

# Ranger Review

JAN. 30, 2026



3470 Ranch Rd 2325  
(512) 847-5558

Website: <https://jwe.wimberleyisd.net/>  
Facebook: <https://www.facebook.com/Jacobs-Well-Elementary-107518081966495>

## SHINE YOUR LIGHT!



Walk the Track with your Student!

Feb. 24 -5th; Feb. 25 -3rd; Feb. 26 - 4th

Come get some exercise in the fresh air by joining your student as they walk the track before school -7:15 to 7:45.

Parking available in the front parking lot. Please walk around the building to get to the track. If the weather is below freezing and/or raining we will reschedule.



Science Fair Projects due Monday, March 9, 2026  
Please see the letter attached to this email with all the details!

## EMPOWER EVERYONE!

PTO Newsletter

Please take a look at the attached PTO newsletter for information on the following:

**Girls Glow Dance**  
including link to register

**JWE Yearbook**  
including QR code to purchase

Information on Facebook Group, Groupme Chat, LINKTREE, PTO Calendar and opportunities to volunteer or sponsor the JWE Lounge

## RISE TO YOUR BEST!



### Counselor Appreciation Week

How lucky we are to have an amazing counselor, **Jill Jacobs**. Mrs. Jacobs does guidance lessons, small groups, and individual sessions to help Jacobs Well students be successful at school. She helps Jacobs Well be a happy and safe place to learn by encouraging all of us to use kind words, recognize our feelings, and look for the good in others.



Valentine's Party

If you plan on attending your student's Valentine's party, please complete the form at the following link to get your badge preprinted:



**[Badge Sign Up for Valentine's Party](#)**

## COMING SOON



Feb. 2 - 6 - Counselor Appreciation Week

Feb. 3 - College T-Shirt Day  
Mock STAAR - 5<sup>th</sup> RLA

Feb. 4 - Mock STAAR - 4<sup>th</sup> RLA

Feb. 5 - Mock STAAR 3<sup>rd</sup> RLA

Feb. 6 - Girl's Glow Dance

Feb. 10 - Mock STAAR - 5<sup>th</sup> Science

Feb. 11 - Career Day

Feb. 12 - Valentine's Day Parties  
10:00 - 5<sup>th</sup> Grade; 11:45 - 3<sup>rd</sup> Grade; 1:00 - 4<sup>th</sup> Grade

Feb. 13 & 16 - Student Holiday - No School

Feb. 17 - SRO Appreciation Day  
MOCK STAAR 5<sup>th</sup> Math

Feb. 18 - MOCK STAAR - 3<sup>rd</sup> Math

Feb. 19 - MOCK STAAR - 4<sup>th</sup> Math  
PTO Meeting - 3:35 - JWE Library

Feb. 19 & 20 - 3<sup>rd</sup> grade to John Knox Ranch

# Reseña del Ranger

30 DE ENERO DE 2026



3470 Ranch Rd 2325 Sitio web: <https://jwe.wimberleyisd.net/>

(512)847-5558 Facebook: <https://www.facebook.com/Jacobs-Well-Elementary-107518081966495>

## ¡HAZ BRILLAR TU LUZ!



¡Camina por la pista con tu estudiante!

24 al 5 de febrero; 25 al 3 de febrero;  
26 al 4 de febrero

Ven a hacer algo de ejercicio al aire libre uniéndote a tu estudiante mientras camina por la pista antes de la escuela, de 7:15 a 7:45.

Hay estacionamiento disponible en el estacionamiento delantero. Por favor, camine alrededor del edificio para llegar a la pista. Si el clima es bajo cero o llueve, reprogramaremos la cita.



Los proyectos de la feria de ciencias deben entregarse el lunes 9 de marzo de 2026. ¡Consulte la carta adjunta a este correo electrónico con todos los detalles!

## ¡EMPODEREMOS A TODOS!

Boletín informativo de la PTO  
Consulte el boletín informativo adjunto de la PTO para obtener información sobre lo siguiente:

### Baile resplandeciente de chicas

Incluye enlace para registrarse

### Anuario PLAY

Incluye código QR para comprar

Información sobre el grupo de Facebook, el chat de Groupme, LINKTREE, el calendario de PTO y oportunidades para ser voluntario o patrocinar el JWE Lounge

## ¡ALCANZA TU MEJOR VERSION!



### Semana de agradecimiento a los consejeros

Qué suerte tenemos de contar con una consejera increíble, Jill Jacobs. La Sra. Jacobs imparte clases de orientación, grupos pequeños y sesiones individuales para ayudar a los estudiantes de Jacobs Well a tener éxito en la escuela. Ayuda a que Jacobs Well sea un lugar feliz y seguro para aprender, animándonos a todos a usar palabras amables, reconocer nuestros sentimientos y buscar lo bueno en los demás.



Fiesta de San Valentín Si planeas asistir a la fiesta de San Valentín de tu estudiante, completa el formulario en el siguiente enlace para obtener tu credencial preimpresa:



[Insignia Inscríbete para la fiesta de San Valentín](#)

## MUY PRONTO



2 al 6 de febrero - Semana de agradecimiento a los consejeros

3 de febrero - Día de la camiseta universitaria  
Simulacro de STAAR - 5.º RLA

4 de febrero - Simulacro de STAAR - 4º RLA

5 de febrero - Simulacro de STAAR 3er RLA

6 de febrero - Baile de resplandor de niñas

10 de febrero - Simulacro de STAAR - Ciencias de 5.º grado

11 de febrero - Día de la Carrera

12 de febrero - Fiestas de San Valentín  
10:00 - 5to Grado; 11:45 - 3er Grado; 1:00 - 4to Grado

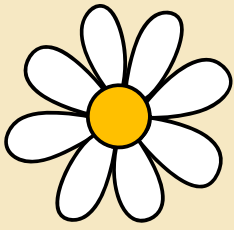
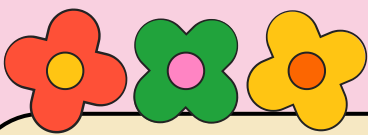
13 y 16 de febrero - Vacaciones para estudiantes - No hay clases

17 de febrero - Día de agradecimiento a los SRO  
Simulacro de STAAR de matemáticas de 5.º grado

18 de febrero - Simulacro de STAAR - Matemáticas de 3.º grado

19 de febrero - Simulacro de STAAR - Matemáticas de 4.º grado  
Reunión del PTO - 3:35 - Biblioteca JWE

19 y 20 de febrero: 3.er grado en John Knox Ranch



# JWE PTO NEWSLETTER

JANUARY 21, 2026

## Important Info!

\*Join our **FACEBOOK GROUP** and **Groupme Chat** to be the first to know about all our important initiatives!

\*Our **LINKTREE** has every link you need to stay informed and involved!

\*The **PTO CALENDAR** is a great resource for staying on top of all the important events and happenings!

## Volunteers Needed!

We need your help to make the JWE Girls Glow Dance shine! ✨  
A few volunteers are needed to help decorate before and/or cleanup after the dance Feb 6<sup>th</sup>. We can work with your schedule! If you can help in any way, we'd be so grateful!

👉 **Sign up to volunteer HERE**

## Let's Glow Crazy!

JWE Girls Glow Dance is February 6<sup>th</sup> from 6-8pm! This is a special evening for our JWE girls and the important adult male role models in their lives. Whether it's a dad, grandparent, uncle, family friend, or another special guest, this night is about showing up and having fun together!

### **REGISTER HERE!**

*No drop-offs. All students must attend with an adult guest.*

## Sponsorship Opportunity!

We are looking for Teachers' Lounge Sponsors to help keep our staff fueled and feeling appreciated. Sponsors can donate K cups and snacks OR make a cash donation that will be used to purchase supplies. In return, we will recognize sponsors with signage in the lounge and posts to our Facebook and newsletter. It's a great way to support our staff and highlight your group or business within our school community. All donations are tax-deductible!

**Email us at [JWEPTO@gmail.com](mailto:JWEPTO@gmail.com) for more info!**

Let's Glow

CRAZY!

at the JWE Girls Glow Dance!

FRIDAY, FEBRUARY 6<sup>TH</sup> 6-8PM  
JWE CAFETERIA/GYM

JWE GIRLS ARE INVITED TO  
ATTEND WITH THEIR FAVORITE  
ADULT MALE ROLE MODEL OR  
SPECIAL ADULT GUEST

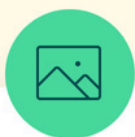
>>REGISTER HERE<<

# ORDER YEARBOOKS NOW!

 Treering Yearbooks

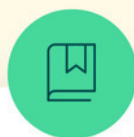
## Create your 2 free custom yearbook pages for

**JACOB'S WELL ELEMENTARY**



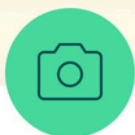
### Add photos

Add your favorite photos from your phone, computer, Facebook, Google or Dropbox account, and have them printed in your copy of the yearbook



### Sign books

Make your friends smile by sending them a message (can include a photo or sticker) that they can add to their custom pages or ask them to send you one!



### Add memories

Answer questions about your year and capture your very best moments. You can even include a photo to go along with them.



### Design your page

Add all of your memories to your two free personal pages that will be printed in your unique copy of the yearbook. Need more room? You can add more pages!

**To purchase and customize your yearbook, use the QR code below or:**

Must be a parent or student 13 years or older

1. Go to [treering.com/validate](https://treering.com/validate)
2. Enter your school's passcode:  
**101319811928639**

**\$23.15**

Regular price:

\*Does not include sales tax, if applicable

Apr 17

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## Information Included in the 2024–25 Federal Report Card for Texas Public Schools

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

- I. the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system;
- II. the long-term goals and measurements of interim progress for all students and for each of the subgroups of students;
- III. the indicators used to meaningfully differentiate all public schools in the State;
- IV. the State’s system for meaningfully differentiating all public schools in the State, including—
  - (aa) the specific weight of the indicators in such differentiation;
  - (bb) the methodology by which the State differentiates all such schools;
  - (cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students; and
  - (dd) the methodology by which the State identifies a school for comprehensive support and improvement;
- V. the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans;
- VI. the exit criteria established by the State, including the length of years established.

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

- I. This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2024-25 school year. These results include all students tested, regardless of whether they were in the accountability subset.

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

- I. This section provides information on students’ academic growth for mathematics and reading/ELA for public elementary schools and secondary schools without a graduation rate, for the 2024-25 school year. These results include all students tested, regardless of whether they were in the accountability subset.
- II. This section provides information on high school graduation rates for the class of 2024. The six-year graduation rates for the class of 2023 will be updated in March 2026.

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

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

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

- I. This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate.

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

- I. This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (Not applicable to district and state report cards)

#### **Part (vii): STAAR Participation**

- I. This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2024-25 school year.

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

- I. The section provides information from the 2021-22 Civil Rights Data Collection (CRDC) surveys, submitted by school districts to the Office for Civil Rights, on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school-related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment.
- II. This section provides information from the 2021-22 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

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

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

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

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

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

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

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

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

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

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

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

#### **Part (xiv): Additional Information – Chronic Absenteeism**

- I. This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K-12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2023-24 school year.

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

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

*Section 1003 Funds for the 2024-25 school year will be updated by June 30<sup>th</sup>, 2026.*

#### **Part (xvi): Counts of First Year English Learners Excluded from the State Accountability**

- I. This section provides number of recently arrived English learners exempted from one administration of the reading/language arts assessments and whose results are excluded from the 2024-25 State accountability.

## Información Incluida en la Cartilla de Calificaciones 2024-25 de Escuelas Públicas en Texas

### Parte (i): Descripción del Sistema de Contabilidad del Estado de Texas

- I. el número mínimo de estudiantes que el Estado determine que son necesarios para ser incluidos en cada uno de los subgrupos de estudiantes para su uso en el sistema de contabilidad;
- II. las metas y mediciones a largo plazo del progreso interino para todos los estudiantes y para cada uno de los subgrupos de estudiantes;
- III. los indicadores utilizados para diferenciar significativamente todas las escuelas públicas del Estado;
- IV. el sistema del Estado para diferenciar significativamente todas las escuelas públicas del Estado, incluyendo
  - (aa) el peso específico de los indicadores en dicha diferenciación;
  - (bb) la metodología por la cual el Estado diferencia a todas esas escuelas;
  - (cc) la metodología por la cual el Estado diferencia a una escuela como consistentemente de bajo rendimiento para cualquier subgrupo de estudiantes; Y
  - (dd) la metodología por la cual el Estado identifica una escuela para apoyo y mejora integral;
- V. el número y los nombres de todas las escuelas públicas del Estado identificadas por el Estado para apoyo y mejora integrales o la aplicación de planes específicos para apoyo y mejora;
- VI. los criterios de salida establecidos por el Estado, incluida la duración de años establecidos.

### Parte (ii): Logro Estudiantil por Nivel de Competencia

- I. Esta sección proporciona información sobre el logro académico de los estudiantes en el examen State of Texas Assessments of Academic Readiness (STAAR, por sus siglas en inglés) para matemáticas, ELA (Artes del lenguaje inglés) /lectura y ciencias por nivel de grado y nivel de competencia para el año escolar 2024–25. Estos resultados incluyen a todos los alumnos evaluados, independientemente de si estaban en el subconjunto de responsabilidades.

### Parte (iii): Crecimiento académico y tasa de graduación

- I. Esta sección proporciona información sobre el crecimiento académico de los estudiantes en las matemáticas y ELA (Artes del lenguaje inglés) /lectura para escuelas primarias públicas y escuelas secundarias que no tienen una tasa de graduación para el año escolar 2024-25. Estos resultados incluyen a todos los alumnos evaluados, independientemente de si estaban en el subconjunto de responsabilidades.
- II. Esta sección proporciona información sobre las tasas de graduación de la escuela secundaria de la clase de 2024. Las tasas de graduación de seis años para la clase de 2023 se actualizarán en marzo de 2026.

#### Parte (iv): Dominio del idioma inglés

- I. Esta sección proporciona información sobre el número y el porcentaje de estudiantes como aprendices de inglés (EL, por sus siglas en inglés) que logran el dominio del idioma inglés debido a datos del 2025 Texas English Language Proficiency Assessment System (TELPAS, por sus siglas en inglés).

#### Parte (v): Calidad escolar o éxito estudiantil (SQSS, por sus siglas en inglés)

- I. Esta sección proporciona información sobre el otro indicador de la calidad de la escuela o el éxito de los estudiantes, que es la preparación para la universidad, profesión y el servicio militar (CCMR, por sus siglas en inglés) para las escuelas secundarias y la tasa de rendimiento promedio de los tres niveles de desempeño STAAR de todos los estudiantes, independientemente de si estaban en el subconjunto de rendición de cuentas, para las escuelas primarias y secundarias sin una tasa de graduación.

#### Parte (vi): Estado de cumplimiento de metas

- I. Esta sección proporciona información sobre el progreso de todos los estudiantes y cada grupo de estudiantes hacia el cumplimiento de las metas a largo plazo u objetivos provisionales sobre el rendimiento académico de STAAR, la tasa de graduación federal y el dominio del idioma de los estudiantes como aprendices de inglés. (No se aplica a los reportes de distrito o estatal)

#### Parte (vii): Participación STAAR

- I. Esta sección proporciona el porcentaje de estudiantes evaluados y no evaluados para matemáticas, ELA (Artes del lenguaje inglés) /inglés /lectura y ciencias para el año escolar 2024-25.

#### Parte (viii): Datos de derechos civiles

- I. La sección proporciona información de las encuestas del Colección de Datos de Derechos Civiles (CRDC, por sus siglas en inglés) 2021-22, presentadas por los distritos escolares a la Oficina de Derechos Civiles, sobre medidas de calidad escolar, clima y seguridad, incluidos los recuentos de suspensiones escolares, expulsiones, detenciones relacionadas con la escuela, denuncias a las autoridades, ausentismo crónico (incluyendo ausencias justificadas e injustificadas), incidencias de violencia, incluyendo abuso y acoso.
- II. Esta sección proporciona información de las encuestas del CRDC 2021-22, enviadas por los distritos escolares a la Oficina de Derechos Civiles sobre el número de estudiantes inscritos en programas preescolares y cursos acelerados para obtener crédito postsecundario mientras todavía están en la escuela secundaria.

#### Parte (ix): Datos de calidad de los maestros

- I. Esta sección proporciona información sobre las cualificaciones profesionales de los maestros, incluida la información desglosada por las escuelas de alta y baja pobreza sobre el número y porcentaje de (I) maestros, directores y otros líderes escolares inexpertos; (II) maestros que enseñen con credenciales de emergencia o provisionales; y (III) maestros que no estén enseñando en la materia o campo para el cual el maestro está certificado o licenciado.

**Parte (x): Gasto por alumno**

- I. Esta sección proporciona información sobre los gastos por alumno de los fondos federales, estatales y locales, incluidos los gastos de personal y no de personal, desglosados por fuente de fondos, para cada distrito y plantel por el año fiscal anterior.

*El gasto por alumno para el año fiscal 2025 se actualizará el 30 de junio de 2026.*

**Parte (xi): Participación en STAAR Alternate 2**

- I. Esta sección proporciona información sobre el número y porcentaje de estudiantes con las discapacidades cognitivas más significativas que toman STAAR Alternate 2, por grado y materia para el año escolar 2024-25.

**Parte (xii): Evaluación Nacional Estatal del Progreso Educativo (NAEP, por sus siglas en inglés)**

- I. Esta sección proporciona resultados sobre las evaluaciones académicas estatales en lectura y matemáticas en los grados 4 y 8 de la Evaluación Nacional del Progreso Educativo, en comparación con el promedio nacional de dichos resultados del 2024.

**Parte (xiii): Tasa de grupos de graduados inscritos en educación postsecundaria**

- I. Esta sección proporciona información sobre la tasa de grupo a la que los estudiantes que se graduaron de la escuela secundaria en el año 2022-23 que se inscribieron en el año académico 2023-24 en (I) una institución pública de educación postsecundaria en Texas; (II) una institución privada de educación postsecundaria en Texas; y (III) una institución de educación postsecundaria fuera de Texas.

**Parte (xiv): Información Adicional – Ausentismo Crónico**

- I. Esta sección proporciona información sobre el ausentismo crónico según la definición de ED Facts: porcentaje de la cantidad no duplicada de estudiantes K-12 inscritos en una escuela por al menos 10 días y ausentes por 10% o más días durante el año escolar 2023-24.

**Parte (xv): Fondos según la Sección 1003**

- I. Esta sección proporciona una lista de todas las agencias educativas y escuelas locales que recibieron fondos según la Sección 1003, incluida la cantidad de fondos que recibió cada escuela y los tipos de estrategias implementadas en cada escuela con dichos fondos para el año escolar 2023-24.

*Los fondos de la Sección 1003 para el año escolar 2024-25 se actualizarán el 30 de junio de 2026.*

**Parte (xvi): Número de estudiantes de inglés de primer año excluidos de los reportes de responsabilidad estatal**

- I. Esta sección proporciona el número de estudiantes de inglés recién llegados exentos de una administración de las evaluaciones de lectura/artes del lenguaje y cuyos resultados están excluidos de los reportes de responsabilidad estatal de 2024-25.

Texas Education Agency  
**2024 Federal Report Card**  
 JACOB'S WELL EL (105905101) - WIMBERLEY ISD - HAYS COUNTY

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

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

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

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

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

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

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

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

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

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

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

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

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

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**(bb)** the methodology by which the State differentiates all such schools. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number and is further used to differentiate all public schools. See the accountability manual for details: [Chapter 4-2024 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 2022, 2023, and 2024 are considered consecutive years for 2024 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 10-2024 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 2023-2024 school year: [Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#).

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

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

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2023-24 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
<b>Grade 3</b>																						
Reading	All Students	72%	92%	<b>92%</b>	*	88%	94%	*	-	*	83%	90%	93%	70%	95%	84%	90%	95%	-	-	*	-
	CWD	48%	70%	<b>70%</b>	-	71%	70%	*	-	-	*	62%	86%	70%	-	60%	71%	*	-	-	*	-
	CWOD	78%	95%	<b>95%</b>	*	90%	96%	-	-	*	*	95%	94%	-	95%	93%	93%	96%	-	-	*	-
	EL	62%	84%	<b>84%</b>	-	83%	*	-	-	-	-	88%	*	60%	93%	84%	73%	100%	-	-	-	-
	Male	70%	90%	<b>90%</b>	*	80%	93%	-	-	*	*	84%	93%	71%	93%	73%	90%	-	-	-	*	-
	Female	75%	95%	<b>95%</b>	-	96%	94%	*	-	-	*	97%	93%	*	96%	100%	-	95%	-	-	*	-
Mathematics	All Students	68%	90%	<b>90%</b>	*	85%	92%	*	-	*	83%	89%	91%	75%	92%	68%	88%	93%	-	-	*	-
	CWD	46%	75%	<b>75%</b>	-	71%	80%	*	-	-	*	69%	86%	75%	-	60%	76%	*	-	-	*	-
	CWOD	74%	92%	<b>92%</b>	*	88%	93%	-	-	*	*	92%	91%	-	92%	71%	90%	94%	-	-	*	-
	EL	61%	68%	<b>68%</b>	-	72%	*	-	-	-	-	75%	*	60%	71%	68%	64%	75%	-	-	-	-
	Male	70%	88%	<b>88%</b>	*	80%	92%	-	-	*	*	89%	87%	76%	90%	64%	88%	-	-	-	*	-
	Female	66%	93%	<b>93%</b>	-	91%	93%	*	-	-	*	88%	96%	*	94%	75%	-	93%	-	-	*	-
<b>Grade 4</b>																						
Reading	All Students	79%	94%	<b>94%</b>	-	82%	98%	-	*	-	100%	87%	98%	83%	97%	53%	98%	91%	-	*	-	*
	CWD	55%	83%	<b>83%</b>	-	70%	88%	-	*	-	*	75%	89%	83%	-	63%	88%	77%	-	-	-	*
	CWOD	85%	97%	<b>97%</b>	-	85%	100%	-	*	-	100%	90%	99%	-	97%	43%	100%	93%	-	*	-	*
	EL	68%	53%	<b>53%</b>	-	46%	*	-	*	-	-	50%	*	63%	43%	53%	*	55%	-	-	-	-
	Male	77%	98%	<b>98%</b>	-	89%	100%	-	*	-	*	91%	100%	88%	100%	*	98%	-	-	-	-	*
	Female	81%	91%	<b>91%</b>	-	77%	96%	-	*	-	*	83%	95%	77%	93%	55%	-	91%	-	*	-	-
Mathematics	All Students	67%	84%	<b>84%</b>	-	73%	88%	-	*	-	86%	73%	89%	53%	91%	33%	92%	77%	-	*	-	*
	CWD	42%	53%	<b>53%</b>	-	30%	59%	-	*	-	*	42%	61%	53%	-	25%	71%	31%	-	-	-	*
	CWOD	73%	91%	<b>91%</b>	-	85%	93%	-	*	-	83%	83%	94%	-	91%	43%	97%	85%	-	*	-	*
	EL	62%	33%	<b>33%</b>	-	23%	*	-	*	-	-	29%	*	25%	43%	33%	*	36%	-	-	-	-
	Male	69%	92%	<b>92%</b>	-	78%	97%	-	*	-	*	74%	98%	71%	97%	*	92%	-	-	-	-	*
	Female	65%	77%	<b>77%</b>	-	69%	79%	-	*	-	*	72%	79%	31%	85%	36%	-	77%	-	*	-	-
<b>Grade 5</b>																						
Reading	All Students	78%	91%	<b>91%</b>	*	81%	94%	-	-	-	100%	82%	95%	86%	92%	62%	92%	90%	-	-	*	*
	CWD	48%	86%	<b>86%</b>	-	*	83%	-	-	-	-	73%	94%	86%	-	*	81%	100%	-	-	-	-
	CWOD	84%	92%	<b>92%</b>	*	80%	96%	-	-	-	100%	84%	95%	-	92%	60%	94%	89%	-	-	*	*
	EL	70%	62%	<b>62%</b>	-	62%	-	-	-	-	-	61%	*	*	60%	62%	50%	69%	-	-	-	-
	Male	75%	92%	<b>92%</b>	*	83%	94%	-	-	-	*	82%	96%	81%	94%	50%	92%	-	-	-	*	-
	Female	80%	90%	<b>90%</b>	*	79%	94%	-	-	-	*	83%	93%	100%	89%	69%	-	90%	-	-	*	*

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Mathematics	All Students	75%	82%	<b>82%</b>	*	63%	88%	-	-	-	100%	68%	88%	68%	85%	52%	83%	82%	-	-	*	*	
	CWD	52%	68%	<b>68%</b>	-	*	67%	-	-	-	-	55%	76%	68%	-	*	67%	71%	-	-	-	-	
	CWOD	80%	85%	<b>85%</b>	*	61%	93%	-	-	-	100%	71%	90%	-	85%	50%	86%	83%	-	-	*	*	
	EL	70%	52%	<b>52%</b>	-	52%	-	-	-	-	-	50%	*	*	50%	52%	63%	46%	-	-	-	-	
	Male	75%	83%	<b>83%</b>	*	67%	87%	-	-	-	*	76%	86%	67%	86%	63%	83%	-	-	-	-	*	-
	Female	75%	82%	<b>82%</b>	*	58%	90%	-	-	-	*	57%	92%	71%	83%	46%	-	82%	-	-	-	*	*
Science	All Students	56%	66%	<b>66%</b>	*	45%	75%	-	-	-	71%	45%	74%	43%	70%	15%	72%	57%	-	-	*	*	
	CWD	34%	43%	<b>43%</b>	-	*	42%	-	-	-	-	27%	53%	43%	-	*	43%	43%	-	-	-	-	
	CWOD	61%	70%	<b>70%</b>	*	44%	82%	-	-	-	71%	50%	77%	-	70%	16%	79%	59%	-	-	*	*	
	EL	43%	15%	<b>15%</b>	-	15%	-	-	-	-	-	12%	*	*	16%	15%	0%	23%	-	-	-	-	
	Male	59%	72%	<b>72%</b>	*	48%	78%	-	-	-	*	50%	82%	43%	79%	0%	72%	-	-	-	-	*	-
	Female	54%	57%	<b>57%</b>	*	42%	69%	-	-	-	*	39%	64%	43%	59%	23%	-	57%	-	-	-	*	*

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

<b>Grade 3</b>																						
Reading	All Students	47%	65%	<b>65%</b>	*	56%	70%	*	-	*	67%	58%	71%	35%	69%	37%	59%	74%	-	-	*	-
	CWD	25%	35%	<b>35%</b>	-	14%	40%	*	-	-	*	31%	43%	35%	-	0%	35%	*	-	-	*	-
	CWOD	52%	69%	<b>69%</b>	*	63%	72%	-	-	*	*	64%	73%	-	69%	50%	64%	75%	-	-	*	-
	EL	34%	37%	<b>37%</b>	-	39%	*	-	-	-	-	44%	*	0%	50%	37%	18%	63%	-	-	-	-
	Male	44%	59%	<b>59%</b>	*	48%	65%	-	-	*	*	56%	62%	35%	64%	18%	59%	-	-	-	*	-
	Female	50%	74%	<b>74%</b>	-	65%	76%	*	-	-	*	62%	83%	*	75%	63%	-	74%	-	-	-	*
Mathematics	All Students	41%	58%	<b>58%</b>	*	42%	67%	*	-	*	33%	56%	60%	35%	61%	26%	58%	59%	-	-	*	-
	CWD	24%	35%	<b>35%</b>	-	14%	60%	*	-	-	*	31%	43%	35%	-	0%	41%	*	-	-	*	-
	CWOD	44%	61%	<b>61%</b>	*	46%	68%	-	-	*	*	61%	62%	-	61%	36%	61%	61%	-	-	*	-
	EL	32%	26%	<b>26%</b>	-	28%	*	-	-	-	-	25%	*	0%	36%	26%	18%	38%	-	-	-	-
	Male	44%	58%	<b>58%</b>	*	40%	68%	-	-	*	*	58%	58%	41%	61%	18%	58%	-	-	-	*	-
	Female	37%	59%	<b>59%</b>	-	43%	67%	*	-	-	*	53%	63%	*	61%	38%	-	59%	-	-	-	*
<b>Grade 4</b>																						
Reading	All Students	50%	74%	<b>74%</b>	-	55%	81%	-	*	-	71%	54%	82%	37%	81%	13%	74%	74%	-	*	-	*
	CWD	24%	37%	<b>37%</b>	-	20%	41%	-	*	-	*	25%	44%	37%	-	13%	47%	23%	-	-	-	*
	CWOD	56%	81%	<b>81%</b>	-	65%	87%	-	*	-	67%	63%	88%	-	81%	14%	80%	82%	-	*	-	*
	EL	39%	13%	<b>13%</b>	-	15%	*	-	*	-	-	7%	*	13%	14%	13%	*	18%	-	-	-	-
	Male	47%	74%	<b>74%</b>	-	44%	83%	-	*	-	*	52%	81%	47%	80%	*	74%	-	-	-	-	*
	Female	53%	74%	<b>74%</b>	-	62%	79%	-	*	-	*	55%	83%	23%	82%	18%	-	74%	-	*	-	-
Mathematics	All Students	44%	61%	<b>61%</b>	-	41%	67%	-	*	-	71%	48%	66%	37%	66%	13%	69%	53%	-	*	-	*
	CWD	24%	37%	<b>37%</b>	-	20%	35%	-	*	-	*	25%	44%	37%	-	13%	53%	15%	-	-	-	*
	CWOD	49%	66%	<b>66%</b>	-	47%	72%	-	*	-	67%	55%	70%	-	66%	14%	73%	59%	-	*	-	*
	EL	38%	13%	<b>13%</b>	-	8%	*	-	*	-	-	7%	*	13%	14%	13%	*	18%	-	-	-	-
	Male	47%	69%	<b>69%</b>	-	44%	75%	-	*	-	*	52%	75%	53%	73%	*	69%	-	-	-	-	*
	Female	41%	53%	<b>53%</b>	-	38%	58%	-	*	-	*	45%	57%	15%	59%	18%	-	53%	-	-	*	-
<b>Grade 5</b>																						

Texas Education Agency  
**2024 Federal Report Card**  
 JACOB'S WELL EL (105905101) - WIMBERLEY ISD - HAYS COUNTY

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

Texas Education Agency  
**2024 Federal Report Card**  
 JACOB'S WELL EL (105905101) - WIMBERLEY ISD - HAYS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Mathematics	All Students	20%	28%	<b>28%</b>	-	9%	35%	-	*	-	0%	21%	30%	10%	31%	7%	31%	24%	-	*	-	*	
	CWD	7%	10%	<b>10%</b>	-	0%	12%	-	*	-	*	17%	6%	10%	-	13%	12%	8%	-	-	-	*	
	CWOD	23%	31%	<b>31%</b>	-	12%	39%	-	*	-	0%	23%	35%	-	31%	0%	36%	27%	-	*	-	*	
	EL	15%	7%	<b>7%</b>	-	0%	*	-	*	-	-	7%	*	13%	0%	7%	*	9%	-	-	-	-	
	Male	22%	31%	<b>31%</b>	-	6%	40%	-	*	-	*	22%	34%	12%	36%	*	31%	-	-	-	-	-	*
	Female	17%	24%	<b>24%</b>	-	12%	30%	-	*	-	*	21%	26%	8%	27%	9%	-	24%	-	-	*	-	-
<b>Grade 5</b>																							
Reading	All Students	28%	37%	<b>37%</b>	*	21%	44%	-	-	-	14%	20%	44%	14%	40%	10%	39%	33%	-	-	*	*	
	CWD	8%	14%	<b>14%</b>	-	*	13%	-	-	-	-	9%	18%	14%	-	*	19%	0%	-	-	-	-	
	CWOD	32%	40%	<b>40%</b>	*	20%	51%	-	-	-	14%	22%	47%	-	40%	10%	44%	36%	-	-	*	*	
	EL	17%	10%	<b>10%</b>	-	10%	-	-	-	-	-	6%	*	*	10%	10%	0%	15%	-	-	-	-	
	Male	25%	39%	<b>39%</b>	*	25%	46%	-	-	-	*	24%	46%	19%	44%	0%	39%	-	-	-	-	*	-
	Female	30%	33%	<b>33%</b>	*	17%	41%	-	-	-	*	13%	41%	0%	36%	15%	-	33%	-	-	-	*	*
Mathematics	All Students	19%	15%	<b>15%</b>	*	10%	18%	-	-	-	0%	9%	18%	7%	17%	0%	18%	11%	-	-	*	*	
	CWD	7%	7%	<b>7%</b>	-	*	4%	-	-	-	-	0%	12%	7%	-	*	10%	0%	-	-	-	-	
	CWOD	21%	17%	<b>17%</b>	*	9%	22%	-	-	-	0%	11%	19%	-	17%	0%	20%	12%	-	-	*	*	
	EL	12%	0%	<b>0%</b>	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-	
	Male	21%	18%	<b>18%</b>	*	17%	20%	-	-	-	*	12%	21%	10%	20%	0%	18%	-	-	-	-	*	-
	Female	17%	11%	<b>11%</b>	*	4%	16%	-	-	-	*	4%	14%	0%	12%	0%	-	11%	-	-	-	*	*
Science	All Students	11%	9%	<b>9%</b>	*	2%	12%	-	-	-	0%	4%	11%	11%	9%	0%	13%	4%	-	-	*	*	
	CWD	5%	11%	<b>11%</b>	-	*	8%	-	-	-	-	0%	18%	11%	-	*	14%	0%	-	-	-	-	
	CWOD	12%	9%	<b>9%</b>	*	0%	13%	-	-	-	0%	5%	10%	-	9%	0%	13%	4%	-	-	*	*	
	EL	5%	0%	<b>0%</b>	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-	
	Male	13%	13%	<b>13%</b>	*	4%	16%	-	-	-	*	6%	16%	14%	13%	0%	13%	-	-	-	-	*	-
	Female	9%	4%	<b>4%</b>	*	0%	6%	-	-	-	*	0%	5%	0%	4%	0%	-	4%	-	-	-	*	*
<b>STAAR Percent at Approaches Grade Level or Above</b>																							
<b>All Grades</b>																							
All Subjects	All Students	73%	86%	<b>86%</b>	69%	74%	90%	*	100%	*	89%	78%	89%	68%	88%	53%	87%	83%	-	-	*	75%	100%
	CWD	46%	62%	<b>68%</b>	-	63%	68%	*	*	-	67%	58%	76%	68%	-	52%	70%	62%	-	-	*	*	
	CWOD	77%	90%	<b>88%</b>	69%	75%	93%	-	*	*	93%	82%	91%	-	88%	53%	91%	86%	-	-	*	70%	100%
	EL	61%	51%	<b>53%</b>	-	52%	*	-	*	-	-	52%	59%	52%	53%	53%	51%	55%	-	-	-	-	-
	Male	71%	85%	<b>87%</b>	70%	75%	91%	-	*	*	88%	79%	91%	70%	91%	51%	87%	-	-	-	-	80%	*
	Female	74%	87%	<b>83%</b>	*	73%	88%	*	*	-	91%	76%	87%	62%	86%	55%	-	83%	-	-	*	71%	100%
Reading	All Students	74%	89%	<b>92%</b>	100%	84%	95%	*	*	*	95%	87%	95%	81%	94%	67%	93%	92%	-	-	*	100%	100%
	CWD	44%	67%	<b>81%</b>	-	76%	82%	*	*	-	*	69%	90%	81%	-	64%	80%	83%	-	-	*	*	
	CWOD	80%	92%	<b>94%</b>	100%	85%	97%	-	*	*	100%	91%	96%	-	94%	68%	96%	93%	-	-	*	*	
	EL	59%	55%	<b>67%</b>	-	65%	*	-	*	-	-	67%	71%	64%	68%	67%	61%	72%	-	-	-	-	
	Male	70%	86%	<b>93%</b>	*	84%	95%	-	*	*	91%	85%	97%	80%	96%	61%	93%	-	-	-	-	*	*
	Female	78%	92%	<b>92%</b>	*	84%	95%	*	*	-	100%	88%	94%	83%	93%	72%	-	92%	-	-	*	*	

Texas Education Agency  
**2024 Federal Report Card**  
 JACOB'S WELL EL (105905101) - WIMBERLEY ISD - HAYS COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	70%	84%	<b>85%</b>	60%	74%	90%	*	*	*	90%	78%	89%	64%	89%	53%	87%	84%	-	*	80%	100%
	CWD	45%	57%	<b>64%</b>	-	52%	67%	*	*	-	*	56%	71%	64%	-	43%	71%	48%	-	-	*	*
	CWOD	75%	88%	<b>89%</b>	60%	77%	93%	-	*	*	94%	83%	92%	-	89%	56%	91%	87%	-	*	*	*
	EL	62%	52%	<b>53%</b>	-	52%	*	-	*	-	-	52%	57%	43%	56%	53%	57%	50%	-	-	-	-
	Male	71%	85%	<b>87%</b>	*	75%	92%	-	*	*	82%	81%	90%	71%	91%	57%	87%	-	-	-	*	*
	Female	70%	83%	<b>84%</b>	*	73%	87%	*	*	-	100%	74%	88%	48%	87%	50%	-	84%	-	*	*	*
Science	All Students	73%	84%	<b>66%</b>	*	45%	75%	-	-	-	71%	45%	74%	43%	70%	15%	72%	57%	-	-	*	*
	CWD	49%	58%	<b>43%</b>	-	*	42%	-	-	-	-	27%	53%	43%	-	*	43%	43%	-	-	-	-
	CWOD	77%	88%	<b>70%</b>	*	44%	82%	-	-	-	71%	50%	77%	-	70%	16%	79%	59%	-	-	*	*
	EL	61%	40%	<b>15%</b>	-	15%	-	-	-	-	-	12%	*	*	16%	15%	0%	23%	-	-	-	-
	Male	74%	85%	<b>72%</b>	*	48%	78%	-	-	-	*	50%	82%	43%	79%	0%	72%	-	-	-	*	*
	Female	72%	83%	<b>57%</b>	*	42%	69%	-	-	-	*	39%	64%	43%	59%	23%	-	57%	-	-	*	*

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

<b>All Grades</b>																						
All Subjects	All Students	47%	64%	<b>58%</b>	15%	43%	64%	*	83%	*	57%	48%	63%	36%	61%	18%	59%	56%	-	*	50%	54%
	CWD	22%	33%	<b>36%</b>	-	26%	37%	*	*	-	50%	28%	43%	36%	-	7%	40%	26%	-	-	*	*
	CWOD	51%	68%	<b>61%</b>	15%	45%	68%	-	*	*	59%	53%	65%	-	61%	22%	64%	59%	-	*	50%	64%
	EL	31%	21%	<b>18%</b>	-	19%	*	-	*	-	-	18%	24%	7%	22%	18%	8%	26%	-	-	-	-
	Male	45%	62%	<b>59%</b>	20%	41%	65%	-	*	*	52%	48%	64%	40%	64%	8%	59%	-	-	-	60%	*
	Female	48%	65%	<b>56%</b>	*	44%	62%	*	*	-	64%	47%	60%	26%	59%	26%	-	56%	-	*	43%	67%
Reading	All Students	52%	72%	<b>70%</b>	20%	53%	76%	*	*	*	80%	57%	77%	42%	74%	24%	67%	73%	-	*	80%	60%
	CWD	23%	38%	<b>42%</b>	-	24%	47%	*	*	-	*	33%	50%	42%	-	7%	45%	35%	-	-	*	*
	CWOD	58%	77%	<b>74%</b>	20%	58%	81%	-	*	*	82%	62%	80%	-	74%	29%	72%	77%	-	*	*	*
	EL	34%	23%	<b>24%</b>	-	25%	*	-	*	-	-	23%	29%	7%	29%	24%	9%	34%	-	-	-	-
	Male	48%	67%	<b>67%</b>	*	46%	74%	-	*	*	64%	56%	72%	45%	72%	9%	67%	-	-	-	*	*
	Female	57%	78%	<b>73%</b>	*	59%	79%	*	*	-	100%	57%	82%	35%	77%	34%	-	73%	-	*	*	*
Mathematics	All Students	42%	56%	<b>56%</b>	0%	39%	63%	*	*	*	55%	47%	61%	36%	59%	18%	60%	51%	-	*	40%	60%
	CWD	22%	29%	<b>36%</b>	-	24%	39%	*	*	-	*	25%	45%	36%	-	7%	44%	17%	-	-	*	*
	CWOD	46%	61%	<b>59%</b>	0%	42%	66%	-	*	*	59%	52%	63%	-	59%	22%	64%	54%	-	*	*	*
	EL	31%	19%	<b>18%</b>	-	17%	*	-	*	-	-	17%	29%	7%	22%	18%	9%	25%	-	-	-	-
	Male	43%	58%	<b>60%</b>	*	39%	68%	-	*	*	55%	49%	66%	44%	64%	9%	60%	-	-	-	*	*
	Female	40%	55%	<b>51%</b>	*	40%	56%	*	*	-	56%	44%	54%	17%	54%	25%	-	51%	-	*	*	*
Science	All Students	42%	59%	<b>28%</b>	*	21%	32%	-	-	-	0%	22%	30%	18%	30%	5%	35%	18%	-	-	*	*
	CWD	21%	32%	<b>18%</b>	-	*	13%	-	-	-	-	18%	18%	18%	-	*	14%	29%	-	-	-	-
	CWOD	45%	62%	<b>30%</b>	*	19%	36%	-	-	-	0%	23%	32%	-	30%	5%	40%	17%	-	-	*	*
	EL	24%	20%	<b>5%</b>	-	5%	-	-	-	-	-	6%	*	*	5%	5%	0%	8%	-	-	-	-
	Male	44%	61%	<b>35%</b>	*	30%	37%	-	-	-	*	22%	41%	14%	40%	0%	35%	-	-	-	*	*
	Female	40%	56%	<b>18%</b>	*	13%	24%	-	-	-	*	22%	17%	29%	17%	8%	-	18%	-	-	*	*

**STAAR Percent at Masters Grade Level**

<b>All Grades</b>																						
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Texas Education Agency  
**2024 Federal Report Card**  
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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
All Subjects	All Students	18%	29%	<b>24%</b>	0%	13%	30%	*	50%	*	11%	17%	28%	8%	27%	5%	26%	22%	-	*	0%	8%	
	CWD	6%	10%	<b>8%</b>	-	7%	9%	*	*	-	0%	4%	12%	8%	-	3%	11%	2%	-	-	*	*	
	CWOD	21%	32%	<b>27%</b>	0%	15%	33%	-	*	*	12%	20%	31%	-	27%	6%	30%	24%	-	*	0%	9%	
	EL	9%	5%	<b>5%</b>	-	5%	*	-	*	-	-	4%	12%	3%	6%	5%	2%	8%	-	-	-	-	
	Male	18%	27%	<b>26%</b>	0%	14%	31%	-	*	*	12%	18%	30%	11%	30%	2%	26%	-	-	-	-	0%	*
	Female	19%	30%	<b>22%</b>	*	13%	27%	*	*	-	9%	15%	26%	2%	24%	8%	-	22%	-	*	0%	11%	
Reading	All Students	21%	35%	<b>34%</b>	0%	20%	41%	*	*	*	20%	21%	41%	9%	39%	9%	34%	35%	-	*	0%	20%	
	CWD	6%	11%	<b>9%</b>	-	5%	12%	*	*	-	*	3%	14%	9%	-	0%	13%	0%	-	-	*	*	
	CWOD	24%	38%	<b>39%</b>	0%	23%	45%	-	*	*	24%	26%	45%	-	39%	12%	39%	38%	-	*	*	*	
	EL	10%	6%	<b>9%</b>	-	10%	*	-	*	-	-	6%	29%	0%	12%	9%	0%	16%	-	-	-	-	
	Male	18%	30%	<b>34%</b>	*	16%	40%	-	*	*	18%	20%	41%	13%	39%	0%	34%	-	-	-	-	*	*
	Female	24%	40%	<b>35%</b>	*	23%	41%	*	*	-	22%	23%	41%	0%	38%	16%	-	35%	-	*	*	*	
Mathematics	All Students	17%	23%	<b>20%</b>	0%	11%	25%	*	*	*	5%	16%	22%	6%	22%	4%	24%	16%	-	*	0%	0%	
	CWD	6%	8%	<b>6%</b>	-	5%	6%	*	*	-	*	6%	7%	6%	-	7%	7%	4%	-	-	*	*	
	CWOD	19%	26%	<b>22%</b>	0%	12%	27%	-	*	*	6%	18%	24%	-	22%	2%	27%	17%	-	*	*	*	
	EL	10%	6%	<b>4%</b>	-	2%	*	-	*	-	-	4%	0%	7%	2%	4%	4%	3%	-	-	-	-	
	Male	18%	24%	<b>24%</b>	*	15%	28%	-	*	*	9%	20%	26%	7%	27%	4%	24%	-	-	-	-	*	*
	Female	15%	22%	<b>16%</b>	*	7%	20%	*	*	-	0%	10%	18%	4%	17%	3%	-	16%	-	*	*	*	
Science	All Students	15%	26%	<b>9%</b>	*	2%	12%	-	-	-	0%	4%	11%	11%	9%	0%	13%	4%	-	-	*	*	
	CWD	5%	11%	<b>11%</b>	-	*	8%	-	-	-	-	0%	18%	11%	-	*	14%	0%	-	-	-	-	
	CWOD	17%	28%	<b>9%</b>	*	0%	13%	-	-	-	0%	5%	10%	-	9%	0%	13%	4%	-	-	*	*	
	EL	5%	2%	<b>0%</b>	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-	
	Male	16%	27%	<b>13%</b>	*	4%	16%	-	-	-	*	6%	16%	14%	13%	0%	13%	-	-	-	-	*	-
	Female	14%	24%	<b>4%</b>	*	0%	6%	-	-	-	*	0%	5%	0%	4%	0%	-	4%	-	-	-	*	*

- Indicates there are no students in the group.

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

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

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

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2023-24 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	77	*	69	79	-	*	-	79	68	64	49
CWD	64	-	61	63	-	*	-	*	62	64	50
CWOD	79	*	70	82	-	*	-	77	70	-	49
EL ◇	49	-	49	-	-	*	-	-	43	50	49
Male	77	*	64	81	-	*	-	57	63	68	19
Female	77	*	72	76	-	*	-	100	74	55	60
<b>Mathematics</b>											
All Students	72	*	65	75	-	*	-	63	71	64	63
CWD	64	-	64	61	-	*	-	*	53	64	61
CWOD	73	*	66	77	-	*	-	60	77	-	64
EL ◇	63	-	61	-	-	*	-	-	65	61	63
Male	72	*	70	74	-	*	-	57	71	66	72
Female	71	*	62	75	-	*	-	68	72	63	59

- Indicates there are no students in the group.

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

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

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

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

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

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

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2024 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
54	9	17%

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	56	28	43	61	*	78	*	52	48	37	25
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

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

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

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

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

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

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**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2023-24 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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

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

- Indicates there are no students in the group.

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

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

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

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

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>Out-of-School Suspensions</b>												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>Expulsions</b>												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>School-Related Arrests</b>												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>Referrals to Law Enforcement</b>												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	10	1	4	5	-8	-8	-8	-8	1	4	-8
	Female	14	-8	8	5	-8	-8	-8	1	1	1	-8
	Total	24	1	12	10	-8	-8	-8	1	2	5	-8

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

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

**Preschool Programs**

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

**Accelerated Coursework**

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

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

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

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

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

	Low Poverty School	
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	2.0	5.4%
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	0.7	2.0%

- Indicates there are no data available in the group.

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

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

	State & Local and Federal		State & Local			Federal		
	Enrollment	Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$498	\$3	\$495	\$498			
Food services		\$425				\$251	\$174	\$425
Instruction		\$6,040	\$5,563	\$8	\$5,571	\$414	\$56	\$470
Support services, general administration		\$220		\$220	\$220			
Support services, instructional staff		\$280	\$264	\$11	\$275		\$5	\$5
Support services, operation and maintenance of plant		\$1,489	\$521	\$967	\$1,488	\$1		\$1
Support services, pupils		\$571	\$467	\$7	\$474	\$51	\$46	\$97
Support services, school administration		\$531	\$504	\$0	\$504	\$27		\$27
Support services, student transportation		\$335		\$335	\$335			
<b>Total</b>	<b>549</b>	<b>\$10,389</b>	<b>\$7,323</b>	<b>\$2,043</b>	<b>\$9,366</b>	<b>\$743</b>	<b>\$281</b>	<b>\$1,024</b>

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

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

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2023-24 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	6,625	2%	*	1%	*	1%
Mathematics	6,620	2%	*	1%	*	1%
<b>Grade 4</b>						
Reading	6,491	2%	*	1%	*	1%
Mathematics	6,491	2%	*	1%	*	1%
<b>Grade 5</b>						
Reading	6,033	1%	*	1%	*	1%
Mathematics	6,033	2%	*	1%	*	1%
Science	6,033	2%	*	1%	*	1%
<b>Grade 6</b>						
Reading	5,586	1%	*	1%	-	-
Mathematics	5,586	1%	*	1%	-	-
<b>Grade 7</b>						
Reading	5,233	1%	*	0%	-	-
Mathematics	5,227	2%	*	1%	-	-
<b>Grade 8</b>						
Reading	4,985	1%	*	2%	-	-
Mathematics	4,985	1%	*	1%	-	-
Science	4,984	1%	*	2%	-	-
<b>End of Course</b>						
English I	5,119	1%	*	0%	-	-
English II	4,683	1%	*	1%	-	-
Algebra I	5,112	1%	-	-	-	-
Biology	5,027	1%	*	0%	-	-
<b>All Grades</b>						
All Subjects	100,862	1%	26	1%	9	1%
Reading	44,764	1%	12	1%	*	1%
Mathematics	40,054	1%	9	1%	*	1%
Science	16,044	1%	5	1%	*	1%

- Indicates there are no students in the group.

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

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

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

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

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

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

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

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

This section provides information on the cohort rate at which students who graduated from high school in the 2021-22 school year enrolled in a Texas public postsecondary education institution in the 2022-23 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

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

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

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2022-23 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	7%	0%	9%	5%	-	20%	-	5%	8%	8%	6%

- 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.

**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 2023-24 State accountability.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
<b>Grade 3</b>																						
Reading	All Students	76%	93%	<b>93%</b>	*	94%	93%	*	-	-	83%	89%	94%	86%	96%	88%	94%	93%	-	-	-	-
	CWD	53%	86%	<b>86%</b>	*	88%	84%	*	-	-	-	71%	88%	86%	-	*	85%	87%	-	-	-	-
	CWOD	82%	96%	<b>96%</b>	*	97%	96%	*	-	-	83%	93%	96%	-	96%	92%	98%	94%	-	-	-	-
	EL	64%	88%	<b>88%</b>	-	88%	*	-	-	-	-	85%	*	*	92%	88%	83%	91%	-	-	-	-
	Male	74%	94%	<b>94%</b>	-	94%	93%	*	-	-	*	93%	94%	85%	98%	83%	94%	-	-	-	-	-
	Female	78%	93%	<b>93%</b>	*	93%	93%	-	-	-	*	86%	94%	87%	94%	91%	-	93%	-	-	-	-
Mathematics	All Students	70%	79%	<b>79%</b>	*	73%	80%	*	-	-	83%	72%	81%	69%	82%	53%	90%	70%	-	-	-	-
	CWD	48%	69%	<b>69%</b>	*	69%	68%	*	-	-	-	43%	74%	69%	-	*	81%	57%	-	-	-	-
	CWOD	75%	82%	<b>82%</b>	*	75%	84%	*	-	-	83%	79%	83%	-	82%	62%	95%	74%	-	-	-	-
	EL	63%	53%	<b>53%</b>	-	50%	*	-	-	-	-	46%	*	*	62%	53%	83%	36%	-	-	-	-
	Male	72%	90%	<b>90%</b>	-	94%	88%	*	-	-	*	93%	90%	81%	95%	83%	90%	-	-	-	-	-
	Female	67%	70%	<b>70%</b>	*	60%	73%	-	-	-	*	59%	73%	57%	74%	36%	-	70%	-	-	-	-
<b>Grade 4</b>																						
Reading	All Students	79%	92%	<b>92%</b>	*	85%	95%	*	-	*	83%	80%	96%	83%	95%	57%	90%	95%	-	-	*	-
	CWD	55%	83%	<b>83%</b>	*	88%	84%	-	-	-	*	70%	88%	83%	-	*	82%	88%	-	-	*	-
	CWOD	86%	95%	<b>95%</b>	*	84%	99%	*	-	*	*	83%	98%	-	95%	56%	93%	96%	-	-	*	-
	EL	68%	57%	<b>57%</b>	-	60%	*	-	-	-	-	46%	75%	*	56%	57%	45%	70%	-	-	-	-
	Male	77%	90%	<b>90%</b>	*	82%	93%	-	-	*	*	74%	95%	82%	93%	45%	90%	-	-	-	*	-
	Female	82%	95%	<b>95%</b>	-	88%	98%	*	-	-	*	89%	97%	88%	96%	70%	-	95%	-	-	*	-
Mathematics	All Students	68%	87%	<b>87%</b>	*	75%	93%	*	-	*	67%	87%	88%	69%	93%	65%	88%	87%	-	-	*	-
	CWD	44%	69%	<b>69%</b>	*	50%	77%	-	-	-	*	70%	69%	69%	-	*	74%	50%	-	-	*	-
	CWOD	74%	93%	<b>93%</b>	*	80%	98%	*	-	*	*	91%	93%	-	93%	71%	95%	91%	-	-	*	-
	EL	61%	65%	<b>65%</b>	-	63%	*	-	-	-	-	67%	63%	*	71%	65%	60%	70%	-	-	-	-
	Male	70%	88%	<b>88%</b>	*	78%	93%	-	-	*	*	85%	89%	74%	95%	60%	88%	-	-	-	*	-
	Female	65%	87%	<b>87%</b>	-	72%	93%	*	-	-	*	89%	86%	50%	91%	70%	-	87%	-	-	*	-
<b>Grade 5</b>																						
Reading	All Students	76%	94%	<b>94%</b>	-	87%	97%	-	*	-	88%	86%	96%	82%	98%	64%	92%	97%	-	-	-	*
	CWD	45%	82%	<b>82%</b>	-	64%	89%	-	*	-	*	57%	89%	82%	-	50%	78%	88%	-	-	-	*
	CWOD	84%	98%	<b>98%</b>	-	96%	99%	-	*	-	80%	95%	98%	-	98%	*	96%	100%	-	-	-	*
	EL	66%	64%	<b>64%</b>	-	60%	-	-	*	-	-	57%	*	50%	*	64%	*	88%	-	-	-	-
	Male	73%	92%	<b>92%</b>	-	78%	97%	-	*	-	80%	67%	95%	78%	96%	*	92%	-	-	-	-	*
	Female	80%	97%	<b>97%</b>	-	95%	98%	-	*	-	*	95%	98%	88%	100%	88%	-	97%	-	-	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Mathematics	All Students	73%	87%	<b>87%</b>	-	76%	89%	-	*	-	100%	86%	87%	62%	93%	55%	87%	86%	-	-	-	*	
	CWD	47%	62%	<b>62%</b>	-	45%	61%	-	*	-	*	71%	59%	62%	-	38%	67%	56%	-	-	-	*	
	CWOD	79%	93%	<b>93%</b>	-	89%	94%	-	*	-	100%	90%	94%	-	93%	*	93%	94%	-	-	-	*	
	EL	65%	55%	<b>55%</b>	-	50%	-	-	*	-	-	71%	*	38%	*	55%	*	75%	-	-	-	-	
	Male	73%	87%	<b>87%</b>	-	72%	90%	-	*	-	100%	67%	89%	67%	93%	*	87%	-	-	-	-	-	*
	Female	72%	86%	<b>86%</b>	-	80%	87%	-	*	-	*	95%	83%	56%	94%	75%	-	86%	-	-	-	-	-
Science	All Students	63%	80%	<b>80%</b>	-	55%	87%	-	*	-	88%	57%	84%	59%	85%	27%	85%	74%	-	-	-	*	
	CWD	40%	59%	<b>59%</b>	-	36%	61%	-	*	-	*	57%	59%	59%	-	38%	72%	44%	-	-	-	*	
	CWOD	69%	85%	<b>85%</b>	-	63%	92%	-	*	-	80%	57%	91%	-	85%	*	88%	82%	-	-	-	*	
	EL	49%	27%	<b>27%</b>	-	20%	-	-	*	-	-	29%	*	38%	*	27%	*	25%	-	-	-	-	
	Male	66%	85%	<b>85%</b>	-	72%	88%	-	*	-	80%	56%	88%	72%	88%	*	85%	-	-	-	-	-	*
	Female	61%	74%	<b>74%</b>	-	40%	85%	-	*	-	*	58%	80%	44%	82%	25%	-	74%	-	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																							
<b>Grade 3</b>																							
Reading	All Students	50%	73%	<b>73%</b>	*	56%	79%	*	-	-	67%	53%	77%	57%	78%	29%	74%	72%	-	-	-	-	
	CWD	27%	57%	<b>57%</b>	*	50%	58%	*	-	-	-	29%	62%	57%	-	*	54%	61%	-	-	-	-	
	CWOD	57%	78%	<b>78%</b>	*	59%	85%	*	-	-	67%	59%	83%	-	78%	38%	83%	75%	-	-	-	-	
	EL	36%	29%	<b>29%</b>	-	31%	*	-	-	-	-	31%	*	*	38%	29%	33%	27%	-	-	-	-	
	Male	48%	74%	<b>74%</b>	-	61%	77%	*	-	-	*	71%	74%	54%	83%	33%	74%	-	-	-	-	-	
	Female	53%	72%	<b>72%</b>	*	53%	80%	-	-	-	*	41%	80%	61%	75%	27%	-	72%	-	-	-	-	
Mathematics	All Students	45%	49%	<b>49%</b>	*	42%	51%	*	-	-	67%	39%	52%	45%	51%	12%	69%	34%	-	-	-	-	
	CWD	27%	45%	<b>45%</b>	*	50%	42%	*	-	-	-	29%	48%	45%	-	*	58%	30%	-	-	-	-	
	CWOD	50%	51%	<b>51%</b>	*	38%	54%	*	-	-	67%	41%	53%	-	51%	8%	74%	35%	-	-	-	-	
	EL	37%	12%	<b>12%</b>	-	6%	*	-	-	-	-	0%	*	*	8%	12%	33%	0%	-	-	-	-	
	Male	49%	69%	<b>69%</b>	-	67%	68%	*	-	-	*	57%	71%	58%	74%	33%	69%	-	-	-	-	-	
	Female	41%	34%	<b>34%</b>	*	27%	37%	-	-	-	*	27%	35%	30%	35%	0%	-	34%	-	-	-	-	
<b>Grade 4</b>																							
Reading	All Students	53%	73%	<b>73%</b>	*	64%	78%	*	-	*	67%	59%	78%	38%	83%	48%	67%	82%	-	-	*	-	
	CWD	26%	38%	<b>38%</b>	*	0%	48%	-	-	-	*	30%	41%	38%	-	*	35%	50%	-	-	*	-	
	CWOD	60%	83%	<b>83%</b>	*	76%	88%	*	-	*	*	67%	89%	-	83%	56%	81%	85%	-	-	*	-	
	EL	40%	48%	<b>48%</b>	-	50%	*	-	-	-	-	38%	63%	*	56%	48%	27%	70%	-	-	-	-	
	Male	50%	67%	<b>67%</b>	*	54%	73%	-	-	*	*	44%	74%	35%	81%	27%	67%	-	-	-	*	-	
	Female	57%	82%	<b>82%</b>	-	76%	85%	*	-	-	*	79%	83%	50%	85%	70%	-	82%	-	-	*	-	
Mathematics	All Students	46%	61%	<b>61%</b>	*	48%	69%	*	-	*	50%	47%	66%	40%	67%	30%	61%	61%	-	-	*	-	
	CWD	25%	40%	<b>40%</b>	*	25%	48%	-	-	-	*	40%	41%	40%	-	*	44%	25%	-	-	*	-	
	CWOD	51%	67%	<b>67%</b>	*	52%	76%	*	-	*	*	49%	73%	-	67%	35%	69%	65%	-	-	*	-	
	EL	37%	30%	<b>30%</b>	-	32%	*	-	-	-	-	25%	38%	*	35%	30%	20%	40%	-	-	-	-	
	Male	50%	61%	<b>61%</b>	*	52%	68%	-	-	*	*	46%	66%	44%	69%	20%	61%	-	-	-	*	-	
	Female	42%	61%	<b>61%</b>	-	44%	71%	*	-	-	*	47%	66%	25%	65%	40%	-	61%	-	-	*	-	
<b>Grade 5</b>																							

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Reading	All Students	57%	73%	<b>73%</b>	-	55%	77%	-	*	-	88%	57%	76%	32%	84%	9%	69%	77%	-	-	-	*	
	CWD	26%	32%	<b>32%</b>	-	18%	22%	-	*	-	*	14%	37%	32%	-	13%	33%	31%	-	-	-	*	
	CWOD	65%	84%	<b>84%</b>	-	70%	88%	-	*	-	80%	71%	86%	-	84%	*	79%	89%	-	-	-	*	
	EL	41%	9%	<b>9%</b>	-	0%	-	-	*	-	-	14%	*	13%	*	9%	*	13%	-	-	-	-	
	Male	53%	69%	<b>69%</b>	-	56%	72%	-	*	-	80%	44%	72%	33%	79%	*	69%	-	-	-	-	-	*
	Female	61%	77%	<b>77%</b>	-	55%	83%	-	*	-	*	63%	81%	31%	89%	13%	-	77%	-	-	-	-	-
Mathematics	All Students	46%	60%	<b>60%</b>	-	39%	65%	-	*	-	75%	50%	61%	32%	67%	9%	67%	51%	-	-	-	*	
	CWD	23%	32%	<b>32%</b>	-	9%	39%	-	*	-	*	29%	33%	32%	-	13%	44%	19%	-	-	-	*	
	CWOD	52%	67%	<b>67%</b>	-	52%	70%	-	*	-	80%	57%	69%	-	67%	*	73%	60%	-	-	-	*	
	EL	36%	9%	<b>9%</b>	-	10%	-	-	*	-	-	14%	*	13%	*	9%	*	13%	-	-	-	-	
	Male	48%	67%	<b>67%</b>	-	39%	73%	-	*	-	80%	56%	68%	44%	73%	*	67%	-	-	-	-	-	*
	Female	44%	51%	<b>51%</b>	-	40%	56%	-	*	-	*	47%	53%	19%	60%	13%	-	51%	-	-	-	-	-
Science	All Students	30%	47%	<b>47%</b>	-	21%	54%	-	*	-	63%	29%	51%	26%	53%	0%	56%	37%	-	-	-	*	
	CWD	17%	26%	<b>26%</b>	-	9%	28%	-	*	-	*	14%	30%	26%	-	0%	44%	6%	-	-	-	*	
	CWOD	33%	53%	<b>53%</b>	-	26%	59%	-	*	-	60%	33%	56%	-	53%	*	60%	45%	-	-	-	*	
	EL	16%	0%	<b>0%</b>	-	0%	-	-	*	-	-	0%	*	0%	*	0%	*	0%	-	-	-	-	
	Male	33%	56%	<b>56%</b>	-	28%	63%	-	*	-	60%	44%	58%	44%	60%	*	56%	-	-	-	-	-	*
	Female	27%	37%	<b>37%</b>	-	15%	44%	-	*	-	*	21%	42%	6%	45%	0%	-	37%	-	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																							
<b>Grade 3</b>																							
Reading	All Students	22%	28%	<b>28%</b>	*	21%	31%	*	-	-	33%	8%	32%	14%	32%	6%	30%	26%	-	-	-	-	
	CWD	7%	14%	<b>14%</b>	*	13%	16%	*	-	-	-	0%	17%	14%	-	*	15%	13%	-	-	-	-	
	CWOD	26%	32%	<b>32%</b>	*	25%	35%	*	-	-	33%	10%	38%	-	32%	8%	36%	30%	-	-	-	-	
	EL	13%	6%	<b>6%</b>	-	6%	*	-	-	-	-	0%	*	*	8%	6%	0%	9%	-	-	-	-	
	Male	20%	30%	<b>30%</b>	-	33%	30%	*	-	-	*	14%	33%	15%	36%	0%	30%	-	-	-	-	-	
	Female	24%	26%	<b>26%</b>	*	13%	31%	-	-	-	*	5%	32%	13%	30%	9%	-	26%	-	-	-	-	
Mathematics	All Students	19%	18%	<b>18%</b>	*	17%	18%	*	-	-	33%	3%	22%	8%	22%	0%	26%	12%	-	-	-	-	
	CWD	8%	8%	<b>8%</b>	*	13%	6%	*	-	-	-	0%	10%	8%	-	*	12%	4%	-	-	-	-	
	CWOD	22%	22%	<b>22%</b>	*	19%	22%	*	-	-	33%	3%	27%	-	22%	0%	33%	14%	-	-	-	-	
	EL	12%	0%	<b>0%</b>	-	0%	*	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-	
	Male	22%	26%	<b>26%</b>	-	33%	23%	*	-	-	*	7%	30%	12%	33%	0%	26%	-	-	-	-	-	
	Female	15%	12%	<b>12%</b>	*	7%	14%	-	-	-	*	0%	15%	4%	14%	0%	-	12%	-	-	-	-	
<b>Grade 4</b>																							
Reading	All Students	23%	32%	<b>32%</b>	*	17%	40%	*	-	*	0%	13%	38%	10%	38%	10%	24%	42%	-	-	*	-	
	CWD	6%	10%	<b>10%</b>	*	0%	13%	-	-	-	*	10%	9%	10%	-	*	9%	13%	-	-	*	-	
	CWOD	28%	38%	<b>38%</b>	*	20%	48%	*	-	*	*	14%	46%	-	38%	11%	31%	45%	-	-	*	-	
	EL	13%	10%	<b>10%</b>	-	10%	*	-	-	-	-	8%	13%	*	11%	10%	0%	20%	-	-	-	-	
	Male	20%	24%	<b>24%</b>	*	14%	28%	-	-	*	*	11%	28%	9%	31%	0%	24%	-	-	-	*	-	
	Female	26%	42%	<b>42%</b>	-	20%	55%	*	-	-	*	16%	50%	13%	45%	20%	-	42%	-	-	*	-	

Texas Education Agency  
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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	23%	26%	<b>26%</b>	*	17%	31%	*	-	*	17%	18%	29%	10%	31%	5%	33%	17%	-	-	*	-
	CWD	9%	10%	<b>10%</b>	*	0%	13%	-	-	-	*	10%	9%	10%	-	*	12%	0%	-	-	*	-
	CWOD	27%	31%	<b>31%</b>	*	20%	37%	*	-	*	*	20%	34%	-	31%	6%	43%	19%	-	-	*	-
	EL	16%	5%	<b>5%</b>	-	5%	*	-	-	-	-	0%	13%	*	6%	5%	0%	10%	-	-	-	-
	Male	27%	33%	<b>33%</b>	*	22%	39%	-	-	*	*	23%	37%	12%	43%	0%	33%	-	-	-	*	-
	Female	19%	17%	<b>17%</b>	-	12%	20%	*	-	-	*	11%	19%	0%	19%	10%	-	17%	-	-	*	-
<b>Grade 5</b>																						
Reading	All Students	29%	44%	<b>44%</b>	-	16%	54%	-	*	-	38%	18%	50%	12%	53%	0%	41%	47%	-	-	-	*
	CWD	7%	12%	<b>12%</b>	-	0%	17%	-	*	-	*	0%	15%	12%	-	0%	17%	6%	-	-	-	*
	CWOD	35%	53%	<b>53%</b>	-	22%	61%	-	*	-	40%	24%	58%	-	53%	*	48%	58%	-	-	-	*
	EL	15%	0%	<b>0%</b>	-	0%	-	-	*	-	-	0%	*	0%	*	0%	*	0%	-	-	-	-
	Male	26%	41%	<b>41%</b>	-	17%	48%	-	*	-	40%	33%	42%	17%	48%	*	41%	-	-	-	-	*
	Female	32%	47%	<b>47%</b>	-	15%	61%	-	*	-	*	11%	59%	6%	58%	0%	-	47%	-	-	-	-
Mathematics	All Students	21%	31%	<b>31%</b>	-	11%	35%	-	*	-	50%	18%	33%	15%	35%	0%	38%	23%	-	-	-	*
	CWD	7%	15%	<b>15%</b>	-	0%	11%	-	*	-	*	0%	19%	15%	-	0%	28%	0%	-	-	-	*
	CWOD	25%	35%	<b>35%</b>	-	15%	40%	-	*	-	40%	24%	37%	-	35%	*	40%	29%	-	-	-	*
	EL	13%	0%	<b>0%</b>	-	0%	-	-	*	-	-	0%	*	0%	*	0%	*	0%	-	-	-	-
	Male	24%	38%	<b>38%</b>	-	11%	43%	-	*	-	40%	11%	41%	28%	40%	*	38%	-	-	-	-	*
	Female	19%	23%	<b>23%</b>	-	10%	26%	-	*	-	*	21%	24%	0%	29%	0%	-	23%	-	-	-	-
Science	All Students	12%	20%	<b>20%</b>	-	5%	24%	-	*	-	25%	7%	22%	9%	22%	0%	25%	14%	-	-	-	*
	CWD	5%	9%	<b>9%</b>	-	0%	6%	-	*	-	*	0%	11%	9%	-	0%	17%	0%	-	-	-	*
	CWOD	14%	22%	<b>22%</b>	-	7%	27%	-	*	-	0%	10%	25%	-	22%	*	27%	18%	-	-	-	*
	EL	4%	0%	<b>0%</b>	-	0%	-	-	*	-	-	0%	*	0%	*	0%	*	0%	-	-	-	-
	Male	13%	25%	<b>25%</b>	-	11%	27%	-	*	-	40%	11%	26%	17%	27%	*	25%	-	-	-	-	*
	Female	11%	14%	<b>14%</b>	-	0%	20%	-	*	-	*	5%	17%	0%	18%	0%	-	14%	-	-	-	-
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
<b>All Grades</b>																						
All Subjects	All Students	73%	85%	<b>88%</b>	100%	78%	91%	100%	100%	*	85%	80%	89%	74%	92%	60%	89%	86%	-	-	100%	100%
	CWD	46%	65%	<b>74%</b>	*	64%	76%	*	100%	-	77%	64%	76%	74%	-	45%	78%	67%	-	-	*	*
	CWOD	79%	89%	<b>92%</b>	100%	83%	94%	*	*	*	89%	85%	93%	-	92%	69%	94%	90%	-	-	*	*
	EL	59%	47%	<b>60%</b>	-	58%	*	-	*	-	-	58%	64%	45%	69%	60%	52%	65%	-	-	-	-
	Male	71%	85%	<b>89%</b>	*	81%	92%	*	100%	*	84%	79%	92%	78%	94%	52%	89%	-	-	-	*	100%
	Female	75%	85%	<b>86%</b>	100%	76%	89%	*	*	-	88%	81%	87%	67%	90%	65%	-	86%	-	-	*	-
Reading	All Students	74%	88%	<b>93%</b>	100%	88%	95%	*	*	*	85%	85%	95%	84%	96%	69%	92%	95%	-	-	*	*
	CWD	45%	70%	<b>84%</b>	*	80%	85%	*	*	-	80%	67%	88%	84%	-	60%	82%	87%	-	-	*	*
	CWOD	80%	92%	<b>96%</b>	*	91%	98%	*	*	*	87%	90%	98%	-	96%	74%	96%	96%	-	-	*	*
	EL	57%	49%	<b>69%</b>	-	70%	*	-	*	-	-	64%	81%	60%	74%	69%	50%	83%	-	-	-	-
	Male	70%	86%	<b>92%</b>	*	84%	94%	*	*	*	85%	78%	95%	82%	96%	50%	92%	-	-	-	*	*
	Female	79%	91%	<b>95%</b>	*	92%	96%	*	*	-	86%	90%	96%	87%	96%	83%	-	95%	-	-	*	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Mathematics	All Students	70%	81%	<b>84%</b>	100%	75%	87%	*	*	*	85%	82%	85%	67%	89%	58%	88%	80%	-	-	*	*	
	CWD	45%	59%	<b>67%</b>	*	57%	70%	*	*	-	60%	63%	68%	67%	-	33%	74%	55%	-	-	*	*	
	CWOD	76%	86%	<b>89%</b>	*	81%	92%	*	*	*	93%	87%	90%	-	89%	70%	94%	85%	-	-	*	*	
	EL	60%	44%	<b>58%</b>	-	56%	*	-	*	-	-	59%	56%	33%	70%	58%	58%	59%	-	-	-	-	
	Male	71%	83%	<b>88%</b>	*	81%	91%	*	*	*	85%	84%	89%	74%	94%	58%	88%	-	-	-	*	*	
	Female	70%	78%	<b>80%</b>	*	69%	83%	*	*	-	86%	80%	80%	55%	85%	59%	-	80%	-	-	*	-	
Science	All Students	76%	85%	<b>80%</b>	-	55%	87%	-	*	-	88%	57%	84%	59%	85%	27%	85%	74%	-	-	-	*	
	CWD	52%	63%	<b>59%</b>	-	36%	61%	-	*	-	*	57%	59%	59%	-	38%	72%	44%	-	-	-	*	
	CWOD	81%	88%	<b>85%</b>	-	63%	92%	-	*	-	80%	57%	91%	-	85%	*	88%	82%	-	-	-	*	
	EL	63%	44%	<b>27%</b>	-	20%	-	-	*	-	-	29%	*	38%	*	27%	*	25%	-	-	-	-	
	Male	77%	87%	<b>85%</b>	-	72%	88%	-	*	-	80%	56%	88%	72%	88%	*	85%	-	-	-	-	-	*
	Female	76%	83%	<b>74%</b>	-	40%	85%	-	*	-	*	58%	80%	44%	82%	25%	-	74%	-	-	-	-	-
<b>STAAR Percent at Meets Grade Level or Above</b>																							
<b>All Grades</b>																							
All Subjects	All Students	48%	62%	<b>63%</b>	33%	48%	68%	83%	78%	*	69%	48%	66%	40%	69%	23%	66%	59%	-	-	67%	50%	
	CWD	23%	35%	<b>40%</b>	*	27%	43%	*	67%	-	62%	27%	43%	40%	-	8%	45%	33%	-	-	*	*	
	CWOD	53%	67%	<b>69%</b>	38%	55%	74%	*	*	*	71%	54%	73%	-	69%	31%	74%	64%	-	-	*	*	
	EL	30%	17%	<b>23%</b>	-	23%	*	-	*	-	-	19%	31%	8%	31%	23%	21%	24%	-	-	-	-	
	Male	47%	62%	<b>66%</b>	*	51%	71%	*	100%	*	71%	51%	69%	45%	74%	21%	66%	-	-	-	*	50%	
	Female	49%	61%	<b>59%</b>	50%	45%	65%	*	*	-	65%	46%	63%	33%	64%	24%	-	59%	-	-	*	-	
Reading	All Students	53%	71%	<b>73%</b>	50%	59%	78%	*	*	*	75%	56%	77%	44%	82%	33%	70%	76%	-	-	*	*	
	CWD	23%	39%	<b>44%</b>	*	29%	46%	*	*	-	80%	25%	49%	44%	-	7%	41%	49%	-	-	*	*	
	CWOD	59%	77%	<b>82%</b>	*	69%	87%	*	*	*	73%	65%	86%	-	82%	44%	81%	82%	-	-	*	*	
	EL	31%	24%	<b>33%</b>	-	33%	*	-	*	-	-	30%	38%	7%	44%	33%	25%	38%	-	-	-	-	
	Male	48%	66%	<b>70%</b>	*	56%	74%	*	*	*	77%	52%	74%	41%	81%	25%	70%	-	-	-	*	*	
	Female	58%	75%	<b>76%</b>	*	61%	83%	*	*	-	71%	60%	81%	49%	82%	38%	-	76%	-	-	*	-	
Mathematics	All Students	43%	52%	<b>57%</b>	17%	43%	61%	*	*	*	65%	45%	59%	40%	61%	19%	65%	47%	-	-	*	*	
	CWD	22%	31%	<b>40%</b>	*	31%	44%	*	*	-	40%	33%	42%	40%	-	13%	49%	26%	-	-	*	*	
	CWOD	48%	56%	<b>61%</b>	*	48%	66%	*	*	*	73%	48%	65%	-	61%	21%	72%	52%	-	-	*	*	
	EL	30%	12%	<b>19%</b>	-	18%	*	-	*	-	-	13%	31%	13%	21%	19%	21%	17%	-	-	-	-	
	Male	45%	56%	<b>65%</b>	*	52%	70%	*	*	*	69%	51%	68%	49%	72%	21%	65%	-	-	-	*	*	
	Female	42%	47%	<b>47%</b>	*	36%	53%	*	*	-	57%	40%	50%	26%	52%	17%	-	47%	-	-	*	-	
Science	All Students	46%	61%	<b>47%</b>	-	21%	54%	-	*	-	63%	29%	51%	26%	53%	0%	56%	37%	-	-	-	*	
	CWD	22%	36%	<b>26%</b>	-	9%	28%	-	*	-	*	14%	30%	26%	-	0%	44%	6%	-	-	-	*	
	CWOD	50%	65%	<b>53%</b>	-	26%	59%	-	*	-	60%	33%	56%	-	53%	*	60%	45%	-	-	-	*	
	EL	26%	8%	<b>0%</b>	-	0%	-	-	*	-	-	0%	*	0%	*	0%	*	0%	-	-	-	-	
	Male	47%	64%	<b>56%</b>	-	28%	63%	-	*	-	60%	44%	58%	44%	60%	*	56%	-	-	-	-	-	*
	Female	45%	58%	<b>37%</b>	-	15%	44%	-	*	-	*	21%	42%	6%	45%	0%	-	37%	-	-	-	-	-
<b>STAAR Percent at Masters Grade Level</b>																							
<b>All Grades</b>																							

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Subjects	All Students	20%	27%	<b>28%</b>	8%	15%	33%	17%	44%	*	29%	12%	32%	11%	33%	4%	31%	25%	-	-	17%	0%
	CWD	6%	9%	<b>11%</b>	*	5%	12%	*	17%	-	38%	4%	13%	11%	-	0%	14%	5%	-	-	*	*
	CWOD	23%	30%	<b>33%</b>	13%	19%	38%	*	*	*	26%	15%	38%	-	33%	6%	37%	30%	-	-	*	*
	EL	9%	2%	<b>4%</b>	-	4%	*	-	*	-	-	1%	8%	0%	6%	4%	0%	6%	-	-	-	-
	Male	20%	27%	<b>31%</b>	*	20%	34%	*	67%	*	29%	16%	34%	14%	37%	0%	31%	-	-	-	*	0%
	Female	21%	27%	<b>25%</b>	13%	11%	32%	*	*	-	29%	9%	30%	5%	30%	6%	-	25%	-	-	*	-
Reading	All Students	22%	33%	<b>34%</b>	17%	18%	41%	*	*	*	25%	13%	39%	12%	41%	6%	31%	37%	-	-	*	*
	CWD	6%	10%	<b>12%</b>	*	6%	15%	*	*	-	20%	4%	14%	12%	-	0%	13%	11%	-	-	*	*
	CWOD	25%	37%	<b>41%</b>	*	22%	48%	*	*	*	27%	15%	47%	-	41%	9%	38%	43%	-	-	*	*
	EL	8%	3%	<b>6%</b>	-	7%	*	-	*	-	-	3%	13%	0%	9%	6%	0%	10%	-	-	-	-
	Male	19%	28%	<b>31%</b>	*	20%	35%	*	*	*	23%	16%	34%	13%	38%	0%	31%	-	-	-	*	*
	Female	25%	37%	<b>37%</b>	*	16%	47%	*	*	-	29%	10%	45%	11%	43%	10%	-	37%	-	-	*	-
Mathematics	All Students	19%	21%	<b>25%</b>	0%	15%	28%	*	*	*	35%	13%	28%	10%	29%	2%	32%	17%	-	-	*	*
	CWD	7%	7%	<b>10%</b>	*	6%	10%	*	*	-	40%	4%	12%	10%	-	0%	15%	2%	-	-	*	*
	CWOD	22%	24%	<b>29%</b>	*	18%	33%	*	*	*	33%	15%	33%	-	29%	3%	39%	20%	-	-	*	*
	EL	11%	2%	<b>2%</b>	-	2%	*	-	*	-	-	0%	6%	0%	3%	2%	0%	3%	-	-	-	-
	Male	21%	24%	<b>32%</b>	*	22%	36%	*	*	*	31%	16%	36%	15%	39%	0%	32%	-	-	-	*	*
	Female	18%	16%	<b>17%</b>	*	9%	19%	*	*	-	43%	10%	19%	2%	20%	3%	-	17%	-	-	*	-
Science	All Students	17%	25%	<b>20%</b>	-	5%	24%	-	*	-	25%	7%	22%	9%	22%	0%	25%	14%	-	-	-	*
	CWD	5%	11%	<b>9%</b>	-	0%	6%	-	*	-	*	0%	11%	9%	-	0%	17%	0%	-	-	-	*
	CWOD	19%	27%	<b>22%</b>	-	7%	27%	-	*	-	0%	10%	25%	-	22%	*	27%	18%	-	-	-	*
	EL	5%	0%	<b>0%</b>	-	0%	-	-	*	-	-	0%	*	0%	*	0%	*	0%	-	-	-	-
	Male	18%	27%	<b>25%</b>	-	11%	27%	-	*	-	40%	11%	26%	17%	27%	*	25%	-	-	-	-	*
	Female	15%	24%	<b>14%</b>	-	0%	20%	-	*	-	*	5%	17%	0%	18%	0%	-	14%	-	-	-	-

- Indicates there are no students in the group.

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

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	78	*	72	81	*	*	*	69	68	68	55
CWD	68	*	55	72	-	*	-	*	53	68	41
CWOD	81	*	77	83	*	*	*	67	72	-	63
EL ◇	55	-	55	*	-	*	-	-	51	41	55
Male	71	*	65	74	-	*	*	63	61	59	32
Female	87	-	79	90	*	*	-	80	74	88	75
<b>Mathematics</b>											
All Students	70	*	63	73	*	*	*	71	70	64	64
CWD	64	*	63	67	-	*	-	*	72	64	70
CWOD	72	*	63	74	*	*	*	92	69	-	60
EL ◇	64	-	64	*	-	*	-	-	65	70	64
Male	71	*	58	74	-	*	*	78	68	64	52
Female	69	-	68	71	*	*	-	60	72	65	73

- Indicates there are no students in the group.

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

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

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

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

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

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

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

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
49	9	18%

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	60	47	47	64	67	74	*	61	47	42	29
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

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

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

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

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

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

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

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**Part (vii): STAAR Participation**

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

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

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

- Indicates there are no students in the group.

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

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

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

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

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>Out-of-School Suspensions</b>												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>Expulsions</b>												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>School-Related Arrests</b>												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>Referrals to Law Enforcement</b>												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
<b>Chronic Absenteeism</b>												
	Male	10	1	4	5	-8	-8	-8	-8	1	4	-8
	Female	14	-8	8	5	-8	-8	-8	1	1	1	-8
	Total	24	1	12	10	-8	-8	-8	1	2	5	-8

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

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

**Preschool Programs**

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

**Accelerated Coursework**

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

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

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

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 JACOB'S WELL EL (105905101) - WIMBERLEY ISD - HAYS COUNTY

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

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

	Low Poverty School	
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	2.0	5.3%
Teachers Teaching with Emergency or Provisional Credentials	1.0	2.8%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	1.4	3.9%

- Indicates there are no data available in the group.

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

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

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

	Enrollment	State & Local and Federal	State & Local			Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$498	\$3	\$495	\$498			
Food services		\$425				\$251	\$174	\$425
Instruction		\$6,040	\$5,563	\$8	\$5,571	\$414	\$56	\$470
Support services, general administration		\$220		\$220	\$220			
Support services, instructional staff		\$280	\$264	\$11	\$275		\$5	\$5
Support services, operation and maintenance of plant		\$1,489	\$521	\$967	\$1,488	\$1		\$1
Support services, pupils		\$571	\$467	\$7	\$474	\$51	\$46	\$97
Support services, school administration		\$531	\$504	\$0	\$504	\$27		\$27
Support services, student transportation		\$335		\$335	\$335			
<b>Total</b>	<b>549</b>	<b>\$10,389</b>	<b>\$7,323</b>	<b>\$2,043</b>	<b>\$9,366</b>	<b>\$743</b>	<b>\$281</b>	<b>\$1,024</b>

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

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

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 JACOB'S WELL EL (105905101) - WIMBERLEY ISD - HAYS COUNTY

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

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
<b>Grade 3</b>						
Reading	7,517	2%	*	2%	*	2%
Mathematics	7,510	2%	*	2%	*	2%
<b>Grade 4</b>						
Reading	6,669	2%	-	-	-	-
Mathematics	6,666	2%	-	-	-	-
<b>Grade 5</b>						
Reading	6,321	2%	*	1%	*	1%
Mathematics	6,324	2%	*	1%	*	1%
Science	6,315	2%	*	1%	*	1%
<b>Grade 6</b>						
Reading	5,876	1%	*	1%	-	-
Mathematics	5,877	1%	*	1%	-	-
<b>Grade 7</b>						
Reading	5,387	1%	*	1%	-	-
Mathematics	5,385	2%	*	1%	-	-
<b>Grade 8</b>						
Reading	4,906	1%	*	0%	-	-
Mathematics	4,907	1%	*	0%	-	-
Science	4,904	1%	*	0%	-	-
<b>End of Course</b>						
English I	4,932	1%	*	1%	-	-
English II	4,732	1%	*	0%	-	-
Algebra I	4,932	1%	*	0%	-	-
Biology	4,992	1%	-	-	-	-
<b>All Grades</b>						
All Subjects	104,161	1%	26	1%	12	1%
Reading	46,349	1%	13	1%	5	1%
Mathematics	41,601	1%	10	1%	5	1%
Science	16,211	1%	*	1%	*	1%

- Indicates there are no students in the group.

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

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

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

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

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

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

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

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

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

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	5%	0%	8%	4%	*	*	*	0%	6%	4%	6%

- 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.**

## School Information

Campus Type: **Elementary**

Total Students: **549**

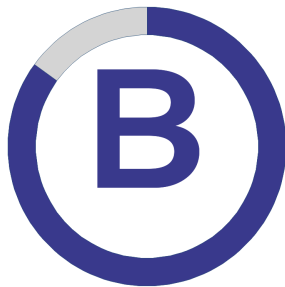
Grade Span: **03 - 05**

For more information about this campus, see: <https://TXschools.gov> or the Texas Academic Performance Report (TAPR) at: [https://rptsvr1.tea.texas.gov/perfreport/tapr/tapr\\_srch.html](https://rptsvr1.tea.texas.gov/perfreport/tapr/tapr_srch.html)

## Overall Performance Details

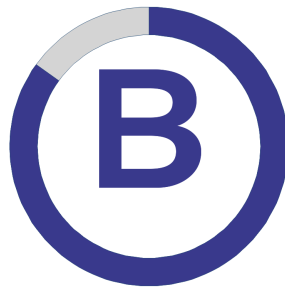
This data represents how much students are learning in each grade and whether or not they are ready for the next grade. It also shows how well a school prepares their students for success after high school in college, the workforce, or the military. State accountability is based on three domains: Student Achievement, School Progress, and Closing the Gaps. Scores are scaled from 0 to 100.

### Overall Rating



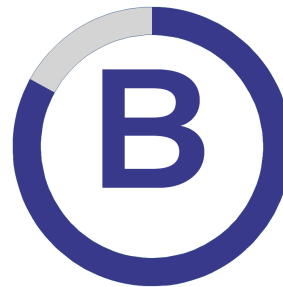
85 of 100

### Student Achievement



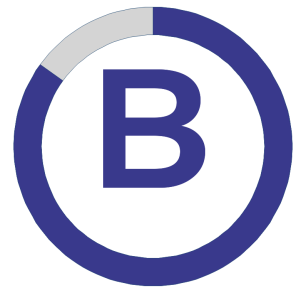
85 of 100

### School Progress



83 of 100

### Closing the Gaps



85 of 100

## Distinction Designations

Schools that earn a overall scale scores of 70 are eligible for as many as seven distinction designations that are awarded when a school or district shows exceptional achievement in certain areas.



Academic Achievement in Reading/ Language Arts



Academic Achievement in Mathematics



Academic Achievement in Science



Top 25% : Comparative Academic Growth



Postsecondary Readiness



Top 25% : Comparative Closing the Gaps

## Student Information

This section provides demographic information including attendance rates, enrollment percentages for various student groups, student mobility rates, and class size averages at the campus, district, and state level, where applicable.

### Attendance Rate and Enrollment

	Campus	District	State
Attendance Rate (2022-23)	<b>95.6%</b>	94.6%	93.3%
Mobility Rate (2022-23)	<b>7.5%</b>	6.8%	16.1%
<b>Enrollment by Race/Ethnicity</b>			
African American	<b>0.9%</b>	0.9%	12.8%
Hispanic	<b>25.7%</b>	26.4%	53.2%
White	<b>68.9%</b>	68.6%	25.0%
American Indian	<b>0.2%</b>	0.7%	0.3%
Asian	<b>0.5%</b>	0.4%	5.4%
Pacific Islander	<b>0.2%</b>	0.1%	0.2%
Two or More Races	<b>3.6%</b>	3.0%	3.1%
<b>Enrollment by Student Group</b>			
Economically Disadvantaged	<b>37.0%</b>	32.7%	62.3%
Special Education	<b>19.7%</b>	14.0%	13.9%
Emergent Bilingual/EL	<b>9.8%</b>	7.3%	24.4%

### Class Size Averages

Grade/Subject	Campus	District	State
<b>Elementary</b>			
Grade 3	<b>19.4</b>	19.4	19.4
Grade 4	<b>18.8</b>	18.8	19.4
Grade 5	<b>20.7</b>	20.7	20.9

## School Financial Information (2022-23)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see: <http://tea.texas.gov/financialstandardreports/>

### Instructional Expenditures

	Campus	District	State
Instructional Expenditure Ratio	<b>n/a</b>	59.3%	62.5%
Instructional Staff Percent	<b>n/a</b>	66.8%	65.0%

### Expenditures Per Student

	Campus	District	State
Total Operating Expenditures	<b>\$8,283</b>	\$10,932	\$12,389
Instruction	<b>\$6,043</b>	\$5,908	\$6,849
Instructional Leadership	<b>\$212</b>	\$238	\$223
School Leadership	<b>\$584</b>	\$501	\$710

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**STAAR Outcomes**

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
<b>STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)</b>												
All Subjects	2024	75%	87%	<b>86%</b>	69%	74%	90%	*	*	*	89%	77%
	2023	76%	88%	<b>84%</b>	62%	73%	88%	-	100%	-	93%	71%
ELA/Reading	2024	76%	89%	<b>92%</b>	100%	84%	95%	*	*	*	95%	87%
	2023	77%	90%	<b>90%</b>	60%	82%	93%	-	*	-	100%	83%
Mathematics	2024	72%	85%	<b>86%</b>	60%	73%	90%	*	*	*	90%	77%
	2023	75%	85%	<b>82%</b>	60%	70%	86%	-	*	-	90%	69%
Science	2024	75%	84%	<b>66%</b>	*	44%	74%	-	-	-	71%	45%
	2023	77%	87%	<b>70%</b>	*	52%	78%	-	*	-	*	47%
<b>STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)</b>												
All Subjects	2024	48%	65%	<b>58%</b>	15%	43%	64%	*	*	*	57%	49%
	2023	49%	64%	<b>55%</b>	31%	39%	61%	-	80%	-	60%	34%
ELA/Reading	2024	54%	72%	<b>70%</b>	20%	53%	76%	*	*	*	80%	58%
	2023	53%	71%	<b>68%</b>	40%	53%	73%	-	*	-	70%	48%
Mathematics	2024	43%	57%	<b>57%</b>	0%	41%	63%	*	*	*	55%	48%
	2023	45%	54%	<b>49%</b>	0%	33%	56%	-	*	-	55%	28%
Science	2024	43%	59%	<b>28%</b>	*	22%	31%	-	-	-	0%	23%
	2023	47%	62%	<b>33%</b>	*	20%	38%	-	*	-	*	12%
<b>STAAR Performance Rates at Masters Grade Level (All Grades Tested)</b>												
All Subjects	2024	20%	31%	<b>25%</b>	0%	14%	30%	*	*	*	11%	17%
	2023	20%	29%	<b>22%</b>	15%	11%	26%	-	30%	-	26%	9%
ELA/Reading	2024	22%	35%	<b>34%</b>	0%	20%	41%	*	*	*	20%	22%
	2023	20%	31%	<b>30%</b>	20%	16%	35%	-	*	-	30%	15%
Mathematics	2024	17%	24%	<b>20%</b>	0%	11%	25%	*	*	*	5%	15%
	2023	19%	22%	<b>17%</b>	0%	5%	21%	-	*	-	20%	7%
Science	2024	16%	26%	<b>9%</b>	*	2%	13%	-	-	-	0%	4%
	2023	18%	28%	<b>13%</b>	*	10%	14%	-	*	-	*	1%
<b>School Progress - Annual Growth (All Grades Tested)</b>												
Both Subjects	2024	64%	73%	<b>72%</b>	75%	65%	75%	-	*	-	70%	67%
	2023	64%	70%	<b>64%</b>	56%	54%	69%	-	*	-	63%	58%
ELA/Reading	2024	67%	75%	<b>75%</b>	*	66%	78%	-	*	-	79%	67%
	2023	63%	71%	<b>66%</b>	*	58%	70%	-	*	-	58%	58%
Mathematics	2024	60%	69%	<b>69%</b>	*	63%	72%	-	*	-	61%	68%
	2023	66%	69%	<b>62%</b>	*	49%	67%	-	*	-	68%	57%

- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.
- n/a Indicates data reporting is not applicable for this group.

## School Information

Campus Type: **Elementary**

Total Students: **552**

Grade Span: **03 - 05**

For more information about this campus, see: <https://TXschools.gov> or the Texas Academic Performance Report (TAPR) at: [https://rptsvr1.tea.texas.gov/perfreport/tapr/tapr\\_srch.html](https://rptsvr1.tea.texas.gov/perfreport/tapr/tapr_srch.html)

## Overall Performance Details

This data represents how much students are learning in each grade and whether or not they are ready for the next grade. It also shows how well a school prepares their students for success after high school in college, the workforce, or the military. State accountability is based on three domains: Student Achievement, School Progress, and Closing the Gaps. Scores are scaled from 0 to 100.

### Overall Rating



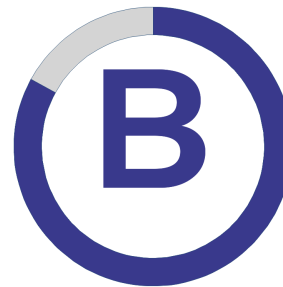
90 of 100

### Student Achievement



90 of 100

### School Progress



83 of 100

### Closing the Gaps



90 of 100

## Distinction Designations

Schools that earn a overall scale scores of 70 are eligible for as many as seven distinction designations that are awarded when a school or district shows exceptional achievement in certain areas.



Academic Achievement in Reading/ Language Arts



Academic Achievement in Mathematics



Academic Achievement in Science



Top 25% : Comparative Academic Growth



Postsecondary Readiness



Top 25% : Comparative Closing the Gaps

## Student Information

This section provides demographic information including attendance rates, enrollment percentages for various student groups, student mobility rates, and class size averages at the campus, district, and state level, where applicable.

### Attendance Rate and Enrollment

	Campus	District	State
Attendance Rate (2023-24)	<b>95.9%</b>	94.9%	93.6%
Mobility Rate (2023-24)	<b>6.8%</b>	7.2%	16.4%
<b>Enrollment by Race/Ethnicity</b>			
African American	<b>1.1%</b>	0.9%	12.8%
Hispanic	<b>26.1%</b>	27.1%	53.5%
White	<b>68.1%</b>	67.7%	24.4%
American Indian	<b>0.5%</b>	0.7%	0.3%
Asian	<b>0.5%</b>	0.3%	5.6%
Pacific Islander	<b>0.2%</b>	0.1%	0.2%
Two or More Races	<b>3.4%</b>	3.2%	3.3%
<b>Enrollment by Student Group</b>			
Economically Disadvantaged	<b>20.5%</b>	22.1%	60.5%
Special Education	<b>23.7%</b>	17.3%	15.3%
Emergent Bilingual/EL	<b>9.2%</b>	8.5%	24.3%

### Class Size Averages

Grade/Subject	Campus	District	State
<b>Elementary</b>			
Grade 3	<b>19.5</b>	19.5	20.1
Grade 4	<b>21.3</b>	21.3	20.0
Grade 5	<b>20.3</b>	20.3	21.3

## School Financial Information (2023-24)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see: <http://tea.texas.gov/financialstandardreports/>

### Instructional Expenditures

	Campus	District	State
Instructional Expenditure Ratio	<b>n/a</b>	58.5%	62.0%
Instructional Staff Percent	<b>n/a</b>	67.5%	64.8%

### Expenditures Per Student

	Campus	District	State
Total Operating Expenditures	<b>\$8,606</b>	\$11,543	\$12,950
Instruction	<b>\$6,257</b>	\$6,140	\$7,101
Instructional Leadership	<b>\$187</b>	\$193	\$236
School Leadership	<b>\$566</b>	\$518	\$741

## STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
<b>STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)</b>												
All Subjects	2025	75%	86%	<b>88%</b>	100%	79%	91%	100%	100%	*	89%	81%
	2024	75%	87%	<b>86%</b>	69%	74%	90%	*	*	*	89%	77%
ELA/Reading	2025	76%	89%	<b>94%</b>	100%	89%	95%	*	*	*	89%	85%
	2024	76%	89%	<b>92%</b>	100%	84%	95%	*	*	*	95%	87%
Mathematics	2025	72%	82%	<b>85%</b>	100%	75%	88%	*	*	*	89%	82%
	2024	72%	85%	<b>86%</b>	60%	73%	90%	*	*	*	90%	77%
Science	2025	78%	86%	<b>80%</b>	-	55%	88%	-	*	-	88%	57%
	2024	75%	84%	<b>66%</b>	*	44%	74%	-	-	-	71%	45%
<b>STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)</b>												
All Subjects	2025	50%	63%	<b>63%</b>	33%	48%	68%	83%	89%	*	72%	49%
	2024	48%	65%	<b>58%</b>	15%	43%	64%	*	*	*	57%	49%
ELA/Reading	2025	54%	71%	<b>74%</b>	50%	59%	78%	*	*	*	79%	57%
	2024	54%	72%	<b>70%</b>	20%	53%	76%	*	*	*	80%	58%
Mathematics	2025	45%	52%	<b>57%</b>	17%	44%	62%	*	*	*	68%	46%
	2024	43%	57%	<b>57%</b>	0%	41%	63%	*	*	*	55%	48%
Science	2025	47%	61%	<b>48%</b>	-	21%	55%	-	*	-	63%	29%
	2024	43%	59%	<b>28%</b>	*	22%	31%	-	-	-	0%	23%
<b>STAAR Performance Rates at Masters Grade Level (All Grades Tested)</b>												
All Subjects	2025	21%	29%	<b>28%</b>	8%	15%	33%	17%	44%	*	30%	12%
	2024	20%	31%	<b>25%</b>	0%	14%	30%	*	*	*	11%	17%
ELA/Reading	2025	23%	33%	<b>35%</b>	17%	18%	41%	*	*	*	26%	13%
	2024	22%	35%	<b>34%</b>	0%	20%	41%	*	*	*	20%	22%
Mathematics	2025	20%	21%	<b>25%</b>	0%	15%	28%	*	*	*	37%	13%
	2024	17%	24%	<b>20%</b>	0%	11%	25%	*	*	*	5%	15%
Science	2025	17%	26%	<b>20%</b>	-	5%	24%	-	*	-	25%	7%
	2024	16%	26%	<b>9%</b>	*	2%	13%	-	-	-	0%	4%
<b>School Progress - Annual Growth (All Grades Tested)</b>												
Both Subjects	2025	65%	67%	<b>73%</b>	*	66%	76%	*	83%	*	69%	67%
	2024	64%	73%	<b>72%</b>	75%	65%	75%	-	*	-	70%	67%
ELA/Reading	2025	67%	70%	<b>78%</b>	*	71%	80%	*	*	*	69%	67%
	2024	67%	75%	<b>75%</b>	*	66%	78%	-	*	-	79%	67%
Mathematics	2025	64%	63%	<b>69%</b>	*	62%	72%	*	*	*	69%	68%
	2024	60%	69%	<b>69%</b>	*	63%	72%	-	*	-	61%	68%

- Indicates there are no students in the group.

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

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

# **2024-25 Texas Academic Performance Report (TAPR)**

**District Name: WIMBERLEY ISD**

**Campus Name: JACOB'S WELL EL**

**Campus Number: 105905101**

**2025 Campus Accountability Score: A**

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Texas Education Agency  
**2024-25 STAAR Performance (TAPR)**  
 JACOB'S WELL EL (105905101) - WIMBERLEY ISD - HAYS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>																	
<b>Grade 3 Reading</b>																	
At Approaches Grade Level or Above	2025	77%	94%	<b>94%</b>	*	94%	94%	*	-	-	100%	86%	*	95%	89%	91%	88%
	2024	74%	92%	<b>92%</b>	*	89%	93%	*	-	*	83%	70%	69%	92%	91%	90%	88%
At Meets Grade Level or Above	2025	52%	74%	<b>74%</b>	*	56%	80%	*	-	-	80%	57%	*	74%	71%	54%	29%
	2024	48%	66%	<b>66%</b>	*	58%	70%	*	-	*	67%	40%	31%	67%	62%	59%	47%
At Masters Grade Level	2025	23%	28%	<b>28%</b>	*	21%	31%	*	-	-	40%	14%	*	28%	29%	9%	6%
	2024	21%	27%	<b>27%</b>	*	20%	31%	*	-	*	17%	5%	13%	26%	31%	22%	12%
<b>Grade 3 Mathematics</b>																	
At Approaches Grade Level or Above	2025	71%	81%	<b>81%</b>	*	73%	82%	*	-	-	100%	69%	*	82%	77%	74%	53%
	2024	70%	90%	<b>90%</b>	*	87%	93%	*	-	*	83%	75%	81%	90%	91%	88%	76%
At Meets Grade Level or Above	2025	46%	50%	<b>50%</b>	*	42%	52%	*	-	-	80%	45%	*	49%	54%	40%	12%
	2024	42%	59%	<b>59%</b>	*	44%	67%	*	-	*	33%	40%	25%	62%	51%	56%	35%
At Masters Grade Level	2025	19%	19%	<b>19%</b>	*	17%	19%	*	-	-	40%	8%	*	19%	17%	3%	0%
	2024	15%	18%	<b>18%</b>	*	13%	20%	*	-	*	17%	0%	6%	20%	11%	17%	6%
<b>Grade 4 Reading</b>																	
At Approaches Grade Level or Above	2025	81%	93%	<b>93%</b>	*	86%	95%	*	-	*	83%	83%	83%	93%	92%	80%	58%
	2024	81%	94%	<b>94%</b>	-	81%	98%	-	*	-	100%	82%	92%	95%	92%	86%	50%
At Meets Grade Level or Above	2025	54%	73%	<b>73%</b>	*	65%	78%	*	-	*	67%	38%	50%	72%	75%	59%	47%
	2024	51%	75%	<b>75%</b>	-	55%	82%	-	*	-	71%	39%	75%	72%	79%	56%	14%
At Masters Grade Level	2025	24%	32%	<b>32%</b>	*	18%	40%	*	-	*	0%	10%	33%	33%	30%	13%	11%
	2024	23%	40%	<b>40%</b>	-	19%	48%	-	*	-	29%	7%	50%	39%	41%	24%	0%
<b>Grade 4 Mathematics</b>																	
At Approaches Grade Level or Above	2025	69%	88%	<b>88%</b>	*	76%	93%	*	-	*	67%	69%	100%	88%	86%	87%	67%
	2024	69%	85%	<b>85%</b>	-	71%	89%	-	*	-	86%	54%	83%	86%	82%	72%	29%
At Meets Grade Level or Above	2025	47%	62%	<b>62%</b>	*	50%	69%	*	-	*	50%	40%	33%	61%	63%	47%	33%
	2024	46%	62%	<b>62%</b>	-	40%	68%	-	*	-	71%	36%	58%	67%	52%	50%	14%
At Masters Grade Level	2025	24%	26%	<b>26%</b>	*	18%	31%	*	-	*	17%	10%	0%	24%	31%	18%	6%
	2024	21%	28%	<b>28%</b>	-	10%	35%	-	*	-	0%	7%	25%	29%	25%	20%	0%
<b>Grade 5 Reading</b>																	

Texas Education Agency  
**2024-25 STAAR Performance (TAPR)**  
 JACOB'S WELL EL (105905101) - WIMBERLEY ISD - HAYS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2025	77%	94%	<b>94%</b>	-	87%	97%	-	*	-	88%	82%	100%	94%	96%	86%	64%
	2024	79%	91%	<b>91%</b>	*	83%	94%	-	-	-	100%	86%	64%	92%	89%	83%	65%
At Meets Grade Level or Above	2025	58%	73%	<b>73%</b>	-	55%	78%	-	*	-	88%	32%	91%	72%	76%	57%	9%
	2024	55%	70%	<b>70%</b>	*	48%	77%	-	-	-	100%	54%	55%	72%	67%	57%	20%
At Masters Grade Level	2025	30%	44%	<b>44%</b>	-	16%	55%	-	*	-	38%	12%	64%	43%	48%	18%	0%
	2024	29%	36%	<b>36%</b>	*	22%	43%	-	-	-	14%	14%	18%	35%	37%	20%	10%
<b>Grade 5 Mathematics</b>																	
At Approaches Grade Level or Above	2025	74%	87%	<b>87%</b>	-	76%	89%	-	*	-	100%	62%	100%	88%	85%	86%	55%
	2024	77%	82%	<b>82%</b>	*	61%	88%	-	-	-	100%	68%	73%	82%	81%	67%	50%
At Meets Grade Level or Above	2025	47%	60%	<b>60%</b>	-	39%	65%	-	*	-	75%	35%	91%	66%	48%	54%	18%
	2024	50%	49%	<b>49%</b>	*	37%	55%	-	-	-	57%	36%	45%	50%	47%	33%	15%
At Masters Grade Level	2025	22%	31%	<b>31%</b>	-	11%	35%	-	*	-	50%	15%	45%	31%	30%	18%	0%
	2024	19%	16%	<b>16%</b>	*	11%	19%	-	-	-	0%	7%	9%	16%	16%	9%	0%
<b>Grade 5 Science</b>																	
At Approaches Grade Level or Above	2025	65%	80%	<b>80%</b>	-	55%	88%	-	*	-	88%	59%	91%	81%	78%	57%	27%
	2024	58%	66%	<b>66%</b>	*	44%	74%	-	-	-	71%	43%	64%	66%	67%	45%	16%
At Meets Grade Level or Above	2025	31%	48%	<b>48%</b>	-	21%	55%	-	*	-	63%	26%	82%	50%	41%	29%	0%
	2024	28%	28%	<b>28%</b>	*	22%	31%	-	-	-	0%	18%	18%	30%	23%	23%	5%
At Masters Grade Level	2025	12%	20%	<b>20%</b>	-	5%	24%	-	*	-	25%	9%	18%	19%	22%	7%	0%
	2024	11%	9%	<b>9%</b>	*	2%	13%	-	-	-	0%	11%	0%	10%	7%	4%	0%
<b>All Grades All Subjects</b>																	
At Approaches Grade Level or Above	2025	75%	86%	<b>88%</b>	100%	79%	91%	100%	100%	*	89%	74%	94%	89%	87%	81%	61%
	2024	75%	87%	<b>86%</b>	69%	74%	90%	*	*	*	89%	68%	75%	86%	84%	77%	54%
At Meets Grade Level or Above	2025	50%	63%	<b>63%</b>	33%	48%	68%	83%	89%	*	72%	40%	76%	64%	62%	49%	24%
	2024	48%	65%	<b>58%</b>	15%	43%	64%	*	*	*	57%	37%	43%	60%	55%	49%	21%
At Masters Grade Level	2025	21%	29%	<b>28%</b>	8%	15%	33%	17%	44%	*	30%	11%	35%	28%	30%	12%	4%
	2024	20%	31%	<b>25%</b>	0%	14%	30%	*	*	*	11%	8%	17%	25%	24%	17%	4%
<b>All Grades ELA/Reading</b>																	
At Approaches Grade Level or Above	2025	76%	89%	<b>94%</b>	100%	89%	95%	*	*	*	89%	84%	95%	94%	92%	85%	70%
	2024	76%	89%	<b>92%</b>	100%	84%	95%	*	*	*	95%	80%	74%	93%	91%	87%	69%

Texas Education Agency  
**2024-25 STAAR Performance (TAPR)**  
 JACOB'S WELL EL (105905101) - WIMBERLEY ISD - HAYS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Meets Grade Level or Above	2025	54%	71%	<b>74%</b>	50%	59%	78%	*	*	*	79%	44%	80%	73%	74%	57%	32%
	2024	54%	72%	<b>70%</b>	20%	53%	76%	*	*	*	80%	45%	51%	70%	70%	58%	27%
At Masters Grade Level	2025	23%	33%	<b>35%</b>	17%	18%	41%	*	*	*	26%	12%	50%	34%	35%	13%	6%
	2024	22%	35%	<b>34%</b>	0%	20%	41%	*	*	*	20%	9%	26%	33%	37%	22%	8%
<b>All Grades Mathematics</b>																	
At Approaches Grade Level or Above	2025	72%	82%	<b>85%</b>	100%	75%	88%	*	*	*	89%	67%	95%	86%	84%	82%	59%
	2024	72%	85%	<b>86%</b>	60%	73%	90%	*	*	*	90%	64%	79%	86%	84%	77%	53%
At Meets Grade Level or Above	2025	45%	52%	<b>57%</b>	17%	44%	62%	*	*	*	68%	41%	70%	58%	56%	46%	22%
	2024	43%	57%	<b>57%</b>	0%	41%	63%	*	*	*	55%	37%	41%	59%	50%	48%	22%
At Masters Grade Level	2025	20%	21%	<b>25%</b>	0%	15%	28%	*	*	*	37%	10%	30%	24%	27%	13%	2%
	2024	17%	24%	<b>20%</b>	0%	11%	25%	*	*	*	5%	5%	13%	21%	18%	15%	2%
<b>All Grades Science</b>																	
At Approaches Grade Level or Above	2025	78%	86%	<b>80%</b>	-	55%	88%	-	*	-	88%	59%	91%	81%	78%	57%	27%
	2024	75%	84%	<b>66%</b>	*	44%	74%	-	-	-	71%	43%	64%	66%	67%	45%	16%
At Meets Grade Level or Above	2025	47%	61%	<b>48%</b>	-	21%	55%	-	*	-	63%	26%	82%	50%	41%	29%	0%
	2024	43%	59%	<b>28%</b>	*	22%	31%	-	-	-	0%	18%	18%	30%	23%	23%	5%
At Masters Grade Level	2025	17%	26%	<b>20%</b>	-	5%	24%	-	*	-	25%	9%	18%	19%	22%	7%	0%
	2024	16%	26%	<b>9%</b>	*	2%	13%	-	-	-	0%	11%	0%	10%	7%	4%	0%
<b>STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above</b>																	
<b>3rd Graders</b>																	
Reading and Mathematics	2025	39%	45%	<b>45%</b>	*	35%	48%	*	-	-	80%	37%	*	45%	49%	37%	0%
	2024	35%	53%	<b>53%</b>	*	38%	61%	*	-	*	33%	30%	25%	55%	45%	47%	29%
Reading and Mathematics Including EOC	2025	39%	45%	<b>45%</b>	*	35%	48%	*	-	-	80%	37%	*	45%	49%	37%	0%
	2024	35%	53%	<b>53%</b>	*	38%	61%	*	-	*	33%	30%	25%	55%	45%	47%	29%
Reading Including EOC	2025	52%	74%	<b>74%</b>	*	56%	80%	*	-	-	80%	57%	*	74%	71%	54%	29%
	2024	48%	66%	<b>66%</b>	*	58%	70%	*	-	*	67%	40%	31%	67%	61%	59%	47%
Math Including EOC	2025	46%	50%	<b>50%</b>	*	42%	52%	*	-	-	80%	45%	*	49%	54%	40%	12%
	2024	42%	59%	<b>59%</b>	*	44%	68%	*	-	*	33%	40%	25%	62%	52%	56%	35%
<b>4th Graders</b>																	
Reading and Mathematics	2025	40%	57%	<b>57%</b>	*	44%	65%	*	-	*	33%	31%	17%	56%	59%	40%	33%
	2024	38%	57%	<b>57%</b>	-	33%	64%	-	*	-	57%	29%	50%	61%	50%	40%	7%

Texas Education Agency  
**2024-25 STAAR Performance (TAPR)**  
 JACOB'S WELL EL (105905101) - WIMBERLEY ISD - HAYS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Reading and Mathematics Including EOC	2025	40%	57%	<b>57%</b>	*	44%	65%	*	-	*	33%	31%	17%	56%	59%	40%	33%
	2024	38%	57%	<b>57%</b>	-	33%	64%	-	*	-	57%	29%	50%	61%	50%	40%	7%
Reading Including EOC	2025	54%	73%	<b>73%</b>	*	65%	78%	*	-	*	67%	38%	50%	72%	75%	59%	47%
	2024	51%	75%	<b>75%</b>	-	55%	82%	-	*	-	71%	39%	75%	72%	79%	56%	14%
Math Including EOC	2025	47%	62%	<b>62%</b>	*	50%	69%	*	-	*	50%	40%	33%	61%	63%	47%	33%
	2024	46%	61%	<b>61%</b>	-	40%	68%	-	*	-	71%	36%	58%	67%	52%	50%	14%
<b>5th Graders</b>																	
Reading and Mathematics	2025	42%	55%	<b>55%</b>	-	34%	59%	-	*	-	75%	21%	91%	59%	46%	46%	9%
	2024	42%	46%	<b>46%</b>	*	35%	50%	-	-	-	57%	29%	45%	46%	44%	30%	10%
Reading and Mathematics Including EOC	2025	42%	55%	<b>55%</b>	-	34%	59%	-	*	-	75%	21%	91%	59%	46%	46%	9%
	2024	42%	46%	<b>46%</b>	*	35%	50%	-	-	-	57%	29%	45%	46%	44%	30%	10%
Reading Including EOC	2025	58%	73%	<b>73%</b>	-	55%	78%	-	*	-	88%	32%	91%	72%	76%	57%	9%
	2024	55%	70%	<b>70%</b>	*	48%	77%	-	-	-	100%	54%	55%	72%	67%	57%	20%
Math Including EOC	2025	48%	60%	<b>60%</b>	-	39%	65%	-	*	-	75%	35%	91%	66%	48%	54%	18%
	2024	51%	49%	<b>49%</b>	*	37%	55%	-	-	-	57%	36%	45%	50%	47%	33%	15%
<b>3rd - 8th Graders</b>																	
Reading and Mathematics	2025	38%	47%	<b>52%</b>	17%	38%	57%	*	*	*	63%	30%	65%	52%	52%	41%	15%
	2024	36%	52%	<b>52%</b>	0%	35%	58%	*	*	*	50%	29%	38%	54%	47%	40%	16%
Reading and Mathematics Including EOC	2025	40%	51%	<b>52%</b>	17%	38%	57%	*	*	*	63%	30%	65%	52%	52%	41%	15%
	2024	38%	54%	<b>52%</b>	0%	35%	58%	*	*	*	50%	29%	38%	54%	47%	40%	16%
Reading Including EOC	2025	55%	73%	<b>74%</b>	50%	59%	78%	*	*	*	79%	44%	80%	73%	74%	57%	32%
	2024	54%	73%	<b>70%</b>	20%	53%	76%	*	*	*	80%	45%	51%	70%	70%	58%	27%
Math Including EOC	2025	46%	55%	<b>57%</b>	17%	44%	62%	*	*	*	68%	41%	70%	58%	56%	46%	22%
	2024	45%	59%	<b>57%</b>	0%	41%	63%	*	*	*	55%	37%	41%	59%	50%	48%	22%

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

- Indicates there are no students in the group.

Texas Education Agency  
**2024-25 STAAR Progress (TAPR)**  
 JACOB'S WELL EL (105905101) - WIMBERLEY ISD - HAYS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)	G/T	
<b>School Progress - Annual Growth by Grade and Subject</b>																			
Grade 4 ELA/Reading	2025	70%	77%	<b>77%</b>	*	72%	80%	*	-	*	50%	67%	58%	76%	78%	69%	53%	78%	
	2024	67%	79%	<b>79%</b>	-	69%	82%	-	*	-	71%	54%	79%	78%	79%	65%	42%	---	
Grade 4 Mathematics	2025	65%	68%	<b>68%</b>	*	59%	73%	*	-	*	50%	57%	67%	65%	75%	67%	50%	100%	
	2024	60%	70%	<b>70%</b>	-	61%	73%	-	*	-	71%	61%	71%	76%	58%	72%	46%	---	
Grade 5 ELA/Reading	2025	69%	78%	<b>78%</b>	-	69%	80%	-	*	-	86%	65%	91%	79%	78%	63%	59%	100%	
	2024	70%	72%	<b>72%</b>	*	64%	74%	-	-	-	86%	67%	50%	73%	70%	68%	50%	---	
Grade 5 Mathematics	2025	67%	70%	<b>70%</b>	-	67%	71%	-	*	-	86%	68%	91%	73%	62%	69%	82%	86%	
	2024	65%	69%	<b>69%</b>	*	65%	72%	-	-	-	50%	61%	77%	71%	64%	63%	68%	---	
All Grades Both Subjects	2025	65%	67%	<b>73%</b>	*	66%	76%	*	83%	*	69%	64%	81%	73%	74%	67%	59%	92%	
	2024	64%	73%	<b>72%</b>	75%	65%	75%	-	*	-	70%	60%	70%	74%	68%	67%	53%	---	
All Grades ELA/Reading	2025	67%	70%	<b>78%</b>	*	71%	80%	*	*	*	69%	66%	79%	77%	78%	67%	55%	93%	
	2024	67%	75%	<b>75%</b>	*	66%	78%	-	*	-	79%	60%	65%	75%	75%	67%	47%	---	
All Grades Mathematics	2025	64%	63%	<b>69%</b>	*	62%	72%	*	*	*	69%	62%	82%	69%	69%	68%	63%	90%	
	2024	60%	69%	<b>69%</b>	*	63%	72%	-	*	-	61%	61%	74%	73%	61%	68%	59%	---	
<b>School Progress - Accelerated Learning by Grade and Subject</b>																			
Grade 4 ELA/Reading	2025	40%	57%	<b>57%</b>	-	60%	63%	-	-	-	*	50%	-	56%	60%	20%	*	-	
	2024	38%	43%	<b>43%</b>	-	40%	*	-	-	-	-	33%	*	56%	20%	40%	14%	---	
Grade 4 Mathematics	2025	27%	47%	<b>47%</b>	*	17%	67%	-	-	-	*	30%	-	33%	80%	50%	20%	-	
	2024	26%	22%	<b>22%</b>	-	17%	20%	-	-	-	*	8%	*	25%	14%	9%	11%	---	
Grade 5 ELA/Reading	2025	25%	50%	<b>50%</b>	-	50%	*	-	-	-	-	20%	*	20%	*	*	40%	-	
	2024	35%	50%	<b>50%</b>	*	40%	45%	-	-	-	-	50%	*	46%	60%	33%	40%	---	
Grade 5 Mathematics	2025	35%	43%	<b>43%</b>	-	40%	42%	-	-	-	*	25%	-	38%	57%	50%	38%	-	
	2024	41%	53%	<b>53%</b>	*	31%	65%	-	-	-	-	30%	*	53%	55%	38%	36%	---	
All Grades Both Subjects	2025	33%	36%	<b>48%</b>	*	41%	55%	-	-	-	*	32%	*	38%	70%	38%	30%	-	
	2024	32%	39%	<b>44%</b>	*	30%	51%	-	-	-	*	28%	11%	46%	39%	31%	26%	---	
All Grades ELA/Reading	2025	31%	33%	<b>55%</b>	-	55%	60%	-	-	-	*	40%	*	43%	75%	22%	29%	-	
	2024	30%	38%	<b>47%</b>	*	40%	47%	-	-	-	-	43%	*	50%	40%	37%	25%	---	
All Grades Mathematics	2025	35%	38%	<b>45%</b>	*	31%	52%	-	-	-	*	27%	-	36%	67%	50%	31%	-	
	2024	35%	39%	<b>42%</b>	*	25%	53%	-	-	-	*	18%	17%	44%	39%	28%	26%	---	

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

Texas Education Agency  
**2024-25 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
 JACOB'S WELL EL (105905101) - WIMBERLEY ISD - HAYS COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
<b>STAAR Performance Rate by Subject and Performance Level</b>																		
<b>All Grades All Subjects</b>																		
At Approaches Grade Level or Above	2025	75%	86%	<b>88%</b>	-	-	-	-	-	-	61%	61%	-	82%	-	91%	61%	*
	2024	75%	87%	<b>86%</b>	44%	-	-	-	-	44%	53%	20%	56%	-	-	89%	53%	*
At Meets Grade Level or Above	2025	50%	63%	<b>63%</b>	-	-	-	-	-	-	24%	24%	-	36%	-	67%	24%	*
	2024	48%	65%	<b>58%</b>	14%	-	-	-	-	14%	20%	0%	22%	-	-	62%	20%	*
At Masters Grade Level	2025	21%	29%	<b>28%</b>	-	-	-	-	-	-	4%	4%	-	0%	-	31%	4%	*
	2024	20%	31%	<b>25%</b>	3%	-	-	-	-	3%	4%	0%	5%	-	-	27%	4%	*
<b>All Grades ELA/Reading</b>																		
At Approaches Grade Level or Above	2025	76%	89%	<b>94%</b>	-	-	-	-	-	-	70%	70%	-	83%	-	96%	70%	*
	2024	76%	89%	<b>92%</b>	65%	-	-	-	-	65%	68%	*	72%	-	-	95%	68%	*
At Meets Grade Level or Above	2025	54%	71%	<b>74%</b>	-	-	-	-	-	-	32%	32%	-	50%	-	77%	32%	*
	2024	54%	72%	<b>70%</b>	20%	-	-	-	-	20%	26%	*	28%	-	-	75%	26%	*
At Masters Grade Level	2025	23%	33%	<b>35%</b>	-	-	-	-	-	-	6%	6%	-	0%	-	37%	6%	*
	2024	22%	35%	<b>34%</b>	10%	-	-	-	-	10%	8%	*	9%	-	-	37%	8%	*
<b>All Grades Mathematics</b>																		
At Approaches Grade Level or Above	2025	72%	82%	<b>85%</b>	-	-	-	-	-	-	59%	59%	-	80%	-	88%	59%	*
	2024	72%	85%	<b>86%</b>	50%	-	-	-	-	50%	52%	*	54%	-	-	89%	52%	*
At Meets Grade Level or Above	2025	45%	52%	<b>57%</b>	-	-	-	-	-	-	22%	22%	-	20%	-	61%	22%	*
	2024	43%	57%	<b>57%</b>	15%	-	-	-	-	15%	20%	*	22%	-	-	60%	20%	*

Texas Education Agency  
**2024-25 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
 JACOB'S WELL EL (105905101) - WIMBERLEY ISD - HAYS COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2025	20%	21%	<b>25%</b>	-	-	-	-	-	-	2%	2%	-	0%	-	27%	2%	*
	2024	17%	24%	<b>20%</b>	0%	-	-	-	-	0%	2%	*	2%	-	-	22%	2%	*
<b>All Grades Science</b>																		
At Approaches Grade Level or Above	2025	78%	86%	<b>80%</b>	-	-	-	-	-	-	27%	27%	-	-	-	85%	27%	*
	2024	75%	84%	<b>66%</b>	16%	-	-	-	-	16%	16%	*	18%	-	-	72%	16%	-
At Meets Grade Level or Above	2025	47%	61%	<b>48%</b>	-	-	-	-	-	-	0%	0%	-	-	-	51%	0%	*
	2024	43%	59%	<b>28%</b>	5%	-	-	-	-	5%	5%	*	6%	-	-	30%	5%	-
At Masters Grade Level	2025	17%	26%	<b>20%</b>	-	-	-	-	-	-	0%	0%	-	-	-	21%	0%	*
	2024	16%	26%	<b>9%</b>	0%	-	-	-	-	0%	0%	*	0%	-	-	10%	0%	-
<b>School Progress - Annual Growth</b>																		
All Grades Both Subjects	2025	65%	67%	<b>73%</b>	-	-	-	-	-	-	59%	59%	-	*	-	75%	59%	*
	2024	64%	73%	<b>72%</b>	59%	-	-	-	-	59%	52%	*	55%	-	-	74%	52%	*
All Grades ELA/Reading	2025	67%	70%	<b>78%</b>	-	-	-	-	-	-	55%	55%	-	*	-	80%	55%	*
	2024	67%	75%	<b>75%</b>	50%	-	-	-	-	50%	45%	*	48%	-	-	78%	45%	*
All Grades Mathematics	2025	64%	63%	<b>69%</b>	-	-	-	-	-	-	63%	63%	-	*	-	70%	63%	*
	2024	60%	69%	<b>69%</b>	68%	-	-	-	-	68%	58%	*	62%	-	-	71%	58%	*
<b>School Progress - Accelerated Learning</b>																		
All Grades Both Subjects	2025	33%	36%	<b>48%</b>	-	-	-	-	-	-	30%	30%	-	*	-	57%	30%	-
	2024	32%	39%	<b>44%</b>	37%	-	-	-	-	37%	26%	*	28%	-	-	54%	26%	-
All Grades ELA/Reading	2025	31%	33%	<b>55%</b>	-	-	-	-	-	-	29%	29%	-	*	-	67%	29%	-
	2024	30%	38%	<b>47%</b>	40%	-	-	-	-	40%	25%	*	27%	-	-	60%	25%	-
All Grades Mathematics	2025	35%	38%	<b>45%</b>	-	-	-	-	-	-	31%	31%	-	-	-	52%	31%	-
	2024	35%	39%	<b>42%</b>	36%	-	-	-	-	36%	26%	*	29%	-	-	51%	26%	-

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

Texas Education Agency  
**2024-25 STAAR Participation (TAPR)**  
 JACOB'S WELL EL (105905101) - WIMBERLEY ISD - HAYS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
<b>2025 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	100%	<b>100%</b>	100%	100%	100%	100%	100%	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	97%	<b>98%</b>	100%	99%	98%	100%	100%	*	96%	100%	93%	100%	95%	99%	96%
Not Included in Accountability: Mobile	4%	2%	<b>2%</b>	0%	1%	2%	0%	0%	*	4%	0%	7%	0%	4%	1%	2%
Not Included in Accountability: Other Exclusions	2%	1%	<b>0%</b>	0%	1%	0%	0%	0%	*	0%	0%	0%	0%	1%	0%	2%
Not Tested	1%	0%	<b>0%</b>	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	<b>0%</b>	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
<b>Reading</b>																
Assessment Participant	99%	100%	<b>100%</b>	100%	100%	100%	*	*	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	91%	97%	<b>98%</b>	100%	99%	98%	*	*	*	95%	100%	91%	99%	95%	99%	96%
Not Included in Accountability: Mobile	4%	2%	<b>2%</b>	0%	1%	2%	*	*	*	5%	0%	9%	1%	5%	1%	2%
Not Included in Accountability: Other Exclusions	4%	1%	<b>0%</b>	0%	1%	0%	*	*	*	0%	0%	0%	0%	1%	0%	2%
Not Tested	1%	0%	<b>0%</b>	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	<b>0%</b>	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%
<b>Mathematics</b>																
Assessment Participant	99%	99%	<b>100%</b>	100%	100%	100%	*	*	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	97%	<b>98%</b>	100%	99%	98%	*	*	*	95%	100%	91%	99%	95%	99%	96%
Not Included in Accountability: Mobile	4%	2%	<b>2%</b>	0%	1%	2%	*	*	*	5%	0%	9%	1%	5%	1%	2%
Not Included in Accountability: Other Exclusions	1%	0%	<b>0%</b>	0%	1%	0%	*	*	*	0%	0%	0%	0%	1%	0%	2%
Not Tested	1%	1%	<b>0%</b>	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	<b>0%</b>	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	1%	<b>0%</b>	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%
<b>Science</b>																
Assessment Participant	99%	100%	<b>100%</b>	-	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	98%	<b>99%</b>	-	100%	99%	-	*	-	100%	100%	100%	100%	98%	100%	100%
Not Included in Accountability: Mobile	4%	2%	<b>1%</b>	-	0%	1%	-	*	-	0%	0%	0%	0%	2%	0%	0%
Not Included in Accountability: Other Exclusions	1%	0%	<b>0%</b>	-	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	<b>0%</b>	-	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%

Texas Education Agency  
**2024-25 STAAR Participation (TAPR)**  
 JACOB'S WELL EL (105905101) - WIMBERLEY ISD - HAYS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Absent	1%	0%	<b>0%</b>	-	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	-	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
<b>2024 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	100%	<b>100%</b>	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	97%	<b>97%</b>	100%	95%	99%	*	67%	*	100%	98%	100%	98%	93%	97%	90%
Not Included in Accountability: Mobile	4%	2%	<b>3%</b>	0%	3%	1%	*	0%	*	0%	1%	0%	2%	5%	2%	4%
Not Included in Accountability: Other Exclusions	2%	1%	<b>1%</b>	0%	2%	0%	*	33%	*	0%	1%	0%	0%	2%	1%	7%
Not Tested	1%	0%	<b>0%</b>	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	<b>0%</b>	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
<b>Reading</b>																
Assessment Participant	99%	100%	<b>100%</b>	100%	100%	100%	*	*	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	91%	97%	<b>97%</b>	100%	95%	99%	*	*	*	100%	97%	100%	98%	93%	97%	89%
Not Included in Accountability: Mobile	4%	2%	<b>3%</b>	0%	4%	1%	*	*	*	0%	1%	0%	2%	5%	2%	4%
Not Included in Accountability: Other Exclusions	4%	1%	<b>1%</b>	0%	1%	0%	*	*	*	0%	1%	0%	0%	2%	1%	7%
Not Tested	1%	0%	<b>0%</b>	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	<b>0%</b>	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%
<b>Mathematics</b>																
Assessment Participant	99%	99%	<b>100%</b>	100%	100%	100%	*	*	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	96%	<b>97%</b>	100%	95%	99%	*	*	*	100%	97%	100%	98%	93%	97%	89%
Not Included in Accountability: Mobile	5%	2%	<b>3%</b>	0%	4%	1%	*	*	*	0%	1%	0%	2%	5%	2%	4%
Not Included in Accountability: Other Exclusions	1%	1%	<b>1%</b>	0%	1%	0%	*	*	*	0%	1%	0%	0%	2%	1%	7%
Not Tested	1%	1%	<b>0%</b>	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	<b>0%</b>	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	1%	<b>0%</b>	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%
<b>Science</b>																
Assessment Participant	99%	100%	<b>100%</b>	*	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	97%	<b>96%</b>	*	96%	98%	-	-	-	100%	100%	100%	98%	92%	96%	90%
Not Included in Accountability: Mobile	4%	2%	<b>3%</b>	*	2%	2%	-	-	-	0%	0%	0%	2%	6%	2%	5%

Texas Education Agency  
**2024-25 STAAR Participation (TAPR)**  
 JACOB'S WELL EL (105905101) - WIMBERLEY ISD - HAYS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	1%	1%	*	2%	0%	-	-	-	0%	0%	0%	0%	2%	2%	5%
Not Tested	1%	0%	0%	*	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	*	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	*	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%

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

- Indicates there are no students in the group.

Texas Education Agency  
**2024-25 Attendance, Graduation, and Dropout Rates (TAPR)**  
 JACOB'S WELL EL (105905101) - WIMBERLEY ISD - HAYS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Attendance Rate</b>													
2023-24	93.6%	94.9%	<b>95.9%</b>	*	96.0%	95.8%	*	*	*	96.5%	95.7%	95.9%	95.9%
2022-23	93.3%	94.6%	<b>95.6%</b>	*	95.3%	95.7%	-	*	-	96.7%	95.2%	95.1%	95.6%
<b>Chronic Absenteeism</b>													
2023-24	19.0%	11.5%	<b>4.6%</b>	0.0%	7.9%	3.6%	*	*	*	0.0%	4.1%	5.8%	5.6%
2022-23	20.3%	11.4%	<b>6.5%</b>	0.0%	9.4%	5.3%	-	20.0%	-	5.0%	8.3%	8.2%	5.9%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2023-24	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2022-23	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
<b>Annual Dropout Rate (Gr 9-12)</b>													
2023-24	1.9%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2022-23	2.0%	0.2%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2024</b>													
Graduated	90.7%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	91.1%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	98.5%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2023</b>													
Graduated	90.3%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	98.0%	-	-	-	-	-	-	-	-	-	-	-
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2023</b>													
Graduated	92.1%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.5%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	98.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2024-25 Attendance, Graduation, and Dropout Rates (TAPR)**  
 JACOB'S WELL EL (105905101) - WIMBERLEY ISD - HAYS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.5%	98.0%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2022</b>													
Graduated	91.8%	96.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.2%	97.2%	-	-	-	-	-	-	-	-	-	-	-
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2022</b>													
Graduated	92.2%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	97.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.2%	97.2%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2021</b>													
Graduated	92.7%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	2.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.4%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2024	90.7%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	90.3%	97.0%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2024	44.9%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2024	11.0%	5.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	4.3%	3.6%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													

Texas Education Agency  
**2024-25 Attendance, Graduation, and Dropout Rates (TAPR)**  
 JACOB'S WELL EL (105905101) - WIMBERLEY ISD - HAYS COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2024	78.5%	94.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	84.3%	96.4%	-	-	-	-	-	-	-	-	-	-	-
<b>Texas First-DLA Graduates (Longitudinal Rate)</b>													
Class of 2024	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	0.0%	0.5%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Longitudinal Rate)</b>													
Class of 2024	89.5%	99.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	88.6%	100.0%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2023-24	24.6%	-	-	-	-	-	-	-	-	-	-	-	-
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2023-24	11.0%	6.7%	-	-	-	-	-	-	-	-	-	-	-
2022-23	4.4%	3.1%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2023-24	76.9%	92.8%	-	-	-	-	-	-	-	-	-	-	-
2022-23	82.5%	96.9%	-	-	-	-	-	-	-	-	-	-	-
<b>Texas First-DLA Graduates (Annual Rate)</b>													
2023-24	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2022-23	0.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)</b>													
2023-24	87.8%	99.5%	-	-	-	-	-	-	-	-	-	-	-
2022-23	86.8%	100.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2024-25 Graduation Profile (TAPR)**  
 JACOB'S WELL EL (105905101) - WIMBERLEY ISD - HAYS COUNTY

	Campus Count	Campus Percent	District Count	State Count
<b>Graduates (2023-24 Annual Graduates)</b>				
Total Graduates	-	-	209	382,023
<b>By Ethnicity:</b>				
African American	-	-	2	48,064
Hispanic	-	-	51	200,942
White	-	-	151	101,714
American Indian	-	-	0	1,231
Asian	-	-	1	19,746
Pacific Islander	-	-	0	606
Two or More Races	-	-	4	9,720
<b>By Graduation Type:</b>				
Minimum H.S. Program	-	-	0	309
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	101
Foundation H.S. Program (No Endorsement)	-	-	1	46,183
Foundation H.S. Program (Endorsement)	-	-	14	42,042
Foundation H.S. Program (DLA)	-	-	194	293,032
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	0	356
Special Education Graduates	-	-	15	35,935
Economically Disadvantaged Graduates	-	-	57	211,984
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	5	56,967
At-Risk Graduates	-	-	31	173,035
CTE Completers	-	-	51	127,800

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

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

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

Texas Education Agency  
**2024-25 Student Information (TAPR)**  
 JACOB'S WELL EL (105905101) - WIMBERLEY ISD - HAYS COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
<b>Total Students</b>	<b>552</b>	<b>100.0%</b>	<b>2,656</b>	<b>5,530,499</b>	<b>553</b>	<b>100.0%</b>	<b>2,661</b>	<b>5,544,255</b>
<b>Students by Grade</b>								
Grade 3	188	34.1%	7.1%	7.3%	189	34.2%	7.1%	7.3%
Grade 4	194	35.1%	7.3%	7.3%	194	35.1%	7.3%	7.3%
Grade 5	170	30.8%	6.4%	7.3%	170	30.7%	6.4%	7.3%
<b>Ethnic Distribution</b>								
African American	6	1.1%	0.9%	12.8%	6	1.1%	0.9%	12.8%
Hispanic	144	26.1%	27.1%	53.5%	144	26.0%	27.1%	53.5%
White	376	68.1%	67.7%	24.4%	377	68.2%	67.7%	24.4%
American Indian	3	0.5%	0.7%	0.3%	3	0.5%	0.7%	0.3%
Asian	3	0.5%	0.3%	5.6%	3	0.5%	0.3%	5.6%
Pacific Islander	1	0.2%	0.1%	0.2%	1	0.2%	0.1%	0.2%
Two or More Races	19	3.4%	3.2%	3.3%	19	3.4%	3.2%	3.3%
<b>Sex</b>								
Female	268	48.6%	47.6%	48.9%	268	48.5%	47.5%	48.8%
Male	284	51.4%	52.4%	51.1%	285	51.5%	52.5%	51.2%
<b>Other Student Cohorts</b>								
Economically Disadvantaged	113	20.5%	22.1%	60.5%	113	20.4%	22.1%	60.4%
Non-Educationally Disadvantaged	439	79.5%	77.9%	39.5%	440	79.6%	77.9%	39.6%
Section 504 Students	62	11.2%	14.4%	6.8%	62	11.2%	14.4%	6.8%
EB Students/EL	51	9.2%	8.5%	24.3%	51	9.2%	8.5%	24.3%
Students w/ Disciplinary Placements (2023-24)	0	0.0%	1.0%	2.1%				
Students w/ Dyslexia	92	16.7%	13.3%	6.4%	92	16.6%	13.3%	6.4%
Foster Care	3	0.5%	0.5%	0.2%	3	0.5%	0.5%	0.2%
Homeless	0	0.0%	0.2%	1.4%	0	0.0%	0.2%	1.4%
Immigrant	1	0.2%	0.4%	3.5%	1	0.2%	0.4%	3.5%
Migrant	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Title I	58	10.5%	7.3%	66.6%	58	10.5%	7.3%	66.5%
Military Connected	4	0.7%	1.4%	4.1%	4	0.7%	1.4%	4.1%
At-Risk	126	22.8%	29.4%	53.5%	126	22.8%	29.3%	53.5%
<b>Students by Instructional Program</b>								
Bilingual/ESL Education	48	8.7%	8.2%	24.3%	48	8.7%	8.2%	24.3%
Career and Technical Education	0	0.0%	24.9%	27.7%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	80.8%	74.0%	-	-	-	-
Gifted and Talented Education	42	7.6%	4.4%	8.7%	42	7.6%	4.4%	8.7%
Special Education	131	23.7%	17.3%	15.3%	132	23.9%	17.4%	15.5%
<b>Students with Disabilities by Type of Primary Disability</b>								

Texas Education Agency  
**2024-25 Student Information (TAPR)**  
 JACOB'S WELL EL (105905101) - WIMBERLEY ISD - HAYS COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
<b>Total Students with Disabilities</b>	<b>131</b>							
Students with Intellectual Disabilities	68	51.9%	42.8%	48.3%				
Students with Physical Disabilities	32	24.4%	25.9%	17.0%				
Students with Autism	17	13.0%	**	16.8%				
Students with Behavioral Disabilities	14	10.7%	19.6%	16.3%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.6%				
<b>Mobility (2023-24)</b>								
<b>Total Mobile Students</b>	<b>39</b>	<b>6.8%</b>	<b>7.2%</b>	<b>16.4%</b>				
African American	0	0.0%	0.2%	3.3%				
Hispanic	19	3.3%	2.3%	8.9%				
White	19	3.3%	4.6%	2.9%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	1	0.2%	0.2%	0.6%				
Special Ed Students who are Mobile	5	4.1%	8.5%	17.3%				
Count and Percent of EB Students/EL who are Mobile	4	7.4%	7.1%	17.9%				
Count and Percent of Econ Dis Students who are Mobile	15	8.3%	9.2%	19.0%				
<b>Student Attrition (2023-24)</b>								
<b>Total Student Attrition</b>	<b>26</b>	<b>7.2%</b>	<b>8.4%</b>	<b>18.0%</b>				

Student Information	Non-Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
<b>Retention Rates by Grade</b>						
Grade 3	0.0%	0.0%	0.6%	0.0%	0.0%	0.6%
Grade 4	2.3%	2.3%	0.4%	0.0%	0.0%	0.4%
Grade 5	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%

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

Texas Education Agency  
**2024-25 Student Information (TAPR)**  
JACOB'S WELL EL (105905101) - WIMBERLEY ISD - HAYS COUNTY

<b>Class Size Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
<b>Elementary</b>			
Grade 3	19.5	19.5	20.1
Grade 4	21.3	21.3	20.0
Grade 5	20.3	20.3	21.3

Texas Education Agency  
**2024-25 Staff Information (TAPR)**  
 JACOB'S WELL EL (105905101) - WIMBERLEY ISD - HAYS COUNTY

Staff Information	Campus		District	State
	Count/Average	Percent		
<b>Total Staff</b>	<b>47.1</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
Professional Staff	41.2	87.6%	73.4%	63.8%
Teachers	35.7	76.0%	60.8%	48.3%
Professional Support	3.5	7.4%	9.2%	10.8%
Campus Administration (School Leadership)	2.0	4.2%	2.8%	3.4%
Educational Aides	5.8	12.4%	13.3%	10.7%
<b>Librarians and Counselors (Headcount)</b>				
Full-time Librarians	0.0	n/a	1.0	4,125.0
Part-time Librarians	0.0	n/a	0.0	583.0
Full-time Counselors	1.0	n/a	2.0	13,704.0
Part-time Counselors	0.0	n/a	2.0	1,298.0
<b>Total Minority Staff</b>	<b>1.0</b>	<b>2.1%</b>	<b>12.5%</b>	<b>55.3%</b>
<b>Teachers by Ethnicity</b>				
African American	0.0	0.0%	0.0%	12.8%
Hispanic	0.0	0.0%	7.2%	31.0%
White	35.7	100.0%	92.3%	52.2%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.6%	2.2%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.0%	1.3%
<b>Teachers by Sex</b>				
Males	5.0	14.0%	24.4%	24.6%
Females	30.7	86.0%	75.6%	75.4%
<b>Teachers by Highest Degree Held</b>				
No Degree	0.0	0.0%	2.0%	2.4%
Bachelors	29.7	83.2%	78.0%	71.4%
Masters	6.0	16.8%	20.0%	25.4%
Doctorate	0.0	0.0%	0.0%	0.8%
<b>Teachers by Years of Experience</b>				
Beginning Teachers	0.0	0.0%	0.0%	7.3%
1-5 Years Experience	2.8	7.8%	13.7%	28.3%
6-10 Years Experience	9.0	25.2%	22.2%	19.7%
11-20 Years Experience	15.0	41.9%	40.7%	27.6%
21-30 Years Experience	9.0	25.2%	21.7%	14.1%
Over 30 Years Experience	0.0	0.0%	1.7%	3.0%
Number of Students per Teacher	15.4	n/a	15.2	15.0

Texas Education Agency  
**2024-25 Staff Information (TAPR)**  
 JACOB'S WELL EL (105905101) - WIMBERLEY ISD - HAYS COUNTY

Staff Information	Campus	District	State
<b>Experience of Campus Leadership</b>			
Average Years Experience of Principals	2.0	1.7	6.0
Average Years Experience of Principals with District	2.0	1.7	5.1
Average Years Experience of Assistant Principals	5.0	2.8	5.1
Average Years Experience of Assistant Principals with District	5.0	2.6	4.3
Average Years Experience of Teachers	15.7	14.4	11.2
Average Years Experience of Teachers with District	8.2	6.8	7.0
<b>Average Teacher Salary by Years of Experience (regular duties only)</b>			
Beginning Teachers	-	-	\$55,689
1-5 Years Experience	\$53,338	\$55,261	\$59,266
6-10 Years Experience	\$56,035	\$57,892	\$62,607
11-20 Years Experience	\$60,778	\$61,253	\$66,353
21-30 Years Experience	\$66,177	\$66,829	\$70,976
Over 30 Years Experience	-	\$74,310	\$75,042
<b>Average Actual Salaries (regular duties only)</b>			
Teachers	\$60,363	\$61,118	\$63,751
Professional Support	\$60,852	\$62,052	\$75,909
Campus Administration (School Leadership)	\$87,030	\$85,065	\$88,786
Instructional Staff Percent	n/a	67.5%	64.8%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,637.7

Program Information	Campus		District	State
	Count	Percent		
<b>Teachers by Program (population served)</b>				
Bilingual/ESL Education	0.0	0.0%	3.1%	6.3%
Career and Technical Education	0.0	0.0%	6.4%	5.5%
Compensatory Education	0.0	0.0%	0.0%	2.6%
Gifted and Talented Education	0.0	0.0%	0.0%	1.6%
Regular Education	29.4	82.1%	81.5%	69.0%
Special Education	6.4	17.9%	8.7%	11.4%
Other	0.0	0.0%	0.3%	3.6%

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

Texas Education Agency  
**2024-25 Staff Information (TAPR)**  
JACOB'S WELL EL (105905101) - WIMBERLEY ISD - HAYS COUNTY

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