Presentation and Hearing on February 23, 2026.

TEXAS EDUCATION AGENCY

Millsap ISD Annual Report

2025-2026

Millsap ISD
201 East Brazos Street
Millsap, Texas 76066
940-682-4994

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TEXAS EDUCATION AGENCY

Guidelines

of the
Texas Academic
Performance Report
2024-2025

Millsap ISD
201 East Brazos Street
Millsap, Texas 76066
940-682-4994

Guidelines

December 2025

2024–25 Texas Academic Performance Report

These guidelines intend to help districts fulfill their legal responsibilities regarding the annual report of their educational performance and the Texas Academic Performance Report (TAPR). Please read these guidelines carefully.

These guidelines are not a substitute for districts' knowledge and full understanding of the Texas Education Code (TEC), §39.306 and §39.362, or 19 Texas Administrative Code (TAC), §61.1022. TEC §39.306, requires each district's board of trustees to publish an annual report that includes the PDF TAPR as well as the information summarized below under "Annual Report."

Statute, TEC §39.306, requires that each district's board of trustees hold a public hearing to discuss the district's annual report. Commissioner rule, TAC §61.1022, indicates this hearing for public discussion of the Texas Academic Performance Report must be held within 90 calendar days of receiving the PDF TAPR. Winter breaks do not count toward the 90 days. Within two weeks following the public meeting, each district must widely publish its annual report, in the same format as it was received from TEA.

1. **Annual Report** The PDF TAPR comprises the main part of the district's annual report, and it must be published in the same format as provided by TEA. Districts may promote the online reporting system as well, but the annual report must use the PDF TAPR.
    a. According to TEC, §39.306, in addition to the PDF TAPR, a district's annual report must include the campus performance objectives; the progress toward those objectives; district accreditation status with each campus awarded a distinction designation or has been identified as an unacceptable campus; the district's current special education compliance status (included in the district PDF TAPR cover page); information on violent or criminal incidents and prevention and intervention policies; findings that resulted from evaluations conducted under the Safe and Drug-Free Schools and Communities Act of 1994; information on the performance of the previous year's graduates in their first year of college as reported by the Texas Higher Education Coordinating Board (THECB) and the progress of the district; and each campus in the district toward meeting the goals set in the district's early childhood literacy and mathematics proficiency plans adopted under TEC, §11.185 and college, career, and military readiness plans adopted under TEC, §11.186. Districts may include supplemental information, such as a narrative describing their schools; additional data, charts, and diagrams; or an explanation of the data prepared by TEA.
    b. Districts are encouraged to provide a copy of the *TAPR Glossary*. The glossary provides definitions, describes methodologies, and lists sources for each data point in the TAPR. The Spanish version of the glossary is scheduled for release in early 2026. Other materials provided by TEA, such as these guidelines, are intended for district or campus use but may be shared with the public.

2. **PEIMS Financial Standard Reports (2023–24 Financial Actual Reports)** The financial section of the TAPR is provided by the State Funding Division. These reports can be accessed from a link on the last page of the TAPR or at http://tea.texas.gov/financialstandardreports/.

    For more information on the financial reports, please contact the State Funding Division at (512) 463-9238.

3. **District Accreditation Status** Each district's annual report must include the 2024–25 accreditation status. Information on accreditation status is available online at http://tea.texas.gov/accredstatus/.

The report must also include any campuses that earned a distinction designation or has been identified as an unacceptable campus.

4. **Campus Performance Objectives** TEC, §11.253, requires each campus to have an improvement plan with performance objectives and to measure progress toward meeting these objectives. Both the objectives of each campus and each campus' progress toward meeting those objectives must be included in the district's annual report.

5. **Special Education Determination Status** *(district PDF TAPR only)* The annual report must include the district's special education determination status. The special education integrated intervention stage/determination status for each district is on the cover page of the report.

6. **Report on Violent or Criminal Incidents** The annual report must include information about violent or criminal incidents that occur on each campus. Each district determines the format of its report but must include the following:

   - The number, rate, and type of violent or criminal incidents that occurred on each campus, to the extent permitted under the Family Educational Rights and Privacy Act
   - Descriptions of school violence prevention and violence intervention policies and procedures used to protect students
   - Findings from evaluations conducted under the Safe and Drug-Free Schools and Communities Act

   For more information about the reporting of violent or criminal incidents during the Office of Civil Rights data collection, please visit https://ocrdata.ed.gov/.

7. **Student Performance in Postsecondary Institutions** TEC, §51.403(e), requires postsecondary institutions in Texas to report student performance during the first year of enrollment after high school graduation to the high school from which students graduated. Districts must include this information in the annual report.

   The THECB publishes a report listing this information for each high school in Texas (sorted by county and district) on its website. The first page explains the purpose of the report and data calculation methods. Please note that THECB's tentative timeline for releasing the updated report is mid-January 2026.

   If data for a district are masked due to small numbers of students, that district should still publish its section of the report, showing the masked data, just as it would publish any data that are masked in the TAPR. Questions about accessing these reports should be directed to the THECB at (512) 427-6153.

8. **Progress Toward Meeting HB 3 Goals** TEC, §39.306(a)(8) states the Annual Report is to include the progress of the district and each campus in the district toward meeting the goals set in the district's:

   (A) early childhood literacy and mathematics proficiency plans adopted under Section 11.185; and

   (B) college, career, and military readiness plans adopted under Section 11.186.

2024–25 Texas Academic Performance Report

9. **Public Hearings** Statute requires that districts hold a hearing for public discussion of the annual report within 90 calendar days of the date of the release of the PDF TAPR. Districts may combine the hearing with a regularly scheduled meeting of the local board of trustees. Districts must notify property owners, parents, and others in a parental relationship to students of the hearing. This notification, which can be in the form of a press release, must be made available to local print and electronic media (i.e., newspaper, radio, and television). It must clearly state the date, time, and place.

10. **Accessing the PDF TAPR** The TAPR is available on the TEA public website (https://tea.texas.gov/perfreport/tapr/index.html). The PDF TAPR is designed to allow for two-sided printing. Blank pages have been added after the cover page and where needed to ensure that each report is an even number of pages.

11. **Publishing the Report** A district can upload its PDF TAPR to the district website or direct others to the TAPR on the TEA website. To accommodate those without internet access, a copy of the annual report should be made available in public places, such as school offices, local businesses, or public libraries. Districts may also distribute copies through email, standard mail, or by sending the reports home with students. *Each district is responsible for finding the most efficient method of making the annual reports widely available to the public.*

12. **Requirement for Notice on District Website** TEC, §39.362, requires each district to post the most recent PDF TAPR on its website by the 10th instructional day of the school year. This responsibility is ***separate*** from widely releasing the annual report to the public. This means for the 2025-26 school year, the 2023-2024 TAPR was posted on District websites as it is the most recent.

13. **Data Modification** By the time the TAPR is published, the window to correct inaccurate data submitted by a district has already closed. Districts must correct PEIMS data used in the TAPR per the procedures described in the *Texas Education Data Standards.* Districts must submit corrections for STAAR results, college admissions test data, Advanced Placement tests, or International Baccalaureate tests to the appropriate testing contractor. Districts are also afforded an opportunity to correct data associated with College, Career, and Military Readiness (CCMR) via the CCMR Verifier prior to finalization. A district may include in its annual report an explanation of any discrepancies between the TAPR and locally computed data.

14. **Summary Report** In addition to publishing the complete PDF TAPR in its annual report, a district can develop and release a summarized report showing performance on key indicators. This summary must clearly indicate where and how to obtain a copy of the full report.

15. **Common Questions** Districts are encouraged to make a copy of the *TAPR Glossary* available locally. The glossary provides definitions, describes methodologies, lists data sources, and answers many of the most commonly asked questions. Following are some of the most common causes of perceived inaccuracies in the TAPR or discrepancies between state and local data.

- **Time Frame** The time of data collection varies from indicator to indicator. For example, test scores for the ACT and SAT may be from tests taken when graduating seniors were juniors, or even sophomores. The *TAPR Glossary* provides additional information on data sources.
- **PDF and Online System Data Sources** The PDF TAPR compiles data sets at a specific point in time to create an annual statistic. Districts that maintain cumulative or dynamic sets of similar information, such as student enrollment, may show different results.
- **The Accountability Subset** The PDF TAPR includes the 2024 and 2025 STAAR results of only those students enrolled in the campus or district as of the previous PEIMS October snapshot. See the *TAPR Glossary* for a more complete explanation of the accountability subset criteria.
- **Masking** The TAPR applies masking rules to STAAR assessment results and other performance indicators when needed to comply with the federal Family Educational Rights and Privacy Act. For more information on masking rules and symbols, please see the explanation of masking on the TEA website at https://rptsvr1.tea.texas.gov/perfreport/tapr/2025/masking.html.

16. **Recommended Meetings Beyond** The requirement to widely publish the district annual report and PDF TAPR, a superintendent may encourage principals to meet with staff to discuss their campus report and, following public discussion, schedule presentations of the information at meetings of local parent-teacher organizations.

TEXAS EDUCATION AGENCY

Texas Academic Performance

District Performance Report
and Campus Performance Reports
2024-2025

Millsap ISD
201 East Brazos Street
Millsap, Texas 76066
940-682-4994

2024-25 Texas Academic Performance Report (TAPR)

District Name: MILLSAP ISD

District Number: 184904

2025 District Accountability Score: B

2025 Special Education Determination Status:

Meets Requirements

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	School Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2025	77%	78%	**85%**	-	81%	86%	*	-	-	*	64%	*	85%	87%	79%	*
	2024	74%	74%	**67%**	-	71%	66%	-	-	-	*	33%	*	64%	74%	55%	*
At Meets Grade Level or Above	2025	52%	52%	**49%**	-	44%	48%	*	-	-	*	36%	*	49%	47%	38%	*
	2024	48%	48%	**35%**	-	29%	34%	-	-	-	*	0%	*	33%	39%	36%	*
At Masters Grade Level	2025	23%	23%	**20%**	-	13%	23%	*	-	-	*	9%	*	20%	20%	15%	*
	2024	21%	20%	**11%**	-	14%	10%	-	-	-	*	0%	*	16%	0%	12%	*
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2025	71%	72%	**77%**	-	71%	79%	*	-	-	*	55%	*	75%	87%	74%	*
	2024	70%	71%	**57%**	-	43%	58%	-	-	-	*	40%	*	50%	74%	55%	*
At Meets Grade Level or Above	2025	46%	47%	**53%**	-	53%	52%	*	-	-	*	45%	*	53%	53%	46%	*
	2024	42%	44%	**32%**	-	29%	31%	-	-	-	*	7%	*	31%	35%	33%	*
At Masters Grade Level	2025	19%	21%	**20%**	-	29%	16%	*	-	-	*	9%	*	18%	27%	17%	*
	2024	15%	16%	**9%**	-	29%	4%	-	-	-	*	0%	*	10%	4%	15%	*
Grade 4 Reading																	
At Approaches Grade Level or Above	2025	81%	81%	**78%**	-	71%	79%	-	-	-	80%	47%	*	76%	83%	81%	*
	2024	81%	81%	**82%**	*	69%	83%	-	-	*	*	67%	*	77%	88%	82%	*
At Meets Grade Level or Above	2025	54%	54%	**39%**	-	43%	39%	-	-	-	40%	0%	*	30%	55%	36%	*
	2024	51%	51%	**52%**	*	38%	55%	-	-	*	*	39%	*	48%	58%	38%	*
At Masters Grade Level	2025	24%	23%	**6%**	-	14%	6%	-	-	-	0%	0%	*	6%	7%	6%	*
	2024	23%	23%	**18%**	*	8%	22%	-	-	*	*	11%	*	16%	21%	9%	*
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2025	69%	69%	**53%**	-	57%	54%	-	-	-	40%	7%	*	42%	72%	53%	*
	2024	69%	68%	**61%**	*	54%	62%	-	-	*	*	50%	*	59%	64%	53%	*
At Meets Grade Level or Above	2025	47%	46%	**32%**	-	29%	31%	-	-	-	40%	0%	*	28%	38%	31%	*
	2024	46%	45%	**32%**	*	15%	38%	-	-	*	*	33%	*	32%	33%	29%	*
At Masters Grade Level	2025	24%	23%	**15%**	-	14%	13%	-	-	-	40%	0%	*	20%	7%	17%	*
	2024	21%	21%	**6%**	*	0%	9%	-	-	*	*	6%	*	9%	3%	6%	*
Grade 5 Reading																	

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

	School Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2025	40%	41%	**34%**	-	21%	38%	-	-	-	*	21%	50%	35%	32%	28%	*
	2024	39%	40%	**45%**	*	45%	45%	-	*	-	*	8%	43%	44%	46%	32%	20%
At Masters Grade Level	2025	16%	17%	**9%**	-	0%	11%	-	-	-	*	0%	0%	9%	8%	0%	*
	2024	14%	14%	**12%**	*	18%	11%	-	*	-	*	0%	0%	13%	11%	5%	20%
Grade 7 Reading																	
At Approaches Grade Level or Above	2025	76%	77%	**76%**	*	83%	75%	-	*	-	*	50%	80%	75%	79%	72%	83%
	2024	74%	75%	**77%**	-	85%	77%	*	-	*	*	44%	*	74%	81%	69%	100%
At Meets Grade Level or Above	2025	54%	54%	**49%**	*	42%	51%	-	*	-	*	13%	60%	52%	43%	47%	67%
	2024	54%	55%	**50%**	-	46%	52%	*	-	*	*	11%	*	45%	59%	40%	67%
At Masters Grade Level	2025	27%	27%	**11%**	*	0%	12%	-	*	-	*	0%	0%	11%	11%	9%	0%
	2024	29%	30%	**20%**	-	15%	23%	*	-	*	*	0%	*	15%	30%	17%	17%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2025	55%	56%	**88%**	*	100%	86%	-	*	-	*	56%	100%	87%	89%	78%	100%
	2024	56%	56%	**86%**	-	77%	89%	*	-	*	*	78%	*	87%	85%	77%	83%
At Meets Grade Level or Above	2025	33%	34%	**66%**	*	67%	67%	-	*	-	*	38%	40%	66%	68%	53%	50%
	2024	34%	33%	**57%**	-	38%	59%	*	-	*	*	33%	*	57%	56%	49%	33%
At Masters Grade Level	2025	11%	11%	**35%**	*	33%	34%	-	*	-	*	13%	40%	34%	36%	25%	17%
	2024	11%	10%	**23%**	-	8%	25%	*	-	*	*	6%	*	26%	19%	14%	17%
Grade 8 Reading																	
At Approaches Grade Level or Above	2025	82%	82%	**86%**	-	75%	91%	*	-	*	*	65%	*	88%	81%	75%	100%
	2024	81%	80%	**91%**	-	89%	92%	-	-	-	*	65%	*	96%	81%	100%	-
At Meets Grade Level or Above	2025	58%	59%	**63%**	-	56%	65%	*	-	*	*	24%	*	61%	67%	50%	50%
	2024	56%	57%	**71%**	-	44%	76%	-	-	-	*	24%	*	71%	71%	69%	-
At Masters Grade Level	2025	32%	32%	**36%**	-	25%	38%	*	-	*	*	0%	*	31%	44%	28%	33%
	2024	29%	31%	**34%**	-	33%	34%	-	-	-	*	12%	*	33%	38%	34%	-
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2025	71%	70%	**79%**	-	50%	91%	*	-	*	*	59%	*	81%	75%	69%	60%
	2024	72%	71%	**90%**	-	100%	90%	-	-	-	*	65%	*	90%	88%	96%	-
At Meets Grade Level or Above	2025	47%	46%	**52%**	-	50%	53%	*	-	*	*	18%	*	52%	50%	45%	60%
	2024	43%	42%	**66%**	-	38%	71%	-	-	-	*	29%	*	71%	53%	64%	-

	School Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2025	18%	17%	**18%**	-	7%	20%	*	-	*	*	0%	*	17%	20%	21%	0%
	2024	16%	15%	**31%**	-	0%	35%	-	-	-	*	12%	*	29%	35%	16%	-
Grade 8 Science																	
At Approaches Grade Level or Above	2025	74%	73%	**75%**	-	75%	76%	*	-	*	*	47%	*	76%	74%	66%	83%
	2024	70%	70%	**73%**	-	33%	80%	-	-	-	*	29%	*	73%	71%	72%	-
At Meets Grade Level or Above	2025	48%	47%	**38%**	-	38%	38%	*	-	*	*	6%	*	35%	44%	31%	33%
	2024	44%	43%	**44%**	-	11%	49%	-	-	-	*	18%	*	47%	38%	38%	-
At Masters Grade Level	2025	19%	17%	**11%**	-	6%	13%	*	-	*	*	0%	*	10%	11%	9%	0%
	2024	17%	16%	**4%**	-	0%	5%	-	-	-	*	6%	*	4%	5%	7%	-
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2025	58%	58%	**63%**	-	50%	67%	*	-	*	*	41%	*	61%	67%	41%	50%
	2024	60%	61%	**73%**	-	56%	76%	-	-	-	*	41%	*	71%	76%	69%	-
At Meets Grade Level or Above	2025	32%	32%	**36%**	-	38%	33%	*	-	*	*	12%	*	33%	41%	28%	33%
	2024	33%	34%	**43%**	-	22%	46%	-	-	-	*	24%	*	39%	52%	28%	-
At Masters Grade Level	2025	17%	17%	**14%**	-	19%	13%	*	-	*	*	0%	*	12%	19%	9%	33%
	2024	17%	18%	**13%**	-	0%	14%	-	-	-	*	18%	*	8%	24%	10%	-
End of Course English I																	
At Approaches Grade Level or Above	2025	69%	69%	**76%**	-	73%	77%	-	-	-	71%	40%	*	81%	63%	77%	*
	2024	70%	71%	**81%**	*	73%	83%	-	-	-	60%	57%	-	83%	77%	76%	*
At Meets Grade Level or Above	2025	49%	51%	**55%**	-	36%	58%	-	-	-	57%	15%	*	60%	42%	45%	*
	2024	52%	53%	**54%**	*	55%	53%	-	-	-	60%	29%	-	54%	55%	46%	*
At Masters Grade Level	2025	15%	15%	**11%**	-	9%	13%	-	-	-	0%	5%	*	11%	13%	13%	*
	2024	16%	16%	**15%**	*	9%	14%	-	-	-	40%	14%	-	11%	23%	14%	*
End of Course English II																	
At Approaches Grade Level or Above	2025	72%	73%	**77%**	*	58%	80%	-	*	-	80%	40%	*	78%	75%	62%	*
	2024	75%	77%	**71%**	-	64%	72%	-	-	-	*	21%	*	80%	55%	57%	-
At Meets Grade Level or Above	2025	55%	56%	**59%**	*	50%	58%	-	*	-	80%	10%	*	64%	45%	38%	*
	2024	58%	60%	**55%**	-	57%	54%	-	-	-	*	14%	*	62%	41%	34%	-

	School Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2025	8%	8%	**6%**	*	17%	3%	-	*	-	20%	0%	*	7%	5%	4%	*
	2024	9%	9%	**8%**	-	14%	6%	-	-	-	*	14%	*	13%	0%	6%	-
End of Course Algebra I																	
At Approaches Grade Level or Above	2025	78%	76%	**85%**	-	100%	86%	-	-	*	57%	53%	*	91%	74%	89%	*
	2024	81%	79%	**88%**	*	90%	89%	-	-	-	*	55%	*	90%	85%	83%	*
At Meets Grade Level or Above	2025	45%	43%	**59%**	-	44%	64%	-	-	*	29%	21%	*	69%	41%	61%	*
	2024	43%	41%	**47%**	*	40%	48%	-	-	-	*	36%	*	49%	42%	34%	*
At Masters Grade Level	2025	27%	26%	**36%**	-	22%	39%	-	-	*	29%	5%	*	39%	30%	29%	*
	2024	24%	23%	**23%**	*	10%	27%	-	-	-	*	18%	*	22%	27%	17%	*
End of Course Biology																	
At Approaches Grade Level or Above	2025	92%	92%	**97%**	*	100%	97%	-	-	-	100%	89%	*	98%	94%	100%	*
	2024	91%	92%	**96%**	-	100%	95%	-	-	-	*	100%	*	94%	100%	96%	-
At Meets Grade Level or Above	2025	61%	63%	**76%**	*	78%	75%	-	-	-	80%	44%	*	82%	53%	72%	*
	2024	56%	57%	**69%**	-	64%	69%	-	-	-	*	13%	*	68%	71%	52%	-
At Masters Grade Level	2025	21%	22%	**13%**	*	11%	13%	-	-	-	20%	11%	*	11%	18%	12%	*
	2024	19%	19%	**28%**	-	27%	28%	-	-	-	*	0%	*	28%	29%	20%	-
End of Course U.S. History																	
At Approaches Grade Level or Above	2025	95%	95%	**95%**	-	100%	94%	-	*	-	*	83%	*	96%	92%	90%	*
	2024	96%	96%	**96%**	*	100%	96%	-	-	-	-	75%	-	94%	100%	93%	-
At Meets Grade Level or Above	2025	68%	69%	**67%**	-	77%	64%	-	*	-	*	39%	*	75%	50%	52%	*
	2024	69%	70%	**74%**	*	67%	75%	-	-	-	-	38%	-	70%	81%	70%	-
At Masters Grade Level	2025	37%	39%	**38%**	-	31%	38%	-	*	-	*	28%	*	44%	27%	31%	*
	2024	37%	39%	**36%**	*	42%	34%	-	-	-	-	0%	-	37%	35%	26%	-
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2025	89%	91%	**100%**	-	-	100%	-	-	-	-	-	-	100%	-	-	-
	2024	88%	90%	**100%**	-	-	100%	-	-	-	-	-	-	100%	-	*	-
At Meets Grade Level or Above	2025	59%	62%	**63%**	-	-	63%	-	-	-	-	-	-	63%	-	-	-
	2024	59%	63%	**100%**	-	-	100%	-	-	-	-	-	-	100%	-	*	-

	School Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2025	13%	14%	**13%**	-	-	13%	-	-	-	-	-	-	13%	-	-	-
	2024	12%	13%	**0%**	-	-	0%	-	-	-	-	-	-	0%	-	*	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2025	75%	75%	**78%**	78%	71%	80%	100%	*	64%	71%	51%	91%	79%	77%	71%	62%
	2024	75%	75%	**79%**	92%	72%	80%	*	*	67%	69%	51%	92%	79%	79%	73%	69%
At Meets Grade Level or Above	2025	50%	50%	**50%**	56%	43%	51%	100%	*	36%	47%	19%	59%	51%	47%	40%	36%
	2024	48%	49%	**52%**	67%	40%	54%	*	*	17%	52%	22%	72%	52%	51%	44%	29%
At Masters Grade Level	2025	21%	21%	**18%**	22%	15%	19%	50%	*	0%	18%	5%	21%	18%	18%	14%	11%
	2024	20%	20%	**18%**	17%	12%	18%	*	*	0%	26%	7%	21%	18%	18%	13%	10%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2025	76%	76%	**78%**	*	72%	79%	*	*	*	81%	45%	93%	79%	76%	72%	65%
	2024	76%	76%	**78%**	100%	76%	79%	*	*	*	74%	49%	96%	79%	77%	74%	75%
At Meets Grade Level or Above	2025	54%	55%	**51%**	*	42%	52%	*	*	*	59%	14%	66%	51%	51%	39%	32%
	2024	54%	55%	**54%**	80%	48%	55%	*	*	*	58%	20%	88%	55%	53%	46%	45%
At Masters Grade Level	2025	23%	23%	**17%**	*	15%	17%	*	*	*	15%	2%	28%	16%	18%	12%	10%
	2024	22%	22%	**18%**	20%	13%	18%	*	*	*	26%	7%	20%	17%	18%	14%	10%
All Grades Mathematics																	
At Approaches Grade Level or Above	2025	72%	72%	**77%**	*	70%	80%	*	*	*	52%	52%	89%	78%	76%	70%	56%
	2024	72%	72%	**79%**	80%	75%	80%	*	*	*	65%	56%	83%	78%	80%	72%	70%
At Meets Grade Level or Above	2025	45%	44%	**49%**	*	44%	51%	*	*	*	29%	24%	63%	51%	46%	42%	37%
	2024	43%	43%	**49%**	60%	34%	51%	*	*	*	41%	26%	58%	50%	46%	41%	15%
At Masters Grade Level	2025	20%	20%	**21%**	*	15%	22%	*	*	*	24%	5%	15%	22%	19%	17%	7%
	2024	17%	17%	**17%**	0%	8%	18%	*	*	*	24%	8%	21%	18%	16%	12%	10%
All Grades Science																	
At Approaches Grade Level or Above	2025	78%	77%	**80%**	*	68%	82%	*	-	*	82%	57%	90%	81%	77%	73%	70%
	2024	75%	75%	**76%**	*	50%	81%	-	-	-	*	44%	100%	76%	77%	71%	*
At Meets Grade Level or Above	2025	47%	48%	**47%**	*	37%	50%	*	-	*	45%	17%	30%	51%	37%	38%	30%
	2024	43%	44%	**46%**	*	25%	50%	-	-	-	*	13%	67%	46%	46%	38%	*

	School Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2025	17%	17%	**9%**	*	5%	11%	*	-	*	9%	4%	10%	10%	9%	10%	0%
	2024	16%	16%	**14%**	*	9%	15%	-	-	-	*	3%	33%	14%	14%	11%	*
All Grades Social Studies																	
At Approaches Grade Level or Above	2025	77%	78%	**80%**	-	72%	82%	*	*	*	*	63%	*	80%	79%	64%	63%
	2024	78%	79%	**85%**	*	81%	87%	-	-	-	*	52%	*	83%	89%	80%	-
At Meets Grade Level or Above	2025	50%	52%	**52%**	-	55%	50%	*	*	*	*	26%	*	55%	45%	39%	50%
	2024	51%	53%	**59%**	*	48%	61%	-	-	-	*	28%	*	55%	68%	48%	-
At Masters Grade Level	2025	27%	29%	**27%**	-	24%	26%	*	*	*	*	14%	*	29%	23%	20%	38%
	2024	27%	29%	**25%**	*	24%	25%	-	-	-	*	12%	*	23%	30%	18%	-
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2025	39%	40%	**43%**	-	44%	41%	*	-	-	*	36%	*	42%	47%	32%	*
	2024	35%	36%	**25%**	-	29%	23%	-	-	-	*	0%	*	28%	17%	30%	*
Reading and Mathematics Including EOC	2025	39%	40%	**43%**	-	44%	41%	*	-	-	*	36%	*	42%	47%	32%	*
	2024	35%	36%	**25%**	-	29%	23%	-	-	-	*	0%	*	28%	17%	30%	*
Reading Including EOC	2025	52%	52%	**49%**	-	44%	48%	*	-	-	*	36%	*	49%	47%	38%	*
	2024	48%	48%	**35%**	-	29%	34%	-	-	-	*	0%	*	33%	39%	36%	*
Math Including EOC	2025	46%	47%	**53%**	-	53%	52%	*	-	-	*	45%	*	53%	53%	46%	*
	2024	42%	44%	**32%**	-	29%	31%	-	-	-	*	7%	*	31%	35%	33%	*
4th Graders																	
Reading and Mathematics	2025	40%	40%	**27%**	-	29%	25%	-	-	-	40%	0%	*	24%	31%	28%	*
	2024	38%	38%	**30%**	*	15%	34%	-	-	*	*	28%	*	27%	33%	26%	*
Reading and Mathematics Including EOC	2025	40%	40%	**27%**	-	29%	25%	-	-	-	40%	0%	*	24%	31%	28%	*
	2024	38%	38%	**30%**	*	15%	34%	-	-	*	*	28%	*	27%	33%	26%	*
Reading Including EOC	2025	54%	54%	**39%**	-	43%	39%	-	-	-	40%	0%	*	30%	55%	36%	*
	2024	51%	51%	**52%**	*	38%	55%	-	-	*	*	39%	*	48%	58%	38%	*
Math Including EOC	2025	47%	47%	**32%**	-	29%	31%	-	-	-	40%	0%	*	28%	38%	31%	*
	2024	46%	46%	**32%**	*	15%	38%	-	-	*	*	33%	*	32%	33%	29%	*
5th Graders																	
Reading and Mathematics	2025	42%	41%	**41%**	*	31%	46%	-	-	*	*	25%	67%	40%	42%	26%	*
	2024	42%	42%	**45%**	*	27%	47%	-	-	-	-	14%	67%	51%	32%	38%	*

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Reading and Mathematics Including EOC	2025	42%	41%	**41%**	*	31%	46%	-	-	*	*	25%	67%	40%	42%	26%	*
	2024	42%	42%	**45%**	*	27%	47%	-	-	-	-	14%	67%	51%	32%	38%	*
Reading Including EOC	2025	58%	58%	**56%**	*	31%	62%	-	-	*	*	25%	83%	53%	62%	37%	*
	2024	55%	55%	**49%**	*	33%	52%	-	-	-	-	21%	67%	55%	38%	43%	*
Math Including EOC	2025	48%	46%	**46%**	*	38%	47%	-	-	*	*	30%	83%	46%	46%	37%	*
	2024	51%	50%	**64%**	*	36%	69%	-	-	-	-	36%	100%	67%	60%	53%	*
6th Graders																	
Reading and Mathematics	2025	37%	38%	**24%**	-	7%	29%	-	-	-	*	0%	50%	26%	20%	17%	*
	2024	36%	37%	**42%**	*	45%	41%	-	*	-	*	8%	43%	44%	37%	32%	20%
Reading and Mathematics Including EOC	2025	37%	38%	**24%**	-	7%	29%	-	-	-	*	0%	50%	26%	20%	17%	*
	2024	36%	37%	**42%**	*	45%	41%	-	*	-	*	8%	43%	44%	37%	32%	20%
Reading Including EOC	2025	56%	58%	**39%**	-	29%	41%	-	-	-	*	0%	67%	39%	40%	22%	*
	2024	57%	57%	**67%**	*	73%	67%	-	*	-	*	23%	100%	70%	63%	63%	80%
Math Including EOC	2025	41%	42%	**34%**	-	21%	38%	-	-	-	*	21%	50%	35%	32%	28%	*
	2024	40%	41%	**45%**	*	45%	45%	-	*	-	*	8%	43%	44%	46%	32%	20%
7th Graders																	
Reading and Mathematics	2025	36%	37%	**40%**	*	25%	42%	-	*	-	*	6%	20%	43%	36%	38%	33%
	2024	35%	35%	**38%**	-	31%	39%	*	-	*	*	0%	*	34%	44%	29%	33%
Reading and Mathematics Including EOC	2025	38%	38%	**40%**	*	25%	42%	-	*	-	*	6%	20%	43%	36%	38%	33%
	2024	36%	36%	**38%**	-	31%	39%	*	-	*	*	0%	*	34%	44%	29%	33%
Reading Including EOC	2025	54%	55%	**49%**	*	42%	51%	-	*	-	*	13%	60%	52%	43%	47%	67%
	2024	54%	56%	**50%**	-	46%	52%	*	-	*	*	11%	*	45%	59%	40%	67%
Math Including EOC	2025	43%	43%	**66%**	*	67%	67%	-	*	-	*	38%	40%	66%	68%	53%	50%
	2024	40%	41%	**57%**	-	38%	59%	*	-	*	*	33%	*	57%	56%	49%	33%
8th Graders																	
Reading and Mathematics	2025	30%	28%	**42%**	-	43%	42%	*	-	*	*	6%	*	43%	40%	41%	40%
	2024	28%	25%	**56%**	-	13%	63%	-	-	-	*	18%	*	60%	47%	48%	-
Reading and Mathematics Including EOC	2025	44%	43%	**51%**	-	50%	51%	*	-	*	*	6%	*	51%	52%	47%	50%
	2024	41%	41%	**63%**	-	22%	69%	-	-	-	*	18%	*	65%	57%	55%	-
Reading Including EOC	2025	59%	60%	**63%**	-	56%	65%	*	-	*	*	24%	*	61%	67%	50%	50%
	2024	57%	58%	**71%**	-	44%	76%	-	-	-	*	24%	*	71%	71%	69%	-

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Math Including EOC	2025	51%	49%	**59%**	-	56%	60%	*	-	*	*	18%	*	59%	59%	50%	67%
	2024	49%	47%	**71%**	-	44%	76%	-	-	-	*	29%	*	76%	62%	69%	-
3rd - 8th Graders																	
Reading and Mathematics	2025	38%	38%	**36%**	*	30%	37%	*	*	*	29%	11%	44%	36%	35%	30%	19%
	2024	36%	36%	**38%**	*	27%	40%	*	*	*	38%	12%	45%	40%	35%	33%	16%
Reading and Mathematics Including EOC	2025	40%	40%	**38%**	*	32%	39%	*	*	*	33%	11%	46%	38%	37%	31%	22%
	2024	38%	39%	**40%**	*	28%	42%	*	*	*	38%	12%	50%	42%	37%	34%	16%
Reading Including EOC	2025	55%	56%	**49%**	*	41%	51%	*	*	*	53%	15%	65%	48%	53%	38%	30%
	2024	54%	54%	**54%**	*	45%	56%	*	*	*	54%	20%	88%	53%	55%	48%	47%
Math Including EOC	2025	46%	46%	**49%**	*	46%	49%	*	*	*	33%	24%	62%	48%	49%	40%	37%
	2024	45%	45%	**50%**	*	34%	52%	*	*	*	46%	25%	58%	51%	48%	43%	16%

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

\- Indicates there are no students in the group.

	School Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)	G/T
School Progress - Annual Growth by Grade and Subject																		
Grade 4 ELA/Reading	2025	70%	70%	**63%**	-	50%	63%	-	-	-	*	61%	*	55%	80%	69%	*	67%
	2024	67%	67%	**75%**	*	85%	73%	-	-	*	*	67%	*	73%	79%	73%	*	---
Grade 4 Mathematics	2025	65%	63%	**53%**	-	50%	52%	-	-	-	*	36%	*	52%	54%	55%	*	75%
	2024	60%	59%	**45%**	*	38%	48%	-	-	*	*	42%	*	45%	44%	45%	*	---
Grade 5 ELA/Reading	2025	69%	69%	**69%**	*	54%	70%	-	-	*	*	53%	67%	66%	79%	66%	*	100%
	2024	70%	69%	**64%**	*	68%	65%	-	-	-	-	65%	33%	65%	64%	58%	*	---
Grade 5 Mathematics	2025	67%	66%	**82%**	*	88%	81%	-	-	*	*	85%	100%	87%	71%	78%	*	78%
	2024	65%	65%	**80%**	*	75%	80%	-	-	-	-	88%	83%	83%	71%	77%	*	---
Grade 6 ELA/Reading	2025	64%	66%	**59%**	-	50%	60%	-	-	-	*	29%	75%	60%	55%	50%	*	100%
	2024	61%	62%	**62%**	*	59%	63%	-	*	-	*	41%	100%	58%	70%	60%	40%	---
Grade 6 Mathematics	2025	56%	59%	**32%**	-	18%	34%	-	-	-	*	25%	33%	27%	45%	35%	*	100%
	2024	48%	50%	**49%**	*	50%	49%	-	*	-	*	18%	43%	45%	54%	37%	20%	---
Grade 7 ELA/Reading	2025	64%	64%	**48%**	*	46%	48%	-	*	-	*	28%	60%	53%	38%	55%	67%	*
	2024	66%	67%	**62%**	-	75%	63%	*	-	*	*	38%	*	58%	72%	57%	75%	---
Grade 7 Mathematics	2025	50%	50%	**84%**	*	79%	86%	-	*	-	*	78%	90%	83%	88%	82%	83%	*
	2024	49%	46%	**80%**	-	71%	80%	*	-	*	*	91%	*	84%	72%	74%	67%	---
Grade 8 ELA/Reading	2025	72%	71%	**80%**	-	60%	86%	*	-	*	*	65%	*	80%	82%	70%	75%	100%
	2024	69%	69%	**93%**	-	94%	93%	-	-	-	*	81%	*	91%	100%	96%	-	---
Grade 8 Mathematics	2025	68%	66%	**53%**	-	54%	55%	*	-	*	*	24%	*	54%	53%	54%	70%	*
	2024	66%	64%	**80%**	-	71%	82%	-	-	-	*	66%	*	79%	83%	77%	-	---
End of Course English I	2025	63%	64%	**52%**	-	50%	54%	-	-	-	*	38%	*	52%	53%	67%	-	50%
	2024	64%	65%	**58%**	*	50%	61%	-	-	-	40%	44%	-	56%	64%	59%	*	---
End of Course English II	2025	65%	64%	**67%**	*	88%	63%	-	-	-	60%	43%	-	70%	50%	62%	*	*
	2024	69%	69%	**54%**	-	31%	58%	-	-	-	*	35%	*	57%	48%	46%	-	---
End of Course Algebra I	2025	74%	72%	**74%**	-	50%	79%	-	-	*	60%	56%	*	80%	58%	81%	*	88%
	2024	72%	71%	**47%**	*	50%	47%	-	-	-	*	50%	*	46%	50%	40%	*	---
All Grades Both Subjects	2025	65%	65%	**63%**	79%	57%	64%	*	*	67%	62%	47%	70%	63%	63%	62%	60%	80%
	2024	64%	64%	**65%**	60%	62%	66%	*	*	42%	55%	58%	72%	64%	66%	61%	52%	---
All Grades ELA/Reading	2025	67%	67%	**62%**	*	56%	63%	*	*	*	67%	44%	73%	62%	64%	62%	55%	79%
	2024	67%	67%	**67%**	70%	65%	68%	*	*	*	67%	55%	83%	65%	71%	64%	59%	---
All Grades Mathematics	2025	64%	63%	**64%**	*	58%	65%	*	*	*	56%	49%	67%	64%	63%	63%	66%	81%
	2024	60%	60%	**62%**	50%	58%	64%	*	*	*	42%	61%	61%	64%	60%	58%	44%	---
School Progress - Accelerated Learning by Grade and Subject																		
Grade 4 ELA/Reading	2025	40%	40%	**56%**	-	*	55%	-	-	-	*	36%	*	53%	67%	75%	*	-
	2024	38%	39%	**33%**	-	33%	33%	-	-	-	-	29%	-	38%	20%	40%	*	---
Grade 4 Mathematics	2025	27%	25%	**9%**	-	*	11%	-	-	-	*	0%	*	8%	17%	6%	*	-
	2024	26%	25%	**5%**	-	*	6%	-	-	-	-	0%	*	7%	*	0%	*	---

	School Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)	G/T
Grade 5 ELA/Reading	2025	25%	24%	**15%**	-	*	11%	-	-	-	-	11%	-	18%	*	17%	*	-
	2024	35%	34%	**28%**	-	20%	31%	-	-	-	-	13%	*	9%	57%	20%	*	---
Grade 5 Mathematics	2025	35%	33%	**58%**	-	50%	61%	-	-	-	*	60%	*	65%	33%	58%	*	-
	2024	41%	39%	**64%**	-	40%	71%	-	-	-	-	56%	*	56%	*	46%	*	---
Grade 6 ELA/Reading	2025	27%	28%	**22%**	-	*	26%	-	-	-	-	6%	-	25%	14%	14%	*	-
	2024	24%	24%	**40%**	-	*	*	-	-	-	-	*	-	*	*	*	*	---
Grade 6 Mathematics	2025	33%	35%	**18%**	-	*	25%	-	-	-	-	13%	-	0%	40%	20%	*	-
	2024	27%	28%	*	-	-	*	-	-	-	-	*	-	*	*	*	-	---
Grade 7 ELA/Reading	2025	25%	25%	**18%**	-	*	20%	-	-	-	-	14%	-	14%	*	*	*	-
	2024	23%	23%	**19%**	-	*	17%	-	-	*	*	10%	-	17%	*	11%	-	---
Grade 7 Mathematics	2025	16%	16%	**38%**	*	*	36%	-	-	-	-	30%	*	43%	33%	33%	*	-
	2024	14%	13%	**50%**	-	*	50%	-	-	*	*	67%	*	60%	33%	45%	*	---
Grade 8 ELA/Reading	2025	40%	39%	**57%**	-	*	80%	-	-	*	*	44%	-	60%	*	38%	-	-
	2024	34%	33%	**62%**	-	*	60%	-	-	-	*	38%	-	78%	*	100%	-	---
Grade 8 Mathematics	2025	42%	39%	**13%**	-	*	*	-	-	*	-	*	*	17%	*	17%	*	-
	2024	44%	39%	**67%**	-	-	75%	-	-	-	*	57%	-	67%	*	*	-	---
End of Course English I	2025	23%	25%	**22%**	-	*	13%	-	-	-	-	25%	-	*	29%	*	-	-
	2024	20%	20%	**33%**	-	*	*	-	-	-	*	*	-	*	*	*	*	---
End of Course English II	2025	29%	27%	**33%**	-	*	43%	-	-	-	*	*	-	33%	*	*	-	-
	2024	29%	29%	**22%**	-	*	25%	-	-	-	-	*	-	40%	*	*	-	---
End of Course Algebra I	2025	54%	50%	**33%**	-	-	29%	-	-	-	*	14%	-	*	20%	*	-	-
	2024	55%	51%	**17%**	-	*	*	-	-	-	*	*	-	*	*	*	-	---
All Grades Both Subjects	2025	33%	32%	**32%**	*	16%	34%	-	-	*	45%	22%	67%	33%	30%	32%	0%	-
	2024	32%	31%	**37%**	-	34%	38%	-	-	*	33%	30%	*	36%	38%	35%	40%	---
All Grades ELA/Reading	2025	31%	30%	**35%**	-	13%	38%	-	-	*	60%	22%	*	35%	33%	37%	0%	-
	2024	30%	29%	**33%**	-	37%	32%	-	-	*	*	19%	*	33%	33%	38%	40%	---
All Grades Mathematics	2025	35%	34%	**29%**	*	20%	30%	-	-	*	33%	22%	60%	30%	27%	27%	0%	-
	2024	35%	33%	**41%**	-	31%	44%	-	-	*	*	43%	*	39%	45%	33%	40%	---

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

	School Year	State	Region 11	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2025	75%	75%	**78%**	-	-	-	-	-	-	62%	44%	71%	-	-	79%	56%	100%
	2024	75%	75%	**79%**	-	-	-	-	-	-	69%	69%	-	-	-	79%	69%	*
At Meets Grade Level or Above	2025	50%	50%	**50%**	-	-	-	-	-	-	36%	24%	43%	-	-	51%	27%	90%
	2024	48%	49%	**52%**	-	-	-	-	-	-	29%	29%	-	-	-	52%	29%	*
At Masters Grade Level	2025	21%	21%	**18%**	-	-	-	-	-	-	11%	8%	12%	-	-	19%	6%	40%
	2024	20%	20%	**18%**	-	-	-	-	-	-	10%	10%	-	-	-	18%	10%	*
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2025	76%	76%	**78%**	-	-	-	-	-	-	67%	55%	74%	-	-	79%	59%	*
	2024	76%	76%	**78%**	-	-	-	-	-	-	75%	75%	-	-	-	79%	75%	-
At Meets Grade Level or Above	2025	54%	55%	**51%**	-	-	-	-	-	-	33%	18%	42%	-	-	52%	22%	*
	2024	54%	55%	**54%**	-	-	-	-	-	-	45%	45%	-	-	-	54%	45%	-
At Masters Grade Level	2025	23%	23%	**17%**	-	-	-	-	-	-	10%	9%	11%	-	-	17%	7%	*
	2024	22%	22%	**18%**	-	-	-	-	-	-	10%	10%	-	-	-	18%	10%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2025	72%	72%	**77%**	-	-	-	-	-	-	54%	30%	69%	-	-	79%	50%	*
	2024	72%	72%	**79%**	-	-	-	-	-	-	70%	70%	-	-	-	79%	70%	-
At Meets Grade Level or Above	2025	45%	44%	**49%**	-	-	-	-	-	-	38%	20%	50%	-	-	50%	33%	*
	2024	43%	43%	**49%**	-	-	-	-	-	-	15%	15%	-	-	-	50%	15%	-
At Masters Grade Level	2025	20%	20%	**21%**	-	-	-	-	-	-	8%	0%	13%	-	-	22%	4%	*
	2024	17%	17%	**17%**	-	-	-	-	-	-	10%	10%	-	-	-	17%	10%	-
All Grades Science																		

	School Year	State	Region 11	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Approaches Grade Level or Above	2025	78%	77%	**80%**	-	-	-	-	-	-	70%	*	86%	-	-	80%	67%	*
	2024	75%	75%	**76%**	-	-	-	-	-	-	*	*	-	-	-	77%	*	-
At Meets Grade Level or Above	2025	47%	48%	**47%**	-	-	-	-	-	-	30%	*	29%	-	-	48%	22%	*
	2024	43%	44%	**46%**	-	-	-	-	-	-	*	*	-	-	-	47%	*	-
At Masters Grade Level	2025	17%	17%	**9%**	-	-	-	-	-	-	0%	*	0%	-	-	10%	0%	*
	2024	16%	16%	**14%**	-	-	-	-	-	-	*	*	-	-	-	14%	*	-
All Grades Social Studies																		
At Approaches Grade Level or Above	2025	77%	78%	**80%**	-	-	-	-	-	-	63%	*	57%	-	-	81%	50%	*
	2024	78%	79%	**85%**	-	-	-	-	-	-	-	-	-	-	-	85%	-	*
At Meets Grade Level or Above	2025	50%	52%	**52%**	-	-	-	-	-	-	50%	*	43%	-	-	52%	33%	*
	2024	51%	53%	**59%**	-	-	-	-	-	-	-	-	-	-	-	59%	-	*
At Masters Grade Level	2025	27%	29%	**27%**	-	-	-	-	-	-	38%	*	29%	-	-	26%	17%	*
	2024	27%	29%	**25%**	-	-	-	-	-	-	-	-	-	-	-	24%	-	*
School Progress - Annual Growth																		
All Grades Both Subjects	2025	65%	65%	**63%**	-	-	-	-	-	-	60%	45%	66%	-	-	63%	53%	100%
	2024	64%	64%	**65%**	-	-	-	-	-	-	52%	52%	-	-	-	65%	52%	-
All Grades ELA/Reading	2025	67%	67%	**62%**	-	-	-	-	-	-	55%	30%	63%	-	-	63%	47%	*
	2024	67%	67%	**67%**	-	-	-	-	-	-	59%	59%	-	-	-	67%	59%	-
All Grades Mathematics	2025	64%	63%	**64%**	-	-	-	-	-	-	66%	60%	68%	-	-	64%	59%	*
	2024	60%	60%	**62%**	-	-	-	-	-	-	44%	44%	-	-	-	63%	44%	-
School Progress - Accelerated Learning																		
All Grades Both Subjects	2025	33%	32%	**32%**	-	-	-	-	-	-	0%	0%	0%	-	-	34%	0%	-
	2024	32%	31%	**37%**	-	-	-	-	-	-	40%	40%	-	-	-	36%	40%	-

2024-25 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

MILLSAP ISD (184904) - PARKER COUNTY

	School Year	State	Region 11	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades ELA/Reading	2025	31%	30%	**35%**	-	-	-	-	-	-	0%	*	*	-	-	36%	0%	-
	2024	30%	29%	**33%**	-	-	-	-	-	-	40%	40%	-	-	-	33%	40%	-
All Grades Mathematics	2025	35%	34%	**29%**	-	-	-	-	-	-	0%	*	*	-	-	31%	0%	-
	2024	35%	33%	**41%**	-	-	-	-	-	-	40%	40%	-	-	-	41%	40%	-

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

\- Indicates there are no students in the group.

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

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2025 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**99%**	100%	99%	99%	100%	*	100%	98%	99%	100%	99%	99%	99%	100%
Included in Accountability	93%	93%	**95%**	100%	92%	95%	100%	*	100%	98%	97%	90%	97%	90%	93%	94%
Not Included in Accountability: Mobile	4%	4%	**4%**	0%	7%	4%	0%	*	0%	0%	2%	10%	2%	9%	5%	4%
Not Included in Accountability: Other Exclusions	2%	2%	**0%**	0%	1%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	2%
Not Tested	1%	1%	**1%**	0%	1%	1%	0%	*	0%	2%	1%	0%	1%	1%	1%	0%
Absent	1%	0%	**0%**	0%	0%	0%	0%	*	0%	2%	1%	0%	0%	1%	1%	0%
Other	0%	0%	**1%**	0%	0%	1%	0%	*	0%	0%	0%	0%	1%	0%	1%	0%
Reading																
Assessment Participant	99%	99%	**100%**	*	99%	100%	*	*	*	100%	99%	100%	100%	100%	99%	100%
Included in Accountability	91%	92%	**95%**	*	91%	95%	*	*	*	100%	97%	88%	98%	89%	93%	94%
Not Included in Accountability: Mobile	4%	4%	**5%**	*	7%	4%	*	*	*	0%	2%	12%	2%	10%	6%	3%
Not Included in Accountability: Other Exclusions	4%	4%	**0%**	*	1%	0%	*	*	*	0%	0%	0%	0%	0%	0%	3%
Not Tested	1%	1%	**0%**	*	1%	0%	*	*	*	0%	1%	0%	0%	0%	1%	0%
Absent	1%	0%	**0%**	*	1%	0%	*	*	*	0%	1%	0%	0%	0%	1%	0%
Other	0%	0%	**0%**	*	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**98%**	*	99%	98%	*	*	*	100%	99%	100%	98%	99%	99%	100%
Included in Accountability	94%	94%	**93%**	*	91%	94%	*	*	*	100%	97%	87%	95%	89%	92%	90%
Not Included in Accountability: Mobile	4%	4%	**5%**	*	7%	5%	*	*	*	0%	2%	13%	3%	10%	6%	7%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	*	1%	0%	*	*	*	0%	0%	0%	0%	1%	0%	3%
Not Tested	1%	1%	**2%**	*	1%	2%	*	*	*	0%	1%	0%	2%	1%	1%	0%
Absent	1%	0%	**0%**	*	0%	0%	*	*	*	0%	1%	0%	0%	1%	0%	0%
Other	0%	0%	**1%**	*	1%	1%	*	*	*	0%	0%	0%	2%	0%	1%	0%
Science																
Assessment Participant	99%	99%	**97%**	*	100%	97%	*	-	*	92%	98%	100%	97%	97%	97%	100%
Included in Accountability	94%	94%	**94%**	*	95%	95%	*	-	*	92%	98%	100%	95%	93%	93%	100%
Not Included in Accountability: Mobile	4%	4%	**3%**	*	5%	2%	*	-	*	0%	0%	0%	2%	4%	3%	0%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	*	0%	0%	*	-	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**3%**	*	0%	3%	*	-	*	8%	2%	0%	3%	3%	3%	0%

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	**1%**	*	0%	1%	*	-	*	8%	2%	0%	0%	3%	1%	0%
Other	0%	1%	**2%**	*	0%	3%	*	-	*	0%	0%	0%	3%	0%	2%	0%
Social Studies																
Assessment Participant	99%	99%	**100%**	-	100%	100%	*	*	*	*	100%	*	100%	100%	100%	100%
Included in Accountability	94%	95%	**99%**	-	97%	99%	*	*	*	*	100%	*	99%	98%	98%	100%
Not Included in Accountability: Mobile	4%	3%	**1%**	-	3%	1%	*	*	*	*	0%	*	1%	2%	2%	0%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	-	0%	0%	*	*	*	*	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	-	0%	0%	*	*	*	*	0%	*	0%	0%	0%	0%
Absent	1%	1%	**0%**	-	0%	0%	*	*	*	*	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	0%	*	*	*	*	0%	*	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	94%	91%	**40%**	-	*	42%	-	-	-	-	-	-	40%	-	*	-
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	100%	99%	100%	*	*	100%	100%	100%	98%	100%	100%	99%	96%
Included in Accountability	92%	93%	**97%**	100%	92%	97%	*	*	100%	93%	96%	98%	98%	94%	96%	76%
Not Included in Accountability: Mobile	4%	4%	**3%**	0%	3%	2%	*	*	0%	7%	4%	0%	2%	4%	3%	5%
Not Included in Accountability: Other Exclusions	2%	2%	**0%**	0%	3%	0%	*	*	0%	0%	1%	0%	0%	1%	1%	15%
Not Tested	1%	1%	**0%**	0%	1%	0%	*	*	0%	0%	0%	2%	0%	0%	1%	4%
Absent	1%	1%	**0%**	0%	1%	0%	*	*	0%	0%	0%	2%	0%	0%	0%	4%
Other	0%	0%	**0%**	0%	0%	0%	*	*	0%	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	100%	98%	100%	*	*	*	100%	100%	100%	100%	100%	100%	93%
Included in Accountability	91%	91%	**96%**	100%	88%	97%	*	*	*	90%	95%	100%	97%	93%	95%	67%
Not Included in Accountability: Mobile	4%	4%	**3%**	0%	3%	3%	*	*	*	10%	4%	0%	2%	5%	3%	3%
Not Included in Accountability: Other Exclusions	4%	4%	**1%**	0%	7%	0%	*	*	*	0%	2%	0%	0%	2%	1%	23%
Not Tested	1%	1%	**0%**	0%	2%	0%	*	*	*	0%	0%	0%	0%	0%	0%	7%
Absent	1%	1%	**0%**	0%	2%	0%	*	*	*	0%	0%	0%	0%	0%	0%	7%
Other	0%	0%	**0%**	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**99%**	100%	99%	100%	*	*	*	100%	100%	100%	99%	99%	99%	100%
Included in Accountability	93%	94%	**97%**	100%	94%	97%	*	*	*	94%	96%	100%	98%	94%	95%	91%

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	5%	5%	**3%**	0%	4%	2%	*	*	*	6%	4%	0%	2%	5%	3%	5%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	1%	0%	*	*	*	0%	0%	0%	0%	1%	0%	5%
Not Tested	1%	1%	**1%**	0%	1%	0%	*	*	*	0%	0%	0%	1%	1%	1%	0%
Absent	1%	1%	**0%**	0%	1%	0%	*	*	*	0%	0%	0%	0%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	*	*	0%	0%	0%	1%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**99%**	*	100%	99%	*	-	-	*	100%	90%	99%	100%	99%	*
Included in Accountability	93%	94%	**96%**	*	97%	97%	*	-	-	*	95%	90%	97%	96%	96%	*
Not Included in Accountability: Mobile	4%	4%	**3%**	*	3%	3%	*	-	-	*	5%	0%	2%	4%	3%	*
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	*	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	*
Not Tested	1%	1%	**1%**	*	0%	1%	*	-	-	*	0%	10%	1%	0%	1%	*
Absent	1%	1%	**0%**	*	0%	1%	*	-	-	*	0%	10%	1%	0%	0%	*
Other	0%	0%	**0%**	*	0%	0%	*	-	-	*	0%	0%	1%	0%	1%	*
Social Studies																
Assessment Participant	99%	99%	**100%**	*	100%	100%	-	-	-	*	100%	*	100%	100%	100%	-
Included in Accountability	94%	95%	**99%**	*	100%	99%	-	-	-	*	100%	*	100%	98%	98%	-
Not Included in Accountability: Mobile	4%	4%	**1%**	*	0%	1%	-	-	-	*	0%	*	0%	2%	2%	-
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	-
Not Tested	1%	1%	**0%**	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	-
Absent	1%	1%	**0%**	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	-
Other	0%	0%	**0%**	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	-
Accelerated Testers																
SAT/ACT Participant	93%	91%	**63%**	-	-	83%	*	-	-	-	-	-	63%	-	*	-

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

2024-25 Attendance, Graduation, and Dropout Rates (TAPR)

MILLSAP ISD (184904) - PARKER COUNTY

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2023-24	93.6%	94.1%	**95.0%**	94.1%	94.8%	95.0%	*	*	*	95.7%	95.3%	94.5%	96.4%
2022-23	93.3%	93.9%	**95.5%**	97.6%	95.3%	95.4%	*	*	*	96.8%	95.2%	95.0%	95.8%
Chronic Absenteeism													
2023-24	19.0%	16.8%	**13.0%**	25.0%	13.2%	13.1%	*	*	*	6.9%	8.2%	14.7%	2.5%
2022-23	20.3%	17.9%	**9.7%**	8.3%	10.1%	9.7%	*	*	*	3.8%	10.4%	11.3%	3.2%
Annual Dropout Rate (Gr 7-8)													
2023-24	0.7%	0.6%	**0.0%**	*	0.0%	0.0%	*	-	*	0.0%	0.0%	0.0%	0.0%
2022-23	0.8%	0.8%	**0.0%**	*	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
Annual Dropout Rate (Gr 9-12)													
2023-24	1.9%	1.6%	**0.3%**	*	1.9%	0.0%	*	*	-	0.0%	0.0%	0.7%	*
2022-23	2.0%	1.8%	**0.3%**	0.0%	0.0%	0.3%	*	*	*	0.0%	0.0%	0.7%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2024													
Graduated	90.7%	90.5%	**97.3%**	-	100.0%	96.8%	*	-	-	*	100.0%	96.9%	*
Received TxCHSE	0.3%	0.3%	**1.3%**	-	0.0%	1.6%	*	-	-	*	0.0%	0.0%	*
Continued HS	3.1%	3.5%	**0.0%**	-	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Dropped Out	5.8%	5.6%	**1.3%**	-	0.0%	1.6%	*	-	-	*	0.0%	3.1%	*
Graduates and TxCHSE	91.1%	90.8%	**98.7%**	-	100.0%	98.4%	*	-	-	*	100.0%	96.9%	*
Graduates, TxCHSE, and Continuers	94.2%	94.4%	**98.7%**	-	100.0%	98.4%	100.0%	-	-	100.0%	100.0%	96.9%	100.0%
Class of 2023													
Graduated	90.3%	89.9%	**100.0%**	*	100.0%	100.0%	-	-	-	*	100.0%	100.0%	*
Received TxCHSE	0.3%	0.3%	**0.0%**	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Continued HS	3.1%	3.8%	**0.0%**	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Dropped Out	6.3%	6.1%	**0.0%**	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Graduates and TxCHSE	90.6%	90.2%	**100.0%**	*	100.0%	100.0%	-	-	-	*	100.0%	100.0%	*
Graduates, TxCHSE, and Continuers	93.7%	93.9%	**100.0%**	*	100.0%	100.0%	-	-	-	*	100.0%	100.0%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	92.1%	92.2%	**100.0%**	*	100.0%	100.0%	-	-	-	*	100.0%	100.0%	*
Received TxCHSE	0.4%	0.4%	**0.0%**	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Continued HS	1.0%	1.2%	**0.0%**	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Dropped Out	6.5%	6.2%	**0.0%**	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Graduates and TxCHSE	92.6%	92.6%	**100.0%**	*	100.0%	100.0%	-	-	-	*	100.0%	100.0%	*
Graduates, TxCHSE, and Continuers	93.5%	93.8%	**100.0%**	*	100.0%	100.0%	-	-	-	*	100.0%	100.0%	*

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022													
Graduated	91.8%	92.1%	**98.6%**	-	100.0%	98.2%	*	-	-	*	87.5%	97.1%	*
Received TxCHSE	0.4%	0.4%	**0.0%**	-	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Continued HS	1.0%	1.1%	**0.0%**	-	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Dropped Out	6.8%	6.4%	**1.4%**	-	0.0%	1.8%	*	-	-	*	12.5%	2.9%	*
Graduates and TxCHSE	92.2%	92.5%	**98.6%**	-	100.0%	98.2%	*	-	-	*	87.5%	97.1%	*
Graduates, TxCHSE, and Continuers	93.2%	93.6%	**98.6%**	-	100.0%	98.2%	*	-	-	*	87.5%	97.1%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	92.2%	92.5%	**98.6%**	-	100.0%	98.2%	*	-	-	*	87.5%	97.1%	*
Received TxCHSE	0.5%	0.5%	**0.0%**	-	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Continued HS	0.5%	0.7%	**0.0%**	-	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Dropped Out	6.8%	6.3%	**1.4%**	-	0.0%	1.8%	*	-	-	*	12.5%	2.9%	*
Graduates and TxCHSE	92.7%	93.0%	**98.6%**	-	100.0%	98.2%	*	-	-	*	87.5%	97.1%	*
Graduates, TxCHSE, and Continuers	93.2%	93.7%	**98.6%**	-	100.0%	98.2%	*	-	-	*	87.5%	97.1%	*
Class of 2021													
Graduated	92.7%	93.4%	**98.7%**	-	100.0%	98.5%	-	-	-	-	100.0%	96.8%	-
Received TxCHSE	0.5%	0.5%	**0.0%**	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	-
Continued HS	0.5%	0.6%	**0.0%**	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	-
Dropped Out	6.3%	5.6%	**1.3%**	-	0.0%	1.5%	-	-	-	-	0.0%	3.2%	-
Graduates and TxCHSE	93.2%	93.9%	**98.7%**	-	100.0%	98.5%	-	-	-	-	100.0%	96.8%	-
Graduates, TxCHSE, and Continuers	93.7%	94.4%	**98.7%**	-	100.0%	98.5%	-	-	-	-	100.0%	96.8%	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2024	90.7%	90.5%	**97.3%**	-	100.0%	96.8%	*	-	-	*	100.0%	96.9%	*
Class of 2023	90.3%	89.9%	**100.0%**	*	100.0%	100.0%	-	-	-	*	100.0%	100.0%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2024	44.9%	70.0%	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2023	72.3%	20.0%	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2024	11.0%	3.2%	**11.0%**	-	30.0%	8.3%	*	-	-	*	75.0%	16.1%	*
Class of 2023	4.3%	2.6%	**20.0%**	*	15.4%	22.6%	-	-	-	*	71.4%	31.4%	*
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2024	78.5%	83.7%	**89.0%**	-	70.0%	91.7%	*	-	-	*	25.0%	83.9%	*
Class of 2023	84.3%	83.1%	**77.5%**	*	76.9%	75.8%	-	-	-	*	28.6%	62.9%	*
Texas First-DLA Graduates (Longitudinal Rate)													

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2024	0.1%	0.0%	**0.0%**	-	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Class of 2023	0.0%	0.0%	**0.0%**	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	89.5%	86.9%	**100.0%**	-	100.0%	100.0%	*	-	-	*	100.0%	100.0%	*
Class of 2023	88.6%	85.7%	**97.5%**	*	92.3%	98.4%	-	-	-	*	100.0%	94.3%	*
RHSP/DAP Graduates (Annual Rate)													
2023-24	24.6%	63.6%	**-**	-	-	-	-	-	-	-	-	-	-
2022-23	38.4%	14.3%	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2023-24	11.0%	3.2%	**10.8%**	-	27.3%	8.3%	*	-	-	*	75.0%	15.6%	*
2022-23	4.4%	2.6%	**19.2%**	*	10.0%	22.4%	-	-	-	*	66.7%	32.3%	*
FHSP-DLA Graduates (Annual Rate)													
2023-24	76.9%	81.6%	**89.2%**	-	72.7%	91.7%	*	-	-	*	25.0%	84.4%	*
2022-23	82.5%	81.2%	**79.5%**	*	90.0%	75.9%	-	-	-	*	33.3%	64.5%	*
Texas First-DLA Graduates (Annual Rate)													
2023-24	0.1%	0.1%	**0.0%**	-	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
2022-23	0.1%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2023-24	87.8%	84.8%	**100.0%**	-	100.0%	100.0%	*	-	-	*	100.0%	100.0%	*
2022-23	86.8%	83.8%	**98.6%**	*	100.0%	98.3%	-	-	-	*	100.0%	96.8%	*

	District Count	District Percent	State Count	State Percent
Graduates (2023-24 Annual Graduates)				
Total Graduates	74	100.0%	382,023	100.0%
By Ethnicity:				
African American	0	0.0%	48,064	12.6%
Hispanic	11	14.9%	200,942	52.6%
White	60	81.1%	101,714	26.6%
American Indian	1	1.4%	1,231	0.3%
Asian	0	0.0%	19,746	5.2%
Pacific Islander	0	0.0%	606	0.2%
Two or More Races	2	2.7%	9,720	2.5%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	309	0.1%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	101	0.0%
Foundation H.S. Program (No Endorsement)	0	0.0%	46,183	12.1%
Foundation H.S. Program (Endorsement)	8	10.8%	42,042	11.0%
Foundation H.S. Program (DLA)	66	89.2%	293,032	76.7%
Texas First Early H.S. Completion Program (Texas First-DLA)	0	0.0%	356	0.1%
Special Education Graduates	8	10.8%	35,935	9.4%
Economically Disadvantaged Graduates	32	43.2%	211,984	55.5%
Emergent Bilingual (EB)/English Learner (EL) Graduates	3	4.1%	56,967	14.9%
At-Risk Graduates	11	14.9%	173,035	45.3%
CTE Completers	46	62.2%	127,800	33.5%

Academic Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2023-24	81.8%	79.8%	**98.6%**	-	90.9%	100.0%	*	-	-	*	100.0%	96.9%	*
2022-23	76.3%	73.7%	**100.0%**	*	100.0%	100.0%	-	-	-	*	100.0%	100.0%	*
College Ready Graduates													
College Ready (Annual Graduates)													
2023-24	70.0%	68.4%	**81.1%**	-	63.6%	83.3%	*	-	-	*	100.0%	75.0%	*
2022-23	61.9%	60.1%	**93.2%**	*	100.0%	93.1%	-	-	-	*	100.0%	96.8%	*
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2023-24	69.5%	70.7%	**74.3%**	-	45.5%	78.3%	*	-	-	*	50.0%	59.4%	*
2022-23	62.8%	64.9%	**93.2%**	*	100.0%	93.1%	-	-	-	*	83.3%	93.5%	*
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2023-24	63.2%	63.5%	**77.0%**	-	72.7%	76.7%	*	-	-	*	75.0%	75.0%	*
2022-23	54.3%	54.5%	**86.3%**	*	100.0%	82.8%	-	-	-	*	66.7%	77.4%	*
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2023-24	57.4%	58.5%	**66.2%**	-	36.4%	70.0%	*	-	-	*	50.0%	56.3%	*
2022-23	48.4%	49.2%	**82.2%**	*	100.0%	79.3%	-	-	-	*	66.7%	77.4%	*
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2023-24	21.0%	20.5%	**5.4%**	-	9.1%	5.0%	*	-	-	*	0.0%	6.3%	*
2022-23	20.4%	20.2%	**4.1%**	*	0.0%	3.4%	-	-	-	*	0.0%	3.2%	*
Associate Degree (Annual Graduates)													
2023-24	3.1%	1.6%	**2.7%**	-	0.0%	3.3%	*	-	-	*	0.0%	0.0%	*
2022-23	2.5%	1.4%	**6.8%**	*	0.0%	8.6%	-	-	-	*	0.0%	3.2%	*
Dual Course Credits in Any Subject (Annual Graduates)													
2023-24	25.1%	18.8%	**33.8%**	-	18.2%	35.0%	*	-	-	*	0.0%	25.0%	*
2022-23	23.6%	17.9%	**63.0%**	*	60.0%	69.0%	-	-	-	*	50.0%	71.0%	*
Onramps Course Credits (Annual Graduates)													
2023-24	5.7%	7.5%	**0.0%**	-	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
2022-23	4.8%	6.6%	**0.0%**	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2023-24	6.0%	4.9%	**10.8%**	-	18.2%	10.0%	*	-	-	*	100.0%	12.5%	*
2022-23	5.6%	4.4%	**8.2%**	*	30.0%	5.2%	-	-	-	*	100.0%	19.4%	*
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2023-24	38.1%	34.0%	**81.1%**	-	54.5%	85.0%	*	-	-	*	62.5%	68.8%	*

Academic Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2022-23	36.4%	31.8%	**71.2%**	*	70.0%	72.4%	-	-	-	*	50.0%	67.7%	*
Approved Industry-Based Certification (Annual Graduates)													
2023-24	34.9%	31.0%	**78.4%**	-	54.5%	81.7%	*	-	-	*	37.5%	65.6%	*
2022-23	33.4%	28.6%	**71.2%**	*	70.0%	72.4%	-	-	-	*	50.0%	67.7%	*
Graduates with Level I or Level II Certificate (Annual Graduates)													
2023-24	1.1%	0.3%	**9.5%**	-	18.2%	8.3%	*	-	-	*	12.5%	12.5%	*
2022-23	0.8%	0.3%	**5.5%**	*	20.0%	3.4%	-	-	-	*	33.3%	12.9%	*
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2023-24	2.7%	2.8%	**2.7%**	-	0.0%	3.3%	*	-	-	*	25.0%	3.1%	*
2022-23	2.7%	3.1%	**1.4%**	*	0.0%	1.7%	-	-	-	*	16.7%	3.2%	*
U.S. Armed Forces Enlistment (Annual Graduates)													
2023-24	0.7%	0.5%	**0.0%**	-	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
2022-23	0.6%	0.5%	**0.0%**	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*

- Indicates there are no students in the group.
* Indicates results are masked due to small numbers to protect student confidentiality.
? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

	Academic Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2023-24	20.1%	17.2%	**45.9%**	-	18.2%	48.3%	*	-	-	*	12.5%	37.5%	*
	2022-23	21.0%	17.5%	**65.8%**	*	40.0%	69.0%	-	-	-	*	16.7%	54.8%	*
Mathematics	2023-24	21.3%	16.5%	**45.9%**	-	18.2%	48.3%	*	-	-	*	0.0%	43.8%	*
	2022-23	19.9%	15.5%	**52.1%**	*	50.0%	51.7%	-	-	-	*	0.0%	35.5%	*
Both Subjects	2023-24	12.7%	9.4%	**39.2%**	-	9.1%	41.7%	*	-	-	*	0.0%	34.4%	*
	2022-23	12.5%	9.4%	**47.9%**	*	40.0%	48.3%	-	-	-	*	0.0%	35.5%	*
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2023-24	26.6%	26.9%	**29.7%**	-	27.3%	31.7%	*	-	-	*	50.0%	25.0%	*
	2022-23	18.2%	19.3%	**34.2%**	*	60.0%	31.0%	-	-	-	*	83.3%	45.2%	*
Mathematics	2023-24	29.5%	31.9%	**47.3%**	-	63.6%	46.7%	*	-	-	*	75.0%	53.1%	*
	2022-23	20.2%	22.5%	**49.3%**	*	60.0%	46.6%	-	-	-	*	66.7%	45.2%	*
Both Subjects	2023-24	20.2%	22.1%	**28.4%**	-	27.3%	30.0%	*	-	-	*	50.0%	25.0%	*
	2022-23	12.5%	13.5%	**26.0%**	*	60.0%	20.7%	-	-	-	*	66.7%	32.3%	*
AP/IB-Results (Participation) (Grades 11-12)														
All Subjects	2024	25.7%	23.9%	**8.9%**	*	13.6%	8.3%	*	-	-	*	0.0%	6.5%	*
	2023	24.2%	22.9%	**5.8%**	*	0.0%	5.3%	*	-	-	*	0.0%	4.5%	0.0%
English Language Arts	2024	14.6%	12.6%	**7.6%**	*	4.5%	8.3%	*	-	-	*	0.0%	3.2%	*
	2023	13.8%	12.5%	**5.1%**	*	0.0%	4.6%	*	-	-	*	0.0%	3.0%	0.0%
Mathematics	2024	9.6%	8.3%	**0.0%**	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
	2023	7.4%	6.6%	**0.0%**	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
Science	2024	10.9%	10.3%	**0.0%**	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
	2023	10.3%	9.9%	**0.0%**	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
Social Studies	2024	13.7%	13.3%	**0.0%**	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
	2023	13.1%	12.9%	**0.0%**	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2024	56.9%	63.0%	**28.6%**	-	*	27.3%	-	-	-	-	-	*	-
	2023	53.3%	57.4%	**33.3%**	*	-	28.6%	-	-	-	-	-	*	-
English Language Arts	2024	48.8%	58.0%	**25.0%**	-	*	27.3%	-	-	-	-	-	*	-
	2023	52.3%	61.0%	**25.0%**	*	-	16.7%	-	-	-	-	-	*	-
Mathematics	2024	53.4%	61.8%	**-**	-	-	-	-	-	-	-	-	-	-
	2023	50.1%	54.9%	**-**	-	-	-	-	-	-	-	-	-	-
Science	2024	46.1%	50.4%	**-**	-	-	-	-	-	-	-	-	-	-
	2023	44.8%	49.2%	**-**	-	-	-	-	-	-	-	-	-	-

	Academic Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2024	56.8%	66.2%	**-**	-	-	-	-	-	-	-	-	-	-
	2023	42.0%	48.7%	**-**	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2023-24	79.1%	78.4%	**43.2%**	-	27.3%	45.0%	*	-	-	*	12.5%	34.4%	*
	2022-23	79.3%	80.5%	**39.7%**	*	40.0%	41.4%	-	-	-	*	16.7%	35.5%	*
At/Above Criterion for All Examinees	2023-24	28.8%	31.8%	**50.0%**	-	*	51.9%	-	-	-	*	*	18.2%	*
	2022-23	28.9%	31.4%	**34.5%**	*	*	37.5%	-	-	-	-	*	27.3%	-
Average SAT Score (Annual Graduates)														
All Subjects	2023-24	975	984	**1030**	-	*	1043	-	-	-	*	*	931	*
	2022-23	978	989	**1036**	1140	1055	1028	-	-	-	-	720	1047	-
English Language Arts and Writing	2023-24	496	501	**518**	-	*	524	-	-	-	*	*	477	*
	2022-23	497	503	**527**	630	510	525	-	-	-	-	360	533	-
Mathematics	2023-24	479	483	**512**	-	*	519	-	-	-	*	*	454	*
	2022-23	482	485	**509**	510	545	503	-	-	-	-	360	515	-
Average ACT Score (Annual Graduates)														
All Subjects	2023-24	19.3	20.0	**22.0**	-	-	22.0	-	-	-	-	-	-	-
	2022-23	19.2	18.6	**18.0**	-	-	18.0	-	-	-	-	-	-	-
English Language Arts	2023-24	19.0	19.8	**21.2**	-	-	21.2	-	-	-	-	-	-	-
	2022-23	18.8	18.3	**17.0**	-	-	17.0	-	-	-	-	-	-	-
Mathematics	2023-24	19.0	19.6	**22.4**	-	-	22.4	-	-	-	-	-	-	-
	2022-23	18.9	18.5	**17.0**	-	-	17.0	-	-	-	-	-	-	-
Science	2023-24	19.6	20.3	**22.6**	-	-	22.6	-	-	-	-	-	-	-
	2022-23	19.5	18.9	**20.0**	-	-	20.0	-	-	-	-	-	-	-

- Indicates there are no students in the group.
* Indicates results are masked due to small numbers to protect student confidentiality.
? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.
n/a Indicates data reporting is not applicable for this group.

2024-25 Other Postsecondary Indicators (TAPR)

MILLSAP ISD (184904) - PARKER COUNTY

	Academic Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2023-24	45.7%	43.4%	**35.9%**	*	29.5%	36.8%	*	*	-	37.5%	23.3%	31.9%	*
	2022-23	45.4%	42.0%	**69.0%**	*	66.0%	69.7%	*	*	*	*	66.7%	67.2%	71.4%
English Language Arts	2023-24	17.8%	15.7%	**11.3%**	*	7.1%	11.8%	*	*	-	12.5%	2.3%	6.5%	*
	2022-23	17.4%	14.9%	**13.6%**	*	6.0%	14.4%	*	*	-	*	2.8%	10.8%	0.0%
Mathematics	2023-24	19.4%	17.5%	**21.4%**	*	11.9%	22.4%	*	*	-	37.5%	11.9%	19.6%	*
	2022-23	19.5%	17.3%	**11.6%**	*	18.4%	9.9%	*	*	-	*	13.9%	12.0%	42.9%
Science	2023-24	21.9%	21.0%	**18.1%**	*	15.0%	18.7%	*	*	-	12.5%	14.6%	21.0%	*
	2022-23	21.5%	20.6%	**53.5%**	*	48.9%	53.9%	*	*	-	*	63.9%	52.8%	71.4%
Social Studies	2023-24	24.5%	24.4%	**8.1%**	*	0.0%	9.8%	*	-	-	0.0%	0.0%	4.9%	*
	2022-23	24.0%	23.6%	**8.3%**	*	0.0%	9.6%	*	*	*	*	0.0%	4.7%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2022-23	***	***	***	***	***	***	***	***	***	***	***	***	***
	2021-22	47.6%	42.5%	**44.6%**	-	50.0%	44.6%	0.0%	-	-	33.3%	0.0%	34.3%	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2022-23	***	***	***	***	***	***	***	***	***	***	***	***	***
	2021-22	53.6%	56.4%	**63.0%**	-	20.0%	71.4%	-	-	-	100.0%	-	55.6%	-

- Indicates there are no students in the group.
* Indicates results are masked due to small numbers to protect student confidentiality.
? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.
*** TX IHE data not yet available.

	Membership				Enrollment			
	District		State		District		State	
Student Information	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Total Students	**1,081**	**100.0%**	**5,530,499**	**100.0%**	**1,083**	**100.0%**	**5,544,255**	**100.0%**
Students by Grade								
Early Childhood Education	5	0.5%	18,464	0.3%	7	0.6%	26,099	0.5%
Pre-Kindergarten	48	4.4%	249,407	4.5%	48	4.4%	249,875	4.5%
Pre-Kindergarten: 3-year Old	0	0.0%	43,727	0.8%	0	0.0%	43,914	0.8%
Pre-Kindergarten: 4-year Old	48	4.4%	205,680	3.7%	48	4.4%	205,961	3.7%
Kindergarten	80	7.4%	359,286	6.5%	80	7.4%	359,871	6.5%
Grade 1	78	7.2%	377,900	6.8%	78	7.2%	378,335	6.8%
Grade 2	77	7.1%	389,823	7.0%	77	7.1%	390,170	7.0%
Grade 3	78	7.2%	406,424	7.3%	78	7.2%	406,747	7.3%
Grade 4	82	7.6%	405,454	7.3%	82	7.6%	405,715	7.3%
Grade 5	81	7.5%	404,900	7.3%	81	7.5%	405,128	7.3%
Grade 6	82	7.6%	404,802	7.3%	82	7.6%	404,988	7.3%
Grade 7	91	8.4%	407,375	7.4%	91	8.4%	407,512	7.4%
Grade 8	78	7.2%	410,722	7.4%	78	7.2%	410,871	7.4%
Grade 9	77	7.1%	459,854	8.3%	77	7.1%	460,045	8.3%
Grade 10	70	6.5%	439,300	7.9%	70	6.5%	439,519	7.9%
Grade 11	76	7.0%	410,245	7.4%	76	7.0%	410,503	7.4%
Grade 12	78	7.2%	386,543	7.0%	78	7.2%	388,877	7.0%
Ethnic Distribution								
African American	6	0.6%	706,216	12.8%	6	0.6%	707,648	12.8%
Hispanic	185	17.1%	2,961,084	53.5%	185	17.1%	2,967,187	53.5%
White	836	77.3%	1,347,596	24.4%	838	77.4%	1,352,852	24.4%
American Indian	2	0.2%	18,175	0.3%	2	0.2%	18,224	0.3%
Asian	4	0.4%	307,983	5.6%	4	0.4%	308,431	5.6%
Pacific Islander	4	0.4%	8,729	0.2%	4	0.4%	8,744	0.2%
Two or More Races	44	4.1%	180,716	3.3%	44	4.1%	181,169	3.3%
Sex								
Female	505	46.7%	2,702,798	48.9%	505	46.6%	2,707,618	48.8%
Male	576	53.3%	2,827,701	51.1%	578	53.4%	2,836,637	51.2%
Other Student Cohorts								
Economically Disadvantaged	451	41.7%	3,346,090	60.5%	452	41.7%	3,349,612	60.4%
Non-Educationally Disadvantaged	630	58.3%	2,184,409	39.5%	631	58.3%	2,194,643	39.6%
Section 504 Students	110	10.2%	375,297	6.8%	110	10.2%	375,601	6.8%
EB Students/EL	38	3.5%	1,343,669	24.3%	38	3.5%	1,345,042	24.3%
Students w/ Disciplinary Placements (2023-24)	34	2.9%	122,515	2.1%				
Students w/ Dyslexia	117	10.8%	356,584	6.4%	117	10.8%	356,830	6.4%

	Membership				Enrollment			
	District		State		District		State	
Student Information	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Foster Care	2	0.2%	11,656	0.2%	2	0.2%	11,713	0.2%
Homeless	34	3.1%	77,954	1.4%	35	3.2%	78,060	1.4%
Immigrant	10	0.9%	193,676	3.5%	10	0.9%	193,831	3.5%
Migrant	0	0.0%	13,377	0.2%	0	0.0%	13,426	0.2%
Title I	780	72.2%	3,683,060	66.6%	782	72.2%	3,689,382	66.5%
Military Connected	105	9.7%	229,259	4.1%	105	9.7%	229,370	4.1%
At-Risk	332	30.7%	2,960,262	53.5%	333	30.7%	2,963,913	53.5%
Students by Instructional Program								
Bilingual/ESL Education	42	3.9%	1,344,546	24.3%	42	3.9%	1,345,594	24.3%
Career and Technical Education	279	25.8%	1,531,679	27.7%	-	-	-	-
Career and Technical Education (9-12 grades only)	279	92.7%	1,254,694	74.0%	-	-	-	-
Gifted and Talented Education	68	6.3%	483,301	8.7%	68	6.3%	483,373	8.7%
Special Education	187	17.3%	846,876	15.3%	188	17.4%	856,651	15.5%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	**187**		**843,012**					
Students with Intellectual Disabilities	112	59.9%	407,120	48.3%				
Students with Physical Disabilities	26	13.9%	143,568	17.0%				
Students with Autism	**	**	141,526	16.8%				
Students with Behavioral Disabilities	29	15.5%	137,182	16.3%				
Students with Non-Categorical Early Childhood	*	*	13,616	1.6%				
Mobility (2023-24)								
Total Mobile Students	**131**	**12.7%**	**882,523**	**16.4%**				
African American	4	0.4%	180,657	3.3%				
Hispanic	34	3.3%	481,794	8.9%				
White	89	8.6%	157,650	2.9%				
American Indian	0	0.0%	3,546	0.1%				
Asian	0	0.0%	27,084	0.5%				
Pacific Islander	0	0.0%	1,905	0.0%				
Two or More Races	4	0.4%	29,887	0.6%				
Special Ed Students who are Mobile	13	7.1%	149,136	17.3%				
Count and Percent of EB Students/EL who are Mobile	9	22.5%	233,506	17.9%				
Count and Percent of Econ Dis Students who are Mobile	70	15.7%	645,101	19.0%				
Student Attrition (2023-24)								
Total Student Attrition	**117**	**13.5%**	**765,408**	**18.0%**				

	Non-Special Education Rates		Special Education Rates	
Student Information	District	State	District	State
Retention Rates by Grade				
Kindergarten	1.5%	1.3%	25.0%	3.6%
Grade 1	0.0%	1.9%	12.5%	3.0%
Grade 2	1.5%	1.1%	7.1%	1.4%
Grade 3	0.0%	0.6%	0.0%	0.6%
Grade 4	1.7%	0.4%	0.0%	0.4%
Grade 5	0.0%	0.3%	0.0%	0.4%
Grade 6	0.0%	0.3%	0.0%	0.4%
Grade 7	0.0%	0.4%	0.0%	0.5%
Grade 8	0.0%	0.4%	0.0%	0.5%
Grade 9	0.0%	7.3%	0.0%	11.0%

	District		State	
	Count	Percent	Count	Percent
Data Quality				
Underreported Students	0	0.0%	11,417	0.4%

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

Class Size Information	District	State
Elementary		
Kindergarten	20.5	18.9
Grade 1	21.0	19.2
Grade 2	19.8	19.4
Grade 3	21.4	20.1
Grade 4	21.7	20.0
Grade 5	19.7	21.3
Grade 6	19.0	19.8
Secondary		
English/Language Arts	10.6	16.4
Foreign Languages	7.7	18.9
Mathematics	10.7	17.8
Science	10.5	18.9
Social Studies	11.5	18.9

	District		State	
Staff Information	**Count**	**Percent**	**Count**	**Percent**
Total Staff	**167.0**	**100.0%**	**764,857.7**	**100.0%**
Professional Staff	98.8	59.2%	487,682.3	63.8%
Teachers	81.3	48.7%	369,689.2	48.3%
Professional Support	8.6	5.1%	82,751.4	10.8%
Campus Administration (School Leadership)	6.0	3.6%	25,687.5	3.4%
Central Administration	3.0	1.8%	9,554.2	1.2%
Educational Aides	26.4	15.8%	81,972.7	10.7%
Auxiliary Staff	41.8	25.0%	195,202.8	25.5%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	4,125.0	n/a
Part-time Librarians	0.0	n/a	583.0	n/a
Full-time Counselors	2.0	n/a	13,704.0	n/a
Part-time Counselors	1.0	n/a	1,298.0	n/a
Total Minority Staff	**12.0**	**7.2%**	**423,307.3**	**55.3%**
Teachers by Ethnicity				
African American	1.9	2.3%	47,165.6	12.8%
Hispanic	3.8	4.7%	114,597.9	31.0%
White	73.7	90.7%	193,115.3	52.2%
American Indian	0.0	0.0%	1,235.8	0.3%
Asian	0.0	0.0%	8,295.0	2.2%
Pacific Islander	0.0	0.0%	466.9	0.1%
Two or More Races	1.9	2.3%	4,812.6	1.3%
Teachers by Sex				
Males	20.0	24.6%	90,958.2	24.6%
Females	61.3	75.4%	278,731.0	75.4%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	8,698.9	2.4%
Bachelors	70.5	86.7%	264,052.9	71.4%
Masters	9.8	12.1%	93,864.5	25.4%
Doctorate	0.9	1.2%	3,072.9	0.8%
Teachers by Years of Experience				
Beginning Teachers	2.7	3.3%	26,999.3	7.3%
1-5 Years Experience	16.1	19.8%	104,446.4	28.3%
6-10 Years Experience	16.6	20.4%	72,857.4	19.7%
11-20 Years Experience	27.1	33.3%	101,940.9	27.6%
21-30 Years Experience	11.7	14.4%	52,207.3	14.1%
Over 30 Years Experience	7.1	8.8%	11,237.9	3.0%
Number of Students per Teacher	13.3	n/a	15.0	n/a

Staff Information	District	State
Experience of Campus Leadership		
Average Years Experience of Principals	3.7	6.0
Average Years Experience of Principals with District	2.0	5.1
Average Years Experience of Assistant Principals	1.7	5.1
Average Years Experience of Assistant Principals with District	1.7	4.3
Average Years Experience of Teachers	13.6	11.2
Average Years Experience of Teachers with District	5.2	7.0
Average Teacher Salary by Years of Experience (regular duties only)		
Beginning Teachers	$48,856	$55,689
1-5 Years Experience	$50,454	$59,266
6-10 Years Experience	$55,257	$62,607
11-20 Years Experience	$64,117	$66,353
21-30 Years Experience	$76,207	$70,976
Over 30 Years Experience	$70,278	$75,042
Average Actual Salaries (regular duties only)		
Teachers	$61,378	$63,751
Professional Support	$69,404	$75,909
Campus Administration (School Leadership)	$79,613	$88,786
Central Administration	$128,084	$118,447
Instructional Staff Percent	63.7%	64.8%
Turnover Rate for Teachers	21.8%	18.8%
Staff Exclusions		
Shared Services Arrangement Staff: Professional Staff	0.0	1,167.5
Educational Aides	0.0	197.4
Auxiliary Staff	0.0	398.6
Contracted Instructional Staff	0.0	1,637.7

	District		State	
Designation	Headcount	Average Payout	Headcount	Average Payout
Teacher Incentive Allotment				
Recognized	-	-	12,718	$5,567
Exemplary	-	-	16,951	$11,062
Master	-	-	10,103	$20,910

	District		State	
Program Information	**Count**	**Percent**	**Count**	**Percent**
Teachers by Program (population served)				
Bilingual/ESL Education	0.0	0.0%	23,158.4	6.3%
Career and Technical Education	5.6	6.9%	20,492.0	5.5%
Compensatory Education	3.4	4.1%	9,612.7	2.6%
Gifted and Talented Education	0.0	0.0%	5,840.0	1.6%
Regular Education	60.0	73.8%	255,127.2	69.0%
Special Education	7.5	9.3%	42,195.7	11.4%
Other	4.8	5.9%	13,272.1	3.6%

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

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

2023-24 Texas Academic Performance Report (TAPR)

District Name: MILLSAP ISD

Campus Name: MILLSAP EL

Campus Number: 184904101

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2024	74%	67%	**67%**	-	71%	66%	-	-	-	*	33%	*	64%	74%	55%	*
	2023	76%	74%	**74%**	*	46%	78%	-	-	*	*	65%	*	70%	79%	65%	*
At Meets Grade Level or Above	2024	48%	35%	**35%**	-	29%	34%	-	-	-	*	0%	*	33%	39%	36%	*
	2023	50%	42%	**42%**	*	15%	50%	-	-	*	*	35%	*	40%	45%	30%	*
At Masters Grade Level	2024	21%	11%	**11%**	-	14%	10%	-	-	-	*	0%	*	16%	0%	12%	*
	2023	20%	9%	**9%**	*	8%	9%	-	-	*	*	0%	*	9%	10%	5%	*
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2024	70%	57%	**57%**	-	43%	58%	-	-	-	*	40%	*	50%	74%	55%	*
	2023	73%	71%	**71%**	*	69%	69%	-	-	*	*	65%	*	66%	79%	63%	*
At Meets Grade Level or Above	2024	42%	32%	**32%**	-	29%	31%	-	-	-	*	7%	*	31%	35%	33%	*
	2023	45%	37%	**37%**	*	8%	40%	-	-	*	*	53%	*	43%	28%	28%	*
At Masters Grade Level	2024	15%	9%	**9%**	-	29%	4%	-	-	-	*	0%	*	10%	4%	15%	*
	2023	19%	11%	**11%**	*	0%	14%	-	-	*	*	6%	*	15%	3%	10%	*
Grade 4 Reading																	
At Approaches Grade Level or Above	2024	81%	82%	**82%**	*	69%	83%	-	-	*	*	67%	*	77%	88%	82%	*
	2023	77%	76%	**76%**	*	60%	78%	-	-	-	-	47%	*	76%	77%	70%	*
At Meets Grade Level or Above	2024	51%	52%	**52%**	*	38%	55%	-	-	*	*	39%	*	48%	58%	38%	*
	2023	48%	47%	**47%**	*	20%	51%	-	-	-	-	20%	*	40%	58%	41%	*
At Masters Grade Level	2024	23%	18%	**18%**	*	8%	22%	-	-	*	*	11%	*	16%	21%	9%	*
	2023	22%	21%	**21%**	*	0%	23%	-	-	-	-	13%	*	18%	26%	19%	*
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2024	69%	61%	**61%**	*	54%	62%	-	-	*	*	50%	*	59%	64%	53%	*
	2023	71%	68%	**68%**	*	50%	71%	-	-	-	-	33%	*	64%	74%	59%	*
At Meets Grade Level or Above	2024	46%	32%	**32%**	*	15%	38%	-	-	*	*	33%	*	32%	33%	29%	*
	2023	48%	45%	**45%**	*	10%	49%	-	-	-	-	27%	*	42%	48%	41%	*
At Masters Grade Level	2024	21%	6%	**6%**	*	0%	9%	-	-	*	*	6%	*	9%	3%	6%	*
	2023	22%	20%	**20%**	*	0%	23%	-	-	-	-	7%	*	13%	29%	22%	*
Grade 5 Reading																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2024	79%	74%	**74%**	*	58%	77%	-	-	-	-	43%	100%	73%	77%	66%	*
	2023	81%	90%	**90%**	*	88%	90%	-	*	-	*	50%	100%	92%	86%	88%	80%
At Meets Grade Level or Above	2024	55%	49%	**49%**	*	33%	52%	-	-	-	-	21%	67%	55%	38%	43%	*
	2023	57%	63%	**63%**	*	63%	62%	-	*	-	*	40%	57%	62%	64%	55%	60%
At Masters Grade Level	2024	29%	18%	**18%**	*	0%	22%	-	-	-	-	0%	17%	18%	19%	11%	*
	2023	28%	33%	**33%**	*	38%	30%	-	*	-	*	0%	0%	29%	39%	30%	40%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2024	77%	86%	**86%**	*	64%	89%	-	-	-	-	64%	100%	84%	88%	74%	*
	2023	80%	94%	**94%**	*	100%	93%	-	*	-	*	80%	100%	92%	96%	90%	100%
At Meets Grade Level or Above	2024	50%	64%	**64%**	*	36%	69%	-	-	-	-	36%	100%	67%	60%	53%	*
	2023	51%	64%	**64%**	*	75%	62%	-	*	-	*	50%	100%	63%	64%	58%	60%
At Masters Grade Level	2024	19%	20%	**20%**	*	0%	23%	-	-	-	-	14%	33%	20%	20%	12%	*
	2023	21%	14%	**14%**	*	0%	13%	-	*	-	*	0%	0%	15%	11%	10%	20%
Grade 5 Science																	
At Approaches Grade Level or Above	2024	58%	61%	**61%**	*	17%	68%	-	-	-	-	29%	100%	60%	62%	51%	*
	2023	65%	70%	**70%**	*	50%	71%	-	*	-	*	60%	71%	73%	64%	65%	20%
At Meets Grade Level or Above	2024	28%	26%	**26%**	*	0%	32%	-	-	-	-	7%	60%	24%	31%	29%	*
	2023	36%	38%	**38%**	*	38%	36%	-	*	-	*	30%	29%	38%	36%	30%	20%
At Masters Grade Level	2024	11%	9%	**9%**	*	0%	11%	-	-	-	-	0%	40%	10%	8%	9%	*
	2023	16%	15%	**15%**	*	25%	13%	-	*	-	*	10%	14%	17%	11%	10%	20%
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	79%	**69%**	100%	53%	71%	-	-	*	71%	47%	88%	66%	75%	62%	33%
	2023	76%	83%	**78%**	100%	64%	79%	-	*	*	100%	56%	91%	77%	79%	72%	52%
At Meets Grade Level or Above	2024	48%	52%	**41%**	40%	25%	44%	-	-	*	57%	21%	68%	41%	42%	37%	6%
	2023	49%	54%	**48%**	100%	29%	50%	-	*	*	22%	36%	58%	47%	49%	40%	35%
At Masters Grade Level	2024	20%	18%	**13%**	0%	5%	14%	-	-	*	21%	5%	20%	14%	11%	11%	6%
	2023	20%	20%	**17%**	57%	9%	18%	-	*	*	0%	5%	12%	17%	19%	15%	22%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	78%	**74%**	*	66%	75%	-	-	*	86%	49%	90%	71%	80%	68%	38%
	2023	77%	83%	**80%**	*	61%	82%	-	*	*	*	55%	100%	80%	81%	74%	56%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2024	54%	54%	**45%**	*	34%	46%	-	-	*	71%	21%	70%	44%	46%	39%	13%
	2023	53%	57%	**51%**	*	29%	55%	-	*	*	*	31%	54%	48%	56%	42%	44%
At Masters Grade Level	2024	22%	18%	**16%**	*	6%	18%	-	-	*	14%	4%	10%	16%	15%	11%	13%
	2023	20%	21%	**21%**	*	13%	21%	-	*	*	*	5%	15%	19%	25%	18%	33%
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	79%	**68%**	*	55%	69%	-	-	*	57%	51%	80%	64%	74%	60%	38%
	2023	75%	83%	**78%**	*	71%	78%	-	*	*	*	57%	92%	75%	83%	71%	67%
At Meets Grade Level or Above	2024	43%	49%	**43%**	*	26%	46%	-	-	*	43%	26%	70%	43%	42%	39%	0%
	2023	45%	54%	**49%**	*	26%	51%	-	*	*	*	43%	77%	50%	47%	42%	33%
At Masters Grade Level	2024	17%	17%	**12%**	*	6%	12%	-	-	*	29%	6%	20%	13%	9%	11%	0%
	2023	19%	20%	**15%**	*	0%	17%	-	*	*	*	5%	8%	15%	15%	14%	11%
All Grades Science																	
At Approaches Grade Level or Above	2024	75%	76%	**61%**	*	17%	68%	-	-	-	-	29%	100%	60%	62%	51%	*
	2023	77%	85%	**70%**	*	50%	71%	-	*	-	*	60%	71%	73%	64%	65%	20%
At Meets Grade Level or Above	2024	43%	46%	**26%**	*	0%	32%	-	-	-	-	7%	60%	24%	31%	29%	*
	2023	47%	55%	**38%**	*	38%	36%	-	*	-	*	30%	29%	38%	36%	30%	20%
At Masters Grade Level	2024	16%	14%	**9%**	*	0%	11%	-	-	-	-	0%	40%	10%	8%	9%	*
	2023	18%	21%	**15%**	*	25%	13%	-	*	-	*	10%	14%	17%	11%	10%	20%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2024	35%	25%	**25%**	-	29%	23%	-	-	-	*	0%	*	28%	17%	30%	*
	2023	37%	24%	**24%**	*	0%	29%	-	-	*	*	35%	*	26%	21%	13%	*
Reading and Mathematics Including EOC	2024	35%	25%	**25%**	-	29%	23%	-	-	-	*	0%	*	28%	17%	30%	*
	2023	37%	24%	**24%**	*	0%	29%	-	-	*	*	35%	*	26%	21%	13%	*
Reading Including EOC	2024	48%	35%	**35%**	-	29%	34%	-	-	-	*	0%	*	33%	39%	36%	*
	2023	50%	42%	**42%**	*	15%	50%	-	-	*	*	35%	*	40%	45%	30%	*
Math Including EOC	2024	42%	32%	**32%**	-	29%	31%	-	-	-	*	7%	*	31%	35%	33%	*
	2023	45%	37%	**37%**	*	8%	40%	-	-	*	*	53%	*	43%	28%	28%	*
4th Graders																	
Reading and Mathematics	2024	38%	30%	**30%**	*	15%	34%	-	-	*	*	28%	*	27%	33%	26%	*
	2023	38%	39%	**39%**	*	10%	43%	-	-	-	-	20%	*	33%	48%	35%	*

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2024	38%	30%	**30%**	*	15%	34%	-	-	*	*	28%	*	27%	33%	26%	*
	2023	38%	39%	**39%**	*	10%	43%	-	-	-	-	20%	*	33%	48%	35%	*
Reading Including EOC	2024	51%	52%	**52%**	*	38%	55%	-	-	*	*	39%	*	48%	58%	38%	*
	2023	48%	47%	**47%**	*	20%	51%	-	-	-	-	20%	*	40%	58%	41%	*
Math Including EOC	2024	46%	32%	**32%**	*	15%	38%	-	-	*	*	33%	*	32%	33%	29%	*
	2023	48%	45%	**45%**	*	10%	49%	-	-	-	-	27%	*	42%	48%	41%	*
5th Graders																	
Reading and Mathematics	2024	42%	45%	**45%**	*	27%	47%	-	-	-	-	14%	67%	51%	32%	38%	*
	2023	43%	46%	**46%**	*	50%	45%	-	*	-	*	30%	57%	46%	46%	40%	40%
Reading and Mathematics Including EOC	2024	42%	45%	**45%**	*	27%	47%	-	-	-	-	14%	67%	51%	32%	38%	*
	2023	43%	46%	**46%**	*	50%	45%	-	*	-	*	30%	57%	46%	46%	40%	40%
Reading Including EOC	2024	55%	49%	**49%**	*	33%	52%	-	-	-	-	21%	67%	55%	38%	43%	*
	2023	57%	63%	**63%**	*	63%	62%	-	*	-	*	40%	57%	62%	64%	55%	60%
Math Including EOC	2024	51%	64%	**64%**	*	36%	69%	-	-	-	-	36%	100%	67%	60%	53%	*
	2023	51%	64%	**64%**	*	75%	62%	-	*	-	*	50%	100%	63%	64%	58%	60%
3rd - 8th Graders																	
Reading and Mathematics	2024	36%	38%	**33%**	*	23%	34%	-	-	*	43%	15%	50%	35%	28%	32%	0%
	2023	37%	43%	**37%**	*	16%	40%	-	*	*	*	29%	46%	35%	39%	29%	22%
Reading and Mathematics Including EOC	2024	38%	40%	**33%**	*	23%	34%	-	-	*	43%	15%	50%	35%	28%	32%	0%
	2023	39%	44%	**37%**	*	16%	40%	-	*	*	*	29%	46%	35%	39%	29%	22%
Reading Including EOC	2024	54%	54%	**45%**	*	34%	46%	-	-	*	71%	21%	70%	44%	46%	39%	13%
	2023	53%	55%	**51%**	*	29%	55%	-	*	*	*	31%	54%	48%	56%	42%	44%
Math Including EOC	2024	45%	50%	**43%**	*	26%	46%	-	-	*	43%	26%	70%	43%	42%	39%	0%
	2023	47%	56%	**49%**	*	26%	51%	-	*	*	*	43%	77%	50%	47%	42%	33%

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2024	67%	75%	**75%**	*	85%	73%	-	-	*	*	67%	*	73%	79%	73%	*
	2023	55%	70%	**70%**	*	60%	71%	-	-	-	-	50%	*	69%	71%	76%	*
Grade 4 Mathematics	2024	60%	45%	**45%**	*	38%	48%	-	-	*	*	42%	*	45%	44%	45%	*
	2023	63%	63%	**63%**	*	50%	64%	-	-	-	-	47%	*	62%	63%	61%	*
Grade 5 ELA/Reading	2024	70%	64%	**64%**	*	68%	65%	-	-	-	-	65%	33%	65%	64%	58%	*
	2023	65%	78%	**78%**	*	86%	76%	-	*	-	*	50%	57%	79%	76%	79%	*
Grade 5 Mathematics	2024	65%	80%	**80%**	*	75%	80%	-	-	-	-	88%	83%	83%	71%	77%	*
	2023	71%	85%	**85%**	*	86%	84%	-	*	-	*	89%	86%	87%	80%	84%	*
All Grades Both Subjects	2024	64%	65%	**66%**	*	66%	67%	-	-	*	56%	64%	67%	67%	64%	63%	50%
	2023	64%	68%	**74%**	*	68%	74%	-	*	-	*	56%	73%	75%	72%	75%	70%
All Grades ELA/Reading	2024	67%	67%	**70%**	*	77%	69%	-	-	*	*	66%	56%	68%	73%	65%	*
	2023	63%	69%	**74%**	*	71%	73%	-	*	-	*	50%	64%	74%	73%	77%	80%
All Grades Mathematics	2024	60%	62%	**62%**	*	54%	65%	-	-	*	*	61%	78%	66%	55%	61%	*
	2023	66%	65%	**74%**	*	65%	74%	-	*	-	*	63%	82%	75%	71%	73%	60%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2024	38%	33%	**33%**	-	33%	33%	-	-	-	-	29%	-	38%	20%	40%	*
	2023	33%	39%	**39%**	-	43%	38%	-	-	-	-	13%	*	44%	29%	44%	*
Grade 4 Mathematics	2024	26%	5%	**5%**	-	*	6%	-	-	-	-	0%	*	7%	*	0%	*
	2023	27%	33%	**33%**	-	29%	35%	-	-	-	-	20%	*	39%	22%	33%	*
Grade 5 ELA/Reading	2024	35%	28%	**28%**	-	20%	31%	-	-	-	-	13%	*	9%	57%	20%	*
	2023	37%	69%	**69%**	-	*	67%	-	-	-	-	*	*	70%	67%	70%	-
Grade 5 Mathematics	2024	41%	64%	**64%**	-	40%	71%	-	-	-	-	56%	*	56%	*	46%	*
	2023	48%	84%	**84%**	-	*	81%	-	-	-	*	*	*	83%	86%	80%	*
All Grades Both Subjects	2024	32%	37%	**34%**	-	26%	36%	-	-	-	-	28%	*	30%	45%	29%	17%
	2023	38%	50%	**55%**	-	50%	56%	-	-	-	*	21%	100%	58%	48%	54%	33%
All Grades ELA/Reading	2024	30%	33%	**31%**	-	27%	32%	-	-	-	-	20%	*	25%	42%	30%	*
	2023	35%	46%	**51%**	-	50%	52%	-	-	-	-	9%	*	54%	46%	54%	*
All Grades Mathematics	2024	35%	41%	**37%**	-	25%	39%	-	-	-	-	36%	*	33%	50%	27%	*
	2023	40%	56%	**58%**	-	50%	59%	-	-	-	*	31%	*	61%	50%	55%	*

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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2024	75%	79%	**69%**	-	-	-	-	-	-	33%	33%	-	-	-	71%	33%	-
	2023	76%	83%	**78%**	-	-	-	-	-	-	52%	52%	-	-	-	79%	52%	-
At Meets Grade Level or Above	2024	48%	52%	**41%**	-	-	-	-	-	-	6%	6%	-	-	-	43%	6%	-
	2023	49%	54%	**48%**	-	-	-	-	-	-	35%	35%	-	-	-	49%	35%	-
At Masters Grade Level	2024	20%	18%	**13%**	-	-	-	-	-	-	6%	6%	-	-	-	13%	6%	-
	2023	20%	20%	**17%**	-	-	-	-	-	-	22%	22%	-	-	-	17%	22%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	78%	**74%**	-	-	-	-	-	-	38%	38%	-	-	-	75%	38%	-
	2023	77%	83%	**80%**	-	-	-	-	-	-	56%	56%	-	-	-	81%	56%	-
At Meets Grade Level or Above	2024	54%	54%	**45%**	-	-	-	-	-	-	13%	13%	-	-	-	46%	13%	-
	2023	53%	57%	**51%**	-	-	-	-	-	-	44%	44%	-	-	-	51%	44%	-
At Masters Grade Level	2024	22%	18%	**16%**	-	-	-	-	-	-	13%	13%	-	-	-	16%	13%	-
	2023	20%	21%	**21%**	-	-	-	-	-	-	33%	33%	-	-	-	21%	33%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	79%	**68%**	-	-	-	-	-	-	38%	38%	-	-	-	69%	38%	-
	2023	75%	83%	**78%**	-	-	-	-	-	-	67%	67%	-	-	-	78%	67%	-
At Meets Grade Level or Above	2024	43%	49%	**43%**	-	-	-	-	-	-	0%	0%	-	-	-	44%	0%	-
	2023	45%	54%	**49%**	-	-	-	-	-	-	33%	33%	-	-	-	49%	33%	-
At Masters Grade Level	2024	17%	17%	**12%**	-	-	-	-	-	-	0%	0%	-	-	-	12%	0%	-
	2023	19%	20%	**15%**	-	-	-	-	-	-	11%	11%	-	-	-	15%	11%	-
All Grades Science																		
At Approaches Grade Level or Above	2024	75%	76%	**61%**	-	-	-	-	-	-	*	*	-	-	-	62%	*	-
	2023	77%	85%	**70%**	-	-	-	-	-	-	20%	20%	-	-	-	73%	20%	-
At Meets Grade Level or Above	2024	43%	46%	**26%**	-	-	-	-	-	-	*	*	-	-	-	27%	*	-
	2023	47%	55%	**38%**	-	-	-	-	-	-	20%	20%	-	-	-	39%	20%	-
At Masters Grade Level	2024	16%	14%	**9%**	-	-	-	-	-	-	*	*	-	-	-	9%	*	-
	2023	18%	21%	**15%**	-	-	-	-	-	-	20%	20%	-	-	-	15%	20%	-
School Progress - Annual Growth																		
All Grades Both Subjects	2024	64%	65%	**66%**	-	-	-	-	-	-	50%	50%	-	-	-	66%	50%	-
	2023	64%	68%	**74%**	-	-	-	-	-	-	70%	70%	-	-	-	74%	70%	-
All Grades ELA/Reading	2024	67%	67%	**70%**	-	-	-	-	-	-	*	*	-	-	-	70%	*	-
	2023	63%	69%	**74%**	-	-	-	-	-	-	80%	80%	-	-	-	74%	80%	-

2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

MILLSAP EL (184904101) - MILLSAP ISD - PARKER 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
All Grades Mathematics	2024	60%	62%	**62%**	-	-	-	-	-	-	*	*	-	-	-	62%	*	-
	2023	66%	65%	**74%**	-	-	-	-	-	-	60%	60%	-	-	-	74%	60%	-
School Progress - Accelerated Learning																		
All Grades Both Subjects	2024	32%	37%	**34%**	-	-	-	-	-	-	17%	17%	-	-	-	35%	17%	-
	2023	38%	50%	**55%**	-	-	-	-	-	-	33%	33%	-	-	-	56%	33%	-
All Grades ELA/Reading	2024	30%	33%	**31%**	-	-	-	-	-	-	*	*	-	-	-	33%	*	-
	2023	35%	46%	**51%**	-	-	-	-	-	-	*	*	-	-	-	54%	*	-
All Grades Mathematics	2024	35%	41%	**37%**	-	-	-	-	-	-	*	*	-	-	-	37%	*	-
	2023	40%	56%	**58%**	-	-	-	-	-	-	*	*	-	-	-	58%	*	-

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

\- Indicates there are no students in the group.

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	100%	99%	100%	-	-	*	100%	100%	96%	100%	100%	100%	100%
Included in Accountability	92%	97%	**95%**	100%	94%	96%	-	-	*	88%	96%	96%	96%	93%	96%	82%
Not Included in Accountability: Mobile	4%	3%	**4%**	0%	0%	4%	-	-	*	13%	4%	0%	3%	4%	4%	0%
Not Included in Accountability: Other Exclusions	2%	0%	**1%**	0%	5%	0%	-	-	*	0%	0%	0%	0%	2%	0%	18%
Not Tested	1%	0%	**0%**	0%	1%	0%	-	-	*	0%	0%	4%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	1%	0%	-	-	*	0%	0%	4%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	-	*	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**100%**	*	100%	100%	-	-	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	91%	96%	**95%**	*	89%	96%	-	-	*	88%	96%	100%	97%	91%	95%	67%
Not Included in Accountability: Mobile	4%	3%	**4%**	*	0%	4%	-	-	*	13%	4%	0%	3%	4%	4%	0%
Not Included in Accountability: Other Exclusions	4%	1%	**2%**	*	11%	0%	-	-	*	0%	0%	0%	0%	4%	1%	33%
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%
Mathematics																
Assessment Participant	99%	99%	**100%**	*	97%	100%	-	-	*	100%	100%	100%	100%	99%	99%	100%
Included in Accountability	93%	97%	**96%**	*	97%	96%	-	-	*	88%	96%	100%	97%	94%	95%	100%
Not Included in Accountability: Mobile	5%	3%	**4%**	*	0%	4%	-	-	*	13%	4%	0%	3%	5%	4%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	*	0%	0%	-	-	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	*	3%	0%	-	-	*	0%	0%	0%	0%	1%	1%	0%
Absent	1%	0%	**0%**	*	3%	0%	-	-	*	0%	0%	0%	0%	1%	1%	0%
Other	0%	0%	**0%**	*	0%	0%	-	-	*	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**99%**	*	100%	99%	-	-	-	-	100%	83%	98%	100%	100%	*
Included in Accountability	93%	96%	**95%**	*	100%	94%	-	-	-	-	93%	83%	94%	96%	97%	*
Not Included in Accountability: Mobile	4%	3%	**4%**	*	0%	4%	-	-	-	-	7%	0%	4%	4%	3%	*
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	*	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	*
Not Tested	1%	1%	**1%**	*	0%	1%	-	-	-	-	0%	17%	2%	0%	0%	*

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	0%	**1%**	*	0%	1%	-	-	-	-	0%	17%	2%	0%	0%	*
Other	0%	0%	**0%**	*	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	*
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	*	*	82%	98%	100%	100%	99%	99%	100%
Included in Accountability	93%	96%	**98%**	100%	100%	98%	-	*	*	82%	96%	92%	100%	94%	98%	100%
Not Included in Accountability: Mobile	4%	3%	**2%**	0%	0%	2%	-	*	*	0%	2%	8%	0%	5%	1%	0%
Not Included in Accountability: Other Exclusions	2%	0%	**0%**	0%	0%	0%	-	*	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	*	*	18%	2%	0%	0%	1%	1%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	*	*	9%	1%	0%	0%	0%	0%	0%
Other	0%	1%	**0%**	0%	0%	0%	-	*	*	9%	1%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**100%**	*	100%	100%	-	*	*	80%	98%	100%	100%	99%	99%	100%
Included in Accountability	92%	96%	**97%**	*	100%	98%	-	*	*	80%	95%	93%	100%	94%	98%	100%
Not Included in Accountability: Mobile	4%	3%	**2%**	*	0%	2%	-	*	*	0%	2%	7%	0%	5%	2%	0%
Not Included in Accountability: Other Exclusions	3%	1%	**0%**	*	0%	0%	-	*	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	*	0%	0%	-	*	*	20%	2%	0%	0%	1%	1%	0%
Absent	1%	0%	**0%**	*	0%	0%	-	*	*	20%	2%	0%	0%	1%	1%	0%
Other	0%	0%	**0%**	*	0%	0%	-	*	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	*	100%	100%	-	*	*	*	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	96%	**98%**	*	100%	98%	-	*	*	*	98%	93%	100%	95%	98%	100%
Not Included in Accountability: Mobile	5%	3%	**2%**	*	0%	2%	-	*	*	*	2%	7%	0%	5%	2%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	*	0%	0%	-	*	*	*	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	*	0%	0%	-	*	*	*	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	*	0%	0%	-	*	*	*	0%	0%	0%	0%	0%	0%
Other	0%	1%	**0%**	*	0%	0%	-	*	*	*	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	97%	**99%**	*	100%	100%	-	*	-	*	91%	100%	100%	97%	98%	100%
Included in Accountability	93%	95%	**98%**	*	100%	99%	-	*	-	*	91%	88%	100%	93%	98%	100%
Not Included in Accountability: Mobile	4%	2%	**1%**	*	0%	1%	-	*	-	*	0%	13%	0%	3%	0%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Not Tested	1%	3%	**1%**	*	0%	0%	-	*	-	*	9%	0%	0%	3%	2%	0%
Absent	1%	0%	**0%**	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Other	0%	3%	**1%**	*	0%	0%	-	*	-	*	9%	0%	0%	3%	2%	0%

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

- Indicates there are no students in the group.

2023-24 Attendance, Graduation, and Dropout Rates (TAPR)

MILLSAP EL (184904101) - MILLSAP ISD - PARKER COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2022-23	93.3%	95.5%	**95.5%**	*	94.8%	95.6%	*	*	*	96.3%	95.8%	94.9%	96.8%
2021-22	92.2%	94.0%	**94.0%**	95.8%	93.5%	94.0%	*	*	*	93.9%	94.3%	93.4%	95.8%
Chronic Absenteeism													
2022-23	20.3%	9.7%	**7.1%**	0.0%	10.8%	6.8%	*	*	*	0.0%	3.8%	9.0%	0.0%
2021-22	25.7%	17.5%	**14.8%**	25.0%	10.4%	15.6%	*	*	*	15.4%	13.2%	19.3%	0.0%
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2021-22	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2021-22	2.2%	0.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022													
Graduated	89.7%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	98.6%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	98.6%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.2%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	92.2%	98.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	98.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	98.7%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	98.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	98.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.7%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	100.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	89.7%	98.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2023	4.3%	20.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	3.7%	8.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2023	84.3%	77.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	84.3%	80.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	88.6%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	88.0%	88.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	19.2%	-	-	-	-	-	-	-	-	-	-	-
2021-22	3.9%	8.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	79.5%	-	-	-	-	-	-	-	-	-	-	-
2021-22	82.3%	78.4%	-	-	-	-	-	-	-	-	-	-	-
Texas First DLA Graduates (Annual Rate)													
2022-23	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2022-23	86.8%	98.6%	-	-	-	-	-	-	-	-	-	-	-
2021-22	86.0%	86.5%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2022-23 Annual Graduates)				
Total Graduates	-	-	73	377,367
By Ethnicity:				
African American	-	-	4	46,822
Hispanic	-	-	10	197,333
White	-	-	58	103,009
American Indian	-	-	0	1,181
Asian	-	-	0	19,151
Pacific Islander	-	-	0	574
Two or More Races	-	-	1	9,297
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	270
Foundation H.S. Program (No Endorsement)	-	-	1	49,278
Foundation H.S. Program (Endorsement)	-	-	14	16,475
Foundation H.S. Program (DLA)	-	-	58	310,689
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	0	222
Special Education Graduates	-	-	6	34,589
Economically Disadvantaged Graduates	-	-	31	206,367
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	4	50,229
At-Risk Graduates	-	-	18	168,430
CTE Completers	-	-	33	116,959

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	**527**	**100.0%**	**1,100**	**5,517,464**	**527**	**100.0%**	**1,100**	**5,531,236**
Students by Grade								
Early Childhood Education	2	0.4%	0.2%	0.3%	2	0.4%	0.2%	0.5%
Pre-Kindergarten	56	10.6%	5.1%	4.5%	56	10.6%	5.1%	4.5%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.8%	0	0.0%	0.0%	0.8%
Pre-Kindergarten: 4-year Old	56	10.6%	5.1%	3.7%	56	10.6%	5.1%	3.7%
Kindergarten	78	14.8%	7.1%	6.5%	78	14.8%	7.1%	6.5%
Grade 1	70	13.3%	6.4%	7.0%	70	13.3%	6.4%	7.0%
Grade 2	80	15.2%	7.3%	7.3%	80	15.2%	7.3%	7.3%
Grade 3	84	15.9%	7.6%	7.2%	84	15.9%	7.6%	7.2%
Grade 4	79	15.0%	7.2%	7.2%	79	15.0%	7.2%	7.2%
Grade 5	78	14.8%	7.1%	7.2%	78	14.8%	7.1%	7.2%
Ethnic Distribution								
African American	2	0.4%	0.5%	12.8%	2	0.4%	0.5%	12.8%
Hispanic	95	18.0%	16.6%	53.2%	95	18.0%	16.6%	53.2%
White	408	77.4%	78.8%	25.0%	408	77.4%	78.8%	25.0%
American Indian	1	0.2%	0.4%	0.3%	1	0.2%	0.4%	0.3%
Asian	1	0.2%	0.3%	5.4%	1	0.2%	0.3%	5.4%
Pacific Islander	2	0.4%	0.4%	0.2%	2	0.4%	0.4%	0.2%
Two or More Races	18	3.4%	3.0%	3.1%	18	3.4%	3.0%	3.1%
Sex								
Female	242	45.9%	46.4%	48.9%	242	45.9%	46.4%	48.8%
Male	285	54.1%	53.6%	51.1%	285	54.1%	53.6%	51.2%
Other Student Cohorts								
Economically Disadvantaged	245	46.5%	43.8%	62.3%	245	46.5%	43.8%	62.2%
Non-Educationally Disadvantaged	282	53.5%	56.2%	37.7%	282	53.5%	56.2%	37.8%
Section 504 Students	36	6.8%	12.0%	7.2%	36	6.8%	12.0%	7.2%
EB Students/EL	23	4.4%	3.5%	24.4%	23	4.4%	3.5%	24.3%
Students w/ Disciplinary Placements (2022-23)	0	0.0%	1.9%	1.9%				
Students w/ Dyslexia	37	7.0%	9.6%	6.0%	37	7.0%	9.6%	6.0%
Foster Care	1	0.2%	0.5%	0.2%	1	0.2%	0.5%	0.2%
Homeless	15	2.8%	1.4%	1.4%	15	2.8%	1.4%	1.4%
Immigrant	7	1.3%	0.7%	2.9%	7	1.3%	0.7%	2.9%
Migrant	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Title I	527	100.0%	70.7%	65.7%	527	100.0%	70.7%	65.7%
Military Connected	27	5.1%	9.5%	3.9%	27	5.1%	9.5%	3.9%
At-Risk	205	38.9%	27.5%	53.2%	205	38.9%	27.5%	53.2%

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students by Instructional Program								
Bilingual/ESL Education	23	4.4%	3.5%	24.5%	23	4.4%	3.5%	24.4%
Career and Technical Education	0	0.0%	32.4%	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	87.6%	73.3%	-	-	-	-
Gifted and Talented Education	34	6.5%	6.5%	8.5%	34	6.5%	6.5%	8.5%
Special Education	74	14.0%	15.2%	13.9%	74	14.0%	15.2%	14.0%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	**74**							
Students with Intellectual Disabilities	32	43.2%	54.5%	45.7%				
Students with Physical Disabilities	23	31.1%	17.4%	18.9%				
Students with Autism	**	**	**	16.2%				
Students with Behavioral Disabilities	10	13.5%	18.0%	17.6%				
Students with Non-Categorical Early Childhood	*	*	*	1.7%				
Mobility (2022-23)								
Total Mobile Students	**41**	**9.4%**	**10.5%**	**16.1%**				
African American	0	0.0%	0.2%	3.4%				
Hispanic	10	2.3%	2.3%	8.5%				
White	31	7.1%	7.8%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.5%				
Pacific Islander	0	0.0%	0.2%	0.0%				
Two or More Races	0	0.0%	0.1%	0.5%				
Special Ed Students who are Mobile	11	13.9%	15.0%	17.6%				
Count and Percent of EB Students/EL who are Mobile	0	0.0%	3.1%	16.3%				
Count and Percent of Econ Dis Students who are Mobile	22	10.0%	10.0%	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	**59**	**13.2%**	**12.8%**	**18.1%**				

	Non-Special Education Rates			Special Education Rates		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade						
Kindergarten	4.7%	4.7%	1.3%	0.0%	0.0%	3.9%
Grade 1	3.1%	3.1%	2.1%	0.0%	0.0%	3.3%
Grade 2	5.5%	5.5%	1.3%	0.0%	0.0%	1.6%
Grade 3	0.0%	0.0%	0.7%	0.0%	0.0%	0.7%

	Non-Special Education Rates			Special Education Rates		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Grade 4	1.8%	1.8%	0.4%	0.0%	0.0%	0.5%
Grade 5	0.0%	0.0%	0.2%	0.0%	0.0%	0.3%

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

Class Size Information	Campus	District	State
Elementary			
Kindergarten	19.5	19.5	18.4
Grade 1	17.5	17.5	18.8
Grade 2	20.0	20.0	19.1
Grade 3	21.0	21.0	19.4
Grade 4	19.8	19.8	19.4
Grade 5	19.4	19.4	20.9

	Campus			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	**54.4**	**100.0%**	**100.0%**	**100.0%**
Professional Staff	39.5	72.6%	59.9%	63.9%
Teachers	32.6	59.9%	48.5%	48.3%
Professional Support	4.9	9.0%	6.6%	11.1%
Campus Administration (School Leadership)	2.0	3.7%	3.0%	3.3%
Educational Aides	14.9	27.4%	15.5%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	0.0	4,187.0
Part-time Librarians	0.0	n/a	0.0	651.0
Full-time Counselors	1.0	n/a	4.0	13,870.0
Part-time Counselors	0.0	n/a	0.0	1,172.0
Total Minority Staff	**3.8**	**7.0%**	**6.3%**	**54.4%**
Teachers by Ethnicity				
African American	0.0	0.0%	1.2%	12.6%
Hispanic	1.9	5.8%	3.5%	30.1%
White	29.8	91.3%	93.1%	53.4%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	2.1%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.9	2.9%	2.3%	1.3%
Teachers by Sex				
Males	0.9	2.9%	25.4%	24.5%
Females	31.7	97.1%	74.6%	75.5%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	0.0%	2.5%
Bachelors	29.8	91.3%	82.6%	71.7%
Masters	2.8	8.7%	16.3%	24.9%
Doctorate	0.0	0.0%	1.1%	0.8%
Teachers by Years of Experience				
Beginning Teachers	2.8	8.7%	11.5%	8.7%
1-5 Years Experience	7.6	23.2%	21.1%	27.4%
6-10 Years Experience	7.6	23.2%	18.5%	20.2%
11-20 Years Experience	8.5	26.1%	32.4%	27.1%
21-30 Years Experience	6.1	18.7%	12.6%	13.7%
Over 30 Years Experience	0.0	0.0%	4.0%	3.0%
Number of Students per Teacher	16.2	n/a	13.4	14.7

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	2.0	3.3	6.0
Average Years Experience of Principals with District	2.0	1.7	5.1
Average Years Experience of Assistant Principals	2.0	2.0	5.1
Average Years Experience of Assistant Principals with District	2.0	2.0	4.3
Average Years Experience of Teachers	10.7	11.3	11.1
Average Years Experience of Teachers with District	5.5	4.8	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	$49,219	$52,164	$54,272
1-5 Years Experience	$49,581	$50,030	$58,185
6-10 Years Experience	$53,537	$54,253	$61,494
11-20 Years Experience	$60,253	$63,325	$65,219
21-30 Years Experience	$68,615	$71,808	$69,723
Over 30 Years Experience	-	$71,295	$74,014
Average Actual Salaries (regular duties only)			
Teachers	$56,816	$58,943	$62,474
Professional Support	$57,773	$67,120	$73,783
Campus Administration (School Leadership)	$76,950	$82,297	$86,738
Instructional Staff Percent	n/a	62.8%	65.0%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,970.1

	Campus			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served)				
Bilingual/ESL Education	0.0	0.0%	0.0%	6.0%
Career and Technical Education	0.0	0.0%	9.3%	5.5%
Compensatory Education	5.3	16.3%	8.2%	3.1%
Gifted and Talented Education	0.0	0.0%	0.0%	1.6%
Regular Education	25.6	78.4%	68.3%	69.8%
Special Education	1.7	5.3%	8.0%	10.3%
Other	0.0	0.0%	6.2%	3.7%

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

Link to: PEIMS Financial Standard Reports 2022-23 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

2023-24 Texas Academic Performance Report (TAPR)

District Name: MILLSAP ISD

Campus Name: MILLSAP MIDDLE

Campus Number: 184904041

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 6 Reading																	
At Approaches Grade Level or Above	2024	77%	85%	**85%**	*	100%	84%	-	*	-	*	54%	100%	87%	83%	87%	100%
	2023	77%	81%	**81%**	-	92%	78%	*	-	*	*	47%	*	78%	87%	76%	100%
At Meets Grade Level or Above	2024	57%	67%	**67%**	*	73%	67%	-	*	-	*	23%	100%	70%	63%	63%	80%
	2023	52%	51%	**51%**	-	38%	52%	*	-	*	*	20%	*	49%	57%	41%	33%
At Masters Grade Level	2024	26%	19%	**19%**	*	18%	19%	-	*	-	*	8%	0%	20%	17%	11%	0%
	2023	22%	25%	**25%**	-	15%	28%	*	-	*	*	13%	*	20%	35%	16%	17%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2024	72%	85%	**85%**	*	100%	85%	-	*	-	*	31%	86%	87%	83%	76%	100%
	2023	75%	81%	**81%**	-	77%	81%	*	-	*	*	60%	*	82%	78%	73%	67%
At Meets Grade Level or Above	2024	39%	45%	**45%**	*	45%	45%	-	*	-	*	8%	43%	44%	46%	32%	20%
	2023	40%	44%	**44%**	-	23%	48%	*	-	*	*	27%	*	43%	48%	38%	17%
At Masters Grade Level	2024	14%	12%	**12%**	*	18%	11%	-	*	-	*	0%	0%	13%	11%	5%	20%
	2023	16%	18%	**18%**	-	8%	20%	*	-	*	*	13%	*	14%	26%	8%	0%
Grade 7 Reading																	
At Approaches Grade Level or Above	2024	74%	77%	**77%**	-	85%	77%	*	-	*	*	44%	*	74%	81%	69%	100%
	2023	78%	81%	**81%**	-	80%	83%	*	-	-	*	61%	*	84%	75%	74%	-
At Meets Grade Level or Above	2024	54%	50%	**50%**	-	46%	52%	*	-	*	*	11%	*	45%	59%	40%	67%
	2023	55%	55%	**55%**	-	50%	56%	*	-	-	*	33%	*	49%	64%	49%	-
At Masters Grade Level	2024	29%	20%	**20%**	-	15%	23%	*	-	*	*	0%	*	15%	30%	17%	17%
	2023	27%	19%	**19%**	-	10%	21%	*	-	-	*	17%	*	16%	25%	14%	-
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2024	56%	86%	**86%**	-	77%	89%	*	-	*	*	78%	*	87%	85%	77%	83%
	2023	63%	88%	**88%**	-	90%	89%	*	-	-	*	56%	*	88%	89%	91%	-
At Meets Grade Level or Above	2024	34%	57%	**57%**	-	38%	59%	*	-	*	*	33%	*	57%	56%	49%	33%
	2023	37%	68%	**68%**	-	40%	73%	*	-	-	*	39%	*	67%	68%	60%	-
At Masters Grade Level	2024	11%	23%	**23%**	-	8%	25%	*	-	*	*	6%	*	26%	19%	14%	17%
	2023	11%	35%	**35%**	-	20%	37%	*	-	-	*	6%	*	31%	43%	29%	-
Grade 8 Reading																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2024	81%	91%	**91%**	-	89%	92%	-	-	-	*	65%	*	96%	81%	100%	-
	2023	83%	93%	**93%**	*	83%	96%	-	-	-	80%	67%	*	93%	93%	90%	*
At Meets Grade Level or Above	2024	56%	71%	**71%**	-	44%	76%	-	-	-	*	24%	*	71%	71%	69%	-
	2023	58%	72%	**72%**	*	67%	72%	-	-	-	80%	44%	*	71%	73%	69%	*
At Masters Grade Level	2024	29%	34%	**34%**	-	33%	34%	-	-	-	*	12%	*	33%	38%	34%	-
	2023	28%	33%	**33%**	*	17%	35%	-	-	-	60%	22%	*	33%	33%	31%	*
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2024	72%	90%	**90%**	-	100%	90%	-	-	-	*	65%	*	90%	88%	96%	-
	2023	76%	92%	**92%**	*	82%	96%	-	-	-	*	56%	*	92%	93%	89%	*
At Meets Grade Level or Above	2024	43%	66%	**66%**	-	38%	71%	-	-	-	*	29%	*	71%	53%	64%	-
	2023	46%	76%	**76%**	*	55%	82%	-	-	-	*	44%	*	72%	81%	70%	*
At Masters Grade Level	2024	16%	31%	**31%**	-	0%	35%	-	-	-	*	12%	*	29%	35%	16%	-
	2023	17%	32%	**32%**	*	27%	34%	-	-	-	*	22%	*	33%	30%	26%	*
Grade 8 Science																	
At Approaches Grade Level or Above	2024	70%	73%	**73%**	-	33%	80%	-	-	-	*	29%	*	73%	71%	72%	-
	2023	74%	83%	**83%**	*	75%	84%	-	-	-	100%	56%	*	82%	83%	86%	*
At Meets Grade Level or Above	2024	44%	44%	**44%**	-	11%	49%	-	-	-	*	18%	*	47%	38%	38%	-
	2023	47%	40%	**40%**	*	33%	44%	-	-	-	20%	44%	*	42%	37%	38%	*
At Masters Grade Level	2024	17%	4%	**4%**	-	0%	5%	-	-	-	*	6%	*	4%	5%	7%	-
	2023	17%	12%	**12%**	*	0%	14%	-	-	-	20%	22%	*	16%	7%	14%	*
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2024	60%	73%	**73%**	-	56%	76%	-	-	-	*	41%	*	71%	76%	69%	-
	2023	62%	72%	**72%**	*	58%	75%	-	-	-	80%	44%	*	73%	70%	72%	*
At Meets Grade Level or Above	2024	33%	43%	**43%**	-	22%	46%	-	-	-	*	24%	*	39%	52%	28%	-
	2023	33%	27%	**27%**	*	8%	32%	-	-	-	20%	22%	*	27%	27%	21%	*
At Masters Grade Level	2024	17%	13%	**13%**	-	0%	14%	-	-	-	*	18%	*	8%	24%	10%	-
	2023	16%	9%	**9%**	*	0%	11%	-	-	-	20%	11%	*	11%	7%	10%	*
End of Course Algebra I																	
At Approaches Grade Level or Above	2024	81%	88%	**100%**	-	*	100%	-	-	-	-	-	*	100%	*	*	-
	2023	79%	87%	**100%**	-	*	100%	-	-	-	*	-	-	100%	*	*	-

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2024	43%	47%	**100%**	-	*	100%	-	-	-	-	-	*	100%	*	*	-
	2023	43%	49%	**100%**	-	*	100%	-	-	-	*	-	-	100%	*	*	-
At Masters Grade Level	2024	24%	23%	**100%**	-	*	100%	-	-	-	-	-	*	100%	*	*	-
	2023	23%	16%	**78%**	-	*	71%	-	-	-	*	-	-	67%	*	*	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	79%	**83%**	*	81%	84%	*	*	*	63%	52%	94%	84%	82%	81%	95%
	2023	76%	83%	**84%**	*	80%	85%	*	-	*	75%	56%	83%	84%	84%	81%	80%
At Meets Grade Level or Above	2024	48%	52%	**56%**	*	42%	59%	*	*	*	44%	22%	74%	56%	56%	48%	50%
	2023	49%	54%	**55%**	*	39%	58%	*	-	*	47%	33%	39%	53%	57%	48%	30%
At Masters Grade Level	2024	20%	18%	**21%**	*	13%	22%	*	*	*	25%	8%	21%	20%	23%	15%	14%
	2023	20%	20%	**24%**	*	13%	26%	*	-	*	28%	15%	22%	22%	26%	19%	10%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	78%	**85%**	*	91%	84%	*	*	*	67%	54%	100%	86%	82%	84%	100%
	2023	77%	83%	**85%**	*	86%	86%	*	-	*	64%	57%	75%	85%	85%	79%	88%
At Meets Grade Level or Above	2024	54%	54%	**63%**	*	55%	65%	*	*	*	33%	19%	100%	63%	64%	57%	73%
	2023	53%	57%	**59%**	*	51%	60%	*	-	*	64%	31%	50%	56%	65%	51%	38%
At Masters Grade Level	2024	22%	18%	**24%**	*	21%	25%	*	*	*	17%	6%	29%	23%	27%	20%	9%
	2023	20%	21%	**26%**	*	14%	28%	*	-	*	27%	17%	25%	23%	31%	20%	13%
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	79%	**88%**	*	91%	88%	*	*	*	67%	60%	86%	89%	86%	82%	91%
	2023	75%	83%	**88%**	*	83%	89%	*	-	*	73%	57%	88%	87%	88%	84%	75%
At Meets Grade Level or Above	2024	43%	49%	**57%**	*	42%	59%	*	*	*	50%	25%	50%	59%	53%	48%	27%
	2023	45%	54%	**64%**	*	40%	69%	*	-	*	55%	36%	38%	62%	68%	55%	25%
At Masters Grade Level	2024	17%	17%	**24%**	*	12%	26%	*	*	*	33%	6%	21%	25%	23%	15%	18%
	2023	19%	20%	**30%**	*	20%	32%	*	-	*	36%	12%	25%	27%	36%	22%	13%
All Grades Science																	
At Approaches Grade Level or Above	2024	75%	76%	**73%**	-	33%	80%	-	-	-	*	29%	*	73%	71%	72%	-
	2023	77%	85%	**83%**	*	75%	84%	-	-	-	100%	56%	*	82%	83%	86%	*
At Meets Grade Level or Above	2024	43%	46%	**44%**	-	11%	49%	-	-	-	*	18%	*	47%	38%	38%	-
	2023	47%	55%	**40%**	*	33%	44%	-	-	-	20%	44%	*	42%	37%	38%	*

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2024	16%	14%	**4%**	-	0%	5%	-	-	-	*	6%	*	4%	5%	7%	-
	2023	18%	21%	**12%**	*	0%	14%	-	-	-	20%	22%	*	16%	7%	14%	*
All Grades Social Studies																	
At Approaches Grade Level or Above	2024	78%	85%	**73%**	-	56%	76%	-	-	-	*	41%	*	71%	76%	69%	-
	2023	78%	84%	**72%**	*	58%	75%	-	-	-	80%	44%	*	73%	70%	72%	*
At Meets Grade Level or Above	2024	51%	59%	**43%**	-	22%	46%	-	-	-	*	24%	*	39%	52%	28%	-
	2023	52%	41%	**27%**	*	8%	32%	-	-	-	20%	22%	*	27%	27%	21%	*
At Masters Grade Level	2024	27%	25%	**13%**	-	0%	14%	-	-	-	*	18%	*	8%	24%	10%	-
	2023	27%	12%	**9%**	*	0%	11%	-	-	-	20%	11%	*	11%	7%	10%	*
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
6th Graders																	
Reading and Mathematics	2024	36%	42%	**42%**	*	45%	41%	-	*	-	*	8%	43%	44%	37%	32%	20%
	2023	35%	36%	**36%**	-	15%	39%	*	-	*	*	13%	*	35%	39%	30%	17%
Reading and Mathematics Including EOC	2024	36%	42%	**42%**	*	45%	41%	-	*	-	*	8%	43%	44%	37%	32%	20%
	2023	35%	36%	**36%**	-	15%	39%	*	-	*	*	13%	*	35%	39%	30%	17%
Reading Including EOC	2024	57%	67%	**67%**	*	73%	67%	-	*	-	*	23%	100%	70%	63%	63%	80%
	2023	52%	51%	**51%**	-	38%	52%	*	-	*	*	20%	*	49%	57%	41%	33%
Math Including EOC	2024	40%	45%	**45%**	*	45%	45%	-	*	-	*	8%	43%	44%	46%	32%	20%
	2023	40%	44%	**44%**	-	23%	48%	*	-	*	*	27%	*	43%	48%	38%	17%
7th Graders																	
Reading and Mathematics	2024	35%	38%	**38%**	-	31%	39%	*	-	*	*	0%	*	34%	44%	29%	33%
	2023	37%	51%	**51%**	-	30%	54%	*	-	-	*	28%	*	47%	57%	43%	-
Reading and Mathematics Including EOC	2024	36%	38%	**38%**	-	31%	39%	*	-	*	*	0%	*	34%	44%	29%	33%
	2023	38%	51%	**51%**	-	30%	54%	*	-	-	*	28%	*	47%	57%	43%	-
Reading Including EOC	2024	54%	50%	**50%**	-	46%	52%	*	-	*	*	11%	*	45%	59%	40%	67%
	2023	55%	55%	**55%**	-	50%	56%	*	-	-	*	33%	*	49%	64%	49%	-
Math Including EOC	2024	40%	57%	**57%**	-	38%	59%	*	-	*	*	33%	*	57%	56%	49%	33%
	2023	43%	68%	**68%**	-	40%	73%	*	-	-	*	39%	*	67%	68%	60%	-
8th Graders																	
Reading and Mathematics	2024	28%	56%	**56%**	-	13%	63%	-	-	-	*	18%	*	60%	47%	48%	-
	2023	31%	65%	**65%**	*	55%	68%	-	-	-	*	44%	*	64%	67%	59%	*

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2024	41%	63%	**63%**	-	22%	69%	-	-	-	*	18%	*	65%	57%	55%	-
	2023	44%	68%	**68%**	*	58%	70%	-	-	-	80%	44%	*	67%	70%	62%	*
Reading Including EOC	2024	57%	71%	**71%**	-	44%	76%	-	-	-	*	24%	*	71%	71%	69%	-
	2023	58%	72%	**72%**	*	67%	72%	-	-	-	80%	44%	*	71%	73%	69%	*
Math Including EOC	2024	49%	71%	**71%**	-	44%	76%	-	-	-	*	29%	*	76%	62%	69%	-
	2023	51%	79%	**79%**	*	58%	84%	-	-	-	80%	44%	*	76%	83%	72%	*
3rd - 8th Graders																	
Reading and Mathematics	2024	36%	38%	**44%**	*	31%	47%	*	*	*	33%	8%	42%	45%	42%	35%	27%
	2023	37%	43%	**50%**	*	32%	53%	*	-	*	50%	26%	38%	47%	55%	42%	25%
Reading and Mathematics Including EOC	2024	38%	40%	**47%**	*	33%	49%	*	*	*	33%	8%	50%	48%	45%	37%	27%
	2023	39%	44%	**52%**	*	34%	55%	*	-	*	55%	26%	38%	49%	57%	44%	25%
Reading Including EOC	2024	54%	54%	**63%**	*	55%	65%	*	*	*	33%	19%	100%	63%	64%	57%	73%
	2023	53%	55%	**59%**	*	51%	60%	*	-	*	64%	31%	50%	56%	65%	51%	38%
Math Including EOC	2024	45%	50%	**57%**	*	42%	59%	*	*	*	50%	25%	50%	59%	53%	48%	27%
	2023	47%	56%	**64%**	*	40%	69%	*	-	*	55%	36%	38%	62%	68%	55%	25%

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 6 ELA/Reading	2024	61%	62%	**62%**	*	59%	63%	-	*	-	*	41%	100%	58%	70%	60%	40%
	2023	51%	53%	**53%**	-	54%	54%	*	-	*	*	32%	*	53%	52%	42%	67%
Grade 6 Mathematics	2024	48%	49%	**49%**	*	50%	49%	-	*	-	*	18%	43%	45%	54%	37%	20%
	2023	54%	47%	**47%**	-	29%	54%	*	-	*	*	46%	*	44%	54%	40%	25%
Grade 7 ELA/Reading	2024	66%	62%	**62%**	-	75%	63%	*	-	*	*	38%	*	58%	72%	57%	75%
	2023	71%	60%	**60%**	-	75%	57%	*	-	-	*	63%	*	63%	54%	64%	-
Grade 7 Mathematics	2024	49%	80%	**80%**	-	71%	80%	*	-	*	*	91%	*	84%	72%	74%	67%
	2023	56%	69%	**69%**	-	81%	69%	*	-	-	*	50%	*	69%	70%	64%	-
Grade 8 ELA/Reading	2024	69%	93%	**93%**	-	94%	93%	-	-	-	*	81%	*	91%	100%	96%	-
	2023	63%	78%	**78%**	*	75%	80%	-	-	-	80%	50%	*	73%	87%	75%	*
Grade 8 Mathematics	2024	66%	80%	**80%**	-	71%	82%	-	-	-	*	66%	*	79%	83%	77%	-
	2023	74%	77%	**77%**	*	77%	80%	-	-	-	*	44%	*	72%	85%	67%	*
End of Course Algebra I	2024	72%	47%	**100%**	-	*	100%	-	-	-	-	-	*	100%	*	*	-
	2023	76%	52%	**78%**	-	*	71%	-	-	-	*	-	-	67%	*	*	-
All Grades Both Subjects	2024	64%	65%	**70%**	*	69%	71%	*	*	*	70%	59%	75%	69%	73%	66%	52%
	2023	64%	68%	**64%**	*	64%	65%	*	-	*	52%	48%	61%	62%	68%	58%	53%
All Grades ELA/Reading	2024	67%	67%	**72%**	*	74%	73%	*	*	*	70%	55%	100%	69%	78%	70%	59%
	2023	63%	69%	**64%**	*	67%	63%	*	-	*	55%	49%	79%	63%	66%	59%	63%
All Grades Mathematics	2024	60%	62%	**69%**	*	65%	70%	*	*	*	70%	63%	50%	69%	68%	62%	45%
	2023	66%	65%	**65%**	*	61%	67%	*	-	*	50%	47%	43%	61%	71%	57%	44%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 6 ELA/Reading	2024	24%	40%	**40%**	-	*	*	-	-	-	-	*	-	*	*	*	*
	2023	26%	17%	**17%**	-	-	18%	-	-	-	*	0%	*	10%	*	14%	-
Grade 6 Mathematics	2024	27%	*	*	-	-	*	-	-	-	-	*	-	*	*	*	-
	2023	35%	60%	**60%**	-	-	60%	-	-	-	-	*	*	*	*	*	-
Grade 7 ELA/Reading	2024	23%	19%	**19%**	-	*	17%	-	-	*	*	10%	-	17%	*	11%	-
	2023	39%	29%	**29%**	-	*	22%	-	-	-	*	33%	*	40%	*	29%	-
Grade 7 Mathematics	2024	14%	50%	**50%**	-	*	50%	-	-	*	*	67%	*	60%	33%	45%	*
	2023	22%	40%	**40%**	-	-	*	-	-	-	*	*	-	*	*	*	-
Grade 8 ELA/Reading	2024	34%	62%	**62%**	-	*	60%	-	-	-	*	38%	-	78%	*	100%	-
	2023	39%	63%	**63%**	-	60%	*	-	-	-	*	*	-	67%	*	60%	*
Grade 8 Mathematics	2024	44%	67%	**67%**	-	-	75%	-	-	-	*	57%	-	67%	*	*	-
	2023	49%	60%	**60%**	-	*	*	-	-	-	*	*	-	*	67%	60%	*
All Grades Both Subjects	2024	32%	37%	**44%**	-	56%	44%	-	-	*	*	40%	*	46%	41%	47%	*
	2023	38%	50%	**41%**	-	58%	40%	-	-	-	14%	22%	*	42%	39%	45%	*
All Grades ELA/Reading	2024	30%	33%	**38%**	-	60%	35%	-	-	*	*	24%	-	39%	36%	47%	*
	2023	35%	46%	**32%**	-	63%	27%	-	-	-	*	21%	*	35%	25%	32%	*

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
All Grades Mathematics	2024	35%	41%	**52%**	-	*	55%	-	-	*	*	58%	*	56%	45%	47%	*
	2023	40%	56%	**55%**	-	*	62%	-	-	-	*	25%	*	60%	50%	70%	*

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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2024	75%	79%	**83%**	-	-	-	-	-	-	95%	95%	-	-	-	83%	95%	-
	2023	76%	83%	**84%**	-	-	-	-	-	-	80%	80%	-	-	-	84%	80%	-
At Meets Grade Level or Above	2024	48%	52%	**56%**	-	-	-	-	-	-	50%	50%	-	-	-	56%	50%	-
	2023	49%	54%	**55%**	-	-	-	-	-	-	30%	30%	-	-	-	55%	30%	-
At Masters Grade Level	2024	20%	18%	**21%**	-	-	-	-	-	-	14%	14%	-	-	-	21%	14%	-
	2023	20%	20%	**24%**	-	-	-	-	-	-	10%	10%	-	-	-	24%	10%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	78%	**85%**	-	-	-	-	-	-	100%	100%	-	-	-	84%	100%	-
	2023	77%	83%	**85%**	-	-	-	-	-	-	88%	88%	-	-	-	85%	88%	-
At Meets Grade Level or Above	2024	54%	54%	**63%**	-	-	-	-	-	-	73%	73%	-	-	-	63%	73%	-
	2023	53%	57%	**59%**	-	-	-	-	-	-	38%	38%	-	-	-	60%	38%	-
At Masters Grade Level	2024	22%	18%	**24%**	-	-	-	-	-	-	9%	9%	-	-	-	25%	9%	-
	2023	20%	21%	**26%**	-	-	-	-	-	-	13%	13%	-	-	-	26%	13%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	79%	**88%**	-	-	-	-	-	-	91%	91%	-	-	-	87%	91%	-
	2023	75%	83%	**88%**	-	-	-	-	-	-	75%	75%	-	-	-	88%	75%	-
At Meets Grade Level or Above	2024	43%	49%	**57%**	-	-	-	-	-	-	27%	27%	-	-	-	58%	27%	-
	2023	45%	54%	**64%**	-	-	-	-	-	-	25%	25%	-	-	-	65%	25%	-
At Masters Grade Level	2024	17%	17%	**24%**	-	-	-	-	-	-	18%	18%	-	-	-	25%	18%	-
	2023	19%	20%	**30%**	-	-	-	-	-	-	13%	13%	-	-	-	31%	13%	-
All Grades Science																		
At Approaches Grade Level or Above	2024	75%	76%	**73%**	-	-	-	-	-	-	-	-	-	-	-	73%	-	-
	2023	77%	85%	**83%**	-	-	-	-	-	-	*	*	-	-	-	82%	*	-
At Meets Grade Level or Above	2024	43%	46%	**44%**	-	-	-	-	-	-	-	-	-	-	-	44%	-	-
	2023	47%	55%	**40%**	-	-	-	-	-	-	*	*	-	-	-	40%	*	-
At Masters Grade Level	2024	16%	14%	**4%**	-	-	-	-	-	-	-	-	-	-	-	4%	-	-
	2023	18%	21%	**12%**	-	-	-	-	-	-	*	*	-	-	-	12%	*	-
All Grades Social Studies																		
At Approaches Grade Level or Above	2024	78%	85%	**73%**	-	-	-	-	-	-	-	-	-	-	-	73%	-	-
	2023	78%	84%	**72%**	-	-	-	-	-	-	*	*	-	-	-	73%	*	-
At Meets Grade Level or Above	2024	51%	59%	**43%**	-	-	-	-	-	-	-	-	-	-	-	43%	-	-
	2023	52%	41%	**27%**	-	-	-	-	-	-	*	*	-	-	-	27%	*	-

2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

MILLSAP MIDDLE (184904041) - MILLSAP ISD - PARKER 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	2024	27%	25%	**13%**	-	-	-	-	-	-	-	-	-	-	-	13%	-	-
	2023	27%	12%	**9%**	-	-	-	-	-	-	*	*	-	-	-	10%	*	-
School Progress - Annual Growth																		
All Grades Both Subjects	2024	64%	65%	**70%**	-	-	-	-	-	-	52%	52%	-	-	-	71%	52%	-
	2023	64%	68%	**64%**	-	-	-	-	-	-	53%	53%	-	-	-	65%	53%	-
All Grades ELA/Reading	2024	67%	67%	**72%**	-	-	-	-	-	-	59%	59%	-	-	-	73%	59%	-
	2023	63%	69%	**64%**	-	-	-	-	-	-	63%	63%	-	-	-	64%	63%	-
All Grades Mathematics	2024	60%	62%	**69%**	-	-	-	-	-	-	45%	45%	-	-	-	70%	45%	-
	2023	66%	65%	**65%**	-	-	-	-	-	-	44%	44%	-	-	-	65%	44%	-
School Progress - Accelerated Learning																		
All Grades Both Subjects	2024	32%	37%	**44%**	-	-	-	-	-	-	*	*	-	-	-	43%	*	-
	2023	38%	50%	**41%**	-	-	-	-	-	-	*	*	-	-	-	40%	*	-
All Grades ELA/Reading	2024	30%	33%	**38%**	-	-	-	-	-	-	*	*	-	-	-	36%	*	-
	2023	35%	46%	**32%**	-	-	-	-	-	-	*	*	-	-	-	33%	*	-
All Grades Mathematics	2024	35%	41%	**52%**	-	-	-	-	-	-	*	*	-	-	-	52%	*	-
	2023	40%	56%	**55%**	-	-	-	-	-	-	*	*	-	-	-	53%	*	-

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

\- Indicates there are no students in the group.

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

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	0%	**0%**	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	-
Other	0%	0%	**0%**	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	-
Social Studies																
Assessment Participant	99%	100%	**100%**	-	100%	100%	-	-	-	*	100%	*	100%	100%	100%	-
Included in Accountability	94%	99%	**100%**	-	100%	100%	-	-	-	*	100%	*	100%	100%	100%	-
Not Included in Accountability: Mobile	4%	1%	**0%**	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	-
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	-
Not Tested	1%	0%	**0%**	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	-
Absent	1%	0%	**0%**	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	-
Other	0%	0%	**0%**	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	-
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	*	99%	100%	*	-	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	96%	**96%**	*	98%	97%	*	-	*	100%	96%	90%	98%	94%	96%	100%
Not Included in Accountability: Mobile	4%	3%	**3%**	*	1%	3%	*	-	*	0%	4%	10%	2%	6%	4%	0%
Not Included in Accountability: Other Exclusions	2%	0%	**0%**	*	0%	0%	*	-	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	*	1%	0%	*	-	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	*	1%	0%	*	-	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	1%	**0%**	*	0%	0%	*	-	*	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**100%**	*	97%	100%	*	-	*	100%	100%	100%	100%	99%	99%	100%
Included in Accountability	92%	96%	**96%**	*	97%	96%	*	-	*	100%	95%	89%	97%	93%	94%	100%
Not Included in Accountability: Mobile	4%	3%	**4%**	*	0%	4%	*	-	*	0%	5%	11%	3%	6%	5%	0%
Not Included in Accountability: Other Exclusions	3%	1%	**0%**	*	0%	0%	*	-	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	*	3%	0%	*	-	*	0%	0%	0%	0%	1%	1%	0%
Absent	1%	0%	**0%**	*	3%	0%	*	-	*	0%	0%	0%	0%	1%	1%	0%
Other	0%	0%	**0%**	*	0%	0%	*	-	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	*	100%	100%	*	-	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	96%	**96%**	*	97%	96%	*	-	*	100%	95%	89%	97%	93%	94%	100%
Not Included in Accountability: Mobile	5%	3%	**4%**	*	3%	4%	*	-	*	0%	5%	11%	3%	7%	6%	0%

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

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2022-23	93.3%	95.5%	**95.9%**	*	96.3%	95.7%	*	-	*	97.2%	94.8%	95.2%	96.3%
2021-22	92.2%	94.0%	**94.1%**	*	93.6%	94.0%	*	*	-	95.6%	94.5%	93.4%	*
Chronic Absenteeism													
2022-23	20.3%	9.7%	**6.8%**	*	4.9%	6.7%	*	-	*	9.1%	22.2%	11.1%	0.0%
2021-22	25.7%	17.5%	**17.8%**	*	22.0%	18.2%	*	*	-	0.0%	15.4%	23.0%	*
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	0.0%	**0.0%**	*	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
2021-22	0.7%	0.0%	**0.0%**	*	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	*
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2021-22	2.2%	0.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022													
Graduated	89.7%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	98.6%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	98.6%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.2%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	92.2%	98.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	98.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	98.7%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	98.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	98.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.7%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	100.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	89.7%	98.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2023	4.3%	20.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	3.7%	8.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2023	84.3%	77.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	84.3%	80.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	88.6%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	88.0%	88.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	19.2%	-	-	-	-	-	-	-	-	-	-	-
2021-22	3.9%	8.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	79.5%	-	-	-	-	-	-	-	-	-	-	-
2021-22	82.3%	78.4%	-	-	-	-	-	-	-	-	-	-	-
Texas First DLA Graduates (Annual Rate)													
2022-23	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2022-23	86.8%	98.6%	-	-	-	-	-	-	-	-	-	-	-
2021-22	86.0%	86.5%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2022-23 Annual Graduates)				
Total Graduates	-	-	73	377,367
By Ethnicity:				
African American	-	-	4	46,822
Hispanic	-	-	10	197,333
White	-	-	58	103,009
American Indian	-	-	0	1,181
Asian	-	-	0	19,151
Pacific Islander	-	-	0	574
Two or More Races	-	-	1	9,297
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	270
Foundation H.S. Program (No Endorsement)	-	-	1	49,278
Foundation H.S. Program (Endorsement)	-	-	14	16,475
Foundation H.S. Program (DLA)	-	-	58	310,689
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	0	222
Special Education Graduates	-	-	6	34,589
Economically Disadvantaged Graduates	-	-	31	206,367
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	4	50,229
At-Risk Graduates	-	-	18	168,430
CTE Completers	-	-	33	116,959

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	**251**	**100.0%**	**1,100**	**5,517,464**	**251**	**100.0%**	**1,100**	**5,531,236**
Students by Grade								
Grade 6	96	38.2%	8.7%	7.3%	96	38.2%	8.7%	7.2%
Grade 7	76	30.3%	6.9%	7.3%	76	30.3%	6.9%	7.3%
Grade 8	79	31.5%	7.2%	7.5%	79	31.5%	7.2%	7.5%
Ethnic Distribution								
African American	2	0.8%	0.5%	12.8%	2	0.8%	0.5%	12.8%
Hispanic	39	15.5%	16.6%	53.2%	39	15.5%	16.6%	53.2%
White	198	78.9%	78.8%	25.0%	198	78.9%	78.8%	25.0%
American Indian	2	0.8%	0.4%	0.3%	2	0.8%	0.4%	0.3%
Asian	1	0.4%	0.3%	5.4%	1	0.4%	0.3%	5.4%
Pacific Islander	2	0.8%	0.4%	0.2%	2	0.8%	0.4%	0.2%
Two or More Races	7	2.8%	3.0%	3.1%	7	2.8%	3.0%	3.1%
Sex								
Female	114	45.4%	46.4%	48.9%	114	45.4%	46.4%	48.8%
Male	137	54.6%	53.6%	51.1%	137	54.6%	53.6%	51.2%
Other Student Cohorts								
Economically Disadvantaged	113	45.0%	43.8%	62.3%	113	45.0%	43.8%	62.2%
Non-Educationally Disadvantaged	138	55.0%	56.2%	37.7%	138	55.0%	56.2%	37.8%
Section 504 Students	38	15.1%	12.0%	7.2%	38	15.1%	12.0%	7.2%
EB Students/EL	11	4.4%	3.5%	24.4%	11	4.4%	3.5%	24.3%
Students w/ Disciplinary Placements (2022-23)	11	4.3%	1.9%	1.9%				
Students w/ Dyslexia	35	13.9%	9.6%	6.0%	35	13.9%	9.6%	6.0%
Foster Care	3	1.2%	0.5%	0.2%	3	1.2%	0.5%	0.2%
Homeless	0	0.0%	1.4%	1.4%	0	0.0%	1.4%	1.4%
Immigrant	1	0.4%	0.7%	2.9%	1	0.4%	0.7%	2.9%
Migrant	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Title I	251	100.0%	70.7%	65.7%	251	100.0%	70.7%	65.7%
Military Connected	28	11.2%	9.5%	3.9%	28	11.2%	9.5%	3.9%
At-Risk	48	19.1%	27.5%	53.2%	48	19.1%	27.5%	53.2%
Students by Instructional Program								
Bilingual/ESL Education	11	4.4%	3.5%	24.5%	11	4.4%	3.5%	24.4%
Career and Technical Education	74	29.5%	32.4%	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	87.6%	73.3%	-	-	-	-
Gifted and Talented Education	20	8.0%	6.5%	8.5%	20	8.0%	6.5%	8.5%
Special Education	51	20.3%	15.2%	13.9%	51	20.3%	15.2%	14.0%
Students with Disabilities by Type of Primary Disability								

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students with Disabilities	**51**							
Students with Intellectual Disabilities	36	70.6%	54.5%	45.7%				
Students with Physical Disabilities	*	*	17.4%	18.9%				
Students with Autism	*	*	**	16.2%				
Students with Behavioral Disabilities	10	19.6%	18.0%	17.6%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.7%				
Mobility (2022-23)								
Total Mobile Students	**31**	**12.2%**	**10.5%**	**16.1%**				
African American	1	0.4%	0.2%	3.4%				
Hispanic	9	3.5%	2.3%	8.5%				
White	20	7.9%	7.8%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.5%				
Pacific Islander	1	0.4%	0.2%	0.0%				
Two or More Races	0	0.0%	0.1%	0.5%				
Special Ed Students who are Mobile	11	20.4%	15.0%	17.6%				
Count and Percent of EB Students/EL who are Mobile	1	11.1%	3.1%	16.3%				
Count and Percent of Econ Dis Students who are Mobile	13	10.9%	10.0%	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	**22**	**14.0%**	**12.8%**	**18.1%**				

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

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

Class Size Information	Campus	District	State
Elementary			
Grade 6	16.3	16.3	19.2
Secondary			
English/Language Arts	12.3	10.8	16.3
Mathematics	12.3	11.0	17.5
Science	13.8	11.7	18.5
Social Studies	15.2	11.5	18.8

	Campus			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	**28.0**	**100.0%**	**100.0%**	**100.0%**
Professional Staff	22.3	79.7%	59.9%	63.9%
Teachers	19.4	69.4%	48.5%	48.3%
Professional Support	0.9	3.2%	6.6%	11.1%
Campus Administration (School Leadership)	2.0	7.1%	3.0%	3.3%
Educational Aides	5.7	20.3%	15.5%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	0.0	4,187.0
Part-time Librarians	0.0	n/a	0.0	651.0
Full-time Counselors	1.0	n/a	4.0	13,870.0
Part-time Counselors	0.0	n/a	0.0	1,172.0
Total Minority Staff	**0.0**	**0.0%**	**6.3%**	**54.4%**
Teachers by Ethnicity				
African American	0.0	0.0%	1.2%	12.6%
Hispanic	0.0	0.0%	3.5%	30.1%
White	19.4	100.0%	93.1%	53.4%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	2.1%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	2.3%	1.3%
Teachers by Sex				
Males	7.5	38.4%	25.4%	24.5%
Females	12.0	61.6%	74.6%	75.5%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	0.0%	2.5%
Bachelors	16.1	82.9%	82.6%	71.7%
Masters	2.4	12.2%	16.3%	24.9%
Doctorate	0.9	4.9%	1.1%	0.8%
Teachers by Years of Experience				
Beginning Teachers	4.7	24.4%	11.5%	8.7%
1-5 Years Experience	3.7	19.1%	21.1%	27.4%
6-10 Years Experience	2.4	12.2%	18.5%	20.2%
11-20 Years Experience	5.1	26.5%	32.4%	27.1%
21-30 Years Experience	1.6	8.1%	12.6%	13.7%
Over 30 Years Experience	1.9	9.7%	4.0%	3.0%
Number of Students per Teacher	12.9	n/a	13.4	14.7

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	6.0	3.3	6.0
Average Years Experience of Principals with District	1.0	1.7	5.1
Average Years Experience of Assistant Principals	2.0	2.0	5.1
Average Years Experience of Assistant Principals with District	2.0	2.0	4.3
Average Years Experience of Teachers	10.9	11.3	11.1
Average Years Experience of Teachers with District	4.5	4.8	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	$53,679	$52,164	$54,272
1-5 Years Experience	$49,382	$50,030	$58,185
6-10 Years Experience	$53,977	$54,253	$61,494
11-20 Years Experience	$61,989	$63,325	$65,219
21-30 Years Experience	$86,179	$71,808	$69,723
Over 30 Years Experience	$71,203	$71,295	$74,014
Average Actual Salaries (regular duties only)			
Teachers	$59,450	$58,943	$62,474
Professional Support	$72,603	$67,120	$73,783
Campus Administration (School Leadership)	$77,073	$82,297	$86,738
Instructional Staff Percent	n/a	62.8%	65.0%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,970.1

	Campus			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served)				
Bilingual/ESL Education	0.0	0.0%	0.0%	6.0%
Career and Technical Education	0.8	3.9%	9.3%	5.5%
Compensatory Education	0.0	0.0%	8.2%	3.1%
Gifted and Talented Education	0.0	0.0%	0.0%	1.6%
Regular Education	15.3	78.6%	68.3%	69.8%
Special Education	2.7	13.9%	8.0%	10.3%
Other	0.7	3.6%	6.2%	3.7%

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

Link to: PEIMS Financial Standard Reports 2022-23 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

2023-24 Texas Academic Performance Report (TAPR)

District Name: MILLSAP ISD

Campus Name: MILLSAP H S

Campus Number: 184904001

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2024	70%	81%	**81%**	*	73%	83%	-	-	-	60%	57%	-	83%	77%	76%	*
	2023	72%	85%	**85%**	-	100%	82%	-	*	-	*	73%	-	86%	83%	83%	*
At Meets Grade Level or Above	2024	52%	54%	**54%**	*	55%	53%	-	-	-	60%	29%	-	54%	55%	46%	*
	2023	52%	64%	**64%**	-	56%	64%	-	*	-	*	36%	-	70%	50%	50%	*
At Masters Grade Level	2024	16%	15%	**15%**	*	9%	14%	-	-	-	40%	14%	-	11%	23%	14%	*
	2023	13%	21%	**21%**	-	31%	18%	-	*	-	*	18%	-	27%	10%	10%	*
End of Course English II																	
At Approaches Grade Level or Above	2024	75%	71%	**71%**	-	64%	72%	-	-	-	*	21%	*	80%	55%	57%	-
	2023	74%	83%	**83%**	*	86%	83%	-	-	-	-	33%	-	83%	84%	73%	*
At Meets Grade Level or Above	2024	58%	55%	**55%**	-	57%	54%	-	-	-	*	14%	*	62%	41%	34%	-
	2023	54%	60%	**60%**	*	64%	59%	-	-	-	-	22%	-	63%	55%	53%	*
At Masters Grade Level	2024	9%	8%	**8%**	-	14%	6%	-	-	-	*	14%	*	13%	0%	6%	-
	2023	9%	6%	**6%**	*	14%	5%	-	-	-	-	0%	-	8%	3%	5%	*
End of Course Algebra I																	
At Approaches Grade Level or Above	2024	81%	88%	**86%**	*	89%	87%	-	-	-	*	55%	-	89%	82%	80%	*
	2023	79%	87%	**86%**	-	73%	88%	-	*	-	-	73%	-	86%	85%	77%	*
At Meets Grade Level or Above	2024	43%	47%	**38%**	*	33%	38%	-	-	-	*	36%	-	41%	32%	24%	*
	2023	43%	49%	**43%**	-	36%	43%	-	*	-	-	18%	-	53%	26%	45%	*
At Masters Grade Level	2024	24%	23%	**11%**	*	0%	13%	-	-	-	*	18%	-	9%	14%	4%	*
	2023	23%	16%	**9%**	-	18%	7%	-	*	-	-	9%	-	9%	7%	13%	*
End of Course Biology																	
At Approaches Grade Level or Above	2024	91%	96%	**96%**	-	100%	95%	-	-	-	*	100%	*	94%	100%	96%	-
	2023	88%	98%	**98%**	*	100%	98%	-	*	-	*	100%	-	97%	100%	96%	*
At Meets Grade Level or Above	2024	56%	69%	**69%**	-	64%	69%	-	-	-	*	13%	*	68%	71%	52%	-
	2023	56%	79%	**79%**	*	87%	77%	-	*	-	*	50%	-	82%	70%	73%	*
At Masters Grade Level	2024	19%	28%	**28%**	-	27%	28%	-	-	-	*	0%	*	28%	29%	20%	-
	2023	21%	32%	**32%**	*	27%	33%	-	*	-	*	25%	-	32%	30%	31%	*
End of Course U.S. History																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2024	96%	96%	**96%**	*	100%	96%	-	-	-	-	75%	-	94%	100%	93%	-
	2023	94%	96%	**96%**	-	100%	95%	*	-	-	*	100%	*	96%	96%	97%	*
At Meets Grade Level or Above	2024	69%	74%	**74%**	*	67%	75%	-	-	-	-	38%	-	70%	81%	70%	-
	2023	70%	56%	**56%**	-	75%	52%	*	-	-	*	14%	*	56%	57%	50%	*
At Masters Grade Level	2024	37%	36%	**36%**	*	42%	34%	-	-	-	-	0%	-	37%	35%	26%	-
	2023	38%	15%	**15%**	-	13%	14%	*	-	-	*	0%	*	18%	11%	13%	*
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2024	88%	100%	**100%**	-	-	100%	-	-	-	-	-	-	100%	-	*	-
	2023	90%	91%	**91%**	-	*	89%	-	-	-	-	-	-	91%	-	100%	-
At Meets Grade Level or Above	2024	59%	100%	**100%**	-	-	100%	-	-	-	-	-	-	100%	-	*	-
	2023	61%	55%	**55%**	-	*	56%	-	-	-	-	-	-	55%	-	60%	-
At Masters Grade Level	2024	12%	0%	**0%**	-	-	0%	-	-	-	-	-	-	0%	-	*	-
	2023	12%	0%	**0%**	-	*	0%	-	-	-	-	-	-	0%	-	0%	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	79%	**86%**	*	84%	86%	-	-	-	75%	56%	*	88%	82%	79%	*
	2023	76%	83%	**90%**	*	92%	89%	*	*	-	*	76%	*	90%	89%	85%	83%
At Meets Grade Level or Above	2024	48%	52%	**59%**	*	56%	59%	-	-	-	58%	25%	*	60%	56%	45%	*
	2023	49%	54%	**62%**	*	64%	60%	*	*	-	*	30%	*	66%	51%	55%	67%
At Masters Grade Level	2024	20%	18%	**19%**	*	19%	19%	-	-	-	33%	11%	*	19%	20%	13%	*
	2023	20%	20%	**17%**	*	21%	16%	*	*	-	*	12%	*	19%	12%	15%	0%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	78%	**76%**	*	68%	78%	-	-	-	67%	39%	*	81%	67%	67%	*
	2023	77%	83%	**84%**	*	93%	82%	-	*	-	*	55%	-	84%	84%	78%	*
At Meets Grade Level or Above	2024	54%	54%	**54%**	*	56%	53%	-	-	-	67%	21%	*	58%	48%	40%	*
	2023	53%	57%	**62%**	*	60%	62%	-	*	-	*	30%	-	66%	52%	51%	*
At Masters Grade Level	2024	22%	18%	**12%**	*	12%	10%	-	-	-	50%	14%	*	12%	12%	10%	*
	2023	20%	21%	**14%**	*	23%	12%	-	*	-	*	10%	-	17%	7%	8%	*
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	79%	**87%**	*	89%	88%	-	-	-	*	55%	-	90%	82%	81%	*
	2023	75%	83%	**86%**	-	77%	88%	-	*	-	-	73%	-	87%	85%	81%	*

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2024	43%	49%	**42%**	*	33%	44%	-	-	-	*	36%	-	47%	32%	27%	*
	2023	45%	54%	**44%**	-	38%	45%	-	*	-	-	18%	-	54%	26%	47%	*
At Masters Grade Level	2024	17%	17%	**10%**	*	0%	12%	-	-	-	*	18%	-	8%	14%	4%	*
	2023	19%	20%	**7%**	-	15%	6%	-	*	-	-	9%	-	7%	7%	11%	*
All Grades Science																	
At Approaches Grade Level or Above	2024	75%	76%	**96%**	-	100%	95%	-	-	-	*	100%	*	94%	100%	96%	-
	2023	77%	85%	**98%**	*	100%	98%	-	*	-	*	100%	-	97%	100%	96%	*
At Meets Grade Level or Above	2024	43%	46%	**69%**	-	64%	69%	-	-	-	*	13%	*	68%	71%	52%	-
	2023	47%	55%	**79%**	*	87%	77%	-	*	-	*	50%	-	82%	70%	73%	*
At Masters Grade Level	2024	16%	14%	**28%**	-	27%	28%	-	-	-	*	0%	*	28%	29%	20%	-
	2023	18%	21%	**32%**	*	27%	33%	-	*	-	*	25%	-	32%	30%	31%	*
All Grades Social Studies																	
At Approaches Grade Level or Above	2024	78%	85%	**96%**	*	100%	96%	-	-	-	-	75%	-	94%	100%	93%	-
	2023	78%	84%	**96%**	-	100%	95%	*	-	-	*	100%	*	96%	96%	97%	*
At Meets Grade Level or Above	2024	51%	59%	**74%**	*	67%	75%	-	-	-	-	38%	-	70%	81%	70%	-
	2023	52%	41%	**56%**	-	75%	52%	*	-	-	*	14%	*	56%	57%	50%	*
At Masters Grade Level	2024	27%	25%	**36%**	*	42%	34%	-	-	-	-	0%	-	37%	35%	26%	-
	2023	27%	12%	**15%**	-	13%	14%	*	-	-	*	0%	*	18%	11%	13%	*

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
End of Course English I	2024	64%	58%	**58%**	*	50%	61%	-	-	-	40%	44%	-	56%	64%	59%	*
	2023	57%	69%	**69%**	-	85%	65%	-	*	-	*	78%	-	72%	63%	68%	*
End of Course English II	2024	69%	54%	**54%**	-	31%	58%	-	-	-	*	35%	*	57%	48%	46%	-
	2023	74%	75%	**75%**	*	68%	76%	-	-	-	-	33%	-	78%	69%	66%	*
End of Course Algebra I	2024	72%	47%	**37%**	*	43%	36%	-	-	-	*	50%	-	36%	39%	28%	*
	2023	76%	52%	**47%**	-	56%	47%	-	*	-	-	50%	-	49%	44%	68%	*
All Grades Both Subjects	2024	64%	65%	**51%**	*	39%	53%	-	-	-	40%	42%	*	50%	51%	45%	*
	2023	64%	68%	**66%**	*	71%	65%	-	*	-	*	54%	-	68%	61%	67%	*
All Grades ELA/Reading	2024	67%	67%	**56%**	*	38%	59%	-	-	-	50%	39%	*	56%	56%	52%	*
	2023	63%	69%	**72%**	*	76%	71%	-	*	-	*	56%	-	75%	67%	67%	*
All Grades Mathematics	2024	60%	62%	**37%**	*	43%	36%	-	-	-	*	50%	-	36%	39%	28%	*
	2023	66%	65%	**47%**	-	56%	47%	-	*	-	-	50%	-	49%	44%	68%	*
School Progress - Accelerated Learning by Grade and Subject																	
End of Course English I	2024	20%	33%	**33%**	-	*	*	-	-	-	*	*	-	*	*	*	*
	2023	26%	83%	**83%**	-	*	*	-	-	-	-	*	-	*	*	*	-
End of Course English II	2024	29%	22%	**22%**	-	*	25%	-	-	-	-	*	-	40%	*	*	-
	2023	41%	47%	**47%**	-	*	50%	-	-	-	-	14%	-	46%	50%	36%	*
End of Course Algebra I	2024	55%	17%	**17%**	-	*	*	-	-	-	*	*	-	*	*	*	-
	2023	58%	40%	**40%**	-	*	*	-	-	-	-	*	-	*	*	40%	-
All Grades Both Subjects	2024	32%	37%	**24%**	-	*	27%	-	-	-	*	0%	-	27%	20%	27%	*
	2023	38%	50%	**53%**	-	50%	54%	-	-	-	-	38%	-	47%	64%	45%	*
All Grades ELA/Reading	2024	30%	33%	**27%**	-	*	27%	-	-	-	*	0%	-	38%	14%	38%	*
	2023	35%	46%	**56%**	-	60%	55%	-	-	-	-	36%	-	50%	67%	47%	*
All Grades Mathematics	2024	35%	41%	**17%**	-	*	*	-	-	-	*	*	-	*	*	*	-
	2023	40%	56%	**40%**	-	*	*	-	-	-	-	*	-	*	*	40%	-

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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2024	75%	79%	**86%**	-	-	-	-	-	-	*	*	-	-	-	86%	*	*
	2023	76%	83%	**90%**	-	-	-	-	-	-	83%	83%	-	-	-	90%	*	100%
At Meets Grade Level or Above	2024	48%	52%	**59%**	-	-	-	-	-	-	*	*	-	-	-	59%	*	*
	2023	49%	54%	**62%**	-	-	-	-	-	-	67%	67%	-	-	-	61%	*	100%
At Masters Grade Level	2024	20%	18%	**19%**	-	-	-	-	-	-	*	*	-	-	-	19%	*	*
	2023	20%	20%	**17%**	-	-	-	-	-	-	0%	0%	-	-	-	17%	*	33%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	78%	**76%**	-	-	-	-	-	-	*	*	-	-	-	76%	*	-
	2023	77%	83%	**84%**	-	-	-	-	-	-	*	*	-	-	-	84%	*	*
At Meets Grade Level or Above	2024	54%	54%	**54%**	-	-	-	-	-	-	*	*	-	-	-	55%	*	-
	2023	53%	57%	**62%**	-	-	-	-	-	-	*	*	-	-	-	62%	*	*
At Masters Grade Level	2024	22%	18%	**12%**	-	-	-	-	-	-	*	*	-	-	-	12%	*	-
	2023	20%	21%	**14%**	-	-	-	-	-	-	*	*	-	-	-	14%	*	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	79%	**87%**	-	-	-	-	-	-	*	*	-	-	-	87%	*	-
	2023	75%	83%	**86%**	-	-	-	-	-	-	*	*	-	-	-	86%	-	*
At Meets Grade Level or Above	2024	43%	49%	**42%**	-	-	-	-	-	-	*	*	-	-	-	43%	*	-
	2023	45%	54%	**44%**	-	-	-	-	-	-	*	*	-	-	-	44%	-	*
At Masters Grade Level	2024	17%	17%	**10%**	-	-	-	-	-	-	*	*	-	-	-	10%	*	-
	2023	19%	20%	**7%**	-	-	-	-	-	-	*	*	-	-	-	8%	-	*
All Grades Science																		
At Approaches Grade Level or Above	2024	75%	76%	**96%**	-	-	-	-	-	-	-	-	-	-	-	96%	-	-
	2023	77%	85%	**98%**	-	-	-	-	-	-	*	*	-	-	-	98%	-	*
At Meets Grade Level or Above	2024	43%	46%	**69%**	-	-	-	-	-	-	-	-	-	-	-	69%	-	-
	2023	47%	55%	**79%**	-	-	-	-	-	-	*	*	-	-	-	78%	-	*
At Masters Grade Level	2024	16%	14%	**28%**	-	-	-	-	-	-	-	-	-	-	-	28%	-	-
	2023	18%	21%	**32%**	-	-	-	-	-	-	*	*	-	-	-	32%	-	*
All Grades Social Studies																		
At Approaches Grade Level or Above	2024	78%	85%	**96%**	-	-	-	-	-	-	-	-	-	-	-	96%	-	*
	2023	78%	84%	**96%**	-	-	-	-	-	-	*	*	-	-	-	96%	*	*
At Meets Grade Level or Above	2024	51%	59%	**74%**	-	-	-	-	-	-	-	-	-	-	-	73%	-	*
	2023	52%	41%	**56%**	-	-	-	-	-	-	*	*	-	-	-	55%	*	*

2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

MILLSAP H S (184904001) - MILLSAP ISD - PARKER 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	2024	27%	25%	**36%**	-	-	-	-	-	-	-	-	-	-	-	35%	-	*
	2023	27%	12%	**15%**	-	-	-	-	-	-	*	*	-	-	-	14%	*	*
School Progress - Annual Growth																		
All Grades Both Subjects	2024	64%	65%	**51%**	-	-	-	-	-	-	*	*	-	-	-	51%	*	-
	2023	64%	68%	**66%**	-	-	-	-	-	-	*	*	-	-	-	66%	*	*
All Grades ELA/Reading	2024	67%	67%	**56%**	-	-	-	-	-	-	*	*	-	-	-	56%	*	-
	2023	63%	69%	**72%**	-	-	-	-	-	-	*	*	-	-	-	72%	*	*
All Grades Mathematics	2024	60%	62%	**37%**	-	-	-	-	-	-	*	*	-	-	-	38%	*	-
	2023	66%	65%	**47%**	-	-	-	-	-	-	*	*	-	-	-	48%	-	*
School Progress - Accelerated Learning																		
All Grades Both Subjects	2024	32%	37%	**24%**	-	-	-	-	-	-	*	*	-	-	-	20%	*	-
	2023	38%	50%	**53%**	-	-	-	-	-	-	*	*	-	-	-	55%	*	-
All Grades ELA/Reading	2024	30%	33%	**27%**	-	-	-	-	-	-	*	*	-	-	-	21%	*	-
	2023	35%	46%	**56%**	-	-	-	-	-	-	*	*	-	-	-	58%	*	-
All Grades Mathematics	2024	35%	41%	**17%**	-	-	-	-	-	-	-	-	-	-	-	17%	-	-
	2023	40%	56%	**40%**	-	-	-	-	-	-	-	-	-	-	-	40%	-	-

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

\- Indicates there are no students in the group.

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**99%**	*	97%	100%	*	-	-	100%	100%	*	99%	99%	98%	78%
Included in Accountability	92%	97%	**95%**	*	89%	97%	*	-	-	92%	90%	*	97%	92%	92%	22%
Not Included in Accountability: Mobile	4%	3%	**3%**	*	5%	3%	*	-	-	8%	7%	*	1%	8%	6%	33%
Not Included in Accountability: Other Exclusions	2%	0%	**0%**	*	3%	0%	*	-	-	0%	3%	*	1%	0%	1%	22%
Not Tested	1%	0%	**1%**	*	3%	0%	*	-	-	0%	0%	*	1%	1%	2%	22%
Absent	1%	0%	**0%**	*	3%	0%	*	-	-	0%	0%	*	0%	1%	1%	22%
Other	0%	0%	**1%**	*	0%	0%	*	-	-	0%	0%	*	1%	0%	1%	0%
Reading																
Assessment Participant	99%	100%	**99%**	*	93%	100%	-	-	-	100%	100%	*	99%	98%	99%	67%
Included in Accountability	91%	96%	**94%**	*	83%	97%	-	-	-	86%	88%	*	96%	91%	92%	17%
Not Included in Accountability: Mobile	4%	3%	**4%**	*	3%	3%	-	-	-	14%	6%	*	2%	8%	5%	17%
Not Included in Accountability: Other Exclusions	4%	1%	**1%**	*	7%	0%	-	-	-	0%	6%	*	2%	0%	1%	33%
Not Tested	1%	0%	**1%**	*	7%	0%	-	-	-	0%	0%	*	1%	2%	1%	33%
Absent	1%	0%	**1%**	*	7%	0%	-	-	-	0%	0%	*	1%	2%	1%	33%
Other	0%	0%	**0%**	*	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**97%**	*	100%	98%	*	-	-	*	100%	-	96%	100%	97%	*
Included in Accountability	93%	97%	**93%**	*	90%	95%	*	-	-	*	92%	-	96%	88%	90%	*
Not Included in Accountability: Mobile	5%	3%	**4%**	*	10%	3%	*	-	-	*	8%	-	0%	12%	7%	*
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	*	0%	0%	*	-	-	*	0%	-	0%	0%	0%	*
Not Tested	1%	1%	**3%**	*	0%	2%	*	-	-	*	0%	-	4%	0%	3%	*
Absent	1%	0%	**0%**	*	0%	0%	*	-	-	*	0%	-	0%	0%	0%	*
Other	0%	0%	**3%**	*	0%	2%	*	-	-	*	0%	-	4%	0%	3%	*
Science																
Assessment Participant	99%	99%	**99%**	-	100%	100%	*	-	-	*	100%	*	98%	100%	96%	*
Included in Accountability	93%	96%	**95%**	-	92%	97%	*	-	-	*	89%	*	96%	92%	89%	*
Not Included in Accountability: Mobile	4%	3%	**4%**	-	8%	3%	*	-	-	*	11%	*	2%	8%	7%	*
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	-	0%	0%	*	-	-	*	0%	*	0%	0%	0%	*
Not Tested	1%	1%	**1%**	-	0%	0%	*	-	-	*	0%	*	2%	0%	4%	*

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	0%	**0%**	-	0%	0%	*	-	-	*	0%	*	0%	0%	0%	*
Other	0%	0%	**1%**	-	0%	0%	*	-	-	*	0%	*	2%	0%	4%	*
Social Studies																
Assessment Participant	99%	100%	**100%**	*	100%	100%	-	-	-	-	100%	-	100%	100%	100%	-
Included in Accountability	94%	99%	**99%**	*	100%	99%	-	-	-	-	100%	-	100%	96%	96%	-
Not Included in Accountability: Mobile	4%	1%	**1%**	*	0%	1%	-	-	-	-	0%	-	0%	4%	4%	-
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	*	0%	0%	-	-	-	-	0%	-	0%	0%	0%	-
Not Tested	1%	0%	**0%**	*	0%	0%	-	-	-	-	0%	-	0%	0%	0%	-
Absent	1%	0%	**0%**	*	0%	0%	-	-	-	-	0%	-	0%	0%	0%	-
Other	0%	0%	**0%**	*	0%	0%	-	-	-	-	0%	-	0%	0%	0%	-
Accelerated Testers																
SAT/ACT Participant	93%	63%	**63%**	-	-	83%	*	-	-	-	-	-	63%	-	*	-
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**97%**	*	98%	98%	*	*	-	60%	100%	*	96%	100%	97%	100%
Included in Accountability	93%	96%	**94%**	*	83%	96%	*	*	-	60%	93%	*	93%	96%	94%	50%
Not Included in Accountability: Mobile	4%	3%	**3%**	*	8%	2%	*	*	-	0%	0%	*	2%	4%	1%	0%
Not Included in Accountability: Other Exclusions	2%	0%	**1%**	*	8%	0%	*	*	-	0%	7%	*	2%	0%	2%	50%
Not Tested	1%	1%	**3%**	*	3%	2%	*	*	-	40%	0%	*	4%	0%	3%	0%
Absent	1%	0%	**0%**	*	0%	0%	*	*	-	0%	0%	*	0%	0%	0%	0%
Other	0%	1%	**2%**	*	3%	2%	*	*	-	40%	0%	*	3%	0%	3%	0%
Reading																
Assessment Participant	99%	100%	**99%**	*	100%	99%	-	*	-	*	100%	-	99%	100%	100%	100%
Included in Accountability	92%	96%	**95%**	*	79%	99%	-	*	-	*	83%	-	94%	97%	94%	25%
Not Included in Accountability: Mobile	4%	3%	**2%**	*	5%	1%	-	*	-	*	0%	-	1%	3%	1%	0%
Not Included in Accountability: Other Exclusions	3%	1%	**3%**	*	16%	0%	-	*	-	*	17%	-	4%	0%	5%	75%
Not Tested	1%	0%	**1%**	*	0%	1%	-	*	-	*	0%	-	1%	0%	0%	0%
Absent	1%	0%	**1%**	*	0%	1%	-	*	-	*	0%	-	1%	0%	0%	0%
Other	0%	0%	**0%**	*	0%	0%	-	*	-	*	0%	-	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**97%**	-	100%	97%	-	*	-	*	100%	-	95%	100%	97%	*
Included in Accountability	94%	96%	**92%**	-	87%	94%	-	*	-	*	100%	-	92%	93%	95%	*

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	5%	3%	**5%**	-	13%	3%	-	*	-	*	0%	-	3%	7%	3%	*
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	-	0%	0%	-	*	-	*	0%	-	0%	0%	0%	*
Not Tested	1%	1%	**3%**	-	0%	3%	-	*	-	*	0%	-	5%	0%	3%	*
Absent	1%	0%	**0%**	-	0%	0%	-	*	-	*	0%	-	0%	0%	0%	*
Other	0%	1%	**3%**	-	0%	3%	-	*	-	*	0%	-	5%	0%	3%	*
Science																
Assessment Participant	99%	97%	**93%**	*	89%	94%	-	*	-	*	100%	-	91%	100%	90%	*
Included in Accountability	93%	95%	**90%**	*	83%	92%	-	*	-	*	100%	-	89%	96%	88%	*
Not Included in Accountability: Mobile	4%	2%	**3%**	*	6%	2%	-	*	-	*	0%	-	2%	4%	2%	*
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	*	0%	0%	-	*	-	*	0%	-	0%	0%	0%	*
Not Tested	1%	3%	**7%**	*	11%	6%	-	*	-	*	0%	-	9%	0%	10%	*
Absent	1%	0%	**0%**	*	0%	0%	-	*	-	*	0%	-	0%	0%	0%	*
Other	0%	3%	**7%**	*	11%	6%	-	*	-	*	0%	-	9%	0%	10%	*
Social Studies																
Assessment Participant	99%	100%	**100%**	-	100%	100%	*	-	-	*	100%	*	100%	100%	100%	*
Included in Accountability	94%	98%	**97%**	-	89%	98%	*	-	-	*	100%	*	98%	97%	100%	*
Not Included in Accountability: Mobile	4%	2%	**3%**	-	11%	2%	*	-	-	*	0%	*	2%	3%	0%	*
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	-	0%	0%	*	-	-	*	0%	*	0%	0%	0%	*
Not Tested	1%	0%	**0%**	-	0%	0%	*	-	-	*	0%	*	0%	0%	0%	*
Absent	1%	0%	**0%**	-	0%	0%	*	-	-	*	0%	*	0%	0%	0%	*
Other	0%	0%	**0%**	-	0%	0%	*	-	-	*	0%	*	0%	0%	0%	*
Accelerated Testers																
SAT/ACT Participant	93%	50%	**50%**	-	*	56%	-	-	-	*	-	-	50%	-	45%	-

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

\- Indicates there are no students in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2022-23	93.3%	95.5%	**95.1%**	*	95.0%	95.0%	*	*	*	*	94.6%	95.0%	92.9%
2021-22	92.2%	94.0%	**93.9%**	*	93.6%	93.8%	*	-	*	95.1%	93.7%	93.2%	94.0%
Chronic Absenteeism													
2022-23	20.3%	9.7%	**15.0%**	20.0%	13.5%	15.3%	*	*	*	0.0%	7.5%	14.9%	14.3%
2021-22	25.7%	17.5%	**20.6%**	0.0%	20.8%	20.6%	*	-	*	25.0%	22.2%	24.3%	14.3%
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	0.0%	**-**	-	-	-	-	-	-	-	-	-	-
2021-22	0.7%	0.0%	**-**	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	0.3%	**0.3%**	0.0%	0.0%	0.3%	*	*	*	0.0%	0.0%	0.7%	0.0%
2021-22	2.2%	0.3%	**0.3%**	0.0%	0.0%	0.3%	*	-	*	0.0%	0.0%	0.0%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	100.0%	**100.0%**	*	100.0%	100.0%	-	-	-	*	100.0%	100.0%	*
Received TxCHSE	0.3%	0.0%	**0.0%**	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Continued HS	3.1%	0.0%	**0.0%**	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Dropped Out	6.3%	0.0%	**0.0%**	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Graduates and TxCHSE	90.6%	100.0%	**100.0%**	*	100.0%	100.0%	-	-	-	*	100.0%	100.0%	*
Graduates, TxCHSE, and Continuers	93.7%	100.0%	**100.0%**	*	100.0%	100.0%	-	-	-	*	100.0%	100.0%	*
Class of 2022													
Graduated	89.7%	98.6%	**98.6%**	-	100.0%	98.2%	*	-	-	*	87.5%	97.1%	*
Received TxCHSE	0.3%	0.0%	**0.0%**	-	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Continued HS	3.5%	0.0%	**0.0%**	-	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Dropped Out	6.4%	1.4%	**1.4%**	-	0.0%	1.8%	*	-	-	*	12.5%	2.9%	*
Graduates and TxCHSE	90.0%	98.6%	**98.6%**	-	100.0%	98.2%	*	-	-	*	87.5%	97.1%	*
Graduates, TxCHSE, and Continuers	93.6%	98.6%	**98.6%**	-	100.0%	98.2%	*	-	-	*	87.5%	97.1%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	98.6%	**98.6%**	-	100.0%	98.2%	*	-	-	*	87.5%	97.1%	*
Received TxCHSE	0.4%	0.0%	**0.0%**	-	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Continued HS	1.0%	0.0%	**0.0%**	-	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
Dropped Out	6.8%	1.4%	**1.4%**	-	0.0%	1.8%	*	-	-	*	12.5%	2.9%	*
Graduates and TxCHSE	92.2%	98.6%	**98.6%**	-	100.0%	98.2%	*	-	-	*	87.5%	97.1%	*

	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	93.2%	98.6%	**98.6%**	-	100.0%	98.2%	*	-	-	*	87.5%	97.1%	*
Class of 2021													
Graduated	92.2%	98.7%	**98.7%**	-	100.0%	98.5%	-	-	-	-	100.0%	96.8%	-
Received TxCHSE	0.4%	0.0%	**0.0%**	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	-
Continued HS	1.0%	0.0%	**0.0%**	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	-
Dropped Out	6.3%	1.3%	**1.3%**	-	0.0%	1.5%	-	-	-	-	0.0%	3.2%	-
Graduates and TxCHSE	92.7%	98.7%	**98.7%**	-	100.0%	98.5%	-	-	-	-	100.0%	96.8%	-
Graduates, TxCHSE, and Continuers	93.7%	98.7%	**98.7%**	-	100.0%	98.5%	-	-	-	-	100.0%	96.8%	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	98.7%	**98.7%**	-	100.0%	98.5%	-	-	-	-	100.0%	96.8%	-
Received TxCHSE	0.5%	0.0%	**0.0%**	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	-
Continued HS	0.5%	0.0%	**0.0%**	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	-
Dropped Out	6.3%	1.3%	**1.3%**	-	0.0%	1.5%	-	-	-	-	0.0%	3.2%	-
Graduates and TxCHSE	93.2%	98.7%	**98.7%**	-	100.0%	98.5%	-	-	-	-	100.0%	96.8%	-
Graduates, TxCHSE, and Continuers	93.7%	98.7%	**98.7%**	-	100.0%	98.5%	-	-	-	-	100.0%	96.8%	-
Class of 2020													
Graduated	92.7%	100.0%	**100.0%**	*	100.0%	100.0%	-	-	-	*	100.0%	100.0%	*
Received TxCHSE	0.5%	0.0%	**0.0%**	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Continued HS	0.5%	0.0%	**0.0%**	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Dropped Out	6.2%	0.0%	**0.0%**	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Graduates and TxCHSE	93.2%	100.0%	**100.0%**	*	100.0%	100.0%	-	-	-	*	100.0%	100.0%	*
Graduates, TxCHSE, and Continuers	93.8%	100.0%	**100.0%**	*	100.0%	100.0%	-	-	-	*	100.0%	100.0%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	100.0%	**100.0%**	*	100.0%	100.0%	-	-	-	*	100.0%	100.0%	*
Class of 2022	89.7%	98.6%	**98.6%**	-	100.0%	98.2%	*	-	-	*	87.5%	97.1%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2023	72.3%	-	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2022	59.5%	-	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2023	4.3%	20.0%	**20.0%**	*	15.4%	22.6%	-	-	-	*	71.4%	31.4%	*
Class of 2022	3.7%	8.3%	**8.3%**	-	7.7%	7.3%	*	-	-	*	28.6%	5.9%	*
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2023	84.3%	77.5%	**77.5%**	*	76.9%	75.8%	-	-	-	*	28.6%	62.9%	*
Class of 2022	84.3%	80.6%	**80.6%**	-	69.2%	83.6%	*	-	-	*	57.1%	73.5%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	88.6%	97.5%	**97.5%**	*	92.3%	98.4%	-	-	-	*	100.0%	94.3%	*
Class of 2022	88.0%	88.9%	**88.9%**	-	76.9%	90.9%	*	-	-	*	85.7%	79.4%	*
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	-	**-**	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	-	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	19.2%	**19.2%**	*	10.0%	22.4%	-	-	-	*	66.7%	32.3%	*
2021-22	3.9%	8.1%	**8.1%**	-	0.0%	8.9%	*	-	-	*	14.3%	2.8%	-
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	79.5%	**79.5%**	*	90.0%	75.9%	-	-	-	*	33.3%	64.5%	*
2021-22	82.3%	78.4%	**78.4%**	-	71.4%	80.4%	*	-	-	*	57.1%	72.2%	-
Texas First DLA Graduates (Annual Rate)													
2022-23	0.1%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2022-23	86.8%	98.6%	**98.6%**	*	100.0%	98.3%	-	-	-	*	100.0%	96.8%	*
2021-22	86.0%	86.5%	**86.5%**	-	71.4%	89.3%	*	-	-	*	71.4%	75.0%	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2022-23 Annual Graduates)				
Total Graduates	73	100.0%	73	377,367
By Ethnicity:				
African American	4	5.5%	4	46,822
Hispanic	10	13.7%	10	197,333
White	58	79.5%	58	103,009
American Indian	0	0.0%	0	1,181
Asian	0	0.0%	0	19,151
Pacific Islander	0	0.0%	0	574
Two or More Races	1	1.4%	1	9,297
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	433
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	270
Foundation H.S. Program (No Endorsement)	1	1.4%	1	49,278
Foundation H.S. Program (Endorsement)	14	19.2%	14	16,475
Foundation H.S. Program (DLA)	58	79.5%	58	310,689
Texas First Early H.S. Completion Program (Texas First-DLA)	0	0.0%	0	222
Special Education Graduates	6	8.2%	6	34,589
Economically Disadvantaged Graduates	31	42.5%	31	206,367
Emergent Bilingual (EB)/English Learner (EL) Graduates	4	5.5%	4	50,229
At-Risk Graduates	18	24.7%	18	168,430
CTE Completers	33	45.2%	33	116,959

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)‡													
College, Career, or Military Ready (Annual Graduates)													
2022-23	76.3%	100.0%	**100.0%**	*	100.0%	100.0%	-	-	-	*	100.0%	100.0%	*
2021-22	70.0%	94.6%	**94.6%**	-	100.0%	94.6%	*	-	-	*	100.0%	91.7%	-
College Ready Graduates‡													
College Ready (Annual Graduates)‡													
2022-23	57.8%	90.4%	**90.4%**	*	100.0%	89.7%	-	-	-	*	66.7%	90.3%	*
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2022-23	62.8%	93.2%	**93.2%**	*	100.0%	93.1%	-	-	-	*	83.3%	93.5%	*
2021-22	57.1%	94.6%	**94.6%**	-	92.9%	94.6%	*	-	-	*	85.7%	91.7%	-
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2022-23	54.3%	86.3%	**86.3%**	*	100.0%	82.8%	-	-	-	*	66.7%	77.4%	*
2021-22	48.2%	89.2%	**89.2%**	-	92.9%	89.3%	*	-	-	*	71.4%	80.6%	-
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2022-23	48.4%	82.2%	**82.2%**	*	100.0%	79.3%	-	-	-	*	66.7%	77.4%	*
2021-22	42.2%	86.5%	**86.5%**	-	85.7%	87.5%	*	-	-	*	71.4%	77.8%	-
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2022-23	20.4%	4.1%	**4.1%**	*	0.0%	3.4%	-	-	-	*	0.0%	3.2%	*
2021-22	20.5%	1.4%	**1.4%**	-	0.0%	1.8%	*	-	-	*	0.0%	2.8%	-
Associate Degree (Annual Graduates)													
2022-23	2.5%	6.8%	**6.8%**	*	0.0%	8.6%	-	-	-	*	0.0%	3.2%	*
2021-22	2.4%	1.4%	**1.4%**	-	0.0%	1.8%	*	-	-	*	0.0%	0.0%	-
Dual Course Credits in Any Subject (Annual Graduates)													
2022-23	23.6%	63.0%	**63.0%**	*	60.0%	69.0%	-	-	-	*	50.0%	71.0%	*
2021-22	24.0%	41.9%	**41.9%**	-	42.9%	42.9%	*	-	-	*	14.3%	33.3%	-
Onramps Course Credits (Annual Graduates)													
2022-23	4.8%	0.0%	**0.0%**	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
2021-22	4.4%	0.0%	**0.0%**	-	0.0%	0.0%	*	-	-	*	0.0%	0.0%	-
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2022-23	5.6%	8.2%	**8.2%**	*	30.0%	5.2%	-	-	-	*	100.0%	19.4%	*
2021-22	5.0%	6.8%	**6.8%**	-	7.1%	7.1%	*	-	-	*	71.4%	11.1%	-
Career / Military Ready Graduates‡													
Career or Military Ready (Annual Graduates)‡													

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2022-23	39.5%	75.3%	**75.3%**	*	80.0%	75.9%	-	-	-	*	100.0%	77.4%	*
Approved Industry-Based Certification (Annual Graduates)													
2022-23	33.4%	71.2%	**71.2%**	*	70.0%	72.4%	-	-	-	*	50.0%	67.7%	*
2021-22	28.0%	47.3%	**47.3%**	-	57.1%	44.6%	*	-	-	*	0.0%	47.2%	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2022-23	0.8%	5.5%	**5.5%**	*	20.0%	3.4%	-	-	-	*	33.3%	12.9%	*
2021-22	0.7%	1.4%	**1.4%**	-	0.0%	1.8%	*	-	-	*	0.0%	0.0%	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2022-23	2.7%	1.4%	**1.4%**	*	0.0%	1.7%	-	-	-	*	16.7%	3.2%	*
2021-22	2.5%	4.1%	**4.1%**	-	0.0%	5.4%	*	-	-	*	42.9%	8.3%	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2022-23	0.6%	0.0%	**0.0%**	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*

- Indicates there are no students in the group.

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

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

‡ Beginning with 2022-23 graduates, special education students that graduated with the advanced dimploma are classified as college ready. As a result, only one year of data is shown because previous years' data is not comparable.

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2022-23	21.0%	65.8%	**65.8%**	*	40.0%	69.0%	-	-	-	*	16.7%	54.8%	*
	2021-22	22.8%	39.2%	**39.2%**	-	28.6%	42.9%	*	-	-	*	0.0%	36.1%	-
Mathematics	2022-23	19.9%	52.1%	**52.1%**	*	50.0%	51.7%	-	-	-	*	0.0%	35.5%	*
	2021-22	18.7%	45.9%	**45.9%**	-	35.7%	50.0%	*	-	-	*	14.3%	38.9%	-
Both Subjects	2022-23	12.5%	47.9%	**47.9%**	*	40.0%	48.3%	-	-	-	*	0.0%	35.5%	*
	2021-22	12.6%	29.7%	**29.7%**	-	14.3%	33.9%	*	-	-	*	0.0%	22.2%	-
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2022-23	18.2%	34.2%	**34.2%**	*	60.0%	31.0%	-	-	-	*	83.3%	45.2%	*
	2021-22	11.7%	59.5%	**59.5%**	-	64.3%	57.1%	*	-	-	*	85.7%	61.1%	-
Mathematics	2022-23	20.2%	49.3%	**49.3%**	*	60.0%	46.6%	-	-	-	*	66.7%	45.2%	*
	2021-22	14.0%	56.8%	**56.8%**	-	64.3%	53.6%	*	-	-	*	71.4%	47.2%	-
Both Subjects	2022-23	12.5%	26.0%	**26.0%**	*	60.0%	20.7%	-	-	-	*	66.7%	32.3%	*
	2021-22	7.5%	48.6%	**48.6%**	-	57.1%	46.4%	*	-	-	*	71.4%	44.4%	-
AP/IB-Results (Participation) (Grades 11-12)														
All Subjects	2023	24.2%	5.8%	**5.8%**	*	0.0%	5.3%	*	-	-	*	0.0%	4.5%	0.0%
	2022	23.0%	2.0%	**2.0%**	*	0.0%	2.6%	*	-	*	*	0.0%	4.9%	*
English Language Arts	2023	13.8%	5.1%	**5.1%**	*	0.0%	4.6%	*	-	-	*	0.0%	3.0%	0.0%
	2022	13.2%	2.0%	**2.0%**	*	0.0%	2.6%	*	-	*	*	0.0%	4.9%	*
Mathematics	2023	7.0%	0.0%	**0.0%**	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
	2022	6.9%	0.0%	**0.0%**	*	0.0%	0.0%	*	-	*	*	0.0%	0.0%	*
Science	2023	10.3%	0.0%	**0.0%**	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
	2022	9.6%	0.0%	**0.0%**	*	0.0%	0.0%	*	-	*	*	0.0%	0.0%	*
Social Studies	2023	13.1%	0.0%	**0.0%**	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
	2022	12.5%	0.0%	**0.0%**	*	0.0%	0.0%	*	-	*	*	0.0%	0.0%	*
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2023	53.3%	33.3%	**33.3%**	*	-	28.6%	-	-	-	-	-	*	-
	2022	53.3%	*	*	-	-	*	-	-	-	-	-	*	-
English Language Arts	2023	52.3%	25.0%	**25.0%**	*	-	16.7%	-	-	-	-	-	*	-
	2022	53.2%	*	*	-	-	*	-	-	-	-	-	*	-
Mathematics	2023	50.8%	-	-	-	-	-	-	-	-	-	-	-	-
	2022	50.4%	-	-	-	-	-	-	-	-	-	-	-	-
Science	2023	44.8%	-	-	-	-	-	-	-	-	-	-	-	-
	2022	44.7%	-	-	-	-	-	-	-	-	-	-	-	-

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2023	42.0%	-	**-**	-	-	-	-	-	-	-	-	-	-
	2022	41.9%	-	**-**	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2022-23	79.3%	39.7%	**39.7%**	*	40.0%	41.4%	-	-	-	*	16.7%	35.5%	*
	2021-22	71.5%	51.4%	**51.4%**	-	64.3%	50.0%	*	-	-	*	28.6%	57.1%	-
At/Above Criterion for All Examinees	2022-23	28.9%	34.5%	**34.5%**	*	*	37.5%	-	-	-	-	*	27.3%	-
	2021-22	32.1%	23.7%	**23.7%**	-	22.2%	25.0%	-	-	-	*	*	30.0%	-
Average SAT Score (Annual Graduates)														
All Subjects	2022-23	978	1036	**1036**	*	*	1028	-	-	-	-	*	1047	-
	2021-22	1001	960	**960**	-	936	965	-	-	-	1020	840	962	-
English Language Arts and Writing	2022-23	497	527	**527**	*	*	525	-	-	-	-	*	533	-
	2021-22	506	482	**482**	-	473	484	-	-	-	510	365	478	-
Mathematics	2022-23	482	509	**509**	*	*	503	-	-	-	-	*	515	-
	2021-22	496	478	**478**	-	462	482	-	-	-	510	475	484	-
Average ACT Score (Annual Graduates)														
All Subjects	2022-23	19.2	*	*	-	-	*	-	-	-	-	-	-	-
	2021-22	19.5	19.6	**19.6**	-	20.0	19.3	-	-	-	-	-	20.5	-
English Language Arts	2022-23	18.8	*	*	-	-	*	-	-	-	-	-	-	-
	2021-22	19.2	19.2	**19.2**	-	20.0	18.7	-	-	-	-	-	20.5	-
Mathematics	2022-23	18.9	*	*	-	-	*	-	-	-	-	-	-	-
	2021-22	19.3	19.6	**19.6**	-	20.5	19.0	-	-	-	-	-	20.3	-
Science	2022-23	19.5	*	*	-	-	*	-	-	-	-	-	-	-
	2021-22	19.8	19.2	**19.2**	-	17.5	20.3	-	-	-	-	-	19.0	-

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

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2022-23	45.4%	69.0%	**69.0%**	*	66.0%	69.7%	*	*	*	*	66.7%	67.2%	71.4%
	2021-22	44.2%	77.9%	**77.9%**	20.0%	72.0%	81.1%	*	-	*	42.9%	58.8%	79.9%	57.1%
English Language Arts	2022-23	17.4%	13.6%	**13.6%**	*	6.0%	14.4%	*	*	-	*	2.8%	10.8%	0.0%
	2021-22	16.6%	10.1%	**10.1%**	0.0%	4.2%	10.6%	*	-	-	28.6%	0.0%	10.8%	0.0%
Mathematics	2022-23	19.5%	11.6%	**11.6%**	*	18.4%	9.9%	*	*	-	*	13.9%	12.0%	42.9%
	2021-22	19.9%	11.5%	**11.5%**	0.0%	12.8%	11.5%	*	-	-	16.7%	3.0%	16.0%	0.0%
Science	2022-23	21.5%	53.5%	**53.5%**	*	48.9%	53.9%	*	*	-	*	63.9%	52.8%	71.4%
	2021-22	21.1%	60.8%	**60.8%**	20.0%	62.2%	62.5%	*	-	-	16.7%	63.3%	69.2%	57.1%
Social Studies	2022-23	24.0%	8.3%	**8.3%**	*	0.0%	9.6%	*	*	*	*	0.0%	4.7%	0.0%
	2021-22	22.8%	30.0%	**30.0%**	*	15.0%	33.3%	*	-	-	16.7%	0.0%	21.1%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2021-22	-	-	**-**	-	-	-	-	-	-	-	-	-	-
	2020-21	-	-	**-**	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2021-22	-	-	**-**	-	-	-	-	-	-	-	-	-	-
	2020-21	-	-	**-**	-	-	-	-	-	-	-	-	-	-

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	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	**322**	**100.0%**	**1,100**	**5,517,464**	**322**	**100.0%**	**1,100**	**5,531,236**
Students by Grade								
Grade 9	76	23.6%	6.9%	8.6%	76	23.6%	6.9%	8.5%
Grade 10	88	27.3%	8.0%	8.0%	88	27.3%	8.0%	7.9%
Grade 11	82	25.5%	7.5%	7.4%	82	25.5%	7.5%	7.4%
Grade 12	76	23.6%	6.9%	6.6%	76	23.6%	6.9%	6.7%
Ethnic Distribution								
African American	2	0.6%	0.5%	12.8%	2	0.6%	0.5%	12.8%
Hispanic	49	15.2%	16.6%	53.2%	49	15.2%	16.6%	53.2%
White	261	81.1%	78.8%	25.0%	261	81.1%	78.8%	25.0%
American Indian	1	0.3%	0.4%	0.3%	1	0.3%	0.4%	0.3%
Asian	1	0.3%	0.3%	5.4%	1	0.3%	0.3%	5.4%
Pacific Islander	0	0.0%	0.4%	0.2%	0	0.0%	0.4%	0.2%
Two or More Races	8	2.5%	3.0%	3.1%	8	2.5%	3.0%	3.1%
Sex								
Female	154	47.8%	46.4%	48.9%	154	47.8%	46.4%	48.8%
Male	168	52.2%	53.6%	51.1%	168	52.2%	53.6%	51.2%
Other Student Cohorts								
Economically Disadvantaged	124	38.5%	43.8%	62.3%	124	38.5%	43.8%	62.2%
Non-Educationally Disadvantaged	198	61.5%	56.2%	37.7%	198	61.5%	56.2%	37.8%
Section 504 Students	58	18.0%	12.0%	7.2%	58	18.0%	12.0%	7.2%
EB Students/EL	4	1.2%	3.5%	24.4%	4	1.2%	3.5%	24.3%
Students w/ Disciplinary Placements (2022-23)	11	3.1%	1.9%	1.9%				
Students w/ Dyslexia	34	10.6%	9.6%	6.0%	34	10.6%	9.6%	6.0%
Foster Care	1	0.3%	0.5%	0.2%	1	0.3%	0.5%	0.2%
Homeless	0	0.0%	1.4%	1.4%	0	0.0%	1.4%	1.4%
Immigrant	0	0.0%	0.7%	2.9%	0	0.0%	0.7%	2.9%
Migrant	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Title I	0	0.0%	70.7%	65.7%	0	0.0%	70.7%	65.7%
Military Connected	49	15.2%	9.5%	3.9%	49	15.2%	9.5%	3.9%
At-Risk	49	15.2%	27.5%	53.2%	49	15.2%	27.5%	53.2%
Students by Instructional Program								
Bilingual/ESL Education	4	1.2%	3.5%	24.5%	4	1.2%	3.5%	24.4%
Career and Technical Education	282	87.6%	32.4%	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	282	87.6%	87.6%	73.3%	-	-	-	-
Gifted and Talented Education	17	5.3%	6.5%	8.5%	17	5.3%	6.5%	8.5%
Special Education	42	13.0%	15.2%	13.9%	42	13.0%	15.2%	14.0%

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	**42**							
Students with Intellectual Disabilities	23	54.8%	54.5%	45.7%				
Students with Physical Disabilities	*	*	17.4%	18.9%				
Students with Autism	**	**	**	16.2%				
Students with Behavioral Disabilities	10	23.8%	18.0%	17.6%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.7%				
Mobility (2022-23)								
Total Mobile Students	**38**	**10.7%**	**10.5%**	**16.1%**				
African American	1	0.3%	0.2%	3.4%				
Hispanic	5	1.4%	2.3%	8.5%				
White	30	8.5%	7.8%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.5%				
Pacific Islander	1	0.3%	0.2%	0.0%				
Two or More Races	1	0.3%	0.1%	0.5%				
Special Ed Students who are Mobile	4	10.0%	15.0%	17.6%				
Count and Percent of EB Students/EL who are Mobile	0	0.0%	3.1%	16.3%				
Count and Percent of Econ Dis Students who are Mobile	14	9.5%	10.0%	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	**29**	**11.3%**	**12.8%**	**18.1%**				

	Non-Special Education Rates			Special Education Rates		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade						
Grade 9	0.0%	0.0%	7.9%	0.0%	0.0%	11.9%

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

Class Size Information	Campus	District	State
Secondary			
English/Language Arts	10.2	10.8	16.3
Foreign Languages	11.1	11.1	18.8
Mathematics	10.6	11.0	17.5

Class Size Information	Campus	District	State
Science	10.9	11.7	18.5
Social Studies	10.3	11.5	18.8

	Campus			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	**38.0**	**100.0%**	**100.0%**	**100.0%**
Professional Staff	32.3	85.1%	59.9%	63.9%
Teachers	30.3	79.6%	48.5%	48.3%
Professional Support	1.0	2.6%	6.6%	11.1%
Campus Administration (School Leadership)	1.1	2.9%	3.0%	3.3%
Educational Aides	5.7	14.9%	15.5%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	0.0	4,187.0
Part-time Librarians	0.0	n/a	0.0	651.0
Full-time Counselors	1.0	n/a	4.0	13,870.0
Part-time Counselors	0.0	n/a	0.0	1,172.0
Total Minority Staff	**2.8**	**7.5%**	**6.3%**	**54.4%**
Teachers by Ethnicity				
African American	0.9	3.1%	1.2%	12.6%
Hispanic	0.9	3.1%	3.5%	30.1%
White	27.4	90.6%	93.1%	53.4%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	2.1%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.9	3.1%	2.3%	1.3%
Teachers by Sex				
Males	12.5	41.2%	25.4%	24.5%
Females	17.8	58.8%	74.6%	75.5%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	0.0%	2.5%
Bachelors	22.1	73.0%	82.6%	71.7%
Masters	8.2	27.0%	16.3%	24.9%
Doctorate	0.0	0.0%	1.1%	0.8%
Teachers by Years of Experience				
Beginning Teachers	1.9	6.3%	11.5%	8.7%
1-5 Years Experience	6.1	20.1%	21.1%	27.4%
6-10 Years Experience	5.3	17.4%	18.5%	20.2%
11-20 Years Experience	13.0	42.8%	32.4%	27.1%
21-30 Years Experience	2.7	8.9%	12.6%	13.7%
Over 30 Years Experience	1.4	4.5%	4.0%	3.0%
Number of Students per Teacher	10.6	n/a	13.4	14.7

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	2.0	3.3	6.0
Average Years Experience of Principals with District	2.0	1.7	5.1
Average Years Experience of Assistant Principals	2.0	2.0	5.1
Average Years Experience of Assistant Principals with District	2.0	2.0	4.3
Average Years Experience of Teachers	12.1	11.3	11.1
Average Years Experience of Teachers with District	4.3	4.8	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	$52,793	$52,164	$54,272
1-5 Years Experience	$50,982	$50,030	$58,185
6-10 Years Experience	$55,410	$54,253	$61,494
11-20 Years Experience	$65,875	$63,325	$65,219
21-30 Years Experience	$70,607	$71,808	$69,723
Over 30 Years Experience	$71,423	$71,295	$74,014
Average Actual Salaries (regular duties only)			
Teachers	$60,908	$58,943	$62,474
Professional Support	$67,885	$67,120	$73,783
Campus Administration (School Leadership)	$101,707	$82,297	$86,738
Instructional Staff Percent	n/a	62.8%	65.0%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,970.1

	Campus			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served)				
Bilingual/ESL Education	0.0	0.0%	0.0%	6.0%
Career and Technical Education	6.9	22.9%	9.3%	5.5%
Compensatory Education	1.4	4.7%	8.2%	3.1%
Gifted and Talented Education	0.0	0.0%	0.0%	1.6%
Regular Education	15.4	50.9%	68.3%	69.8%
Special Education	2.1	7.0%	8.0%	10.3%
Other	4.4	14.5%	6.2%	3.7%

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

Link to: PEIMS Financial Standard Reports 2022-23 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

TEXAS EDUCATION AGENCY

PEIMS Financial Standard Reports

2023-2024

District Actual and Campus Reports

Millsap ISD
201 East Brazos Street
Millsap, Texas 76066
940-682-4994

2023 - 2024 Actual Financial Data
Totals for MILLSAP ISD (184904)
Total Enrolled Membership: 1,100

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Revenues									
Operating Revenue									
Local Property Tax from M&O (excluding recapture)	$5,034,111	33.53%	$4,576	$5,034,111	30.27%	$4,576	$25,115,673,157	34.92%	$4,553
State Operating Funds	$7,955,091	52.99%	$7,232	$8,115,183	48.79%	$7,377	$30,587,705,535	42.53%	$5,545
Federal Funds	$68,861	0.46%	$63	$1,087,468	6.54%	$989	$11,797,301,551	16.40%	$2,138
Other Local	$1,954,116	13.02%	$1,776	$2,394,897	14.40%	$2,177	$4,418,441,068	6.14%	$801
Total Operating Revenue	$15,012,179	100.00%	$13,647	$16,631,659	100.00%	$15,120	$71,919,121,311	100.00%	$13,037
Other Revenue									
Local Property Tax from I&S	$0	0.00%	$0	$2,085,452	87.16%	$1,896	$10,895,016,475	80.59%	$1,975
State Assistance for Debt Service	$0	0.00%	$0	$207,195	8.66%	$188	$1,105,366,975	8.18%	$200
Misc Rev Debt Service Fund (F599)	$0	0.00%	$0	$100,078	4.18%	$91	$389,717,405	2.88%	$71
Other Receipts (excluding debt service financing)	$0	0.00%	$0	$0	0.00%	$0	$1,129,524,892	8.35%	$205
Total Other Revenue	$0	0.00%	$0	$2,392,725	100.00%	$2,175	$13,519,625,747	100.00%	$2,451
Subtotal: Operating and Other Revenue	$15,012,179	100.00%	$13,647	$19,024,384	100.00%	$17,295	$85,438,747,058	100.00%	$15,487
Recapture Revenue									
Local Property Tax Recaptured	$0	0.00%	$0	$0	0.00%	$0	$2,693,303,580	100.00%	$488
Total Recaptured Revenue	$0	0.00%	$0	$0	0.00%	$0	$2,693,303,580	100.00%	$488
Subtotal: Operating, Other and Recaptured Revenue	$15,012,179	100.00%	$13,647	$19,024,384	100.00%	$17,295	$88,132,050,638	100.00%	$15,975
Debt Service Financing and TRS Estimate Revenue									
Debt Service Financing Related Revenue	$0	0.00%	$0	$0	0.00%	$0	$3,466,427,330	53.10%	$628
Estimated State TRS Contributions	$663,492	100.00%	$603	$683,996	100.00%	$622	$3,062,147,998	46.90%	$555
Subtotal: Debt Service Financing and TRS Estimate Revenue	$663,492	100.00%	$603	$683,996	100.00%	$622	$6,528,575,328	100.00%	$1,183
Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture	$15,675,671	100.00%	$14,251	$19,708,380	100.00%	$17,917	$91,967,322,386	100.00%	$16,671
Expenditures									
Operating Expenditures by Object (61xx-64xx only)									
Payroll Expenditures (Object 61xx)	$10,062,889	81.71%	$9,148	$10,886,621	77.58%	$9,897	$55,579,370,977	77.80%	$10,075

2023 - 2024 Actual Financial Data
Totals for MILLSAP ISD (184904)
Total Enrolled Membership: 1,100

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Professional & Contracted Services (Object 62xx)	$1,075,563	8.73%	$978	$1,201,158	8.56%	$1,092	$7,412,529,453	10.38%	$1,344
Supplies & Materials (Object 63xx)	$718,149	5.83%	$653	$1,296,069	9.24%	$1,178	$6,022,343,036	8.43%	$1,092
Other Operating Expenditures (Object 64xx)	$459,336	3.73%	$418	$649,674	4.63%	$591	$2,426,950,644	3.40%	$440
Total Operating Expenditures by Object	$12,315,937	100.00%	$11,196	$14,033,522	100.00%	$12,758	$71,441,194,110	100.00%	$12,950
Non-Operating Expenditures by Object									
Capital Outlay (Object 61xx-64xx)	$1,100	0.04%	$1	$1,100	0.02%	$1	$38,266,042	0.13%	$7
Debt Services (Object 65xx)	$23,822	0.79%	$22	$2,075,131	40.76%	$1,886	$12,475,005,940	43.70%	$2,261
Capital Outlay (Object 66xx)	$2,992,968	99.17%	$2,721	$3,014,372	59.21%	$2,740	$16,033,551,537	56.17%	$2,906
Total Non-Operating Expenditures by Object	$3,017,890	100.00%	$2,744	$5,090,603	100.00%	$4,628	$28,546,823,519	100.00%	$5,175
Grand Total: Operating and Non-Operating Expenditures by Object	$15,333,827	100.00%	$13,940	$19,124,125	100.00%	$17,386	$99,988,017,629	100.00%	$18,125
Operating Expenditures by Function (61xx-64xx only)									
Instruction (Function 11,95)	$7,354,491	59.72%	$6,686	$7,936,603	56.55%	$7,215	$39,176,659,787	54.84%	$7,101
Instructional Resources & Media Services (Function 12)	$15,694	0.13%	$14	$15,694	0.11%	$14	$657,456,589	0.92%	$119
Curriculum & Staff Development (Function 13)	$43,322	0.35%	$39	$133,856	0.95%	$122	$1,768,032,392	2.47%	$320
Instructional Leadership (Function 21)	$0	0.00%	$0	$0	0.00%	$0	$1,299,882,283	1.82%	$236
School Leadership (Function 23)	$794,608	6.45%	$722	$794,608	5.66%	$722	$4,090,184,319	5.73%	$741
Guidance Counseling Services (Function 31)	$250,338	2.03%	$228	$325,867	2.32%	$296	$2,896,985,750	4.06%	$525
Social Work Services (Function 32)	$0	0.00%	$0	$0	0.00%	$0	$248,791,333	0.35%	$45
Health Services (Function 33)	$179,153	1.45%	$163	$179,153	1.28%	$163	$730,487,490	1.02%	$132
Transportation (Function 34)	$569,432	4.62%	$518	$573,574	4.09%	$521	$2,180,244,579	3.05%	$395
Food Services (Function 35)	$0	0.00%	$0	$721,358	5.14%	$656	$3,765,975,564	5.27%	$683
Extracurricular (Function 36)	$544,570	4.42%	$495	$721,331	5.14%	$656	$2,209,273,631	3.09%	$400
General Administration (Function 41,92)	$809,147	6.57%	$736	$809,147	5.77%	$736	$2,353,926,229	3.29%	$427
Facilities Maintenance & Operations (Function 51)	$1,587,638	12.89%	$1,443	$1,654,787	11.79%	$1,504	$7,189,345,570	10.06%	$1,303
Security & Monitoring Services (Function 52)	$107,097	0.87%	$97	$107,097	0.76%	$97	$1,152,159,150	1.61%	$209
Data Processing Services (Function 53)	$60,447	0.49%	$55	$60,447	0.43%	$55	$1,330,101,476	1.86%	$241
Community Services (Function 61)	$0	0.00%	$0	$0	0.00%	$0	$367,631,791	0.51%	$67
Fund Raising CHARTER SCHOOLS ONLY (Function 81)	$0	0.00%	$0	$0	0.00%	$0	$24,056,177	0.03%	$4

2023 - 2024 Actual Financial Data
Totals for MILLSAP ISD (184904)
Total Enrolled Membership: 1,100

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Total Operating Expenditures by Function	$12,315,937	100.00%	$11,196	$14,033,522	100.00%	$12,758	$71,441,194,110	100.00%	$12,950
Non-Operating Expenditures by Function									
Non-Operating Expenditures by Function (81) (61xx-64xx)	$1,100	0.04%	$1	$1,100	0.02%	$1	$38,266,042	0.13%	$7
Non-Operating Expenditures by Function (1x-9x) (65xx)	$23,822	0.79%	$22	$2,075,131	40.76%	$1,886	$12,475,005,940	43.70%	$2,261
Non-Operating Expenditures by Function (1x-9x) (66xx)	$2,992,968	99.17%	$2,721	$3,014,372	59.21%	$2,740	$16,033,551,537	56.17%	$2,906
Total Non-Operating Expenditures by Function	$3,017,890	100.00%	$2,744	$5,090,603	100.00%	$4,628	$28,546,823,519	100.00%	$5,175
Grand Total: Operating and Non-Operating Expenditures by Function	$15,333,827	100.00%	$13,940	$19,124,125	100.00%	$17,386	$99,988,017,629	100.00%	$18,125
Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)									
Basic Educational Services (PIC 11)	$5,072,835	41.19%	$4,612	$5,122,231	36.50%	$4,657	$28,879,935,685	40.42%	$5,235
Gifted and Talented (PIC 21)	$291,661	2.37%	$265	$291,661	2.08%	$265	$387,893,289	0.54%	$70
Career and Technical (PIC 22)	$779,517	6.33%	$709	$779,517	5.55%	$709	$2,465,499,880	3.45%	$447
Students with Disabilities (PICs 23,33,43)	$1,282,845	10.42%	$1,166	$1,282,845	9.14%	$1,166	$9,477,470,234	13.27%	$1,718
State Compensatory Education (PICs 24,26,28,29,30,34)	$697,598	5.66%	$634	$1,030,584	7.34%	$937	$6,534,482,938	9.15%	$1,184
Bilingual (PICs 25,35)	$13,495	0.11%	$12	$13,495	0.10%	$12	$830,420,586	1.16%	$151
Early Education Allotment (PIC 36)	$337,628	2.74%	$307	$337,628	2.41%	$307	$1,353,176,371	1.89%	$245
Dyslexia or Related Disorder Services (PIC 37)	$102,574	0.83%	$93	$102,574	0.73%	$93	$417,573,465	0.58%	$76
College, Career, and Military Readiness (CCMR) (PIC 38)	$115,344	0.94%	$105	$115,344	0.82%	$105	$394,493,831	0.55%	$72
Athletics/Related Activities (PIC 91)	$474,822	3.86%	$432	$468,064	3.34%	$426	$1,419,449,950	1.99%	$257
Un-Allocated (PIC 99)	$3,147,618	25.56%	$2,861	$4,489,579	31.99%	$4,081	$19,280,797,881	26.99%	$3,495
Total Operating Expenditures by Program Intent Code (PIC)	$12,315,937	100.00%	$11,196	$14,033,522	100.00%	$12,758	$71,441,194,110	100.00%	$12,950
Non-Operating Expenditures by PIC									
Non-Operating Expenditures by PIC (81) Capital Outlay (61xx-64xx)	$1,100	0.04%	$1	$1,100	0.02%	$1	$38,266,042	0.13%	$7
Non-Operating Expenditures by PIC (1x-9x) (65xx)	$23,822	0.79%	$22	$2,075,131	40.76%	$1,886	$12,475,005,940	43.70%	$2,261
Non-Operating Expenditures by PIC (1x-9x) (66xx)	$2,992,968	99.17%	$2,721	$3,014,372	59.21%	$2,740	$16,033,551,537	56.17%	$2,906
Total Non-Operating Expenditures by Program Intent Code (PIC)	$3,017,890	100.00%	$2,744	$5,090,603	100.00%	$4,628	$28,546,823,519	100.00%	$5,175

2023 - 2024 Actual Financial Data
Totals for MILLSAP ISD (184904)
Total Enrolled Membership: 1,100

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)	$15,333,827	100.00%	$13,940	$19,124,125	100.00%	$17,386	$99,988,017,629	100.00%	$18,125
Disbursements									
Total Disbursements									
Operating Expenditures	$12,315,937	78.54%	$11,196	$14,033,522	72.07%	$12,758	$71,441,194,110	68.44%	$12,950
Recapture	$0	0.00%	$0	$0	0.00%	$0	$2,693,303,580	2.58%	$488
Total Other Uses	$0	0.00%	$0	$0	0.00%	$0	$915,610,042	0.88%	$166
Intergovernmental Charge	$348,033	2.22%	$316	$348,033	1.79%	$316	$782,603,994	0.75%	$142
Capital Outlay (Object 61xx-64xx)	$1,100	0.01%	$1	$1,100	0.01%	$1	$38,266,042	0.04%	$7
Debt Service (Object 65xx)	$23,822	0.15%	$22	$2,075,131	10.66%	$1,886	$12,475,005,940	11.95%	$2,261
Capital Projects (Object 66xx)	$2,992,968	19.09%	$2,721	$3,014,372	15.48%	$2,740	$16,033,551,537	15.36%	$2,906
Total Disbursements	$15,681,860	100.00%	$14,256	$19,472,158	100.00%	$17,702	$104,379,535,245	100.00%	$18,921
Tax Rates									
2023 - 2024 (current tax year) Tax Rates									
Maintenance & Operations Tax Rate				0.7575			0.7333		
Interest & Sinking Tax Rate				0.3146			0.2408		
Total Tax Rate				1.0721			0.9741		
Tax Detail									
Maximum Compressed Tax Rate (MCR)				0.6192			0.6379		
Tier I Tax Rate				0.6192			0.6375		
Tier II Tax Rate (Enrichment Pennies)				0.1383			0.0958		
Fund Balance**									
Fund Balance									
Nonspendable Fund Balance	$7,694		$7	$7,694		$7	$448,350,489		$88
Restricted Fund Balance	$0		$0	$2,007,176		$1,825	$42,873,980,540		$8,417
Committed Fund Balance	$6,952,783		$6,321	$7,112,793		$6,466	$4,159,077,592		$816
Assigned Fund Balance	$0		$0	$0		$0	$4,058,981,212		$797

2023 - 2024 Actual Financial Data
Totals for MILLSAP ISD (184904)
Total Enrolled Membership: 1,100

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Unassigned Fund Balance	$2,866,656		$2,606	$2,866,656		$2,606	$17,734,264,080		$3,481
Total Fund Balance**	$9,827,133		$8,934	$11,994,319		$10,904	$69,274,653,913		$13,600
Fund Balance Reconciliation									
2022-2023 Total Fund Balance (Previous Year)	$9,833,327		$8,948	$11,758,102		$10,699	$61,508,592,008		$12,062
2023-2024 Excess (Deficiency) Operating Expenditures	$-6,194		$-6	$236,217		$215	$-12,858,865,614		$-2,524
2023-2024 Excess (Deficiency) Non-Operating Expenditures	$0		$0	$0		$0	$20,418,148,729		$4,008
2023-2024 Uncommon Items	$0		$0	$0		$0	$206,778,790		$41
2023-2024 Total Fund Balance	$9,827,133		$8,934	$11,994,319		$10,904	$69,274,653,913		$13,600

2023-2024 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR MILLSAP EL (184904101)
MILLSAP ISD

Total Enrolled Membership: 527

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	$3,421,396	100.00%	$6,492	$4,007,073	100.00%	$7,604
Operating-Payroll	$3,153,041	92.16%	$5,983	$3,537,124	88.27%	$6,712
Other Operating	$268,355	7.84%	$509	$469,949	11.73%	$892
Non-Operating(Equipt/Supplies)	$0	0.00%	$0	$0	0.00%	$0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	$3,421,396	100.00%	$6,492	$4,007,073	100.00%	$7,604
Instruction (11,95) *	$2,938,835	85.90%	$5,577	$3,502,013	87.40%	$6,645
Instructional Res/Media (12) *	$8,720	0.25%	$17	$8,720	0.22%	$17
Curriculum/Staff Develop (13) *	$32,226	0.94%	$61	$54,819	1.37%	$104
Instructional Leadership (21) *	$0	0.00%	$0	$0	0.00%	$0
School Leadership (23) *	$271,004	7.92%	$514	$271,004	6.76%	$514
Guidance/Counseling Svcs (31) *	$83,326	2.44%	$158	$83,326	2.08%	$158
Social Work Services (32) *	$0	0.00%	$0	$0	0.00%	$0
Health Services (33) *	$78,192	2.29%	$148	$78,192	1.95%	$148
Transportation(34) *	$0	0.00%	$0	$0	0.00%	$0
Food (35) **	$0	0.00%	$0	$0	0.00%	$0
Extracurricular (36) **	$28	0.00%	$0	$-66	0.00%	$0
Plant Maint/Operation (51) **	$0	0.00%	$0	$0	0.00%	$0
Security/Monitoring (52) **	$9,065	0.26%	$17	$9,065	0.23%	$17

2023-2024 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR MILLSAP EL (184904101)
MILLSAP ISD

Total Enrolled Membership: 527

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	$0	0.00%	$0	$0	0.00%	$0
Fund Raising CHARTER ONLY (81) **	$0	0.00%	$0	$0	0.00%	$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	$3,421,396	100.00%	$6,492	$4,007,073	100.00%	$7,604
Regular	$2,409,399	70.42%	$4,572	$2,458,795	61.36%	$4,666
Gifted & Talented	$10,310	0.30%	$20	$10,310	0.26%	$20
Career & Technical	$0	0.00%	$0	$0	0.00%	$0
Students with Disabilities	$496,441	14.51%	$942	$496,441	12.39%	$942
State Compensatory ED	$55,140	1.61%	$105	$355,005	8.86%	$674
Bilingual	$9,876	0.29%	$19	$9,876	0.25%	$19
Early Education Allotment	$337,628	9.87%	$641	$337,628	8.43%	$641
Dyslexia or Related Disorder Serv	$102,574	3.00%	$195	$102,574	2.56%	$195
CCMR	$0	0.00%	$0	$0	0.00%	$0
Athletic Programming	$0	0.00%	$0	$0	0.00%	$0
Un-Allocated	$28	0.00%	$0	$236,444	5.90%	$449

Note: Some amounts may not total due to rounding.

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** Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

Link to PEIMS Financial Standard Reports to be used for the analysis of costs reported by comparable school districts.

2023-2024 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR MILLSAP MIDDLE (184904041)
MILLSAP ISD

Total Enrolled Membership: 251

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	$2,113,505	100.00%	$8,420	$2,138,412	100.00%	$8,520
Operating-Payroll	$2,007,859	95.00%	$7,999	$2,007,859	93.89%	$7,999
Other Operating	$105,646	5.00%	$421	$130,553	6.11%	$520
Non-Operating(Equipt/Supplies)	$0	0.00%	$0	$0	0.00%	$0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	$2,113,505	100.00%	$8,420	$2,138,412	100.00%	$8,520
Instruction (11,95) *	$1,717,381	81.26%	$6,842	$1,731,191	80.96%	$6,897
Instructional Res/Media (12) *	$3,033	0.14%	$12	$3,033	0.14%	$12
Curriculum/Staff Develop (13) *	$4,934	0.23%	$20	$16,371	0.77%	$65
Instructional Leadership (21) *	$0	0.00%	$0	$0	0.00%	$0
School Leadership (23) *	$237,155	11.22%	$945	$237,155	11.09%	$945
Guidance/Counseling Svcs (31) *	$87,346	4.13%	$348	$87,346	4.08%	$348
Social Work Services (32) *	$0	0.00%	$0	$0	0.00%	$0
Health Services (33) *	$43,026	2.04%	$171	$43,026	2.01%	$171
Transportation(34) *	$10,083	0.48%	$40	$10,083	0.48%	$40
Food (35) **	$0	0.00%	$0	$0	0.00%	$0
Extracurricular (36) **	$3,773	0.18%	$15	$3,433	0.16%	$14
Plant Maint/Operation (51) **	$0	0.00%	$0	$0	0.00%	$0
Security/Monitoring (52) **	$6,774	0.32%	$27	$6,774	0.32%	$27

2023-2024 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR MILLSAP MIDDLE (184904041)
MILLSAP ISD

Total Enrolled Membership: 251

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	$0	0.00%	$0	$0	0.00%	$0
Fund Raising CHARTER ONLY (81) **	$0	0.00%	$0	$0	0.00%	$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	$2,113,505	100.00%	$8,420	$2,138,412	100.00%	$8,520
Regular	$1,372,469	64.94%	$5,468	$1,372,469	64.18%	$5,468
Gifted & Talented	$66,187	3.13%	$264	$66,187	3.10%	$264
Career & Technical	$10,270	0.49%	$41	$10,270	0.48%	$41
Students with Disabilities	$420,349	19.89%	$1,675	$420,349	19.66%	$1,675
State Compensatory ED	$238,613	11.29%	$951	$261,237	12.22%	$1,041
Bilingual	$1,844	0.09%	$7	$1,844	0.09%	$7
Early Education Allotment	$0	0.00%	$0	$0	0.00%	$0
Dyslexia or Related Disorder Serv	$0	0.00%	$0	$0	0.00%	$0
CCMR	$0	0.00%	$0	$0	0.00%	$0
Athletic Programming	$2,956	0.14%	$12	$2,956	0.14%	$12
Un-Allocated	$817	0.04%	$3	$3,100	0.14%	$12

Note: Some amounts may not total due to rounding.

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** Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

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2023-2024 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR MILLSAP H S (184904001)
MILLSAP ISD

Total Enrolled Membership: 322

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	$3,822,597	100.00%	$11,871	$3,832,823	100.00%	$11,903
Operating-Payroll	$3,174,953	83.06%	$9,860	$3,174,953	82.84%	$9,860
Other Operating	$510,906	13.37%	$1,587	$521,132	13.60%	$1,618
Non-Operating(Equipt/Supplies)	$136,738	3.58%	$425	$136,738	3.57%	$425
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	$3,685,859	100.00%	$11,447	$3,696,085	100.00%	$11,479
Instruction (11,95) *	$2,698,275	73.21%	$8,380	$2,703,189	73.14%	$8,395
Instructional Res/Media (12) *	$3,941	0.11%	$12	$3,941	0.11%	$12
Curriculum/Staff Develop (13) *	$6,162	0.17%	$19	$15,692	0.42%	$49
Instructional Leadership (21) *	$0	0.00%	$0	$0	0.00%	$0
School Leadership (23) *	$286,449	7.77%	$890	$286,449	7.75%	$890
Guidance/Counseling Svcs (31) *	$79,666	2.16%	$247	$79,666	2.16%	$247
Social Work Services (32) *	$0	0.00%	$0	$0	0.00%	$0
Health Services (33) *	$57,935	1.57%	$180	$57,935	1.57%	$180
Transportation(34) *	$0	0.00%	$0	$0	0.00%	$0
Food (35) **	$0	0.00%	$0	$0	0.00%	$0
Extracurricular (36) **	$533,974	14.49%	$1,658	$529,756	14.33%	$1,645
Plant Maint/Operation (51) **	$0	0.00%	$0	$0	0.00%	$0
Security/Monitoring (52) **	$19,457	0.53%	$60	$19,457	0.53%	$60

2023-2024 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR MILLSAP H S (184904001)
MILLSAP ISD

Total Enrolled Membership: 322

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	$0	0.00%	$0	$0	0.00%	$0
Fund Raising CHARTER ONLY (81) **	$0	0.00%	$0	$0	0.00%	$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	$3,685,859	100.00%	$11,447	$3,696,085	100.00%	$11,479
Regular	$1,290,967	35.02%	$4,009	$1,290,967	34.93%	$4,009
Gifted & Talented	$215,164	5.84%	$668	$215,164	5.82%	$668
Career & Technical	$769,247	20.87%	$2,389	$769,247	20.81%	$2,389
Students with Disabilities	$360,590	9.78%	$1,120	$360,590	9.76%	$1,120
State Compensatory ED	$403,845	10.96%	$1,254	$403,845	10.93%	$1,254
Bilingual	$1,775	0.05%	$6	$1,775	0.05%	$6
Early Education Allotment	$0	0.00%	$0	$0	0.00%	$0
Dyslexia or Related Disorder Serv	$0	0.00%	$0	$0	0.00%	$0
CCMR	$115,344	3.13%	$358	$115,344	3.12%	$358
Athletic Programming	$466,294	12.65%	$1,448	$459,536	12.43%	$1,427
Un-Allocated	$62,633	1.70%	$195	$79,617	2.15%	$247

Note: Some amounts may not total due to rounding.

* Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

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TEXAS EDUCATION AGENCY

Texas Academic Performance

District Accreditation Status

2024-2025

Millsap ISD
201 East Brazos Street
Millsap, Texas 76066
940-682-4994

2023-24 Assignment of Accreditation Statuses

TEA notified districts and charter schools that, under the authority of TEC §§39.051 and 39.052, and 19 TAC §97.1055, the TEA will assign accreditation statuses for the 2023-2024 school year on September 25, 2025. Due to litigation, the issuance of 2023 academic accountability ratings was delayed pending a judicial ruling, which in turn postponed the release of 2023-2024 accreditation statuses. In April 2025, the Fifteenth Court of Appeals ruled that TEA could release 2023 accountability ratings, and the ratings for 2023 were finalized on August 19, 2025. As a result of this delay, the issuance of the 2023-2024 accreditation statuses is outside of the normal release cycle.

Districts received the 2024-2025 and 2025-2026 accreditation statuses in the Spring of 2026.

2024-25 Assignment of Accreditation Statuses released in Spring 2026

CDN	DISTRICT NAME	ESC	2024 FIRST Rating	2024 Accountability Rating	2024-2025 Accreditation Status	Reason For Status	Notes
184904	MILLSAP ISD	11	A - Superior Achievement	B	ACCREDITED		

Showing 1 to 1 of 1 entries (filtered from 1,204 total entries) Previous 1 Next

2025-26 Assignment of Accreditation Statuses

CDN	DISTRICT NAME	ESC	2025 FIRST Rating	2025 Accountability Rating	2025-2026 Accreditation Status	Reason For Status	Notes
184904	MILLSAP ISD	11	A - Superior Achievement	B	ACCREDITED		

Showing 1 to 1 of 1 entries (filtered from 1,197 total entries) Previous 1 Next

TEXAS EDUCATION AGENCY

Texas Academic Performance

Campus Performance Objectives

2025-2026
Plan on a Page

Millsap ISD
201 East Brazos Street
Millsap, Texas 76066
940-682-4994

Millsap Independent School District

District Mission Statement

The Mission of Millsap I.S.D. is to inspire, develop, and educate every student in a safe environment to be a productive citizen prepared for lifelong success.

District Vision Statement

Millsap ISD will partner with parents to be the premier educational organization.

District Motto

Your child, Their dreams, Our mission.

Priority 1: Student Excellence; **Priority 2: High-Quality Staff:**
Priority 3: Stakeholder Engagement and Satisfaction; **Priority 4: Strong Financial Stewardship**

Priority 1.1 - Student Achievement and Growth (On-Grade Level Performance, and Growth in Reading and Math)
Strategy 1.1.1: Deliver and monitor effective Tier I instruction.
Strategy 1.1.2: Ensure fidelity of Curriculum & Instruction delivery through formative assessments.
Strategy 1.1.3: Create a well-defined curriculum plan, Learning Framework.

Priority 1.2 - Student College, Career, and Military Readiness
Strategy 1.2.1: Promote opportunities for students to earn College Readiness.
Strategy 1.2.2: Promote opportunities for students to earn Career Readiness.
Strategy 1.2.3: Promote opportunities for students to earn Military Readiness.

Priority 1.3 - Life-Ready
Strategy 1.3.1: Develop students with high emotional intelligence.
Strategy 1.3.2: Create student-focused experiences that develop the Whole Child.
Strategy 1.3.3: Develop the characteristics in the MISD Portrait of a Graduate.

Priority 2.1 - Recruitment
Strategy 2.1.1: Ensure & Promote Competitive Staff Compensation & Benefits.
Strategy 2.1.2: Create, Implement, and Sustain Pillars of Excellence through defined attributes.
Strategy 2.1.3: Create, Implement, and Sustain an MISD Recruitment Plan.

Priority 2.2 - Retention
Strategy 2.2.1: Ensure & Promote Competitive Staff Compensation and Benefits.
Strategy 2.2.2: Promote a positive Districtwide Culture.
Strategy 2.2.3: Systematic Review of Staff Satisfaction Survey with Actionable Follow-up.

Priority 2.3 - Staff Capacity-Building
Strategy 2.3.1: Create, Revise, and implement the MISD Continuum of Learning.
Strategy 2.3.2: Build Capacity by engaging staff in Professional Learning.

Priority 3.1 - Parent Engagement & Satisfaction
Strategy 3.1.1: Building Partnerships with Stakeholders.
Strategy 3.1.2: Deliver Transparent, Timely, Engaging Communications for Stakeholders.
Strategy 3.1.3: Community Outreach.

Priority 3.2 - Community Engagement & Satisfaction
Strategy 3.2.1: Building Partnerships with Stakeholders.
Strategy 3.2.2: Deliver Transparent, Timely, Engaging Communications for Stakeholders.
Strategy 3.2.3: Community Outreach.

Priority 4.1 - Fiscal Stewardship with Transparent Budget Development, Adoption, and Management Processes
Strategy 4.1.1: Create a Transparent Budget Development Process.
Strategy 4.1.2: Transparent Management process.
Strategy 4.1.3: Develop effective fiscal managers.

Priority 4.2 - Systematic approach to long-range facility planning
Strategy 4.2.1: Develop and sustain sound facility master planning process.
Strategy 4.2.2: Maintain a community advisory committee (CAC).

Priority 4.3 - Operational Effectiveness and Efficiency
Strategy 4.3.1: Develop, Implement, and Uphold Business Office Procedure Manual aligned to policy.
Strategy 4.3.2: Develop effective fiscal managers.
Strategy 4.3.3: Develop key Roles & Responsibilities and measure internal customer satisfaction.
Strategy 4.3.4: Promote a Safe Environment.

Millsap Elementary School
Plan on a Page
2025-2026

District Mission Statement

The Mission of Millsap I.S.D. is to inspire, develop, and educate every student in a safe environment to be a productive, responsible citizen prepared for lifelong success.

Campus Mission Statement

The Mission of Millsap Elementary is to educate every student to function successfully as a result of a positive learning environment created by dedicated staff, supportive parents, and an involved community.

District Motto

Your child. Their dreams. Our mission.

Campus Motto

Bring Your A Game.

Attendance, Academics, Attitude, and Active Learning

Vision Statement

Millsap ISD will partner with parents and the community to be the premier educational organization.

Campus Vision Statement

All staff at Millsap Elementary School will empower all students to grow at least one full year, while still valuing the whole child.

Value Statements

- We value community/parental partnerships and mutual respect.
- We value positive relationships with students, staff, and parents.
- We value the development of the whole child.
- We believe student success is our ultimate measure.
- We practice ethical behavior and personal integrity.

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- We value positive relationships with students, staff, and parents.
- We value the development of the whole child.
- We believe student success is our ultimate measure.
- We practice ethical behavior and personal integrity.

District Goals

1. Millsap ISD will focus on student success by providing premier educational academic and co-curricular programs.
2. Millsap ISD will recruit, develop, and retain high-quality and motivated staff to ensure student success.
3. Millsap ISD will provide all students with a safe and nurturing learning experience.
4. Millsap ISD will ensure financial integrity to support educational academic and co-curricular programs.
5. Millsap ISD will partner with parents and the community to ensure student success.

Campus Teaching/Learning Goals
(Related to District Goal 1)

Priority 1: Student Excellence/Priority 4: Strong Financial Stewardship and Operational Effectiveness

Campus Goal 1: MES students will achieve success through meaningful learning experiences, innovative instruction, and personalized opportunities.

Campus Goal 2: MES learning experiences will be routinely differentiated to meet the unique needs of each student and sub-population.

Campus Goal 3: MES will educate and support students in a safe learning environment conducive to social and emotional health.

Campus Operational Goals
(Related to District Goals 2-5)

Priority 2: High-Quality Staff/Priority 4: Strong Financial Stewardship and Operational Effectiveness

Campus Goal 4: MES will recruit, value, and retain exceptional staff to create a rewarding learning environment.

Priority 3: Stakeholder Engagement and Satisfaction/Priority 4: Strong Financial Stewardship and Operational Effectiveness

Campus Goal 5: MES will create and foster an environment where all stakeholders are engaged in the transformational work of Millsap Elementary.

Millsap Middle School
Plan on a Page
2025-2026

District Mission Statement

The Mission of Millsap I.S.D. is to inspire, develop, and educate every student in a safe environment to be productive, responsible citizens prepared for lifelong success.

Campus Mission Statement

The Mission of Millsap Middle School is to inspire, develop, and educate every student in a safe environment to be productive, responsible citizens prepared for lifelong success.

District Motto

Your Child. Their Dreams. Our Mission

Campus Motto

Your Child. Their Dreams. Our Mission

Vision Statement

Millsap ISD will partner with parents and community to be the premier educational organization.

Campus Vision Statement

Millsap Middle School will partner with parents and community to be the premier educational organization.

Value Statements

- We value community/parental partnerships and mutual respect.
- We value positive relationships with students, staff, and parents.
- We value the development of the whole child.
- We believe student success is our ultimate measure.
- We practice ethical behavior and personal integrity.

- We value community/parental partnerships and mutual respect.
- We value positive relationships with students, staff, and parents.
- We value the development of the whole child.
- We believe student success is our ultimate measure.
- We practice ethical behavior and personal integrity.

District Goals

1. Millsap ISD will focus on student success by providing premier educational academic and co-curricular programs. (Priority 1)
2. Millsap ISD will recruit, develop, and retain high quality and motivated staff to ensure student success. (Priority 2)
3. Millsap ISD will provide a safe and nurturing learning experience for all students. (Priority 1,3)
4. Millsap ISD will ensure financial integrity to support educational academic and co-curricular programs. (Priority 4)
5. Millsap ISD will partner with parents and community to ensure student success. (Priority 1, 3)

Campus Teaching/Learning Goals (Related to District Goal 1)

1. All students at Millsap Middle School will receive high quality instruction to achieve Masters status on state standardized tests.
   Strategies:
   -Math and Reading Teachers will implement PLC strategies to improve instructional effectiveness.
   -Teachers will utilize TEKS Resources/Performance Assessments.
   -We will use Region 11 coaches in Math and Reading to improve instructional quality

Campus Operational Goals (Related to District Goals 2-5)

1. Each teacher at Millsap Middle School will continue to grow professionally to provide high quality instruction to students.
2. Millsap Middle School will provide effective communication using various types of media to parents, guardians, and the community.
3. Millsap Middle School will provide a safe and secure school environment to promote academic and social success.
4. MMS will actively engage parents and community members through collaborative events and volunteer opportunities to strengthen partnerships that support academic achievement, student well-being, and overall success.

Millsap High School
Plan on a Page
2025-2026

District Mission Statement

The mission of Millsap ISD is to INSPIRE, DEVELOP and EDUCATE every student in a safe environment to be a productive, responsible citizen prepared for lifelong success.

Campus Mission Statement

The mission of Millsap High School is to INSPIRE, DEVELOP and EDUCATE every student in a safe environment to be a productive, responsible citizen prepared for lifelong success.

District Motto

Your child. Their dreams. Our mission.

Campus Motto

Every Child. Every Day. Whatever It Takes.

Vision Statement

Millsap ISD will partner with parents and the community to be the PREMIER educational organization.

Campus Vision Statement

Millsap High School will partner with parents and the community to be the PREMIER educational organization.

Value Statements

- We value the development of the whole child.
- We value community/parental partnerships and mutual respect.
- We value positive relationships with students, staff, and parents.
- We believe student success is our ultimate measure.
- We practice ethical behavior and personal integrity.

District Goals

1. MISD makes educational decisions based on the development of the whole child, believes student success is our ultimate measure and Academic Growth and High Performance (Meets & Masters) is foundational to MISD's academic success.
2. MISD employees practice ethical behavior & personal integrity, MISD hires employees that align with our Bulldog culture and builds a positive culture where staff work together and support one another and share the decision making process.
3. MISD is committed to open, transparent, ongoing communication with district stakeholders, and believes a trusting partnership between the community & district will result in student success.
4. MISD will display sound, conservative, transparent fiscal practices, allocate resources in alignment to district priorities, and deploy Effective and Efficient spending practices.

Campus Teaching/Learning Goals
(Related to District Priority 1)

Campus Goal 1: 100% of our students taking any EOC will show 1 year of growth by May 2026.

Campus Goal 2: MHS will partner with Region XI to coach administrators and core teachers to increase use of high yield strategies and align with T-TESS.

Campus Goal 3: MHS will maintain a minimum 97% graduation rate and a CCMR score of 97% or higher.

Campus Goal 4: MHS will increase student attendance from the 2024-2025 rate of 95.13% to 96% in 2025-2026. (Priorities 1,2,3,4)

Campus Operational Goals
(Related to District Priorities 2-4)

Campus Goal 5: Overall parent satisfaction survey will increase from 78% in 2024 to 90% in 2026. (Priority 3)

Campus Goal 6: MHS will support retention of high-quality staff by increasing staff satisfaction in areas of need, resulting in an overall 90%+ satisfaction rating with no single indicator below 80%. (Priority 2)

Campus Goal 7: MHS will ensure a safe educational environment. (Priorities 2,3,4)

Campus Goal 8: MHS will provide intensive instructional support to students identified as At-Risk, 504, SpEd, DAEP, EB, Low SES. (Priorities 1,2,3,4)

Campus Goal 9: MHS will utilize best practice in scheduling and serving SpEd, 504 and EBs. (Priorities 1,2)

TEXAS EDUCATION AGENCY

Texas Academic Performance

Violent or Criminal Incidents Report

2024-2025

Millsap ISD
201 East Brazos Street
Millsap, Texas 76066
940-682-4994

Millsap ISD

2024-25 School Year Report on Violent or Criminal Incidents - Campuses with 1 or More Reported Incidents
Student Disciplinary Action Incident Counts by PEIMS/TSDS Action Reason Code (C165)
(To comply with FERPA, data are masked with an asterisk (*) if the number of students involved is less than 5)

Reason Code	Description	184904001	184904041	184904101		
		MILLSAP H S	MILLSAP MIDDLE	MILLSAP EL		
11	Brought a Firearm to School - TEC 37.007(e) or Unlawful Carrying of a Handgun under Penal Code 46.02 – TEC 37.007(a)(1)	0	0	0		
12	Unlawful Carrying of a Location-Restricted Knife under Penal Code 46.02 - TEC 37.007(a)(1) (Location-Restricted Knife - blade longer than 5.5 inches)	0	0	0		
14	Conduct Containing the Elements of an Offense Relating to Prohibited Weapons Under Penal Code 46.05 – TEC 37.007(a)(1)	0	0	0		
16	Arson – TEC §37.007(a)(2)(B)	0	0	0		
17	Murder, Capital Murder, Criminal Attempt to Commit Murder, Or Capital Murder – TEC §37.007(a)(2)(C)	0	0	0		
18	Indecency With A Child – TEC §37.007(a)(2)(D)	0	0	0		
19	Aggravated Kidnapping – TEC §37.007(a)(2)€	0	0	0		
29	Aggravated Assault under Penal Code §22.02 against a school district employee or volunteer – TEC §37.007(d)	0	0	0		
30	Aggravated Assault under Penal Code §22.02 against someone other than a school district employee or volunteer – TEC §37.007 (a)(2)(A)	0	0	0		
31	Sexual Assault under Penal Code §22.011 Or Aggravated Sexual Assault under Penal Code §22.021 against a school district employee or volunteer – TEC §37.007(d)	0	0	0		
32	Sexual Assault under Penal Code §22.011 or Aggravated Sexual Assault under Penal Code §22.021 against someone other than a school district employee or volunteer – TEC §37.007(a)(2)(A)	0	0	0		
36	Felony Controlled Substance Violation – TEC §37.007(a)(3)	0	0	0		
37	Felony Alcohol Violation – TEC §37.007(a)(3)	0	0	0		
46	Aggravated Robbery – TEC §37.007(a)(2)(F), TEC §37.007(C)-(D) (HB9680)	0	0	0		
47	Manslaughter – TEC §37.007(a)(2)(G)	0	0	0		
48	Criminally Negligent Homicide – TEC §37.007(a)(2)(H)	0	0	0		
49	Engages in Deadly Conduct - TEC §37.007(b)(3)	0	0	0		
57	Continuous Sexual Abuse of Young Child or Disabled Individual under §21.02 Penal Code – TEC §37.007(a)(2)(I)	0	0	0		
59	Serious Misbehavior, as defined by TEC §37.007(c)*, while expelled to/placed in a Disciplinary Alternative Education Program (DAEP)	2	0	0		
	Total Incidents	2	0	0		
	Student Enrollment (Fall 2024 PEIMS Snapshot)	301	251	529		
	Incident Rate	0.7%	0.0%	0.0%		

TEA uses the mandatory expulsion incidents referenced in this table as the basis for identification of persistently dangerous schools and to create the identified campuses and "watch lists" referenced in the Unsafe School Choice Option Guidance Handbook posted on TEA's webpage at:
https://tea.texas.gov/finance-and-grants/grants/essa-program/uscohandbook.pdf

For information concerning school violence prevention and violence intervention policies that the district is using to protect students, please refer to the District's Student Code of Conduct and School Board Policies (both of which are available on the District's webpage and at all campuses and at the District's Central Administrative Offices).

** TEC §37.007(c) defines "serious misbehavior" as: (1) deliberate violent behavior that poses a direct threat to the health or safety of others; (2) extortion, meaning the gaining of money or other property by force or threat; (3) conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or (4) conduct that constitutes the offense of: (A) public lewdness under Section 21.07, Penal Code; (B) indecent exposure under Section 21.08, Penal Code; (C) criminal mischief under Section 28.03, Penal Code; (D) personal hazing under Section 37.152; or (E) harassment under Section 42.07(a)(1), Penal Code, of a student or district employee.*

TEXAS EDUCATION AGENCY

Texas Academic Performance

Student Performance in Postsecondary Institutions

2022-2023 Graduates

Millsap ISD
201 East Brazos Street
Millsap, Texas 76066
940-682-4994

Report of 2022-2023 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2024

Texas statute requires every school district to include, with their performance report, information received under Texas Education Code §51.403(e). This information, provided to districts from the Texas Higher Education Coordinating Board (THECB), reports on student performance in postsecondary institutions during the first year enrolled after graduation from high school.

Student performance is measured by the Grade Point Average (GPA) earned by 2022-2023 high school graduates who attended public four-year and two-year higher education in FY 2024. The data is presented alphabetically for each county, school district and high school. The bookmarks can be used to select the first letter of a county. Then the user can scroll down to the desired county, school district and high school.

For each student, the grade points and college-level semester credit hours earned by a student in fall 2023, spring 2024, and summer 2024 are added together and averaged to determine the GPA. These GPAs are accumulated in a range of five categories from < 2.0 to > 3.5. If a GPA could not be calculated for some reason, that student is placed in the "Unknown" column. GPA data is only available for students attending public higher education institutions in Texas. If a high school has fewer than five students attending four-year or two-year public higher education institutions, the number of students is shown but no GPA breakout is given. If a student attended both a four-year and a two-year institution in FY 2024, the student's GPA is shown in the type of institution where the most semester credit hours were earned.

The number of students located at Texas independent institutions is presented. Also shown are "not trackable" graduates, those with non-standard ID numbers that cannot be used to match student identifiers at Texas higher education institutions. "Not found" graduates have standard ID numbers but were not located in FY 2024 at Texas higher education institutions. They might have enrolled in higher education outside of Texas.

No data is given for high schools with 25 or fewer graduates.

Because the statute calls for data on the first year enrolled after graduation, the level of the institution attended by students in this report may not match that given in THECB's high school to college report at http://www.txhighereddata.org/Interactive/HSCollLink. That report shows where students attended in the fall semester after their high school graduation year. This report attributes students to the level of institution where they earned the most semester credit hours during the whole academic year, not just the fall semester.

Please note: In May 2012 the 2006-2007, 2007-2008, and 2008-2009 versions of the *Report of High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education* were updated to reflect a minor correction in how the GPA data are distributed across ranges.

Texas High School Graduates from FY2023
Enrolled in Texas Public or Independent Higher Education in FY 2024

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	MILLSAP ISD								
	184904001	MILLSAP H S							
		Four-Year Public University	12	4	1	0	3	4	0
		Two-Year Public Colleges	24	3	2	6	7	6	0
		Independent Colleges & Universities	1						
		Not Trackable	1						
		Not Found	35						
		Total High School Graduates	73						
	PEASTER ISD								
	184908001	PEASTER H S							
		Four-Year Public University	22	1	4	2	10	5	0
		Two-Year Public Colleges	38	3	4	2	9	20	0
		Independent Colleges & Universities	6						
		Not Trackable	0						
		Not Found	55						
		Total High School Graduates	121						
	POOLVILLE ISD								
	184901001	POOLVILLE H S							
		Four-Year Public University	4						
		Two-Year Public Colleges	10	1	1	1	2	4	1
		Independent Colleges & Universities	0						
		Not Trackable	4						
		Not Found	22						
		Total High School Graduates	40						

Source: Texas Higher Education Coordinating Board and Texas Education Agency
"Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.
"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.
Includes high schools with more than 25 graduates. If enrolllment in public higher education less than 5, the GPA data is omitted.

TEXAS EDUCATION AGENCY

Glossary

of the Texas Academic Performance Report

2024-2025

Millsap ISD

201 East Brazos Street
Millsap, Texas 76066
940-682-4994

2024–25 Texas Academic Performance Report (TAPR) Glossary

Cover Page

2025 Accountability Rating: The overall rating earned by the district or campus for 2025.

2025 Special Education Determination Status (district TAPR only): This label represents an integrated determination level status based on an evaluation of each local educational agency's (LEA) Results Driven Accountability (RDA) indicators in the special education program area and four Federally Required Elements (FREs), which include the State Performance Plan (SPP) compliance indicators 9, 10, 11, 12, and 13; data integrity; uncorrected noncompliance; and financial audit findings. Each LEA receives one of four special education determination levels (DLs):
Meets Requirements
Needs Assistance
Needs Intervention Needs
Substantial Intervention

2025 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration) *(districts serving grades 10–12):* Senate Bill 1843 requires that each school year, each school district and open-enrollment charter school provide students in grades 10–12 the opportunity to take the ASVAB and consult with a military recruiter. *(Data source: PEIMS ArmedServicesVocAptBattery E1625)*

Performance

STAAR: A comprehensive testing program for public school students in grades 3–8 or high school courses with end-of-course (EOC) assessments. The STAAR program is designed to measure to what extent a student has learned, understood, and is able to apply the concepts and skills expected at each grade level or after completing each course for which an EOC assessment exists. Each STAAR assessment is linked directly to the Texas Essential Knowledge and Skills (TEKS). The TEKS are the state-mandated content standards that describe what a student should know and be able to do upon completion of a course. For more information on the TEKS, see the *Texas Essential Knowledge and Skills* website at http://tea.texas.gov/curriculum/teks/.

Other Important Information:

STAAR (with and without accommodations) and STAAR Alternate 2. The TAPR and the Texas Performance Reporting System (TPRS) include performance on STAAR and STAAR Alternate 2.

Spanish STAAR. All STAAR assessments in grades 3, 4, and 5 are available in both English and Spanish. The TAPR and the TPRS include performance on the Spanish STAAR.

Rounding of STAAR results. STAAR performance shown on the TAPR and TPRS is rounded to whole numbers. For example, 49.877% is rounded to 50%; 49.4999% is rounded to 49%; and 59.5% is rounded to 60%.

Masking. STAAR performance rates are masked when necessary to comply with FERPA. For more information, see the Explanation of Masking at https://rptsvr1.tea.texas.gov/perfreport/tapr/2025/masking.html.

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2024–25 Texas Academic Performance Report (TAPR) Glossary

STAAR Performance (2024–25)

The STAAR Performance section displays performance results by grade, subject and performance level for students in the accountability subset, which are students enrolled in the same district/campus on both the snapshot date (PEIMS Fall Snapshot) and the testing date. The STAAR Performance–All Students section of the TPRS displays STAAR performance by grade, subject, and performance level and includes all students tested, regardless of whether they were in the accountability subset.

STAAR Subjects by Grade:

Grade 3 – Reading Language Arts (RLA) and Mathematics

Grade 4 – Reading Language Arts (RLA), and Mathematics

Grade 5 – Reading Language Arts (RLA), Mathematics, and Science

Grade 6 – Reading Language Arts (RLA) and Mathematics

Grade 7 – Reading Language Arts (RLA) and Mathematics

Grade 8 – Reading Language Arts (RLA), Mathematics, Science, and Social Studies

STAAR End-of-Course (EOC) Subjects:

English I

English II

Algebra I

Biology

U.S. History

Accelerated Testers:

SAT/ACT

Percentage at Approaches Grade Level or Above. The percentage of assessments that met or exceeded the Approaches Grade Level standard.

Percentage at Meets Grade Level or Above. The percentage of assessments that met or exceeded the Meets Grade Level standard.

Percentage at Masters Grade Level. The percentage of assessments that met the Masters Grade Level standard.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Both Reading and Mathematics. The percentage of students who took both the reading and mathematics STAAR and met or exceeded the Meets Grade Level standard on both assessments (excluding EOC assessments).

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Both Reading and Mathematics Including EOC. The percentage of students who took both the reading and

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mathematics STAAR or EOC and met or exceeded the Meets Grade Level standard on both assessments.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Reading Including EOC. The percentage of students who took the reading STAAR or the English I or II EOC and met or exceeded the Meets Grade Level standard.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Mathematics Including EOC. The percentage of students who took the mathematics STAAR or the Algebra I EOC and met or exceeded the Meets Grade Level standard.

Progress (Annual Growth, Accelerated Learning and STAAR Progress Measure)

School Progress Domain— Annual Growth is the percentage of students who grew academically by at least one school year. For STAAR assessments (with or without accommodations), annual growth is measured by a transition table. Individual student growth is calculated as the change between Low Did Not Meet Grade Level, High Did Not Meet Grade Level, Low Approaches Grade Level, High Approaches Grade Level, Meets Grade Level, and Masters Grade Level performance from the prior year to the current year.

School Progress Domain—Accelerated Learning is the percentage of students who earned Did Not Meet Grade Level in the prior year and were accelerated to Approaches Grade Level or above in the current year.

The above measures were used to determine the Annual Growth and Accelerated Learning in the Bilingual Education/ESL report.

Bilingual Education/ESL

Bilingual Education (BE): Dual-language program that enables emergent bilingual (EB) students/English learners (ELs) to become proficient in listening, speaking, reading, and writing in the English language through the development of literacy and academic skills in the primary language and English. This category includes the following:

- *BE Trans Early Exit*. Bilingual program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than two or later than five years after the student enrolls in school.
- *BE Trans Late Exit*. Bilingual program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school.
- *BE Dual Two-Way*. Bilingual/biliteracy program model in which students identified as EB students/ELs are integrated with non-EB/non-EL students and are served in both English and another language and are prepared to meet reclassification criteria in order to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school. This model provides ongoing instruction in literacy and academic content in English and

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another language with at least half of the instruction delivered in the non-English program language for the duration of the program.

- *BE Dual One-Way*. Bilingual/biliteracy program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria in order to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school. This model provides ongoing instruction in literacy and academic content in the students' primary language as well as English, with at least half of the instruction delivered in the students' primary language for the duration of the program.

English as a Second Language (ESL): An English acquisition program that enables emergent bilingual (EB) students/English learners (ELs) to become proficient in listening, speaking, reading, and writing in the English language through the integrated use of second language acquisition methods. This category includes the following:

- *ESL Content-Based*. An English acquisition program that serves students identified as EB students/ELs through English instruction by a teacher appropriately certified in ESL under TEC, §29.061(c), through English language arts and reading, mathematics, science, and social studies.
- *ESL Pull-Out*. An English program that serves students identified as EB students/ELs through English instruction provided by an appropriately certified ESL teacher under the TEC, §29.061(c), through English language arts and reading. Instruction shall be provided by the ESL teacher in a pull-out or inclusionary delivery model.

Alternative Language Program (ALP): An alternative language program provided to emergent bilingual (EB) students/English learners (ELs) for whom the local education agency (LEA) does not have the appropriately certified teachers for the required bilingual education or English as a second language (ESL) program for the current school year. This category includes the following:

- *ALP Bilingual (Exception)*. An alternative language program to the required bilingual education (BE) program approved by the TEA for the current school year due to the LEA's submission of a bilingual education exception application.
- *ALP ESL (Waiver)*. An alternative language program to the required English as a second language (ESL) program approved by the TEA for the current school year due to the LEA's submission of an ESL waiver application.

Emergent Bilingual (EB) Students/English Learner (EL): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. As a result of the 87th Texas Legislature, the term "emergent bilingual student" replaced the term of "limited English proficient (LEP) student" used in the Texas Education Code (TEC), Chapter 29, Subchapter B, and thus, will be changing the term of "English learner (EL)" used in 19 TAC Chapter 89, Subchapter BB. These terms describe the same group of Texas students. In the revised Texas Education Data Standards (TEDS), the terms of "emergent bilingual" and "English learner" have been bridged as EB/EL. The term "English learner" is still used in federal regulations and guidance. This category includes:

- *EB/EL with Parental Denial.* Students identified as emergent bilingual (EB) students/English learners (ELs) whose parents have denied all bilingual and ESL program services.
- *Never EB/EL.* Students who have never been identified as EB students/ELs (non-EB/non-EL students).

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2024–25 Texas Academic Performance Report (TAPR) Glossary

- *Total EB/EL (Current).* Students currently identified as EB students/ELs, including those served in a standard or alternative bilingual or ESL program as well as those with a parental denial of services.
- *Monitored & Former EB/EL.* Students who were once identified as EB students/ELs but have reclassified as English proficient, including students within their four years of state and federal monitoring and those beyond monitoring years.

STAAR Participation (2024–25)

This Texas Academic Performance Report (TAPR) provides the State Assessment participation rate as used in State Accountability. This participation rate includes students who are considered participants for state reporting purposes but are excluded from the federal participation rate. The report details the participation rate by All Tests, Reading, Mathematics, Science, Social Studies, and Accelerated Testers and which assessments and students are included or excluded from accountability.

Assessment Participants

- STAAR Assessments:
  - Includes STAAR and STAAR Alternate 2 assessments with a score code of "S."
- STAAR Alternate 2 Assessments:
  - Includes assessments with a score code of "N."
- STAAR Reading Language Arts (RLA) Assessments:
  - Includes STAAR and STAAR Alternate 2 assessments with a score code of "A" or "O," provided a TELPAS or TELPAS Alternate assessment has a score code of "S."
- STAAR Mathematics Assessments:
  - Includes assessments with a score code of "A" or "O," provided a TELPAS or TELPAS Alternate assessment has a score code of "S" for year 1 asylees/ refugees or students with interrupted formal education (SIFEs).
- Accelerated Testers:
  - This includes Evidence-Based Reading and Writing (EBRW) SAT, English Language Arts (ELA) ACT, ACT science, and mathematics SAT and ACT results for students who complete a STAAR End-of-Course (EOC) assessment at the Approaches Grade Level or above in Algebra I, English II, and/or Biology before grade 9.

Included in Accountability:

- This represents the state assessment participation rate used in state accountability measures.
- Includes all of the participants listed above, except for students classified as "Mobile" or under "Other Exclusions."

Not Included in Accountability:

- *Mobile:* Refers to the percentage of assessments excluded from the "Included in Accountability" rate because the students enrolled in the district or campus after the Texas Student Data System (TSDS) Public Education Information Management System (PEIMS) fall snapshot date.
- *Other Exclusions:* Refers to the percentage of assessments excluded from the "Included in Accountability" rate for the following reasons:

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- STAAR Assessments (STAAR and STAAR Alternate 2) with score codes "A" or "O" that do NOT have a corresponding TELPAS or TELPAS Alternate assessment with a score code of "S."
- STAAR Alternate 2 assessments with a score code of "N."
- Answer documents of students who are an Emergent Bilingual/English learner (EB/EL) who has been in school in the U.S. for one year.
- Other exclusions specified in the 2025 Accountability Manual — Appendix G.

Not Tested

- Assessments that are not considered in the participation rate include:
  - Absent: Assessments with a score code of "A."
  - Other: Assessments with a score code of "O."
  - Accelerated Testers: Accelerated testers who did not take an SAT/ACT assessment.

The denominator for participation is the sum of these five categories: Included in Accountability, Mobile, Other Exclusions, and Not Tested (Absent and Other). *STAAR Participation Rate* is rounded to a whole number. For example, 94.49% is rounded to 94%. Small values may show as zero: 0.4% is rounded to 0%, and 0.6% is rounded to 1%.

Attendance, Graduation, and Dropout Rates (2024–25)

Attendance Rate: The percentage of days that students were present based on student attendance for the entire school year. Only students in grades 1–12 are included in the calculation.

Attendance is calculated as follows:

$$\frac{\textbf{total number of days that students in grades 1–12 were present during the 2023–24 school year}}{\textbf{total number of days that students in grades 1–12 were in membership during the 2023–24 school year}}$$

(Data source: PEIMS 42400)

Chronic Absenteeism: The unduplicated number of K–12 students enrolled for at least 10 days and absent for 10 percent or more days. Chronic Absenteeism is calculated as follows:

$$\frac{\textbf{total number of K–12 students enrolled for at least 10 days and absent for 10 percent or more days during the 2023–24 school year}}{\textbf{total number of K–12 students enrolled for at least 10 days during the 2023–24 school year}}$$

(Data source: PEIMS 42400)

Annual Dropout Rate: The percentage of students who drop out of school during a school year. Annual dropout rates are shown for districts and campuses that serve grades 7–8 and/or 9–12. State law prohibits including a student who meets any of the following criteria from campus and district annual dropout rate calculations:

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- Is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate
- Was previously reported to the state as a dropout (previous dropout exclusions do not apply to completion measure calculations for AEA campuses)
- Was in attendance but not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds)
- Was initially enrolled in a school in the United States in any grade 7 through 12 as an unschooled refugee or asylee as defined by TEC §39.027(a-1)
- Attends a district exclusively as a function of having been detained at a county detention facility and is not otherwise a student of the district in which the facility is located or is being provided services by an open-enrollment charter school exclusively as the result of having been detained at the facility
- Is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult
- Is a student who has suffered a condition, injury, or illness that requires substantial medical care and leaves the student unable to attend school and assigned to a medical or residential treatment facility
- Is a student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district
- Is at least 18 years of age as of September 1 and has satisfied the credit requirements for high school graduation; has not completed his or her individualized education program (IEP); and is enrolled and receiving IEP services
- Is a student who (a) is at least 18 years of age and under 26 years of age; (b) has not been previously reported as a dropout; and (c) has not been enrolled in school during the previous nine months before enrolling in a high school equivalency program, a dropout recovery school, or an adult education program provided under a high school diploma and industry certification charter school program (previous dropout/previous dropout exclusions do not apply to completion measure calculations for AEA campuses)

Annual Dropout Rate (Gr 7–8). This includes only grades 7 and 8. It is calculated as follows:

$$\frac{\textbf{number of dropouts in grades 7 and 8 during the 2023–24 school year}}{\textbf{number of students in grades 7 and 8 in attendance at any time during the 2023–24 school year}}$$

Annual Dropout Rate (Gr 9–12). This includes grades 9 through 12. It is calculated as follows:

$$\frac{\textbf{number of dropouts in grades 9–12 during the 2023–24 school year}}{\textbf{number of students in grades 9–12 in attendance at any time during the 2023–24 school year}}$$

Both annual dropout rates appear on campus, district, region, and state TAPRs. The state and region annual dropout rates that are reported on district and campus TAPRs, however, are calculated without the exclusions required for campus and district calculations.

Note that with all annual dropout rate calculations, a cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effect of mobility by including in the denominator every student ever reported in attendance at the district or campus throughout the school year, regardless of length of enrollment. For a more complete description of dropout rates and exclusions, see the Secondary School Completion and Dropouts in Texas Public Schools reports, available on the TEA website at Completion, Graduation, and Dropout | Texas Education Agency.

For detailed information on data sources, see Appendix H in the *2025 Accountability Manual*. *(Data source: PEIMS 40203, 40110, 42400, and 42500)*

Longitudinal Rates: The status of a group (cohort) of students after four years in high school (*4-Year Longitudinal Rate*), after five years in high school (*5-Year Extended Longitudinal Rate*), or after six years in high school (*6-Year Extended Longitudinal Rate*).

For the *4-Year Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2020–21. They are followed through their expected graduation with the Class of 2024.

For the *5-Year Extended Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2019–20. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2023.

For the *6-Year Extended Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2018–19. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2022.

Additional Information on Cohorts:

A student transfers into a campus, district, or state cohort when he or she moves into the cohort from another high school in Texas, from another district in Texas, or from out of state.

A student transfers out of a campus or district cohort when he or she moves to another public high school in Texas or moves to another district in Texas. Note that these students are transferred into the cohort of the high school or district to which they moved. There are also students who move out of state or out of the country and students who transfer to private schools or who are home-schooled. These types of transfer students cannot be tracked and are not included in longitudinal rate calculations.

A student does not change cohorts if he or she repeats or skips a grade. A student who begins with the 2020–21 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2020–21 but takes 5 years to graduate (i.e., graduates in May 2025) is still part of the 2024 cohort; he or she is not switched to the 2025 cohort. This student would be considered a continuing student and counted as part of the Continued HS number for the Class of 2024. This is also true for the five-year and six-year extended longitudinal cohorts.

There are four student outcomes used in computing each longitudinal rate:

4-Year Longitudinal Rate

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(1) *Graduated:* The percentage who received their high school diploma in four years or fewer by August 31, 2024 for the 2024 cohort.

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2024}}{\textbf{number of students in the 2024 cohort*}}$$

(2) *Received TxCHSE:* For the 2024 cohort, the percentage who received a Texas high school equivalency certificate by August 31, 2024. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a TxCHSE by August 31, 2024}}{\textbf{number of students in the 2024 cohort*}}$$

(3) *Continued High School:* The percentage of the 2024 cohort still enrolled as students in the fall after his or her anticipated graduation. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who were enrolled in the fall of the 2024–25 school year}}{\textbf{number of students in the 2024 cohort*}}$$

(4) *Dropped Out:* The percentage of the 2024 cohort who dropped out and did not return by the fall of the 2024–25 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who dropped out before fall of the 2024–25 school year}}{\textbf{number of students in the 2024 cohort*}}$$

(5) *Graduates & TxCHSE:* The percentage of graduates and TxCHSE recipients in the 2024 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the 2024 cohort who received a high school diploma by August 31, 2024 plus number of students from the cohort who received a TxCHSE by August 31, 2024}}{\textbf{number of students in the 2024 cohort*}}$$

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(6) *Graduates, TxCHSE & Continuers:* The percentage of graduates, TxCHSE recipients, and continuers in the 2024 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2024 plus number of students from the cohort who received a TxCHSE by August 31, 2024 plus number of students from the cohort who were enrolled in the fall of the 2024–25 school year}}{\text{number of students in the 2024 cohort*}}$$

The graduation rate calculation is modified to credit AEA campuses for graduates, continuing students (continuers), TxCHSE recipients, and previous dropouts who complete. The completion rate component includes the four-year rates.

5-Year Extended Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma by August 31, 2024, for the 2023 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2024}}{\text{number of students in the 2023 cohort*}}$$

(2) *Received TxCHSE:* For the 2023 cohort, the percentage who received a TxCHSE certificate by August 31, 2024. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a TxCHSE by August 31, 2024}}{\text{number of students in the 2023 cohort*}}$$

(3) *Continued High School:* The percentage of the 2023 cohort still enrolled as students in the fall of the **2024–25** school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2024–25 school year}}{\text{number of students in the 2023 cohort*}}$$

(4) *Dropped Out:* The percentage of the 2023 cohort who dropped out and did not return by the fall of the **2024–25** school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2024–25 school year}}{\text{number of students in the 2023 cohort*}}$$

(5) *Graduates & TxCHSE:* The percentage of graduates and TxCHSE recipients in the 2023 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2024 plus number of students from the cohort who received a TxCHSE by August 31, 2024}}{\textbf{number of students in the 2023 cohort*}}$$

(6) *Graduates, TxCHSE & Continuers:* The percentage of graduates, TxCHSE recipients, and continuers in the 2023 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2024 plus number of students from the cohort who received a TxCHSE by August 31, 2024 plus number of students from the cohort who were enrolled in the fall of the 2024–25 school year}}{\textbf{number of students in the 2023 cohort*}}$$

The graduation rate calculation is modified to credit AEA campuses for graduates, continuing students (continuers), TxCHSE recipients, and previous dropouts who complete. The completion rate component includes the five-year rates.

6-year Extended Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma by August 31, 2024, for the 2022 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2024}}{\textbf{number of students in the 2022 cohort*}}$$

(2) *Received TxCHSE:* For the 2022 cohort, the percentage who received a TxCHSE certificate by August 31, 2024. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a TxCHSE by August 31, 2024}}{\textbf{number of students in the 2022 cohort*}}$$

(3) *Continued High School:* The percentage of the 2022 cohort still enrolled as students in the fall of the **2024–25** school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who were enrolled in the fall of the 2024–25 school year}}{\textbf{number of students in the 2022 cohort*}}$$

(4) *Dropped Out:* The percentage of the 2022 cohort who dropped out and did not return by the fall of the **2024–25** school year. It is calculated as follows:

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$$\frac{\textbf{number of students from the cohort who dropped out before fall of the 2024–25 school year}}{\textbf{number of students in the 2022 cohort*}}$$

(5) *Graduates & TxCHSE.* The percentage of graduates and TxCHSE recipients in the 2022 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2024 plus number of students from the cohort who received a TxCHSE by August 31, 2024}}{\textbf{number of students in the 2022 cohort*}}$$

(6) *Graduates, TxCHSE & Continuers.* The percentage of graduates, TxCHSE recipients, and continuers in the 2022 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2024 plus number of students from the cohort who received a TxCHSE by August 31, 2024 plus number of students from the cohort who were enrolled in the fall of the 2024–25 school year}}{\textbf{number of students in the 2022 cohort*}}$$

The graduation rate calculation is modified to credit AEA campuses for graduates, continuing students (continuers), TxCHSE recipients, and previous dropouts who complete. The completion rate component includes the six-year rates.

* The cohort in the denominator of the formulas shown above includes those students who graduated, continued in school, received a TxCHSE, or dropped out. It does not include data errors or leavers with the leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, 88, 89 or 90. See *Annual Dropout Rate* for a list of all the exclusions mandated by state statute for districts and campuses.

The graduation, continuation, TxCHSE recipient, and dropout rates sum to 100% (some totals may not equal exactly 100% due to rounding). Students served through special education who graduate with an individualized education program (IEP) are included as graduates.

Additional Information about Federal Graduation Rates

In addition to the detailed breakdown of the four-, five- and six-year longitudinal rates, the district and campus reports show federal graduation rates for the following:

(1) *4-Year Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2020–21. They are followed through their expected graduation with the Class of 2024. It is calculated as follows:

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$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2024}}{\textbf{number of students in the 2024 cohort **}}$$

(2) *5-Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2019–20. They are followed for five years to see if they graduated within a year after their expected graduation with the Class of 2023. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2024}}{\textbf{number of students in the 2023 cohort**}}$$

(3) 6-*Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2018–19. They are followed for six years to see if they graduated within two years after their expected graduation with the Class of 2022. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2024}}{\textbf{number of students in the 2022 cohort**}}$$

** The cohort in the denominator above includes those students who graduated, continued in school, received a TxCHSE, or dropped out. It does not include data errors or leavers with leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, or 90. Students with leaver codes 88 and 89 are included in the federal rates.

A student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district is excluded from district and campus graduation rates calculated for federal accountability purposes. Students served by special education who graduate with an individualized education program (IEP) are included as graduates.

For further information on these rates, see the Secondary School Completion and Dropouts in Texas Public Schools document located on the Completion, Graduation, and Dropout Reports website. *(Data source: PEIMS 40203 and Texas Certificate of High School Equivalency Information File)*

Graduation Program: The percentage of students who graduated under one of the following programs:

RHSP/DAP Graduates (Longitudinal Rate) (Class of 2024) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

$$\frac{\textbf{number of graduates in the Class of 2024 who complete a 4-year RHSP or DAP}}{\textbf{number of graduates in the Class of 2024 with reported graduation plans (excludes graduates with FHSP graduation plans)}}$$

FHSP-E Graduates (Longitudinal Rate) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program with an endorsement.

$$\frac{\textbf{number of graduates in the Class of 2024 who complete a 4-year FHSP-E}}{\textbf{number of graduates in the Class of 2024 with reported FHSP graduation plans}}$$

FHSP-DLA Graduates (Longitudinal Rate) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

$$\frac{\textbf{number of graduates in the Class of 2024 who complete a 4-year FHSP-DLA}}{\textbf{number of graduates in the Class of 2024 with reported FHSP graduation plans}}$$

RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Longitudinal Rate) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, the Foundation High School Program with an endorsement or at the distinguished level of achievement, or the Texas First Early High School Completion Program.

$$\frac{\textbf{number of graduates in the Class of 2024 who complete a 4-year RHSP or DAP or FHSP-E or FHSP-DLA or Texas First-DLA}}{\textbf{number of graduates in the Class of 2024 with reported graduation plans}}$$

RHSP/DAP Graduates (Annual Rate) (2023-24) The percentage of graduates who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

$$\frac{\textbf{number of graduates in SY 2023-24 reported with graduation codes for RHSP or DAP}}{\textbf{number of graduates in SY 2023-24 with reported graduation plans (excludes graduates with FHSP graduation plans)}}$$

FHSP-E Graduates (Annual Rate) (2023–24) The percentage of graduates who satisfied the course requirements for the Foundation High School Program with an endorsement.

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$$\frac{\textbf{number of graduates in SY 2023–24 who earn an FHSP-E}}{\textbf{number of graduates in SY 2023–24 with reported FHSP graduation plans}}$$

FHSP-DLA Graduates (Annual Rate) (2023–24) The percentage of graduates who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

$$\frac{\textbf{number of graduates in SY 2023–24 who earn an FHSP-DLA}}{\textbf{number of graduates in SY 2023–24 with reported FHSP graduation plans}}$$

Texas First-DLA Graduates (Annual Rate) (2023-24) The percentage of graduates who satisfied the requirements for the Texas First Early High School Completion Program. Graduates under this program are considered to have earned a diploma with a distinguished level of achievement under Texas Education Code §28.025.

$$\frac{\textbf{number of graduates in SY 2023–24 who earn a Texas First-DLA}}{\textbf{number of graduates in SY 2023–24 with reported graduation plans}}$$

RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate) (2023–24) The percentage of graduates who satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, the Foundation High School Program with an endorsement or at the distinguished level of achievement, or the Texas First Early High School Completion Program.

$$\frac{\textbf{number of graduates in SY 2023–24 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA or Texas First-DLA}}{\textbf{number of graduates in SY 2023–24 with reported graduation plans}}$$

RHSP graduates have graduation type codes of 19, 22, 25, 28, or 31; DAP graduates have graduation type codes of 20, 23, 26, 29, or 32; FHSP graduates are students with graduation type codes of 34, 35, 54, 55, 56, or 57. FHSP graduates with code type 35 are eligible for endorsements starting with the Class of 2020. Texas First-DLA graduates have graduation type code 40. See the Texas Education Data Standards for more information. *(Data source: PEIMS 40203)*

For additional information about graduation programs please see https://tea.texas.gov/Academics/Graduation_Information/State_Graduation_Requirements.

Graduation Profile

Annual Graduates: The count and percentage of students who graduate at some time during the school year. It includes summer graduates and is reported by districts in the fall of the following school year. It includes all students in grade 12 who graduated, as well as graduates from other grades. Students served by special education who graduate are included in the totals. Counts of students graduating under the following graduation types in 2023–24 are also shown:

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- Minimum High School Program (MHSP)
- Recommended High School Program (RHSP)
- Distinguished Achievement Program (DAP)
- Foundation High School Program (FHSP)
- Texas First Early High School Completion Program (Texas First-DLA)

(Data source: PEIMS 40203)

Special Education: The count and percentage of graduates served by special education programs. *(Data source: PEIMS 41163)*

Economically Disadvantaged: The count and percentage of graduates eligible for free or reduced-price lunch or eligible for other public assistance. *(Data source: PEIMS 40100 and STAAR*)

$$\frac{\textbf{number of graduates in the 2023–24 school year eligible for free or reduced-price lunch or other public assistance}}{\textbf{total number of graduates in the 2023-24 school year}}$$

Emergent Bilingual (EB)/English Learner (EL): The count and percentage of graduates whose primary language is other than English and who are in the process of acquiring English. The terms "Emergent Bilingual," "English learner" and "Limited English Proficient" (LEP) are used interchangeably. *(Data source: PEIMS 40110)*

At-Risk: The count and percentage of graduates identified as being at risk of dropping out of school as defined by TEC §29.081(d) and (d-1). *(Data source: PEIMS 40100)*

$$\frac{\textbf{number of graduates in the 2023–24 school year considered as at risk}}{\textbf{total number of graduates in the 2023-24 school year}}$$

CTE Completers: The count and percentage of graduates who completed and passed three or more Career and Technical Education (CTE) courses for a total of four or more credits within a program of study, including one level three or level four course from within the same program of study. (*Data source: PEIMS Course Completion Records)*

College, Career, or Military* Readiness (CCMR) (2024–25)

Annual graduates demonstrate college, career, or military readiness in any one of the following ways:

College Readiness

1) **Texas Success Initiative (TSI) Criteria:** Meet Texas Success Initiative (TSI) Criteria in RLA and Mathematics. A student meeting the TSI college readiness standards in both RLA and mathematics; specifically, meeting the college-ready criteria on the TSIA1 and/or TSIA2 assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014 and TEC §51.338, in both RLA and mathematics. The

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criteria for successful completion of a college prep course should be in alignment between an LEA and the partnering IHE(s). In accordance with TEC §51.338(e), upon successful completion of a college prep course, students earn a TSI exemption from the partnering IHE(s) in that content area. Students should only be reported as successfully completing a course if they have met TSI exemption requirements. The assessment results considered include TSIA1 and/or TSIA2 assessments through October 2024, SAT and ACT results through the July 2024 administration, and course completion data via TSDS PEIMS. See Appendix H for additional information. A student must meet the TSI requirement for both RLA and mathematics but does not necessarily need to meet them on the same assessment. For example, a student may meet the TSI criteria for college readiness in RLA on the SAT and complete and earn credit for a college prep course in mathematics. *(Data source: PEIMS 43415, THECB, College Board, and ACT, Inc.)*

2) **Earn Dual Course Credits:** A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. *(Data source: PEIMS 43415)*

3) **Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination:** A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB. *(Data source: College Board or IB)*

4) **Earn an Associate Degree:** A graduate earning an associate degree by August 31 immediately following high school graduation. *(Data source: PEIMS 40100)*

5) **Earn OnRamps Course Credits:** A graduate completing an OnRamps dual enrollment course and qualifying for at least three hours of university or college credit in any subject area. *(Data source: OnRamps program)*

6) **Graduates under an Advanced Diploma Plan and Identified as a current Special Education Student:** A graduate who is identified as receiving special education services during the year of graduation and whose graduation plan type is identified as a Recommended High School Plan (RHSP), Distinguished Achievement Plan (DAP), Foundation High School Plan with an Endorsement (FHSP-E), Foundation High School Plan with a Distinguished Level of Achievement (FHSP-DLA), or Texas First Early High School Completion Program (Texas First-DLA) (*Data source: PEIMS 40203 and 40110)*

Career/Military Readiness

7) **Earn an Industry-Based Certification (IBC):** A graduate earning an IBC under 19 TAC, §74.1003 and earned credit in a level 2 course or higher in an aligned Program of Study applies to the 2024 graduates. Alignment is determined by the IBC Crosswalk, which maps approved IBCs to their corresponding Programs of Study. The student must have earned the IBC associated with the Program of Study and also met the phase-in requirement. See Appendix J for a complete list of approved IBCs. The sunsetting IBC limit applied within the Student Achievement and School Progress, Part B: Relative Performance domains is not applied within Closing the Gaps. For prior graduating class IBC requirements please refer to "Chapter 2—Student Achievement Domain". *(Data source: PEIMS 40100)*

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8) **Graduate with Completed IEP and Workforce Readiness:** A graduate receiving a graduation type code of 04, 05, 54, or 55 which indicates the student has completed his/her IEP and has either demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services. *(Data source: PEIMS 40203)*

9) **Graduate with Level I or Level II Certificate:** A graduate earning a level I or level II certificate in any workforce education area. *(Data source: THECB)*

10) **Enlist in the Armed Forces** A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, Marines, Space Force, Texas National Guard or Reserves for their respective services. *(Data source: Department of Defense (DoD) Form 4 Submission).*

College, Career, or Military Ready Graduates

College, Career, or Military Ready (Student Achievement): The percentage of annual graduates who demonstrated college, career, or military readiness by meeting at least one of the nine criteria described in *College, Career, or Military Readiness.*

Only College Ready: The percentage of annual graduates who demonstrated only college readiness by meeting college ready criteria 1, 2, 3, 4, 5 or 6 but did not meet any of the career and military ready criteria 7, 8, 9 or 10 described in *College, Career, or Military Readiness.*

Only Career/Military Ready: The percentage of annual graduates who demonstrated only career or military readiness by meeting career or military ready criteria 7, 8, 9 or 10 but did not meet any of the college ready criteria 1, 2, 3, 4, 5 or 6 described in *College, Career, or Military Readiness.*

College Ready Graduates

College Ready: The percentage of annual graduates who demonstrated college readiness by meeting criteria 1, 2, 3, 4, 5, or 6 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met career or military ready criteria 7, 8, 9 or 10. *(Data source: PEIMS 43415, 40100, 40203, and 40110, THECB, College Board, ACT, IB and OnRamps)*

TSI Criteria Graduates: The percentage of annual graduates who met or exceeded the college-ready criteria on the Texas Success Initiative Assessment (TSIA1 and/or TSIA2), the SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. The criteria for each are as follows:

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TSI Criteria						
TSIA1 and/or TSIA2		**SAT**		**ACT**		**College Prep Course**
>= ELAR criteria shown below	**or**	>=480 on the Evidence-Based Reading and Writing (EBRW)	**or**	**Before Feb 15, 2023** >=19 on English and >= 23 Composite **After Feb 15, 2023** English + Reading Combined score >=40	**or**	Complete and earn credit for ELA college prep course
>= Mathematics criteria shown below	**or**	>=530 on Mathematics	**or**	**Before Feb 15, 2023** >=19 on Mathematics and >=23 Composite **After Feb 15, 2023** Mathematics score >=22	**or**	Complete and earn credit for mathematics college prep course

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Subject	Assessment Version	Score Requirements for CCMR				
English Language Arts and Reading (ELAR)	TSIA1	Score ≥ 351 on Reading				
	TSIA2	Score ≥ 945 on the ELAR College Readiness Classification (CRC)	AND		Score ≥ 5 on the essay	
		OR				
		Score < 945 on the ELAR CRC	AND	Score ≥ 5 on the diagnostic	AND	Score ≥ 5 on the essay
	Combination	Score ≥ 945 on the ELAR CRC on the TSIA2	AND		Score ≥ 5 on the TSIA1 essay	
		OR				
		Score < 945 on the ELAR CRC on the TSIA2	AND	Score ≥ 5 on the diagnostic on the TSIA2	AND	Score ≥ 5 on the TSIA1 essay
Mathematics	TSIA1	Score ≥ 350 on Mathematics				
	TSIA2	Score ≥ 950 on the Mathematics CRC				
		OR				
		Score < 950 on the Mathematics CRC	AND	Score = 6 on the diagnostic		

The percentages are calculated as follows:

English Language Arts.

$$\frac{\textbf{number of 2023-24 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA}}{\textbf{number of 2023-24 annual graduates}}$$

Mathematics.

$$\frac{\textbf{number of 2023-24 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in mathematics}}{\textbf{number of 2023-24 annual graduates}}$$

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Both Subjects.

$$\frac{\textbf{number of 2023-24 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in both ELA \underline{and} mathematics}}{\textbf{number of 2023-24 annual graduates}}$$

Any Subject.

$$\frac{\textbf{number of 2023-24 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA \underline{or} mathematics}}{\textbf{number of 2023-24 annual graduates}}$$

AP/IB Criteria Met in Any Subject: The percentage of annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination. *(Data source: College Board and IB)*

$$\frac{\textbf{number of 2023-24 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination}}{\textbf{number of 2023-24 annual graduates}}$$

Associate Degree: The percentage of annual graduates who earned an associate degree by August 31 immediately following high school graduation. *(Data source: PEIMS 40100)*

$$\frac{\textbf{number of 2023-24 annual graduates who earned an associate degree by August 31 immediately following high school graduation.}}{\textbf{number of 2023-24 annual graduates}}$$

Dual Course Credits: A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. *(Data source: PEIMS 43415)*

$$\frac{\textbf{number of 2023-24 annual graduates who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics}}{\textbf{Number of 2023-24 annual graduates}}$$

OnRamps Course Credits: The percentage of annual graduates who completed an OnRamps dual enrollment course and qualified for at least three hours of university or college credit in any subject area *(Data source: OnRamps program)*

$$\frac{\textbf{number of 2023-24 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation}}{\textbf{number of 2023-24 annual graduates}}$$

2024–25 Texas Academic Performance Report (TAPR) Glossary

Graduates Under an Advanced Diploma Plan and be Identified as a Current Special Education Student: The percentage of annual graduates under an advanced diploma plan and identified as a current special education student *(Data source: PEIMS 40203 and 42401)*

$$\frac{\textbf{number of 2023-24 annual graduates who graduated under an advanced diploma plan and were identified as a current special education student}}{\textbf{number of 2023-24 annual graduates}}$$

Career/Military Ready Graduates

Career or Military Ready Graduates: The percentage of annual graduates who demonstrated career or military readiness by meeting criteria 7, 8, 9 or 10 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met college ready criteria 1, 2, 3, 4, 5 or 6.

Approved Industry-Based Certification: The percentage of annual graduates who earned an approved industry-based certification and earned credit in a level 2 course or higher in an aligned Program of Study. For additional information, see Chapter 2 of the *2025 Accountability Manual*. *(Data source: PEIMS 48011)*

$$\frac{\textbf{number of 2023-24 annual graduates who earned an approved industry-based certification}}{\textbf{number of 2023-24 annual graduates}}$$

Graduates with Level I or Level II Certificate: The percentage of annual graduates who earned a level I or level II certificate *(Data source: THECB)*

$$\frac{\textbf{number of 2023-24 annual graduates who earned a level I or level II certificate}}{\textbf{number of 2023-24 annual graduates}}$$

Graduates with Completed IEP and Workforce Readiness: The percentage of annual graduates who received a graduation type code of 04, 05, 54, or 55. For additional information, see Chapter 2 of the 2025 Accountability Manual. *(Data source: PEIMS 40203)*

$$\frac{\textbf{number of 2023-24 annual graduates who received a graduation type code of 04, 05, 54, or 55}}{\textbf{number of 2023-24 annual graduates}}$$

U.S. Armed Forces Enlistment (Annual Graduates): The percentage of annual graduates who enlist in the U.S. Army, Navy, Air Force, Coast Guard, Marines, Space Force, Texas National Guard, or Reserves for their respective services. (Data source: Department of Defense (DoD) Form 4 Submission).

$$\frac{\textbf{number of 2023-24 annual graduates enlisting in the U.S. Armed Forces or Texas National Guard by December 31 immediately following high school graduation}}{\textbf{number of 2023-24 annual graduates}}$$

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CCMR-related Indicators (2024–25)

TSIA Results (Graduates >= Criterion) (Annual Graduates): The percentage of annual graduates who met the TSI criteria on the TSIA1 and/or TSIA2 *(Data source: THECB and PEIMS 40203)*

English Language Arts.

$$\frac{\textbf{number of 2023-24 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in ELA}}{\textbf{number of 2023-24 annual graduates}}$$

Mathematics.

$$\frac{\textbf{number of 2023-24 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in mathematics}}{\textbf{number of 2023-24 annual graduates}}$$

Both Subjects.

$$\frac{\textbf{number of 2023-24 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in both ELA \underline{and} mathematics}}{\textbf{number of 2023-24 annual graduates}}$$

Completed and Received Credit for College Prep Courses (Annual Graduates): The percentage of annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in either ELA or mathematics or both. *(Data source: PEIMS 43415)*

English Language Arts.

$$\frac{\textbf{number of 2023-24 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA}}{\textbf{number of 2023-24 annual graduates}}$$

Mathematics.

$$\frac{\textbf{number of 2023-24 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in mathematics}}{\textbf{number of 2023-24 annual graduates}}$$

Both Subjects.

$$\frac{\textbf{number of 2023-24 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA and mathematics}}{\textbf{number of 2023-24 annual graduates}}$$

AP/IB Results (Participation) (Grades 11–12): The percentage of students in grades 11 and 12 who took the College Board's Advanced Placement (AP) examinations or the International Baccalaureate's (IB) examinations. *(Data source: College Board and IB)*

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All Subjects.

$$\frac{\text{number of students in grades 11 \& 12 in the 2023-24 school year who took at least one AP or IB examination}}{\text{total students enrolled in grades 11 \& 12}}$$

English Language Arts.

$$\frac{\text{number of students in grades 11 \& 12 in the 2023-24 school year who took at least one AP or IB examination in ELA}}{\text{total students enrolled in grades 11 \& 12}}$$

Mathematics.

$$\frac{\text{number of students in grade 11 \& 12 in the 2023-24 school year who took at least one AP or IB examination in mathematics}}{\text{total students enrolled in grades 11 \& 12}}$$

Science.

$$\frac{\text{number of students in grade 11 \& 12 in the 2023-24 school year who took at least one AP or IB examination in science}}{\text{total students enrolled in grades 11 \& 12}}$$

Social Studies.

$$\frac{\text{number of students in grade 11 \& 12 in the 2023-24 school year who took at least one AP or IB examination in social studies}}{\text{total students enrolled in grades 11 \& 12}}$$

(Data source: College Board, IB, and PEIMS 40110)

AP/IB Results (Examinees >= Criterion) (Grades 11–12): The percentage of students with at least one AP or IB examination in grades 11 and 12 at or above the criterion score. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. *(Data source: College Board and IB)*

All Subjects.

$$\frac{\text{number of 11th and 12th graders in the 2023-24 school year with at least one AP or IB score at or above criterion}}{\text{number of 11th and 12th graders with at least one AP or IB examination}}$$

English Language Arts.

$$\frac{\text{number of 11th and 12th graders in the 2023-24 school year with at least one AP or IB score at or above criterion in ELA}}{\text{number of 11th and 12th graders with at least one AP or IB examination in ELA}}$$

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Mathematics.

$$\frac{\textbf{number of 11th and 12th graders in the 2023-24 school year with at least one AP or IB score at or above criterion in mathematics}}{\textbf{number of 11th and 12th graders with at least one AP or IB examination in mathematics}}$$

Science.

$$\frac{\textbf{number of 11th and 12th graders in the 2023-24 school year with at least one AP or IB score at or above criterion in science}}{\textbf{number of 11th and 12th graders with at least one AP or IB examination in science}}$$

Social Studies.

$$\frac{\textbf{number of 11th and 12th graders in the 2023-24 school year with at least one AP or IB score at or above criterion in social studies}}{\textbf{number of 11th and 12th graders with at least one AP or IB examination in social studies}}$$

(Data source: The College Board, The International Baccalaureate Organization, and PEIMS 40110)

AP/IB Results (11th & 12th Graders >= Criterion): The percentage of students enrolled in grades 11 and 12 with at least one AP or IB score at or above the criterion score. This denominator includes students enrolled in grades 11 and 12 who did not take AP or IB examination. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. *(Data source: College Board and IB)*

All Subjects.

$$\frac{\textbf{number of 11th and 12th graders in the 2023-24 school year with at least one AP or IB score at or above criterion}}{\textbf{total students enrolled in 11th and 12th grades}}$$

SAT/ACT Results (Annual Graduates): Participation and performance of annual graduates from all Texas public schools on the College Board's SAT and ACT, Inc.'s ACT assessment. ACT and SAT scores are based on each student's highest section scores across all exams taken, and the SAT total and ACT composite scores are calculated using the highest section scores.

(1) *Tested:* The percentage of graduates who took either college admissions assessment:

$$\frac{\textbf{number of 2023-24 graduates who took either the SAT or the ACT}}{\textbf{number of 2023-24 graduates reported}}$$

(2) *At/Above Criterion for All Graduates:* The percentage of graduates who scored at or above the criterion score of 480 on the SAT evidence-based reading and writing *or* 19 on ACT English section and 23 on the ACT composite (before February 15, 2023) *and* 530 on SAT mathematics *or* 19 on ACT Mathematics section and 23 on the ACT composite (before February 15, 2023). After February 15, 2023, the percentage of graduates who scored at or above the criterion score of 40 on ACT English and Reading Combined *and* at or above 22 on ACT Mathematics:

$$\frac{\textbf{number of 2023-24 graduating examinees who scored at or above the criterion score on either the SAT or the ACT}}{\textbf{number of 2023-24 graduates reported}}$$

Average SAT Score (Annual Graduates): Performance of annual graduates from all Texas public schools on the College Board's SAT assessment. If a student takes the SAT more than once, the best result by subject area is selected, and the SAT total is calculated as the sum of the highest section scores.

(1) *All Subjects:* The average score for the SAT evidence-based reading and writing and mathematics combined. The maximum score is 1600.

$$\frac{\textbf{sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2023-24 graduates who took the SAT}}{\textbf{number of 2023-24 graduates who took the SAT}}$$

(2) *English Language Arts and Writing:* The average score for the SAT evidence-based reading and writing. The maximum score is 800.

$$\frac{\textbf{sum of SAT evidence-based reading and writing scores of all 2023-24 graduates who took the SAT}}{\textbf{number of 2023-24 graduates who took the SAT}}$$

(3) *Mathematics:* The average score for the SAT mathematics. The maximum score is 800.

$$\frac{\textbf{sum of SAT mathematics scores of all 2023-24 graduates who took the SAT}}{\textbf{number of 2023-24 graduates who took the SAT}}$$

(Data source: College Board and PEIMS 40203)

Average ACT Score (Annual Graduates): Performance of annual graduates from all Texas public schools on the ACT Inc.'s ACT assessment. If a student takes the ACT more than once, the best result by subject area is selected, and the ACT composite scores is calculated as the average of the highest section scores.

(1) *All Subjects:* The average score for the ACT composite. The maximum score is 36.

$$\frac{\textbf{sum of ACT composite scores of all 2023-24 graduates who took the ACT}}{\textbf{number of 2023-24 graduates who took the ACT}}$$

(2) *English Language Arts:* The average score for the ACT English and reading combined. The maximum score is 36.

$$\frac{\textbf{sum of ACT English and reading combined scores of all 2023-24 graduates who took the ACT}}{\textbf{number of 2023-24 graduates who took the ACT}}$$

(3) *Mathematics:* The average score for the mathematics ACT. The maximum score is 36.

$$\frac{\textbf{sum of ACT mathematics scores of all 2023-24 graduates who took the ACT}}{\textbf{number of 2023-24 graduates who took the ACT}}$$

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(4) *Science:* The average score for the science ACT. The maximum score is 36.

$$\frac{\textbf{sum of ACT science scores of all 2023-24 graduates who took the ACT}}{\textbf{number of 2023-24 graduates who took the ACT}}$$

Other Postsecondary Indicators (2024–25)

Advanced/Dual-Credit Course Completion (Grades 9–12): The percentage of students who completed and received credit for at least one advanced or dual-credit course. Decisions about awarding high school credit for college courses are described in Texas Administrative Code §74.25.

Appendix A lists all courses identified as advanced courses. Courses for which a student can earn dual credit are not listed because they vary from campus to campus.

Course completion information is reported by districts through the PEIMS after the close of the school year. For example, the values, expressed as percentages for grades 9–12, are calculated as follows: *(Data source: PEIMS 43415)*

Any Subject.

$$\frac{\textbf{number of students in grades 9–12 in 2023-24 who received credit for at least one advanced/dual-credit course}}{\textbf{number of students in grades 9–12 who received credit for at least one course in 2023-24}}$$

English Language Arts.

$$\frac{\textbf{number of students in grades 9–12 in 2023-24 who received credit for at least one ELA advanced/dual-credit course}}{\textbf{number of students in grades 9–12 who received credit for at least one ELA course in 2023-24}}$$

Mathematics.

$$\frac{\textbf{number of students in grades 9–12 in 2023-24 who received credit for at least one mathematics advanced/dual-credit course}}{\textbf{number of students in grades 9–12 who received credit for at least one mathematics course in 2023-24}}$$

Science.

$$\frac{\textbf{number of students in grades 9–12 in 2023-24 who received credit for at least one science advanced/dual-credit course}}{\textbf{number of students in grades 9–12 who received credit for at least one science course in 2023-24}}$$

Social Studies.

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$$\frac{\textbf{number of students in grades 9–12 in 2023-24 who received credit for at least one social studies advanced/dual-credit course}}{\textbf{number of students in grades 9–12 who received credit for at least one social studies course in 2023-24}}$$

(Data source: PEIMS 43415)

Graduates Enrolled in Texas Institution of Higher Education (TX IHE): The percentage of students who enrolled and began instruction at an institution of higher education in Texas for the school year following high school graduation.

$$\frac{\textbf{number of graduates during the 2022-23 school year who attended a public or independent college or university in Texas in the following academic year}}{\textbf{number of graduates during the 2022-23 school year}}$$

Students who enrolled in out-of-state colleges or universities or any non-public career school are not included. Students who attend public community colleges in Texas are included.
(Data source: THECB)

Additional reports showing students enrolled in Texas public colleges and universities are available on the Texas Higher Education Coordinating Board (THECB) site at http://www.txhighereddata.org/generatelinks.cfm?Section=HS2Col.

For more information on the data used in this indicator, contact the Texas Higher Education Coordinating Board at (512) 427-6153. *(Data source: THECB)*

Student Information (2024–25)

Please note, the Enrollment section of this report was added beginning with 2019–20. The definitions below describe the nuances between Membership and Enrollment. If comparing the data shown from this year's report to reports prior to 2019–2020, use the data displayed under Membership.

Enrollment: Students reported as enrolled as of the last Friday in October

Membership: Membership differs from enrollment, as it does not include those students who are served for less than two hours per day. A student is in membership if he/she is enrolled and is either

- scheduled to attend at least two hours of instruction each school day or
- participating in an alternative attendance accounting program.

For example, the count of *Total Students* excludes students who attend a non-public school but receive some services, such as speech therapy—for less than two hours per day—from their local school district.

Total Students: The total number of public school students who were reported at any grade from early childhood education through grade 12. *(Data source: PEIMS Student Entity)*

Students by Grade: The count of students in each grade divided by the total number of students. *(Data source: PEIMS StudentSchoolAssociation Entity)*

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Ethnic Distribution: The number and percentage of students who are identified as belonging to one of the following groups: African American, Hispanic, white, American Indian, Asian, Pacific Islander, and two or more races. *(Data source: PEIMS StudentEducationOrganizationAssociation Entity)*

Male/Female: The number and percentage of students who are identified as male or female. *(Data source: PEIMS StudentEducationOrganizationAssociation Entity)*

Economically Disadvantaged: The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance.

$$\frac{\textbf{number of students eligible for free or reduced-price lunch or other public assistance}}{\textbf{total number of students}}$$

(Data source: PEIMS StudentEducationOrganizationAssociation Entity and TEA Student Assessment Division)

Non-Educationally Disadvantaged: Those students not eligible to participate in free or reduced-price lunch or to receive any other public assistance. This is the complementary count and percentage to Economically Disadvantaged.

Section 504 Students: The count and percentage of students identified as receiving section 504 services. *(Data source: PEIMS StudentEducationOrganizationAssociation Entity)*

Emergent bilingual students/English learner (EB/EL) : The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms "English Learner" (EL) and "Emergent Bilingual" (EB) are used interchangeably.

The percentage of EB/ELs is calculated by dividing the number of EB/ELs by the total number of students in the district or campus. Not all students identified as EB/ELs receive bilingual or English as a second language instruction. *(Data source: TELPAS file)*

Students with Disciplinary Placements: The count and percentage of students placed in alternative education programs under Chapter 37 of the Texas Education Code (Discipline; Law and Order). Districts report the disciplinary actions taken toward students who are removed from the classroom for at least one day. Although students can have multiple removals throughout the year, this measure counts students only once and includes only those whose removal results in a placement in a disciplinary alternative education program or juvenile justice alternative education program. It is calculated as follows:

$$\frac{\textbf{number of students with one or more disciplinary placements}}{\textbf{number of students who were in attendance at any time during the school year}}$$

For 2024–25, the following 19 disciplinary action codes are included as disciplinary placements: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60, and 61. *(Data source: PEIMS DisciplineAction Entity)*

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Students with Dyslexia: The count and percentage of students identified with Dyslexia. *(Data source: PEIMS StudentEducationOrganizationAssociation Entity)*

Foster Care: The count and percentage of students identified as in the conservatorship of the Department of Family and Protective Services (DFPS). *(Data source: PEIMS StudentEducationOrganizationAssociation Entity)*

Homeless: The count and percentage of students meeting the criteria defined by 42 U.S.C. Section 11434(a), the term "homeless children and youths" —

(A) individuals who lack a fixed, regular, and adequate nighttime residence [within the meaning of section 11302(a)(1)]; and

(B) includes —

(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters;

(ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings [within the meaning of section 11302(a)(2) (C)];

(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

(iv) migratory children (as such term is defined in section 6399 of title 20) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

(Data source: PEIMS StudentEducationOrganizationAssociation Entity)

Immigrant: The count and percentage of students identified under the definition found under Title III of the No Child Left Behind Act of 2001 (NCLB), where the term 'immigrant children and youth' is defined as, "individuals who are aged 3 through 21; were not born in any state; and have not been attending one or more schools in any one or more states for more than 3 full academic years." The term 'State' means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico. *(Data source: PEIMS StudentEducationOrganizationAssociation Entity)*

Migratory: The count and percentage of students that meet the following criteria: Student is (ages 3-21), or the student's parent, spouse, or guardian is a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, spouse, or guardian in order to obtain, temporary or seasonal employment in agricultural or fishing work: 1) has moved from one school district to another; or 2) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity. *(Data source: PEIMS StudentEducationOrganizationAssociation Entity)*

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Title I: The count and percentage of students participating in a program authorized under Elementary and Secondary Education Act (ESEA), Title I, Part A of the Improving America's Schools Act. *(Data source: PEIMS StudentTitleIPartAProgramAssociation Entity)*

Military Connected: The count and percentage of students who are dependents of an active duty or former member of the United States military, the Texas National Guard, or a reserve force of the United States military, or who are dependents of a member of the United States military, the Texas National Guard, or a reserve force of the United States military who was killed in the line of duty. *(Data source: PEIMS StudentEducationOrganizationAssociation Entity)*

At-Risk: The count and percentage of students identified as being at risk of dropping out of school as defined by TEC §29.081(d) and (d-1).

$$\frac{\textbf{number of students in the 2024–25 school year considered as at risk}}{\textbf{total number of students}}$$

(Data source: PEIMS StudentEducationOrganizationAssociation Entity)

Student by Instructional Program:
The count and percentage of students served in programs and/or courses for special education, career and technical education, career and technical education (grades 9– 12 only), bilingual/ESL education, or gifted and talented education. The percentages do not total to 100 because students may participate in more than one of these programs. (Data source: TSDS PEIMS StudentSchoolAssociation Entity, StudentSpecialEducationProgramAssociation Entity and StudentCTEProgramAssociation Entity)

Students with Disabilities by Type of Primary Disability: The count of students disaggregated by primary disability. The TAPR and Texas Performance Reporting System (TPRS) uses five categories of primary disability: Students with Intellectual Disabilities, Students with Physical Disabilities, Students with Autism, Students with Behavioral Disabilities, and Students with Non-Categorical Early Childhood. Additional information is provided below.

Students with Intellectual Disabilities (PEIMS disability codes 06, 08, 12, 13)

- 06—Intellectual Disability (ID)
- 08—Specific Learning Disability (LD)
- 12—Developmental Delay (DD)
- 13—Traumatic Brain Injury (TBI)

Students with Physical Disabilities (PEIMS disability codes 01, 03, 04, 05, 09)

- 01—Orthopedic Impairment (OI)
- 03—Deaf and Hard of Hearing (DHH)
- 04—Visual Impairment (VI)

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- 05—Deaf-Blindness (DB)
- 09—Speech or Language Impairment

Students with Autism (PEIMS disability code 10)

- 10—Autism (AU)

Students with Behavioral Disabilities (PEIMS disability codes 02 and 07)

- 02—Other Health Impairment (OHI)
- 07—Emotional Disturbance (ED)

Students with Noncategorical Early Childhood (PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

(Data source: PEIMS StudentSpecialEducationProgramAssociation Entity)

Mobility: The count and percentage of students who have been in membership for less than 83 percent of the school year (i.e., missed six or more weeks).

$$\frac{\textbf{number of mobile students in 2023–24}}{\textbf{number of students who were in membership at any time during the 2023–24 school year}}$$

This rate is calculated at the state, region, district, and campus level and is disaggregated by race/ethnicity, economically disadvantaged status, special education status, and emergent bilingual students/English learner status. The mobility rates shown are based on the count of mobile students identified at the campus level. The district mobility rate reflects school-to-school mobility within the same district or from outside the district. The region mobility rate reflects school-to-school mobility within the same region or from outside the region. *(Data source: PEIMS BasicReportingPeriodAttendanceExtension Entity)*

Attrition Rate: The percentage of students enrolled in fall 2022-23 who did not return to the same campus in the fall of 2023-24. This calculation is adjusted to account for the grade levels available to students at each campus as well as additional factors. For instance, students were excluded from the calculation if the campus in which they were enrolled in 2022-23 did not offer the next grade they were expected to move into in 2023-24 or if they were at a campus in 2022-23 that was no longer active in 2023-24. Students who were retained in grade, including those in Grade 12, remained in the calculation.

Some campuses may not receive an attrition rate because all of their students are excluded from the attrition denominator due to their subsequent grade level not being offered at that campus in 2023-24. Examples of such campuses are campuses that serve single grade levels or campuses that changed the grades offered in 2023-24. Attrition Rate is calculated as follows:

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$$\frac{\textbf{number of students enrolled in fall 2023 – number of students who returned in fall 2024}}{\textbf{number of students enrolled in fall 2023}}$$

Aggregations of campus denominators and numerators are created for district, region and state levels, and rates for each of those levels are calculated from these sums.

Retention Rates by Grade*:* The percentage of students in Texas public schools who enrolled in fall 2024 in the same grade in which they were reported for the last six-week period of the prior school year (2023–24).

$$\frac{\textbf{number of students enrolled in the same grade from one school year to the next}}{\textbf{number of students enrolled from one school year who return the next year or who graduate}}$$

Special education retention rates are calculated and reported separately because local retention practices differ for students served by special education.

The TAPR and TPRS show retention rates only for grades K–9. Retention rates for all grades can be found in Grade-Level Retention in Texas Public Schools available from TEA. *(Data source: PEIMS StudentSchoolAssociation Entity)*

Data Quality *(not on campus profile)*: The percentage of errors made by the district in the PEIMS Student Leaver Data.

Percent of Underreported Students. Underreported students are 7th–12th graders who were enrolled at any time during the prior year, who are not accounted for through district records or TEA processing in the current year, and for whom the district did not submit a leaver record. A district is required to submit a leaver record for any student served in grades 7–12 the previous year unless the student received a Texas high school equivalency certificate (TxCHSE) certificate by August 31, is a previous Texas public school graduate, moved to and enrolled in another Texas public school district, or returned to the district by the end of the school start window. (For 2023–24 the end of the school-start window was September 27, 2024)

$$\frac{\textbf{number of underreported students}}{\textbf{number of students in grades 7–12 who were served in the district in the 2023–24 school year}}$$

(Data source: Texas High School Equivalency Certificate Information File; PEIMS StudentEducationOrganizationAssociation Entity, StudentSchoolAssociation Entity, BasicReportingPeriodAttendance Entity, and SpecialProgramsReportingPeriodAttendanceExtension)

Class Size Averages by Grade and Subject: The average class size by grade (elementary) or selected subjects (secondary classes).

For secondary classes, averages are determined by totaling the number of students served (in a subject at the campus) and dividing that sum by the count of classes for that subject.

For elementary classes, the average is determined based on the instructional model. If an elementary teacher teaches all subjects to the same group of fourth graders all day, the class size average is simply the number of fourth grade students served by that teacher. If an elementary teacher teaches a single subject to five different sections of fourth graders each day, however, the average is calculated the same way as for secondary subjects. For example, one fourth grade science teacher teaches five science classes each day with 18, 20, 19, 21, and 22 students in each class. The total of 100 students divided by the five classes produces an average class size of 20 students for that teacher.

The following rules apply to the average class sizes:

- Classes identified as serving regular, compensatory/remedial, gifted and talented, career and technical, and honors students are included in the calculation.
- English language arts (ELA), mathematics, science, social studies, languages other than English, computer science, and career and technical education are included in the calculation, as are self-contained classrooms.
- Classes where the number of students served is reported as zero are not included.
- Service codes with the "SR" prefix are not included.
- Teacher roles coded as "teacher" and/or "substitute teacher" are included.
- Only class settings coded as "regular class" are included.
- Missing partial FTE counts are not included.
- Elementary classes in which the number of students exceeds 100 are not included.
- Mixed grade-level class averages are not included.

(Data source: PEIMS StaffEducationOrganizationAssignmentAssociation Entity and StaffSectionAssociation Entity)

Staff Information (2024–25)

Total Staff: The total count of staff which includes professional staff (teachers, professional support, administrators), educational aides, and (on the district profile) auxiliary staff. *(Data source: PEIMS Staff Entity, StaffEducationOrganizationEmploymentAssociation Entity, StaffEducationOrganizationAssignmentAssociation Entity, and StaffSectionAssociation Entity)*

Professional Staff: The full-time equivalent (FTE) count of teachers, professional support staff, campus administrators, and on the district profile, central office administrators. Staff are grouped according to roles as reported in PEIMS. Each type of professional staff is shown as a percentage of the total staff FTE. See Appendix B for all PEIMS Role IDs. *(Data source: PEIMS Staff Entity, StaffEducationOrganizationEmploymentAssociation Entity, StaffEducationOrganizationAssignmentAssociation Entity, and StaffSectionAssociation Entity)*

Educational Aides: The count and percentage of paraprofessional staff who are reported with a role of 033 (Educational Aide) or 036 (Certified Interpreter). The FTE counts of educational aides are expressed

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as a percentage of the total staff FTEs. See Appendix B for all PEIMS Role IDs. *(Data source: PEIMS StaffEducationOrganizationAssignmentAssociation Entity and StaffSectionAssociation Entity)*

Auxiliary Staff *(not on campus profile)*: The count of full-time equivalent (FTE) staff reported in PEIMS employment and payroll records who are not reported in the PEIMS StaffEducationOrganizationAssignmentAssociation or StaffSectionAssociation Entities. The auxiliary staff (and educational aide who performs routine classroom tasks under the general supervision of a certified teacher or teaching team) are expressed as a percentage of total staff. For auxiliary staff, the FTE is the value of the percentage of day worked. *(Data source: PEIMS PayrollExt Entity and StaffEducationOrganizationEmploymentAssociation Entity)*

Librarians and Counselors (Headcount): The headcount of librarians and counselors is based on full-time equivalent (FTE) for full-time and part-time headcounts. Librarians and counselors are considered part-time when the FTE count is less than or equal to .85 (For example, if an FTE count is less than or equal to .85, the part-time headcount is equal to 1). Counselor includes PEIMS Staff Classifications 008 and 117. Librarian includes PEIMS Staff Classifications 013.

Librarians and counselors are headcounts, not sums of FTEs. The district headcount is not a sum of the campus headcount. For example, a counselor spends 50 percent of their time at the elementary (0.50 FTE) and 50 percent of their time at the high school (0.50 FTE). On each of the campus reports, this counselor will be reflected as 1.0 part-time counselor. On the district report, the counselor will be reflected as 1.0 full-time counselor since the FTE count is greater than .85 (0.50 FTE plus 0.50 FTE=1.0 FTE). See Appendix B for PEIMS Staff Classifications (Professional Support Staff). *(Data source: PEIMS Staff Entity, StaffEducationOrganizationEmploymentAssociation Entity, StaffEducationOrganizationAssignmentAssociation Entity, and StaffSectionAssociation Entity)*

Total Minority Staff: The total count of minority staff is the sum of the FTE counts for all non-white staff groups (African American, Hispanic, American Indian, Asian, Pacific Islander, and Two or More Races). The minority staff FTE count is expressed as a percentage of the total staff FTE. *(Data source: PEIMS Staff Entity, StaffEducationOrganizationEmploymentAssociation Entity, StaffEducationOrganizationAssignmentAssociation Entity, and StaffSectionAssociation Entity)*

Teachers by Ethnicity and Sex: The counts of teacher FTEs by ethnic group and by sex. Counts are also expressed as a percentage of the total teacher FTEs. *(Data source: PEIMS PEIMS Staff Entity, StaffEducationOrganizationEmploymentAssociation Entity, StaffEducationOrganizationAssignmentAssociation Entity, and StaffSectionAssociation Entity)*

Teachers by Highest Degree Held: The distribution of degrees held by teachers. The FTE counts of teachers with no degree, a bachelor's degree, a master's degree, or a doctorate are expressed as a percentage of the total teacher FTEs. *(Data source: PEIMS Staff Entity, StaffEducationOrganizationEmploymentAssociation Entity, StaffEducationOrganizationAssignmentAssociation Entity, and StaffSectionAssociation Entity)*

Teachers by Years of Experience: The FTE count of teachers by total years of experience for the individual, not necessarily years of experience in the district or campus. Teacher counts within each range of experience are expressed as a percentage of total teacher FTEs. Teachers are reported with zero years of experience (first year teachers), 1–5 years, 6–10 years, 11–20 years, 21–30 years, and over 30 years. *(Data source: PEIMS PEIMS Staff Entity, StaffEducationOrganizationEmploymentAssociation*

Entity, StaffEducationOrganizationAssignmentAssociation Entity, and StaffSectionAssociation Entity)

Number of Students per Teacher: The total number of students divided by the total teacher FTE count. *(Data source: PEIMS Staff Entity, StaffEducationOrganizationEmploymentAssociation Entity, StaffEducationOrganizationAssignmentAssociation Entity, and StaffSectionAssociation Entity)*

Experience of Campus Leadership: The average years of experience for principals and assistant principals.

Average Years as Principal: The number of completed years of experience as a principal, regardless of district or interruption in service. These amounts are added together and divided by the number of all principals reported for the campus.

Average Years as Principal with District: The number of years a principal is employed in the district regardless of any interruption in service. The amounts are added together and divided by the number of principals reported for the district.

Average Years as Assistant Principal: The number of completed years of experience as assistant principal, regardless of district or interruption of service. The amounts are added together and divided by the number of assistant principals reported for the campus.

Average Years as Assistant Principal with District: The number of years employed as assistant principal in the district regardless of any interruption in service. These amounts are added together and divided by the number of assistant principals reported for the district.

(Data source: PEIMS StaffEducationOrganizationEmploymentAssociation Entity)

Average Years Experience of Teachers: The average number of completed years of professional experience, regardless of district. Weighted averages are calculated by multiplying each teacher's FTE coefficient (1 for a full-time teacher, .75 for a three-quarter-time teacher, and .5 for a half-time teacher, for example) by his or her years of experience. These amounts are added together and divided by the sum of all teachers' FTE coefficients. *(Data source: PEIMS PEIMS Staff Entity, StaffEducationOrganizationEmploymentAssociation Entity, StaffEducationOrganizationAssignmentAssociation Entity, and StaffSectionAssociation Entity)*

Average Years Experience of Teachers with District: The average number of years employed in the district regardless of any interruption in service. Weighted averages are calculated by multiplying each teacher's FTE coefficient by his or her years of experience in the district. These amounts are added together and divided by the sum of all teacher's coefficients. *(Data source: PEIMS StaffEducationOrganizationEmploymentAssociation Entity)*

Average Teacher Salary by Years of Experience (regular duties only): Total pay for all teachers in each category divided by the total teacher FTE count in that category. For the purpose of this calculation, the total actual salary amount is pay for regular duties only and does not include supplemental pay. For teachers who also have non-teaching roles, only the portion of time and pay dedicated to classroom responsibilities is factored into the average teacher salary calculation. Teachers are reported with zero years of experience (first year teacher), 1–5 years, 6–10 years, 11–20 years, 21–30 years, and over 30 years. *(Data source: PEIMS PayrollExt Entity)*

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Average Actual Salaries (regular duties only): For each category, the total salary for that category divided by the total FTE count for that category. Only payment for regular duties is included in the total salary; supplemental payments for extra duties (e.g., coaching, band and orchestra assignments, club sponsorships) are not included. See Appendix B for lists of the PEIMS staff classifications included in each category.

Teachers. Teachers, special duty teachers, and substitute teachers. Substitute teachers are either temporarily hired to replace a teacher or hired permanently on an as-needed basis. The District Teacher Salary Report and Graph also uses this definition in creating counts for various salary ranges.

Professional Support. Therapists, nurses, librarians, counselors, and other campus professional personnel.

Campus Administration (School Leadership). Principals, assistant principals, and other administrators reported with a specific school ID.

Central Administration (not on campus profile). Superintendents, presidents, chief executive officers, chief administrative officers, business managers, athletic directors, and other administrators reported with a central office ID and not a specific school ID.

Instructional Staff Percent *(district profile only)*: The percentage of the district's FTEs whose job function was to provide classroom instruction directly to students during the 2024–25 school year. The instructional staff percent is a district-level measure and is calculated as follows:

$$\frac{\textbf{total number of hours for district staff who were reported under expenditure object codes 6112, 6119, and 6129, and function codes 11, 12, 13, and 31}}{\textbf{total number of hours worked by all district employees}}$$

Contact the Division of Financial Compliance at (512) 463-9095 for further details about this measure. *(Data source: PEIMS Staff Entity, StaffEducationOrganizationEmploymentAssociation Entity, StaffEducationOrganizationAssignmentAssociation Entity, and StaffSectionAssociation Entity)*

Turnover Rate for Teachers *(not on campus profile)*: The percentage of teachers from the fall of 2023–24 who were not employed in the district in the fall of 2024–25. It is calculated as the total FTE count of teachers from the fall of 2023–24 who were not employed in the district in the fall of 2024–25, divided by the total teacher FTE count for the fall of 2023–24. Teachers include PEIMS Staff Classifications (Role IDs) 087 and 047. Staff who remained employed in the district but not as teachers also count toward teacher turnover. *(Data source: PEIMS 2023-2024 PEIMS 30040 and 30090, 2024-2025 PEIMS Staff Entity StaffEducationOrganizationAssignmentAssociation Entity, and StaffSectionAssociation Entity)*

Staff Exclusions *(not on campus profile):* The counts of individuals who serve public school students but are not included in the FTE totals for any of the other employee statistics. There are two types of these entries: individuals participating in a shared services arrangement and individuals on contract with the district to provide instructional services.

Shared Services Arrangement (SSA) Staff are staff who work in schools located in districts other than their employing district or whose assigned organization (in PEIMS) shows a code of 751, indicating that

they are employed by the fiscal agent of an SSA. Only the portion of a person's total FTE amount associated with the school in another district (or with the 751 organization code) is counted as SSA. SSA staff are grouped into three categories: Professional Staff (which includes teachers, administrators, and professional support); Educational Aides; and Auxiliary Staff. Note that SSA Auxiliary Staff are identified by the type of fund from which they are paid.

Contracted Instructional Staff (District and Campus Profiles) refers to counts of instructors for whom the district has entered into a contractual agreement with some outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They are never employees of the reporting school district. *(Data source: PEIMS ContractedInstructionalStaffFTEExt Entity and PayrollExt Entity)*

Contracted Instructional Staff: The count of individuals who are not regular classroom teachers who have signed a contract with a district, nor are they shared services arrangement employees. Rather, these are instructors for whom the district has entered into a contractual agreement with an outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They include, but are not limited to, speech therapists, occupational therapists, and any other professional contracted staff working in a classroom on a dedicated basis. *(Data source: PEIMS ContractedInstructionalStaffFTEExt Entity)*

Teacher Incentive Allotment (TIA): The headcount of teachers who received incentive allotment per House Bill 3 and TEC Sec. 48.112 and average TIA payout by categories of Recognized, Exemplary and Master for the 2024-25 school year. *(Data source: Division of District Talent Systems)*

Teachers by Program *(population served):* The FTE count of teachers categorized by the type of student populations served: regular, special, compensatory, bilingual/ESL, gifted and talented education students, and other populations. Teacher FTE values are allocated across population types for teachers who serve multiple population types. Percentages are expressed as a percentage of total teacher FTEs. *(Data source: PEIMS Staff Entity, StaffEducationOrganizationEmploymentAssociation Entity, StaffEducationOrganizationAssignmentAssociation Entity, and StaffSectionAssociation Entity)*

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Appendix A
Advanced Academic Courses

- All courses shown were for the 2024–25 school year.
- An “A” prefix indicates a College Board Advanced Placement course.
- An “I” prefix indicates an International Baccalaureate course.
- Dual credit courses are not specifically shown on this list.

English Language Arts

Course Code	Abbreviated Course Title
03231900	ADV BROADCAST JOURNALISM I
03231901	ADV BROADCAST JOURNALISM II
03231902	ADV BROADCAST JOURNALISM III
03230180	ADV JOURNALISM: LIT MAG II
03230190	ADV JOURNALISM: LIT MAG III
03230170	ADV JOURNALISM: LIT MAGAZINE I
03230140	ADV JOURNALISM: NEWSPAPER I
03230150	ADV JOURNALISM: NEWSPAPER II
03230160	ADV JOURNALISM: NEWSPAPER III
03230110	ADV JOURNALISM: YEARBOOK I
03230120	ADV JOURNALISM: YEARBOOK II
03230130	ADV JOURNALISM: YEARBOOK III
A3220100	AP ENGLISH LANGUAGE AND COMP
A3220200	AP ENGLISH LITERATURE AND COMP
03240600	DEBATE I (DEBATE 1)
03240700	DEBATE II (DEBATE 2)
03240800	DEBATE III (DEBATE 3)
I3220900	IB LITERATURE & PERF STD LEVEL
I3220600	IB LNG A: LANG & LIT HIGH LEVL
I3220500	IB LNG A: LANG & LIT STD LEVEL
I3220800	IB LNG A: LITERATURE HIGH LEVL
I3220700	IB LNG A: LITERATURE STD LEVEL
I3366020	IB PHILOSOPHY HIGHER LEVEL
I3366010	IB PHILOSOPHY STANDARD LEVEL
03221800	INDEP STUDY/ENGLISH (1ST TIME)
03231000	INDEP STUDY/JOURNALISM (1ST)
03231011	INDEP STUDY/JOURNALISM (2ND)
03231022	INDEP STUDY/JOURNALISM (3RD)
03241200	INDEP STUDY/SPEECH (1ST TIME)
03241210	INDEP STUDY/SPEECH (2ND TIME)
03241220	INDEP STUDY/SPEECH (3RD TIME)
03240200	ORAL INTERPRETATION I
03240300	ORAL INTERPRETATION II

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Course Code	Abbreviated Course Title
03240400	ORAL INTERPRETATION III
03230800	PHOTOJOURNALISM (PHOTJOUR)
03241100	PUBLIC SPEAKING III (PUBSPKG3)
03221100	RESEARCH/TECHNICAL WRITING

Mathematics

Course Code	Abbreviated Course Title
03102510	ADVANCED QUANT REASONING
A3100101	AP CALCULUS AB
A3100102	AP CALCULUS BC
A3100100	AP PRECALCULUS
A3100200	AP STATISTICS (APSTATS)
12701410	APPLIED MATH FOR TECH PROFNALS
03102520	DISCRETE MATH FOR PRBLM SOLVNG
I3100600	IB MATH ANALYS & APRCH HGH LVL
I3100500	IB MATH ANALYS & APRCH STD LVL
I3100800	IB MATH APPS & INTERPT HGH LVL
I3100700	IB MATH APS & INTERPT STD LVL
03102500	INDEP STUDY IN MATH (1ST TIME)
03102501	INDEP STUDY IN MATH (2ND TIME)
03102502	INDEP STUDY IN MATH (3RD TIME)
IHE11100	MATH-INST OF HIGHER EDU ENDRSD
03101100	PRECALCULUS (PRE CALC)

Science

Course Code	Abbreviated Course Title
A3010200	AP BIOLOGY
A3040000	AP CHEMISTRY
A3020000	AP ENVIRONMENTAL SCIENCE
A3050003	AP PHYSICS 1: ALGEBRA BASED
A3050004	AP PHYSICS 2: ALGEBRA BASED
A3050005	AP PHYSICS C: ELECTR&MAGNETISM
A3050006	AP PHYSICS C: MECHANICS
I3010202	IB BIOLOGY HIGHER LEVEL
I3010201	IB BIOLOGY STANDARD LEVEL
I3040003	IB CHEMISTRY HIGHER LEVEL
I3040002	IB CHEMISTRY STANDARD LEVEL
I3030002	IB DESIGN TECHNOLOGY HIGHR LVL
I3030001	IB DESIGN TECHNOLOGY STD LEVEL
I3020000	IB ENVIRN SYS & SOC STND LEVL
I3050003	IB PHYSICS HIGHER LEVEL
I3050002	IB PHYSICS STANDARD LEVEL
I3060002	IB SPRTS EXERS&HLTH SCI HGH LV
I3060001	IB SPRTS EXERS&HLTH SCI ST LVL

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Social Studies

Course Code	Abbreviated Course Title
A3330200	AP COMPARATIVE GOVT & POLITICS
A3340200	AP EUROPEAN HISTORY
A3360200	AP HUMAN GEOGRAPHY (ELECTIVE)
A3360100	AP HUMAN GEOGRAPHY (WRLD GEOG)
A3220300	AP INTERNATIONAL ENGL LANGUAGE
A3310200	AP MACROECONOMICS
A3310100	AP MICROECONOMICS
A3350100	AP PSYCHOLOGY
A3330100	AP U.S. GOVERNMENT & POLITICS
A3340100	AP UNITED STATES HISTORY
A3370100	AP WORLD HISTORY
03310301	ECONOMICS ADV STUDIES, 1ST TME
03310321	ECONOMICS ADV STUDIES, 2ND TME
I3303200	IB ECONOMICS HIGHER LEVEL
I3303100	IB ECONOMICS STANDARD LEVEL
I3302200	IB GEOGRAPHY HIGHER LEVEL
I3302100	IB GEOGRAPHY STANDARD LEVEL
I3302600	IB GLOBAL POLITICS HIGHER LVL
I3302500	IB GLOBAL POLITICS STAND LEVEL
I3301200	IB HIST AFRICA&MIDEAST HGHR LV
I3301400	IB HIST ASIA&OCEANIA HIGHR LVL
I3301300	IB HIST OF AMERICAS HIGHER LVL
I3301500	IB HIST OF EUROPE HIGHER LEVEL
I3301100	IB HISTORY STANDARD LEVEL
I3304200	IB PSYCHOLOGY HIGHER LEVEL
I3304100	IB PSYCHOLOGY STANDARD LEVEL
I3302400	IB SOC & CULTRL ANTHRO HGH LVL
I3302300	IB SOC & CULTRL ANTHRO STD LVL
03380003	SOC STUD RESEARCH METH (1ST)
03380023	SOC STUD RESEARCH METH (2ND)
03380033	SOC STUD RESEARCH METH (3RD)
03380043	SOC STUD RESEARCH METH (4TH)
03380031	SOC STUDIES ADV STUDY-3RD TIME
03380041	SOC STUDIES ADV STUDY-4TH TIME
03380001	SOCIAL STD ADV STDYS (1ST TME)
03380021	SOCIAL STD ADV STDYS (2ND TME)

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Foreign Language

Course Code	Abbreviated Course Title
03980910	AMER SIGN LNG ADV STD 1ST TIME
03980920	AMER SIGN LNG ADV STD 2ND TIME
03980930	AMER SIGN LNG ADV STD 3RD TIME
A3400400	AP LANG & CULTURE - ITALIAN
A3120400	AP LANG & CULTURE - JAPANESE
A3440100	AP LANG & CULTURE - SPANISH
A3410100	AP LANGUAGE & CULTURE - FRENCH
A3420100	AP LANGUAGE & CULTURE - GERMAN
A3490400	AP LANGUAGE &CULTURE - CHINESE
A3430100	AP LATIN
A3440200	AP LITER & CULTURE - SPANISH
03430910	CLS LNG SEM, ADV 1ST TME LATIN
03430920	CLS LNG SEM, ADV 2ND TME LATIN
03430930	CLS LNG SEM, ADV 3RD TME LATIN
I3520500	IB LANG B MODERN LANG HL-HINDI
I3520400	IB LANG B MODERN LANG SL-HINDI
I3996100	IB LANG B, MODRN LANG HL OTHER
I3996000	IB LANG B, MODRN LANG SL OTHER
I3110300	IB LANGUAGE AB INITIO STD LEVL
I3430500	IB LNG B CLASSIC LANG HL-LATIN
I3430400	IB LNG B CLASSIC LANG SL-LATIN
I3410500	IB LNG B MODERN LANG HL-FRENCH
I3420500	IB LNG B MODERN LANG HL-GERMAN
I3480500	IB LNG B MODERN LANG HL-HEBREW
I3410400	IB LNG B MODERN LANG SL-FRENCH
I3420400	IB LNG B MODERN LANG SL-GERMAN
I3480400	IB LNG B MODERN LANG SL-HEBREW
I3110500	IB LNG B MODRN LANG HL- ARABIC
I3490500	IB LNG B MODRN LANG HL-CHINESE
I3450500	IB LNG B MODRN LANG HL-RUSSIAN
I3440500	IB LNG B MODRN LANG HL-SPANISH
I3110400	IB LNG B MODRN LANG SL- ARABIC
I3490400	IB LNG B MODRN LANG SL-CHINESE
I3450400	IB LNG B MODRN LANG SL-RUSSIAN
I3440400	IB LNG B MODRN LANG SL-SPANISH
I3120500	IB LNG B MODRN LNG HL-JAPANESE
I3120400	IB LNG B MODRN LNG SL-JAPANESE
03110300	LANG O/T ENGLISH III - ARABIC
03420300	LANG O/T ENGLISH III - GERMAN
03980300	LANG O/T ENGLISH III - ASL
03490300	LANG O/T ENGLISH III - CHINESE
03410300	LANG O/T ENGLISH III - FRENCH
03450300	LANG O/T ENGLISH III - RUSSIAN
03440300	LANG O/T ENGLISH III - SPANISH

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Course Code	Abbreviated Course Title
03400300	LANG O/T ENGLISH III- ITALIAN
03120300	LANG O/T ENGLISH III- JAPANESE
03470300	LANG O/T ENGLISH III PORTUGUES
03110400	LANG O/T ENGLISH IV - ARABIC
03980400	LANG O/T ENGLISH IV - ASL
03490400	LANG O/T ENGLISH IV - CHINESE
03410400	LANG O/T ENGLISH IV - FRENCH
03420400	LANG O/T ENGLISH IV - GERMAN
03400400	LANG O/T ENGLISH IV - ITALIAN
03120400	LANG O/T ENGLISH IV - JAPANESE
03450400	LANG O/T ENGLISH IV - RUSSIAN
03440400	LANG O/T ENGLISH IV - SPANISH
03470400	LANG O/T ENGLISH IV PORTUGUESE
03110500	LANG O/T ENGLISH V - ARABIC
03490500	LANG O/T ENGLISH V - CHINESE
03410500	LANG O/T ENGLISH V - FRENCH
03420500	LANG O/T ENGLISH V - GERMAN
03400500	LANG O/T ENGLISH V - ITALIAN
03450500	LANG O/T ENGLISH V - RUSSIAN
03440500	LANG O/T ENGLISH V - SPANISH
03470500	LANG O/T ENGLISH V PORTUGUESE
03110600	LANG O/T ENGLISH VI - ARABIC
03490600	LANG O/T ENGLISH VI - CHINESE
03410600	LANG O/T ENGLISH VI - FRENCH
03420600	LANG O/T ENGLISH VI - GERMAN
03400600	LANG O/T ENGLISH VI - ITALIAN
03120600	LANG O/T ENGLISH VI - JAPANESE
03450600	LANG O/T ENGLISH VI - RUSSIAN
03440600	LANG O/T ENGLISH VI - SPANISH
03470600	LANG O/T ENGLISH VI PORTUGUESE
03410700	LANG O/T ENGLISH VII - FRENCH
03420700	LANG O/T ENGLISH VII - GERMAN
03440700	LANG O/T ENGLISH VII - SPANISH
03110700	LANG O/T ENGLISH VII-ARABIC
03490700	LANG O/T ENGLISH VII-CHINESE
03400700	LANG O/T ENGLISH VII-ITALIAN
03120700	LANG O/T ENGLISH VII-JAPANESE
03470700	LANG O/T ENGLISH VII-PORTUGUES
03450700	LANG O/T ENGLISH VII-RUSSIAN
03120500	LANG O/T ENGLISH V-JAPANESE
11403100	LANG OTH ENG/LVLIII/KOR
11401300	LANG OTH ENG/LVLIII/TURK
11403200	LANG OTH ENG/LVLIV/KOR
11401400	LANG OTH ENG/LVLIV/TURK
11403300	LANG OTH ENG/LVLV/KOR

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Course Code	Abbreviated Course Title
11401500	LANG OTH ENG/LVLV/TURK
11403400	LANG OTH ENG/LVLVI/KOR
11401600	LANG OTH ENG/LVLVI/TURK
11403500	LANG OTH ENG/LVLVII/KOR
11401700	LANG OTH ENG/LVLVII/TURK
03520300	LANG OTH THN ENG LVL III HINDI
03520700	LANG OTH THN ENG LVL VII HINDI
03520500	LANG OTHR THAN ENG LVL V HINDI
03520400	LANG OTHR THN ENG LVL IV HINDI
03520600	LANG OTHR THN ENG LVL VI HINDI
03510300	LNG OTH THN EN LVL III VIETNAM
03510700	LNG OTH THN EN LVL VII VIETNAM
03510400	LNG OTH THN ENG LVL IV VIETNAM
03510500	LNG OTH THN ENG LVL V VIETNAM
03510600	LNG OTH THN ENG LVL VI VIETNAM
03530300	LOE, LEVEL III - URDU
03530400	LOE, LEVEL IV - URDU
03530500	LOE, LEVEL V - URDU
03530600	LOE, LEVEL VI - URDU
03530700	LOE, LEVEL VII - URDU
03430300	LOTE CLASSIC LNG LVL III LATIN
03430700	LOTE CLASSIC LNG LVL VII LATIN
03430400	LOTE CLASSIC LNG, LVL IV LATIN
03430500	LOTE CLASSIC LNG, LVL V LATIN
03430600	LOTE CLASSIC LNG, LVL VI LATIN
03993400	OTHER FOREIGN LANG LEVEL III
03996000	OTHER FOREIGN LANGUAGES IV
03996100	OTHER FOREIGN LANGUAGES V
03996200	OTHER FOREIGN LANGUAGES VI
03996300	OTHER FOREIGN LANGUAGES VII
03110910	SEM LOT, ADV 1ST TIME, ARABIC
03490910	SEM LOT, ADV 1ST TIME, CHINESE
03410910	SEM LOT, ADV 1ST TIME, FRENCH
03420910	SEM LOT, ADV 1ST TIME, GERMAN
03520910	SEM LOT, ADV 1ST TIME, HINDI
03400910	SEM LOT, ADV 1ST TIME, ITALIAN
11403610	SEM LOT, ADV 1ST TIME, KOREAN
03470910	SEM LOT, ADV 1ST TIME, PORTUGE
03450910	SEM LOT, ADV 1ST TIME, RUSSIAN
03440910	SEM LOT, ADV 1ST TIME, SPANISH
11401910	SEM LOT, ADV 1ST TIME, TURKISH
03530910	SEM LOT, ADV 1ST TIME, URDU
03510910	SEM LOT, ADV 1ST TIME, VIETNAM
03120910	SEM LOT, ADV 1ST TME, JAPANESE
03110920	SEM LOT, ADV 2ND TIME, ARABIC

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Course Code	Abbreviated Course Title
03490920	SEM LOT, ADV 2ND TIME, CHINESE
03410920	SEM LOT, ADV 2ND TIME, FRENCH
03420920	SEM LOT, ADV 2ND TIME, GERMAN
03520920	SEM LOT, ADV 2ND TIME, HINDI
03400920	SEM LOT, ADV 2ND TIME, ITALIAN
11403620	SEM LOT, ADV 2ND TIME, KOREAN
03470920	SEM LOT, ADV 2ND TIME, PORTUGE
03450920	SEM LOT, ADV 2ND TIME, RUSSIAN
03440920	SEM LOT, ADV 2ND TIME, SPANISH
11401920	SEM LOT, ADV 2ND TIME, TURKISH
03530920	SEM LOT, ADV 2ND TIME, URDU
03510920	SEM LOT, ADV 2ND TIME, VIETNAM
03120920	SEM LOT, ADV 2ND TME, JAPANESE
03110930	SEM LOT, ADV 3RD TIME, ARABIC
03490930	SEM LOT, ADV 3RD TIME, CHINESE
03410930	SEM LOT, ADV 3RD TIME, FRENCH
03420930	SEM LOT, ADV 3RD TIME, GERMAN
03520930	SEM LOT, ADV 3RD TIME, HINDI
03400930	SEM LOT, ADV 3RD TIME, ITALIAN
11403630	SEM LOT, ADV 3RD TIME, KOREAN
03470930	SEM LOT, ADV 3RD TIME, PORTUGE
03450930	SEM LOT, ADV 3RD TIME, RUSSIAN
03440930	SEM LOT, ADV 3RD TIME, SPANISH
03530930	SEM LOT, ADV 3RD TIME, URDU
03510930	SEM LOT, ADV 3RD TIME, VIETNAM
03120930	SEM LOT, ADV 3RD TME, JAPANESE
11401930	SEM LOT, ADV 3TD TIME, TURKISH
03440330	SPANISH FOR SPAN SPEAKERS LVL3
03440440	SPANISH FOR SPAN SPEAKERS LVL4

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Appendix B
PEIMS Staff Classifications

(In Alphabetical Order by Label)

CENTRAL ADMINISTRATORS

004.....Assistant/Associate/Deputy Superintendent
027.....Superintendent/CAO/CEO/President
061.....Asst/Assoc/Deputy Exec Director
062.....Component/Department Director
063.....Coordinator/Manager/Supervisor

CAMPUS ADMINISTRATORS

003.....Assistant Principal
020.....Principal

EITHER CENTRAL OR CAMPUS ADMINISTRATORS*

012.....Instructional Officer
028.....Teacher Supervisor
040.....Athletic Director
043.....Business Manager
044.....Tax Assessor and/or Collector
045.....Director - Personnel/Human Resources
055.....Registrar
060.....Executive Director
120..... Instructional Coach

PROFESSIONAL SUPPORT STAFF

002 .....Art Therapist
005 .....Psychological Associate
006.....Audiologist
007.....Corrective Therapist
008.....Counselor
011 .....Educational Diagnostician
013.....Librarian
015.....Music Therapist
016.....Occupational Therapist
017.....Certified Orientation & Mobility Specialist
018.....Physical Therapist
019 .....Physician
021.....Recreational Therapist
022.....School Nurse
023.....LSSP/Psychologist
024.....Social Worker
026.....Speech Therapist/Speech-Lang Pathologist
030.....Visiting Teacher/Truant Officer
032.....Work-Based Learning Site Coordinator
041.....Teacher Facilitator
042.....Teacher Appraiser
054.....Department Head
056.....Athletic Trainer
058.....Other Campus Professional Personnel

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064.....Specialist/Consultant
065.....Field Service Agent
079.....Other ESC Professional Personnel
080.....Other Non-Campus Professional Personnel
100..... Instructional Materials Coordinator
101..... Legal Services
102 .....Communications Professional
103 .....Research/Evaluation Professional
104 .....Internal Auditor
105 .....Security
106 .....District/Campus Information Technology Professional
107 .....Food Service Professional
108 .....Transportation
109 .....Athletics
110 .....Custodial
111 .....Maintenance
112 .....Business Services Professional
113 .....Other District Exempt Professional Auxiliary
114 .....Other Campus Exempt Professional Auxiliary
115.....Psychiatric Nurse
116.....Licensed Clinical Social Worker
117.....Licensed Professional Counselor
118.....Licensed Marriage & Family Therapist
119.....Family and Community Liaison
121.....Chaplain

TEACHERS

087.....Teacher
047.....Substitute Teacher

EDUCATIONAL AIDES

033.....Educational Aide
036.....Certified Interpreter

AUXILIARY STAFF

Employment record, but no responsibility records.

* Administrators reported with these roles are categorized as central office or campus, depending on the organization ID reported for them.