**28%**	33%	27%	-	*	-	-	*	26%	56%	-	28%	18%	19%	36%	-	*	-	-
	EL	10%	20%	**18%**	-	18%	-	*	-	-	-	16%	33%	*	18%	18%	14%	21%	-	*	-	-
	Male	26%	25%	**18%**	20%	18%	-	*	-	-	-	16%	29%	*	19%	14%	18%	-	-	*	-	-
	Female	36%	33%	**34%**	40%	33%	-	-	-	-	*	31%	*	*	36%	21%	-	34%	-	*	-	-
Mathematics	All Students	18%	10%	**9%**	0%	9%	-	*	-	-	-	9%	*	0%	10%	6%	16%	5%	-	*	-	-
	CWD	7%	6%	**0%**	*	0%	-	-	-	-	-	0%	*	0%	-	*	*	*	-	-	-	-
	CWOD	20%	11%	**10%**	0%	10%	-	*	-	-	-	10%	*	-	10%	7%	18%	5%	-	*	-	-
	EL	8%	9%	**6%**	-	4%	-	*	-	-	-	7%	*	*	7%	6%	10%	4%	-	*	-	-
	Male	18%	9%	**16%**	*	15%	-	*	-	-	-	17%	*	*	18%	10%	16%	-	-	*	-	-
	Female	17%	11%	**5%**	0%	5%	-	-	-	-	-	5%	-	*	5%	4%	-	5%	-	*	-	-
Science	All Students	18%	14%	**12%**	0%	13%	-	*	-	-	*	13%	10%	0%	13%	8%	8%	16%	-	*	-	-
	CWD	6%	4%	**0%**	*	0%	-	-	-	-	-	0%	*	0%	-	*	*	*	-	-	-	-
	CWOD	20%	16%	**13%**	0%	14%	-	*	-	-	*	13%	11%	-	13%	8%	9%	17%	-	*	-	-
	EL	5%	9%	**8%**	-	8%	-	*	-	-	-	8%	0%	*	8%	8%	7%	8%	-	*	-	-
	Male	20%	16%	**8%**	0%	9%	-	*	-	-	-	9%	0%	*	9%	7%	8%	-	-	*	-	-
	Female	16%	13%	**16%**	0%	16%	-	-	-	-	*	15%	*	*	17%	8%	-	16%	-	*	-	-
End of Course																						

		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 I	All Students	14%	12%	**6%**	0%	7%	*	*	*	*	13%	5%	33%	0%	7%	4%	5%	7%	*	0%	-	-
	CWD	4%	3%	**0%**	*	0%	-	*	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	16%	14%	**7%**	0%	7%	*	*	*	*	13%	6%	43%	-	7%	4%	6%	8%	*	*	-	-
	EL	2%	8%	**4%**	-	4%	*	*	*	-	0%	2%	*	0%	4%	4%	2%	6%	*	*	-	-
	Male	11%	10%	**5%**	0%	5%	-	*	*	-	*	4%	*	0%	6%	2%	5%	-	*	*	-	-
	Female	17%	15%	**7%**	*	8%	*	*	-	*	*	5%	40%	0%	8%	6%	-	7%	-	*	-	-
English II	All Students	8%	7%	**3%**	8%	3%	*	-	*	*	*	4%	0%	0%	4%	2%	4%	3%	-	0%	-	-
	CWD	3%	1%	**0%**	0%	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	-	*	-	-
	CWOD	9%	8%	**4%**	14%	3%	*	-	*	*	*	4%	0%	-	4%	2%	5%	3%	-	*	-	-
	EL	1%	2%	**2%**	*	2%	*	-	*	-	*	2%	0%	0%	2%	2%	2%	2%	-	*	-	-
	Male	7%	7%	**4%**	13%	3%	*	-	*	-	-	4%	*	0%	5%	2%	4%	-	-	*	-	-
	Female	9%	7%	**3%**	*	3%	*	-	-	*	*	3%	*	0%	3%	2%	-	3%	-	*	-	-
Algebra I	All Students	26%	33%	**36%**	20%	38%	*	*	-	-	25%	36%	36%	29%	37%	32%	29%	43%	*	57%	-	-
	CWD	8%	9%	**29%**	*	27%	-	*	-	-	-	33%	*	29%	-	*	17%	38%	-	*	-	-
	CWOD	29%	36%	**37%**	25%	38%	*	*	-	-	25%	37%	42%	-	37%	32%	30%	44%	*	67%	-	-
	EL	14%	28%	**32%**	-	33%	*	*	-	-	0%	31%	50%	*	32%	32%	35%	29%	*	*	-	-
	Male	25%	30%	**29%**	17%	31%	*	*	-	-	*	31%	13%	17%	30%	35%	29%	-	*	*	-	-
	Female	27%	37%	**43%**	*	44%	*	*	-	-	40%	41%	67%	38%	44%	29%	-	43%	-	*	-	-
Biology	All Students	20%	15%	**32%**	10%	35%	*	*	*	-	25%	32%	29%	8%	34%	25%	28%	35%	*	*	-	-
	CWD	6%	6%	**8%**	*	11%	-	*	-	-	-	10%	*	8%	-	*	0%	14%	-	*	-	-
	CWOD	22%	17%	**34%**	13%	37%	*	-	*	-	25%	33%	40%	-	34%	26%	30%	37%	*	*	-	-
	EL	6%	11%	**25%**	-	28%	*	-	*	-	0%	24%	*	*	26%	25%	26%	24%	*	*	-	-
	Male	20%	16%	**28%**	*	32%	*	-	*	-	*	28%	*	0%	30%	26%	28%	-	*	*	-	-
	Female	19%	15%	**35%**	17%	37%	*	*	-	-	*	36%	*	14%	37%	24%	-	35%	-	*	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	76%	**72%**	54%	74%	53%	78%	20%	*	93%	72%	83%	47%	74%	69%	70%	74%	80%	63%	-	-
	CWD	46%	47%	**47%**	27%	50%	-	*	-	-	-	45%	78%	47%	-	43%	41%	57%	-	20%	-	-
	CWOD	79%	80%	**74%**	59%	76%	53%	67%	20%	*	93%	74%	84%	-	74%	71%	74%	75%	80%	75%	-	-
	EL	59%	72%	**69%**	*	69%	57%	67%	20%	-	88%	69%	73%	43%	71%	69%	67%	71%	80%	82%	-	-
	Male	71%	73%	**70%**	52%	72%	63%	67%	20%	*	100%	69%	90%	41%	74%	67%	70%	-	*	55%	-	-
	Female	75%	79%	**74%**	56%	75%	43%	*	-	*	88%	73%	75%	57%	75%	71%	-	74%	*	71%	-	-
Reading	All Students	74%	77%	**69%**	56%	71%	50%	*	*	*	80%	69%	71%	41%	72%	66%	66%	72%	*	45%	-	-
	CWD	45%	43%	**41%**	31%	42%	-	*	-	-	-	41%	*	41%	-	39%	34%	52%	-	0%	-	-
	CWOD	80%	81%	**72%**	63%	73%	50%	*	*	*	80%	72%	75%	-	72%	68%	71%	73%	*	63%	-	-
	EL	57%	72%	**66%**	*	66%	*	*	*	-	67%	66%	62%	39%	68%	66%	61%	69%	*	67%	-	-
	Male	70%	72%	**66%**	56%	68%	*	*	*	*	*	66%	78%	34%	71%	61%	66%	-	*	36%	-	-
	Female	79%	82%	**72%**	55%	73%	*	*	-	*	67%	72%	65%	52%	73%	69%	-	72%	*	55%	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	70%	72%	**70%**	49%	72%	40%	*	-	*	100%	69%	88%	53%	72%	68%	69%	71%	*	71%	-	-
	CWD	45%	49%	**53%**	17%	58%	-	*	-	-	-	50%	*	53%	-	48%	46%	63%	-	*	-	-
	CWOD	76%	76%	**72%**	54%	73%	40%	*	-	*	100%	71%	86%	-	72%	69%	72%	72%	*	79%	-	-
	EL	60%	70%	**68%**	-	67%	*	*	-	-	100%	67%	75%	48%	69%	68%	67%	69%	*	91%	-	-
	Male	71%	71%	**69%**	43%	71%	*	*	-	*	*	68%	100%	46%	72%	67%	69%	-	*	63%	-	-
	Female	70%	73%	**71%**	54%	72%	*	*	-	-	100%	71%	75%	63%	72%	69%	-	71%	*	78%	-	-
Science	All Students	76%	81%	**84%**	60%	85%	*	*	*	-	100%	83%	94%	58%	86%	82%	85%	83%	*	100%	-	-
	CWD	52%	54%	**58%**	*	60%	-	*	-	-	-	50%	*	58%	-	50%	56%	60%	-	*	-	-
	CWOD	81%	84%	**86%**	65%	87%	*	*	*	-	100%	85%	93%	-	86%	83%	87%	85%	*	100%	-	-
	EL	63%	79%	**82%**	-	81%	*	*	*	-	100%	81%	88%	50%	83%	82%	84%	80%	*	100%	-	-
	Male	77%	81%	**85%**	56%	86%	*	*	*	-	*	84%	90%	56%	87%	84%	85%	-	*	*	-	-
	Female	76%	81%	**83%**	64%	84%	*	*	-	-	100%	82%	100%	60%	85%	80%	-	83%	-	*	-	-
SAT/ACT All Subjects	All Students	89%	95%	*	-	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-
	CWD	70%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	90%	95%	*	-	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-
	EL	63%	100%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	90%	100%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	89%	91%	*	-	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	48%	49%	**46%**	29%	48%	27%	67%	0%	*	59%	46%	58%	25%	48%	41%	45%	48%	40%	37%	-	-
	CWD	23%	22%	**25%**	14%	25%	-	*	-	-	-	25%	33%	25%	-	24%	23%	29%	-	0%	-	-
	CWOD	53%	53%	**48%**	32%	50%	27%	50%	0%	*	59%	47%	61%	-	48%	42%	47%	49%	40%	47%	-	-
	EL	30%	43%	**41%**	*	41%	29%	50%	0%	-	31%	40%	58%	24%	42%	41%	41%	41%	40%	46%	-	-
	Male	47%	47%	**45%**	25%	47%	25%	50%	0%	*	45%	44%	63%	23%	47%	41%	45%	-	*	27%	-	-
	Female	49%	52%	**48%**	33%	49%	29%	*	-	*	69%	47%	53%	29%	49%	41%	-	48%	*	46%	-	-
Reading	All Students	53%	54%	**46%**	34%	47%	25%	*	*	*	50%	45%	54%	23%	48%	39%	42%	49%	*	27%	-	-
	CWD	23%	21%	**23%**	15%	23%	-	*	-	-	-	22%	*	23%	-	22%	18%	30%	-	0%	-	-
	CWOD	59%	59%	**48%**	40%	49%	25%	*	*	*	50%	47%	56%	-	48%	41%	46%	50%	*	38%	-	-
	EL	31%	46%	**39%**	*	40%	*	*	*	-	17%	39%	43%	22%	41%	39%	37%	42%	*	33%	-	-
	Male	48%	49%	**42%**	28%	44%	*	*	*	*	*	41%	61%	18%	46%	37%	42%	-	*	18%	-	-
	Female	58%	60%	**49%**	41%	49%	*	*	-	*	67%	49%	47%	30%	50%	42%	-	49%	*	36%	-	-
Mathematics	All Students	43%	43%	**42%**	21%	43%	20%	*	-	*	63%	41%	48%	27%	43%	39%	41%	42%	*	35%	-	-
	CWD	22%	22%	**27%**	17%	26%	-	*	-	-	-	26%	*	27%	-	24%	27%	26%	-	*	-	-
	CWOD	48%	46%	**43%**	22%	45%	20%	*	-	*	63%	43%	50%	-	43%	39%	43%	43%	*	43%	-	-
	EL	30%	40%	**39%**	-	38%	*	*	-	-	40%	38%	58%	24%	39%	39%	38%	39%	*	45%	-	-
	Male	45%	43%	**41%**	22%	43%	*	*	-	*	*	41%	46%	27%	43%	38%	41%	-	*	25%	-	-
	Female	42%	43%	**42%**	21%	44%	*	*	-	-	80%	42%	50%	26%	43%	39%	-	42%	*	44%	-	-

		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	46%	49%	**57%**	30%	59%	*	*	*	-	67%	56%	76%	32%	59%	52%	58%	57%	*	71%	-	-
	CWD	22%	22%	**32%**	*	33%	-	*	-	-	-	31%	*	32%	-	33%	33%	30%	-	*	-	-
	CWOD	50%	52%	**59%**	35%	61%	*	*	*	-	67%	57%	86%	-	59%	53%	59%	59%	*	83%	-	-
	EL	26%	43%	**52%**	-	53%	*	*	*	-	40%	50%	88%	33%	53%	52%	58%	46%	*	80%	-	-
	Male	47%	49%	**58%**	22%	61%	*	*	*	-	*	55%	80%	33%	59%	58%	58%	-	*	*	-	-
	Female	45%	48%	**57%**	36%	58%	*	*	-	-	60%	56%	71%	30%	59%	46%	-	57%	-	*	-	-
SAT/ACT All Subjects	All Students	59%	48%	*	-	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-
	CWD	38%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	59%	48%	*	-	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-
	EL	15%	29%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	63%	60%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	54%	36%	*	-	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	20%	18%	**16%**	9%	17%	7%	33%	0%	*	26%	16%	24%	4%	17%	12%	14%	18%	40%	11%	-	-
	CWD	6%	5%	**4%**	0%	4%	-	*	-	-	-	4%	0%	4%	-	2%	1%	7%	-	0%	-	-
	CWOD	23%	19%	**17%**	11%	18%	7%	33%	0%	*	26%	17%	27%	-	17%	13%	15%	19%	40%	14%	-	-
	EL	9%	13%	**12%**	*	12%	0%	33%	0%	-	0%	12%	20%	2%	13%	12%	12%	12%	40%	11%	-	-
	Male	20%	17%	**14%**	8%	15%	13%	33%	0%	*	9%	14%	13%	1%	15%	12%	14%	-	*	5%	-	-
	Female	21%	19%	**18%**	11%	18%	0%	*	-	*	38%	17%	36%	7%	19%	12%	-	18%	*	17%	-	-
Reading	All Students	22%	19%	**13%**	15%	13%	0%	*	*	*	20%	12%	26%	0%	14%	8%	10%	16%	*	0%	-	-
	CWD	6%	4%	**0%**	0%	0%	-	*	-	-	-	0%	*	0%	-	0%	0%	0%	-	0%	-	-
	CWOD	25%	21%	**14%**	19%	14%	0%	*	*	*	20%	13%	28%	-	14%	9%	11%	17%	*	0%	-	-
	EL	8%	14%	**8%**	*	9%	*	*	*	-	0%	8%	19%	0%	9%	8%	6%	10%	*	0%	-	-
	Male	19%	16%	**10%**	13%	9%	*	*	*	*	*	9%	17%	0%	11%	6%	10%	-	*	0%	-	-
	Female	25%	22%	**16%**	17%	16%	*	*	-	*	17%	15%	35%	0%	17%	10%	-	16%	*	0%	-	-
Mathematics	All Students	19%	18%	**18%**	4%	18%	20%	*	-	*	25%	18%	24%	9%	19%	15%	18%	18%	*	24%	-	-
	CWD	7%	6%	**9%**	0%	8%	-	*	-	-	-	10%	*	9%	-	5%	4%	16%	-	*	-	-
	CWOD	22%	19%	**19%**	5%	19%	20%	*	-	*	25%	18%	27%	-	19%	16%	19%	18%	*	29%	-	-
	EL	11%	15%	**15%**	-	15%	*	*	-	-	0%	15%	25%	5%	16%	15%	18%	13%	*	27%	-	-
	Male	21%	18%	**18%**	4%	18%	*	*	-	*	*	18%	8%	4%	19%	18%	18%	-	*	13%	-	-
	Female	18%	17%	**18%**	4%	19%	*	*	-	-	40%	17%	42%	16%	18%	13%	-	18%	*	33%	-	-
Science	All Students	17%	14%	**23%**	5%	24%	*	*	*	-	33%	23%	18%	5%	24%	16%	19%	26%	*	14%	-	-
	CWD	5%	5%	**5%**	*	7%	-	*	-	-	-	6%	*	5%	-	0%	0%	10%	-	*	-	-
	CWOD	19%	15%	**24%**	6%	25%	*	*	*	-	33%	24%	21%	-	24%	17%	20%	27%	*	17%	-	-
	EL	5%	10%	**16%**	-	17%	*	*	*	-	0%	16%	13%	0%	17%	16%	16%	16%	*	0%	-	-
	Male	18%	15%	**19%**	0%	22%	*	*	*	-	*	20%	10%	0%	20%	16%	19%	-	*	*	-	-
	Female	15%	13%	**26%**	9%	26%	*	*	-	-	60%	26%	29%	10%	27%	16%	-	26%	-	*	-	-

		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
SAT/ACT All Subjects	All Students	13%	5%	*	-	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-
	CWD	9%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	13%	5%	*	-	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-
	EL	1%	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	17%	10%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	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	68	62	68	85	*	*	*	70	67	60	65
CWD	60	58	60	-	*	-	-	-	60	60	55
CWOD	68	62	69	85	*	*	*	70	68	-	66
EL ✧	65	-	65	*	*	*	-	50	65	55	65
Male	65	72	64	*	*	*	*	*	64	57	61
Female	70	51	71	*	*	-	*	92	70	65	69
Mathematics											
All Students	66	48	67	*	*	-	*	75	66	71	64
CWD	71	65	72	-	*	-	-	-	70	71	64
CWOD	66	45	67	*	*	-	*	75	65	-	63
EL ✧	64	-	63	*	*	-	-	60	63	64	64
Male	64	33	67	*	*	-	*	*	64	68	64
Female	68	62	68	*	*	-	-	100	68	76	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	95.7%	87.5%	97.5%	*	*	-	*	-	95.3%	100.0%	93.1%	100.0%	-
CWD	100.0%	*	100.0%	-	-	-	-	-	100.0%	100.0%	*	*	-
CWOD	95.3%	85.7%	97.3%	*	*	-	*	-	95.0%	-	92.0%	100.0%	-
EL ✧	93.1%	-	92.9%	*	-	-	-	-	93.1%	*	93.1%	100.0%	-
Male	94.5%	*	98.0%	*	*	-	-	-	94.1%	*	94.1%	100.0%	-
Female	97.3%	*	96.8%	*	-	-	*	-	97.1%	*	91.7%	100.0%	-

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

Part (iv): English Language Proficiency

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
508	97	19%

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

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	45	31	46	29	67	7	*	59	45	25	41
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	70%	75%	68%	*	-	*	-	-	69%	100%	58%

- 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	Y	Y	Y					N	Y	Y	Y
Interim Goals (2028-2032)	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
Target Met	N	N	Y					N	Y	N	Y
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	Y	N	Y						Y	Y	Y
Interim Goals (2028-2032)	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
Target Met	N	N	N						Y	N	N
Interim Goals (2033-2037)	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
Target Met	N	N	N						N	N	N
Long-Term Goals	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
Target Met	N	N	N						N	N	N
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		Y						Y	Y	Y

	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	Y	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	Y	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%**	99%	99%	100%	89%	100%	*	100%	99%	99%	100%	99%	100%	99%	99%	100%
	CWD	**100%**	100%	100%	-	*	-	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	**99%**	99%	99%	100%	83%	100%	*	100%	99%	99%	-	99%	100%	99%	99%	100%
	EL	**100%**	*	100%	100%	83%	100%	-	100%	100%	98%	100%	100%	100%	100%	100%	100%
	Male	**99%**	100%	99%	100%	83%	100%	*	100%	99%	98%	100%	99%	100%	99%	-	*
	Female	**99%**	98%	99%	100%	*	-	*	100%	99%	100%	100%	99%	100%	-	99%	*
Reading	All Students	**100%**	100%	100%	100%	*	*	*	100%	100%	100%	100%	100%	100%	100%	100%	*
	CWD	**100%**	100%	100%	-	*	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	**100%**	100%	100%	100%	*	*	*	100%	100%	100%	-	100%	100%	99%	100%	*
	EL	**100%**	*	100%	*	*	*	-	100%	100%	100%	100%	100%	100%	100%	100%	*
	Male	**100%**	100%	99%	*	*	*	*	*	99%	100%	100%	99%	100%	100%	-	*
	Female	**100%**	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	100%	-	100%	*
Mathematics	All Students	**99%**	98%	99%	100%	*	-	*	100%	99%	100%	100%	99%	100%	99%	99%	*
	CWD	**100%**	100%	100%	-	*	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	**99%**	98%	99%	100%	*	-	*	100%	99%	100%	-	99%	100%	99%	99%	*
	EL	**100%**	-	100%	*	*	-	-	100%	100%	100%	100%	100%	100%	100%	100%	*
	Male	**99%**	100%	99%	*	*	-	*	*	99%	100%	100%	99%	100%	99%	-	*
	Female	**99%**	96%	99%	*	*	-	-	100%	99%	100%	100%	99%	100%	-	99%	*
Science	All Students	**98%**	100%	98%	*	*	*	-	100%	98%	94%	100%	98%	98%	97%	99%	*
	CWD	**100%**	*	100%	-	*	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	**98%**	100%	98%	*	*	*	-	100%	98%	93%	-	98%	98%	97%	99%	*
	EL	**98%**	-	99%	*	*	*	-	100%	99%	88%	100%	98%	98%	98%	99%	*
	Male	**97%**	100%	97%	*	*	*	-	*	98%	90%	100%	97%	98%	97%	-	*
	Female	**99%**	100%	99%	*	*	-	-	100%	99%	100%	100%	99%	99%	-	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	**1%**	1%	1%	0%	11%	0%	*	0%	1%	1%	0%	1%	0%	1%	1%	0%
	CWD	**0%**	0%	0%	-	*	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	**1%**	1%	1%	0%	17%	0%	*	0%	1%	1%	-	1%	0%	1%	1%	0%
	EL	**0%**	*	0%	0%	17%	0%	-	0%	0%	2%	0%	0%	0%	0%	0%	0%
	Male	**1%**	0%	1%	0%	17%	0%	*	0%	1%	2%	0%	1%	0%	1%	-	*
	Female	**1%**	2%	1%	0%	*	-	*	0%	1%	0%	0%	1%	0%	-	1%	*
Reading	All Students	**0%**	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%	0%	*
	CWD	**0%**	0%	0%	-	*	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	**0%**	0%	0%	0%	*	*	*	0%	0%	0%	-	0%	0%	1%	0%	*
	EL	**0%**	*	0%	*	*	*	-	0%	0%	0%	0%	0%	0%	0%	0%	*
	Male	**0%**	0%	1%	*	*	*	*	*	1%	0%	0%	1%	0%	0%	-	*
	Female	**0%**	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%	-	0%	*
Mathematics	All Students	**1%**	2%	1%	0%	*	-	*	0%	1%	0%	0%	1%	0%	1%	1%	*
	CWD	**0%**	0%	0%	-	*	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	**1%**	2%	1%	0%	*	-	*	0%	1%	0%	-	1%	0%	1%	1%	*
	EL	**0%**	-	0%	*	*	-	-	0%	0%	0%	0%	0%	0%	0%	0%	*
	Male	**1%**	0%	1%	*	*	-	*	*	1%	0%	0%	1%	0%	1%	-	*
	Female	**1%**	4%	1%	*	*	-	-	0%	1%	0%	0%	1%	0%	-	1%	*
Science	All Students	**2%**	0%	2%	*	*	*	-	0%	2%	6%	0%	2%	2%	3%	1%	*
	CWD	**0%**	*	0%	-	*	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	**2%**	0%	2%	*	*	*	-	0%	2%	7%	-	2%	2%	3%	1%	*
	EL	**2%**	-	1%	*	*	*	-	0%	1%	12%	0%	2%	2%	2%	1%	*
	Male	**3%**	0%	3%	*	*	*	-	*	2%	10%	0%	3%	2%	3%	-	*
	Female	**1%**	0%	1%	*	*	-	-	0%	1%	0%	0%	1%	1%	-	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	65	2	57	1	2	0	0	3	36		
	Female	43	7	34	0	0	0	0	2	32		
	Total	108	9	91	1	2	0	0	5	68		
Out-of-School Suspensions												
	Male	53	2	48	1	1	0	0	1	32		
	Female	20	5	15	0	0	0	0	0	11		
	Total	73	7	63	1	1	0	0	1	43		
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	7	1	6	0	0	0	0	0	4		0
	Female	3	2	1	0	0	0	0	0	1		2
	Total	10	3	7	0	0	0	0	0	5		2
Out-of-School Suspensions												
	Male	8	1	7	0	0	0	0	0	7		3
	Female	2	2	0	0	0	0	0	0	0		1
	Total	10	3	7	0	0	0	0	0	7		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	122	15	106	1	-8	-8	-8	-8	60	10	4
	Female	72	13	57	-8	-8	-8	1	1	36	4	1
	Total	194	28	163	1	-8	-8	1	1	96	14	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	24
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack without a weapon	9
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or Bullying	
On the basis of sex	15
On the basis of race	3
On the basis of disability	3
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	109	25	3	9	105	27	1	25	0	0	0	0	0	-	0	0	42	19	7	14
Female	89	22	6	16	81	24	1	20	0	0	0	-	1	100	0	0	30	15	3	10
Total	198	23	9	13	186	25	2	22	0	0	0	0	1	100	0	0	72	17	10	13
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	16.7	28.9%
Teachers Teaching with Emergency or Provisional Credentials	4.9	8.8%
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		$1,207	$109	$849	$958		$249	$249
Food services		$327	$4	$4	$8	$269	$50	$319
Instruction		$5,811	$4,898	$94	$4,992	$731	$88	$819
Support services, general administration		$50		$50	$50			
Support services, instructional staff		$1,070	$426	$4	$430	$395	$244	$639
Support services, operation and maintenance of plant		$1,126	$850	$123	$973	$140	$13	$153
Support services, pupils		$804	$229	$100	$329	$434	$41	$475
Support services, school administration		$1,335	$1,191	$68	$1,259	$66	$10	$76
Support services, student transportation		$1,052	$984	$45	$1,029	$12	$11	$23
Total	**984**	**$12,781**	**$8,691**	**$1,337**	**$10,028**	**$2,048**	**$706**	**$2,754**

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%	13	2%	-	-
Mathematics	7,510	2%	13	2%	-	-
Grade 4						
Reading	6,669	2%	10	2%	-	-
Mathematics	6,666	2%	10	2%	-	-
Grade 5						
Reading	6,321	2%	*	1%	-	-
Mathematics	6,324	2%	*	1%	-	-
Science	6,315	2%	*	1%	-	-
Grade 6						
Reading	5,876	1%	19	1%	-	-
Mathematics	5,877	1%	19	1%	-	-
Grade 7						
Reading	5,387	1%	17	1%	*	2%
Mathematics	5,385	2%	17	1%	*	2%
Grade 8						
Reading	4,906	1%	19	1%	*	1%
Mathematics	4,907	1%	19	1%	*	1%
Science	4,904	1%	18	1%	*	1%
End of Course						
English I	4,932	1%	18	1%	*	1%
English II	4,732	1%	13	1%	-	-
Algebra I	4,932	1%	17	1%	*	1%
Biology	4,992	1%	18	1%	*	1%
All Grades						
All Subjects	104,161	1%	249	1%	15	1%
Reading	46,349	1%	112	1%	6	1%
Mathematics	41,601	1%	98	1%	6	1%
Science	16,211	1%	39	1%	*	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	68%	*	70%	*	-	-	-	-	68%	*	66%
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	32%	41%	31%	20%	*	*	*	20%	33%	42%	31%

- 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.