Sanger Independent School District
2024 - 2025 District Annual Report

in compliance with Texas Education Code §39.306

Public Hearing - February 16, 2026

Sanger Independent School District Board of Trustees

Sarah Kelly , President
Mitch Hammonds, Vice President
Jesse Hunter, Secretary
Bruce Elsey, Trustee
Lisa Cody, Trustee
Jarrod Roberts, Trustee
Staci Moore, Trustee

Dr. Tommy Hunter, Superintendent

SANGER ISD

TEXAS A-F SCHOOL ACCOUNTABILITY SYSTEM 2024-2025

RELEASED IN 2025

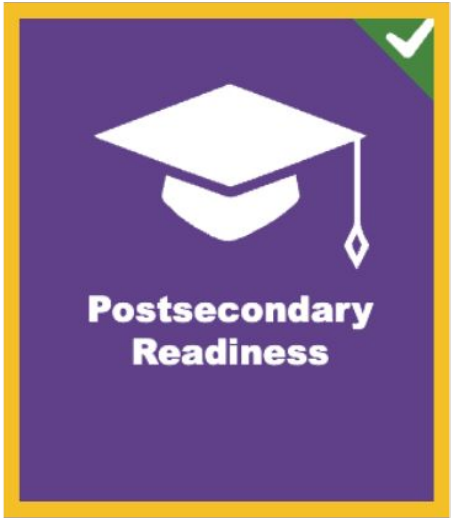


DISTRICT GRADE

Butterfield Elementary

Designation Distinctions



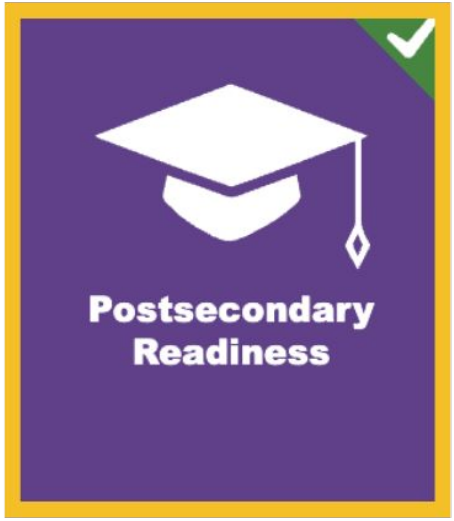


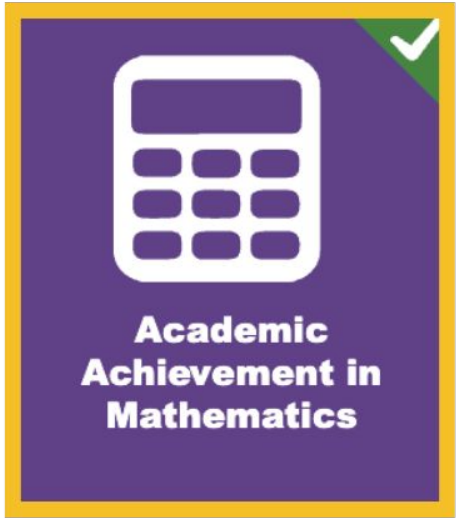


Sanger Sixth Grade Center

Designation Distinctions

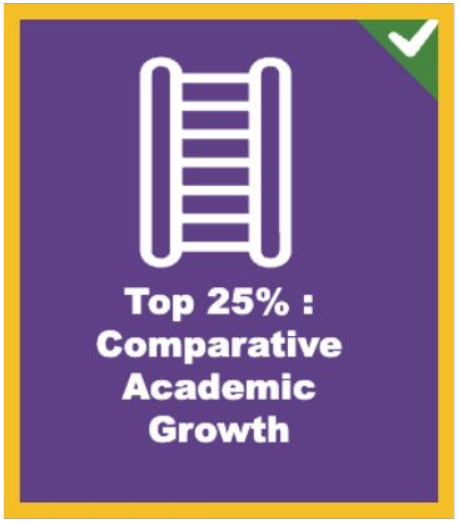




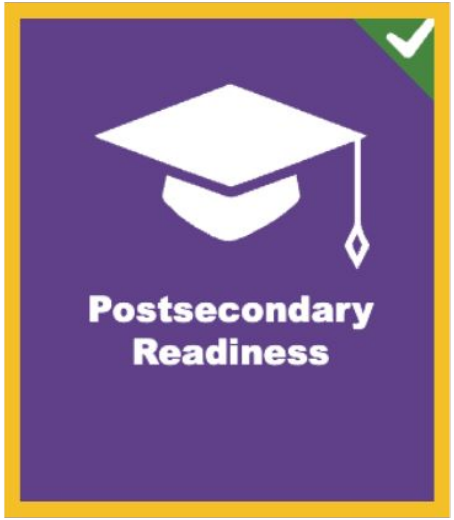


Sanger Middle School

Designation Distinctions





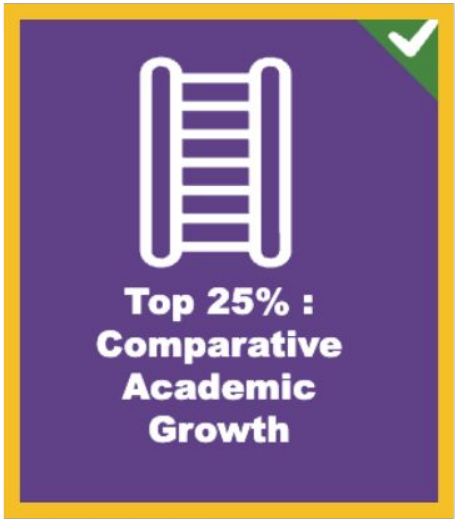




Sanger High School

Designation Distinctions





Section 1

2024-2025 Texas Academic Performance Report (TAPR)

2024-25 Texas Academic Performance Report (TAPR)

District Name: SANGER ISD

District Number: 061908

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%	**80%**	50%	76%	84%	-	-	-	86%	66%	100%	81%	78%	73%	68%
	2024	74%	74%	**79%**	*	70%	86%	-	-	*	75%	52%	*	79%	79%	70%	70%
At Meets Grade Level or Above	2025	52%	52%	**52%**	17%	47%	57%	-	-	-	50%	38%	57%	52%	54%	47%	41%
	2024	48%	48%	**49%**	*	39%	56%	-	-	*	50%	23%	*	48%	55%	40%	32%
At Masters Grade Level	2025	23%	23%	**20%**	0%	18%	20%	-	-	-	36%	8%	14%	22%	12%	15%	16%
	2024	21%	20%	**22%**	*	20%	22%	-	-	*	38%	8%	*	21%	26%	10%	11%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2025	71%	72%	**69%**	67%	65%	70%	-	-	-	79%	49%	100%	69%	67%	63%	59%
	2024	70%	71%	**66%**	*	53%	75%	-	-	*	63%	41%	*	64%	74%	56%	51%
At Meets Grade Level or Above	2025	46%	47%	**41%**	33%	30%	48%	-	-	-	36%	27%	57%	42%	35%	31%	30%
	2024	42%	44%	**35%**	*	30%	41%	-	-	*	25%	23%	*	36%	34%	25%	22%
At Masters Grade Level	2025	19%	21%	**14%**	0%	13%	16%	-	-	-	14%	6%	14%	14%	14%	10%	8%
	2024	15%	16%	**11%**	*	5%	15%	-	-	*	13%	8%	*	10%	16%	3%	0%
Grade 4 Reading																	
At Approaches Grade Level or Above	2025	81%	81%	**83%**	*	74%	88%	-	-	*	83%	56%	100%	80%	88%	73%	74%
	2024	81%	81%	**88%**	80%	84%	90%	*	-	-	90%	69%	100%	87%	89%	84%	88%
At Meets Grade Level or Above	2025	54%	54%	**55%**	*	40%	65%	-	-	*	67%	27%	60%	56%	53%	43%	37%
	2024	51%	51%	**62%**	80%	46%	71%	*	-	-	60%	28%	80%	60%	66%	51%	30%
At Masters Grade Level	2025	24%	23%	**27%**	*	19%	32%	-	-	*	33%	11%	20%	29%	21%	16%	8%
	2024	23%	23%	**26%**	40%	16%	33%	*	-	-	20%	7%	60%	25%	29%	17%	0%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2025	69%	69%	**76%**	*	65%	83%	-	-	*	83%	45%	100%	77%	72%	64%	64%
	2024	69%	68%	**70%**	80%	62%	75%	*	-	-	60%	49%	80%	69%	72%	64%	55%
At Meets Grade Level or Above	2025	47%	46%	**55%**	*	43%	62%	-	-	*	67%	25%	60%	56%	51%	40%	36%
	2024	46%	45%	**50%**	60%	41%	54%	*	-	-	50%	31%	60%	50%	49%	42%	30%
At Masters Grade Level	2025	24%	23%	**27%**	*	19%	34%	-	-	*	17%	10%	20%	29%	23%	16%	10%
	2024	21%	21%	**17%**	40%	10%	20%	*	-	-	20%	5%	20%	16%	19%	9%	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%	**81%**	*	79%	83%	*	-	-	60%	51%	91%	82%	78%	77%	74%
	2024	79%	79%	**81%**	50%	78%	84%	-	*	-	67%	47%	100%	83%	78%	77%	84%
At Meets Grade Level or Above	2025	58%	58%	**67%**	*	55%	73%	*	-	-	60%	32%	82%	69%	63%	58%	38%
	2024	55%	55%	**56%**	33%	51%	60%	-	*	-	33%	16%	80%	57%	56%	47%	52%
At Masters Grade Level	2025	30%	30%	**32%**	*	18%	40%	*	-	-	30%	11%	55%	33%	30%	24%	6%
	2024	29%	28%	**30%**	17%	14%	36%	-	*	-	33%	4%	60%	30%	29%	21%	13%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2025	74%	73%	**78%**	*	73%	82%	*	-	-	70%	52%	82%	79%	76%	69%	62%
	2024	77%	76%	**77%**	50%	73%	79%	-	*	-	83%	47%	100%	78%	74%	73%	81%
At Meets Grade Level or Above	2025	47%	46%	**49%**	*	44%	53%	*	-	-	50%	29%	36%	50%	48%	39%	38%
	2024	50%	50%	**46%**	33%	29%	52%	-	*	-	50%	18%	60%	50%	38%	34%	35%
At Masters Grade Level	2025	22%	21%	**17%**	*	11%	20%	*	-	-	30%	5%	27%	18%	16%	12%	6%
	2024	19%	20%	**16%**	17%	6%	19%	-	*	-	17%	4%	20%	17%	13%	12%	6%
Grade 5 Science																	
At Approaches Grade Level or Above	2025	65%	64%	**79%**	*	71%	86%	*	-	-	80%	60%	82%	82%	75%	68%	59%
	2024	58%	58%	**65%**	33%	51%	72%	-	*	-	50%	31%	80%	69%	57%	54%	48%
At Meets Grade Level or Above	2025	31%	30%	**33%**	*	17%	43%	*	-	-	40%	15%	36%	33%	33%	23%	9%
	2024	28%	28%	**28%**	17%	16%	34%	-	*	-	0%	10%	80%	31%	22%	24%	19%
At Masters Grade Level	2025	12%	12%	**12%**	*	4%	17%	*	-	-	20%	3%	9%	13%	10%	6%	3%
	2024	11%	11%	**10%**	0%	8%	12%	-	*	-	0%	2%	0%	11%	7%	7%	10%
Grade 6 Reading																	
At Approaches Grade Level or Above	2025	77%	78%	**79%**	57%	77%	80%	-	*	-	83%	41%	*	81%	74%	71%	63%
	2024	77%	78%	**88%**	86%	87%	90%	*	*	-	77%	60%	90%	89%	84%	83%	83%
At Meets Grade Level or Above	2025	56%	58%	**61%**	29%	55%	65%	-	*	-	67%	13%	*	59%	66%	56%	44%
	2024	57%	57%	**63%**	14%	56%	71%	*	*	-	69%	30%	50%	62%	65%	55%	47%
At Masters Grade Level	2025	29%	30%	**27%**	29%	11%	33%	-	*	-	17%	6%	*	28%	24%	19%	0%
	2024	26%	26%	**30%**	0%	20%	37%	*	*	-	31%	10%	0%	29%	32%	26%	10%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2025	74%	75%	**81%**	71%	71%	85%	-	*	-	83%	54%	*	83%	76%	76%	67%
	2024	72%	72%	**75%**	43%	72%	79%	*	*	-	77%	40%	90%	79%	68%	65%	73%

	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%	**44%**	43%	34%	48%	-	*	-	50%	19%	*	45%	42%	36%	30%
	2024	39%	40%	**46%**	14%	44%	49%	*	*	-	54%	20%	60%	48%	43%	41%	40%
At Masters Grade Level	2025	16%	17%	**14%**	14%	7%	17%	-	*	-	0%	0%	*	15%	11%	10%	0%
	2024	14%	14%	**15%**	0%	13%	16%	*	*	-	23%	3%	10%	14%	16%	13%	10%
Grade 7 Reading																	
At Approaches Grade Level or Above	2025	76%	77%	**81%**	60%	70%	89%	*	*	-	83%	46%	100%	85%	71%	76%	50%
	2024	74%	75%	**82%**	75%	78%	85%	-	*	-	73%	44%	73%	86%	75%	68%	62%
At Meets Grade Level or Above	2025	54%	54%	**55%**	20%	43%	64%	*	*	-	58%	20%	67%	56%	54%	45%	17%
	2024	54%	55%	**62%**	38%	55%	68%	-	*	-	64%	24%	45%	67%	54%	47%	35%
At Masters Grade Level	2025	27%	27%	**28%**	0%	19%	34%	*	*	-	25%	6%	0%	29%	23%	17%	4%
	2024	29%	30%	**36%**	25%	25%	44%	-	*	-	27%	3%	27%	42%	24%	21%	12%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2025	55%	56%	**50%**	*	43%	56%	*	*	-	44%	27%	89%	52%	46%	44%	30%
	2024	56%	56%	**51%**	33%	45%	55%	-	*	-	50%	32%	67%	49%	53%	40%	29%
At Meets Grade Level or Above	2025	33%	34%	**23%**	*	19%	28%	*	*	-	22%	18%	22%	26%	17%	18%	9%
	2024	34%	33%	**26%**	17%	16%	33%	-	*	-	33%	18%	22%	24%	27%	15%	6%
At Masters Grade Level	2025	11%	11%	**3%**	*	4%	1%	*	*	-	11%	0%	11%	4%	0%	3%	0%
	2024	11%	10%	**2%**	0%	0%	5%	-	*	-	0%	3%	0%	2%	3%	0%	0%
Grade 8 Reading																	
At Approaches Grade Level or Above	2025	82%	82%	**88%**	90%	87%	89%	-	*	-	89%	45%	100%	90%	85%	75%	64%
	2024	81%	80%	**87%**	*	80%	91%	-	*	*	92%	39%	83%	87%	86%	84%	75%
At Meets Grade Level or Above	2025	58%	59%	**72%**	80%	63%	75%	-	*	-	89%	14%	85%	76%	62%	53%	32%
	2024	56%	57%	**55%**	*	46%	57%	-	*	*	83%	21%	33%	58%	49%	48%	25%
At Masters Grade Level	2025	32%	32%	**44%**	40%	33%	50%	-	*	-	44%	3%	38%	46%	38%	28%	0%
	2024	29%	31%	**32%**	*	21%	39%	-	*	*	42%	4%	33%	33%	29%	22%	6%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2025	71%	70%	**85%**	89%	85%	84%	*	*	-	86%	42%	100%	84%	86%	73%	64%
	2024	72%	71%	**86%**	100%	79%	88%	-	*	-	100%	54%	67%	84%	89%	82%	74%
At Meets Grade Level or Above	2025	47%	46%	**62%**	33%	59%	66%	*	*	-	86%	23%	83%	66%	54%	51%	16%
	2024	43%	42%	**56%**	83%	45%	57%	-	*	-	86%	32%	67%	58%	51%	48%	29%

	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%	**23%**	0%	17%	29%	*	*	-	29%	3%	17%	25%	18%	14%	0%
	2024	16%	15%	**14%**	33%	13%	15%	-	*	-	7%	4%	50%	12%	18%	11%	9%
Grade 8 Science																	
At Approaches Grade Level or Above	2025	74%	73%	**69%**	50%	65%	73%	-	*	-	89%	28%	85%	73%	62%	52%	28%
	2024	70%	70%	**72%**	*	59%	77%	-	*	*	100%	29%	67%	72%	71%	67%	47%
At Meets Grade Level or Above	2025	48%	47%	**42%**	20%	35%	46%	-	*	-	78%	14%	38%	44%	38%	24%	4%
	2024	44%	43%	**43%**	*	24%	50%	-	*	*	83%	14%	33%	46%	35%	32%	19%
At Masters Grade Level	2025	19%	17%	**11%**	0%	9%	13%	-	*	-	11%	0%	8%	11%	11%	6%	0%
	2024	17%	16%	**14%**	*	10%	18%	-	*	*	0%	4%	33%	16%	8%	10%	6%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2025	58%	58%	**57%**	30%	49%	63%	-	*	-	78%	21%	69%	61%	49%	39%	20%
	2024	60%	61%	**68%**	*	54%	73%	-	*	*	100%	36%	67%	70%	61%	60%	34%
At Meets Grade Level or Above	2025	32%	32%	**26%**	10%	22%	29%	-	*	-	22%	14%	8%	25%	26%	16%	4%
	2024	33%	34%	**40%**	*	24%	45%	-	*	*	83%	18%	33%	43%	31%	29%	22%
At Masters Grade Level	2025	17%	17%	**10%**	0%	9%	11%	-	*	-	11%	0%	8%	9%	12%	4%	0%
	2024	17%	18%	**19%**	*	11%	22%	-	*	*	33%	7%	33%	22%	10%	12%	9%
End of Course English I																	
At Approaches Grade Level or Above	2025	69%	69%	**80%**	*	72%	86%	-	*	*	81%	49%	50%	84%	70%	72%	59%
	2024	70%	71%	**78%**	100%	67%	85%	*	*	-	69%	42%	*	81%	75%	71%	40%
At Meets Grade Level or Above	2025	49%	51%	**60%**	*	50%	67%	-	*	*	75%	22%	17%	67%	46%	50%	24%
	2024	52%	53%	**66%**	100%	52%	76%	*	*	-	54%	20%	*	69%	61%	56%	13%
At Masters Grade Level	2025	15%	15%	**20%**	*	10%	28%	-	*	*	19%	0%	17%	25%	9%	9%	0%
	2024	16%	16%	**20%**	14%	13%	24%	*	*	-	31%	2%	*	23%	16%	10%	0%
End of Course English II																	
At Approaches Grade Level or Above	2025	72%	73%	**81%**	100%	75%	85%	-	*	-	64%	41%	*	83%	77%	74%	47%
	2024	75%	77%	**85%**	100%	80%	86%	-	*	-	100%	53%	100%	87%	81%	76%	66%
At Meets Grade Level or Above	2025	55%	56%	**65%**	100%	57%	70%	-	*	-	43%	29%	*	64%	67%	53%	25%
	2024	58%	60%	**70%**	75%	57%	77%	-	*	-	92%	25%	80%	74%	57%	60%	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%**	0%	4%	10%	-	*	-	0%	0%	*	8%	4%	3%	0%
	2024	9%	9%	**12%**	13%	7%	14%	-	*	-	17%	3%	40%	11%	13%	6%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2025	78%	76%	**87%**	88%	84%	87%	-	*	-	94%	58%	83%	85%	90%	85%	74%
	2024	81%	79%	**90%**	83%	86%	91%	*	*	*	94%	65%	100%	91%	88%	88%	80%
At Meets Grade Level or Above	2025	45%	43%	**57%**	38%	53%	58%	-	*	-	76%	25%	50%	61%	49%	50%	37%
	2024	43%	41%	**50%**	33%	37%	56%	*	*	*	56%	16%	80%	52%	44%	40%	16%
At Masters Grade Level	2025	27%	26%	**37%**	25%	31%	40%	-	*	-	53%	8%	33%	39%	32%	26%	11%
	2024	24%	23%	**27%**	17%	18%	31%	*	*	*	31%	7%	20%	27%	26%	17%	8%
End of Course Biology																	
At Approaches Grade Level or Above	2025	92%	92%	**96%**	*	95%	95%	-	*	*	100%	89%	100%	97%	94%	96%	92%
	2024	91%	92%	**93%**	100%	92%	92%	*	*	-	93%	76%	*	93%	93%	90%	81%
At Meets Grade Level or Above	2025	61%	63%	**57%**	*	47%	61%	-	*	*	79%	23%	17%	61%	50%	47%	25%
	2024	56%	57%	**55%**	50%	37%	69%	*	*	-	43%	24%	*	57%	53%	41%	4%
At Masters Grade Level	2025	21%	22%	**16%**	*	9%	18%	-	*	*	36%	0%	17%	18%	11%	8%	0%
	2024	19%	19%	**15%**	0%	9%	20%	*	*	-	7%	5%	*	15%	14%	9%	0%
End of Course U.S. History																	
At Approaches Grade Level or Above	2025	95%	95%	**97%**	100%	95%	98%	-	*	-	100%	83%	100%	96%	100%	93%	95%
	2024	96%	96%	**97%**	86%	95%	98%	-	*	*	100%	88%	*	98%	94%	95%	87%
At Meets Grade Level or Above	2025	68%	69%	**74%**	70%	63%	81%	-	*	-	89%	37%	83%	76%	69%	64%	32%
	2024	69%	70%	**74%**	43%	60%	81%	-	*	*	100%	35%	*	78%	63%	65%	40%
At Masters Grade Level	2025	37%	39%	**41%**	10%	27%	53%	-	*	-	56%	17%	83%	40%	47%	26%	14%
	2024	37%	39%	**42%**	29%	25%	51%	-	*	*	29%	12%	*	45%	33%	31%	20%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2025	89%	91%	**97%**	-	86%	100%	-	-	-	*	-	*	97%	*	*	*
	2024	88%	90%	**96%**	-	*	95%	-	*	-	*	-	-	96%	-	*	-
At Meets Grade Level or Above	2025	59%	62%	**69%**	-	57%	75%	-	-	-	*	-	*	74%	*	*	*
	2024	59%	63%	**64%**	-	*	58%	-	*	-	*	-	-	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)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2025	13%	14%	**3%**	-	0%	4%	-	-	-	*	-	*	3%	*	*	*
	2024	12%	13%	**0%**	-	*	0%	-	*	-	*	-	-	0%	-	*	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2025	75%	75%	**79%**	74%	74%	83%	63%	100%	83%	81%	51%	90%	81%	76%	71%	62%
	2024	75%	75%	**79%**	74%	73%	83%	100%	90%	78%	83%	50%	85%	80%	77%	73%	64%
At Meets Grade Level or Above	2025	50%	50%	**53%**	45%	45%	59%	50%	83%	67%	60%	24%	53%	55%	49%	43%	27%
	2024	48%	49%	**53%**	47%	41%	59%	57%	80%	67%	62%	22%	56%	54%	48%	42%	28%
At Masters Grade Level	2025	21%	21%	**22%**	14%	15%	26%	25%	50%	17%	25%	5%	23%	23%	18%	14%	5%
	2024	20%	20%	**20%**	16%	13%	25%	14%	50%	11%	21%	5%	26%	21%	19%	13%	7%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2025	76%	76%	**82%**	77%	76%	85%	*	100%	*	78%	51%	93%	83%	77%	74%	63%
	2024	76%	76%	**83%**	81%	78%	87%	*	86%	*	81%	52%	91%	85%	81%	77%	71%
At Meets Grade Level or Above	2025	54%	55%	**61%**	59%	52%	67%	*	86%	*	62%	26%	70%	62%	58%	51%	32%
	2024	54%	55%	**61%**	57%	50%	67%	*	86%	*	66%	23%	60%	62%	59%	51%	34%
At Masters Grade Level	2025	23%	23%	**25%**	20%	16%	31%	*	43%	*	24%	7%	29%	27%	20%	16%	4%
	2024	22%	22%	**25%**	17%	17%	31%	*	57%	*	29%	5%	35%	26%	24%	16%	7%
All Grades Mathematics																	
At Approaches Grade Level or Above	2025	72%	72%	**77%**	77%	71%	80%	*	100%	*	79%	48%	93%	77%	75%	69%	62%
	2024	72%	72%	**74%**	63%	67%	78%	*	83%	*	80%	47%	82%	75%	74%	68%	62%
At Meets Grade Level or Above	2025	45%	44%	**49%**	36%	42%	53%	*	80%	*	54%	24%	55%	51%	44%	38%	29%
	2024	43%	43%	**45%**	37%	36%	50%	*	67%	*	55%	23%	53%	47%	42%	36%	26%
At Masters Grade Level	2025	20%	20%	**20%**	15%	15%	22%	*	40%	*	26%	5%	22%	21%	17%	13%	6%
	2024	17%	17%	**15%**	16%	9%	18%	*	33%	*	18%	5%	18%	14%	16%	10%	5%
All Grades Science																	
At Approaches Grade Level or Above	2025	78%	77%	**81%**	67%	77%	84%	*	*	*	91%	60%	87%	83%	77%	73%	63%
	2024	75%	75%	**77%**	69%	70%	80%	*	*	*	88%	45%	80%	78%	75%	70%	57%
At Meets Grade Level or Above	2025	47%	48%	**44%**	33%	33%	49%	*	*	*	67%	17%	33%	45%	40%	32%	14%
	2024	43%	44%	**42%**	44%	27%	51%	*	*	*	50%	16%	67%	45%	38%	32%	15%

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At Masters Grade Level	2025	17%	17%	**13%**	6%	7%	16%	*	*	*	24%	2%	10%	14%	11%	7%	1%
	2024	16%	16%	**13%**	6%	9%	16%	*	*	*	3%	4%	20%	14%	10%	9%	6%
All Grades Social Studies																	
At Approaches Grade Level or Above	2025	77%	78%	**78%**	65%	74%	81%	-	*	-	89%	53%	79%	80%	73%	68%	55%
	2024	78%	79%	**83%**	91%	73%	88%	-	*	*	100%	61%	71%	85%	78%	77%	51%
At Meets Grade Level or Above	2025	50%	52%	**51%**	40%	44%	56%	-	*	-	56%	26%	32%	53%	46%	41%	17%
	2024	51%	53%	**58%**	45%	41%	66%	-	*	*	89%	26%	29%	62%	47%	46%	28%
At Masters Grade Level	2025	27%	29%	**27%**	5%	19%	33%	-	*	-	33%	9%	32%	26%	28%	16%	6%
	2024	27%	29%	**31%**	27%	18%	39%	-	*	*	32%	9%	29%	34%	22%	21%	13%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2025	39%	40%	**37%**	17%	29%	43%	-	-	-	36%	23%	29%	38%	32%	30%	27%
	2024	35%	36%	**29%**	*	27%	32%	-	-	*	25%	14%	*	29%	32%	20%	19%
Reading and Mathematics Including EOC	2025	39%	40%	**37%**	17%	29%	43%	-	-	-	36%	23%	29%	38%	32%	30%	27%
	2024	35%	36%	**29%**	*	27%	32%	-	-	*	25%	14%	*	29%	32%	20%	19%
Reading Including EOC	2025	52%	52%	**52%**	17%	47%	57%	-	-	-	50%	38%	57%	52%	54%	47%	41%
	2024	48%	48%	**49%**	*	39%	56%	-	-	*	50%	23%	*	48%	55%	40%	32%
Math Including EOC	2025	46%	47%	**41%**	33%	30%	48%	-	-	-	36%	27%	57%	42%	35%	31%	30%
	2024	42%	44%	**35%**	*	30%	41%	-	-	*	25%	23%	*	36%	34%	25%	22%
4th Graders																	
Reading and Mathematics	2025	40%	40%	**47%**	*	35%	54%	-	-	*	67%	21%	60%	48%	44%	36%	29%
	2024	38%	38%	**44%**	60%	32%	50%	*	-	-	50%	21%	40%	44%	46%	33%	15%
Reading and Mathematics Including EOC	2025	40%	40%	**47%**	*	35%	54%	-	-	*	67%	21%	60%	48%	44%	36%	29%
	2024	38%	38%	**44%**	60%	32%	50%	*	-	-	50%	21%	40%	44%	46%	33%	15%
Reading Including EOC	2025	54%	54%	**55%**	*	40%	65%	-	-	*	67%	27%	60%	56%	53%	43%	37%
	2024	51%	51%	**62%**	80%	46%	71%	*	-	-	60%	28%	80%	60%	66%	51%	30%
Math Including EOC	2025	47%	47%	**55%**	*	43%	62%	-	-	*	67%	25%	60%	56%	51%	40%	36%
	2024	46%	46%	**50%**	60%	41%	54%	*	-	-	50%	31%	60%	50%	49%	42%	30%
5th Graders																	
Reading and Mathematics	2025	42%	41%	**43%**	*	35%	49%	*	-	-	40%	19%	27%	43%	43%	33%	24%
	2024	42%	42%	**40%**	33%	27%	45%	-	*	-	33%	10%	60%	43%	34%	27%	29%

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Reading and Mathematics Including EOC	2025	42%	41%	**43%**	*	35%	49%	*	-	-	40%	19%	27%	43%	43%	33%	24%
	2024	42%	42%	**40%**	33%	27%	45%	-	*	-	33%	10%	60%	43%	34%	27%	29%
Reading Including EOC	2025	58%	58%	**67%**	*	55%	73%	*	-	-	60%	32%	82%	69%	63%	58%	38%
	2024	55%	55%	**56%**	33%	51%	60%	-	*	-	33%	16%	80%	57%	56%	47%	52%
Math Including EOC	2025	48%	46%	**49%**	*	44%	53%	*	-	-	50%	29%	36%	50%	48%	39%	38%
	2024	51%	50%	**46%**	33%	29%	52%	-	*	-	50%	18%	60%	50%	38%	34%	35%
6th Graders																	
Reading and Mathematics	2025	37%	38%	**40%**	29%	29%	45%	-	*	-	33%	13%	*	39%	40%	33%	26%
	2024	36%	37%	**43%**	14%	41%	45%	*	*	-	54%	15%	40%	45%	40%	38%	37%
Reading and Mathematics Including EOC	2025	37%	38%	**40%**	29%	29%	45%	-	*	-	33%	13%	*	39%	40%	33%	26%
	2024	36%	37%	**43%**	14%	41%	45%	*	*	-	54%	15%	40%	45%	40%	38%	37%
Reading Including EOC	2025	56%	58%	**61%**	29%	55%	65%	-	*	-	67%	13%	*	59%	66%	56%	44%
	2024	57%	57%	**63%**	14%	56%	71%	*	*	-	69%	30%	50%	62%	65%	55%	47%
Math Including EOC	2025	41%	42%	**44%**	43%	34%	48%	-	*	-	50%	19%	*	45%	42%	36%	30%
	2024	40%	41%	**46%**	14%	44%	49%	*	*	-	54%	20%	60%	48%	43%	41%	40%
7th Graders																	
Reading and Mathematics	2025	36%	37%	**37%**	20%	30%	42%	*	*	-	42%	17%	22%	39%	32%	28%	4%
	2024	35%	35%	**34%**	25%	25%	40%	-	*	-	36%	9%	18%	36%	29%	22%	9%
Reading and Mathematics Including EOC	2025	38%	38%	**37%**	20%	30%	42%	*	*	-	42%	17%	22%	39%	32%	28%	4%
	2024	36%	36%	**34%**	25%	25%	40%	-	*	-	36%	9%	18%	36%	29%	22%	9%
Reading Including EOC	2025	54%	55%	**55%**	20%	43%	64%	*	*	-	58%	20%	67%	56%	54%	45%	17%
	2024	54%	56%	**62%**	38%	55%	68%	-	*	-	64%	24%	45%	67%	54%	47%	35%
Math Including EOC	2025	43%	43%	**39%**	20%	31%	44%	*	*	-	42%	23%	22%	41%	32%	30%	8%
	2024	40%	41%	**38%**	38%	27%	44%	-	*	-	55%	18%	36%	40%	35%	27%	12%
8th Graders																	
Reading and Mathematics	2025	30%	28%	**48%**	25%	42%	54%	-	*	-	*	7%	83%	54%	37%	34%	13%
	2024	28%	25%	**31%**	*	27%	27%	-	*	-	67%	14%	*	32%	27%	28%	16%
Reading and Mathematics Including EOC	2025	44%	43%	**58%**	40%	52%	61%	-	*	-	89%	7%	85%	63%	48%	40%	16%
	2024	41%	41%	**43%**	*	34%	44%	-	*	*	75%	14%	33%	46%	35%	35%	19%
Reading Including EOC	2025	59%	60%	**72%**	80%	63%	75%	-	*	-	89%	14%	85%	76%	62%	53%	32%
	2024	57%	58%	**55%**	*	46%	57%	-	*	*	83%	21%	33%	58%	49%	48%	25%

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Math Including EOC	2025	51%	49%	**64%**	40%	62%	66%	-	*	-	89%	17%	85%	68%	55%	48%	20%
	2024	49%	47%	**57%**	*	44%	60%	-	*	*	92%	32%	67%	60%	49%	47%	28%
3rd - 8th Graders																	
Reading and Mathematics	2025	38%	38%	**42%**	29%	33%	47%	*	*	*	44%	18%	48%	43%	39%	32%	22%
	2024	36%	36%	**37%**	31%	30%	41%	*	*	*	46%	14%	34%	38%	35%	28%	20%
Reading and Mathematics Including EOC	2025	40%	40%	**44%**	33%	35%	49%	*	*	*	49%	18%	49%	45%	40%	33%	22%
	2024	38%	39%	**39%**	31%	31%	43%	*	*	*	48%	14%	35%	40%	36%	29%	21%
Reading Including EOC	2025	55%	56%	**61%**	52%	51%	67%	*	*	*	63%	26%	76%	61%	59%	51%	36%
	2024	54%	54%	**58%**	44%	49%	64%	*	*	*	63%	24%	54%	58%	58%	48%	37%
Math Including EOC	2025	46%	46%	**49%**	39%	41%	53%	*	*	*	53%	24%	55%	50%	44%	37%	28%
	2024	45%	45%	**45%**	38%	36%	50%	*	*	*	57%	24%	52%	47%	42%	36%	27%

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

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School Progress - Annual Growth by Grade and Subject																		
Grade 4 ELA/Reading	2025	70%	70%	**68%**	*	59%	72%	-	-	*	75%	53%	70%	65%	76%	62%	62%	84%
	2024	67%	67%	**75%**	*	75%	76%	*	-	-	75%	67%	85%	73%	78%	67%	71%	---
Grade 4 Mathematics	2025	65%	63%	**74%**	*	66%	77%	-	-	*	100%	56%	80%	74%	74%	66%	63%	100%
	2024	60%	59%	**62%**	*	60%	64%	*	-	-	50%	51%	50%	61%	64%	57%	53%	---
Grade 5 ELA/Reading	2025	69%	69%	**73%**	*	67%	76%	-	-	-	65%	51%	86%	76%	65%	69%	56%	100%
	2024	70%	69%	**69%**	33%	72%	68%	-	*	-	80%	46%	90%	65%	76%	65%	68%	---
Grade 5 Mathematics	2025	67%	66%	**69%**	*	71%	68%	-	-	-	80%	59%	73%	68%	71%	69%	81%	92%
	2024	65%	65%	**59%**	50%	59%	57%	-	*	-	100%	50%	40%	58%	60%	53%	65%	---
Grade 6 ELA/Reading	2025	64%	66%	**66%**	43%	63%	68%	-	*	-	50%	38%	*	66%	64%	60%	56%	100%
	2024	61%	62%	**68%**	57%	68%	69%	*	*	-	67%	59%	40%	66%	72%	65%	55%	---
Grade 6 Mathematics	2025	56%	59%	**68%**	86%	63%	69%	-	*	-	70%	61%	*	71%	61%	66%	65%	83%
	2024	48%	50%	**53%**	36%	51%	54%	*	*	-	64%	39%	65%	53%	52%	54%	42%	---
Grade 7 ELA/Reading	2025	64%	64%	**58%**	20%	51%	65%	*	*	-	55%	46%	61%	58%	58%	50%	35%	93%
	2024	66%	67%	**64%**	50%	58%	69%	-	*	-	60%	25%	70%	66%	59%	46%	50%	---
Grade 7 Mathematics	2025	50%	50%	**41%**	*	32%	45%	*	*	-	38%	39%	56%	43%	37%	37%	37%	*
	2024	49%	46%	**36%**	50%	35%	35%	-	*	-	40%	41%	19%	31%	42%	39%	26%	---
Grade 8 ELA/Reading	2025	72%	71%	**81%**	89%	81%	80%	-	*	-	89%	43%	92%	82%	79%	74%	66%	93%
	2024	69%	69%	**69%**	*	62%	73%	-	*	*	73%	52%	50%	67%	72%	61%	53%	---
Grade 8 Mathematics	2025	68%	66%	**83%**	94%	83%	84%	*	*	-	71%	61%	96%	82%	85%	76%	74%	87%
	2024	66%	64%	**71%**	67%	76%	67%	-	*	-	67%	69%	67%	70%	73%	81%	76%	---
End of Course English I	2025	63%	64%	**75%**	*	72%	75%	-	*	*	83%	54%	50%	76%	69%	71%	66%	92%
	2024	64%	65%	**61%**	83%	58%	62%	*	*	-	63%	53%	*	61%	62%	53%	33%	---
End of Course English II	2025	65%	64%	**65%**	86%	70%	65%	-	*	-	35%	55%	*	61%	73%	66%	61%	64%
	2024	69%	69%	**67%**	75%	63%	69%	-	*	-	77%	47%	60%	67%	67%	66%	48%	---
End of Course Algebra I	2025	74%	72%	**79%**	60%	82%	76%	-	*	-	93%	63%	75%	78%	83%	76%	73%	100%
	2024	72%	71%	**80%**	80%	78%	81%	*	*	*	82%	69%	80%	81%	78%	75%	73%	---
All Grades Both Subjects	2025	65%	65%	**70%**	73%	67%	71%	*	80%	100%	69%	52%	76%	70%	70%	65%	62%	91%
	2024	64%	64%	**64%**	56%	63%	65%	67%	67%	*	69%	52%	61%	64%	66%	61%	55%	---
All Grades ELA/Reading	2025	67%	67%	**70%**	72%	66%	72%	*	67%	*	64%	48%	77%	70%	69%	64%	58%	90%
	2024	67%	67%	**68%**	58%	65%	70%	*	71%	*	70%	51%	68%	67%	69%	61%	55%	---
All Grades Mathematics	2025	64%	63%	**70%**	74%	68%	71%	*	*	*	77%	57%	76%	70%	70%	65%	66%	93%
	2024	60%	60%	**61%**	54%	60%	60%	*	60%	*	68%	52%	52%	60%	61%	60%	55%	---
School Progress - Accelerated Learning by Grade and Subject																		
Grade 4 ELA/Reading	2025	40%	40%	**29%**	-	22%	38%	-	-	*	*	21%	-	19%	50%	24%	25%	-
	2024	38%	39%	**53%**	*	55%	44%	-	-	-	*	46%	-	52%	56%	45%	69%	---
Grade 4 Mathematics	2025	27%	25%	**36%**	-	32%	41%	-	-	*	*	18%	*	38%	32%	35%	37%	-
	2024	26%	25%	**36%**	-	37%	37%	-	-	-	*	19%	*	36%	38%	30%	35%	---

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Grade 5 ELA/Reading	2025	25%	24%	**19%**	-	24%	15%	-	-	-	*	5%	*	13%	27%	19%	0%	-
	2024	35%	34%	**32%**	*	30%	33%	-	-	-	*	22%	-	20%	42%	39%	20%	---
Grade 5 Mathematics	2025	35%	33%	**35%**	-	31%	39%	-	-	-	*	16%	*	36%	33%	29%	29%	-
	2024	41%	39%	**27%**	*	25%	25%	-	-	-	*	18%	-	24%	32%	29%	40%	---
Grade 6 ELA/Reading	2025	27%	28%	**24%**	*	27%	26%	-	-	-	*	22%	-	24%	23%	17%	25%	-
	2024	24%	24%	**41%**	*	50%	45%	-	*	-	*	33%	*	42%	40%	41%	*	---
Grade 6 Mathematics	2025	33%	35%	**46%**	*	44%	44%	-	-	-	-	32%	-	48%	40%	48%	33%	-
	2024	27%	28%	**19%**	*	0%	29%	-	-	-	*	7%	-	15%	25%	14%	*	---
Grade 7 ELA/Reading	2025	25%	25%	**31%**	-	27%	27%	-	*	-	*	22%	-	47%	9%	31%	29%	-
	2024	23%	23%	**22%**	*	23%	27%	-	-	-	*	7%	*	18%	25%	13%	20%	---
Grade 7 Mathematics	2025	16%	16%	**22%**	*	11%	24%	-	*	-	*	18%	*	21%	22%	23%	9%	-
	2024	14%	13%	**11%**	*	6%	7%	-	-	-	*	8%	*	5%	18%	8%	8%	---
Grade 8 ELA/Reading	2025	40%	39%	**48%**	*	50%	44%	-	-	-	*	35%	*	52%	41%	39%	36%	-
	2024	34%	33%	**40%**	-	31%	50%	-	-	-	-	14%	*	38%	44%	35%	36%	---
Grade 8 Mathematics	2025	42%	39%	**63%**	80%	70%	54%	-	-	-	*	25%	-	59%	70%	48%	57%	-
	2024	44%	39%	**54%**	*	58%	45%	-	-	-	*	25%	*	51%	62%	59%	63%	---
End of Course English I	2025	23%	25%	**32%**	*	22%	38%	-	-	-	*	24%	*	25%	42%	35%	17%	-
	2024	20%	20%	**12%**	-	8%	18%	-	-	-	*	11%	-	11%	14%	19%	11%	---
End of Course English II	2025	29%	27%	**26%**	-	26%	33%	-	-	-	*	6%	-	26%	25%	27%	21%	-
	2024	29%	29%	**17%**	*	12%	17%	-	-	-	-	13%	-	5%	36%	21%	11%	---
End of Course Algebra I	2025	54%	50%	**56%**	-	55%	58%	-	-	-	-	33%	*	55%	60%	65%	54%	-
	2024	55%	51%	**67%**	*	67%	67%	-	-	-	*	40%	-	65%	68%	68%	60%	---
All Grades Both Subjects	2025	33%	32%	**38%**	53%	36%	39%	-	*	*	30%	21%	64%	38%	38%	34%	32%	-
	2024	32%	31%	**36%**	29%	36%	35%	-	*	-	55%	22%	38%	33%	40%	35%	36%	---
All Grades ELA/Reading	2025	31%	30%	**30%**	33%	28%	32%	-	*	*	23%	20%	*	29%	32%	28%	23%	-
	2024	30%	29%	**33%**	17%	32%	34%	-	*	-	44%	23%	*	29%	39%	32%	31%	---
All Grades Mathematics	2025	35%	34%	**43%**	64%	42%	43%	-	*	*	40%	22%	57%	43%	44%	40%	39%	-
	2024	35%	33%	**38%**	38%	38%	35%	-	-	-	64%	19%	*	36%	41%	37%	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%	**79%**	65%	-	-	-	-	65%	59%	*	63%	50%	*	82%	62%	*
	2024	75%	75%	**79%**	65%	-	-	-	-	65%	58%	65%	52%	56%	*	81%	58%	94%
At Meets Grade Level or Above	2025	50%	50%	**53%**	32%	-	-	-	-	32%	23%	*	26%	17%	*	58%	27%	*
	2024	48%	49%	**53%**	27%	-	-	-	-	27%	19%	27%	12%	8%	*	56%	19%	71%
At Masters Grade Level	2025	21%	21%	**22%**	8%	-	-	-	-	8%	2%	*	2%	2%	*	24%	5%	*
	2024	20%	20%	**20%**	4%	-	-	-	-	4%	2%	4%	1%	0%	*	23%	2%	24%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2025	76%	76%	**82%**	71%	-	-	-	-	71%	56%	*	53%	63%	*	85%	63%	*
	2024	76%	76%	**83%**	78%	-	-	-	-	78%	65%	79%	54%	80%	*	85%	65%	98%
At Meets Grade Level or Above	2025	54%	55%	**61%**	38%	-	-	-	-	38%	27%	*	27%	26%	*	66%	32%	*
	2024	54%	55%	**61%**	35%	-	-	-	-	35%	24%	35%	14%	13%	*	65%	23%	85%
At Masters Grade Level	2025	23%	23%	**25%**	10%	-	-	-	-	10%	1%	*	0%	2%	*	29%	4%	*
	2024	22%	22%	**25%**	7%	-	-	-	-	7%	3%	7%	0%	0%	*	29%	3%	25%
All Grades Mathematics																		
At Approaches Grade Level or Above	2025	72%	72%	**77%**	61%	-	-	-	-	61%	61%	-	65%	52%	*	79%	61%	*
	2024	72%	72%	**74%**	59%	-	-	-	-	59%	55%	57%	53%	53%	*	76%	56%	93%
At Meets Grade Level or Above	2025	45%	44%	**49%**	34%	-	-	-	-	34%	25%	-	29%	15%	*	52%	30%	*
	2024	43%	43%	**45%**	25%	-	-	-	-	25%	20%	25%	14%	13%	*	48%	20%	61%
At Masters Grade Level	2025	20%	20%	**20%**	8%	-	-	-	-	8%	4%	-	4%	3%	*	22%	6%	*
	2024	17%	17%	**15%**	3%	-	-	-	-	3%	2%	3%	1%	0%	*	16%	2%	22%
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%	**81%**	59%	-	-	-	-	59%	66%	-	77%	35%	-	84%	63%	-
	2024	75%	75%	**77%**	38%	-	-	-	-	38%	51%	36%	59%	56%	-	80%	51%	90%
At Meets Grade Level or Above	2025	47%	48%	**44%**	9%	-	-	-	-	9%	16%	-	20%	6%	-	49%	14%	-
	2024	43%	44%	**42%**	4%	-	-	-	-	4%	6%	5%	7%	0%	-	46%	6%	60%
At Masters Grade Level	2025	17%	17%	**13%**	3%	-	-	-	-	3%	0%	-	0%	0%	-	15%	1%	-
	2024	16%	16%	**13%**	0%	-	-	-	-	0%	0%	0%	0%	0%	-	14%	0%	20%
All Grades Social Studies																		
At Approaches Grade Level or Above	2025	77%	78%	**78%**	-	-	-	-	-	-	55%	-	73%	24%	-	81%	55%	-
	2024	78%	79%	**83%**	-	-	-	-	-	-	35%	-	35%	22%	-	87%	35%	91%
At Meets Grade Level or Above	2025	50%	52%	**51%**	-	-	-	-	-	-	17%	-	23%	6%	-	55%	17%	-
	2024	51%	53%	**58%**	-	-	-	-	-	-	10%	-	10%	0%	-	63%	10%	59%
At Masters Grade Level	2025	27%	29%	**27%**	-	-	-	-	-	-	6%	-	10%	0%	-	29%	6%	-
	2024	27%	29%	**31%**	-	-	-	-	-	-	3%	-	3%	0%	-	34%	3%	26%
School Progress - Annual Growth																		
All Grades Both Subjects	2025	65%	65%	**70%**	65%	-	-	-	-	65%	60%	-	62%	56%	-	71%	62%	-
	2024	64%	64%	**64%**	63%	-	-	-	-	63%	52%	63%	45%	50%	*	66%	52%	75%
All Grades ELA/Reading	2025	67%	67%	**70%**	59%	-	-	-	-	59%	57%	-	59%	53%	-	71%	58%	-
	2024	67%	67%	**68%**	70%	-	-	-	-	70%	52%	72%	41%	47%	*	69%	51%	76%
All Grades Mathematics	2025	64%	63%	**70%**	71%	-	-	-	-	71%	63%	-	64%	61%	-	71%	66%	-
	2024	60%	60%	**61%**	55%	-	-	-	-	55%	52%	54%	51%	53%	*	61%	52%	73%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2025	33%	32%	**38%**	28%	-	-	-	-	28%	34%	-	33%	35%	-	40%	32%	-
	2024	32%	31%	**36%**	44%	-	-	-	-	44%	34%	43%	29%	55%	-	36%	35%	60%

	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%	**30%**	17%	-	-	-	-	17%	25%	-	21%	38%	-	33%	23%	-
	2024	30%	29%	**33%**	56%	-	-	-	-	56%	31%	56%	20%	60%	-	34%	31%	*
All Grades Mathematics	2025	35%	34%	**43%**	33%	-	-	-	-	33%	43%	-	48%	33%	-	45%	39%	-
	2024	35%	33%	**38%**	37%	-	-	-	-	37%	37%	35%	39%	50%	-	37%	38%	*

* 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%	**100%**	100%	100%	100%	92%	100%	100%	100%	100%	100%	100%	99%	99%	100%
Included in Accountability	93%	93%	**94%**	84%	91%	97%	67%	100%	100%	96%	96%	93%	98%	88%	93%	85%
Not Included in Accountability: Mobile	4%	4%	**4%**	16%	6%	2%	25%	0%	0%	4%	3%	6%	2%	9%	5%	8%
Not Included in Accountability: Other Exclusions	2%	2%	**1%**	0%	3%	0%	0%	0%	0%	0%	1%	1%	0%	2%	1%	6%
Not Tested	1%	1%	**0%**	0%	0%	0%	8%	0%	0%	0%	0%	0%	0%	1%	1%	0%
Absent	1%	0%	**0%**	0%	0%	0%	8%	0%	0%	0%	0%	0%	0%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	80%	100%	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	91%	92%	**94%**	81%	89%	97%	60%	100%	*	98%	95%	92%	97%	87%	92%	82%
Not Included in Accountability: Mobile	4%	4%	**4%**	19%	6%	3%	20%	0%	*	2%	3%	7%	2%	10%	5%	8%
Not Included in Accountability: Other Exclusions	4%	4%	**2%**	0%	5%	0%	0%	0%	*	0%	1%	2%	1%	3%	2%	10%
Not Tested	1%	1%	**0%**	0%	0%	0%	20%	0%	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	20%	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	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%	100%	100%	100%
Included in Accountability	94%	94%	**95%**	81%	93%	97%	80%	100%	*	96%	97%	95%	98%	89%	94%	89%
Not Included in Accountability: Mobile	4%	4%	**4%**	19%	6%	3%	20%	0%	*	4%	3%	5%	2%	10%	5%	8%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	1%	0%	0%	0%	*	0%	0%	0%	0%	2%	1%	3%
Not Tested	1%	1%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**99%**	100%	99%	100%	*	*	*	100%	99%	100%	100%	98%	99%	98%
Included in Accountability	94%	94%	**95%**	82%	92%	98%	*	*	*	94%	98%	94%	98%	89%	94%	86%
Not Included in Accountability: Mobile	4%	4%	**4%**	18%	6%	1%	*	*	*	6%	1%	6%	2%	8%	5%	9%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	1%	0%	*	*	*	0%	0%	0%	0%	2%	1%	4%
Not Tested	1%	1%	**1%**	0%	1%	0%	*	*	*	0%	1%	0%	0%	2%	1%	2%

	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%	**0%**	0%	0%	0%	*	*	*	0%	1%	0%	0%	1%	0%	0%
Other	0%	1%	**0%**	0%	1%	0%	*	*	*	0%	0%	0%	0%	1%	0%	2%
Social Studies																
Assessment Participant	99%	99%	**99%**	100%	99%	99%	-	*	-	100%	97%	100%	100%	98%	98%	100%
Included in Accountability	94%	95%	**96%**	100%	94%	98%	-	*	-	95%	97%	90%	99%	89%	94%	87%
Not Included in Accountability: Mobile	4%	3%	**3%**	0%	5%	1%	-	*	-	5%	0%	10%	1%	8%	4%	11%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	1%	0%	-	*	-	0%	0%	0%	0%	1%	1%	2%
Not Tested	1%	1%	**1%**	0%	1%	1%	-	*	-	0%	3%	0%	0%	2%	2%	0%
Absent	1%	1%	**0%**	0%	0%	1%	-	*	-	0%	3%	0%	0%	1%	1%	0%
Other	0%	0%	**0%**	0%	1%	0%	-	*	-	0%	0%	0%	0%	1%	1%	0%
Accelerated Testers																
SAT/ACT Participant	94%	91%	**92%**	-	88%	93%	-	-	-	*	-	*	92%	*	80%	*
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	99%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	93%	**95%**	90%	92%	96%	100%	100%	100%	96%	96%	94%	98%	89%	94%	90%
Not Included in Accountability: Mobile	4%	4%	**5%**	9%	6%	4%	0%	0%	0%	4%	4%	6%	2%	10%	5%	6%
Not Included in Accountability: Other Exclusions	2%	2%	**1%**	0%	2%	0%	0%	0%	0%	0%	0%	0%	0%	1%	1%	4%
Not Tested	1%	1%	**0%**	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	98%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	91%	91%	**95%**	92%	92%	96%	*	100%	*	98%	95%	95%	97%	89%	93%	89%
Not Included in Accountability: Mobile	4%	4%	**4%**	6%	5%	4%	*	0%	*	2%	4%	5%	2%	9%	5%	6%
Not Included in Accountability: Other Exclusions	4%	4%	**1%**	0%	3%	0%	*	0%	*	0%	1%	0%	0%	2%	2%	6%
Not Tested	1%	1%	**0%**	2%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	2%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**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%	100%	100%
Included in Accountability	93%	94%	**95%**	88%	93%	96%	*	100%	*	95%	96%	94%	98%	89%	94%	92%

	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%	**5%**	12%	6%	4%	*	0%	*	5%	4%	6%	2%	10%	5%	6%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	1%	0%	*	0%	*	0%	0%	0%	0%	1%	0%	2%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	*	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	**94%**	89%	91%	97%	*	*	*	97%	96%	94%	97%	90%	94%	87%
Not Included in Accountability: Mobile	4%	4%	**5%**	11%	8%	3%	*	*	*	3%	4%	6%	3%	9%	5%	9%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	2%	0%	*	*	*	0%	0%	0%	0%	2%	1%	4%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	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%	0%
Social Studies																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	*	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	95%	**95%**	92%	92%	96%	-	*	*	95%	96%	88%	98%	87%	94%	89%
Not Included in Accountability: Mobile	4%	4%	**5%**	8%	8%	4%	-	*	*	5%	4%	13%	2%	12%	5%	9%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	1%	0%	-	*	*	0%	0%	0%	0%	1%	1%	2%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	*	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	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%	0%
Accelerated Testers																
SAT/ACT Participant	93%	91%	**100%**	-	*	100%	-	*	-	*	-	-	100%	-	*	-

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

	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%	**94.9%**	95.8%	95.0%	94.8%	92.9%	96.7%	*	94.2%	94.6%	94.4%	95.7%
2022-23	93.3%	93.9%	**94.8%**	93.8%	95.2%	94.7%	95.4%	97.0%	*	94.3%	94.4%	94.4%	95.8%
Chronic Absenteeism													
2023-24	19.0%	16.8%	**13.3%**	8.8%	12.4%	14.3%	27.3%	0.0%	0.0%	12.2%	15.3%	15.9%	8.7%
2022-23	20.3%	17.9%	**11.8%**	21.1%	9.8%	12.0%	10.0%	0.0%	*	15.4%	13.7%	13.5%	8.9%
Annual Dropout Rate (Gr 7-8)													
2023-24	0.7%	0.6%	**0.7%**	0.0%	0.6%	0.9%	-	*	*	0.0%	0.0%	0.9%	1.8%
2022-23	0.8%	0.8%	**0.5%**	0.0%	0.0%	0.9%	*	*	*	0.0%	1.3%	0.9%	0.0%
Annual Dropout Rate (Gr 9-12)													
2023-24	1.9%	1.6%	**0.2%**	0.0%	0.3%	0.0%	*	0.0%	*	2.7%	0.8%	0.5%	0.0%
2022-23	2.0%	1.8%	**0.3%**	0.0%	0.4%	0.4%	*	0.0%	*	0.0%	0.0%	0.5%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2024													
Graduated	90.7%	90.5%	**95.7%**	*	95.1%	97.2%	*	*	*	85.7%	82.6%	95.7%	100.0%
Received TxCHSE	0.3%	0.3%	**0.5%**	*	0.0%	0.9%	*	*	*	0.0%	0.0%	0.0%	0.0%
Continued HS	3.1%	3.5%	**2.2%**	*	3.3%	0.9%	*	*	*	0.0%	13.0%	1.4%	0.0%
Dropped Out	5.8%	5.6%	**1.6%**	*	1.6%	0.9%	*	*	*	14.3%	4.3%	2.9%	0.0%
Graduates and TxCHSE	91.1%	90.8%	**96.2%**	*	95.1%	98.2%	*	*	*	85.7%	82.6%	95.7%	100.0%
Graduates, TxCHSE, and Continuers	94.2%	94.4%	**98.4%**	100.0%	98.4%	99.1%	100.0%	100.0%	100.0%	85.7%	95.7%	97.1%	100.0%
Class of 2023													
Graduated	90.3%	89.9%	**97.3%**	92.9%	95.1%	98.4%	-	*	-	100.0%	87.0%	92.9%	*
Received TxCHSE	0.3%	0.3%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	*
Continued HS	3.1%	3.8%	**1.1%**	0.0%	2.4%	0.8%	-	*	-	0.0%	4.3%	2.9%	*
Dropped Out	6.3%	6.1%	**1.6%**	7.1%	2.4%	0.8%	-	*	-	0.0%	8.7%	4.3%	*
Graduates and TxCHSE	90.6%	90.2%	**97.3%**	92.9%	95.1%	98.4%	-	*	-	100.0%	87.0%	92.9%	*
Graduates, TxCHSE, and Continuers	93.7%	93.9%	**98.4%**	92.9%	97.6%	99.2%	-	*	-	100.0%	91.3%	95.7%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	92.1%	92.2%	**97.4%**	92.9%	97.7%	97.6%	-	*	-	100.0%	88.0%	94.6%	*
Received TxCHSE	0.4%	0.4%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	*
Continued HS	1.0%	1.2%	**0.5%**	0.0%	0.0%	0.8%	-	*	-	0.0%	4.0%	0.0%	*
Dropped Out	6.5%	6.2%	**2.1%**	7.1%	2.3%	1.6%	-	*	-	0.0%	8.0%	5.4%	*
Graduates and TxCHSE	92.6%	92.6%	**97.4%**	92.9%	97.7%	97.6%	-	*	-	100.0%	88.0%	94.6%	*
Graduates, TxCHSE, and Continuers	93.5%	93.8%	**97.9%**	92.9%	97.7%	98.4%	-	*	-	100.0%	92.0%	94.6%	*

	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%	**97.4%**	100.0%	100.0%	96.0%	-	*	-	100.0%	91.7%	97.6%	100.0%
Received TxCHSE	0.4%	0.4%	**0.0%**	0.0%	0.0%	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%	0.0%	0.0%	0.0%
Dropped Out	6.8%	6.4%	**2.6%**	0.0%	0.0%	4.0%	-	*	-	0.0%	8.3%	2.4%	0.0%
Graduates and TxCHSE	92.2%	92.5%	**97.4%**	100.0%	100.0%	96.0%	-	*	-	100.0%	91.7%	97.6%	100.0%
Graduates, TxCHSE, and Continuers	93.2%	93.6%	**97.4%**	100.0%	100.0%	96.0%	-	*	-	100.0%	91.7%	97.6%	100.0%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	92.2%	92.5%	**96.9%**	100.0%	100.0%	95.3%	-	*	-	100.0%	91.7%	97.6%	100.0%
Received TxCHSE	0.5%	0.5%	**0.0%**	0.0%	0.0%	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%	0.0%	0.0%	0.0%
Dropped Out	6.8%	6.3%	**3.1%**	0.0%	0.0%	4.7%	-	*	-	0.0%	8.3%	2.4%	0.0%
Graduates and TxCHSE	92.7%	93.0%	**96.9%**	100.0%	100.0%	95.3%	-	*	-	100.0%	91.7%	97.6%	100.0%
Graduates, TxCHSE, and Continuers	93.2%	93.7%	**96.9%**	100.0%	100.0%	95.3%	-	*	-	100.0%	91.7%	97.6%	100.0%
Class of 2021													
Graduated	92.7%	93.4%	**97.0%**	100.0%	95.7%	97.2%	-	*	-	*	100.0%	95.5%	100.0%
Received TxCHSE	0.5%	0.5%	**0.0%**	0.0%	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%	0.0%	0.0%
Dropped Out	6.3%	5.6%	**3.0%**	0.0%	4.3%	2.8%	-	*	-	*	0.0%	4.5%	0.0%
Graduates and TxCHSE	93.2%	93.9%	**97.0%**	100.0%	95.7%	97.2%	-	*	-	*	100.0%	95.5%	100.0%
Graduates, TxCHSE, and Continuers	93.7%	94.4%	**97.0%**	100.0%	95.7%	97.2%	-	*	-	*	100.0%	95.5%	100.0%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2024	90.7%	90.5%	**94.7%**	*	93.5%	96.4%	*	*	*	85.7%	82.6%	93.2%	100.0%
Class of 2023	90.3%	89.9%	**95.4%**	92.9%	90.9%	96.9%	-	*	-	100.0%	84.6%	89.5%	*
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%	**1.1%**	*	0.0%	0.9%	*	*	-	16.7%	0.0%	1.5%	0.0%
Class of 2023	4.3%	2.6%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	*
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2024	78.5%	83.7%	**88.1%**	*	87.9%	87.7%	*	*	-	83.3%	63.2%	83.6%	87.5%
Class of 2023	84.3%	83.1%	**89.5%**	100.0%	87.2%	90.0%	-	*	-	80.0%	70.0%	83.1%	*
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%	0.0%	0.0%
Class of 2023	0.0%	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 (Longitudinal Rate)													
Class of 2024	89.5%	86.9%	**89.3%**	*	87.9%	88.7%	*	*	-	100.0%	63.2%	85.1%	87.5%
Class of 2023	88.6%	85.7%	**89.5%**	100.0%	87.2%	90.0%	-	*	-	80.0%	70.0%	83.1%	*
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%	**2.1%**	*	1.6%	1.8%	*	*	-	16.7%	0.0%	2.7%	0.0%
2022-23	4.4%	2.6%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	*
FHSP-DLA Graduates (Annual Rate)													
2023-24	76.9%	81.6%	**83.2%**	*	82.8%	82.3%	*	*	-	83.3%	52.4%	77.3%	87.5%
2022-23	82.5%	81.2%	**85.8%**	100.0%	84.6%	84.6%	-	*	-	80.0%	68.2%	79.4%	*
Texas First-DLA Graduates (Annual Rate)													
2023-24	0.1%	0.1%	**0.0%**	*	0.0%	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%	0.0%
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2023-24	87.8%	84.8%	**85.3%**	*	84.4%	84.1%	*	*	-	100.0%	52.4%	80.0%	87.5%
2022-23	86.8%	83.8%	**85.8%**	100.0%	84.6%	84.6%	-	*	-	80.0%	68.2%	79.4%	*

	District Count	District Percent	State Count	State Percent
Graduates (2023-24 Annual Graduates)				
Total Graduates	190	100.0%	382,023	100.0%
By Ethnicity:				
African American	4	2.1%	48,064	12.6%
Hispanic	64	33.7%	200,942	52.6%
White	113	59.5%	101,714	26.6%
American Indian	2	1.1%	1,231	0.3%
Asian	1	0.5%	19,746	5.2%
Pacific Islander	0	0.0%	606	0.2%
Two or More Races	6	3.2%	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)	28	14.7%	46,183	12.1%
Foundation H.S. Program (Endorsement)	4	2.1%	42,042	11.0%
Foundation H.S. Program (DLA)	158	83.2%	293,032	76.7%
Texas First Early H.S. Completion Program (Texas First-DLA)	0	0.0%	356	0.1%
Special Education Graduates	21	11.1%	35,935	9.4%
Economically Disadvantaged Graduates	75	39.5%	211,984	55.5%
Emergent Bilingual (EB)/English Learner (EL) Graduates	8	4.2%	56,967	14.9%
At-Risk Graduates	74	38.9%	173,035	45.3%
CTE Completers	96	50.5%	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%	**63.7%**	*	70.3%	58.4%	*	*	-	83.3%	71.4%	58.7%	87.5%
2022-23	76.3%	73.7%	**67.9%**	76.9%	61.5%	68.5%	-	*	-	60.0%	86.4%	64.7%	*
College Ready Graduates													
College Ready (Annual Graduates)													
2023-24	70.0%	68.4%	**38.9%**	*	35.9%	38.1%	*	*	-	66.7%	52.4%	29.3%	25.0%
2022-23	61.9%	60.1%	**48.9%**	61.5%	41.0%	50.8%	-	*	-	40.0%	68.2%	42.6%	*
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2023-24	69.5%	70.7%	**45.8%**	*	37.5%	48.7%	*	*	-	66.7%	14.3%	29.3%	0.0%
2022-23	62.8%	64.9%	**50.0%**	46.2%	43.6%	52.3%	-	*	-	40.0%	13.6%	42.6%	*
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2023-24	63.2%	63.5%	**33.7%**	*	26.6%	37.2%	*	*	-	50.0%	0.0%	20.0%	0.0%
2022-23	54.3%	54.5%	**39.5%**	23.1%	25.6%	44.6%	-	*	-	60.0%	4.5%	29.4%	*
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2023-24	57.4%	58.5%	**27.4%**	*	18.8%	31.0%	*	*	-	50.0%	0.0%	16.0%	0.0%
2022-23	48.4%	49.2%	**34.2%**	23.1%	23.1%	38.5%	-	*	-	40.0%	0.0%	23.5%	*
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2023-24	21.0%	20.5%	**4.2%**	*	4.7%	3.5%	*	*	-	0.0%	0.0%	5.3%	0.0%
2022-23	20.4%	20.2%	**4.7%**	0.0%	7.7%	4.6%	-	*	-	0.0%	0.0%	4.4%	*
Associate Degree (Annual Graduates)													
2023-24	3.1%	1.6%	**0.0%**	*	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
2022-23	2.5%	1.4%	**0.5%**	0.0%	0.0%	0.8%	-	*	-	0.0%	0.0%	0.0%	*
Dual Course Credits in Any Subject (Annual Graduates)													
2023-24	25.1%	18.8%	**15.8%**	*	15.6%	13.3%	*	*	-	33.3%	4.8%	9.3%	12.5%
2022-23	23.6%	17.9%	**23.2%**	7.7%	15.4%	27.7%	-	*	-	0.0%	0.0%	14.7%	*
Onramps Course Credits (Annual Graduates)													
2023-24	5.7%	7.5%	**0.0%**	*	0.0%	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%	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%	**5.8%**	*	7.8%	4.4%	*	*	-	0.0%	52.4%	6.7%	12.5%
2022-23	5.6%	4.4%	**7.9%**	30.8%	12.8%	4.6%	-	*	-	0.0%	68.2%	13.2%	*
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2023-24	38.1%	34.0%	**46.3%**	*	53.1%	41.6%	*	*	-	66.7%	47.6%	44.0%	62.5%

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
2022-23	36.4%	31.8%	**44.7%**	30.8%	46.2%	43.8%	-	*	-	60.0%	54.5%	45.6%	*
Approved Industry-Based Certification (Annual Graduates)													
2023-24	34.9%	31.0%	**44.2%**	*	46.9%	41.6%	*	*	-	66.7%	33.3%	40.0%	50.0%
2022-23	33.4%	28.6%	**40.5%**	30.8%	46.2%	37.7%	-	*	-	60.0%	36.4%	39.7%	*
Graduates with Level I or Level II Certificate (Annual Graduates)													
2023-24	1.1%	0.3%	**2.6%**	*	7.8%	0.0%	*	*	-	0.0%	0.0%	2.7%	0.0%
2022-23	0.8%	0.3%	**4.2%**	0.0%	2.6%	5.4%	-	*	-	0.0%	0.0%	2.9%	*
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2023-24	2.7%	2.8%	**1.6%**	*	4.7%	0.0%	*	*	-	0.0%	14.3%	2.7%	12.5%
2022-23	2.7%	3.1%	**1.6%**	0.0%	0.0%	2.3%	-	*	-	0.0%	13.6%	4.4%	*
U.S. Armed Forces Enlistment (Annual Graduates)													
2023-24	0.7%	0.5%	**0.0%**	*	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
2022-23	0.6%	0.5%	**1.1%**	0.0%	0.0%	1.5%	-	*	-	0.0%	4.5%	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%	**34.2%**	*	26.6%	38.1%	*	*	-	33.3%	9.5%	24.0%	0.0%
	2022-23	21.0%	17.5%	**42.1%**	38.5%	38.5%	44.6%	-	*	-	20.0%	13.6%	33.8%	*
Mathematics	2023-24	21.3%	16.5%	**31.6%**	*	25.0%	34.5%	*	*	-	50.0%	0.0%	20.0%	0.0%
	2022-23	19.9%	15.5%	**36.8%**	15.4%	23.1%	42.3%	-	*	-	60.0%	4.5%	26.5%	*
Both Subjects	2023-24	12.7%	9.4%	**21.6%**	*	15.6%	24.8%	*	*	-	16.7%	0.0%	13.3%	0.0%
	2022-23	12.5%	9.4%	**26.3%**	15.4%	17.9%	30.0%	-	*	-	20.0%	0.0%	16.2%	*
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2023-24	26.6%	26.9%	**0.5%**	*	0.0%	0.9%	*	*	-	0.0%	0.0%	0.0%	0.0%
	2022-23	18.2%	19.3%	**0.5%**	7.7%	0.0%	0.0%	-	*	-	0.0%	0.0%	1.5%	*
Mathematics	2023-24	29.5%	31.9%	**0.5%**	*	0.0%	0.9%	*	*	-	0.0%	0.0%	0.0%	0.0%
	2022-23	20.2%	22.5%	**0.5%**	7.7%	0.0%	0.0%	-	*	-	0.0%	0.0%	1.5%	*
Both Subjects	2023-24	20.2%	22.1%	**0.5%**	*	0.0%	0.9%	*	*	-	0.0%	0.0%	0.0%	0.0%
	2022-23	12.5%	13.5%	**0.5%**	7.7%	0.0%	0.0%	-	*	-	0.0%	0.0%	1.5%	*
AP/IB-Results (Participation) (Grades 11-12)														
All Subjects	2024	25.7%	23.9%	**16.8%**	9.1%	14.6%	17.4%	*	*	*	18.2%	0.0%	13.5%	0.0%
	2023	24.2%	22.9%	**11.3%**	12.5%	12.9%	10.2%	*	20.0%	*	18.2%	0.0%	7.1%	0.0%
English Language Arts	2024	14.6%	12.6%	**6.2%**	0.0%	8.9%	4.2%	*	*	*	9.1%	0.0%	8.1%	0.0%
	2023	13.8%	12.5%	**4.2%**	12.5%	5.9%	2.9%	*	20.0%	*	0.0%	0.0%	3.6%	0.0%
Mathematics	2024	9.6%	8.3%	**0.3%**	0.0%	0.0%	0.4%	*	*	*	0.0%	0.0%	0.0%	0.0%
	2023	7.4%	6.6%	**1.8%**	0.0%	4.0%	1.2%	*	0.0%	*	0.0%	0.0%	2.1%	0.0%
Science	2024	10.9%	10.3%	**10.6%**	0.0%	3.3%	14.0%	*	*	*	18.2%	0.0%	6.1%	0.0%
	2023	10.3%	9.9%	**4.7%**	0.0%	4.0%	5.7%	*	0.0%	*	0.0%	0.0%	2.1%	0.0%
Social Studies	2024	13.7%	13.3%	**5.2%**	9.1%	5.7%	3.8%	*	*	*	9.1%	0.0%	4.7%	0.0%
	2023	13.1%	12.9%	**5.0%**	6.3%	5.9%	4.1%	*	0.0%	*	18.2%	0.0%	3.6%	0.0%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2024	56.9%	63.0%	**46.2%**	*	38.9%	48.8%	-	*	*	*	-	40.0%	-
	2023	53.3%	57.4%	**16.3%**	*	15.4%	20.0%	-	*	-	*	-	20.0%	-
English Language Arts	2024	48.8%	58.0%	**29.2%**	-	18.2%	40.0%	-	*	*	*	-	33.3%	-
	2023	52.3%	61.0%	**18.8%**	*	16.7%	28.6%	-	*	-	-	-	20.0%	-
Mathematics	2024	53.4%	61.8%	*	-	-	*	-	-	-	-	-	-	-
	2023	50.1%	54.9%	**28.6%**	-	*	*	-	-	-	-	-	*	-
Science	2024	46.1%	50.4%	**36.6%**	-	*	36.4%	-	*	-	*	-	11.1%	-
	2023	44.8%	49.2%	**22.2%**	-	*	21.4%	-	-	-	-	-	*	-

	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%	**45.0%**	*	28.6%	55.6%	-	*	*	*	-	42.9%	-
	2023	42.0%	48.7%	**10.5%**	*	0.0%	20.0%	-	-	-	*	-	0.0%	-
SAT/ACT Results (Annual Graduates)														
Tested	2023-24	79.1%	78.4%	**82.1%**	*	78.1%	84.1%	*	*	-	66.7%	61.9%	73.0%	75.0%
	2022-23	79.3%	80.5%	**87.9%**	92.3%	100.0%	81.5%	-	*	?	80.0%	68.2%	83.8%	*
At/Above Criterion for All Examinees	2023-24	28.8%	31.8%	**18.6%**	*	10.0%	20.0%	*	*	-	*	0.0%	9.3%	0.0%
	2022-23	28.9%	31.4%	**15.6%**	0.0%	10.0%	19.8%	-	*	*	*	0.0%	10.5%	*
Average SAT Score (Annual Graduates)														
All Subjects	2023-24	975	984	**921**	*	887	934	*	*	-	*	728	871	712
	2022-23	978	989	**1069**	-	1044	1087	-	997	-	1010	930	1047	990
English Language Arts and Writing	2023-24	496	501	**465**	*	447	471	*	*	-	*	372	442	375
	2022-23	497	503	**542**	-	516	554	-	510	-	490	490	529	520
Mathematics	2023-24	479	483	**456**	*	440	463	*	*	-	*	356	429	337
	2022-23	482	485	**527**	-	528	532	-	487	-	520	440	518	470
Average ACT Score (Annual Graduates)														
All Subjects	2023-24	19.3	20.0	**19.1**	-	18.0	19.8	-	-	-	*	-	*	-
	2022-23	19.2	18.6	**17.9**	15.1	15.8	19.2	-	17.5	11.0	16.7	13.6	16.4	13.7
English Language Arts	2023-24	19.0	19.8	**19.0**	-	17.7	20.3	-	-	-	*	-	*	-
	2022-23	18.8	18.3	**17.6**	13.5	15.1	19.1	-	16.5	9.0	16.0	13.1	15.8	13.7
Mathematics	2023-24	19.0	19.6	**18.2**	-	16.8	18.7	-	-	-	*	-	*	-
	2022-23	18.9	18.5	**17.5**	15.4	16.1	18.3	-	15.0	16.0	15.7	13.8	16.2	14.0
Science	2023-24	19.6	20.3	**19.5**	-	19.3	19.7	-	-	-	*	-	*	-
	2022-23	19.5	18.9	**18.6**	17.3	16.7	19.5	-	20.0	11.0	18.7	14.2	17.2	13.3

- 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.

	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%	**23.2%**	15.4%	19.2%	26.2%	*	33.3%	*	19.4%	6.7%	17.6%	10.2%
	2022-23	45.4%	42.0%	**28.6%**	32.4%	20.8%	31.7%	*	33.3%	*	37.9%	8.6%	20.5%	7.1%
English Language Arts	2023-24	17.8%	15.7%	**9.6%**	3.8%	6.8%	11.3%	*	33.3%	*	9.1%	0.0%	5.1%	0.0%
	2022-23	17.4%	14.9%	**10.4%**	11.4%	6.0%	11.9%	*	22.2%	*	18.5%	0.0%	5.9%	0.0%
Mathematics	2023-24	19.4%	17.5%	**7.5%**	0.0%	5.1%	9.2%	*	16.7%	*	9.4%	0.0%	4.2%	0.0%
	2022-23	19.5%	17.3%	**16.0%**	14.7%	11.7%	18.5%	*	11.1%	*	16.0%	4.3%	10.5%	2.4%
Science	2023-24	21.9%	21.0%	**15.5%**	3.8%	12.2%	17.9%	*	33.3%	*	17.6%	2.6%	10.5%	3.4%
	2022-23	21.5%	20.6%	**15.6%**	11.8%	10.9%	18.0%	*	12.5%	*	22.2%	4.2%	12.1%	4.8%
Social Studies	2023-24	24.5%	24.4%	**11.0%**	7.7%	6.7%	13.6%	*	33.3%	*	5.9%	0.0%	6.2%	0.0%
	2022-23	24.0%	23.6%	**11.3%**	2.9%	7.0%	13.6%	*	22.2%	*	17.9%	1.0%	5.2%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2022-23	***	***	***	***	***	***	***	***	***	***	***	***	***
	2021-22	47.6%	42.5%	**39.6%**	33.3%	36.4%	41.5%	0.0%	100.0%	-	16.7%	32.0%	27.4%	25.0%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2022-23	***	***	***	***	***	***	***	***	***	***	***	***	***
	2021-22	53.6%	56.4%	**37.8%**	33.3%	20.0%	44.7%	-	33.3%	-	100.0%	0.0%	26.1%	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.
*** TX IHE data not yet available.

	Membership				Enrollment			
	District		State		District		State	
Student Information	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Total Students	**2,874**	**100.0%**	**5,530,499**	**100.0%**	**2,880**	**100.0%**	**5,544,255**	**100.0%**
Students by Grade								
Early Childhood Education	16	0.6%	18,464	0.3%	20	0.7%	26,099	0.5%
Pre-Kindergarten	76	2.6%	249,407	4.5%	76	2.6%	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	76	2.6%	205,680	3.7%	76	2.6%	205,961	3.7%
Kindergarten	196	6.8%	359,286	6.5%	196	6.8%	359,871	6.5%
Grade 1	197	6.9%	377,900	6.8%	198	6.9%	378,335	6.8%
Grade 2	219	7.6%	389,823	7.0%	219	7.6%	390,170	7.0%
Grade 3	226	7.9%	406,424	7.3%	226	7.8%	406,747	7.3%
Grade 4	206	7.2%	405,454	7.3%	207	7.2%	405,715	7.3%
Grade 5	251	8.7%	404,900	7.3%	251	8.7%	405,128	7.3%
Grade 6	213	7.4%	404,802	7.3%	213	7.4%	404,988	7.3%
Grade 7	202	7.0%	407,375	7.4%	202	7.0%	407,512	7.4%
Grade 8	224	7.8%	410,722	7.4%	224	7.8%	410,871	7.4%
Grade 9	211	7.3%	459,854	8.3%	211	7.3%	460,045	8.3%
Grade 10	219	7.6%	439,300	7.9%	219	7.6%	439,519	7.9%
Grade 11	235	8.2%	410,245	7.4%	235	8.2%	410,503	7.4%
Grade 12	183	6.4%	386,543	7.0%	183	6.4%	388,877	7.0%
Ethnic Distribution								
African American	85	3.0%	706,216	12.8%	85	3.0%	707,648	12.8%
Hispanic	1,028	35.8%	2,961,084	53.5%	1,029	35.7%	2,967,187	53.5%
White	1,604	55.8%	1,347,596	24.4%	1,609	55.9%	1,352,852	24.4%
American Indian	9	0.3%	18,175	0.3%	9	0.3%	18,224	0.3%
Asian	11	0.4%	307,983	5.6%	11	0.4%	308,431	5.6%
Pacific Islander	5	0.2%	8,729	0.2%	5	0.2%	8,744	0.2%
Two or More Races	132	4.6%	180,716	3.3%	132	4.6%	181,169	3.3%
Sex								
Female	1,376	47.9%	2,702,798	48.9%	1,377	47.8%	2,707,618	48.8%
Male	1,498	52.1%	2,827,701	51.1%	1,503	52.2%	2,836,637	51.2%
Other Student Cohorts								
Economically Disadvantaged	1,261	43.9%	3,346,090	60.5%	1,261	43.8%	3,349,612	60.4%
Non-Educationally Disadvantaged	1,613	56.1%	2,184,409	39.5%	1,619	56.2%	2,194,643	39.6%
Section 504 Students	238	8.3%	375,297	6.8%	238	8.3%	375,601	6.8%
EB Students/EL	418	14.5%	1,343,669	24.3%	418	14.5%	1,345,042	24.3%
Students w/ Disciplinary Placements (2023-24)	62	2.0%	122,515	2.1%				
Students w/ Dyslexia	320	11.1%	356,584	6.4%	320	11.1%	356,830	6.4%

	Membership				Enrollment			
	District		State		District		State	
Student Information	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Foster Care	8	0.3%	11,656	0.2%	8	0.3%	11,713	0.2%
Homeless	37	1.3%	77,954	1.4%	37	1.3%	78,060	1.4%
Immigrant	36	1.3%	193,676	3.5%	36	1.3%	193,831	3.5%
Migrant	0	0.0%	13,377	0.2%	0	0.0%	13,426	0.2%
Title I	2,874	100.0%	3,683,060	66.6%	2,880	100.0%	3,689,382	66.5%
Military Connected	183	6.4%	229,259	4.1%	183	6.4%	229,370	4.1%
At-Risk	1,120	39.0%	2,960,262	53.5%	1,120	38.9%	2,963,913	53.5%
Students by Instructional Program								
Bilingual/ESL Education	417	14.5%	1,344,546	24.3%	417	14.5%	1,345,594	24.3%
Career and Technical Education	897	31.2%	1,531,679	27.7%	-	-	-	-
Career and Technical Education (9-12 grades only)	755	89.0%	1,254,694	74.0%	-	-	-	-
Gifted and Talented Education	159	5.5%	483,301	8.7%	159	5.5%	483,373	8.7%
Special Education	594	20.7%	846,876	15.3%	600	20.8%	856,651	15.5%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	**594**		**843,012**					
Students with Intellectual Disabilities	305	51.3%	407,120	48.3%				
Students with Physical Disabilities	131	22.1%	143,568	17.0%				
Students with Autism	65	10.9%	141,526	16.8%				
Students with Behavioral Disabilities	87	14.6%	137,182	16.3%				
Students with Non-Categorical Early Childhood	6	1.0%	13,616	1.6%				
Mobility (2023-24)								
Total Mobile Students	**321**	**11.8%**	**882,523**	**16.4%**				
African American	12	0.4%	180,657	3.3%				
Hispanic	117	4.3%	481,794	8.9%				
White	170	6.3%	157,650	2.9%				
American Indian	3	0.1%	3,546	0.1%				
Asian	1	0.0%	27,084	0.5%				
Pacific Islander	0	0.0%	1,905	0.0%				
Two or More Races	18	0.7%	29,887	0.6%				
Special Ed Students who are Mobile	69	11.5%	149,136	17.3%				
Count and Percent of EB Students/EL who are Mobile	34	10.9%	233,506	17.9%				
Count and Percent of Econ Dis Students who are Mobile	184	14.0%	645,101	19.0%				
Student Attrition (2023-24)								
Total Student Attrition	**219**	**12.9%**	**765,408**	**18.0%**				

	Non-Special Education Rates		Special Education Rates	
Student Information	**District**	**State**	**District**	**State**
Retention Rates by Grade				
Kindergarten	1.8%	1.3%	8.8%	3.6%
Grade 1	0.0%	1.9%	2.0%	3.0%
Grade 2	0.0%	1.1%	0.0%	1.4%
Grade 3	0.0%	0.6%	1.4%	0.6%
Grade 4	0.0%	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	4.4%	7.3%	10.3%	11.0%

	District		State	
	Count	**Percent**	**Count**	**Percent**
Data Quality				
Underreported Students	6	0.4%	11,417	0.4%

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

Class Size Information	District	State
Elementary		
Kindergarten	18.3	18.9
Grade 1	22.0	19.2
Grade 2	23.5	19.4
Grade 3	22.5	20.1
Grade 4	22.2	20.0
Grade 5	24.3	21.3
Grade 6	20.7	19.8
Secondary		
English/Language Arts	16.3	16.4
Foreign Languages	17.5	18.9
Mathematics	13.6	17.8
Science	16.6	18.9
Social Studies	16.7	18.9

	District		State	
Staff Information	**Count**	**Percent**	**Count**	**Percent**
Total Staff	**408.4**	**100.0%**	**764,857.7**	**100.0%**
Professional Staff	261.5	64.0%	487,682.3	63.8%
Teachers	178.6	43.7%	369,689.2	48.3%
Professional Support	56.6	13.9%	82,751.4	10.8%
Campus Administration (School Leadership)	16.1	3.9%	25,687.5	3.4%
Central Administration	10.2	2.5%	9,554.2	1.2%
Educational Aides	58.0	14.2%	81,972.7	10.7%
Auxiliary Staff	89.0	21.8%	195,202.8	25.5%
Librarians and Counselors (Headcount)				
Full-time Librarians	1.0	n/a	4,125.0	n/a
Part-time Librarians	0.0	n/a	583.0	n/a
Full-time Counselors	10.0	n/a	13,704.0	n/a
Part-time Counselors	1.0	n/a	1,298.0	n/a
Total Minority Staff	**61.3**	**15.0%**	**423,307.3**	**55.3%**
Teachers by Ethnicity				
African American	1.7	0.9%	47,165.6	12.8%
Hispanic	12.6	7.1%	114,597.9	31.0%
White	160.0	89.6%	193,115.3	52.2%
American Indian	1.5	0.9%	1,235.8	0.3%
Asian	1.8	1.0%	8,295.0	2.2%
Pacific Islander	0.0	0.0%	466.9	0.1%
Two or More Races	0.9	0.5%	4,812.6	1.3%
Teachers by Sex				
Males	47.3	26.5%	90,958.2	24.6%
Females	131.3	73.5%	278,731.0	75.4%
Teachers by Highest Degree Held				
No Degree	1.8	1.0%	8,698.9	2.4%
Bachelors	139.0	77.9%	264,052.9	71.4%
Masters	36.9	20.6%	93,864.5	25.4%
Doctorate	0.9	0.5%	3,072.9	0.8%
Teachers by Years of Experience				
Beginning Teachers	1.8	1.0%	26,999.3	7.3%
1-5 Years Experience	51.2	28.7%	104,446.4	28.3%
6-10 Years Experience	32.8	18.3%	72,857.4	19.7%
11-20 Years Experience	46.6	26.1%	101,940.9	27.6%
21-30 Years Experience	40.1	22.5%	52,207.3	14.1%
Over 30 Years Experience	6.1	3.4%	11,237.9	3.0%
Number of Students per Teacher	16.1	n/a	15.0	n/a

Staff Information	District	State
Experience of Campus Leadership		
Average Years Experience of Principals	8.4	6.0
Average Years Experience of Principals with District	6.6	5.1
Average Years Experience of Assistant Principals	6.1	5.1
Average Years Experience of Assistant Principals with District	5.5	4.3
Average Years Experience of Teachers	13.0	11.2
Average Years Experience of Teachers with District	5.3	7.0
Average Teacher Salary by Years of Experience (regular duties only)		
Beginning Teachers	$58,994	$55,689
1-5 Years Experience	$58,026	$59,266
6-10 Years Experience	$64,008	$62,607
11-20 Years Experience	$70,455	$66,353
21-30 Years Experience	$80,548	$70,976
Over 30 Years Experience	$91,255	$75,042
Average Actual Salaries (regular duties only)		
Teachers	$68,574	$63,751
Professional Support	$74,489	$75,909
Campus Administration (School Leadership)	$91,925	$88,786
Central Administration	$121,497	$118,447
Instructional Staff Percent	75.0%	64.8%
Turnover Rate for Teachers	18.2%	18.8%
Staff Exclusions		
Shared Services Arrangement Staff: Professional Staff	62.6	1,167.5
Educational Aides	8.2	197.4
Auxiliary Staff	11.7	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	0.1	0.1%	23,158.4	6.3%
Career and Technical Education	15.1	8.5%	20,492.0	5.5%
Compensatory Education	4.4	2.5%	9,612.7	2.6%
Gifted and Talented Education	0.0	0.0%	5,840.0	1.6%
Regular Education	121.1	67.8%	255,127.2	69.0%
Special Education	32.8	18.4%	42,195.7	11.4%
Other	5.1	2.9%	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.)

2024-25 Texas Academic Performance Report (TAPR)

District Name: SANGER ISD

Campus Name: CHISHOLM TRAIL EL

Campus Number: 061908102

2025 Campus Accountability Score: B

This school is paired with 061908000, SANGER ISD

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This campus is not rated on STAAR Performance (TAPR).

This campus is not rated on STAAR Progress (TAPR).

This campus is not rated on Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR).

This campus is not rated on STAAR Participation (TAPR).

	State	District	Campus	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%	94.9%	**95.1%**	*	95.6%	94.6%	-	-	-	95.7%	94.6%	95.1%	96.6%
2022-23	93.3%	94.8%	**94.6%**	*	94.6%	94.6%	-	-	*	95.5%	94.3%	94.5%	95.4%
Chronic Absenteeism													
2023-24	19.0%	13.3%	**13.9%**	*	10.6%	16.9%	-	-	-	5.9%	16.7%	14.8%	4.1%
2022-23	20.3%	11.8%	**8.6%**	*	10.3%	7.5%	-	-	*	6.7%	12.7%	8.3%	7.0%
Annual Dropout Rate (Gr 7-8)													
2023-24	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2022-23	0.8%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2023-24	1.9%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2022-23	2.0%	0.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2024													
Graduated	90.7%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	2.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	91.1%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023													
Graduated	90.3%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	98.4%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	92.1%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.5%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	97.4%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.5%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022													
Graduated	91.8%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.2%	97.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	92.2%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.2%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	92.7%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2024	90.7%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	90.3%	95.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2024	44.9%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2024	11.0%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	4.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
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 2024	78.5%	88.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	84.3%	89.5%	-	-	-	-	-	-	-	-	-	-	-
Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	0.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	89.5%	89.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	88.6%	89.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2023-24	24.6%	-	-	-	-	-	-	-	-	-	-	-	-
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2023-24	11.0%	2.1%	-	-	-	-	-	-	-	-	-	-	-
2022-23	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2023-24	76.9%	83.2%	-	-	-	-	-	-	-	-	-	-	-
2022-23	82.5%	85.8%	-	-	-	-	-	-	-	-	-	-	-
Texas First-DLA Graduates (Annual Rate)													
2023-24	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2022-23	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2023-24	87.8%	85.3%	-	-	-	-	-	-	-	-	-	-	-
2022-23	86.8%	85.8%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2023-24 Annual Graduates)				
Total Graduates	-	-	190	382,023
By Ethnicity:				
African American	-	-	4	48,064
Hispanic	-	-	64	200,942
White	-	-	113	101,714
American Indian	-	-	2	1,231
Asian	-	-	1	19,746
Pacific Islander	-	-	0	606
Two or More Races	-	-	6	9,720
By Graduation Type:				
Minimum H.S. Program	-	-	0	309
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	101
Foundation H.S. Program (No Endorsement)	-	-	28	46,183
Foundation H.S. Program (Endorsement)	-	-	4	42,042
Foundation H.S. Program (DLA)	-	-	158	293,032
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	0	356
Special Education Graduates	-	-	21	35,935
Economically Disadvantaged Graduates	-	-	75	211,984
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	8	56,967
At-Risk Graduates	-	-	74	173,035
CTE Completers	-	-	96	127,800

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	**288**	**100.0%**	**2,874**	**5,530,499**	**292**	**100.0%**	**2,880**	**5,544,255**
Students by Grade								
Early Childhood Education	16	5.6%	0.6%	0.3%	20	6.8%	0.7%	0.5%
Pre-Kindergarten	76	26.4%	2.6%	4.5%	76	26.0%	2.6%	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	76	26.4%	2.6%	3.7%	76	26.0%	2.6%	3.7%
Kindergarten	196	68.1%	6.8%	6.5%	196	67.1%	6.8%	6.5%
Ethnic Distribution								
African American	5	1.7%	3.0%	12.8%	5	1.7%	3.0%	12.8%
Hispanic	124	43.1%	35.8%	53.5%	124	42.5%	35.7%	53.5%
White	146	50.7%	55.8%	24.4%	150	51.4%	55.9%	24.4%
American Indian	1	0.3%	0.3%	0.3%	1	0.3%	0.3%	0.3%
Asian	0	0.0%	0.4%	5.6%	0	0.0%	0.4%	5.6%
Pacific Islander	0	0.0%	0.2%	0.2%	0	0.0%	0.2%	0.2%
Two or More Races	12	4.2%	4.6%	3.3%	12	4.1%	4.6%	3.3%
Sex								
Female	141	49.0%	47.9%	48.9%	142	48.6%	47.8%	48.8%
Male	147	51.0%	52.1%	51.1%	150	51.4%	52.2%	51.2%
Other Student Cohorts								
Economically Disadvantaged	137	47.6%	43.9%	60.5%	137	46.9%	43.8%	60.4%
Non-Educationally Disadvantaged	151	52.4%	56.1%	39.5%	155	53.1%	56.2%	39.6%
Section 504 Students	0	0.0%	8.3%	6.8%	0	0.0%	8.3%	6.8%
EB Students/EL	74	25.7%	14.5%	24.3%	74	25.3%	14.5%	24.3%
Students w/ Disciplinary Placements (2023-24)	0	0.0%	2.0%	2.1%				
Students w/ Dyslexia	0	0.0%	11.1%	6.4%	0	0.0%	11.1%	6.4%
Foster Care	3	1.0%	0.3%	0.2%	3	1.0%	0.3%	0.2%
Homeless	5	1.7%	1.3%	1.4%	5	1.7%	1.3%	1.4%
Immigrant	8	2.8%	1.3%	3.5%	8	2.7%	1.3%	3.5%
Migrant	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Title I	288	100.0%	100.0%	66.6%	292	100.0%	100.0%	66.5%
Military Connected	17	5.9%	6.4%	4.1%	17	5.8%	6.4%	4.1%
At-Risk	90	31.3%	39.0%	53.5%	90	30.8%	38.9%	53.5%
Students by Instructional Program								
Bilingual/ESL Education	74	25.7%	14.5%	24.3%	74	25.3%	14.5%	24.3%
Career and Technical Education	0	0.0%	31.2%	27.7%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	89.0%	74.0%	-	-	-	-
Gifted and Talented Education	0	0.0%	5.5%	8.7%	0	0.0%	5.5%	8.7%

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Special Education	50	17.4%	20.7%	15.3%	54	18.5%	20.8%	15.5%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	**50**							
Students with Intellectual Disabilities	*	*	51.3%	48.3%				
Students with Physical Disabilities	31	62.0%	22.1%	17.0%				
Students with Autism	7	14.0%	10.9%	16.8%				
Students with Behavioral Disabilities	**	**	14.6%	16.3%				
Students with Non-Categorical Early Childhood	6	12.0%	1.0%	1.6%				
Mobility (2023-24)								
Total Mobile Students	**33**	**13.0%**	**11.8%**	**16.4%**				
African American	1	0.4%	0.4%	3.3%				
Hispanic	17	6.7%	4.3%	8.9%				
White	13	5.1%	6.3%	2.9%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	0	0.0%	0.0%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	2	0.8%	0.7%	0.6%				
Special Ed Students who are Mobile	6	9.0%	11.5%	17.3%				
Count and Percent of EB Students/EL who are Mobile	7	14.3%	10.9%	17.9%				
Count and Percent of Econ Dis Students who are Mobile	22	15.5%	14.0%	19.0%				
Student Attrition (2023-24)								
Total Student Attrition	**9**	**13.8%**	**12.9%**	**18.0%**				

	Non-Special Education Rates			Special Education Rates		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade						
Kindergarten	1.2%	1.8%	1.3%	7.1%	8.8%	3.6%
Grade 1	0.0%	0.0%	1.9%	3.4%	2.0%	3.0%
Grade 2	0.0%	0.0%	1.1%	0.0%	0.0%	1.4%

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

Class Size Information	Campus	District	State
Elementary			
Kindergarten	18.3	18.3	18.9

	Campus			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	**38.0**	**100.0%**	**100.0%**	**100.0%**
Professional Staff	26.0	68.4%	64.0%	63.8%
Teachers	17.6	46.3%	43.7%	48.3%
Professional Support	6.4	16.8%	13.9%	10.8%
Campus Administration (School Leadership)	2.0	5.3%	3.9%	3.4%
Educational Aides	12.0	31.6%	14.2%	10.7%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	1.0	4,125.0
Part-time Librarians	0.0	n/a	0.0	583.0
Full-time Counselors	1.0	n/a	10.0	13,704.0
Part-time Counselors	0.0	n/a	1.0	1,298.0
Total Minority Staff	**5.8**	**15.3%**	**15.0%**	**55.3%**
Teachers by Ethnicity				
African American	0.0	0.0%	0.9%	12.8%
Hispanic	2.7	15.3%	7.1%	31.0%
White	14.3	81.1%	89.6%	52.2%
American Indian	0.6	3.5%	0.9%	0.3%
Asian	0.0	0.0%	1.0%	2.2%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.5%	1.3%
Teachers by Sex				
Males	0.0	0.0%	26.5%	24.6%
Females	17.6	100.0%	73.5%	75.4%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	1.0%	2.4%
Bachelors	15.8	89.8%	77.9%	71.4%
Masters	1.8	10.2%	20.6%	25.4%
Doctorate	0.0	0.0%	0.5%	0.8%
Teachers by Years of Experience				
Beginning Teachers	0.9	5.1%	1.0%	7.3%
1-5 Years Experience	7.1	40.4%	28.7%	28.3%
6-10 Years Experience	3.3	18.9%	18.3%	19.7%
11-20 Years Experience	3.0	17.3%	26.1%	27.6%
21-30 Years Experience	3.2	18.4%	22.5%	14.1%
Over 30 Years Experience	0.0	0.0%	3.4%	3.0%
Number of Students per Teacher	16.4	n/a	16.1	15.0

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	0.0	8.4	6.0
Average Years Experience of Principals with District	0.0	6.6	5.1
Average Years Experience of Assistant Principals	9.0	6.1	5.1
Average Years Experience of Assistant Principals with District	8.5	5.5	4.3
Average Years Experience of Teachers	9.8	13.0	11.2
Average Years Experience of Teachers with District	3.8	5.3	7.0
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	$64,559	$58,994	$55,689
1-5 Years Experience	$57,960	$58,026	$59,266
6-10 Years Experience	$66,492	$64,008	$62,607
11-20 Years Experience	$72,598	$70,455	$66,353
21-30 Years Experience	$78,185	$80,548	$70,976
Over 30 Years Experience	-	$91,255	$75,042
Average Actual Salaries (regular duties only)			
Teachers	$66,153	$68,574	$63,751
Professional Support	$75,720	$74,489	$75,909
Campus Administration (School Leadership)	$87,249	$91,925	$88,786
Instructional Staff Percent	n/a	75.0%	64.8%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,637.7

	Campus			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served)				
Bilingual/ESL Education	0.0	0.0%	0.1%	6.3%
Career and Technical Education	0.0	0.0%	8.5%	5.5%
Compensatory Education	0.4	2.3%	2.5%	2.6%
Gifted and Talented Education	0.0	0.0%	0.0%	1.6%
Regular Education	13.5	76.9%	67.8%	69.0%
Special Education	3.7	20.7%	18.4%	11.4%
Other	0.0	0.0%	2.9%	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.)

2024-25 Texas Academic Performance Report (TAPR)

District Name: SANGER ISD

Campus Name: BUTTERFIELD EL

Campus Number: 061908104

2025 Campus Accountability Score: B

Distinction Designations:

- **Academic Achievement in Science**
- **Top 25 Percent: Comparative Closing the Gaps**
- **Postsecondary Readiness**

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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)	Continuously Enrolled	Non-Continuously 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%	80%	**86%**	*	85%	88%	-	-	-	100%	72%	100%	86%	85%	80%	78%
	2024	74%	79%	**86%**	-	84%	88%	-	-	*	*	64%	*	85%	86%	77%	86%
At Meets Grade Level or Above	2025	52%	52%	**61%**	*	55%	64%	-	-	-	83%	43%	67%	58%	69%	56%	50%
	2024	48%	49%	**65%**	-	59%	69%	-	-	*	*	36%	*	65%	67%	57%	57%
At Masters Grade Level	2025	23%	20%	**24%**	*	23%	22%	-	-	-	67%	9%	17%	26%	15%	15%	17%
	2024	21%	22%	**34%**	-	38%	31%	-	-	*	*	14%	*	32%	38%	17%	21%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2025	71%	69%	**77%**	*	78%	73%	-	-	-	100%	63%	100%	76%	81%	70%	78%
	2024	70%	66%	**83%**	-	81%	85%	-	-	*	*	61%	*	84%	81%	77%	79%
At Meets Grade Level or Above	2025	46%	41%	**48%**	*	38%	53%	-	-	-	67%	35%	50%	49%	46%	39%	33%
	2024	42%	35%	**63%**	-	53%	71%	-	-	*	*	46%	*	66%	52%	46%	43%
At Masters Grade Level	2025	19%	14%	**18%**	*	18%	19%	-	-	-	17%	7%	17%	19%	12%	11%	11%
	2024	15%	11%	**22%**	-	9%	29%	-	-	*	*	14%	*	21%	24%	6%	0%
Grade 4 Reading																	
At Approaches Grade Level or Above	2025	81%	83%	**90%**	-	88%	90%	-	-	*	*	69%	*	88%	93%	82%	87%
	2024	81%	88%	**92%**	*	84%	95%	*	-	-	100%	65%	100%	93%	90%	88%	93%
At Meets Grade Level or Above	2025	54%	55%	**65%**	-	50%	76%	-	-	*	*	35%	*	68%	60%	53%	40%
	2024	51%	62%	**69%**	*	55%	77%	*	-	-	60%	22%	83%	67%	73%	60%	43%
At Masters Grade Level	2025	24%	27%	**35%**	-	26%	43%	-	-	*	*	15%	*	39%	27%	26%	7%
	2024	23%	26%	**34%**	*	21%	43%	*	-	-	20%	4%	67%	34%	33%	22%	0%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2025	69%	76%	**87%**	-	79%	92%	-	-	*	*	65%	*	93%	77%	76%	73%
	2024	69%	70%	**75%**	*	70%	79%	*	-	-	60%	43%	67%	75%	77%	73%	71%
At Meets Grade Level or Above	2025	47%	55%	**66%**	-	56%	73%	-	-	*	*	35%	*	71%	57%	56%	40%
	2024	46%	50%	**54%**	*	51%	56%	*	-	-	40%	26%	50%	55%	51%	49%	43%
At Masters Grade Level	2025	24%	27%	**35%**	-	26%	41%	-	-	*	*	12%	*	38%	30%	21%	13%
	2024	21%	17%	**19%**	*	8%	26%	*	-	-	20%	4%	17%	18%	21%	10%	0%
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)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2025	77%	81%	**86%**	*	81%	90%	*	-	-	60%	54%	80%	88%	81%	81%	86%
	2024	79%	81%	**80%**	*	68%	88%	-	-	-	*	57%	*	84%	76%	79%	77%
At Meets Grade Level or Above	2025	58%	67%	**73%**	*	63%	79%	*	-	-	60%	32%	80%	75%	68%	65%	57%
	2024	55%	56%	**60%**	*	50%	69%	-	-	-	*	22%	*	63%	57%	56%	62%
At Masters Grade Level	2025	30%	32%	**38%**	*	23%	46%	*	-	-	40%	11%	80%	40%	32%	29%	7%
	2024	29%	30%	**36%**	*	9%	48%	-	-	-	*	9%	*	33%	41%	26%	8%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2025	74%	78%	**78%**	*	77%	82%	*	-	-	60%	48%	60%	79%	75%	71%	79%
	2024	77%	77%	**74%**	*	68%	81%	-	-	-	*	48%	*	78%	70%	72%	85%
At Meets Grade Level or Above	2025	47%	49%	**50%**	*	47%	55%	*	-	-	40%	22%	20%	52%	44%	42%	50%
	2024	50%	46%	**50%**	*	27%	60%	-	-	-	*	26%	*	53%	46%	40%	38%
At Masters Grade Level	2025	22%	17%	**12%**	*	7%	15%	*	-	-	20%	0%	20%	13%	8%	6%	0%
	2024	19%	16%	**17%**	*	5%	24%	-	-	-	*	4%	*	18%	16%	14%	8%
Grade 5 Science																	
At Approaches Grade Level or Above	2025	65%	79%	**86%**	*	79%	95%	*	-	-	60%	70%	60%	86%	86%	75%	71%
	2024	58%	65%	**65%**	*	45%	78%	-	-	-	*	35%	*	71%	57%	51%	38%
At Meets Grade Level or Above	2025	31%	33%	**33%**	*	23%	42%	*	-	-	20%	7%	40%	36%	25%	25%	14%
	2024	28%	28%	**33%**	*	18%	41%	-	-	-	*	13%	*	35%	30%	30%	23%
At Masters Grade Level	2025	12%	12%	**14%**	*	7%	19%	*	-	-	20%	4%	20%	17%	8%	6%	7%
	2024	11%	10%	**14%**	*	9%	17%	-	-	-	*	4%	*	18%	8%	9%	15%
All Grades All Subjects																	
At Approaches Grade Level or Above	2025	75%	79%	**84%**	71%	81%	87%	*	-	*	81%	64%	84%	85%	82%	76%	79%
	2024	75%	79%	**80%**	38%	74%	85%	*	-	*	65%	54%	89%	82%	76%	74%	76%
At Meets Grade Level or Above	2025	50%	53%	**56%**	36%	47%	62%	*	-	*	55%	31%	52%	57%	52%	47%	41%
	2024	48%	53%	**57%**	23%	47%	63%	*	-	*	43%	28%	63%	59%	53%	48%	44%
At Masters Grade Level	2025	21%	22%	**24%**	7%	18%	28%	*	-	*	32%	8%	32%	26%	19%	16%	9%
	2024	20%	20%	**25%**	8%	15%	31%	*	-	*	22%	8%	37%	25%	25%	15%	7%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2025	76%	82%	**87%**	67%	85%	89%	*	-	*	85%	66%	92%	87%	86%	81%	83%
	2024	76%	83%	**86%**	60%	80%	90%	*	-	*	80%	62%	100%	88%	84%	82%	85%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2025	54%	61%	**66%**	50%	56%	73%	*	-	*	69%	38%	69%	67%	66%	58%	49%
	2024	54%	61%	**65%**	40%	55%	72%	*	-	*	50%	27%	78%	65%	65%	58%	54%
At Masters Grade Level	2025	23%	25%	**32%**	17%	24%	36%	*	-	*	46%	11%	46%	34%	26%	23%	11%
	2024	22%	25%	**34%**	20%	24%	41%	*	-	*	30%	9%	56%	33%	37%	22%	10%
All Grades Mathematics																	
At Approaches Grade Level or Above	2025	72%	77%	**80%**	83%	78%	82%	*	-	*	85%	60%	85%	81%	77%	72%	77%
	2024	72%	74%	**77%**	40%	74%	81%	*	-	*	60%	51%	78%	79%	75%	74%	78%
At Meets Grade Level or Above	2025	45%	49%	**54%**	33%	46%	59%	*	-	*	54%	31%	38%	56%	49%	44%	40%
	2024	43%	45%	**55%**	20%	46%	62%	*	-	*	50%	34%	44%	58%	49%	45%	41%
At Masters Grade Level	2025	20%	20%	**20%**	0%	16%	23%	*	-	*	23%	6%	23%	22%	16%	12%	9%
	2024	17%	15%	**19%**	0%	8%	26%	*	-	*	20%	8%	22%	19%	20%	10%	2%
All Grades Science																	
At Approaches Grade Level or Above	2025	78%	81%	**86%**	*	79%	95%	*	-	-	60%	70%	60%	86%	86%	75%	71%
	2024	75%	77%	**65%**	*	45%	78%	-	-	-	*	35%	*	71%	57%	51%	38%
At Meets Grade Level or Above	2025	47%	44%	**33%**	*	23%	42%	*	-	-	20%	7%	40%	36%	25%	25%	14%
	2024	43%	42%	**33%**	*	18%	41%	-	-	-	*	13%	*	35%	30%	30%	23%
At Masters Grade Level	2025	17%	13%	**14%**	*	7%	19%	*	-	-	20%	4%	20%	17%	8%	6%	7%
	2024	16%	13%	**14%**	*	9%	17%	-	-	-	*	4%	*	18%	8%	9%	15%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2025	39%	37%	**44%**	*	35%	48%	-	-	-	67%	28%	33%	44%	42%	35%	28%
	2024	35%	29%	**52%**	-	47%	56%	-	-	*	*	29%	*	53%	48%	37%	36%
Reading and Mathematics Including EOC	2025	39%	37%	**44%**	*	35%	48%	-	-	-	67%	28%	33%	44%	42%	35%	28%
	2024	35%	29%	**52%**	-	47%	56%	-	-	*	*	29%	*	53%	48%	37%	36%
Reading Including EOC	2025	52%	52%	**61%**	*	55%	64%	-	-	-	83%	43%	67%	58%	69%	56%	50%
	2024	48%	49%	**65%**	-	59%	69%	-	-	*	*	36%	*	65%	67%	57%	57%
Math Including EOC	2025	46%	41%	**48%**	*	38%	53%	-	-	-	67%	35%	50%	49%	46%	39%	33%
	2024	42%	35%	**63%**	-	53%	71%	-	-	*	*	46%	*	66%	52%	46%	43%
4th Graders																	
Reading and Mathematics	2025	40%	47%	**59%**	-	44%	69%	-	-	*	*	31%	*	64%	50%	50%	33%
	2024	38%	44%	**47%**	*	41%	51%	*	-	-	40%	13%	33%	46%	49%	39%	21%

	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	2025	40%	47%	**59%**	-	44%	69%	-	-	*	*	31%	*	64%	50%	50%	33%
	2024	38%	44%	**47%**	*	41%	51%	*	-	-	40%	13%	33%	46%	49%	39%	21%
Reading Including EOC	2025	54%	55%	**65%**	-	50%	76%	-	-	*	*	35%	*	68%	60%	53%	40%
	2024	51%	62%	**69%**	*	55%	77%	*	-	-	60%	22%	83%	67%	73%	60%	43%
Math Including EOC	2025	47%	55%	**66%**	-	56%	73%	-	-	*	*	35%	*	71%	57%	56%	40%
	2024	46%	50%	**54%**	*	51%	56%	*	-	-	40%	26%	50%	55%	51%	49%	43%
5th Graders																	
Reading and Mathematics	2025	42%	43%	**46%**	*	40%	53%	*	-	-	40%	19%	20%	48%	42%	38%	36%
	2024	42%	40%	**44%**	*	27%	53%	-	-	-	*	13%	*	47%	41%	33%	38%
Reading and Mathematics Including EOC	2025	42%	43%	**46%**	*	40%	53%	*	-	-	40%	19%	20%	48%	42%	38%	36%
	2024	42%	40%	**44%**	*	27%	53%	-	-	-	*	13%	*	47%	41%	33%	38%
Reading Including EOC	2025	58%	67%	**73%**	*	63%	79%	*	-	-	60%	32%	80%	75%	68%	65%	57%
	2024	55%	56%	**60%**	*	50%	69%	-	-	-	*	22%	*	63%	57%	56%	62%
Math Including EOC	2025	48%	49%	**50%**	*	47%	55%	*	-	-	40%	22%	20%	52%	44%	42%	50%
	2024	51%	46%	**50%**	*	27%	60%	-	-	-	*	26%	*	53%	46%	40%	38%
3rd - 8th Graders																	
Reading and Mathematics	2025	38%	42%	**49%**	17%	39%	56%	*	-	*	54%	26%	31%	51%	45%	40%	32%
	2024	36%	37%	**48%**	20%	40%	53%	*	-	*	40%	19%	33%	49%	45%	36%	32%
Reading and Mathematics Including EOC	2025	40%	44%	**49%**	17%	39%	56%	*	-	*	54%	26%	31%	51%	45%	40%	32%
	2024	38%	39%	**48%**	20%	40%	53%	*	-	*	40%	19%	33%	49%	45%	36%	32%
Reading Including EOC	2025	55%	61%	**66%**	50%	56%	73%	*	-	*	69%	38%	69%	67%	66%	58%	49%
	2024	54%	58%	**65%**	40%	55%	72%	*	-	*	50%	27%	78%	65%	65%	58%	54%
Math Including EOC	2025	46%	49%	**54%**	33%	46%	59%	*	-	*	54%	31%	38%	56%	49%	44%	40%
	2024	45%	45%	**55%**	20%	46%	62%	*	-	*	50%	34%	44%	58%	49%	45%	41%

* 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)	G/T
School Progress - Annual Growth by Grade and Subject																		
Grade 4 ELA/Reading	2025	70%	68%	**71%**	-	64%	78%	-	-	*	*	67%	*	68%	78%	68%	70%	89%
	2024	67%	75%	**73%**	*	74%	73%	*	-	-	80%	68%	92%	69%	81%	67%	71%	---
Grade 4 Mathematics	2025	65%	74%	**76%**	-	68%	81%	-	-	*	*	63%	*	79%	72%	75%	57%	100%
	2024	60%	62%	**55%**	*	53%	57%	*	-	-	40%	48%	33%	50%	64%	49%	43%	---
Grade 5 ELA/Reading	2025	69%	73%	**77%**	*	77%	78%	-	-	-	60%	56%	100%	84%	64%	74%	75%	100%
	2024	70%	69%	**68%**	*	67%	71%	-	-	-	*	50%	*	63%	75%	73%	69%	---
Grade 5 Mathematics	2025	67%	69%	**63%**	*	64%	65%	-	-	-	60%	44%	60%	66%	56%	65%	89%	80%
	2024	65%	59%	**54%**	*	50%	57%	-	-	-	*	40%	*	50%	60%	54%	69%	---
All Grades Both Subjects	2025	65%	70%	**72%**	*	69%	75%	-	-	*	61%	58%	75%	74%	67%	70%	72%	93%
	2024	64%	64%	**63%**	20%	62%	64%	*	-	-	71%	52%	61%	58%	70%	60%	63%	---
All Grades ELA/Reading	2025	67%	70%	**75%**	*	71%	78%	-	-	*	50%	61%	93%	77%	70%	72%	72%	93%
	2024	67%	68%	**71%**	20%	71%	72%	*	-	-	86%	60%	93%	67%	78%	70%	70%	---
All Grades Mathematics	2025	64%	70%	**69%**	*	66%	72%	-	-	*	71%	54%	57%	71%	63%	69%	72%	93%
	2024	60%	61%	**55%**	20%	52%	57%	*	-	-	57%	44%	29%	50%	62%	51%	56%	---
School Progress - Accelerated Learning by Grade and Subject																		
Grade 4 ELA/Reading	2025	40%	29%	**30%**	-	20%	40%	-	-	-	-	30%	-	0%	60%	14%	*	-
	2024	38%	53%	**56%**	-	40%	*	-	-	-	*	42%	-	60%	50%	50%	*	---
Grade 4 Mathematics	2025	27%	36%	**44%**	-	29%	50%	-	-	-	*	31%	-	63%	25%	40%	*	-
	2024	26%	36%	**24%**	-	22%	29%	-	-	-	*	9%	-	10%	43%	0%	*	---
Grade 5 ELA/Reading	2025	25%	19%	**27%**	-	14%	*	-	-	-	-	13%	*	*	29%	20%	*	-
	2024	35%	32%	**40%**	*	40%	44%	-	-	-	-	44%	-	33%	44%	56%	*	---
Grade 5 Mathematics	2025	35%	35%	**28%**	-	17%	40%	-	-	-	*	7%	*	32%	20%	17%	*	-
	2024	41%	27%	**16%**	*	29%	10%	-	-	-	-	18%	-	0%	27%	20%	*	---
All Grades Both Subjects	2025	33%	38%	**32%**	-	19%	44%	-	-	-	*	20%	*	33%	30%	24%	33%	-
	2024	32%	36%	**33%**	*	32%	33%	-	-	-	*	28%	-	26%	39%	33%	50%	---
All Grades ELA/Reading	2025	31%	30%	**29%**	-	17%	44%	-	-	-	-	22%	*	11%	42%	17%	*	-
	2024	30%	33%	**48%**	*	40%	54%	-	-	-	*	43%	-	50%	47%	52%	57%	---
All Grades Mathematics	2025	35%	43%	**33%**	-	21%	43%	-	-	-	*	19%	*	41%	22%	27%	38%	-
	2024	35%	38%	**19%**	*	25%	18%	-	-	-	*	14%	-	6%	33%	11%	43%	---

* 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	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	2025	75%	79%	**84%**	78%	-	-	-	-	78%	-	-	-	-	*	85%	79%	-
	2024	75%	79%	**80%**	74%	-	-	-	-	74%	75%	75%	-	-	-	80%	74%	91%
At Meets Grade Level or Above	2025	50%	53%	**56%**	40%	-	-	-	-	40%	-	-	-	-	*	58%	41%	-
	2024	48%	53%	**57%**	39%	-	-	-	-	39%	41%	41%	-	-	-	59%	39%	82%
At Masters Grade Level	2025	21%	22%	**24%**	9%	-	-	-	-	9%	-	-	-	-	*	27%	9%	-
	2024	20%	20%	**25%**	6%	-	-	-	-	6%	6%	6%	-	-	-	28%	6%	18%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2025	76%	82%	**87%**	83%	-	-	-	-	83%	-	-	-	-	*	88%	83%	-
	2024	76%	83%	**86%**	84%	-	-	-	-	84%	86%	86%	-	-	-	86%	84%	*
At Meets Grade Level or Above	2025	54%	61%	**66%**	48%	-	-	-	-	48%	-	-	-	-	*	69%	49%	-
	2024	54%	61%	**65%**	49%	-	-	-	-	49%	50%	50%	-	-	-	67%	49%	*
At Masters Grade Level	2025	23%	25%	**32%**	11%	-	-	-	-	11%	-	-	-	-	*	36%	11%	-
	2024	22%	25%	**34%**	11%	-	-	-	-	11%	11%	11%	-	-	-	39%	11%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2025	72%	77%	**80%**	76%	-	-	-	-	76%	-	-	-	-	*	81%	77%	-
	2024	72%	74%	**77%**	76%	-	-	-	-	76%	75%	75%	-	-	-	77%	76%	*
At Meets Grade Level or Above	2025	45%	49%	**54%**	39%	-	-	-	-	39%	-	-	-	-	*	56%	40%	-
	2024	43%	45%	**55%**	38%	-	-	-	-	38%	39%	39%	-	-	-	58%	38%	*

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2025	20%	20%	**20%**	9%	-	-	-	-	9%	-	-	-	-	*	22%	9%	-
	2024	17%	15%	**19%**	3%	-	-	-	-	3%	3%	3%	-	-	-	22%	3%	*
All Grades Science																		
At Approaches Grade Level or Above	2025	78%	81%	**86%**	71%	-	-	-	-	71%	-	-	-	-	-	88%	71%	-
	2024	75%	77%	**65%**	30%	-	-	-	-	30%	33%	33%	-	-	-	70%	30%	*
At Meets Grade Level or Above	2025	47%	44%	**33%**	14%	-	-	-	-	14%	-	-	-	-	-	35%	14%	-
	2024	43%	42%	**33%**	10%	-	-	-	-	10%	11%	11%	-	-	-	34%	10%	*
At Masters Grade Level	2025	17%	13%	**14%**	7%	-	-	-	-	7%	-	-	-	-	-	15%	7%	-
	2024	16%	13%	**14%**	0%	-	-	-	-	0%	0%	0%	-	-	-	14%	0%	*
School Progress - Annual Growth																		
All Grades Both Subjects	2025	65%	70%	**72%**	72%	-	-	-	-	72%	-	-	-	-	-	72%	72%	-
	2024	64%	64%	**63%**	60%	-	-	-	-	60%	60%	60%	-	-	-	63%	60%	81%
All Grades ELA/Reading	2025	67%	70%	**75%**	72%	-	-	-	-	72%	-	-	-	-	-	75%	72%	-
	2024	67%	68%	**71%**	70%	-	-	-	-	70%	73%	73%	-	-	-	71%	70%	*
All Grades Mathematics	2025	64%	70%	**69%**	72%	-	-	-	-	72%	-	-	-	-	-	68%	72%	-
	2024	60%	61%	**55%**	50%	-	-	-	-	50%	48%	48%	-	-	-	54%	50%	*
School Progress - Accelerated Learning																		
All Grades Both Subjects	2025	33%	38%	**32%**	33%	-	-	-	-	33%	-	-	-	-	-	31%	33%	-
	2024	32%	36%	**33%**	50%	-	-	-	-	50%	46%	46%	-	-	-	28%	50%	-
All Grades ELA/Reading	2025	31%	30%	**29%**	*	-	-	-	-	*	-	-	-	-	-	29%	*	-
	2024	30%	33%	**48%**	57%	-	-	-	-	57%	57%	57%	-	-	-	46%	57%	-
All Grades Mathematics	2025	35%	43%	**33%**	38%	-	-	-	-	38%	-	-	-	-	-	32%	38%	-
	2024	35%	38%	**19%**	43%	-	-	-	-	43%	33%	33%	-	-	-	14%	43%	-

* 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)
2025 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	*	-	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	**96%**	61%	97%	97%	*	-	*	100%	97%	94%	99%	90%	94%	95%
Not Included in Accountability: Mobile	4%	4%	**4%**	39%	3%	2%	*	-	*	0%	3%	6%	1%	9%	5%	4%
Not Included in Accountability: Other Exclusions	2%	1%	**0%**	0%	1%	0%	*	-	*	0%	0%	0%	0%	1%	1%	2%
Not Tested	1%	0%	**0%**	0%	0%	0%	*	-	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	*	-	*	0%	0%	0%	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%	100%
Included in Accountability	91%	94%	**96%**	60%	96%	97%	*	-	*	100%	97%	93%	99%	89%	94%	94%
Not Included in Accountability: Mobile	4%	4%	**4%**	40%	3%	3%	*	-	*	0%	3%	7%	1%	10%	6%	4%
Not Included in Accountability: Other Exclusions	4%	2%	**0%**	0%	1%	0%	*	-	*	0%	0%	0%	0%	1%	1%	2%
Not Tested	1%	0%	**0%**	0%	0%	0%	*	-	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	*	-	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	-	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	*	-	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	95%	**96%**	60%	96%	97%	*	-	*	100%	97%	93%	99%	89%	94%	94%
Not Included in Accountability: Mobile	4%	4%	**4%**	40%	3%	3%	*	-	*	0%	3%	7%	1%	10%	6%	4%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	1%	0%	*	-	*	0%	0%	0%	0%	1%	1%	2%
Not Tested	1%	0%	**0%**	0%	0%	0%	*	-	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	*	-	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	-	*	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**99%**	*	100%	98%	*	-	-	100%	96%	100%	100%	97%	100%	100%
Included in Accountability	94%	95%	**98%**	*	100%	98%	*	-	-	100%	96%	100%	100%	95%	98%	100%
Not Included in Accountability: Mobile	4%	4%	**1%**	*	0%	0%	*	-	-	0%	0%	0%	0%	3%	2%	0%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	*	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**1%**	*	0%	2%	*	-	-	0%	4%	0%	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)
Absent	1%	0%	**1%**	*	0%	2%	*	-	-	0%	4%	0%	0%	3%	0%	0%
Other	0%	0%	**0%**	*	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	*	-	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	95%	**96%**	100%	95%	96%	*	-	*	100%	98%	83%	98%	92%	94%	100%
Not Included in Accountability: Mobile	4%	5%	**4%**	0%	5%	4%	*	-	*	0%	2%	17%	2%	8%	6%	0%
Not Included in Accountability: Other Exclusions	2%	1%	**0%**	0%	0%	0%	*	-	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	0%	0%	*	-	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	*	-	*	0%	0%	0%	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%	100%
Included in Accountability	91%	95%	**96%**	100%	95%	95%	*	-	*	100%	97%	82%	98%	91%	93%	100%
Not Included in Accountability: Mobile	4%	4%	**4%**	0%	5%	5%	*	-	*	0%	3%	18%	2%	9%	7%	0%
Not Included in Accountability: Other Exclusions	4%	1%	**0%**	0%	0%	0%	*	-	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	0%	0%	*	-	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	*	-	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	-	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	*	-	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	95%	**95%**	100%	95%	95%	*	-	*	100%	97%	82%	98%	91%	93%	100%
Not Included in Accountability: Mobile	5%	5%	**5%**	0%	5%	5%	*	-	*	0%	3%	18%	2%	9%	7%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	-	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	0%	0%	*	-	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	*	-	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	-	*	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	100%	**100%**	*	100%	100%	-	-	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	93%	94%	**98%**	*	96%	98%	-	-	-	*	100%	*	98%	97%	98%	100%
Not Included in Accountability: Mobile	4%	5%	**2%**	*	4%	2%	-	-	-	*	0%	*	2%	3%	2%	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%	1%	**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													
2023-24	93.6%	94.9%	**95.2%**	95.3%	95.0%	95.4%	*	-	*	94.5%	94.8%	94.9%	95.7%
2022-23	93.3%	94.8%	**95.5%**	94.4%	95.5%	95.7%	*	*	-	94.5%	95.2%	95.3%	95.6%
Chronic Absenteeism													
2023-24	19.0%	13.3%	**10.2%**	6.7%	13.3%	8.0%	*	-	*	11.5%	12.6%	12.7%	8.1%
2022-23	20.3%	11.8%	**8.4%**	31.6%	6.5%	7.1%	*	*	-	14.8%	7.8%	8.3%	8.1%
Annual Dropout Rate (Gr 7-8)													
2023-24	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2022-23	0.8%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2023-24	1.9%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2022-23	2.0%	0.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2024													
Graduated	90.7%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	2.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	91.1%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023													
Graduated	90.3%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	98.4%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	92.1%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.5%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	97.4%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.5%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022													
Graduated	91.8%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.2%	97.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	92.2%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.2%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	92.7%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2024	90.7%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	90.3%	95.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2024	44.9%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2024	11.0%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	4.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
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 2024	78.5%	88.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	84.3%	89.5%	-	-	-	-	-	-	-	-	-	-	-
Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	0.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	89.5%	89.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	88.6%	89.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2023-24	24.6%	-	-	-	-	-	-	-	-	-	-	-	-
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2023-24	11.0%	2.1%	-	-	-	-	-	-	-	-	-	-	-
2022-23	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2023-24	76.9%	83.2%	-	-	-	-	-	-	-	-	-	-	-
2022-23	82.5%	85.8%	-	-	-	-	-	-	-	-	-	-	-
Texas First-DLA Graduates (Annual Rate)													
2023-24	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2022-23	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2023-24	87.8%	85.3%	-	-	-	-	-	-	-	-	-	-	-
2022-23	86.8%	85.8%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2023-24 Annual Graduates)				
Total Graduates	-	-	190	382,023
By Ethnicity:				
African American	-	-	4	48,064
Hispanic	-	-	64	200,942
White	-	-	113	101,714
American Indian	-	-	2	1,231
Asian	-	-	1	19,746
Pacific Islander	-	-	0	606
Two or More Races	-	-	6	9,720
By Graduation Type:				
Minimum H.S. Program	-	-	0	309
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	101
Foundation H.S. Program (No Endorsement)	-	-	28	46,183
Foundation H.S. Program (Endorsement)	-	-	4	42,042
Foundation H.S. Program (DLA)	-	-	158	293,032
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	0	356
Special Education Graduates	-	-	21	35,935
Economically Disadvantaged Graduates	-	-	75	211,984
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	8	56,967
At-Risk Graduates	-	-	74	173,035
CTE Completers	-	-	96	127,800

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	**502**	**100.0%**	**2,874**	**5,530,499**	**503**	**100.0%**	**2,880**	**5,544,255**
Students by Grade								
Grade 1	96	19.1%	6.9%	6.8%	96	19.1%	6.9%	6.8%
Grade 2	86	17.1%	7.6%	7.0%	86	17.1%	7.6%	7.0%
Grade 3	115	22.9%	7.9%	7.3%	115	22.9%	7.8%	7.3%
Grade 4	88	17.5%	7.2%	7.3%	89	17.7%	7.2%	7.3%
Grade 5	117	23.3%	8.7%	7.3%	117	23.3%	8.7%	7.3%
Ethnic Distribution								
African American	16	3.2%	3.0%	12.8%	16	3.2%	3.0%	12.8%
Hispanic	171	34.1%	35.8%	53.5%	171	34.0%	35.7%	53.5%
White	289	57.6%	55.8%	24.4%	290	57.7%	55.9%	24.4%
American Indian	3	0.6%	0.3%	0.3%	3	0.6%	0.3%	0.3%
Asian	0	0.0%	0.4%	5.6%	0	0.0%	0.4%	5.6%
Pacific Islander	1	0.2%	0.2%	0.2%	1	0.2%	0.2%	0.2%
Two or More Races	22	4.4%	4.6%	3.3%	22	4.4%	4.6%	3.3%
Sex								
Female	241	48.0%	47.9%	48.9%	241	47.9%	47.8%	48.8%
Male	261	52.0%	52.1%	51.1%	262	52.1%	52.2%	51.2%
Other Student Cohorts								
Economically Disadvantaged	217	43.2%	43.9%	60.5%	217	43.1%	43.8%	60.4%
Non-Educationally Disadvantaged	285	56.8%	56.1%	39.5%	286	56.9%	56.2%	39.6%
Section 504 Students	15	3.0%	8.3%	6.8%	15	3.0%	8.3%	6.8%
EB Students/EL	68	13.5%	14.5%	24.3%	68	13.5%	14.5%	24.3%
Students w/ Disciplinary Placements (2023-24)	3	0.4%	2.0%	2.1%				
Students w/ Dyslexia	60	12.0%	11.1%	6.4%	60	11.9%	11.1%	6.4%
Foster Care	2	0.4%	0.3%	0.2%	2	0.4%	0.3%	0.2%
Homeless	7	1.4%	1.3%	1.4%	7	1.4%	1.3%	1.4%
Immigrant	5	1.0%	1.3%	3.5%	5	1.0%	1.3%	3.5%
Migrant	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Title I	502	100.0%	100.0%	66.6%	503	100.0%	100.0%	66.5%
Military Connected	49	9.8%	6.4%	4.1%	49	9.7%	6.4%	4.1%
At-Risk	137	27.3%	39.0%	53.5%	137	27.2%	38.9%	53.5%
Students by Instructional Program								
Bilingual/ESL Education	67	13.3%	14.5%	24.3%	67	13.3%	14.5%	24.3%
Career and Technical Education	0	0.0%	31.2%	27.7%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	89.0%	74.0%	-	-	-	-
Gifted and Talented Education	21	4.2%	5.5%	8.7%	21	4.2%	5.5%	8.7%

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Special Education	134	26.7%	20.7%	15.3%	135	26.8%	20.8%	15.5%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	**134**							
Students with Intellectual Disabilities	72	53.7%	51.3%	48.3%				
Students with Physical Disabilities	41	30.6%	22.1%	17.0%				
Students with Autism	11	8.2%	10.9%	16.8%				
Students with Behavioral Disabilities	10	7.5%	14.6%	16.3%				
Students with Non-Categorical Early Childhood	0	0.0%	1.0%	1.6%				
Mobility (2023-24)								
Total Mobile Students	**55**	**10.7%**	**11.8%**	**16.4%**				
African American	4	0.8%	0.4%	3.3%				
Hispanic	12	2.3%	4.3%	8.9%				
White	31	6.0%	6.3%	2.9%				
American Indian	2	0.4%	0.1%	0.1%				
Asian	0	0.0%	0.0%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	6	1.2%	0.7%	0.6%				
Special Ed Students who are Mobile	19	11.9%	11.5%	17.3%				
Count and Percent of EB Students/EL who are Mobile	1	1.6%	10.9%	17.9%				
Count and Percent of Econ Dis Students who are Mobile	37	14.3%	14.0%	19.0%				
Student Attrition (2023-24)								
Total Student Attrition	**70**	**14.1%**	**12.9%**	**18.0%**				

	Non-Special Education Rates			Special Education Rates		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade						
Kindergarten	2.5%	1.8%	1.3%	10.0%	8.8%	3.6%
Grade 1	0.0%	0.0%	1.9%	0.0%	2.0%	3.0%
Grade 2	0.0%	0.0%	1.1%	0.0%	0.0%	1.4%
Grade 3	0.0%	0.0%	0.6%	0.0%	1.4%	0.6%
Grade 4	0.0%	0.0%	0.4%	0.0%	0.0%	0.4%
Grade 5	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%

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

Class Size Information	Campus	District	State
Elementary			
Grade 1	21.4	22.0	19.2
Grade 2	23.8	23.5	19.4
Grade 3	23.6	22.5	20.1
Grade 4	23.2	22.2	20.0
Grade 5	23.7	24.3	21.3

	Campus			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	**51.6**	**100.0%**	**100.0%**	**100.0%**
Professional Staff	40.0	77.6%	64.0%	63.8%
Teachers	26.9	52.2%	43.7%	48.3%
Professional Support	11.1	21.5%	13.9%	10.8%
Campus Administration (School Leadership)	2.0	3.9%	3.9%	3.4%
Educational Aides	11.6	22.4%	14.2%	10.7%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	1.0	4,125.0
Part-time Librarians	0.0	n/a	0.0	583.0
Full-time Counselors	1.0	n/a	10.0	13,704.0
Part-time Counselors	0.0	n/a	1.0	1,298.0
Total Minority Staff	**4.4**	**8.5%**	**15.0%**	**55.3%**
Teachers by Ethnicity				
African American	0.0	0.0%	0.9%	12.8%
Hispanic	0.7	2.8%	7.1%	31.0%
White	26.2	97.2%	89.6%	52.2%
American Indian	0.0	0.0%	0.9%	0.3%
Asian	0.0	0.0%	1.0%	2.2%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.5%	1.3%
Teachers by Sex				
Males	2.4	9.1%	26.5%	24.6%
Females	24.5	90.9%	73.5%	75.4%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	1.0%	2.4%
Bachelors	24.5	90.9%	77.9%	71.4%
Masters	2.4	9.1%	20.6%	25.4%
Doctorate	0.0	0.0%	0.5%	0.8%
Teachers by Years of Experience				
Beginning Teachers	0.9	3.3%	1.0%	7.3%
1-5 Years Experience	4.5	16.7%	28.7%	28.3%
6-10 Years Experience	5.6	21.0%	18.3%	19.7%
11-20 Years Experience	8.9	33.2%	26.1%	27.6%
21-30 Years Experience	6.0	22.5%	22.5%	14.1%
Over 30 Years Experience	0.9	3.3%	3.4%	3.0%
Number of Students per Teacher	18.7	n/a	16.1	15.0

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	13.0	8.4	6.0
Average Years Experience of Principals with District	3.0	6.6	5.1
Average Years Experience of Assistant Principals	1.0	6.1	5.1
Average Years Experience of Assistant Principals with District	1.0	5.5	4.3
Average Years Experience of Teachers	14.8	13.0	11.2
Average Years Experience of Teachers with District	7.8	5.3	7.0
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	$53,428	$58,994	$55,689
1-5 Years Experience	$58,804	$58,026	$59,266
6-10 Years Experience	$63,427	$64,008	$62,607
11-20 Years Experience	$72,082	$70,455	$66,353
21-30 Years Experience	$83,498	$80,548	$70,976
Over 30 Years Experience	$93,356	$91,255	$75,042
Average Actual Salaries (regular duties only)			
Teachers	$70,703	$68,574	$63,751
Professional Support	$73,549	$74,489	$75,909
Campus Administration (School Leadership)	$78,078	$91,925	$88,786
Instructional Staff Percent	n/a	75.0%	64.8%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,637.7

	Campus			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served)				
Bilingual/ESL Education	0.0	0.0%	0.1%	6.3%
Career and Technical Education	0.0	0.0%	8.5%	5.5%
Compensatory Education	1.5	5.5%	2.5%	2.6%
Gifted and Talented Education	0.0	0.0%	0.0%	1.6%
Regular Education	21.0	78.1%	67.8%	69.0%
Special Education	4.4	16.4%	18.4%	11.4%
Other	0.0	0.0%	2.9%	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.)

2024-25 Texas Academic Performance Report (TAPR)

District Name: SANGER ISD

Campus Name: CLEAR CREEK EL

Campus Number: 061908101

2025 Campus Accountability Score: C

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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)	Continuously Enrolled	Non-Continuously 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%	80%	**75%**	*	66%	81%	-	-	-	75%	58%	*	76%	71%	67%	58%
	2024	74%	79%	**74%**	*	60%	84%	-	-	*	83%	42%	*	74%	71%	66%	61%
At Meets Grade Level or Above	2025	52%	52%	**43%**	*	39%	50%	-	-	-	25%	29%	*	45%	38%	39%	32%
	2024	48%	49%	**38%**	*	24%	47%	-	-	*	50%	13%	*	38%	41%	29%	17%
At Masters Grade Level	2025	23%	20%	**15%**	*	13%	17%	-	-	-	13%	6%	*	17%	8%	15%	16%
	2024	21%	22%	**13%**	*	7%	16%	-	-	*	33%	3%	*	13%	12%	5%	4%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2025	71%	69%	**60%**	*	51%	67%	-	-	-	63%	29%	*	62%	52%	56%	42%
	2024	70%	66%	**53%**	*	31%	67%	-	-	*	67%	26%	*	51%	65%	43%	35%
At Meets Grade Level or Above	2025	46%	41%	**33%**	*	23%	43%	-	-	-	13%	16%	*	35%	24%	24%	26%
	2024	42%	35%	**16%**	*	12%	19%	-	-	*	17%	5%	*	16%	12%	13%	9%
At Masters Grade Level	2025	19%	14%	**10%**	*	8%	12%	-	-	-	13%	6%	*	9%	16%	9%	5%
	2024	15%	11%	**3%**	*	2%	5%	-	-	*	0%	3%	*	3%	6%	2%	0%
Grade 4 Reading																	
At Approaches Grade Level or Above	2025	81%	83%	**77%**	*	64%	86%	-	-	*	*	48%	*	76%	81%	68%	65%
	2024	81%	88%	**85%**	*	84%	86%	-	-	-	80%	71%	*	83%	88%	80%	84%
At Meets Grade Level or Above	2025	54%	55%	**47%**	*	32%	56%	-	-	*	*	23%	*	48%	44%	38%	35%
	2024	51%	62%	**56%**	*	39%	67%	-	-	-	60%	31%	*	55%	60%	43%	21%
At Masters Grade Level	2025	24%	27%	**20%**	*	14%	23%	-	-	*	*	9%	*	22%	15%	9%	9%
	2024	23%	26%	**20%**	*	11%	25%	-	-	-	20%	9%	*	17%	26%	13%	0%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2025	69%	76%	**67%**	*	53%	77%	-	-	*	*	33%	*	67%	67%	56%	58%
	2024	69%	70%	**65%**	*	56%	71%	-	-	-	60%	53%	*	64%	67%	57%	42%
At Meets Grade Level or Above	2025	47%	55%	**46%**	*	33%	53%	-	-	*	*	20%	*	47%	44%	30%	33%
	2024	46%	50%	**47%**	*	33%	53%	-	-	-	60%	33%	*	46%	48%	36%	21%
At Masters Grade Level	2025	24%	27%	**22%**	*	13%	28%	-	-	*	*	9%	*	24%	15%	14%	8%
	2024	21%	17%	**15%**	*	11%	15%	-	-	-	20%	6%	*	14%	17%	9%	11%
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	2025	77%	81%	**76%**	*	76%	76%	-	-	-	60%	49%	100%	77%	74%	73%	65%
	2024	79%	81%	**82%**	*	86%	82%	-	*	-	*	38%	*	83%	81%	75%	89%
At Meets Grade Level or Above	2025	58%	67%	**61%**	*	48%	68%	-	-	-	60%	31%	83%	63%	58%	52%	25%
	2024	55%	56%	**53%**	*	52%	54%	-	*	-	*	12%	*	53%	55%	41%	44%
At Masters Grade Level	2025	30%	32%	**27%**	*	13%	34%	-	-	-	20%	11%	33%	27%	28%	19%	5%
	2024	29%	30%	**24%**	*	17%	25%	-	*	-	*	0%	*	28%	16%	18%	17%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2025	74%	78%	**78%**	*	70%	82%	-	-	-	80%	54%	100%	78%	77%	67%	50%
	2024	77%	77%	**78%**	*	76%	77%	-	*	-	*	46%	*	79%	77%	74%	78%
At Meets Grade Level or Above	2025	47%	49%	**49%**	*	41%	51%	-	-	-	60%	34%	50%	48%	51%	37%	30%
	2024	50%	46%	**42%**	*	31%	46%	-	*	-	*	12%	*	48%	29%	30%	33%
At Masters Grade Level	2025	22%	17%	**22%**	*	15%	24%	-	-	-	40%	9%	33%	22%	23%	17%	10%
	2024	19%	16%	**14%**	*	7%	14%	-	*	-	*	4%	*	16%	10%	10%	6%
Grade 5 Science																	
At Approaches Grade Level or Above	2025	65%	79%	**74%**	*	63%	78%	-	-	-	100%	51%	100%	78%	65%	62%	50%
	2024	58%	65%	**64%**	*	55%	67%	-	*	-	*	27%	*	67%	58%	56%	56%
At Meets Grade Level or Above	2025	31%	33%	**33%**	*	11%	43%	-	-	-	60%	20%	33%	30%	40%	21%	5%
	2024	28%	28%	**24%**	*	14%	29%	-	*	-	*	8%	*	28%	13%	20%	17%
At Masters Grade Level	2025	12%	12%	**11%**	*	2%	16%	-	-	-	20%	3%	0%	10%	12%	6%	0%
	2024	11%	10%	**7%**	*	7%	7%	-	*	-	*	0%	*	7%	6%	5%	6%
All Grades All Subjects																	
At Approaches Grade Level or Above	2025	75%	79%	**72%**	75%	63%	78%	-	-	*	74%	46%	100%	73%	70%	64%	56%
	2024	75%	79%	**72%**	68%	63%	76%	-	*	*	74%	44%	92%	71%	73%	65%	62%
At Meets Grade Level or Above	2025	50%	53%	**45%**	67%	33%	53%	-	-	*	46%	25%	58%	45%	44%	34%	27%
	2024	48%	53%	**40%**	53%	29%	45%	-	*	*	39%	17%	63%	40%	40%	30%	22%
At Masters Grade Level	2025	21%	22%	**18%**	42%	11%	22%	-	-	*	21%	8%	15%	19%	18%	13%	8%
	2024	20%	20%	**14%**	26%	9%	15%	-	*	*	19%	4%	29%	14%	15%	9%	6%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2025	76%	82%	**76%**	80%	69%	81%	-	-	*	71%	51%	100%	76%	76%	69%	63%
	2024	76%	83%	**80%**	63%	76%	84%	-	*	*	79%	52%	100%	80%	82%	74%	77%

	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	2025	54%	61%	**51%**	60%	40%	59%	-	-	*	47%	27%	70%	52%	49%	43%	31%
	2024	54%	61%	**49%**	63%	37%	56%	-	*	*	50%	19%	60%	48%	54%	38%	27%
At Masters Grade Level	2025	23%	25%	**21%**	40%	13%	26%	-	-	*	24%	9%	20%	22%	19%	14%	10%
	2024	22%	25%	**19%**	25%	11%	22%	-	*	*	29%	4%	50%	19%	20%	12%	7%
All Grades Mathematics																	
At Approaches Grade Level or Above	2025	72%	77%	**69%**	60%	58%	76%	-	-	*	71%	39%	100%	69%	67%	60%	51%
	2024	72%	74%	**65%**	75%	52%	72%	-	*	*	71%	41%	90%	63%	70%	58%	50%
At Meets Grade Level or Above	2025	45%	49%	**43%**	60%	33%	49%	-	-	*	41%	23%	60%	43%	42%	30%	30%
	2024	43%	45%	**35%**	50%	25%	40%	-	*	*	36%	17%	60%	35%	34%	26%	20%
At Masters Grade Level	2025	20%	20%	**19%**	60%	12%	22%	-	-	*	18%	8%	20%	18%	19%	13%	8%
	2024	17%	15%	**11%**	38%	7%	12%	-	*	*	14%	4%	20%	11%	12%	7%	5%
All Grades Science																	
At Approaches Grade Level or Above	2025	78%	81%	**74%**	*	63%	78%	-	-	-	100%	51%	100%	78%	65%	62%	50%
	2024	75%	77%	**64%**	*	55%	67%	-	*	-	*	27%	*	67%	58%	56%	56%
At Meets Grade Level or Above	2025	47%	44%	**33%**	*	11%	43%	-	-	-	60%	20%	33%	30%	40%	21%	5%
	2024	43%	42%	**24%**	*	14%	29%	-	*	-	*	8%	*	28%	13%	20%	17%
At Masters Grade Level	2025	17%	13%	**11%**	*	2%	16%	-	-	-	20%	3%	0%	10%	12%	6%	0%
	2024	16%	13%	**7%**	*	7%	7%	-	*	-	*	0%	*	7%	6%	5%	6%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2025	39%	37%	**29%**	*	24%	36%	-	-	-	13%	16%	*	32%	21%	24%	26%
	2024	35%	29%	**13%**	*	12%	14%	-	-	*	17%	3%	*	13%	12%	9%	9%
Reading and Mathematics Including EOC	2025	39%	37%	**29%**	*	24%	36%	-	-	-	13%	16%	*	32%	21%	24%	26%
	2024	35%	29%	**13%**	*	12%	14%	-	-	*	17%	3%	*	13%	12%	9%	9%
Reading Including EOC	2025	52%	52%	**43%**	*	39%	50%	-	-	-	25%	29%	*	45%	38%	39%	32%
	2024	48%	49%	**38%**	*	24%	47%	-	-	*	50%	13%	*	38%	41%	29%	17%
Math Including EOC	2025	46%	41%	**33%**	*	23%	43%	-	-	-	13%	16%	*	35%	24%	24%	26%
	2024	42%	35%	**16%**	*	12%	19%	-	-	*	17%	5%	*	16%	12%	13%	9%
4th Graders																	
Reading and Mathematics	2025	40%	47%	**38%**	*	27%	42%	-	-	*	*	16%	*	38%	37%	27%	26%
	2024	38%	44%	**42%**	*	25%	50%	-	-	-	60%	26%	*	41%	43%	29%	11%

	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	2025	40%	47%	**38%**	*	27%	42%	-	-	*	*	16%	*	38%	37%	27%	26%
	2024	38%	44%	**42%**	*	25%	50%	-	-	-	60%	26%	*	41%	43%	29%	11%
Reading Including EOC	2025	54%	55%	**47%**	*	32%	56%	-	-	*	*	23%	*	48%	44%	38%	35%
	2024	51%	62%	**56%**	*	39%	67%	-	-	-	60%	31%	*	55%	60%	43%	21%
Math Including EOC	2025	47%	55%	**46%**	*	33%	53%	-	-	*	*	20%	*	47%	44%	30%	33%
	2024	46%	50%	**47%**	*	33%	53%	-	-	-	60%	33%	*	46%	48%	36%	21%
5th Graders																	
Reading and Mathematics	2025	42%	43%	**40%**	*	30%	45%	-	-	-	40%	20%	33%	38%	44%	29%	15%
	2024	42%	40%	**36%**	*	28%	37%	-	*	-	*	8%	*	40%	26%	23%	22%
Reading and Mathematics Including EOC	2025	42%	43%	**40%**	*	30%	45%	-	-	-	40%	20%	33%	38%	44%	29%	15%
	2024	42%	40%	**36%**	*	28%	37%	-	*	-	*	8%	*	40%	26%	23%	22%
Reading Including EOC	2025	58%	67%	**61%**	*	48%	68%	-	-	-	60%	31%	83%	63%	58%	52%	25%
	2024	55%	56%	**53%**	*	52%	54%	-	*	-	*	12%	*	53%	55%	41%	44%
Math Including EOC	2025	48%	49%	**49%**	*	41%	51%	-	-	-	60%	34%	50%	48%	51%	37%	30%
	2024	51%	46%	**42%**	*	31%	46%	-	*	-	*	12%	*	48%	29%	30%	33%
3rd - 8th Graders																	
Reading and Mathematics	2025	38%	42%	**36%**	60%	27%	41%	-	-	*	35%	17%	40%	36%	36%	27%	23%
	2024	36%	37%	**30%**	50%	21%	34%	-	*	*	36%	12%	50%	30%	31%	20%	13%
Reading and Mathematics Including EOC	2025	40%	44%	**36%**	60%	27%	41%	-	-	*	35%	17%	40%	36%	36%	27%	23%
	2024	38%	39%	**30%**	50%	21%	34%	-	*	*	36%	12%	50%	30%	31%	20%	13%
Reading Including EOC	2025	55%	61%	**51%**	60%	40%	59%	-	-	*	47%	27%	70%	52%	49%	43%	31%
	2024	54%	58%	**49%**	63%	37%	56%	-	*	*	50%	19%	60%	48%	54%	38%	27%
Math Including EOC	2025	46%	49%	**43%**	60%	33%	49%	-	-	*	41%	23%	60%	43%	42%	30%	30%
	2024	45%	45%	**35%**	50%	25%	40%	-	*	*	36%	17%	60%	35%	34%	26%	20%

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

Texas Education Agency
2024-25 STAAR Progress (TAPR)
CLEAR CREEK EL (061908101) - SANGER ISD - DENTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	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%	68%	**65%**	*	56%	68%	-	-	*	*	44%	*	63%	74%	58%	57%	80%
	2024	67%	75%	**76%**	*	76%	78%	-	-	-	70%	66%	*	76%	76%	68%	71%	---
Grade 4 Mathematics	2025	65%	74%	**72%**	*	64%	75%	-	-	*	*	52%	*	70%	76%	60%	67%	100%
	2024	60%	62%	**68%**	*	67%	69%	-	-	-	60%	53%	*	70%	63%	63%	61%	---
Grade 5 ELA/Reading	2025	69%	73%	**68%**	*	57%	74%	-	-	-	70%	47%	75%	69%	65%	63%	43%	100%
	2024	70%	69%	**69%**	*	76%	66%	-	*	-	*	42%	*	66%	77%	60%	67%	---
Grade 5 Mathematics	2025	67%	69%	**75%**	*	77%	71%	-	-	-	100%	71%	83%	70%	84%	72%	75%	100%
	2024	65%	59%	**63%**	*	66%	57%	-	*	-	*	58%	*	63%	61%	52%	61%	---
All Grades Both Subjects	2025	65%	70%	**70%**	100%	63%	72%	-	-	*	92%	53%	81%	68%	75%	63%	60%	94%
	2024	64%	64%	**69%**	70%	71%	68%	-	*	-	72%	55%	72%	69%	69%	61%	65%	---
All Grades ELA/Reading	2025	67%	70%	**67%**	*	56%	71%	-	-	*	83%	45%	72%	66%	69%	61%	50%	89%
	2024	67%	68%	**73%**	60%	76%	72%	-	*	-	69%	56%	81%	72%	77%	64%	69%	---
All Grades Mathematics	2025	64%	70%	**73%**	*	71%	72%	-	-	*	100%	60%	89%	70%	81%	65%	70%	100%
	2024	60%	61%	**65%**	80%	66%	63%	-	*	-	75%	55%	63%	67%	62%	58%	61%	---
School Progress - Accelerated Learning by Grade and Subject																		
Grade 4 ELA/Reading	2025	40%	29%	**29%**	-	22%	36%	-	-	*	*	17%	-	23%	44%	27%	22%	-
	2024	38%	53%	**52%**	*	63%	33%	-	-	-	*	50%	-	48%	60%	42%	67%	---
Grade 4 Mathematics	2025	27%	36%	**34%**	-	33%	38%	-	-	*	*	13%	*	33%	36%	33%	33%	-
	2024	26%	36%	**41%**	-	41%	40%	-	-	-	-	25%	*	43%	36%	38%	36%	---
Grade 5 ELA/Reading	2025	25%	19%	**15%**	-	30%	0%	-	-	-	*	0%	-	8%	25%	18%	0%	-
	2024	35%	32%	**26%**	-	20%	25%	-	-	-	*	7%	-	11%	40%	29%	*	---
Grade 5 Mathematics	2025	35%	35%	**40%**	-	40%	39%	-	-	-	*	22%	-	38%	43%	36%	31%	-
	2024	41%	27%	**34%**	-	22%	33%	-	-	-	*	18%	-	33%	38%	33%	33%	---
All Grades Both Subjects	2025	33%	38%	**32%**	-	32%	32%	-	-	*	20%	14%	*	29%	38%	31%	26%	-
	2024	32%	36%	**40%**	*	44%	34%	-	-	-	80%	25%	*	39%	43%	36%	42%	---
All Grades ELA/Reading	2025	31%	30%	**24%**	-	25%	20%	-	-	*	*	11%	-	18%	35%	24%	14%	-
	2024	30%	33%	**42%**	*	54%	29%	-	-	-	*	30%	-	38%	50%	36%	55%	---
All Grades Mathematics	2025	35%	43%	**37%**	-	36%	38%	-	-	*	*	16%	*	35%	40%	34%	32%	-
	2024	35%	38%	**38%**	-	37%	37%	-	-	-	*	21%	*	39%	36%	36%	35%	---

* 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	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	2025	75%	79%	**72%**	56%	-	-	-	-	56%	-	-	-	-	-	76%	56%	-
	2024	75%	79%	**72%**	59%	-	-	-	-	59%	58%	58%	-	-	-	74%	59%	100%
At Meets Grade Level or Above	2025	50%	53%	**45%**	27%	-	-	-	-	27%	-	-	-	-	-	49%	27%	-
	2024	48%	53%	**40%**	19%	-	-	-	-	19%	19%	19%	-	-	-	43%	18%	67%
At Masters Grade Level	2025	21%	22%	**18%**	8%	-	-	-	-	8%	-	-	-	-	-	21%	8%	-
	2024	20%	20%	**14%**	3%	-	-	-	-	3%	3%	3%	-	-	-	16%	3%	33%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2025	76%	82%	**76%**	63%	-	-	-	-	63%	-	-	-	-	-	79%	63%	-
	2024	76%	83%	**80%**	75%	-	-	-	-	75%	75%	75%	-	-	-	81%	75%	*
At Meets Grade Level or Above	2025	54%	61%	**51%**	31%	-	-	-	-	31%	-	-	-	-	-	56%	31%	-
	2024	54%	61%	**49%**	25%	-	-	-	-	25%	25%	25%	-	-	-	54%	25%	*
At Masters Grade Level	2025	23%	25%	**21%**	10%	-	-	-	-	10%	-	-	-	-	-	24%	10%	-
	2024	22%	25%	**19%**	4%	-	-	-	-	4%	4%	4%	-	-	-	22%	4%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2025	72%	77%	**69%**	51%	-	-	-	-	51%	-	-	-	-	-	73%	51%	-
	2024	72%	74%	**65%**	47%	-	-	-	-	47%	45%	45%	-	-	-	68%	46%	*
At Meets Grade Level or Above	2025	45%	49%	**43%**	30%	-	-	-	-	30%	-	-	-	-	-	46%	30%	-
	2024	43%	45%	**35%**	16%	-	-	-	-	16%	16%	16%	-	-	-	38%	16%	*

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2025	20%	20%	**19%**	8%	-	-	-	-	8%	-	-	-	-	-	21%	8%	-
	2024	17%	15%	**11%**	4%	-	-	-	-	4%	4%	4%	-	-	-	12%	4%	*
All Grades Science																		
At Approaches Grade Level or Above	2025	78%	81%	**74%**	50%	-	-	-	-	50%	-	-	-	-	-	78%	50%	-
	2024	75%	77%	**64%**	43%	-	-	-	-	43%	38%	38%	-	-	-	66%	43%	*
At Meets Grade Level or Above	2025	47%	44%	**33%**	5%	-	-	-	-	5%	-	-	-	-	-	39%	5%	-
	2024	43%	42%	**24%**	0%	-	-	-	-	0%	0%	0%	-	-	-	25%	0%	*
At Masters Grade Level	2025	17%	13%	**11%**	0%	-	-	-	-	0%	-	-	-	-	-	13%	0%	-
	2024	16%	13%	**7%**	0%	-	-	-	-	0%	0%	0%	-	-	-	7%	0%	*
School Progress - Annual Growth																		
All Grades Both Subjects	2025	65%	70%	**70%**	60%	-	-	-	-	60%	-	-	-	-	-	72%	60%	-
	2024	64%	64%	**69%**	64%	-	-	-	-	64%	65%	65%	-	-	-	70%	64%	69%
All Grades ELA/Reading	2025	67%	70%	**67%**	50%	-	-	-	-	50%	-	-	-	-	-	70%	50%	-
	2024	67%	68%	**73%**	70%	-	-	-	-	70%	72%	72%	-	-	-	74%	70%	*
All Grades Mathematics	2025	64%	70%	**73%**	70%	-	-	-	-	70%	-	-	-	-	-	74%	70%	-
	2024	60%	61%	**65%**	59%	-	-	-	-	59%	58%	58%	-	-	-	66%	59%	*
School Progress - Accelerated Learning																		
All Grades Both Subjects	2025	33%	38%	**32%**	26%	-	-	-	-	26%	-	-	-	-	-	34%	26%	-
	2024	32%	36%	**40%**	42%	-	-	-	-	42%	42%	42%	-	-	-	39%	42%	-
All Grades ELA/Reading	2025	31%	30%	**24%**	14%	-	-	-	-	14%	-	-	-	-	-	27%	14%	-
	2024	30%	33%	**42%**	55%	-	-	-	-	55%	55%	55%	-	-	-	39%	55%	-
All Grades Mathematics	2025	35%	43%	**37%**	32%	-	-	-	-	32%	-	-	-	-	-	38%	32%	-
	2024	35%	38%	**38%**	35%	-	-	-	-	35%	35%	35%	-	-	-	40%	35%	-

* 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)
2025 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	*	-	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	**92%**	60%	91%	95%	*	-	*	87%	94%	93%	97%	81%	90%	87%
Not Included in Accountability: Mobile	4%	4%	**7%**	40%	7%	5%	*	-	*	13%	6%	7%	2%	17%	8%	9%
Not Included in Accountability: Other Exclusions	2%	1%	**1%**	0%	2%	0%	*	-	*	0%	0%	0%	0%	2%	1%	4%
Not Tested	1%	0%	**0%**	0%	0%	0%	*	-	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	*	-	*	0%	0%	0%	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%	99%	100%	*	-	*	100%	100%	100%	100%	99%	99%	100%
Included in Accountability	91%	94%	**92%**	63%	90%	95%	*	-	*	89%	93%	91%	97%	80%	90%	86%
Not Included in Accountability: Mobile	4%	4%	**7%**	38%	7%	5%	*	-	*	11%	6%	9%	3%	17%	8%	10%
Not Included in Accountability: Other Exclusions	4%	2%	**1%**	0%	2%	0%	*	-	*	0%	1%	0%	0%	2%	1%	4%
Not Tested	1%	0%	**0%**	0%	1%	0%	*	-	*	0%	0%	0%	0%	1%	1%	0%
Absent	1%	0%	**0%**	0%	1%	0%	*	-	*	0%	0%	0%	0%	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	-	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	*	-	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	95%	**92%**	63%	92%	95%	*	-	*	89%	94%	91%	97%	81%	91%	88%
Not Included in Accountability: Mobile	4%	4%	**7%**	38%	7%	5%	*	-	*	11%	6%	9%	3%	17%	8%	10%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	1%	0%	*	-	*	0%	0%	0%	0%	2%	1%	3%
Not Tested	1%	0%	**0%**	0%	0%	0%	*	-	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	*	-	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	-	*	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**100%**	*	100%	100%	*	-	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	95%	**93%**	*	94%	97%	*	-	-	71%	97%	100%	99%	83%	90%	91%
Not Included in Accountability: Mobile	4%	4%	**6%**	*	4%	3%	*	-	-	29%	3%	0%	1%	15%	9%	5%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	*	2%	0%	*	-	-	0%	0%	0%	0%	2%	2%	5%
Not Tested	1%	1%	**0%**	*	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
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%
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	*	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	95%	**96%**	100%	91%	99%	-	*	*	100%	97%	100%	98%	92%	96%	87%
Not Included in Accountability: Mobile	4%	5%	**4%**	0%	8%	1%	-	*	*	0%	3%	0%	2%	8%	4%	13%
Not Included in Accountability: Other Exclusions	2%	1%	**0%**	0%	0%	0%	-	*	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	*	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	*	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	*	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**99%**	100%	99%	100%	-	*	*	100%	99%	100%	99%	100%	99%	100%
Included in Accountability	91%	95%	**96%**	100%	91%	98%	-	*	*	100%	96%	100%	97%	92%	95%	88%
Not Included in Accountability: Mobile	4%	4%	**4%**	0%	8%	1%	-	*	*	0%	3%	0%	2%	8%	4%	12%
Not Included in Accountability: Other Exclusions	4%	1%	**0%**	0%	0%	0%	-	*	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	**1%**	0%	1%	0%	-	*	*	0%	1%	0%	1%	0%	1%	0%
Absent	1%	0%	**0%**	0%	1%	0%	-	*	*	0%	0%	0%	0%	0%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	*	0%	1%	0%	0%	0%	1%	0%
Mathematics																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	*	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	95%	**96%**	100%	92%	99%	-	*	*	100%	97%	100%	98%	92%	96%	88%
Not Included in Accountability: Mobile	5%	5%	**4%**	0%	8%	1%	-	*	*	0%	3%	0%	2%	8%	4%	12%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	*	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	*	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	*	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	*	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	100%	**100%**	*	100%	100%	-	*	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	93%	94%	**96%**	*	88%	100%	-	*	-	*	96%	*	99%	91%	97%	82%
Not Included in Accountability: Mobile	4%	5%	**4%**	*	12%	0%	-	*	-	*	4%	*	1%	9%	3%	18%

	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%	1%	**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													
2023-24	93.6%	94.9%	**95.0%**	96.3%	95.0%	94.9%	*	*	*	96.2%	94.8%	94.7%	96.0%
2022-23	93.3%	94.8%	**95.4%**	96.1%	96.0%	95.2%	*	-	*	94.3%	95.3%	95.2%	96.4%
Chronic Absenteeism													
2023-24	19.0%	13.3%	**10.7%**	0.0%	10.8%	11.4%	*	*	*	7.7%	11.4%	13.2%	7.8%
2022-23	20.3%	11.8%	**6.4%**	0.0%	5.5%	6.6%	*	-	-	13.3%	6.1%	7.9%	8.2%
Annual Dropout Rate (Gr 7-8)													
2023-24	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2022-23	0.8%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2023-24	1.9%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2022-23	2.0%	0.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2024													
Graduated	90.7%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	2.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	91.1%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023													
Graduated	90.3%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	98.4%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	92.1%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.5%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	97.4%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.5%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022													
Graduated	91.8%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.2%	97.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	92.2%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.2%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	92.7%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2024	90.7%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	90.3%	95.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2024	44.9%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2024	11.0%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	4.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
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 2024	78.5%	88.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	84.3%	89.5%	-	-	-	-	-	-	-	-	-	-	-
Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	0.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	89.5%	89.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	88.6%	89.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2023-24	24.6%	-	-	-	-	-	-	-	-	-	-	-	-
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2023-24	11.0%	2.1%	-	-	-	-	-	-	-	-	-	-	-
2022-23	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2023-24	76.9%	83.2%	-	-	-	-	-	-	-	-	-	-	-
2022-23	82.5%	85.8%	-	-	-	-	-	-	-	-	-	-	-
Texas First-DLA Graduates (Annual Rate)													
2023-24	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2022-23	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2023-24	87.8%	85.3%	-	-	-	-	-	-	-	-	-	-	-
2022-23	86.8%	85.8%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2023-24 Annual Graduates)				
Total Graduates	-	-	190	382,023
By Ethnicity:				
African American	-	-	4	48,064
Hispanic	-	-	64	200,942
White	-	-	113	101,714
American Indian	-	-	2	1,231
Asian	-	-	1	19,746
Pacific Islander	-	-	0	606
Two or More Races	-	-	6	9,720
By Graduation Type:				
Minimum H.S. Program	-	-	0	309
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	101
Foundation H.S. Program (No Endorsement)	-	-	28	46,183
Foundation H.S. Program (Endorsement)	-	-	4	42,042
Foundation H.S. Program (DLA)	-	-	158	293,032
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	0	356
Special Education Graduates	-	-	21	35,935
Economically Disadvantaged Graduates	-	-	75	211,984
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	8	56,967
At-Risk Graduates	-	-	74	173,035
CTE Completers	-	-	96	127,800

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	**597**	**100.0%**	**2,874**	**5,530,499**	**598**	**100.0%**	**2,880**	**5,544,255**
Students by Grade								
Grade 1	101	16.9%	6.9%	6.8%	102	17.1%	6.9%	6.8%
Grade 2	133	22.3%	7.6%	7.0%	133	22.2%	7.6%	7.0%
Grade 3	111	18.6%	7.9%	7.3%	111	18.6%	7.8%	7.3%
Grade 4	118	19.8%	7.2%	7.3%	118	19.7%	7.2%	7.3%
Grade 5	134	22.4%	8.7%	7.3%	134	22.4%	8.7%	7.3%
Ethnic Distribution								
African American	10	1.7%	3.0%	12.8%	10	1.7%	3.0%	12.8%
Hispanic	224	37.5%	35.8%	53.5%	225	37.6%	35.7%	53.5%
White	329	55.1%	55.8%	24.4%	329	55.0%	55.9%	24.4%
American Indian	2	0.3%	0.3%	0.3%	2	0.3%	0.3%	0.3%
Asian	0	0.0%	0.4%	5.6%	0	0.0%	0.4%	5.6%
Pacific Islander	1	0.2%	0.2%	0.2%	1	0.2%	0.2%	0.2%
Two or More Races	31	5.2%	4.6%	3.3%	31	5.2%	4.6%	3.3%
Sex								
Female	269	45.1%	47.9%	48.9%	269	45.0%	47.8%	48.8%
Male	328	54.9%	52.1%	51.1%	329	55.0%	52.2%	51.2%
Other Student Cohorts								
Economically Disadvantaged	291	48.7%	43.9%	60.5%	291	48.7%	43.8%	60.4%
Non-Educationally Disadvantaged	306	51.3%	56.1%	39.5%	307	51.3%	56.2%	39.6%
Section 504 Students	18	3.0%	8.3%	6.8%	18	3.0%	8.3%	6.8%
EB Students/EL	109	18.3%	14.5%	24.3%	109	18.2%	14.5%	24.3%
Students w/ Disciplinary Placements (2023-24)	0	0.0%	2.0%	2.1%				
Students w/ Dyslexia	69	11.6%	11.1%	6.4%	69	11.5%	11.1%	6.4%
Foster Care	2	0.3%	0.3%	0.2%	2	0.3%	0.3%	0.2%
Homeless	10	1.7%	1.3%	1.4%	10	1.7%	1.3%	1.4%
Immigrant	10	1.7%	1.3%	3.5%	10	1.7%	1.3%	3.5%
Migrant	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Title I	597	100.0%	100.0%	66.6%	598	100.0%	100.0%	66.5%
Military Connected	28	4.7%	6.4%	4.1%	28	4.7%	6.4%	4.1%
At-Risk	262	43.9%	39.0%	53.5%	262	43.8%	38.9%	53.5%
Students by Instructional Program								
Bilingual/ESL Education	109	18.3%	14.5%	24.3%	109	18.2%	14.5%	24.3%
Career and Technical Education	0	0.0%	31.2%	27.7%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	89.0%	74.0%	-	-	-	-
Gifted and Talented Education	26	4.4%	5.5%	8.7%	26	4.3%	5.5%	8.7%

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Special Education	165	27.6%	20.7%	15.3%	166	27.8%	20.8%	15.5%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	**165**							
Students with Intellectual Disabilities	85	51.5%	51.3%	48.3%				
Students with Physical Disabilities	43	26.1%	22.1%	17.0%				
Students with Autism	19	11.5%	10.9%	16.8%				
Students with Behavioral Disabilities	18	10.9%	14.6%	16.3%				
Students with Non-Categorical Early Childhood	0	0.0%	1.0%	1.6%				
Mobility (2023-24)								
Total Mobile Students	**32**	**8.5%**	**11.8%**	**16.4%**				
African American	0	0.0%	0.4%	3.3%				
Hispanic	15	4.0%	4.3%	8.9%				
White	16	4.3%	6.3%	2.9%				
American Indian	1	0.3%	0.1%	0.1%				
Asian	0	0.0%	0.0%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.7%	0.6%				
Special Ed Students who are Mobile	8	7.0%	11.5%	17.3%				
Count and Percent of EB Students/EL who are Mobile	8	12.5%	10.9%	17.9%				
Count and Percent of Econ Dis Students who are Mobile	21	10.0%	14.0%	19.0%				
Student Attrition (2023-24)								
Total Student Attrition	**28**	**11.3%**	**12.9%**	**18.0%**				

	Non-Special Education Rates			Special Education Rates		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade						
Grade 3	0.0%	0.0%	0.6%	2.3%	1.4%	0.6%
Grade 4	0.0%	0.0%	0.4%	0.0%	0.0%	0.4%
Grade 5	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%

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

Class Size Information	Campus	District	State
Elementary			
Grade 1	22.6	22.0	19.2
Grade 2	23.3	23.5	19.4
Grade 3	21.6	22.5	20.1
Grade 4	21.5	22.2	20.0
Grade 5	24.7	24.3	21.3

	Campus			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	**54.6**	**100.0%**	**100.0%**	**100.0%**
Professional Staff	46.5	85.2%	64.0%	63.8%
Teachers	32.8	60.0%	43.7%	48.3%
Professional Support	11.7	21.5%	13.9%	10.8%
Campus Administration (School Leadership)	2.0	3.7%	3.9%	3.4%
Educational Aides	8.1	14.8%	14.2%	10.7%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	1.0	4,125.0
Part-time Librarians	0.0	n/a	0.0	583.0
Full-time Counselors	2.0	n/a	10.0	13,704.0
Part-time Counselors	0.0	n/a	1.0	1,298.0
Total Minority Staff	**7.7**	**14.1%**	**15.0%**	**55.3%**
Teachers by Ethnicity				
African American	0.0	0.0%	0.9%	12.8%
Hispanic	5.3	16.3%	7.1%	31.0%
White	27.4	83.7%	89.6%	52.2%
American Indian	0.0	0.0%	0.9%	0.3%
Asian	0.0	0.0%	1.0%	2.2%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.5%	1.3%
Teachers by Sex				
Males	4.7	14.3%	26.5%	24.6%
Females	28.1	85.7%	73.5%	75.4%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	1.0%	2.4%
Bachelors	29.8	90.9%	77.9%	71.4%
Masters	3.0	9.1%	20.6%	25.4%
Doctorate	0.0	0.0%	0.5%	0.8%
Teachers by Years of Experience				
Beginning Teachers	0.0	0.0%	1.0%	7.3%
1-5 Years Experience	11.7	35.6%	28.7%	28.3%
6-10 Years Experience	3.3	10.0%	18.3%	19.7%
11-20 Years Experience	10.9	33.3%	26.1%	27.6%
21-30 Years Experience	6.9	21.1%	22.5%	14.1%
Over 30 Years Experience	0.0	0.0%	3.4%	3.0%
Number of Students per Teacher	18.2	n/a	16.1	15.0

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	11.0	8.4	6.0
Average Years Experience of Principals with District	11.0	6.6	5.1
Average Years Experience of Assistant Principals	9.0	6.1	5.1
Average Years Experience of Assistant Principals with District	9.0	5.5	4.3
Average Years Experience of Teachers	11.4	13.0	11.2
Average Years Experience of Teachers with District	4.9	5.3	7.0
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	-	$58,994	$55,689
1-5 Years Experience	$57,936	$58,026	$59,266
6-10 Years Experience	$62,748	$64,008	$62,607
11-20 Years Experience	$70,312	$70,455	$66,353
21-30 Years Experience	$77,498	$80,548	$70,976
Over 30 Years Experience	-	$91,255	$75,042
Average Actual Salaries (regular duties only)			
Teachers	$66,664	$68,574	$63,751
Professional Support	$71,187	$74,489	$75,909
Campus Administration (School Leadership)	$88,108	$91,925	$88,786
Instructional Staff Percent	n/a	75.0%	64.8%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,637.7

	Campus			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served)				
Bilingual/ESL Education	0.0	0.0%	0.1%	6.3%
Career and Technical Education	0.0	0.0%	8.5%	5.5%
Compensatory Education	1.8	5.6%	2.5%	2.6%
Gifted and Talented Education	0.0	0.0%	0.0%	1.6%
Regular Education	25.9	79.0%	67.8%	69.0%
Special Education	5.0	15.4%	18.4%	11.4%
Other	0.0	0.0%	2.9%	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.)

2024-25 Texas Academic Performance Report (TAPR)

District Name: SANGER ISD

Campus Name: SANGER SIXTH GRADE CAMPUS

Campus Number: 061908105

2025 Campus Accountability Score: B

Distinction Designations:

- **Academic Achievement in Mathematics**
- **Top 25 Percent: Comparative Academic Growth**
- **Postsecondary Readiness**

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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	2025	77%	79%	**79%**	57%	77%	80%	-	*	-	83%	41%	*	81%	74%	71%	63%
	2024	77%	88%	**88%**	86%	87%	90%	*	*	-	77%	60%	90%	89%	84%	83%	83%
At Meets Grade Level or Above	2025	56%	61%	**61%**	29%	55%	65%	-	*	-	67%	13%	*	59%	66%	56%	44%
	2024	57%	63%	**63%**	14%	56%	71%	*	*	-	69%	30%	50%	62%	65%	55%	47%
At Masters Grade Level	2025	29%	27%	**27%**	29%	11%	33%	-	*	-	17%	6%	*	28%	24%	19%	0%
	2024	26%	30%	**30%**	0%	20%	37%	*	*	-	31%	10%	0%	29%	32%	26%	10%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2025	74%	81%	**81%**	71%	71%	85%	-	*	-	83%	54%	*	83%	76%	76%	67%
	2024	72%	75%	**75%**	43%	72%	79%	*	*	-	77%	40%	90%	79%	68%	65%	73%
At Meets Grade Level or Above	2025	40%	44%	**44%**	43%	34%	48%	-	*	-	50%	19%	*	45%	42%	36%	30%
	2024	39%	46%	**46%**	14%	44%	49%	*	*	-	54%	20%	60%	48%	43%	41%	40%
At Masters Grade Level	2025	16%	14%	**14%**	14%	7%	17%	-	*	-	0%	0%	*	15%	11%	10%	0%
	2024	14%	15%	**15%**	0%	13%	16%	*	*	-	23%	3%	10%	14%	16%	13%	10%
All Grades All Subjects																	
At Approaches Grade Level or Above	2025	75%	79%	**80%**	64%	74%	83%	-	*	-	83%	47%	100%	82%	75%	73%	65%
	2024	75%	79%	**81%**	64%	80%	85%	*	*	-	77%	50%	90%	84%	76%	74%	78%
At Meets Grade Level or Above	2025	50%	53%	**53%**	36%	45%	56%	-	*	-	58%	16%	88%	52%	54%	46%	37%
	2024	48%	53%	**55%**	14%	50%	60%	*	*	-	62%	25%	55%	55%	54%	48%	43%
At Masters Grade Level	2025	21%	22%	**20%**	21%	9%	25%	-	*	-	8%	3%	50%	21%	18%	14%	0%
	2024	20%	20%	**22%**	0%	16%	26%	*	*	-	27%	6%	5%	21%	24%	19%	10%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2025	76%	82%	**79%**	57%	77%	80%	-	*	-	83%	41%	*	81%	74%	71%	63%
	2024	76%	83%	**88%**	86%	87%	90%	*	*	-	77%	60%	90%	89%	84%	83%	83%
At Meets Grade Level or Above	2025	54%	61%	**61%**	29%	55%	65%	-	*	-	67%	13%	*	59%	66%	56%	44%
	2024	54%	61%	**63%**	14%	56%	71%	*	*	-	69%	30%	50%	62%	65%	55%	47%
At Masters Grade Level	2025	23%	25%	**27%**	29%	11%	33%	-	*	-	17%	6%	*	28%	24%	19%	0%
	2024	22%	25%	**30%**	0%	20%	37%	*	*	-	31%	10%	0%	29%	32%	26%	10%
All Grades Mathematics																	

	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	2025	72%	77%	**81%**	71%	71%	85%	-	*	-	83%	54%	*	83%	76%	76%	67%
	2024	72%	74%	**75%**	43%	72%	79%	*	*	-	77%	40%	90%	79%	68%	65%	73%
At Meets Grade Level or Above	2025	45%	49%	**44%**	43%	34%	48%	-	*	-	50%	19%	*	45%	42%	36%	30%
	2024	43%	45%	**46%**	14%	44%	49%	*	*	-	54%	20%	60%	48%	43%	41%	40%
At Masters Grade Level	2025	20%	20%	**14%**	14%	7%	17%	-	*	-	0%	0%	*	15%	11%	10%	0%
	2024	17%	15%	**15%**	0%	13%	16%	*	*	-	23%	3%	10%	14%	16%	13%	10%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
6th Graders																	
Reading and Mathematics	2025	37%	40%	**40%**	29%	29%	45%	-	*	-	33%	13%	*	39%	40%	33%	26%
	2024	36%	43%	**43%**	14%	41%	45%	*	*	-	54%	15%	40%	45%	40%	38%	37%
Reading and Mathematics Including EOC	2025	37%	40%	**40%**	29%	29%	45%	-	*	-	33%	13%	*	39%	40%	33%	26%
	2024	36%	43%	**43%**	14%	41%	45%	*	*	-	54%	15%	40%	45%	40%	38%	37%
Reading Including EOC	2025	56%	61%	**61%**	29%	55%	65%	-	*	-	67%	13%	*	59%	66%	56%	44%
	2024	57%	63%	**63%**	14%	56%	71%	*	*	-	69%	30%	50%	62%	65%	55%	47%
Math Including EOC	2025	41%	44%	**44%**	43%	34%	48%	-	*	-	50%	19%	*	45%	42%	36%	30%
	2024	40%	46%	**46%**	14%	44%	49%	*	*	-	54%	20%	60%	48%	43%	41%	40%
3rd - 8th Graders																	
Reading and Mathematics	2025	38%	42%	**40%**	29%	29%	45%	-	*	-	33%	13%	*	39%	40%	33%	26%
	2024	36%	37%	**43%**	14%	41%	45%	*	*	-	54%	15%	40%	45%	40%	38%	37%
Reading and Mathematics Including EOC	2025	40%	44%	**40%**	29%	29%	45%	-	*	-	33%	13%	*	39%	40%	33%	26%
	2024	38%	39%	**43%**	14%	41%	45%	*	*	-	54%	15%	40%	45%	40%	38%	37%
Reading Including EOC	2025	55%	61%	**61%**	29%	55%	65%	-	*	-	67%	13%	*	59%	66%	56%	44%
	2024	54%	58%	**63%**	14%	56%	71%	*	*	-	69%	30%	50%	62%	65%	55%	47%
Math Including EOC	2025	46%	49%	**44%**	43%	34%	48%	-	*	-	50%	19%	*	45%	42%	36%	30%
	2024	45%	45%	**46%**	14%	44%	49%	*	*	-	54%	20%	60%	48%	43%	41%	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	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 6 ELA/Reading	2025	64%	66%	**66%**	43%	63%	68%	-	*	-	50%	38%	*	66%	64%	60%	56%	100%
	2024	61%	68%	**68%**	57%	68%	69%	*	*	-	67%	59%	40%	66%	72%	65%	55%	---
Grade 6 Mathematics	2025	56%	68%	**68%**	86%	63%	69%	-	*	-	70%	61%	*	71%	61%	66%	65%	83%
	2024	48%	53%	**53%**	36%	51%	54%	*	*	-	64%	39%	65%	53%	52%	54%	42%	---
All Grades Both Subjects	2025	65%	70%	**67%**	64%	63%	69%	-	*	-	60%	50%	69%	68%	63%	63%	60%	92%
	2024	64%	64%	**60%**	46%	59%	61%	*	*	-	65%	49%	53%	59%	62%	59%	48%	---
All Grades ELA/Reading	2025	67%	70%	**66%**	43%	63%	68%	-	*	-	50%	38%	*	66%	64%	60%	56%	100%
	2024	67%	68%	**68%**	57%	68%	69%	*	*	-	67%	59%	40%	66%	72%	65%	55%	---
All Grades Mathematics	2025	64%	70%	**68%**	86%	63%	69%	-	*	-	70%	61%	*	71%	61%	66%	65%	83%
	2024	60%	61%	**53%**	36%	51%	54%	*	*	-	64%	39%	65%	53%	52%	54%	42%	---
School Progress - Accelerated Learning by Grade and Subject																		
Grade 6 ELA/Reading	2025	27%	24%	**24%**	*	27%	26%	-	-	-	*	22%	-	24%	23%	17%	25%	-
	2024	24%	41%	**41%**	*	50%	45%	-	*	-	*	33%	*	42%	40%	41%	*	---
Grade 6 Mathematics	2025	33%	46%	**46%**	*	44%	44%	-	-	-	-	32%	-	48%	40%	48%	33%	-
	2024	27%	19%	**19%**	*	0%	29%	-	-	-	*	7%	-	15%	25%	14%	*	---
All Grades Both Subjects	2025	33%	38%	**36%**	33%	37%	36%	-	-	-	*	27%	-	38%	32%	35%	29%	-
	2024	32%	36%	**30%**	*	31%	36%	-	*	-	*	21%	*	28%	33%	29%	*	---
All Grades ELA/Reading	2025	31%	30%	**24%**	*	27%	26%	-	-	-	*	22%	-	24%	23%	17%	25%	-
	2024	30%	33%	**41%**	*	50%	45%	-	*	-	*	33%	*	42%	40%	41%	*	---
All Grades Mathematics	2025	35%	43%	**46%**	*	44%	44%	-	-	-	-	32%	-	48%	40%	48%	33%	-
	2024	35%	38%	**19%**	*	0%	29%	-	-	-	*	7%	-	15%	25%	14%	*	---

* 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	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	2025	75%	79%	**80%**	-	-	-	-	-	-	65%	-	65%	-	-	82%	65%	-
	2024	75%	79%	**81%**	-	-	-	-	-	-	64%	-	64%	-	*	82%	66%	100%
At Meets Grade Level or Above	2025	50%	53%	**53%**	-	-	-	-	-	-	37%	-	37%	-	-	55%	37%	-
	2024	48%	53%	**55%**	-	-	-	-	-	-	25%	-	25%	-	*	57%	24%	77%
At Masters Grade Level	2025	21%	22%	**20%**	-	-	-	-	-	-	0%	-	0%	-	-	23%	0%	-
	2024	20%	20%	**22%**	-	-	-	-	-	-	0%	-	0%	-	*	25%	0%	27%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2025	76%	82%	**79%**	-	-	-	-	-	-	63%	-	63%	-	-	81%	63%	-
	2024	76%	83%	**88%**	-	-	-	-	-	-	72%	-	72%	-	*	88%	74%	100%
At Meets Grade Level or Above	2025	54%	61%	**61%**	-	-	-	-	-	-	44%	-	44%	-	-	64%	44%	-
	2024	54%	61%	**63%**	-	-	-	-	-	-	28%	-	28%	-	*	66%	26%	82%
At Masters Grade Level	2025	23%	25%	**27%**	-	-	-	-	-	-	0%	-	0%	-	-	31%	0%	-
	2024	22%	25%	**30%**	-	-	-	-	-	-	0%	-	0%	-	*	34%	0%	27%
All Grades Mathematics																		
At Approaches Grade Level or Above	2025	72%	77%	**81%**	-	-	-	-	-	-	67%	-	67%	-	-	83%	67%	-
	2024	72%	74%	**75%**	-	-	-	-	-	-	56%	-	56%	-	*	75%	58%	100%
At Meets Grade Level or Above	2025	45%	49%	**44%**	-	-	-	-	-	-	30%	-	30%	-	-	46%	30%	-
	2024	43%	45%	**46%**	-	-	-	-	-	-	22%	-	22%	-	*	48%	21%	73%

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2025	20%	20%	**14%**	-	-	-	-	-	-	0%	-	0%	-	-	16%	0%	-
	2024	17%	15%	**15%**	-	-	-	-	-	-	0%	-	0%	-	*	15%	0%	27%
School Progress - Annual Growth																		
All Grades Both Subjects	2025	65%	70%	**67%**	-	-	-	-	-	-	60%	-	60%	-	-	68%	60%	-
	2024	64%	64%	**60%**	-	-	-	-	-	-	40%	-	40%	-	*	63%	41%	62%
All Grades ELA/Reading	2025	67%	70%	**66%**	-	-	-	-	-	-	56%	-	56%	-	-	67%	56%	-
	2024	67%	68%	**68%**	-	-	-	-	-	-	50%	-	50%	-	*	70%	53%	60%
All Grades Mathematics	2025	64%	70%	**68%**	-	-	-	-	-	-	65%	-	65%	-	-	68%	65%	-
	2024	60%	61%	**53%**	-	-	-	-	-	-	31%	-	31%	-	*	55%	29%	64%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2025	33%	38%	**36%**	-	-	-	-	-	-	29%	-	29%	-	-	37%	29%	-
	2024	32%	36%	**30%**	-	-	-	-	-	-	*	-	*	-	-	33%	*	-
All Grades ELA/Reading	2025	31%	30%	**24%**	-	-	-	-	-	-	25%	-	25%	-	-	23%	25%	-
	2024	30%	33%	**41%**	-	-	-	-	-	-	*	-	*	-	-	45%	*	-
All Grades Mathematics	2025	35%	43%	**46%**	-	-	-	-	-	-	33%	-	33%	-	-	49%	33%	-
	2024	35%	38%	**19%**	-	-	-	-	-	-	*	-	*	-	-	21%	*	-

* 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)
2025 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	**98%**	88%	93%	100%	-	*	-	100%	98%	100%	99%	95%	97%	90%
Not Included in Accountability: Mobile	4%	4%	**2%**	13%	5%	0%	-	*	-	0%	2%	0%	1%	3%	2%	7%
Not Included in Accountability: Other Exclusions	2%	1%	**0%**	0%	2%	0%	-	*	-	0%	0%	0%	0%	2%	1%	3%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	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%	94%	**98%**	88%	93%	100%	-	*	-	100%	98%	*	99%	95%	97%	90%
Not Included in Accountability: Mobile	4%	4%	**2%**	13%	5%	0%	-	*	-	0%	2%	*	1%	3%	2%	7%
Not Included in Accountability: Other Exclusions	4%	2%	**0%**	0%	2%	0%	-	*	-	0%	0%	*	0%	2%	1%	3%
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%	100%	**100%**	100%	100%	100%	-	*	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	94%	95%	**98%**	88%	93%	100%	-	*	-	100%	98%	*	99%	95%	97%	90%
Not Included in Accountability: Mobile	4%	4%	**2%**	13%	5%	0%	-	*	-	0%	2%	*	1%	3%	2%	7%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	2%	0%	-	*	-	0%	0%	*	0%	2%	1%	3%
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%
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	95%	**95%**	100%	97%	94%	*	*	-	93%	93%	100%	98%	89%	95%	100%
Not Included in Accountability: Mobile	4%	5%	**5%**	0%	3%	6%	*	*	-	7%	7%	0%	2%	11%	5%	0%
Not Included in Accountability: Other Exclusions	2%	1%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Tested	1%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	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%	100%
Included in Accountability	91%	95%	**95%**	100%	97%	94%	*	*	-	93%	93%	100%	98%	89%	95%	100%
Not Included in Accountability: Mobile	4%	4%	**5%**	0%	3%	6%	*	*	-	7%	7%	0%	2%	11%	5%	0%
Not Included in Accountability: Other Exclusions	4%	1%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	95%	**95%**	100%	97%	94%	*	*	-	93%	93%	100%	98%	89%	95%	100%
Not Included in Accountability: Mobile	5%	5%	**5%**	0%	3%	6%	*	*	-	7%	7%	0%	2%	11%	5%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%

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

	State	District	Campus	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%	94.9%	**96.0%**	96.7%	96.3%	95.9%	*	*	-	94.8%	96.1%	96.2%	96.9%
2022-23	93.3%	94.8%	**95.9%**	94.7%	96.3%	95.8%	-	-	-	96.7%	95.7%	95.7%	96.3%
Chronic Absenteeism													
2023-24	19.0%	13.3%	**7.2%**	0.0%	6.0%	8.6%	*	*	-	7.1%	2.0%	4.0%	5.0%
2022-23	20.3%	11.8%	**8.8%**	16.7%	5.6%	10.5%	-	-	-	0.0%	9.8%	11.1%	9.1%
Annual Dropout Rate (Gr 7-8)													
2023-24	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2022-23	0.8%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2023-24	1.9%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2022-23	2.0%	0.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2024													
Graduated	90.7%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	2.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	91.1%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023													
Graduated	90.3%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	98.4%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	92.1%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.5%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	97.4%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.5%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022													
Graduated	91.8%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.2%	97.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	92.2%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.2%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	92.7%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2024	90.7%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	90.3%	95.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2024	44.9%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2024	11.0%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	4.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
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 2024	78.5%	88.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	84.3%	89.5%	-	-	-	-	-	-	-	-	-	-	-
Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	0.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	89.5%	89.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	88.6%	89.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2023-24	24.6%	-	-	-	-	-	-	-	-	-	-	-	-
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2023-24	11.0%	2.1%	-	-	-	-	-	-	-	-	-	-	-
2022-23	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2023-24	76.9%	83.2%	-	-	-	-	-	-	-	-	-	-	-
2022-23	82.5%	85.8%	-	-	-	-	-	-	-	-	-	-	-
Texas First-DLA Graduates (Annual Rate)													
2023-24	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2022-23	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2023-24	87.8%	85.3%	-	-	-	-	-	-	-	-	-	-	-
2022-23	86.8%	85.8%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2023-24 Annual Graduates)				
Total Graduates	-	-	190	382,023
By Ethnicity:				
African American	-	-	4	48,064
Hispanic	-	-	64	200,942
White	-	-	113	101,714
American Indian	-	-	2	1,231
Asian	-	-	1	19,746
Pacific Islander	-	-	0	606
Two or More Races	-	-	6	9,720
By Graduation Type:				
Minimum H.S. Program	-	-	0	309
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	101
Foundation H.S. Program (No Endorsement)	-	-	28	46,183
Foundation H.S. Program (Endorsement)	-	-	4	42,042
Foundation H.S. Program (DLA)	-	-	158	293,032
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	0	356
Special Education Graduates	-	-	21	35,935
Economically Disadvantaged Graduates	-	-	75	211,984
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	8	56,967
At-Risk Graduates	-	-	74	173,035
CTE Completers	-	-	96	127,800

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	**213**	**100.0%**	**2,874**	**5,530,499**	**213**	**100.0%**	**2,880**	**5,544,255**
Students by Grade								
Grade 6	213	100.0%	7.4%	7.3%	213	100.0%	7.4%	7.3%
Ethnic Distribution								
African American	9	4.2%	3.0%	12.8%	9	4.2%	3.0%	12.8%
Hispanic	60	28.2%	35.8%	53.5%	60	28.2%	35.7%	53.5%
White	138	64.8%	55.8%	24.4%	138	64.8%	55.9%	24.4%
American Indian	0	0.0%	0.3%	0.3%	0	0.0%	0.3%	0.3%
Asian	1	0.5%	0.4%	5.6%	1	0.5%	0.4%	5.6%
Pacific Islander	0	0.0%	0.2%	0.2%	0	0.0%	0.2%	0.2%
Two or More Races	5	2.3%	4.6%	3.3%	5	2.3%	4.6%	3.3%
Sex								
Female	102	47.9%	47.9%	48.9%	102	47.9%	47.8%	48.8%
Male	111	52.1%	52.1%	51.1%	111	52.1%	52.2%	51.2%
Other Student Cohorts								
Economically Disadvantaged	116	54.5%	43.9%	60.5%	116	54.5%	43.8%	60.4%
Non-Educationally Disadvantaged	97	45.5%	56.1%	39.5%	97	45.5%	56.2%	39.6%
Section 504 Students	28	13.1%	8.3%	6.8%	28	13.1%	8.3%	6.8%
EB Students/EL	30	14.1%	14.5%	24.3%	30	14.1%	14.5%	24.3%
Students w/ Disciplinary Placements (2023-24)	0	0.0%	2.0%	2.1%				
Students w/ Dyslexia	45	21.1%	11.1%	6.4%	45	21.1%	11.1%	6.4%
Foster Care	1	0.5%	0.3%	0.2%	1	0.5%	0.3%	0.2%
Homeless	4	1.9%	1.3%	1.4%	4	1.9%	1.3%	1.4%
Immigrant	1	0.5%	1.3%	3.5%	1	0.5%	1.3%	3.5%
Migrant	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Title I	213	100.0%	100.0%	66.6%	213	100.0%	100.0%	66.5%
Military Connected	13	6.1%	6.4%	4.1%	13	6.1%	6.4%	4.1%
At-Risk	101	47.4%	39.0%	53.5%	101	47.4%	38.9%	53.5%
Students by Instructional Program								
Bilingual/ESL Education	30	14.1%	14.5%	24.3%	30	14.1%	14.5%	24.3%
Career and Technical Education	0	0.0%	31.2%	27.7%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	89.0%	74.0%	-	-	-	-
Gifted and Talented Education	21	9.9%	5.5%	8.7%	21	9.9%	5.5%	8.7%
Special Education	53	24.9%	20.7%	15.3%	53	24.9%	20.8%	15.5%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	**53**							
Students with Intellectual Disabilities	38	71.7%	51.3%	48.3%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students with Physical Disabilities	*	*	22.1%	17.0%				
Students with Autism	*	*	10.9%	16.8%				
Students with Behavioral Disabilities	9	17.0%	14.6%	16.3%				
Students with Non-Categorical Early Childhood	0	0.0%	1.0%	1.6%				
Mobility (2023-24)								
Total Mobile Students	**25**	**11.8%**	**11.8%**	**16.4%**				
African American	1	0.5%	0.4%	3.3%				
Hispanic	8	3.8%	4.3%	8.9%				
White	14	6.6%	6.3%	2.9%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	0	0.0%	0.0%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	2	0.9%	0.7%	0.6%				
Special Ed Students who are Mobile	7	13.7%	11.5%	17.3%				
Count and Percent of EB Students/EL who are Mobile	2	9.5%	10.9%	17.9%				
Count and Percent of Econ Dis Students who are Mobile	12	11.4%	14.0%	19.0%				
Student Attrition (2023-24)								
Total Student Attrition	**-**	**-**	**12.9%**	**18.0%**				

	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%	0.4%

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

Class Size Information	Campus	District	State
Elementary			
Grade 6	20.7	20.7	19.8

	Campus			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	**25.7**	**100.0%**	**100.0%**	**100.0%**
Professional Staff	19.3	75.1%	64.0%	63.8%
Teachers	12.3	48.1%	43.7%	48.3%
Professional Support	4.9	19.2%	13.9%	10.8%
Campus Administration (School Leadership)	2.0	7.8%	3.9%	3.4%
Educational Aides	6.4	24.9%	14.2%	10.7%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	1.0	4,125.0
Part-time Librarians	0.0	n/a	0.0	583.0
Full-time Counselors	1.0	n/a	10.0	13,704.0
Part-time Counselors	0.0	n/a	1.0	1,298.0
Total Minority Staff	**4.1**	**15.8%**	**15.0%**	**55.3%**
Teachers by Ethnicity				
African American	0.0	0.0%	0.9%	12.8%
Hispanic	0.0	0.0%	7.1%	31.0%
White	11.4	92.7%	89.6%	52.2%
American Indian	0.0	0.0%	0.9%	0.3%
Asian	0.9	7.3%	1.0%	2.2%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.5%	1.3%
Teachers by Sex				
Males	2.5	20.0%	26.5%	24.6%
Females	9.9	80.0%	73.5%	75.4%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	1.0%	2.4%
Bachelors	11.0	89.5%	77.9%	71.4%
Masters	1.3	10.5%	20.6%	25.4%
Doctorate	0.0	0.0%	0.5%	0.8%
Teachers by Years of Experience				
Beginning Teachers	0.0	0.0%	1.0%	7.3%
1-5 Years Experience	1.8	14.4%	28.7%	28.3%
6-10 Years Experience	4.1	33.3%	18.3%	19.7%
11-20 Years Experience	3.4	27.8%	26.1%	27.6%
21-30 Years Experience	3.0	24.5%	22.5%	14.1%
Over 30 Years Experience	0.0	0.0%	3.4%	3.0%
Number of Students per Teacher	17.3	n/a	16.1	15.0

Texas Education Agency
2024-25 Staff Information (TAPR)
SANGER SIXTH GRADE CAMPUS (061908105) - SANGER ISD - DENTON COUNTY

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	17.0	8.4	6.0
Average Years Experience of Principals with District	16.0	6.6	5.1
Average Years Experience of Assistant Principals	7.0	6.1	5.1
Average Years Experience of Assistant Principals with District	7.0	5.5	4.3
Average Years Experience of Teachers	12.3	13.0	11.2
Average Years Experience of Teachers with District	7.0	5.3	7.0
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	-	$58,994	$55,689
1-5 Years Experience	$55,591	$58,026	$59,266
6-10 Years Experience	$64,364	$64,008	$62,607
11-20 Years Experience	$63,230	$70,455	$66,353
21-30 Years Experience	$78,003	$80,548	$70,976
Over 30 Years Experience	-	$91,255	$75,042
Average Actual Salaries (regular duties only)			
Teachers	$66,136	$68,574	$63,751
Professional Support	$69,554	$74,489	$75,909
Campus Administration (School Leadership)	$92,812	$91,925	$88,786
Instructional Staff Percent	n/a	75.0%	64.8%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,637.7

	Campus			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served)				
Bilingual/ESL Education	0.0	0.0%	0.1%	6.3%
Career and Technical Education	0.0	0.0%	8.5%	5.5%
Compensatory Education	0.0	0.0%	2.5%	2.6%
Gifted and Talented Education	0.0	0.0%	0.0%	1.6%
Regular Education	9.7	78.6%	67.8%	69.0%
Special Education	2.6	21.4%	18.4%	11.4%
Other	0.0	0.0%	2.9%	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.)

2024-25 Texas Academic Performance Report (TAPR)

District Name: SANGER ISD

Campus Name: SANGER MIDDLE

Campus Number: 061908041

2025 Campus Accountability Score: B

Distinction Designations:

- **Academic Achievement in ELA/Reading**
- **Top 25 Percent: Comparative Academic Growth**
- **Top 25 Percent: Comparative Closing the Gaps**
- **Postsecondary Readiness**

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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)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 7 Reading																	
At Approaches Grade Level or Above	2025	76%	81%	**81%**	60%	70%	89%	*	*	-	83%	46%	100%	85%	71%	76%	50%
	2024	74%	82%	**82%**	75%	78%	85%	-	*	-	73%	44%	73%	86%	75%	68%	62%
At Meets Grade Level or Above	2025	54%	55%	**55%**	20%	43%	64%	*	*	-	58%	20%	67%	56%	54%	45%	17%
	2024	54%	62%	**62%**	38%	55%	68%	-	*	-	64%	24%	45%	67%	54%	47%	35%
At Masters Grade Level	2025	27%	28%	**28%**	0%	19%	34%	*	*	-	25%	6%	0%	29%	23%	17%	4%
	2024	29%	36%	**36%**	25%	25%	44%	-	*	-	27%	3%	27%	42%	24%	21%	12%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2025	55%	50%	**50%**	*	43%	56%	*	*	-	44%	27%	89%	52%	46%	44%	30%
	2024	56%	51%	**51%**	33%	45%	55%	-	*	-	50%	32%	67%	49%	53%	40%	29%
At Meets Grade Level or Above	2025	33%	23%	**23%**	*	19%	28%	*	*	-	22%	18%	22%	26%	17%	18%	9%
	2024	34%	26%	**26%**	17%	16%	33%	-	*	-	33%	18%	22%	24%	27%	15%	6%
At Masters Grade Level	2025	11%	3%	**3%**	*	4%	1%	*	*	-	11%	0%	11%	4%	0%	3%	0%
	2024	11%	2%	**2%**	0%	0%	5%	-	*	-	0%	3%	0%	2%	3%	0%	0%
Grade 8 Reading																	
At Approaches Grade Level or Above	2025	82%	88%	**88%**	90%	87%	89%	-	*	-	89%	45%	100%	90%	85%	75%	64%
	2024	81%	87%	**87%**	*	80%	91%	-	*	*	92%	39%	83%	87%	86%	84%	75%
At Meets Grade Level or Above	2025	58%	72%	**72%**	80%	63%	75%	-	*	-	89%	14%	85%	76%	62%	53%	32%
	2024	56%	55%	**55%**	*	46%	57%	-	*	*	83%	21%	33%	58%	49%	48%	25%
At Masters Grade Level	2025	32%	44%	**44%**	40%	33%	50%	-	*	-	44%	3%	38%	46%	38%	28%	0%
	2024	29%	32%	**32%**	*	21%	39%	-	*	*	42%	4%	33%	33%	29%	22%	6%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2025	71%	85%	**85%**	89%	85%	84%	*	*	-	86%	42%	100%	84%	86%	73%	64%
	2024	72%	86%	**86%**	100%	79%	88%	-	*	-	100%	54%	67%	84%	89%	82%	74%
At Meets Grade Level or Above	2025	47%	62%	**62%**	33%	59%	66%	*	*	-	86%	23%	83%	66%	54%	51%	16%
	2024	43%	56%	**56%**	83%	45%	57%	-	*	-	86%	32%	67%	58%	51%	48%	29%
At Masters Grade Level	2025	18%	23%	**23%**	0%	17%	29%	*	*	-	29%	3%	17%	25%	18%	14%	0%
	2024	16%	14%	**14%**	33%	13%	15%	-	*	-	7%	4%	50%	12%	18%	11%	9%
Grade 8 Science																	

	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	2025	74%	69%	**69%**	50%	65%	73%	-	*	-	89%	28%	85%	73%	62%	52%	28%
	2024	70%	72%	**72%**	*	59%	77%	-	*	*	100%	29%	67%	72%	71%	67%	47%
At Meets Grade Level or Above	2025	48%	42%	**42%**	20%	35%	46%	-	*	-	78%	14%	38%	44%	38%	24%	4%
	2024	44%	43%	**43%**	*	24%	50%	-	*	*	83%	14%	33%	46%	35%	32%	19%
At Masters Grade Level	2025	19%	11%	**11%**	0%	9%	13%	-	*	-	11%	0%	8%	11%	11%	6%	0%
	2024	17%	14%	**14%**	*	10%	18%	-	*	*	0%	4%	33%	16%	8%	10%	6%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2025	58%	57%	**57%**	30%	49%	63%	-	*	-	78%	21%	69%	61%	49%	39%	20%
	2024	60%	68%	**68%**	*	54%	73%	-	*	*	100%	36%	67%	70%	61%	60%	34%
At Meets Grade Level or Above	2025	32%	26%	**26%**	10%	22%	29%	-	*	-	22%	14%	8%	25%	26%	16%	4%
	2024	33%	40%	**40%**	*	24%	45%	-	*	*	83%	18%	33%	43%	31%	29%	22%
At Masters Grade Level	2025	17%	10%	**10%**	0%	9%	11%	-	*	-	11%	0%	8%	9%	12%	4%	0%
	2024	17%	19%	**19%**	*	11%	22%	-	*	*	33%	7%	33%	22%	10%	12%	9%
End of Course Algebra I																	
At Approaches Grade Level or Above	2025	78%	87%	**100%**	*	100%	100%	-	-	-	100%	-	*	100%	100%	100%	*
	2024	81%	90%	**100%**	-	100%	100%	-	-	*	*	-	*	100%	100%	100%	*
At Meets Grade Level or Above	2025	45%	57%	**92%**	*	100%	88%	-	-	-	100%	-	*	90%	100%	89%	*
	2024	43%	50%	**94%**	-	100%	92%	-	-	*	*	-	*	94%	100%	92%	*
At Masters Grade Level	2025	27%	37%	**79%**	*	86%	75%	-	-	-	80%	-	*	74%	100%	67%	*
	2024	24%	27%	**72%**	-	100%	68%	-	-	*	*	-	*	74%	60%	75%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2025	75%	79%	**74%**	64%	69%	77%	80%	100%	-	80%	35%	90%	76%	69%	61%	43%
	2024	75%	79%	**76%**	75%	67%	80%	-	100%	*	90%	39%	72%	77%	73%	69%	54%
At Meets Grade Level or Above	2025	50%	53%	**50%**	34%	43%	54%	60%	50%	-	62%	17%	51%	52%	45%	36%	14%
	2024	48%	53%	**49%**	53%	37%	54%	-	83%	*	77%	21%	41%	52%	43%	38%	23%
At Masters Grade Level	2025	21%	22%	**23%**	12%	18%	27%	20%	33%	-	27%	2%	16%	24%	20%	13%	1%
	2024	20%	20%	**22%**	22%	15%	27%	-	17%	*	21%	4%	28%	24%	16%	14%	8%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2025	76%	82%	**85%**	80%	79%	89%	*	*	-	86%	45%	100%	88%	79%	75%	57%
	2024	76%	83%	**84%**	75%	79%	88%	-	*	*	83%	42%	76%	87%	79%	76%	68%

	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	2025	54%	61%	**64%**	60%	54%	70%	*	*	-	71%	17%	77%	66%	58%	49%	24%
	2024	54%	61%	**59%**	50%	51%	63%	-	*	*	74%	23%	41%	62%	52%	48%	30%
At Masters Grade Level	2025	23%	25%	**36%**	27%	27%	43%	*	*	-	33%	5%	23%	38%	31%	22%	2%
	2024	22%	25%	**34%**	25%	23%	42%	-	*	*	35%	3%	29%	38%	26%	22%	9%
All Grades Mathematics																	
At Approaches Grade Level or Above	2025	72%	77%	**74%**	80%	71%	76%	*	*	-	71%	34%	95%	75%	72%	62%	49%
	2024	72%	74%	**72%**	67%	66%	75%	-	*	*	87%	42%	71%	73%	71%	66%	53%
At Meets Grade Level or Above	2025	45%	49%	**52%**	33%	48%	55%	*	*	-	62%	20%	59%	55%	44%	38%	14%
	2024	43%	45%	**47%**	50%	35%	51%	-	*	*	74%	24%	47%	50%	41%	38%	20%
At Masters Grade Level	2025	20%	20%	**23%**	13%	18%	26%	*	*	-	33%	2%	18%	25%	19%	12%	2%
	2024	17%	15%	**14%**	17%	11%	17%	-	*	*	13%	3%	24%	16%	12%	11%	6%
All Grades Science																	
At Approaches Grade Level or Above	2025	78%	81%	**69%**	50%	65%	73%	-	*	-	89%	28%	85%	73%	62%	52%	28%
	2024	75%	77%	**72%**	*	59%	77%	-	*	*	100%	29%	67%	72%	71%	67%	47%
At Meets Grade Level or Above	2025	47%	44%	**42%**	20%	35%	46%	-	*	-	78%	14%	38%	44%	38%	24%	4%
	2024	43%	42%	**43%**	*	24%	50%	-	*	*	83%	14%	33%	46%	35%	32%	19%
At Masters Grade Level	2025	17%	13%	**11%**	0%	9%	13%	-	*	-	11%	0%	8%	11%	11%	6%	0%
	2024	16%	13%	**14%**	*	10%	18%	-	*	*	0%	4%	33%	16%	8%	10%	6%
All Grades Social Studies																	
At Approaches Grade Level or Above	2025	77%	78%	**57%**	30%	49%	63%	-	*	-	78%	21%	69%	61%	49%	39%	20%
	2024	78%	83%	**68%**	*	54%	73%	-	*	*	100%	36%	67%	70%	61%	60%	34%
At Meets Grade Level or Above	2025	50%	51%	**26%**	10%	22%	29%	-	*	-	22%	14%	8%	25%	26%	16%	4%
	2024	51%	58%	**40%**	*	24%	45%	-	*	*	83%	18%	33%	43%	31%	29%	22%
At Masters Grade Level	2025	27%	27%	**10%**	0%	9%	11%	-	*	-	11%	0%	8%	9%	12%	4%	0%
	2024	27%	31%	**19%**	*	11%	22%	-	*	*	33%	7%	33%	22%	10%	12%	9%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
7th Graders																	
Reading and Mathematics	2025	36%	37%	**37%**	20%	30%	42%	*	*	-	42%	17%	22%	39%	32%	28%	4%
	2024	35%	34%	**34%**	25%	25%	40%	-	*	-	36%	9%	18%	36%	29%	22%	9%
Reading and Mathematics Including EOC	2025	38%	37%	**37%**	20%	30%	42%	*	*	-	42%	17%	22%	39%	32%	28%	4%
	2024	36%	34%	**34%**	25%	25%	40%	-	*	-	36%	9%	18%	36%	29%	22%	9%

	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 Including EOC	2025	54%	55%	**55%**	20%	43%	64%	*	*	-	58%	20%	67%	56%	54%	45%	17%
	2024	54%	62%	**62%**	38%	55%	68%	-	*	-	64%	24%	45%	67%	54%	47%	35%
Math Including EOC	2025	43%	39%	**39%**	20%	31%	44%	*	*	-	42%	23%	22%	41%	32%	30%	8%
	2024	40%	38%	**38%**	38%	27%	44%	-	*	-	55%	18%	36%	40%	35%	27%	12%
8th Graders																	
Reading and Mathematics	2025	30%	48%	**48%**	25%	42%	54%	-	*	-	*	7%	83%	54%	37%	34%	13%
	2024	28%	31%	**31%**	*	27%	27%	-	*	-	67%	14%	*	32%	27%	28%	16%
Reading and Mathematics Including EOC	2025	44%	58%	**58%**	40%	52%	61%	-	*	-	89%	7%	85%	63%	48%	40%	16%
	2024	41%	43%	**43%**	*	34%	44%	-	*	*	75%	14%	33%	46%	35%	35%	19%
Reading Including EOC	2025	59%	72%	**72%**	80%	63%	75%	-	*	-	89%	14%	85%	76%	62%	53%	32%
	2024	57%	55%	**55%**	*	46%	57%	-	*	*	83%	21%	33%	58%	49%	48%	25%
Math Including EOC	2025	51%	64%	**64%**	40%	62%	66%	-	*	-	89%	17%	85%	68%	55%	48%	20%
	2024	49%	57%	**57%**	*	44%	60%	-	*	*	92%	32%	67%	60%	49%	47%	28%
3rd - 8th Graders																	
Reading and Mathematics	2025	38%	42%	**42%**	23%	36%	47%	*	*	-	50%	13%	57%	46%	35%	31%	8%
	2024	36%	37%	**32%**	33%	26%	36%	-	*	-	50%	11%	20%	34%	28%	25%	12%
Reading and Mathematics Including EOC	2025	40%	44%	**48%**	33%	42%	52%	*	*	-	62%	13%	59%	52%	40%	34%	10%
	2024	38%	39%	**38%**	33%	29%	42%	-	*	*	57%	11%	24%	41%	31%	29%	14%
Reading Including EOC	2025	55%	61%	**64%**	60%	54%	70%	*	*	-	71%	17%	77%	66%	58%	49%	24%
	2024	54%	58%	**59%**	50%	51%	63%	-	*	*	74%	23%	41%	62%	52%	48%	30%
Math Including EOC	2025	46%	49%	**52%**	33%	48%	55%	*	*	-	62%	20%	59%	55%	44%	38%	14%
	2024	45%	45%	**47%**	50%	35%	51%	-	*	*	74%	24%	47%	50%	41%	38%	20%

* 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)	G/T
School Progress - Annual Growth by Grade and Subject																		
Grade 7 ELA/Reading	2025	64%	58%	**58%**	20%	51%	65%	*	*	-	55%	46%	61%	58%	58%	50%	35%	93%
	2024	66%	64%	**64%**	50%	58%	69%	-	*	-	60%	25%	70%	66%	59%	46%	50%	---
Grade 7 Mathematics	2025	50%	41%	**41%**	*	32%	45%	*	*	-	38%	39%	56%	43%	37%	37%	37%	*
	2024	49%	36%	**36%**	50%	35%	35%	-	*	-	40%	41%	19%	31%	42%	39%	26%	---
Grade 8 ELA/Reading	2025	72%	81%	**81%**	89%	81%	80%	-	*	-	89%	43%	92%	82%	79%	74%	66%	93%
	2024	69%	69%	**69%**	*	62%	73%	-	*	*	73%	52%	50%	67%	72%	61%	53%	---
Grade 8 Mathematics	2025	68%	83%	**83%**	94%	83%	84%	*	*	-	71%	61%	96%	82%	85%	76%	74%	87%
	2024	66%	71%	**71%**	67%	76%	67%	-	*	-	67%	69%	67%	70%	73%	81%	76%	---
End of Course Algebra I	2025	74%	79%	**94%**	*	100%	91%	-	-	-	100%	-	*	93%	100%	89%	*	100%
	2024	72%	80%	**96%**	-	100%	94%	-	-	*	*	-	*	95%	100%	92%	*	---
All Grades Both Subjects	2025	65%	70%	**70%**	73%	67%	72%	*	*	-	68%	47%	80%	70%	69%	61%	54%	93%
	2024	64%	64%	**62%**	54%	60%	64%	-	*	*	66%	45%	55%	63%	61%	59%	52%	---
All Grades ELA/Reading	2025	67%	70%	**71%**	64%	67%	73%	*	*	-	70%	45%	80%	71%	70%	61%	51%	93%
	2024	67%	68%	**66%**	50%	60%	71%	-	*	*	67%	36%	63%	67%	64%	54%	52%	---
All Grades Mathematics	2025	64%	70%	**69%**	82%	66%	71%	*	*	-	65%	50%	80%	69%	69%	60%	57%	93%
	2024	60%	61%	**58%**	58%	59%	57%	-	*	*	65%	53%	47%	59%	58%	64%	53%	---
School Progress - Accelerated Learning by Grade and Subject																		
Grade 7 ELA/Reading	2025	25%	31%	**31%**	-	27%	27%	-	*	-	*	22%	-	47%	9%	31%	29%	-
	2024	23%	22%	**22%**	*	23%	27%	-	-	-	*	7%	*	18%	25%	13%	20%	---
Grade 7 Mathematics	2025	16%	22%	**22%**	*	11%	24%	-	*	-	*	18%	*	21%	22%	23%	9%	-
	2024	14%	11%	**11%**	*	6%	7%	-	-	-	*	8%	*	5%	18%	8%	8%	---
Grade 8 ELA/Reading	2025	40%	48%	**48%**	*	50%	44%	-	-	-	*	35%	*	52%	41%	39%	36%	-
	2024	34%	40%	**40%**	-	31%	50%	-	-	-	-	14%	*	38%	44%	35%	36%	---
Grade 8 Mathematics	2025	42%	63%	**63%**	80%	70%	54%	-	-	-	*	25%	-	59%	70%	48%	57%	-
	2024	44%	54%	**54%**	*	58%	45%	-	-	-	*	25%	*	51%	62%	59%	63%	---
All Grades Both Subjects	2025	33%	38%	**46%**	60%	47%	41%	-	*	-	44%	25%	*	47%	43%	37%	38%	-
	2024	32%	36%	**34%**	40%	33%	33%	-	-	-	*	14%	0%	34%	35%	33%	35%	---
All Grades ELA/Reading	2025	31%	30%	**41%**	*	41%	38%	-	*	-	40%	29%	*	50%	29%	36%	33%	-
	2024	30%	33%	**32%**	*	28%	40%	-	-	-	*	10%	*	31%	32%	24%	29%	---
All Grades Mathematics	2025	35%	43%	**48%**	63%	50%	43%	-	*	-	*	22%	*	46%	52%	37%	41%	-
	2024	35%	38%	**36%**	*	37%	29%	-	-	-	*	17%	*	35%	37%	38%	39%	---

* 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	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	2025	75%	79%	**74%**	-	-	-	-	-	-	43%	-	43%	44%	-	78%	43%	-
	2024	75%	79%	**76%**	-	-	-	-	-	-	43%	-	43%	56%	-	79%	43%	88%
At Meets Grade Level or Above	2025	50%	53%	**50%**	-	-	-	-	-	-	14%	-	11%	16%	-	54%	14%	-
	2024	48%	53%	**49%**	-	-	-	-	-	-	11%	-	11%	8%	-	54%	11%	62%
At Masters Grade Level	2025	21%	22%	**23%**	-	-	-	-	-	-	1%	-	0%	2%	-	26%	1%	-
	2024	20%	20%	**22%**	-	-	-	-	-	-	1%	-	1%	0%	-	24%	1%	30%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2025	76%	82%	**85%**	-	-	-	-	-	-	57%	-	56%	58%	-	89%	57%	-
	2024	76%	83%	**84%**	-	-	-	-	-	-	59%	-	59%	80%	-	87%	59%	93%
At Meets Grade Level or Above	2025	54%	61%	**64%**	-	-	-	-	-	-	24%	-	22%	26%	-	69%	24%	-
	2024	54%	61%	**59%**	-	-	-	-	-	-	13%	-	13%	13%	-	64%	13%	79%
At Masters Grade Level	2025	23%	25%	**36%**	-	-	-	-	-	-	2%	-	0%	3%	-	41%	2%	-
	2024	22%	25%	**34%**	-	-	-	-	-	-	0%	-	0%	0%	-	38%	0%	43%
All Grades Mathematics																		
At Approaches Grade Level or Above	2025	72%	77%	**74%**	-	-	-	-	-	-	49%	-	50%	48%	-	78%	49%	-
	2024	72%	74%	**72%**	-	-	-	-	-	-	39%	-	39%	53%	-	76%	39%	89%
At Meets Grade Level or Above	2025	45%	49%	**52%**	-	-	-	-	-	-	14%	-	11%	16%	-	57%	14%	-
	2024	43%	45%	**47%**	-	-	-	-	-	-	11%	-	11%	13%	-	51%	11%	57%

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2025	20%	20%	**23%**	-	-	-	-	-	-	2%	-	0%	3%	-	26%	2%	-
	2024	17%	15%	**14%**	-	-	-	-	-	-	0%	-	0%	0%	-	16%	0%	25%
All Grades Science																		
At Approaches Grade Level or Above	2025	78%	81%	**69%**	-	-	-	-	-	-	28%	-	22%	31%	-	75%	28%	-
	2024	75%	77%	**72%**	-	-	-	-	-	-	39%	-	39%	56%	-	76%	39%	82%
At Meets Grade Level or Above	2025	47%	44%	**42%**	-	-	-	-	-	-	4%	-	0%	6%	-	47%	4%	-
	2024	43%	42%	**43%**	-	-	-	-	-	-	9%	-	9%	0%	-	48%	9%	53%
At Masters Grade Level	2025	17%	13%	**11%**	-	-	-	-	-	-	0%	-	0%	0%	-	12%	0%	-
	2024	16%	13%	**14%**	-	-	-	-	-	-	0%	-	0%	0%	-	15%	0%	24%
All Grades Social Studies																		
At Approaches Grade Level or Above	2025	77%	78%	**57%**	-	-	-	-	-	-	20%	-	22%	19%	-	62%	20%	-
	2024	78%	83%	**68%**	-	-	-	-	-	-	22%	-	22%	22%	-	74%	22%	82%
At Meets Grade Level or Above	2025	50%	51%	**26%**	-	-	-	-	-	-	4%	-	0%	6%	-	28%	4%	-
	2024	51%	58%	**40%**	-	-	-	-	-	-	9%	-	9%	0%	-	43%	9%	53%
At Masters Grade Level	2025	27%	27%	**10%**	-	-	-	-	-	-	0%	-	0%	0%	-	12%	0%	-
	2024	27%	31%	**19%**	-	-	-	-	-	-	4%	-	4%	0%	-	21%	4%	24%
School Progress - Annual Growth																		
All Grades Both Subjects	2025	65%	70%	**70%**	-	-	-	-	-	-	54%	-	53%	55%	-	72%	54%	-
	2024	64%	64%	**62%**	-	-	-	-	-	-	46%	-	46%	50%	-	64%	46%	74%
All Grades ELA/Reading	2025	67%	70%	**71%**	-	-	-	-	-	-	51%	-	56%	48%	-	73%	51%	-
	2024	67%	68%	**66%**	-	-	-	-	-	-	45%	-	45%	47%	-	68%	45%	73%

	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	2025	64%	70%	**69%**	-	-	-	-	-	-	57%	-	50%	61%	-	71%	57%	-
	2024	60%	61%	**58%**	-	-	-	-	-	-	48%	-	48%	53%	-	59%	48%	75%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2025	33%	38%	**46%**	-	-	-	-	-	-	38%	-	43%	34%	-	49%	38%	-
	2024	32%	36%	**34%**	-	-	-	-	-	-	32%	-	32%	55%	-	34%	32%	60%
All Grades ELA/Reading	2025	31%	30%	**41%**	-	-	-	-	-	-	33%	-	30%	36%	-	44%	33%	-
	2024	30%	33%	**32%**	-	-	-	-	-	-	30%	-	30%	60%	-	33%	30%	*
All Grades Mathematics	2025	35%	43%	**48%**	-	-	-	-	-	-	41%	-	55%	33%	-	51%	41%	-
	2024	35%	38%	**36%**	-	-	-	-	-	-	33%	-	33%	50%	-	34%	33%	*

* 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)
2025 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	83%	100%	-	100%	99%	100%	100%	100%	99%	100%
Included in Accountability	93%	94%	**95%**	96%	92%	97%	83%	100%	-	100%	97%	96%	98%	89%	94%	81%
Not Included in Accountability: Mobile	4%	4%	**4%**	4%	7%	2%	0%	0%	-	0%	2%	4%	2%	9%	5%	15%
Not Included in Accountability: Other Exclusions	2%	1%	**0%**	0%	1%	0%	0%	0%	-	0%	0%	0%	0%	1%	1%	3%
Not Tested	1%	0%	**0%**	0%	0%	0%	17%	0%	-	0%	1%	0%	0%	0%	1%	0%
Absent	1%	0%	**0%**	0%	0%	0%	17%	0%	-	0%	1%	0%	0%	0%	1%	0%
Other	0%	0%	**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%	99%	99%	100%
Included in Accountability	91%	94%	**95%**	94%	92%	97%	*	*	-	100%	97%	96%	98%	88%	94%	82%
Not Included in Accountability: Mobile	4%	4%	**4%**	6%	7%	3%	*	*	-	0%	3%	4%	2%	9%	5%	15%
Not Included in Accountability: Other Exclusions	4%	2%	**0%**	0%	1%	0%	*	*	-	0%	0%	0%	0%	1%	1%	3%
Not Tested	1%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	1%	1%	0%
Absent	1%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	99%	100%
Included in Accountability	94%	95%	**95%**	94%	92%	97%	*	*	-	100%	97%	100%	98%	90%	94%	82%
Not Included in Accountability: Mobile	4%	4%	**4%**	6%	7%	2%	*	*	-	0%	3%	0%	2%	9%	4%	15%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	1%	0%	*	*	-	0%	0%	0%	0%	1%	1%	3%
Not Tested	1%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	1%	0%
Absent	1%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	95%	**95%**	100%	92%	98%	-	*	-	100%	100%	93%	98%	89%	93%	81%
Not Included in Accountability: Mobile	4%	4%	**4%**	0%	7%	3%	-	*	-	0%	0%	7%	2%	9%	6%	16%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	1%	0%	-	*	-	0%	0%	0%	0%	1%	1%	3%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	99%	**100%**	100%	100%	99%	-	*	-	100%	97%	100%	100%	99%	99%	100%
Included in Accountability	94%	96%	**95%**	100%	92%	97%	-	*	-	100%	97%	93%	98%	88%	92%	81%
Not Included in Accountability: Mobile	4%	3%	**4%**	0%	7%	3%	-	*	-	0%	0%	7%	2%	9%	6%	16%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	1%	0%	-	*	-	0%	0%	0%	0%	1%	1%	3%
Not Tested	1%	1%	**0%**	0%	0%	1%	-	*	-	0%	3%	0%	0%	1%	1%	0%
Absent	1%	0%	**0%**	0%	0%	1%	-	*	-	0%	3%	0%	0%	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	98%	100%	100%	-	100%	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	95%	**94%**	76%	91%	97%	-	100%	*	95%	96%	92%	97%	87%	92%	89%
Not Included in Accountability: Mobile	4%	5%	**6%**	21%	8%	3%	-	0%	*	5%	4%	8%	3%	12%	7%	8%
Not Included in Accountability: Other Exclusions	2%	1%	**0%**	0%	1%	0%	-	0%	*	0%	0%	0%	0%	1%	1%	2%
Not Tested	1%	0%	**0%**	2%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	2%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**100%**	94%	100%	100%	-	*	*	100%	100%	100%	100%	100%	99%	100%
Included in Accountability	91%	95%	**95%**	75%	93%	98%	-	*	*	96%	97%	94%	97%	90%	93%	90%
Not Included in Accountability: Mobile	4%	4%	**5%**	19%	6%	2%	-	*	*	4%	3%	6%	2%	9%	5%	7%
Not Included in Accountability: Other Exclusions	4%	1%	**0%**	0%	1%	0%	-	*	*	0%	0%	0%	0%	1%	1%	3%
Not Tested	1%	0%	**0%**	6%	0%	0%	-	*	*	0%	0%	0%	0%	0%	1%	0%
Absent	1%	0%	**0%**	6%	0%	0%	-	*	*	0%	0%	0%	0%	0%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	*	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	95%	**95%**	75%	93%	97%	-	*	*	96%	97%	94%	97%	90%	94%	92%
Not Included in Accountability: Mobile	5%	5%	**5%**	25%	6%	3%	-	*	*	4%	3%	6%	3%	10%	6%	7%

	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%	1%	0%	-	*	*	0%	0%	0%	0%	1%	1%	1%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	*	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	*	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	*	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	*	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	**92%**	80%	88%	96%	-	*	*	92%	93%	86%	97%	80%	90%	86%
Not Included in Accountability: Mobile	4%	5%	**8%**	20%	11%	4%	-	*	*	8%	7%	14%	3%	18%	9%	11%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	1%	0%	-	*	*	0%	0%	0%	0%	2%	1%	3%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	*	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	*	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	*	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	*	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	95%	**92%**	80%	88%	96%	-	*	*	92%	93%	86%	97%	80%	90%	86%
Not Included in Accountability: Mobile	4%	5%	**8%**	20%	11%	4%	-	*	*	8%	7%	14%	3%	18%	9%	11%
Not Included in Accountability: Other Exclusions	1%	0%	**1%**	0%	1%	0%	-	*	*	0%	0%	0%	0%	2%	1%	3%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	*	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	*	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	*	0%	0%	0%	0%	0%	0%	0%

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

	State	District	Campus	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%	94.9%	**95.2%**	96.3%	95.4%	94.9%	-	*	*	94.8%	94.7%	94.8%	94.9%
2022-23	93.3%	94.8%	**95.8%**	96.2%	96.0%	95.5%	*	*	*	96.6%	94.3%	95.2%	95.8%
Chronic Absenteeism													
2023-24	19.0%	13.3%	**12.9%**	11.8%	12.8%	13.7%	-	*	*	8.3%	19.5%	15.6%	14.8%
2022-23	20.3%	11.8%	**9.0%**	0.0%	8.4%	10.4%	*	*	*	6.5%	15.8%	10.8%	12.8%
Annual Dropout Rate (Gr 7-8)													
2023-24	0.7%	0.7%	**0.7%**	0.0%	0.6%	0.9%	-	*	*	0.0%	0.0%	0.9%	1.8%
2022-23	0.8%	0.5%	**0.5%**	0.0%	0.0%	0.9%	*	*	*	0.0%	1.3%	0.9%	0.0%
Annual Dropout Rate (Gr 9-12)													
2023-24	1.9%	0.2%	**-**	-	-	-	-	-	-	-	-	-	-
2022-23	2.0%	0.3%	**-**	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2024													
Graduated	90.7%	95.7%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.5%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	2.2%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	1.6%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	91.1%	96.2%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	98.4%	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2023													
Graduated	90.3%	97.3%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	1.1%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	1.6%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	97.3%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	98.4%	**-**	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	92.1%	97.4%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.5%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.5%	2.1%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	97.4%	**-**	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.5%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022													
Graduated	91.8%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.2%	97.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	92.2%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.2%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	92.7%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2024	90.7%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	90.3%	95.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2024	44.9%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2024	11.0%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	4.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
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 2024	78.5%	88.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	84.3%	89.5%	-	-	-	-	-	-	-	-	-	-	-
Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	0.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	89.5%	89.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	88.6%	89.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2023-24	24.6%	-	-	-	-	-	-	-	-	-	-	-	-
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2023-24	11.0%	2.1%	-	-	-	-	-	-	-	-	-	-	-
2022-23	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2023-24	76.9%	83.2%	-	-	-	-	-	-	-	-	-	-	-
2022-23	82.5%	85.8%	-	-	-	-	-	-	-	-	-	-	-
Texas First-DLA Graduates (Annual Rate)													
2023-24	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2022-23	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2023-24	87.8%	85.3%	-	-	-	-	-	-	-	-	-	-	-
2022-23	86.8%	85.8%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2023-24 Annual Graduates)				
Total Graduates	-	-	190	382,023
By Ethnicity:				
African American	-	-	4	48,064
Hispanic	-	-	64	200,942
White	-	-	113	101,714
American Indian	-	-	2	1,231
Asian	-	-	1	19,746
Pacific Islander	-	-	0	606
Two or More Races	-	-	6	9,720
By Graduation Type:				
Minimum H.S. Program	-	-	0	309
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	101
Foundation H.S. Program (No Endorsement)	-	-	28	46,183
Foundation H.S. Program (Endorsement)	-	-	4	42,042
Foundation H.S. Program (DLA)	-	-	158	293,032
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	0	356
Special Education Graduates	-	-	21	35,935
Economically Disadvantaged Graduates	-	-	75	211,984
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	8	56,967
At-Risk Graduates	-	-	74	173,035
CTE Completers	-	-	96	127,800

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	**426**	**100.0%**	**2,874**	**5,530,499**	**426**	**100.0%**	**2,880**	**5,544,255**
Students by Grade								
Grade 7	202	47.4%	7.0%	7.4%	202	47.4%	7.0%	7.4%
Grade 8	224	52.6%	7.8%	7.4%	224	52.6%	7.8%	7.4%
Ethnic Distribution								
African American	17	4.0%	3.0%	12.8%	17	4.0%	3.0%	12.8%
Hispanic	151	35.4%	35.8%	53.5%	151	35.4%	35.7%	53.5%
White	232	54.5%	55.8%	24.4%	232	54.5%	55.9%	24.4%
American Indian	3	0.7%	0.3%	0.3%	3	0.7%	0.3%	0.3%
Asian	2	0.5%	0.4%	5.6%	2	0.5%	0.4%	5.6%
Pacific Islander	0	0.0%	0.2%	0.2%	0	0.0%	0.2%	0.2%
Two or More Races	21	4.9%	4.6%	3.3%	21	4.9%	4.6%	3.3%
Sex								
Female	214	50.2%	47.9%	48.9%	214	50.2%	47.8%	48.8%
Male	212	49.8%	52.1%	51.1%	212	49.8%	52.2%	51.2%
Other Student Cohorts								
Economically Disadvantaged	182	42.7%	43.9%	60.5%	182	42.7%	43.8%	60.4%
Non-Educationally Disadvantaged	244	57.3%	56.1%	39.5%	244	57.3%	56.2%	39.6%
Section 504 Students	59	13.8%	8.3%	6.8%	59	13.8%	8.3%	6.8%
EB Students/EL	51	12.0%	14.5%	24.3%	51	12.0%	14.5%	24.3%
Students w/ Disciplinary Placements (2023-24)	19	4.3%	2.0%	2.1%				
Students w/ Dyslexia	49	11.5%	11.1%	6.4%	49	11.5%	11.1%	6.4%
Foster Care	0	0.0%	0.3%	0.2%	0	0.0%	0.3%	0.2%
Homeless	1	0.2%	1.3%	1.4%	1	0.2%	1.3%	1.4%
Immigrant	3	0.7%	1.3%	3.5%	3	0.7%	1.3%	3.5%
Migrant	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Title I	426	100.0%	100.0%	66.6%	426	100.0%	100.0%	66.5%
Military Connected	25	5.9%	6.4%	4.1%	25	5.9%	6.4%	4.1%
At-Risk	178	41.8%	39.0%	53.5%	178	41.8%	38.9%	53.5%
Students by Instructional Program								
Bilingual/ESL Education	51	12.0%	14.5%	24.3%	51	12.0%	14.5%	24.3%
Career and Technical Education	142	33.3%	31.2%	27.7%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	89.0%	74.0%	-	-	-	-
Gifted and Talented Education	29	6.8%	5.5%	8.7%	29	6.8%	5.5%	8.7%
Special Education	68	16.0%	20.7%	15.3%	68	16.0%	20.8%	15.5%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	**68**							

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students with Intellectual Disabilities	42	61.8%	51.3%	48.3%				
Students with Physical Disabilities	9	13.2%	22.1%	17.0%				
Students with Autism	5	7.4%	10.9%	16.8%				
Students with Behavioral Disabilities	12	17.6%	14.6%	16.3%				
Students with Non-Categorical Early Childhood	0	0.0%	1.0%	1.6%				
Mobility (2023-24)								
Total Mobile Students	**42**	**9.6%**	**11.8%**	**16.4%**				
African American	4	0.9%	0.4%	3.3%				
Hispanic	20	4.6%	4.3%	8.9%				
White	17	3.9%	6.3%	2.9%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	0	0.0%	0.0%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	1	0.2%	0.7%	0.6%				
Special Ed Students who are Mobile	6	7.8%	11.5%	17.3%				
Count and Percent of EB Students/EL who are Mobile	9	16.4%	10.9%	17.9%				
Count and Percent of Econ Dis Students who are Mobile	21	9.9%	14.0%	19.0%				
Student Attrition (2023-24)								
Total Student Attrition	**13**	**6.0%**	**12.9%**	**18.0%**				

	Non-Special Education Rates			Special Education Rates		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade						
Grade 7	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%
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
Secondary			
English/Language Arts	20.1	16.3	16.4
Foreign Languages	26.7	17.5	18.9
Mathematics	14.2	13.6	17.8

Class Size Information	Campus	District	State
Science	24.5	16.6	18.9
Social Studies	21.2	16.7	18.9

Texas Education Agency
2024-25 Staff Information (TAPR)
SANGER MIDDLE (061908041) - SANGER ISD - DENTON COUNTY

	Campus			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	**39.1**	**100.0%**	**100.0%**	**100.0%**
Professional Staff	32.3	82.6%	64.0%	63.8%
Teachers	24.9	63.7%	43.7%	48.3%
Professional Support	5.4	13.8%	13.9%	10.8%
Campus Administration (School Leadership)	2.0	5.1%	3.9%	3.4%
Educational Aides	6.8	17.4%	14.2%	10.7%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	1.0	4,125.0
Part-time Librarians	0.0	n/a	0.0	583.0
Full-time Counselors	0.0	n/a	10.0	13,704.0
Part-time Counselors	1.0	n/a	1.0	1,298.0
Total Minority Staff	**2.9**	**7.3%**	**15.0%**	**55.3%**
Teachers by Ethnicity				
African American	0.0	0.0%	0.9%	12.8%
Hispanic	0.9	3.7%	7.1%	31.0%
White	23.9	96.1%	89.6%	52.2%
American Indian	0.0	0.0%	0.9%	0.3%
Asian	0.0	0.0%	1.0%	2.2%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.1	0.2%	0.5%	1.3%
Teachers by Sex				
Males	7.0	27.9%	26.5%	24.6%
Females	18.0	72.1%	73.5%	75.4%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	1.0%	2.4%
Bachelors	16.1	64.5%	77.9%	71.4%
Masters	8.9	35.5%	20.6%	25.4%
Doctorate	0.0	0.0%	0.5%	0.8%
Teachers by Years of Experience				
Beginning Teachers	0.0	0.0%	1.0%	7.3%
1-5 Years Experience	8.0	32.1%	28.7%	28.3%
6-10 Years Experience	3.5	14.2%	18.3%	19.7%
11-20 Years Experience	6.3	25.2%	26.1%	27.6%
21-30 Years Experience	6.3	25.1%	22.5%	14.1%
Over 30 Years Experience	0.9	3.4%	3.4%	3.0%
Number of Students per Teacher	17.1	n/a	16.1	15.0

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	4.0	8.4	6.0
Average Years Experience of Principals with District	2.0	6.6	5.1
Average Years Experience of Assistant Principals	3.0	6.1	5.1
Average Years Experience of Assistant Principals with District	3.0	5.5	4.3
Average Years Experience of Teachers	13.0	13.0	11.2
Average Years Experience of Teachers with District	4.1	5.3	7.0
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	-	$58,994	$55,689
1-5 Years Experience	$57,204	$58,026	$59,266
6-10 Years Experience	$62,208	$64,008	$62,607
11-20 Years Experience	$70,035	$70,455	$66,353
21-30 Years Experience	$79,523	$80,548	$70,976
Over 30 Years Experience	$89,183	$91,255	$75,042
Average Actual Salaries (regular duties only)			
Teachers	$67,848	$68,574	$63,751
Professional Support	$75,750	$74,489	$75,909
Campus Administration (School Leadership)	$102,283	$91,925	$88,786
Instructional Staff Percent	n/a	75.0%	64.8%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,637.7

	Campus			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served)				
Bilingual/ESL Education	0.0	0.0%	0.1%	6.3%
Career and Technical Education	1.5	6.2%	8.5%	5.5%
Compensatory Education	0.7	2.8%	2.5%	2.6%
Gifted and Talented Education	0.0	0.0%	0.0%	1.6%
Regular Education	18.1	72.6%	67.8%	69.0%
Special Education	3.1	12.5%	18.4%	11.4%
Other	1.5	6.0%	2.9%	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.)

2024-25 Texas Academic Performance Report (TAPR)

District Name: SANGER ISD

Campus Name: SANGER H S

Campus Number: 061908001

2025 Campus Accountability Score: B

Distinction Designations:

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

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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)	Continuously Enrolled	Non-Continuously 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	2025	69%	80%	**80%**	*	72%	86%	-	*	*	81%	49%	50%	84%	70%	72%	59%
	2024	70%	78%	**78%**	100%	67%	85%	*	*	-	69%	42%	*	80%	75%	71%	40%
At Meets Grade Level or Above	2025	49%	60%	**60%**	*	50%	67%	-	*	*	75%	22%	17%	67%	46%	50%	24%
	2024	52%	66%	**66%**	100%	52%	76%	*	*	-	54%	20%	*	69%	61%	56%	13%
At Masters Grade Level	2025	15%	20%	**20%**	*	10%	28%	-	*	*	19%	0%	17%	25%	9%	9%	0%
	2024	16%	20%	**20%**	14%	13%	24%	*	*	-	31%	2%	*	23%	16%	10%	0%
End of Course English II																	
At Approaches Grade Level or Above	2025	72%	81%	**81%**	100%	74%	87%	-	*	-	64%	43%	*	83%	78%	74%	47%
	2024	75%	85%	**86%**	100%	80%	88%	-	*	-	100%	53%	100%	87%	84%	75%	66%
At Meets Grade Level or Above	2025	55%	65%	**66%**	100%	56%	73%	-	*	-	43%	30%	*	65%	67%	54%	25%
	2024	58%	70%	**71%**	75%	57%	78%	-	*	-	92%	25%	80%	75%	59%	61%	34%
At Masters Grade Level	2025	8%	6%	**7%**	0%	4%	10%	-	*	-	0%	0%	*	8%	4%	3%	0%
	2024	9%	12%	**12%**	13%	7%	14%	-	*	-	17%	3%	40%	11%	13%	6%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2025	78%	87%	**83%**	80%	81%	82%	-	*	-	92%	58%	80%	80%	88%	84%	73%
	2024	81%	90%	**88%**	83%	85%	89%	*	*	-	92%	65%	*	88%	87%	87%	79%
At Meets Grade Level or Above	2025	45%	57%	**47%**	20%	44%	46%	-	*	-	67%	25%	40%	50%	40%	46%	35%
	2024	43%	50%	**41%**	33%	30%	47%	*	*	-	46%	16%	*	41%	41%	34%	13%
At Masters Grade Level	2025	27%	37%	**24%**	0%	21%	26%	-	*	-	42%	8%	20%	27%	19%	21%	8%
	2024	24%	27%	**18%**	17%	9%	22%	*	*	-	23%	7%	*	14%	24%	10%	4%
End of Course Biology																	
At Approaches Grade Level or Above	2025	92%	96%	**96%**	*	95%	95%	-	*	*	100%	89%	100%	97%	94%	96%	92%
	2024	91%	93%	**93%**	100%	92%	92%	*	*	-	93%	76%	*	93%	92%	90%	81%
At Meets Grade Level or Above	2025	61%	57%	**57%**	*	47%	61%	-	*	*	79%	23%	17%	61%	50%	47%	25%
	2024	56%	55%	**55%**	50%	37%	70%	*	*	-	43%	24%	*	57%	53%	41%	4%
At Masters Grade Level	2025	21%	16%	**16%**	*	9%	18%	-	*	*	36%	0%	17%	18%	11%	8%	0%
	2024	19%	15%	**15%**	0%	9%	20%	*	*	-	7%	5%	*	15%	14%	9%	0%
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	2025	95%	97%	**97%**	100%	96%	98%	-	*	-	100%	81%	100%	97%	100%	93%	95%
	2024	96%	97%	**97%**	86%	95%	98%	-	*	*	100%	88%	*	98%	93%	95%	87%
At Meets Grade Level or Above	2025	68%	74%	**75%**	78%	63%	83%	-	*	-	89%	37%	83%	76%	73%	64%	32%
	2024	69%	74%	**76%**	43%	61%	82%	-	*	*	100%	32%	*	79%	65%	66%	40%
At Masters Grade Level	2025	37%	41%	**43%**	11%	28%	56%	-	*	-	56%	15%	83%	41%	51%	27%	14%
	2024	37%	42%	**45%**	29%	28%	54%	-	*	*	33%	12%	*	47%	37%	34%	20%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2025	89%	97%	**97%**	-	86%	100%	-	-	-	*	-	*	97%	*	*	*
	2024	88%	96%	**96%**	-	*	94%	-	*	-	*	-	-	96%	-	*	-
At Meets Grade Level or Above	2025	59%	69%	**69%**	-	57%	75%	-	-	-	*	-	*	74%	*	*	*
	2024	59%	64%	**67%**	-	*	61%	-	*	-	*	-	-	67%	-	*	-
At Masters Grade Level	2025	13%	3%	**3%**	-	0%	4%	-	-	-	*	-	*	3%	*	*	*
	2024	12%	0%	**0%**	-	*	0%	-	*	-	*	-	-	0%	-	*	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2025	75%	79%	**88%**	93%	84%	91%	-	100%	*	86%	61%	84%	89%	85%	83%	71%
	2024	75%	79%	**88%**	94%	83%	91%	*	100%	*	90%	62%	100%	89%	86%	83%	68%
At Meets Grade Level or Above	2025	50%	53%	**62%**	64%	53%	68%	-	100%	*	68%	27%	44%	65%	55%	52%	27%
	2024	48%	53%	**62%**	62%	48%	71%	*	100%	*	63%	23%	82%	66%	55%	51%	19%
At Masters Grade Level	2025	21%	22%	**21%**	7%	14%	26%	-	50%	*	27%	4%	32%	23%	17%	13%	3%
	2024	20%	20%	**21%**	15%	12%	26%	*	78%	*	20%	5%	29%	21%	19%	13%	3%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2025	76%	82%	**80%**	90%	73%	86%	-	*	*	73%	46%	57%	84%	74%	73%	54%
	2024	76%	83%	**82%**	100%	74%	87%	*	*	-	84%	47%	100%	84%	79%	73%	53%
At Meets Grade Level or Above	2025	54%	61%	**63%**	80%	53%	70%	-	*	*	60%	26%	29%	66%	57%	52%	24%
	2024	54%	61%	**69%**	87%	55%	77%	*	*	-	72%	22%	89%	72%	60%	58%	24%
At Masters Grade Level	2025	23%	25%	**13%**	0%	7%	19%	-	*	*	10%	0%	14%	17%	7%	6%	0%
	2024	22%	25%	**16%**	13%	10%	19%	*	*	-	24%	2%	44%	17%	15%	8%	0%
All Grades Mathematics																	
At Approaches Grade Level or Above	2025	72%	77%	**85%**	80%	82%	87%	-	*	-	92%	58%	83%	84%	88%	84%	74%
	2024	72%	74%	**89%**	83%	86%	90%	*	*	-	93%	65%	*	90%	87%	87%	79%

	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	2025	45%	49%	**50%**	20%	45%	54%	-	*	-	62%	25%	50%	55%	39%	46%	34%
	2024	43%	45%	**44%**	33%	33%	50%	*	*	-	50%	16%	*	46%	41%	33%	13%
At Masters Grade Level	2025	20%	20%	**21%**	0%	20%	20%	-	*	-	38%	8%	17%	21%	19%	20%	8%
	2024	17%	15%	**16%**	17%	9%	19%	*	*	-	21%	7%	*	11%	24%	10%	4%
All Grades Science																	
At Approaches Grade Level or Above	2025	78%	81%	**96%**	*	95%	95%	-	*	*	100%	89%	100%	97%	94%	96%	92%
	2024	75%	77%	**93%**	100%	92%	92%	*	*	-	93%	76%	*	93%	92%	90%	81%
At Meets Grade Level or Above	2025	47%	44%	**57%**	*	47%	61%	-	*	*	79%	23%	17%	61%	50%	47%	25%
	2024	43%	42%	**55%**	50%	37%	70%	*	*	-	43%	24%	*	57%	53%	41%	4%
At Masters Grade Level	2025	17%	13%	**16%**	*	9%	18%	-	*	*	36%	0%	17%	18%	11%	8%	0%
	2024	16%	13%	**15%**	0%	9%	20%	*	*	-	7%	5%	*	15%	14%	9%	0%
All Grades Social Studies																	
At Approaches Grade Level or Above	2025	77%	78%	**97%**	100%	96%	98%	-	*	-	100%	81%	100%	97%	100%	93%	95%
	2024	78%	83%	**97%**	86%	95%	98%	-	*	*	100%	88%	*	98%	93%	95%	87%
At Meets Grade Level or Above	2025	50%	51%	**75%**	78%	63%	83%	-	*	-	89%	37%	83%	76%	73%	64%	32%
	2024	51%	58%	**76%**	43%	61%	82%	-	*	*	100%	32%	*	79%	65%	66%	40%
At Masters Grade Level	2025	27%	27%	**43%**	11%	28%	56%	-	*	-	56%	15%	83%	41%	51%	27%	14%
	2024	27%	31%	**45%**	29%	28%	54%	-	*	*	33%	12%	*	47%	37%	34%	20%

* 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)	G/T
School Progress - Annual Growth by Grade and Subject																		
End of Course English I	2025	63%	75%	**75%**	*	72%	75%	-	*	*	83%	54%	50%	76%	69%	71%	66%	92%
	2024	64%	61%	**61%**	83%	58%	62%	*	*	-	63%	53%	*	61%	62%	53%	33%	---
End of Course English II	2025	65%	65%	**64%**	83%	69%	65%	-	*	-	35%	55%	*	61%	72%	66%	61%	64%
	2024	69%	67%	**67%**	75%	63%	69%	-	*	-	77%	47%	60%	67%	67%	66%	48%	---
End of Course Algebra I	2025	74%	79%	**74%**	*	78%	69%	-	*	-	89%	63%	70%	72%	78%	74%	72%	*
	2024	72%	80%	**76%**	80%	75%	77%	*	*	-	77%	69%	*	76%	76%	73%	71%	---
All Grades Both Subjects	2025	65%	70%	**71%**	75%	73%	69%	-	*	*	66%	57%	63%	70%	73%	70%	67%	80%
	2024	64%	64%	**67%**	79%	64%	68%	*	*	-	72%	56%	75%	67%	68%	64%	51%	---
All Grades ELA/Reading	2025	67%	70%	**69%**	89%	70%	70%	-	*	*	58%	54%	57%	69%	71%	69%	64%	78%
	2024	67%	68%	**64%**	79%	60%	65%	*	*	-	70%	50%	78%	65%	64%	60%	41%	---
All Grades Mathematics	2025	64%	70%	**74%**	*	78%	69%	-	*	-	89%	63%	70%	72%	78%	74%	72%	*
	2024	60%	61%	**76%**	80%	75%	77%	*	*	-	77%	69%	*	76%	76%	73%	71%	---
School Progress - Accelerated Learning by Grade and Subject																		
End of Course English I	2025	23%	32%	**32%**	*	22%	38%	-	-	-	*	24%	*	25%	42%	35%	17%	-
	2024	20%	12%	**12%**	-	8%	18%	-	-	-	*	11%	-	11%	14%	19%	11%	---
End of Course English II	2025	29%	26%	**26%**	-	26%	33%	-	-	-	*	6%	-	26%	25%	27%	21%	-
	2024	29%	17%	**17%**	*	12%	17%	-	-	-	-	13%	-	5%	36%	21%	11%	---
End of Course Algebra I	2025	54%	56%	**56%**	-	55%	58%	-	-	-	-	33%	*	55%	60%	65%	54%	-
	2024	55%	67%	**67%**	*	67%	67%	-	-	-	*	40%	-	65%	68%	68%	60%	---
All Grades Both Subjects	2025	33%	38%	**38%**	*	35%	44%	-	-	-	20%	19%	*	37%	39%	41%	31%	-
	2024	32%	36%	**37%**	*	32%	39%	-	-	-	50%	20%	-	30%	49%	38%	29%	---
All Grades ELA/Reading	2025	31%	30%	**29%**	*	24%	35%	-	-	-	20%	14%	*	26%	32%	31%	19%	-
	2024	30%	33%	**15%**	*	10%	17%	-	-	-	*	12%	-	8%	28%	20%	11%	---
All Grades Mathematics	2025	35%	43%	**56%**	-	55%	58%	-	-	-	-	33%	*	55%	60%	65%	54%	-
	2024	35%	38%	**67%**	*	67%	67%	-	-	-	*	40%	-	65%	68%	68%	60%	---

* 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	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	2025	75%	79%	**88%**	-	-	-	-	-	-	71%	*	69%	79%	-	91%	71%	*
	2024	75%	79%	**88%**	-	-	-	-	-	-	61%	-	61%	-	-	90%	61%	99%
At Meets Grade Level or Above	2025	50%	53%	**62%**	-	-	-	-	-	-	27%	*	27%	21%	-	69%	27%	*
	2024	48%	53%	**62%**	-	-	-	-	-	-	10%	-	10%	-	-	67%	10%	79%
At Masters Grade Level	2025	21%	22%	**21%**	-	-	-	-	-	-	3%	*	4%	0%	-	25%	3%	*
	2024	20%	20%	**21%**	-	-	-	-	-	-	1%	-	1%	-	-	23%	1%	16%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2025	76%	82%	**80%**	-	-	-	-	-	-	54%	*	48%	73%	-	86%	54%	*
	2024	76%	83%	**82%**	-	-	-	-	-	-	42%	-	42%	-	-	85%	42%	100%
At Meets Grade Level or Above	2025	54%	61%	**63%**	-	-	-	-	-	-	23%	*	21%	27%	-	72%	23%	*
	2024	54%	61%	**69%**	-	-	-	-	-	-	10%	-	10%	-	-	73%	10%	94%
At Masters Grade Level	2025	23%	25%	**13%**	-	-	-	-	-	-	0%	*	0%	0%	-	16%	0%	*
	2024	22%	25%	**16%**	-	-	-	-	-	-	0%	-	0%	-	-	18%	0%	15%
All Grades Mathematics																		
At Approaches Grade Level or Above	2025	72%	77%	**85%**	-	-	-	-	-	-	73%	-	71%	*	-	88%	73%	*
	2024	72%	74%	**89%**	-	-	-	-	-	-	81%	-	81%	-	-	89%	81%	92%
At Meets Grade Level or Above	2025	45%	49%	**50%**	-	-	-	-	-	-	35%	-	37%	*	-	54%	35%	*
	2024	43%	45%	**44%**	-	-	-	-	-	-	14%	-	14%	-	-	47%	14%	50%

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2025	20%	20%	**21%**	-	-	-	-	-	-	8%	-	9%	*	-	24%	8%	*
	2024	17%	15%	**16%**	-	-	-	-	-	-	5%	-	5%	-	-	17%	5%	17%
All Grades Science																		
At Approaches Grade Level or Above	2025	78%	81%	**96%**	-	-	-	-	-	-	92%	-	91%	*	-	97%	92%	-
	2024	75%	77%	**93%**	-	-	-	-	-	-	78%	-	78%	-	-	94%	78%	100%
At Meets Grade Level or Above	2025	47%	44%	**57%**	-	-	-	-	-	-	25%	-	26%	*	-	64%	25%	-
	2024	43%	42%	**55%**	-	-	-	-	-	-	4%	-	4%	-	-	61%	4%	63%
At Masters Grade Level	2025	17%	13%	**16%**	-	-	-	-	-	-	0%	-	0%	*	-	19%	0%	-
	2024	16%	13%	**15%**	-	-	-	-	-	-	0%	-	0%	-	-	17%	0%	6%
All Grades Social Studies																		
At Approaches Grade Level or Above	2025	77%	78%	**97%**	-	-	-	-	-	-	95%	-	95%	*	-	98%	95%	-
	2024	78%	83%	**97%**	-	-	-	-	-	-	75%	-	75%	-	-	98%	75%	100%
At Meets Grade Level or Above	2025	50%	51%	**75%**	-	-	-	-	-	-	32%	-	33%	*	-	80%	32%	-
	2024	51%	58%	**76%**	-	-	-	-	-	-	13%	-	13%	-	-	79%	13%	73%
At Masters Grade Level	2025	27%	27%	**43%**	-	-	-	-	-	-	14%	-	14%	*	-	46%	14%	-
	2024	27%	31%	**45%**	-	-	-	-	-	-	0%	-	0%	-	-	48%	0%	33%
School Progress - Annual Growth																		
All Grades Both Subjects	2025	65%	70%	**71%**	-	-	-	-	-	-	67%	-	67%	69%	-	71%	67%	-
	2024	64%	64%	**67%**	-	-	-	-	-	-	46%	-	46%	-	-	68%	46%	81%
All Grades ELA/Reading	2025	67%	70%	**69%**	-	-	-	-	-	-	64%	-	63%	69%	-	70%	64%	-
	2024	67%	68%	**64%**	-	-	-	-	-	-	31%	-	31%	-	-	65%	31%	83%

	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	2025	64%	70%	**74%**	-	-	-	-	-	-	72%	-	72%	-	-	74%	72%	-
	2024	60%	61%	**76%**	-	-	-	-	-	-	78%	-	78%	-	-	76%	78%	70%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2025	33%	38%	**38%**	-	-	-	-	-	-	31%	-	29%	40%	-	43%	31%	-
	2024	32%	36%	**37%**	-	-	-	-	-	-	29%	-	29%	-	-	41%	29%	-
All Grades ELA/Reading	2025	31%	30%	**29%**	-	-	-	-	-	-	19%	-	14%	40%	-	35%	19%	-
	2024	30%	33%	**15%**	-	-	-	-	-	-	11%	-	11%	-	-	16%	11%	-
All Grades Mathematics	2025	35%	43%	**56%**	-	-	-	-	-	-	54%	-	54%	-	-	58%	54%	-
	2024	35%	38%	**67%**	-	-	-	-	-	-	60%	-	60%	-	-	69%	60%	-

* 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)
2025 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**99%**	100%	99%	99%	-	100%	*	100%	99%	100%	100%	98%	99%	99%
Included in Accountability	93%	94%	**94%**	93%	88%	99%	-	100%	*	97%	95%	83%	97%	87%	92%	81%
Not Included in Accountability: Mobile	4%	4%	**3%**	7%	6%	1%	-	0%	*	3%	2%	13%	2%	7%	4%	5%
Not Included in Accountability: Other Exclusions	2%	1%	**2%**	0%	5%	0%	-	0%	*	0%	3%	3%	1%	4%	3%	12%
Not Tested	1%	0%	**1%**	0%	1%	1%	-	0%	*	0%	1%	0%	0%	2%	1%	1%
Absent	1%	0%	**0%**	0%	1%	0%	-	0%	*	0%	1%	0%	0%	1%	1%	0%
Other	0%	0%	**0%**	0%	1%	0%	-	0%	*	0%	0%	0%	0%	1%	1%	1%
Reading																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	*	*	100%	99%	100%	100%	99%	100%	100%
Included in Accountability	91%	94%	**91%**	91%	83%	98%	-	*	*	100%	91%	78%	94%	85%	90%	74%
Not Included in Accountability: Mobile	4%	4%	**4%**	9%	6%	1%	-	*	*	0%	2%	11%	2%	8%	4%	5%
Not Included in Accountability: Other Exclusions	4%	2%	**5%**	0%	11%	0%	-	*	*	0%	5%	11%	4%	6%	6%	21%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	*	*	0%	1%	0%	0%	1%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	*	*	0%	1%	0%	0%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	**99%**	100%	98%	99%	-	*	-	100%	100%	100%	99%	98%	98%	100%
Included in Accountability	94%	95%	**95%**	100%	91%	98%	-	*	-	93%	100%	86%	97%	91%	96%	93%
Not Included in Accountability: Mobile	4%	4%	**3%**	0%	4%	1%	-	*	-	7%	0%	14%	2%	5%	2%	2%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	2%	0%	-	*	-	0%	0%	0%	0%	3%	0%	5%
Not Tested	1%	0%	**1%**	0%	2%	1%	-	*	-	0%	0%	0%	1%	2%	2%	0%
Absent	1%	0%	**0%**	0%	1%	0%	-	*	-	0%	0%	0%	0%	2%	1%	0%
Other	0%	0%	**1%**	0%	1%	1%	-	*	-	0%	0%	0%	1%	0%	1%	0%
Science																
Assessment Participant	99%	99%	**99%**	100%	97%	100%	-	*	*	100%	100%	100%	100%	96%	98%	95%
Included in Accountability	94%	95%	**94%**	80%	87%	100%	-	*	*	100%	100%	86%	97%	89%	94%	82%
Not Included in Accountability: Mobile	4%	4%	**4%**	20%	8%	0%	-	*	*	0%	0%	14%	3%	4%	3%	9%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	2%	0%	-	*	*	0%	0%	0%	0%	3%	1%	5%
Not Tested	1%	1%	**1%**	0%	3%	0%	-	*	*	0%	0%	0%	0%	4%	2%	5%

	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%	1%	0%	-	*	*	0%	0%	0%	0%	1%	1%	0%
Other	0%	0%	**1%**	0%	2%	0%	-	*	*	0%	0%	0%	0%	3%	1%	5%
Social Studies																
Assessment Participant	99%	99%	**99%**	100%	99%	99%	-	*	-	100%	97%	100%	100%	97%	98%	100%
Included in Accountability	94%	96%	**97%**	100%	96%	98%	-	*	-	90%	93%	86%	100%	88%	94%	96%
Not Included in Accountability: Mobile	4%	3%	**2%**	0%	3%	1%	-	*	-	10%	3%	14%	0%	9%	3%	4%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**1%**	0%	1%	1%	-	*	-	0%	3%	0%	0%	3%	2%	0%
Absent	1%	0%	**0%**	0%	0%	1%	-	*	-	0%	3%	0%	0%	2%	1%	0%
Other	0%	0%	**0%**	0%	1%	0%	-	*	-	0%	0%	0%	0%	2%	1%	0%
Accelerated Testers																
SAT/ACT Participant	94%	92%	**95%**	-	88%	97%	-	-	-	*	-	*	94%	*	80%	*
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	95%	**94%**	94%	91%	95%	*	100%	*	97%	94%	100%	97%	88%	94%	82%
Not Included in Accountability: Mobile	4%	5%	**4%**	6%	4%	5%	*	0%	*	3%	5%	0%	3%	8%	3%	4%
Not Included in Accountability: Other Exclusions	2%	1%	**2%**	0%	5%	0%	*	0%	*	0%	2%	0%	1%	4%	3%	14%
Not Tested	1%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	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%	100%
Included in Accountability	91%	95%	**93%**	100%	90%	95%	*	*	-	100%	92%	100%	96%	87%	92%	77%
Not Included in Accountability: Mobile	4%	4%	**4%**	0%	3%	5%	*	*	-	0%	5%	0%	2%	7%	3%	4%
Not Included in Accountability: Other Exclusions	4%	1%	**3%**	0%	7%	0%	*	*	-	0%	3%	0%	1%	6%	5%	19%
Not Tested	1%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	**100%**	100%	100%	99%	*	*	-	100%	100%	*	100%	99%	100%	100%
Included in Accountability	93%	95%	**91%**	86%	91%	92%	*	*	-	88%	93%	*	97%	83%	93%	86%

	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%	5%	**7%**	14%	5%	7%	*	*	-	13%	7%	*	3%	13%	6%	4%
Not Included in Accountability: Other Exclusions	1%	0%	**1%**	0%	4%	0%	*	*	-	0%	0%	*	0%	3%	2%	11%
Not Tested	1%	0%	**0%**	0%	0%	1%	*	*	-	0%	0%	*	0%	1%	0%	0%
Absent	1%	0%	**0%**	0%	0%	1%	*	*	-	0%	0%	*	0%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	*	*	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	93%	94%	**94%**	86%	93%	95%	*	*	-	100%	95%	*	96%	92%	95%	87%
Not Included in Accountability: Mobile	4%	5%	**4%**	14%	4%	5%	*	*	-	0%	5%	*	4%	5%	3%	3%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	4%	0%	*	*	-	0%	0%	*	0%	3%	2%	10%
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%
Social Studies																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	*	*	100%	100%	*	100%	100%	100%	100%
Included in Accountability	94%	95%	**97%**	100%	97%	97%	-	*	*	100%	100%	*	98%	94%	99%	94%
Not Included in Accountability: Mobile	4%	5%	**3%**	0%	3%	3%	-	*	*	0%	0%	*	2%	6%	1%	6%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	*	*	0%	0%	*	0%	0%	0%	0%
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%
Accelerated Testers																
SAT/ACT Participant	93%	100%	**100%**	-	*	100%	-	*	-	*	-	-	100%	-	*	-

* 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													
2023-24	93.6%	94.9%	**94.4%**	95.4%	94.7%	94.3%	*	96.2%	*	92.7%	93.6%	93.5%	95.1%
2022-23	93.3%	94.8%	**93.9%**	92.0%	94.6%	93.8%	*	96.5%	*	91.0%	92.3%	93.0%	95.5%
Chronic Absenteeism													
2023-24	19.0%	13.3%	**16.3%**	11.1%	13.1%	18.4%	*	0.0%	*	19.4%	23.0%	21.2%	9.8%
2022-23	20.3%	11.8%	**16.8%**	29.3%	12.9%	17.1%	*	0.0%	*	35.5%	27.7%	20.6%	9.3%
Annual Dropout Rate (Gr 7-8)													
2023-24	0.7%	0.7%	**-**	-	-	-	-	-	-	-	-	-	-
2022-23	0.8%	0.5%	**-**	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2023-24	1.9%	0.2%	**0.1%**	0.0%	0.3%	0.0%	*	0.0%	*	0.0%	0.8%	0.3%	0.0%
2022-23	2.0%	0.3%	**0.2%**	0.0%	0.0%	0.4%	*	0.0%	*	0.0%	0.0%	0.3%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2024													
Graduated	90.7%	95.7%	**96.4%**	*	96.5%	96.9%	*	*	*	100.0%	82.6%	96.6%	100.0%
Received TxCHSE	0.3%	0.5%	**0.6%**	*	0.0%	1.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Continued HS	3.1%	2.2%	**1.8%**	*	1.8%	1.0%	*	*	*	0.0%	13.0%	1.7%	0.0%
Dropped Out	5.8%	1.6%	**1.2%**	*	1.8%	1.0%	*	*	*	0.0%	4.3%	1.7%	0.0%
Graduates and TxCHSE	91.1%	96.2%	**97.0%**	*	96.5%	97.9%	*	*	*	100.0%	82.6%	96.6%	100.0%
Graduates, TxCHSE, and Continuers	94.2%	98.4%	**98.8%**	100.0%	98.2%	99.0%	100.0%	100.0%	100.0%	100.0%	95.7%	98.3%	100.0%
Class of 2023													
Graduated	90.3%	97.3%	**98.3%**	92.3%	100.0%	98.2%	-	*	-	100.0%	86.4%	95.2%	*
Received TxCHSE	0.3%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	*
Continued HS	3.1%	1.1%	**0.6%**	0.0%	0.0%	0.9%	-	*	-	0.0%	4.5%	1.6%	*
Dropped Out	6.3%	1.6%	**1.2%**	7.7%	0.0%	0.9%	-	*	-	0.0%	9.1%	3.2%	*
Graduates and TxCHSE	90.6%	97.3%	**98.3%**	92.3%	100.0%	98.2%	-	*	-	100.0%	86.4%	95.2%	*
Graduates, TxCHSE, and Continuers	93.7%	98.4%	**98.8%**	92.3%	100.0%	99.1%	-	*	-	100.0%	90.9%	96.8%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	92.1%	97.4%	**98.3%**	92.3%	100.0%	98.3%	-	*	-	100.0%	87.0%	96.8%	*
Received TxCHSE	0.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	*
Continued HS	1.0%	0.5%	**0.6%**	0.0%	0.0%	0.9%	-	*	-	0.0%	4.3%	0.0%	*
Dropped Out	6.5%	2.1%	**1.2%**	7.7%	0.0%	0.9%	-	*	-	0.0%	8.7%	3.2%	*
Graduates and TxCHSE	92.6%	97.4%	**98.3%**	92.3%	100.0%	98.3%	-	*	-	100.0%	87.0%	96.8%	*
Graduates, TxCHSE, and Continuers	93.5%	97.9%	**98.8%**	92.3%	100.0%	99.1%	-	*	-	100.0%	91.3%	96.8%	*

	State	District	Campus	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%	97.4%	**97.6%**	100.0%	100.0%	96.3%	-	*	-	100.0%	95.2%	98.6%	100.0%
Received TxCHSE	0.4%	0.0%	**0.0%**	0.0%	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%	0.0%	0.0%	0.0%
Dropped Out	6.8%	2.6%	**2.4%**	0.0%	0.0%	3.7%	-	*	-	0.0%	4.8%	1.4%	0.0%
Graduates and TxCHSE	92.2%	97.4%	**97.6%**	100.0%	100.0%	96.3%	-	*	-	100.0%	95.2%	98.6%	100.0%
Graduates, TxCHSE, and Continuers	93.2%	97.4%	**97.6%**	100.0%	100.0%	96.3%	-	*	-	100.0%	95.2%	98.6%	100.0%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	92.2%	96.9%	**97.6%**	100.0%	100.0%	96.3%	-	*	-	100.0%	95.2%	98.6%	100.0%
Received TxCHSE	0.5%	0.0%	**0.0%**	0.0%	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%	0.0%	0.0%	0.0%
Dropped Out	6.8%	3.1%	**2.4%**	0.0%	0.0%	3.7%	-	*	-	0.0%	4.8%	1.4%	0.0%
Graduates and TxCHSE	92.7%	96.9%	**97.6%**	100.0%	100.0%	96.3%	-	*	-	100.0%	95.2%	98.6%	100.0%
Graduates, TxCHSE, and Continuers	93.2%	96.9%	**97.6%**	100.0%	100.0%	96.3%	-	*	-	100.0%	95.2%	98.6%	100.0%
Class of 2021													
Graduated	92.7%	97.0%	**98.6%**	100.0%	97.5%	98.9%	-	*	-	*	100.0%	98.3%	100.0%
Received TxCHSE	0.5%	0.0%	**0.0%**	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%	0.0%	0.0%
Dropped Out	6.3%	3.0%	**1.4%**	0.0%	2.5%	1.1%	-	*	-	*	0.0%	1.7%	0.0%
Graduates and TxCHSE	93.2%	97.0%	**98.6%**	100.0%	97.5%	98.9%	-	*	-	*	100.0%	98.3%	100.0%
Graduates, TxCHSE, and Continuers	93.7%	97.0%	**98.6%**	100.0%	97.5%	98.9%	-	*	-	*	100.0%	98.3%	100.0%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2024	90.7%	94.7%	**95.8%**	*	94.8%	96.9%	*	*	*	100.0%	82.6%	94.9%	100.0%
Class of 2023	90.3%	95.4%	**97.7%**	92.3%	100.0%	97.4%	-	*	-	100.0%	83.3%	95.2%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2024	44.9%	-	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2023	72.3%	-	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2024	11.0%	1.1%	**0.6%**	*	0.0%	0.0%	*	*	-	16.7%	0.0%	0.0%	0.0%
Class of 2023	4.3%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	*
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2024	78.5%	88.1%	**93.8%**	*	90.9%	95.7%	*	*	-	83.3%	63.2%	94.6%	87.5%
Class of 2023	84.3%	89.5%	**94.7%**	100.0%	94.4%	95.5%	-	*	-	80.0%	73.7%	88.1%	*
Texas First-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 2024	0.1%	0.0%	**0.0%**	*	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%	0.0%	0.0%	*
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	89.5%	89.3%	**94.4%**	*	90.9%	95.7%	*	*	-	100.0%	63.2%	94.6%	87.5%
Class of 2023	88.6%	89.5%	**94.7%**	100.0%	94.4%	95.5%	-	*	-	80.0%	73.7%	88.1%	*
RHSP/DAP Graduates (Annual Rate)													
2023-24	24.6%	-	**-**	-	-	-	-	-	-	-	-	-	-
2022-23	38.4%	-	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2023-24	11.0%	2.1%	**0.6%**	*	0.0%	0.0%	*	*	-	16.7%	0.0%	0.0%	0.0%
2022-23	4.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	*
FHSP-DLA Graduates (Annual Rate)													
2023-24	76.9%	83.2%	**92.7%**	*	91.1%	93.7%	*	*	-	83.3%	55.0%	93.1%	87.5%
2022-23	82.5%	85.8%	**95.8%**	100.0%	94.3%	96.5%	-	*	-	80.0%	78.9%	89.7%	*
Texas First-DLA Graduates (Annual Rate)													
2023-24	0.1%	0.0%	**0.0%**	*	0.0%	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%	0.0%
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2023-24	87.8%	85.3%	**93.3%**	*	91.1%	93.7%	*	*	-	100.0%	55.0%	93.1%	87.5%
2022-23	86.8%	85.8%	**95.8%**	100.0%	94.3%	96.5%	-	*	-	80.0%	78.9%	89.7%	*

	Campus Count	Campus Percent	District Count	State Count
Graduates (2023-24 Annual Graduates)				
Total Graduates	164	100.0%	190	382,023
By Ethnicity:				
African American	4	2.4%	4	48,064
Hispanic	56	34.1%	64	200,942
White	95	57.9%	113	101,714
American Indian	2	1.2%	2	1,231
Asian	1	0.6%	1	19,746
Pacific Islander	0	0.0%	0	606
Two or More Races	6	3.7%	6	9,720
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	309
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	101
Foundation H.S. Program (No Endorsement)	11	6.7%	28	46,183
Foundation H.S. Program (Endorsement)	1	0.6%	4	42,042
Foundation H.S. Program (DLA)	152	92.7%	158	293,032
Texas First Early H.S. Completion Program (Texas First-DLA)	0	0.0%	0	356
Special Education Graduates	20	12.2%	21	35,935
Economically Disadvantaged Graduates	58	35.4%	75	211,984
Emergent Bilingual (EB)/English Learner (EL) Graduates	8	4.9%	8	56,967
At-Risk Graduates	51	31.1%	74	173,035
CTE Completers	95	57.9%	96	127,800

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)													
2023-24	81.8%	63.7%	**73.2%**	*	80.4%	68.4%	*	*	-	83.3%	75.0%	74.1%	87.5%
2022-23	76.3%	67.9%	**74.4%**	75.0%	65.7%	77.0%	-	*	-	60.0%	94.7%	74.1%	*
College Ready Graduates													
College Ready (Annual Graduates)													
2023-24	70.0%	38.9%	**45.1%**	*	41.1%	45.3%	*	*	-	66.7%	55.0%	37.9%	25.0%
2022-23	61.9%	48.9%	**54.8%**	66.7%	42.9%	58.4%	-	*	-	40.0%	78.9%	50.0%	*
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2023-24	69.5%	45.8%	**51.8%**	*	39.3%	57.9%	*	*	-	66.7%	15.0%	36.2%	0.0%
2022-23	62.8%	50.0%	**53.6%**	41.7%	45.7%	57.5%	-	*	-	40.0%	15.8%	44.8%	*
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2023-24	63.2%	33.7%	**37.8%**	*	30.4%	42.1%	*	*	-	50.0%	0.0%	24.1%	0.0%
2022-23	54.3%	39.5%	**43.5%**	25.0%	25.7%	50.4%	-	*	-	60.0%	5.3%	34.5%	*
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2023-24	57.4%	27.4%	**31.7%**	*	21.4%	36.8%	*	*	-	50.0%	0.0%	20.7%	0.0%
2022-23	48.4%	34.2%	**38.1%**	25.0%	22.9%	44.2%	-	*	-	40.0%	0.0%	27.6%	*
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2023-24	21.0%	4.2%	**4.9%**	*	5.4%	4.2%	*	*	-	0.0%	0.0%	6.9%	0.0%
2022-23	20.4%	4.7%	**5.4%**	0.0%	8.6%	5.3%	-	*	-	0.0%	0.0%	5.2%	*
Associate Degree (Annual Graduates)													
2023-24	3.1%	0.0%	**0.0%**	*	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
2022-23	2.5%	0.5%	**0.6%**	0.0%	0.0%	0.9%	-	*	-	0.0%	0.0%	0.0%	*
Dual Course Credits in Any Subject (Annual Graduates)													
2023-24	25.1%	15.8%	**18.3%**	*	17.9%	15.8%	*	*	-	33.3%	5.0%	12.1%	12.5%
2022-23	23.6%	23.2%	**26.2%**	8.3%	17.1%	31.9%	-	*	-	0.0%	0.0%	17.2%	*
Onramps Course Credits (Annual Graduates)													
2023-24	5.7%	0.0%	**0.0%**	*	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
2022-23	4.8%	0.0%	**0.0%**	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)													
2023-24	6.0%	5.8%	**6.7%**	*	8.9%	5.3%	*	*	-	0.0%	55.0%	8.6%	12.5%
2022-23	5.6%	7.9%	**8.9%**	33.3%	14.3%	5.3%	-	*	-	0.0%	78.9%	15.5%	*
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2023-24	38.1%	46.3%	**53.0%**	*	60.7%	48.4%	*	*	-	66.7%	50.0%	55.2%	62.5%

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	36.4%	44.7%	**48.8%**	25.0%	51.4%	48.7%	-	*	-	60.0%	57.9%	51.7%	*
Approved Industry-Based Certification (Annual Graduates)													
2023-24	34.9%	44.2%	**50.6%**	*	53.6%	48.4%	*	*	-	66.7%	35.0%	50.0%	50.0%
2022-23	33.4%	40.5%	**44.6%**	25.0%	51.4%	42.5%	-	*	-	60.0%	42.1%	44.8%	*
Graduates with Level I or Level II Certificate (Annual Graduates)													
2023-24	1.1%	2.6%	**3.0%**	*	8.9%	0.0%	*	*	-	0.0%	0.0%	3.4%	0.0%
2022-23	0.8%	4.2%	**4.8%**	0.0%	2.9%	6.2%	-	*	-	0.0%	0.0%	3.4%	*
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2023-24	2.7%	1.6%	**1.8%**	*	5.4%	0.0%	*	*	-	0.0%	15.0%	3.4%	12.5%
2022-23	2.7%	1.6%	**1.8%**	0.0%	0.0%	2.7%	-	*	-	0.0%	15.8%	5.2%	*
U.S. Armed Forces Enlistment (Annual Graduates)													
2023-24	0.7%	0.0%	**0.0%**	*	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
2022-23	0.6%	1.1%	**0.6%**	0.0%	0.0%	0.9%	-	*	-	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	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	2023-24	20.1%	34.2%	**38.4%**	*	26.8%	45.3%	*	*	-	33.3%	10.0%	29.3%	0.0%
	2022-23	21.0%	42.1%	**45.2%**	33.3%	42.9%	48.7%	-	*	-	20.0%	15.8%	34.5%	*
Mathematics	2023-24	21.3%	31.6%	**35.4%**	*	28.6%	38.9%	*	*	-	50.0%	0.0%	24.1%	0.0%
	2022-23	19.9%	36.8%	**41.7%**	16.7%	25.7%	48.7%	-	*	-	60.0%	5.3%	31.0%	*
Both Subjects	2023-24	12.7%	21.6%	**25.0%**	*	17.9%	29.5%	*	*	-	16.7%	0.0%	17.2%	0.0%
	2022-23	12.5%	26.3%	**29.8%**	16.7%	20.0%	34.5%	-	*	-	20.0%	0.0%	19.0%	*
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2023-24	26.6%	0.5%	**0.6%**	*	0.0%	1.1%	*	*	-	0.0%	0.0%	0.0%	0.0%
	2022-23	18.2%	0.5%	**0.6%**	8.3%	0.0%	0.0%	-	*	-	0.0%	0.0%	1.7%	*
Mathematics	2023-24	29.5%	0.5%	**0.6%**	*	0.0%	1.1%	*	*	-	0.0%	0.0%	0.0%	0.0%
	2022-23	20.2%	0.5%	**0.6%**	8.3%	0.0%	0.0%	-	*	-	0.0%	0.0%	1.7%	*
Both Subjects	2023-24	20.2%	0.5%	**0.6%**	*	0.0%	1.1%	*	*	-	0.0%	0.0%	0.0%	0.0%
	2022-23	12.5%	0.5%	**0.6%**	8.3%	0.0%	0.0%	-	*	-	0.0%	0.0%	1.7%	*
AP/IB-Results (Participation) (Grades 11-12)														
All Subjects	2024	25.7%	16.8%	**18.2%**	9.1%	15.9%	19.0%	*	*	*	20.0%	0.0%	15.6%	0.0%
	2023	24.2%	11.3%	**12.3%**	13.3%	14.0%	11.2%	*	20.0%	*	18.2%	0.0%	8.3%	0.0%
English Language Arts	2024	14.6%	6.2%	**6.7%**	0.0%	9.7%	4.6%	*	*	*	10.0%	0.0%	9.4%	0.0%
	2023	13.8%	4.2%	**4.6%**	13.3%	6.5%	3.1%	*	20.0%	*	0.0%	0.0%	4.1%	0.0%
Mathematics	2024	9.6%	0.3%	**0.3%**	0.0%	0.0%	0.5%	*	*	*	0.0%	0.0%	0.0%	0.0%
	2023	7.4%	1.8%	**2.0%**	0.0%	4.3%	1.3%	*	0.0%	*	0.0%	0.0%	2.5%	0.0%
Science	2024	10.9%	10.6%	**11.5%**	0.0%	3.5%	15.3%	*	*	*	20.0%	0.0%	7.0%	0.0%
	2023	10.3%	4.7%	**5.1%**	0.0%	4.3%	6.3%	*	0.0%	*	0.0%	0.0%	2.5%	0.0%
Social Studies	2024	13.7%	5.2%	**5.6%**	9.1%	6.2%	4.2%	*	*	*	10.0%	0.0%	5.5%	0.0%
	2023	13.1%	5.0%	**5.4%**	6.7%	6.5%	4.5%	*	0.0%	*	18.2%	0.0%	4.1%	0.0%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2024	56.9%	46.2%	**46.2%**	*	38.9%	48.8%	-	*	*	*	-	40.0%	-
	2023	53.3%	16.3%	**16.3%**	*	15.4%	20.0%	-	*	-	*	-	20.0%	-
English Language Arts	2024	48.8%	29.2%	**29.2%**	-	18.2%	40.0%	-	*	*	*	-	33.3%	-
	2023	52.3%	18.8%	**18.8%**	*	16.7%	28.6%	-	*	-	-	-	20.0%	-
Mathematics	2024	53.4%	*	*	-	-	*	-	-	-	-	-	-	-
	2023	50.1%	28.6%	**28.6%**	-	*	*	-	-	-	-	-	*	-
Science	2024	46.1%	36.6%	**36.6%**	-	*	36.4%	-	*	-	*	-	11.1%	-
	2023	44.8%	22.2%	**22.2%**	-	*	21.4%	-	-	-	-	-	*	-

	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	2024	56.8%	45.0%	**45.0%**	*	28.6%	55.6%	-	*	*	*	-	42.9%	-
	2023	42.0%	10.5%	**10.5%**	*	0.0%	20.0%	-	-	-	*	-	0.0%	-
SAT/ACT Results (Annual Graduates)														
Tested	2023-24	79.1%	82.1%	**95.1%**	*	89.3%	100.0%	*	*	-	66.7%	65.0%	94.7%	75.0%
	2022-23	79.3%	87.9%	**99.4%**	100.0%	100.0%	93.8%	-	*	?	80.0%	78.9%	98.3%	*
At/Above Criterion for All Examinees	2023-24	28.8%	18.6%	**18.6%**	*	10.0%	20.0%	*	*	-	*	0.0%	9.3%	0.0%
	2022-23	28.9%	15.6%	**15.6%**	0.0%	10.0%	19.8%	-	*	*	*	0.0%	10.5%	*
Average SAT Score (Annual Graduates)														
All Subjects	2023-24	975	921	**921**	*	887	934	*	*	-	*	728	871	712
	2022-23	978	1069	**1069**	-	1044	1087	-	997	-	1010	930	1047	990
English Language Arts and Writing	2023-24	496	465	**465**	*	447	471	*	*	-	*	372	442	375
	2022-23	497	542	**542**	-	516	554	-	510	-	490	490	529	520
Mathematics	2023-24	479	456	**456**	*	440	463	*	*	-	*	356	429	337
	2022-23	482	527	**527**	-	528	532	-	487	-	520	440	518	470
Average ACT Score (Annual Graduates)														
All Subjects	2023-24	19.3	19.1	**19.1**	-	18.0	19.8	-	-	-	*	-	*	-
	2022-23	19.2	17.9	**17.9**	15.1	15.8	19.2	-	17.5	11.0	16.7	13.6	16.4	13.7
English Language Arts	2023-24	19.0	19.0	**19.0**	-	17.7	20.3	-	-	-	*	-	*	-
	2022-23	18.8	17.6	**17.6**	13.5	15.1	19.1	-	16.5	9.0	16.0	13.1	15.8	13.7
Mathematics	2023-24	19.0	18.2	**18.2**	-	16.8	18.7	-	-	-	*	-	*	-
	2022-23	18.9	17.5	**17.5**	15.4	16.1	18.3	-	15.0	16.0	15.7	13.8	16.2	14.0
Science	2023-24	19.6	19.5	**19.5**	-	19.3	19.7	-	-	-	*	-	*	-
	2022-23	19.5	18.6	**18.6**	17.3	16.7	19.5	-	20.0	11.0	18.7	14.2	17.2	13.3

- Indicates there are no students in the group.
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? 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.

	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	2023-24	45.7%	23.2%	**24.1%**	15.4%	19.9%	27.3%	*	33.3%	*	20.0%	6.8%	18.6%	10.2%
	2022-23	45.4%	28.6%	**29.7%**	33.3%	21.5%	33.2%	*	33.3%	*	39.3%	8.9%	21.7%	7.1%
English Language Arts	2023-24	17.8%	9.6%	**9.9%**	3.8%	6.9%	11.7%	*	33.3%	*	9.1%	0.0%	5.3%	0.0%
	2022-23	17.4%	10.4%	**10.7%**	11.8%	6.1%	12.4%	*	22.2%	*	18.5%	0.0%	6.2%	0.0%
Mathematics	2023-24	19.4%	7.5%	**7.7%**	0.0%	5.2%	9.4%	*	16.7%	*	9.4%	0.0%	4.3%	0.0%
	2022-23	19.5%	16.0%	**16.3%**	14.7%	11.9%	19.0%	*	11.1%	*	16.0%	4.3%	10.9%	2.4%
Science	2023-24	21.9%	15.5%	**15.9%**	3.8%	12.5%	18.4%	*	33.3%	*	18.2%	2.7%	11.0%	3.4%
	2022-23	21.5%	15.6%	**16.0%**	11.8%	11.1%	18.6%	*	12.5%	*	23.1%	4.3%	12.6%	4.8%
Social Studies	2023-24	24.5%	11.0%	**11.3%**	7.7%	6.9%	14.2%	*	33.3%	*	5.9%	0.0%	6.5%	0.0%
	2022-23	24.0%	11.3%	**11.8%**	3.0%	7.2%	14.2%	*	22.2%	*	18.5%	1.0%	5.5%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2022-23	***	***	***	***	***	***	***	***	***	***	***	***	***
	2021-22	47.6%	39.6%	**42.9%**	37.5%	37.5%	45.2%	-	100.0%	-	20.0%	36.4%	32.9%	16.7%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2022-23	***	***	***	***	***	***	***	***	***	***	***	***	***
	2021-22	53.6%	37.8%	**38.6%**	33.3%	22.2%	44.4%	-	33.3%	-	100.0%	0.0%	26.1%	0.0%

- Indicates there are no students in the group.
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? 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			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	**827**	**100.0%**	**2,874**	**5,530,499**	**827**	**100.0%**	**2,880**	**5,544,255**
Students by Grade								
Grade 9	209	25.3%	7.3%	8.3%	209	25.3%	7.3%	8.3%
Grade 10	215	26.0%	7.6%	7.9%	215	26.0%	7.6%	7.9%
Grade 11	226	27.3%	8.2%	7.4%	226	27.3%	8.2%	7.4%
Grade 12	177	21.4%	6.4%	7.0%	177	21.4%	6.4%	7.0%
Ethnic Distribution								
African American	27	3.3%	3.0%	12.8%	27	3.3%	3.0%	12.8%
Hispanic	295	35.7%	35.8%	53.5%	295	35.7%	35.7%	53.5%
White	454	54.9%	55.8%	24.4%	454	54.9%	55.9%	24.4%
American Indian	0	0.0%	0.3%	0.3%	0	0.0%	0.3%	0.3%
Asian	8	1.0%	0.4%	5.6%	8	1.0%	0.4%	5.6%
Pacific Islander	3	0.4%	0.2%	0.2%	3	0.4%	0.2%	0.2%
Two or More Races	40	4.8%	4.6%	3.3%	40	4.8%	4.6%	3.3%
Sex								
Female	398	48.1%	47.9%	48.9%	398	48.1%	47.8%	48.8%
Male	429	51.9%	52.1%	51.1%	429	51.9%	52.2%	51.2%
Other Student Cohorts								
Economically Disadvantaged	307	37.1%	43.9%	60.5%	307	37.1%	43.8%	60.4%
Non-Educationally Disadvantaged	520	62.9%	56.1%	39.5%	520	62.9%	56.2%	39.6%
Section 504 Students	116	14.0%	8.3%	6.8%	116	14.0%	8.3%	6.8%
EB Students/EL	86	10.4%	14.5%	24.3%	86	10.4%	14.5%	24.3%
Students w/ Disciplinary Placements (2023-24)	35	4.0%	2.0%	2.1%				
Students w/ Dyslexia	95	11.5%	11.1%	6.4%	95	11.5%	11.1%	6.4%
Foster Care	0	0.0%	0.3%	0.2%	0	0.0%	0.3%	0.2%
Homeless	8	1.0%	1.3%	1.4%	8	1.0%	1.3%	1.4%
Immigrant	9	1.1%	1.3%	3.5%	9	1.1%	1.3%	3.5%
Migrant	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Title I	827	100.0%	100.0%	66.6%	827	100.0%	100.0%	66.5%
Military Connected	51	6.2%	6.4%	4.1%	51	6.2%	6.4%	4.1%
At-Risk	332	40.1%	39.0%	53.5%	332	40.1%	38.9%	53.5%
Students by Instructional Program								
Bilingual/ESL Education	86	10.4%	14.5%	24.3%	86	10.4%	14.5%	24.3%
Career and Technical Education	743	89.8%	31.2%	27.7%	-	-	-	-
Career and Technical Education (9-12 grades only)	743	89.8%	89.0%	74.0%	-	-	-	-
Gifted and Talented Education	61	7.4%	5.5%	8.7%	61	7.4%	5.5%	8.7%
Special Education	121	14.6%	20.7%	15.3%	121	14.6%	20.8%	15.5%

	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	**121**							
Students with Intellectual Disabilities	67	55.4%	51.3%	48.3%				
Students with Physical Disabilities	5	4.1%	22.1%	17.0%				
Students with Autism	18	14.9%	10.9%	16.8%				
Students with Behavioral Disabilities	31	25.6%	14.6%	16.3%				
Students with Non-Categorical Early Childhood	0	0.0%	1.0%	1.6%				
Mobility (2023-24)								
Total Mobile Students	**97**	**11.0%**	**11.8%**	**16.4%**				
African American	2	0.2%	0.4%	3.3%				
Hispanic	33	3.8%	4.3%	8.9%				
White	56	6.4%	6.3%	2.9%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	1	0.1%	0.0%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	5	0.6%	0.7%	0.6%				
Special Ed Students who are Mobile	19	14.8%	11.5%	17.3%				
Count and Percent of EB Students/EL who are Mobile	7	11.5%	10.9%	17.9%				
Count and Percent of Econ Dis Students who are Mobile	48	13.3%	14.0%	19.0%				
Student Attrition (2023-24)								
Total Student Attrition	**88**	**13.2%**	**12.9%**	**18.0%**				

	Non-Special Education Rates			Special Education Rates		
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade						
Grade 9	4.4%	4.4%	7.3%	10.3%	10.3%	11.0%

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

Class Size Information	Campus	District	State
Secondary			
English/Language Arts	19.3	16.3	16.4
Foreign Languages	20.7	17.5	18.9
Mathematics	18.6	13.6	17.8

Class Size Information	Campus	District	State
Science	19.7	16.6	18.9
Social Studies	23.5	16.7	18.9

Texas Education Agency
2024-25 Staff Information (TAPR)
SANGER H S (061908001) - SANGER ISD - DENTON COUNTY

	Campus			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	**88.2**	**100.0%**	**100.0%**	**100.0%**
Professional Staff	76.0	86.2%	64.0%	63.8%
Teachers	60.2	68.2%	43.7%	48.3%
Professional Support	10.8	12.2%	13.9%	10.8%
Campus Administration (School Leadership)	5.1	5.8%	3.9%	3.4%
Educational Aides	12.2	13.8%	14.2%	10.7%
Librarians and Counselors (Headcount)				
Full-time Librarians	1.0	n/a	1.0	4,125.0
Part-time Librarians	0.0	n/a	0.0	583.0
Full-time Counselors	4.0	n/a	10.0	13,704.0
Part-time Counselors	0.0	n/a	1.0	1,298.0
Total Minority Staff	**10.8**	**12.2%**	**15.0%**	**55.3%**
Teachers by Ethnicity				
African American	1.7	2.8%	0.9%	12.8%
Hispanic	2.0	3.4%	7.1%	31.0%
White	53.8	89.4%	89.6%	52.2%
American Indian	0.9	1.5%	0.9%	0.3%
Asian	0.9	1.5%	1.0%	2.2%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.9	1.4%	0.5%	1.3%
Teachers by Sex				
Males	29.1	48.4%	26.5%	24.6%
Females	31.0	51.6%	73.5%	75.4%
Teachers by Highest Degree Held				
No Degree	1.8	3.0%	1.0%	2.4%
Bachelors	39.6	65.8%	77.9%	71.4%
Masters	17.9	29.7%	20.6%	25.4%
Doctorate	0.9	1.5%	0.5%	0.8%
Teachers by Years of Experience				
Beginning Teachers	0.0	0.0%	1.0%	7.3%
1-5 Years Experience	18.2	30.2%	28.7%	28.3%
6-10 Years Experience	11.1	18.4%	18.3%	19.7%
11-20 Years Experience	13.1	21.8%	26.1%	27.6%
21-30 Years Experience	14.4	23.9%	22.5%	14.1%
Over 30 Years Experience	3.4	5.7%	3.4%	3.0%
Number of Students per Teacher	13.7	n/a	16.1	15.0

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	2.0	8.4	6.0
Average Years Experience of Principals with District	2.0	6.6	5.1
Average Years Experience of Assistant Principals	5.7	6.1	5.1
Average Years Experience of Assistant Principals with District	3.7	5.5	4.3
Average Years Experience of Teachers	13.4	13.0	11.2
Average Years Experience of Teachers with District	4.8	5.3	7.0
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	-	$58,994	$55,689
1-5 Years Experience	$58,516	$58,026	$59,266
6-10 Years Experience	$63,935	$64,008	$62,607
11-20 Years Experience	$70,742	$70,455	$66,353
21-30 Years Experience	$82,365	$80,548	$70,976
Over 30 Years Experience	$90,515	$91,255	$75,042
Average Actual Salaries (regular duties only)			
Teachers	$69,692	$68,574	$63,751
Professional Support	$75,357	$74,489	$75,909
Campus Administration (School Leadership)	$97,243	$91,925	$88,786
Instructional Staff Percent	n/a	75.0%	64.8%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,637.7

	Campus			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served)				
Bilingual/ESL Education	0.1	0.2%	0.1%	6.3%
Career and Technical Education	13.3	22.1%	8.5%	5.5%
Compensatory Education	0.0	0.0%	2.5%	2.6%
Gifted and Talented Education	0.0	0.0%	0.0%	1.6%
Regular Education	29.2	48.5%	67.8%	69.0%
Special Education	13.9	23.2%	18.4%	11.4%
Other	3.6	6.0%	2.9%	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.)

2024-25 Texas Academic Performance Report (TAPR)

District Name: SANGER ISD

Campus Name: LINDA TUTT H S

Campus Number: 061908003

2025 Campus Accountability Score: C

(evaluated with alternative education accountability provisions)

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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)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English II																	
At Approaches Grade Level or Above	2025	72%	81%	**67%**	*	*	*	-	-	-	-	*	-	*	*	*	-
	2024	75%	85%	*	-	*	*	-	-	-	-	-	-	*	*	*	-
At Meets Grade Level or Above	2025	55%	65%	**33%**	*	*	*	-	-	-	-	*	-	*	*	*	-
	2024	58%	70%	*	-	*	*	-	-	-	-	-	-	*	*	*	-
At Masters Grade Level	2025	8%	6%	**0%**	*	*	*	-	-	-	-	*	-	*	*	*	-
	2024	9%	12%	*	-	*	*	-	-	-	-	-	-	*	*	*	-
End of Course Algebra I																	
At Approaches Grade Level or Above	2025	78%	87%	*	*	-	-	-	-	-	-	-	-	-	*	-	-
	2024	81%	90%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2025	45%	57%	*	*	-	-	-	-	-	-	-	-	-	*	-	-
	2024	43%	50%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2025	27%	37%	*	*	-	-	-	-	-	-	-	-	-	*	-	-
	2024	24%	27%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
End of Course Biology																	
At Approaches Grade Level or Above	2025	92%	96%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2024	91%	93%	*	-	-	*	-	-	-	-	-	-	-	*	*	-
At Meets Grade Level or Above	2025	61%	57%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2024	56%	55%	*	-	-	*	-	-	-	-	-	-	-	*	*	-
At Masters Grade Level	2025	21%	16%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2024	19%	15%	*	-	-	*	-	-	-	-	-	-	-	*	*	-
End of Course U.S. History																	
At Approaches Grade Level or Above	2025	95%	97%	**100%**	*	*	100%	-	-	-	-	*	-	100%	100%	100%	-
	2024	96%	97%	**100%**	-	*	*	-	-	-	*	*	-	100%	*	100%	-
At Meets Grade Level or Above	2025	68%	74%	**50%**	*	*	57%	-	-	-	-	*	-	80%	20%	67%	-
	2024	69%	74%	**44%**	-	*	*	-	-	-	*	*	-	57%	*	57%	-
At Masters Grade Level	2025	37%	41%	**10%**	*	*	14%	-	-	-	-	*	-	20%	0%	0%	-
	2024	37%	42%	**0%**	-	*	*	-	-	-	*	*	-	0%	*	0%	-
SAT/ACT All Subjects																	

	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	2025	89%	97%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2024	88%	96%	*	-	-	*	-	-	-	-	-	-	*	-	-	-
At Meets Grade Level or Above	2025	59%	69%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2024	59%	64%	*	-	-	*	-	-	-	-	-	-	*	-	-	-
At Masters Grade Level	2025	13%	3%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2024	12%	0%	*	-	-	*	-	-	-	-	-	-	*	-	-	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2025	75%	79%	**88%**	*	*	82%	-	-	-	-	*	-	100%	80%	89%	-
	2024	75%	79%	**87%**	-	100%	78%	-	-	-	*	*	-	100%	60%	100%	-
At Meets Grade Level or Above	2025	50%	53%	**41%**	*	*	36%	-	-	-	-	*	-	57%	30%	44%	-
	2024	48%	53%	**27%**	-	20%	22%	-	-	-	*	*	-	40%	0%	40%	-
At Masters Grade Level	2025	21%	22%	**6%**	*	*	9%	-	-	-	-	*	-	14%	0%	0%	-
	2024	20%	20%	**0%**	-	0%	0%	-	-	-	*	*	-	0%	0%	0%	-
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2025	76%	82%	**67%**	*	*	*	-	-	-	-	*	-	*	*	*	-
	2024	76%	83%	*	-	*	*	-	-	-	-	-	-	*	*	*	-
At Meets Grade Level or Above	2025	54%	61%	**33%**	*	*	*	-	-	-	-	*	-	*	*	*	-
	2024	54%	61%	*	-	*	*	-	-	-	-	-	-	*	*	*	-
At Masters Grade Level	2025	23%	25%	**0%**	*	*	*	-	-	-	-	*	-	*	*	*	-
	2024	22%	25%	*	-	*	*	-	-	-	-	-	-	*	*	*	-
All Grades Mathematics																	
At Approaches Grade Level or Above	2025	72%	77%	*	*	-	-	-	-	-	-	-	-	-	*	-	-
	2024	72%	74%	*	-	-	*	-	-	-	-	-	-	*	-	-	-
At Meets Grade Level or Above	2025	45%	49%	*	*	-	-	-	-	-	-	-	-	-	*	-	-
	2024	43%	45%	*	-	-	*	-	-	-	-	-	-	*	-	-	-
At Masters Grade Level	2025	20%	20%	*	*	-	-	-	-	-	-	-	-	-	*	-	-
	2024	17%	15%	*	-	-	*	-	-	-	-	-	-	*	-	-	-
All Grades Science																	
At Approaches Grade Level or Above	2024	75%	77%	*	-	-	*	-	-	-	-	-	-	-	*	*	-
At Meets Grade Level or Above	2024	43%	42%	*	-	-	*	-	-	-	-	-	-	-	*	*	-
At Masters Grade Level	2024	16%	13%	*	-	-	*	-	-	-	-	-	-	-	*	*	-

	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 Social Studies																	
At Approaches Grade Level or Above	2025	77%	78%	**100%**	*	*	100%	-	-	-	-	*	-	100%	100%	100%	-
	2024	78%	83%	**100%**	-	*	*	-	-	-	*	*	-	100%	*	100%	-
At Meets Grade Level or Above	2025	50%	51%	**50%**	*	*	57%	-	-	-	-	*	-	80%	20%	67%	-
	2024	51%	58%	**44%**	-	*	*	-	-	-	*	*	-	57%	*	57%	-
At Masters Grade Level	2025	27%	27%	**10%**	*	*	14%	-	-	-	-	*	-	20%	0%	0%	-
	2024	27%	31%	**0%**	-	*	*	-	-	-	*	*	-	0%	*	0%	-

* 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)	G/T
School Progress - Annual Growth by Grade and Subject																		
End of Course English II	2025	65%	65%	*	*	-	-	-	-	-	-	-	-	-	*	-	-	-
	2024	69%	67%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Both Subjects	2025	65%	70%	*	*	-	-	-	-	-	-	-	-	-	*	-	-	-
	2024	64%	64%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades ELA/Reading	2025	67%	70%	*	*	-	-	-	-	-	-	-	-	-	*	-	-	-
	2024	67%	68%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

* 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	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	2025	75%	79%	**88%**	-	-	-	-	-	-	-	-	-	-	-	88%	-	-
	2024	75%	79%	**87%**	-	-	-	-	-	-	-	-	-	-	-	83%	-	*
At Meets Grade Level or Above	2025	50%	53%	**41%**	-	-	-	-	-	-	-	-	-	-	-	41%	-	-
	2024	48%	53%	**27%**	-	-	-	-	-	-	-	-	-	-	-	33%	-	*
At Masters Grade Level	2025	21%	22%	**6%**	-	-	-	-	-	-	-	-	-	-	-	6%	-	-
	2024	20%	20%	**0%**	-	-	-	-	-	-	-	-	-	-	-	0%	-	*
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2025	76%	82%	**67%**	-	-	-	-	-	-	-	-	-	-	-	67%	-	-
	2024	76%	83%	*	-	-	-	-	-	-	-	-	-	-	-	*	-	*
At Meets Grade Level or Above	2025	54%	61%	**33%**	-	-	-	-	-	-	-	-	-	-	-	33%	-	-
	2024	54%	61%	*	-	-	-	-	-	-	-	-	-	-	-	*	-	*
At Masters Grade Level	2025	23%	25%	**0%**	-	-	-	-	-	-	-	-	-	-	-	0%	-	-
	2024	22%	25%	*	-	-	-	-	-	-	-	-	-	-	-	*	-	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2025	72%	77%	*	-	-	-	-	-	-	-	-	-	-	-	*	-	-
	2024	72%	74%	*	-	-	-	-	-	-	-	-	-	-	-	*	-	-
At Meets Grade Level or Above	2025	45%	49%	*	-	-	-	-	-	-	-	-	-	-	-	*	-	-
	2024	43%	45%	*	-	-	-	-	-	-	-	-	-	-	-	*	-	-

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2025	20%	20%	*	-	-	-	-	-	-	-	-	-	-	-	*	-	-
	2024	17%	15%	*	-	-	-	-	-	-	-	-	-	-	-	*	-	-
All Grades Science																		
At Approaches Grade Level or Above	2025	78%	81%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2024	75%	77%	*	-	-	-	-	-	-	-	-	-	-	-	*	-	-
At Meets Grade Level or Above	2025	47%	44%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2024	43%	42%	*	-	-	-	-	-	-	-	-	-	-	-	*	-	-
At Masters Grade Level	2025	17%	13%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2024	16%	13%	*	-	-	-	-	-	-	-	-	-	-	-	*	-	-
All Grades Social Studies																		
At Approaches Grade Level or Above	2025	77%	78%	**100%**	-	-	-	-	-	-	-	-	-	-	-	100%	-	-
	2024	78%	83%	**100%**	-	-	-	-	-	-	-	-	-	-	-	100%	-	*
At Meets Grade Level or Above	2025	50%	51%	**50%**	-	-	-	-	-	-	-	-	-	-	-	50%	-	-
	2024	51%	58%	**44%**	-	-	-	-	-	-	-	-	-	-	-	57%	-	*
At Masters Grade Level	2025	27%	27%	**10%**	-	-	-	-	-	-	-	-	-	-	-	10%	-	-
	2024	27%	31%	**0%**	-	-	-	-	-	-	-	-	-	-	-	0%	-	*
School Progress - Annual Growth																		
All Grades Both Subjects	2025	65%	70%	*	-	-	-	-	-	-	-	-	-	-	-	*	-	-
	2024	64%	64%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades ELA/Reading	2025	67%	70%	*	-	-	-	-	-	-	-	-	-	-	-	*	-	-
	2024	67%	68%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

* 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)
2025 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**96%**	*	100%	93%	-	-	-	-	*	-	92%	100%	100%	*
Included in Accountability	93%	94%	**68%**	*	38%	79%	-	-	-	-	*	-	58%	77%	90%	*
Not Included in Accountability: Mobile	4%	4%	**20%**	*	38%	14%	-	-	-	-	*	-	25%	15%	0%	*
Not Included in Accountability: Other Exclusions	2%	1%	**8%**	*	25%	0%	-	-	-	-	*	-	8%	8%	10%	*
Not Tested	1%	0%	**4%**	*	0%	7%	-	-	-	-	*	-	8%	0%	0%	*
Absent	1%	0%	**0%**	*	0%	0%	-	-	-	-	*	-	0%	0%	0%	*
Other	0%	0%	**4%**	*	0%	7%	-	-	-	-	*	-	8%	0%	0%	*
Reading																
Assessment Participant	99%	100%	**100%**	*	*	100%	-	-	-	-	*	-	*	100%	*	*
Included in Accountability	91%	94%	**60%**	*	*	80%	-	-	-	-	*	-	*	67%	*	*
Not Included in Accountability: Mobile	4%	4%	**20%**	*	*	20%	-	-	-	-	*	-	*	17%	*	*
Not Included in Accountability: Other Exclusions	4%	2%	**20%**	*	*	0%	-	-	-	-	*	-	*	17%	*	*
Not Tested	1%	0%	**0%**	*	*	0%	-	-	-	-	*	-	*	0%	*	*
Absent	1%	0%	**0%**	*	*	0%	-	-	-	-	*	-	*	0%	*	*
Other	0%	0%	**0%**	*	*	0%	-	-	-	-	*	-	*	0%	*	*
Mathematics																
Assessment Participant	99%	100%	*	*	-	*	-	-	-	-	-	-	*	*	-	-
Included in Accountability	94%	95%	*	*	-	*	-	-	-	-	-	-	*	*	-	-
Not Included in Accountability: Mobile	4%	4%	*	*	-	*	-	-	-	-	-	-	*	*	-	-
Not Included in Accountability: Other Exclusions	1%	1%	*	*	-	*	-	-	-	-	-	-	*	*	-	-
Not Tested	1%	0%	*	*	-	*	-	-	-	-	-	-	*	*	-	-
Absent	1%	0%	*	*	-	*	-	-	-	-	-	-	*	*	-	-
Other	0%	0%	*	*	-	*	-	-	-	-	-	-	*	*	-	-
Social Studies																
Assessment Participant	99%	99%	**100%**	*	*	100%	-	-	-	-	*	-	100%	100%	100%	-
Included in Accountability	94%	96%	**77%**	*	*	88%	-	-	-	-	*	-	71%	83%	100%	-
Not Included in Accountability: Mobile	4%	3%	**23%**	*	*	13%	-	-	-	-	*	-	29%	17%	0%	-
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	*	*	0%	-	-	-	-	*	-	0%	0%	0%	-
Not Tested	1%	1%	**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%	-
Other	0%	0%	**0%**	*	*	0%	-	-	-	-	*	-	0%	0%	0%	-
Accelerated Testers																
SAT/ACT Participant	94%	92%	*	-	-	*	-	-	-	-	-	-	*	-	-	-
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**95%**	-	100%	93%	-	-	-	*	*	-	100%	90%	92%	-
Included in Accountability	92%	95%	**71%**	-	83%	64%	-	-	-	*	*	-	91%	50%	83%	-
Not Included in Accountability: Mobile	4%	5%	**24%**	-	17%	29%	-	-	-	*	*	-	9%	40%	8%	-
Not Included in Accountability: Other Exclusions	2%	1%	**0%**	-	0%	0%	-	-	-	*	*	-	0%	0%	0%	-
Not Tested	1%	0%	**5%**	-	0%	7%	-	-	-	*	*	-	0%	10%	8%	-
Absent	1%	0%	**5%**	-	0%	7%	-	-	-	*	*	-	0%	10%	8%	-
Other	0%	0%	**0%**	-	0%	0%	-	-	-	*	*	-	0%	0%	0%	-
Reading																
Assessment Participant	99%	100%	**100%**	-	*	*	-	-	-	-	-	-	*	*	*	-
Included in Accountability	91%	95%	**80%**	-	*	*	-	-	-	-	-	-	*	*	*	-
Not Included in Accountability: Mobile	4%	4%	**20%**	-	*	*	-	-	-	-	-	-	*	*	*	-
Not Included in Accountability: Other Exclusions	4%	1%	**0%**	-	*	*	-	-	-	-	-	-	*	*	*	-
Not Tested	1%	0%	**0%**	-	*	*	-	-	-	-	-	-	*	*	*	-
Absent	1%	0%	**0%**	-	*	*	-	-	-	-	-	-	*	*	*	-
Other	0%	0%	**0%**	-	*	*	-	-	-	-	-	-	*	*	*	-
Mathematics																
Assessment Participant	99%	100%	*	-	-	*	-	-	-	-	-	-	*	*	*	-
Included in Accountability	93%	95%	*	-	-	*	-	-	-	-	-	-	*	*	*	-
Not Included in Accountability: Mobile	5%	5%	*	-	-	*	-	-	-	-	-	-	*	*	*	-
Not Included in Accountability: Other Exclusions	1%	0%	*	-	-	*	-	-	-	-	-	-	*	*	*	-
Not Tested	1%	0%	*	-	-	*	-	-	-	-	-	-	*	*	*	-
Absent	1%	0%	*	-	-	*	-	-	-	-	-	-	*	*	*	-
Other	0%	0%	*	-	-	*	-	-	-	-	-	-	*	*	*	-
Science																
Assessment Participant	99%	100%	*	-	-	*	-	-	-	-	-	-	-	*	*	-
Included in Accountability	93%	94%	*	-	-	*	-	-	-	-	-	-	-	*	*	-

	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	4%	5%	*	-	-	*	-	-	-	-	-	-	-	*	*	-
Not Included in Accountability: Other Exclusions	1%	1%	*	-	-	*	-	-	-	-	-	-	-	*	*	-
Not Tested	1%	0%	*	-	-	*	-	-	-	-	-	-	-	*	*	-
Absent	1%	0%	*	-	-	*	-	-	-	-	-	-	-	*	*	-
Other	0%	0%	*	-	-	*	-	-	-	-	-	-	-	*	*	-
Social Studies																
Assessment Participant	99%	100%	**100%**	-	100%	100%	-	-	-	*	*	-	100%	100%	100%	-
Included in Accountability	94%	95%	**69%**	-	80%	57%	-	-	-	*	*	-	88%	40%	100%	-
Not Included in Accountability: Mobile	4%	5%	**31%**	-	20%	43%	-	-	-	*	*	-	13%	60%	0%	-
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	-	0%	0%	-	-	-	*	*	-	0%	0%	0%	-
Not Tested	1%	0%	**0%**	-	0%	0%	-	-	-	*	*	-	0%	0%	0%	-
Absent	1%	0%	**0%**	-	0%	0%	-	-	-	*	*	-	0%	0%	0%	-
Other	0%	0%	**0%**	-	0%	0%	-	-	-	*	*	-	0%	0%	0%	-
Accelerated Testers																
SAT/ACT Participant	93%	100%	*	-	-	*	-	-	-	-	-	-	*	-	-	-

* 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													
2023-24	93.6%	94.9%	**82.1%**	-	81.9%	83.0%	-	-	-	*	*	78.6%	-
2022-23	93.3%	94.8%	**79.6%**	*	*	78.9%	-	-	-	*	*	81.3%	-
Chronic Absenteeism													
2023-24	19.0%	13.3%	**66.7%**	-	58.3%	68.0%	-	-	-	*	60.0%	80.0%	-
2022-23	20.3%	11.8%	**65.0%**	*	54.5%	73.1%	-	-	-	*	*	78.9%	-
Annual Dropout Rate (Gr 7-8)													
2023-24	0.7%	0.7%	**-**	-	-	-	-	-	-	-	-	-	-
2022-23	0.8%	0.5%	**-**	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2023-24	1.9%	0.2%	**2.6%**	-	0.0%	0.0%	-	-	-	*	0.0%	4.3%	-
2022-23	2.0%	0.3%	**3.7%**	*	10.0%	0.0%	-	-	-	*	*	5.6%	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2024													
Graduated	90.7%	95.7%	**88.9%**	-	*	100.0%	-	-	-	*	-	91.7%	-
Received TxCHSE	0.3%	0.5%	**0.0%**	-	*	0.0%	-	-	-	*	-	0.0%	-
Continued HS	3.1%	2.2%	**5.6%**	-	*	0.0%	-	-	-	*	-	0.0%	-
Dropped Out	5.8%	1.6%	**5.6%**	-	*	0.0%	-	-	-	*	-	8.3%	-
Graduates and TxCHSE	91.1%	96.2%	**88.9%**	-	*	100.0%	-	-	-	*	-	91.7%	-
Graduates, TxCHSE, and Continuers	94.2%	98.4%	**94.4%**	-	100.0%	100.0%	-	-	-	0.0%	-	91.7%	-
Class of 2023													
Graduated	90.3%	97.3%	**85.7%**	*	60.0%	100.0%	-	-	-	-	*	75.0%	-
Received TxCHSE	0.3%	0.0%	**0.0%**	*	0.0%	0.0%	-	-	-	-	*	0.0%	-
Continued HS	3.1%	1.1%	**7.1%**	*	20.0%	0.0%	-	-	-	-	*	12.5%	-
Dropped Out	6.3%	1.6%	**7.1%**	*	20.0%	0.0%	-	-	-	-	*	12.5%	-
Graduates and TxCHSE	90.6%	97.3%	**85.7%**	*	60.0%	100.0%	-	-	-	-	*	75.0%	-
Graduates, TxCHSE, and Continuers	93.7%	98.4%	**92.9%**	*	80.0%	100.0%	-	-	-	-	*	87.5%	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	92.1%	97.4%	**89.5%**	*	85.7%	90.9%	-	-	-	-	*	83.3%	-
Received TxCHSE	0.4%	0.0%	**0.0%**	*	0.0%	0.0%	-	-	-	-	*	0.0%	-
Continued HS	1.0%	0.5%	**0.0%**	*	0.0%	0.0%	-	-	-	-	*	0.0%	-
Dropped Out	6.5%	2.1%	**10.5%**	*	14.3%	9.1%	-	-	-	-	*	16.7%	-
Graduates and TxCHSE	92.6%	97.4%	**89.5%**	*	85.7%	90.9%	-	-	-	-	*	83.3%	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.5%	97.9%	**89.5%**	*	85.7%	90.9%	-	-	-	-	*	83.3%	-
Class of 2022													
Graduated	91.8%	97.4%	**95.2%**	*	*	93.8%	-	-	-	*	*	92.3%	*
Received TxCHSE	0.4%	0.0%	**0.0%**	*	*	0.0%	-	-	-	*	*	0.0%	*
Continued HS	1.0%	0.0%	**0.0%**	*	*	0.0%	-	-	-	*	*	0.0%	*
Dropped Out	6.8%	2.6%	**4.8%**	*	*	6.3%	-	-	-	*	*	7.7%	*
Graduates and TxCHSE	92.2%	97.4%	**95.2%**	*	*	93.8%	-	-	-	*	*	92.3%	*
Graduates, TxCHSE, and Continuers	93.2%	97.4%	**95.2%**	*	*	93.8%	-	-	-	*	*	92.3%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	92.2%	96.9%	**92.0%**	*	*	90.0%	-	-	-	*	*	92.3%	*
Received TxCHSE	0.5%	0.0%	**0.0%**	*	*	0.0%	-	-	-	*	*	0.0%	*
Continued HS	0.5%	0.0%	**0.0%**	*	*	0.0%	-	-	-	*	*	0.0%	*
Dropped Out	6.8%	3.1%	**8.0%**	*	*	10.0%	-	-	-	*	*	7.7%	*
Graduates and TxCHSE	92.7%	96.9%	**92.0%**	*	*	90.0%	-	-	-	*	*	92.3%	*
Graduates, TxCHSE, and Continuers	93.2%	96.9%	**92.0%**	*	*	90.0%	-	-	-	*	*	92.3%	*
Class of 2021													
Graduated	92.7%	97.0%	**83.3%**	-	85.7%	81.8%	-	-	-	-	-	75.0%	-
Received TxCHSE	0.5%	0.0%	**0.0%**	-	0.0%	0.0%	-	-	-	-	-	0.0%	-
Continued HS	0.5%	0.0%	**0.0%**	-	0.0%	0.0%	-	-	-	-	-	0.0%	-
Dropped Out	6.3%	3.0%	**16.7%**	-	14.3%	18.2%	-	-	-	-	-	25.0%	-
Graduates and TxCHSE	93.2%	97.0%	**83.3%**	-	85.7%	81.8%	-	-	-	-	-	75.0%	-
Graduates, TxCHSE, and Continuers	93.7%	97.0%	**83.3%**	-	85.7%	81.8%	-	-	-	-	-	75.0%	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2024	90.7%	94.7%	**85.7%**	-	*	93.8%	-	-	-	*	-	86.7%	-
Class of 2023	90.3%	95.4%	**75.0%**	*	50.0%	90.9%	-	-	-	-	*	61.5%	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2024	44.9%	-	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2023	72.3%	-	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2024	11.0%	1.1%	**6.3%**	-	*	7.7%	-	-	-	-	-	9.1%	-
Class of 2023	4.3%	0.0%	**0.0%**	*	*	0.0%	-	-	-	-	*	0.0%	-
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 2024	78.5%	88.1%	**31.3%**	-	*	30.8%	-	-	-	-	-	27.3%	-
Class of 2023	84.3%	89.5%	**16.7%**	*	*	12.5%	-	-	-	-	*	33.3%	-
Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	0.1%	0.0%	**0.0%**	-	*	0.0%	-	-	-	-	-	0.0%	-
Class of 2023	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%	89.3%	**37.5%**	-	*	38.5%	-	-	-	-	-	36.4%	-
Class of 2023	88.6%	89.5%	**16.7%**	*	*	12.5%	-	-	-	-	*	33.3%	-
RHSP/DAP Graduates (Annual Rate)													
2023-24	24.6%	-	**-**	-	-	-	-	-	-	-	-	-	-
2022-23	38.4%	-	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2023-24	11.0%	2.1%	**11.5%**	-	12.5%	11.1%	-	-	-	-	*	11.8%	-
2022-23	4.4%	0.0%	**0.0%**	*	*	0.0%	-	-	-	-	*	0.0%	-
FHSP-DLA Graduates (Annual Rate)													
2023-24	76.9%	83.2%	**23.1%**	-	25.0%	22.2%	-	-	-	-	*	23.5%	-
2022-23	82.5%	85.8%	**9.1%**	*	*	5.9%	-	-	-	-	*	20.0%	-
Texas First-DLA Graduates (Annual Rate)													
2023-24	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%	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2023-24	87.8%	85.3%	**34.6%**	-	37.5%	33.3%	-	-	-	-	*	35.3%	-
2022-23	86.8%	85.8%	**9.1%**	*	*	5.9%	-	-	-	-	*	20.0%	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2023-24 Annual Graduates)				
Total Graduates	26	100.0%	190	382,023
By Ethnicity:				
African American	0	0.0%	4	48,064
Hispanic	8	30.8%	64	200,942
White	18	69.2%	113	101,714
American Indian	0	0.0%	2	1,231
Asian	0	0.0%	1	19,746
Pacific Islander	0	0.0%	0	606
Two or More Races	0	0.0%	6	9,720
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	309
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	101
Foundation H.S. Program (No Endorsement)	17	65.4%	28	46,183
Foundation H.S. Program (Endorsement)	3	11.5%	4	42,042
Foundation H.S. Program (DLA)	6	23.1%	158	293,032
Texas First Early H.S. Completion Program (Texas First-DLA)	0	0.0%	0	356
Special Education Graduates	1	3.8%	21	35,935
Economically Disadvantaged Graduates	17	65.4%	75	211,984
Emergent Bilingual (EB)/English Learner (EL) Graduates	0	0.0%	8	56,967
At-Risk Graduates	23	88.5%	74	173,035
CTE Completers	1	3.8%	96	127,800

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)													
2023-24	81.8%	63.7%	**3.8%**	-	0.0%	5.6%	-	-	-	-	*	5.9%	-
2022-23	76.3%	67.9%	**18.2%**	*	*	11.8%	-	-	-	-	*	10.0%	-
College Ready Graduates													
College Ready (Annual Graduates)													
2023-24	70.0%	38.9%	**0.0%**	-	0.0%	0.0%	-	-	-	-	*	0.0%	-
2022-23	61.9%	48.9%	**4.5%**	*	*	0.0%	-	-	-	-	*	0.0%	-
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2023-24	69.5%	45.8%	**7.7%**	-	25.0%	0.0%	-	-	-	-	*	5.9%	-
2022-23	62.8%	50.0%	**22.7%**	*	*	17.6%	-	-	-	-	*	30.0%	-
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2023-24	63.2%	33.7%	**7.7%**	-	0.0%	11.1%	-	-	-	-	*	5.9%	-
2022-23	54.3%	39.5%	**9.1%**	*	*	5.9%	-	-	-	-	*	0.0%	-
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2023-24	57.4%	27.4%	**0.0%**	-	0.0%	0.0%	-	-	-	-	*	0.0%	-
2022-23	48.4%	34.2%	**4.5%**	*	*	0.0%	-	-	-	-	*	0.0%	-
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2023-24	21.0%	4.2%	**0.0%**	-	0.0%	0.0%	-	-	-	-	*	0.0%	-
2022-23	20.4%	4.7%	**0.0%**	*	*	0.0%	-	-	-	-	*	0.0%	-
Associate Degree (Annual Graduates)													
2023-24	3.1%	0.0%	**0.0%**	-	0.0%	0.0%	-	-	-	-	*	0.0%	-
2022-23	2.5%	0.5%	**0.0%**	*	*	0.0%	-	-	-	-	*	0.0%	-
Dual Course Credits in Any Subject (Annual Graduates)													
2023-24	25.1%	15.8%	**0.0%**	-	0.0%	0.0%	-	-	-	-	*	0.0%	-
2022-23	23.6%	23.2%	**0.0%**	*	*	0.0%	-	-	-	-	*	0.0%	-
Onramps Course Credits (Annual Graduates)													
2023-24	5.7%	0.0%	**0.0%**	-	0.0%	0.0%	-	-	-	-	*	0.0%	-
2022-23	4.8%	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%	5.8%	**0.0%**	-	0.0%	0.0%	-	-	-	-	*	0.0%	-
2022-23	5.6%	7.9%	**0.0%**	*	*	0.0%	-	-	-	-	*	0.0%	-
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2023-24	38.1%	46.3%	**3.8%**	-	0.0%	5.6%	-	-	-	-	*	5.9%	-

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	36.4%	44.7%	**13.6%**	*	*	11.8%	-	-	-	-	*	10.0%	-
Approved Industry-Based Certification (Annual Graduates)													
2023-24	34.9%	44.2%	**3.8%**	-	0.0%	5.6%	-	-	-	-	*	5.9%	-
2022-23	33.4%	40.5%	**9.1%**	*	*	5.9%	-	-	-	-	*	10.0%	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2023-24	1.1%	2.6%	**0.0%**	-	0.0%	0.0%	-	-	-	-	*	0.0%	-
2022-23	0.8%	4.2%	**0.0%**	*	*	0.0%	-	-	-	-	*	0.0%	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2023-24	2.7%	1.6%	**0.0%**	-	0.0%	0.0%	-	-	-	-	*	0.0%	-
2022-23	2.7%	1.6%	**0.0%**	*	*	0.0%	-	-	-	-	*	0.0%	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2023-24	0.7%	0.0%	**0.0%**	-	0.0%	0.0%	-	-	-	-	*	0.0%	-
2022-23	0.6%	1.1%	**4.5%**	*	*	5.9%	-	-	-	-	*	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	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	2023-24	20.1%	34.2%	**7.7%**	-	25.0%	0.0%	-	-	-	-	*	5.9%	-
	2022-23	21.0%	42.1%	**18.2%**	*	*	17.6%	-	-	-	-	*	30.0%	-
Mathematics	2023-24	21.3%	31.6%	**7.7%**	-	0.0%	11.1%	-	-	-	-	*	5.9%	-
	2022-23	19.9%	36.8%	**0.0%**	*	*	0.0%	-	-	-	-	*	0.0%	-
Both Subjects	2023-24	12.7%	21.6%	**0.0%**	-	0.0%	0.0%	-	-	-	-	*	0.0%	-
	2022-23	12.5%	26.3%	**0.0%**	*	*	0.0%	-	-	-	-	*	0.0%	-
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2023-24	26.6%	0.5%	**0.0%**	-	0.0%	0.0%	-	-	-	-	*	0.0%	-
	2022-23	18.2%	0.5%	**0.0%**	*	*	0.0%	-	-	-	-	*	0.0%	-
Mathematics	2023-24	29.5%	0.5%	**0.0%**	-	0.0%	0.0%	-	-	-	-	*	0.0%	-
	2022-23	20.2%	0.5%	**0.0%**	*	*	0.0%	-	-	-	-	*	0.0%	-
Both Subjects	2023-24	20.2%	0.5%	**0.0%**	-	0.0%	0.0%	-	-	-	-	*	0.0%	-
	2022-23	12.5%	0.5%	**0.0%**	*	*	0.0%	-	-	-	-	*	0.0%	-
AP/IB-Results (Participation) (Grades 11-12)														
All Subjects	2024	25.7%	16.8%	**0.0%**	-	0.0%	0.0%	-	-	-	*	*	0.0%	-
	2023	24.2%	11.3%	**0.0%**	*	0.0%	0.0%	-	-	-	-	*	0.0%	-
English Language Arts	2024	14.6%	6.2%	**0.0%**	-	0.0%	0.0%	-	-	-	*	*	0.0%	-
	2023	13.8%	4.2%	**0.0%**	*	0.0%	0.0%	-	-	-	-	*	0.0%	-
Mathematics	2024	9.6%	0.3%	**0.0%**	-	0.0%	0.0%	-	-	-	*	*	0.0%	-
	2023	7.4%	1.8%	**0.0%**	*	0.0%	0.0%	-	-	-	-	*	0.0%	-
Science	2024	10.9%	10.6%	**0.0%**	-	0.0%	0.0%	-	-	-	*	*	0.0%	-
	2023	10.3%	4.7%	**0.0%**	*	0.0%	0.0%	-	-	-	-	*	0.0%	-
Social Studies	2024	13.7%	5.2%	**0.0%**	-	0.0%	0.0%	-	-	-	*	*	0.0%	-
	2023	13.1%	5.0%	**0.0%**	*	0.0%	0.0%	-	-	-	-	*	0.0%	-
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2024	56.9%	46.2%	**-**	-	-	-	-	-	-	-	-	-	-
	2023	53.3%	16.3%	**-**	-	-	-	-	-	-	-	-	-	-
English Language Arts	2024	48.8%	29.2%	**-**	-	-	-	-	-	-	-	-	-	-
	2023	52.3%	18.8%	**-**	-	-	-	-	-	-	-	-	-	-
Mathematics	2024	53.4%	*	**-**	-	-	-	-	-	-	-	-	-	-
	2023	50.1%	28.6%	**-**	-	-	-	-	-	-	-	-	-	-
Science	2024	46.1%	36.6%	**-**	-	-	-	-	-	-	-	-	-	-
	2023	44.8%	22.2%	**-**	-	-	-	-	-	-	-	-	-	-

	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	2024	56.8%	45.0%	-	-	-	-	-	-	-	-	-	-	-
	2023	42.0%	10.5%	-	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2023-24	79.1%	82.1%	**0.0%**	-	0.0%	0.0%	-	-	-	-	*	0.0%	-
	2022-23	79.3%	87.9%	**0.0%**	*	*	0.0%	-	-	-	-	*	0.0%	-
At/Above Criterion for All Examinees	2023-24	28.8%	18.6%	-	-	-	-	-	-	-	-	-	-	-
	2022-23	28.9%	15.6%	-	-	-	-	-	-	-	-	-	-	-
Average SAT Score (Annual Graduates)														
All Subjects	2023-24	975	921	-	-	-	-	-	-	-	-	-	-	-
	2022-23	978	1069	-	-	-	-	-	-	-	-	-	-	-
English Language Arts and Writing	2023-24	496	465	-	-	-	-	-	-	-	-	-	-	-
	2022-23	497	542	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2023-24	479	456	-	-	-	-	-	-	-	-	-	-	-
	2022-23	482	527	-	-	-	-	-	-	-	-	-	-	-
Average ACT Score (Annual Graduates)														
All Subjects	2023-24	19.3	19.1	-	-	-	-	-	-	-	-	-	-	-
	2022-23	19.2	17.9	-	-	-	-	-	-	-	-	-	-	-
English Language Arts	2023-24	19.0	19.0	-	-	-	-	-	-	-	-	-	-	-
	2022-23	18.8	17.6	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2023-24	19.0	18.2	-	-	-	-	-	-	-	-	-	-	-
	2022-23	18.9	17.5	-	-	-	-	-	-	-	-	-	-	-
Science	2023-24	19.6	19.5	-	-	-	-	-	-	-	-	-	-	-
	2022-23	19.5	18.6	-	-	-	-	-	-	-	-	-	-	-

- 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.
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	2023-24	45.7%	23.2%	**0.0%**	-	0.0%	0.0%	-	-	-	*	*	0.0%	-
	2022-23	45.4%	28.6%	**0.0%**	*	0.0%	0.0%	-	-	-	*	*	0.0%	-
English Language Arts	2023-24	17.8%	9.6%	**0.0%**	-	0.0%	0.0%	-	-	-	*	*	0.0%	-
	2022-23	17.4%	10.4%	**0.0%**	*	0.0%	0.0%	-	-	-	-	*	0.0%	-
Mathematics	2023-24	19.4%	7.5%	**0.0%**	-	0.0%	0.0%	-	-	-	-	*	0.0%	-
	2022-23	19.5%	16.0%	**0.0%**	-	*	0.0%	-	-	-	-	*	0.0%	-
Science	2023-24	21.9%	15.5%	**0.0%**	-	0.0%	0.0%	-	-	-	*	*	0.0%	-
	2022-23	21.5%	15.6%	**0.0%**	-	*	0.0%	-	-	-	*	*	0.0%	-
Social Studies	2023-24	24.5%	11.0%	**0.0%**	-	0.0%	0.0%	-	-	-	*	*	0.0%	-
	2022-23	24.0%	11.3%	**0.0%**	*	0.0%	0.0%	-	-	-	*	*	0.0%	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2022-23	***	***	***	***	***	***	***	***	***	***	***	***	***
	2021-22	47.6%	39.6%	**16.7%**	0.0%	28.6%	14.3%	0.0%	-	-	0.0%	0.0%	0.0%	50.0%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2022-23	***	***	***	***	***	***	***	***	***	***	***	***	***
	2021-22	53.6%	37.8%	**25.0%**	-	0.0%	50.0%	-	-	-	-	-	-	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.
*** TX IHE data not yet available.

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	**21**	**100.0%**	**2,874**	**5,530,499**	**21**	**100.0%**	**2,880**	**5,544,255**
Students by Grade								
Grade 9	2	9.5%	7.3%	8.3%	2	9.5%	7.3%	8.3%
Grade 10	4	19.0%	7.6%	7.9%	4	19.0%	7.6%	7.9%
Grade 11	9	42.9%	8.2%	7.4%	9	42.9%	8.2%	7.4%
Grade 12	6	28.6%	6.4%	7.0%	6	28.6%	6.4%	7.0%
Ethnic Distribution								
African American	1	4.8%	3.0%	12.8%	1	4.8%	3.0%	12.8%
Hispanic	3	14.3%	35.8%	53.5%	3	14.3%	35.7%	53.5%
White	16	76.2%	55.8%	24.4%	16	76.2%	55.9%	24.4%
American Indian	0	0.0%	0.3%	0.3%	0	0.0%	0.3%	0.3%
Asian	0	0.0%	0.4%	5.6%	0	0.0%	0.4%	5.6%
Pacific Islander	0	0.0%	0.2%	0.2%	0	0.0%	0.2%	0.2%
Two or More Races	1	4.8%	4.6%	3.3%	1	4.8%	4.6%	3.3%
Sex								
Female	11	52.4%	47.9%	48.9%	11	52.4%	47.8%	48.8%
Male	10	47.6%	52.1%	51.1%	10	47.6%	52.2%	51.2%
Other Student Cohorts								
Economically Disadvantaged	11	52.4%	43.9%	60.5%	11	52.4%	43.8%	60.4%
Non-Educationally Disadvantaged	10	47.6%	56.1%	39.5%	10	47.6%	56.2%	39.6%
Section 504 Students	2	9.5%	8.3%	6.8%	2	9.5%	8.3%	6.8%
EB Students/EL	0	0.0%	14.5%	24.3%	0	0.0%	14.5%	24.3%
Students w/ Disciplinary Placements (2023-24)	3	7.3%	2.0%	2.1%				
Students w/ Dyslexia	2	9.5%	11.1%	6.4%	2	9.5%	11.1%	6.4%
Foster Care	0	0.0%	0.3%	0.2%	0	0.0%	0.3%	0.2%
Homeless	2	9.5%	1.3%	1.4%	2	9.5%	1.3%	1.4%
Immigrant	0	0.0%	1.3%	3.5%	0	0.0%	1.3%	3.5%
Migrant	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Title I	21	100.0%	100.0%	66.6%	21	100.0%	100.0%	66.5%
Military Connected	0	0.0%	6.4%	4.1%	0	0.0%	6.4%	4.1%
At-Risk	20	95.2%	39.0%	53.5%	20	95.2%	38.9%	53.5%
Students by Instructional Program								
Bilingual/ESL Education	0	0.0%	14.5%	24.3%	0	0.0%	14.5%	24.3%
Career and Technical Education	12	57.1%	31.2%	27.7%	-	-	-	-
Career and Technical Education (9-12 grades only)	12	57.1%	89.0%	74.0%	-	-	-	-
Gifted and Talented Education	1	4.8%	5.5%	8.7%	1	4.8%	5.5%	8.7%
Special Education	3	14.3%	20.7%	15.3%	3	14.3%	20.8%	15.5%

	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	*							
Students with Intellectual Disabilities	0	0.0%	51.3%	48.3%				
Students with Physical Disabilities	0	0.0%	22.1%	17.0%				
Students with Autism	*	*	10.9%	16.8%				
Students with Behavioral Disabilities	*	*	14.6%	16.3%				
Students with Non-Categorical Early Childhood	0	0.0%	1.0%	1.6%				
Mobility (2023-24)								
Total Mobile Students	**36**	**87.8%**	**11.8%**	**16.4%**				
African American	0	0.0%	0.4%	3.3%				
Hispanic	12	29.3%	4.3%	8.9%				
White	22	53.7%	6.3%	2.9%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	0	0.0%	0.0%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	2	4.9%	0.7%	0.6%				
Special Ed Students who are Mobile	4	80.0%	11.5%	17.3%				
Count and Percent of EB Students/EL who are Mobile	0	-	10.9%	17.9%				
Count and Percent of Econ Dis Students who are Mobile	23	88.5%	14.0%	19.0%				
Student Attrition (2023-24)								
Total Student Attrition	**11**	**100.0%**	**12.9%**	**18.0%**				

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

Class Size Information	Campus	District	State
Secondary			
English/Language Arts	2.9	16.3	16.4
Foreign Languages	1.3	17.5	18.9
Mathematics	1.8	13.6	17.8
Science	2.3	16.6	18.9
Social Studies	2.7	16.7	18.9

	Campus			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	**8.1**	**100.0%**	**100.0%**	**100.0%**
Professional Staff	7.2	89.0%	64.0%	63.8%
Teachers	3.9	48.2%	43.7%	48.3%
Professional Support	2.3	28.5%	13.9%	10.8%
Campus Administration (School Leadership)	1.0	12.3%	3.9%	3.4%
Educational Aides	0.9	11.0%	14.2%	10.7%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	1.0	4,125.0
Part-time Librarians	0.0	n/a	0.0	583.0
Full-time Counselors	1.0	n/a	10.0	13,704.0
Part-time Counselors	0.0	n/a	1.0	1,298.0
Total Minority Staff	**1.0**	**12.8%**	**15.0%**	**55.3%**
Teachers by Ethnicity				
African American	0.0	0.0%	0.9%	12.8%
Hispanic	0.9	22.9%	7.1%	31.0%
White	3.0	77.1%	89.6%	52.2%
American Indian	0.0	0.0%	0.9%	0.3%
Asian	0.0	0.0%	1.0%	2.2%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.5%	1.3%
Teachers by Sex				
Males	1.6	41.5%	26.5%	24.6%
Females	2.3	58.5%	73.5%	75.4%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	1.0%	2.4%
Bachelors	2.3	58.5%	77.9%	71.4%
Masters	1.6	41.5%	20.6%	25.4%
Doctorate	0.0	0.0%	0.5%	0.8%
Teachers by Years of Experience				
Beginning Teachers	0.0	0.0%	1.0%	7.3%
1-5 Years Experience	0.0	0.0%	28.7%	28.3%
6-10 Years Experience	1.8	45.8%	18.3%	19.7%
11-20 Years Experience	0.9	22.9%	26.1%	27.6%
21-30 Years Experience	0.3	6.5%	22.5%	14.1%
Over 30 Years Experience	1.0	24.8%	3.4%	3.0%
Number of Students per Teacher	5.4	n/a	16.1	15.0

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	6.0	8.4	6.0
Average Years Experience of Principals with District	6.0	6.6	5.1
Average Years Experience of Assistant Principals	6.0	6.1	5.1
Average Years Experience of Assistant Principals with District	6.0	5.5	4.3
Average Years Experience of Teachers	22.0	13.0	11.2
Average Years Experience of Teachers with District	11.2	5.3	7.0
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	-	$58,994	$55,689
1-5 Years Experience	-	$58,026	$59,266
6-10 Years Experience	$66,727	$64,008	$62,607
11-20 Years Experience	$75,101	$70,455	$66,353
21-30 Years Experience	$76,007	$80,548	$70,976
Over 30 Years Experience	$93,730	$91,255	$75,042
Average Actual Salaries (regular duties only)			
Teachers	$75,945	$68,574	$63,751
Professional Support	$72,906	$74,489	$75,909
Campus Administration (School Leadership)	$87,119	$91,925	$88,786
Instructional Staff Percent	n/a	75.0%	64.8%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,637.7

	Campus			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served)				
Bilingual/ESL Education	0.0	0.0%	0.1%	6.3%
Career and Technical Education	0.3	7.3%	8.5%	5.5%
Compensatory Education	0.0	0.0%	2.5%	2.6%
Gifted and Talented Education	0.0	0.0%	0.0%	1.6%
Regular Education	3.6	92.7%	67.8%	69.0%
Special Education	0.0	0.0%	18.4%	11.4%
Other	0.0	0.0%	2.9%	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.)

Section 2

PEIMS Standard Financial Report

2023-2024 Financial Actual Reports

2023 - 2024 Actual Financial Data
Totals for SANGER ISD (061908)
Total Enrolled Membership: 2,803

	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)	$15,495,229	49.42%	$5,528	$15,495,229	35.29%	$5,528	$25,115,673,157	34.92%	$4,553
State Operating Funds	$14,615,184	46.61%	$5,214	$15,366,033	35.00%	$5,482	$30,587,705,535	42.53%	$5,545
Federal Funds	$174,344	0.56%	$62	$4,936,376	11.24%	$1,761	$11,797,301,551	16.40%	$2,138
Other Local	$1,068,847	3.41%	$381	$8,106,223	18.46%	$2,892	$4,418,441,068	6.14%	$801
Total Operating Revenue	$31,353,604	100.00%	$11,186	$43,903,861	100.00%	$15,663	$71,919,121,311	100.00%	$13,037
Other Revenue									
Local Property Tax from I&S	$0	0.00%	$0	$8,224,811	88.61%	$2,934	$10,895,016,475	80.59%	$1,975
State Assistance for Debt Service	$0	0.00%	$0	$839,677	9.05%	$300	$1,105,366,975	8.18%	$200
Misc Rev Debt Service Fund (F599)	$0	0.00%	$0	$217,213	2.34%	$77	$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	$9,281,701	100.00%	$3,311	$13,519,625,747	100.00%	$2,451
Subtotal: Operating and Other Revenue	$31,353,604	100.00%	$11,186	$53,185,562	100.00%	$18,975	$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	$31,353,604	100.00%	$11,186	$53,185,562	100.00%	$18,975	$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	$1,736,644	100.00%	$620	$2,108,502	100.00%	$752	$3,062,147,998	46.90%	$555
Subtotal: Debt Service Financing and TRS Estimate Revenue	$1,736,644	100.00%	$620	$2,108,502	100.00%	$752	$6,528,575,328	100.00%	$1,183
Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture	$33,090,248	100.00%	$11,805	$55,294,064	100.00%	$19,727	$91,967,322,386	100.00%	$16,671
Expenditures									
Operating Expenditures by Object (61xx-64xx only)									

2023 - 2024 Actual Financial Data
Totals for SANGER ISD (061908)
Total Enrolled Membership: 2,803

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Payroll Expenditures (Object 61xx)	$24,618,282	78.61%	$8,783	$33,545,688	76.51%	$11,968	$55,579,370,977	77.80%	$10,075
Professional & Contracted Services (Object 62xx)	$4,739,132	15.13%	$1,691	$5,843,603	13.33%	$2,085	$7,412,529,453	10.38%	$1,344
Supplies & Materials (Object 63xx)	$1,263,419	4.03%	$451	$3,632,024	8.28%	$1,296	$6,022,343,036	8.43%	$1,092
Other Operating Expenditures (Object 64xx)	$695,345	2.22%	$248	$822,960	1.88%	$294	$2,426,950,644	3.40%	$440
Total Operating Expenditures by Object	$31,316,178	100.00%	$11,172	$43,844,275	100.00%	$15,642	$71,441,194,110	100.00%	$12,950
Non-Operating Expenditures by Object									
Capital Outlay (Object 61xx-64xx)	$0	0.00%	$0	$0	0.00%	$0	$38,266,042	0.13%	$7
Debt Services (Object 65xx)	$0	0.00%	$0	$9,350,150	12.81%	$3,336	$12,475,005,940	43.70%	$2,261
Capital Outlay (Object 66xx)	$1,709,592	100.00%	$610	$63,634,005	87.19%	$22,702	$16,033,551,537	56.17%	$2,906
Total Non-Operating Expenditures by Object	$1,709,592	100.00%	$610	$72,984,155	100.00%	$26,038	$28,546,823,519	100.00%	$5,175
Grand Total: Operating and Non-Operating Expenditures by Object	$33,025,770	100.00%	$11,782	$116,828,430	100.00%	$41,680	$99,988,017,629	100.00%	$18,125
Operating Expenditures by Function (61xx-64xx only)									
Instruction (Function 11,95)	$17,347,489	55.39%	$6,189	$23,587,757	53.80%	$8,415	$39,176,659,787	54.84%	$7,101
Instructional Resources & Media Services (Function 12)	$257,607	0.82%	$92	$284,318	0.65%	$101	$657,456,589	0.92%	$119
Curriculum & Staff Development (Function 13)	$281,199	0.90%	$100	$341,202	0.78%	$122	$1,768,032,392	2.47%	$320
Instructional Leadership (Function 21)	$674,422	2.15%	$241	$1,327,947	3.03%	$474	$1,299,882,283	1.82%	$236
School Leadership (Function 23)	$2,139,043	6.83%	$763	$2,505,496	5.71%	$894	$4,090,184,319	5.73%	$741
Guidance Counseling Services (Function 31)	$797,229	2.55%	$284	$3,618,957	8.25%	$1,291	$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)	$399,953	1.28%	$143	$399,953	0.91%	$143	$730,487,490	1.02%	$132
Transportation (Function 34)	$1,332,016	4.25%	$475	$1,332,016	3.04%	$475	$2,180,244,579	3.05%	$395
Food Services (Function 35)	$90	0.00%	$0	$1,936,786	4.42%	$691	$3,765,975,564	5.27%	$683
Extracurricular (Function 36)	$1,596,365	5.10%	$570	$1,620,640	3.70%	$578	$2,209,273,631	3.09%	$400
General Administration (Function 41,92)	$1,482,323	4.73%	$529	$1,699,195	3.88%	$606	$2,353,926,229	3.29%	$427
Facilities Maintenance & Operations (Function 51)	$3,768,155	12.03%	$1,344	$3,799,268	8.67%	$1,355	$7,189,345,570	10.06%	$1,303
Security & Monitoring Services (Function 52)	$390,315	1.25%	$139	$523,984	1.20%	$187	$1,152,159,150	1.61%	$209
Data Processing Services (Function 53)	$553,560	1.77%	$197	$563,324	1.28%	$201	$1,330,101,476	1.86%	$241
Community Services (Function 61)	$296,412	0.95%	$106	$303,432	0.69%	$108	$367,631,791	0.51%	$67

2023 - 2024 Actual Financial Data
Totals for SANGER ISD (061908)
Total Enrolled Membership: 2,803

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Fund Raising CHARTER SCHOOLS ONLY (Function 81)	$0	0.00%	$0	$0	0.00%	$0	$24,056,177	0.03%	$4
Total Operating Expenditures by Function	$31,316,178	100.00%	$11,172	$43,844,275	100.00%	$15,642	$71,441,194,110	100.00%	$12,950
Non-Operating Expenditures by Function									
Non-Operating Expenditures by Function (81) (61xx-64xx)	$0	0.00%	$0	$0	0.00%	$0	$38,266,042	0.13%	$7
Non-Operating Expenditures by Function (1x-9x) (65xx)	$0	0.00%	$0	$9,350,150	12.81%	$3,336	$12,475,005,940	43.70%	$2,261
Non-Operating Expenditures by Function (1x-9x) (66xx)	$1,709,592	100.00%	$610	$63,634,005	87.19%	$22,702	$16,033,551,537	56.17%	$2,906
Total Non-Operating Expenditures by Function	$1,709,592	100.00%	$610	$72,984,155	100.00%	$26,038	$28,546,823,519	100.00%	$5,175
Grand Total: Operating and Non-Operating Expenditures by Function	$33,025,770	100.00%	$11,782	$116,828,430	100.00%	$41,680	$99,988,017,629	100.00%	$18,125
Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)									
Basic Educational Services (PIC 11)	$12,937,080	41.31%	$4,615	$13,545,923	30.90%	$4,833	$28,879,935,685	40.42%	$5,235
Gifted and Talented (PIC 21)	$124,238	0.40%	$44	$124,238	0.28%	$44	$387,893,289	0.54%	$70
Career and Technical (PIC 22)	$1,218,459	3.89%	$435	$1,256,288	2.87%	$448	$2,465,499,880	3.45%	$447
Students with Disabilities (PICs 23,33,43)	$3,678,027	11.74%	$1,312	$12,862,265	29.34%	$4,589	$9,477,470,234	13.27%	$1,718
State Compensatory Education (PICs 24,26,28,29,30,34)	$1,934,533	6.18%	$690	$2,220,739	5.07%	$792	$6,534,482,938	9.15%	$1,184
Bilingual (PICs 25,35)	$389,420	1.24%	$139	$389,420	0.89%	$139	$830,420,586	1.16%	$151
Early Education Allotment (PIC 36)	$486,520	1.55%	$174	$486,520	1.11%	$174	$1,353,176,371	1.89%	$245
Dyslexia or Related Disorder Services (PIC 37)	$524,005	1.67%	$187	$524,005	1.20%	$187	$417,573,465	0.58%	$76
College, Career, and Military Readiness (CCMR) (PIC 38)	$20,000	0.06%	$7	$20,000	0.05%	$7	$394,493,831	0.55%	$72
Athletics/Related Activities (PIC 91)	$1,139,475	3.64%	$407	$1,154,825	2.63%	$412	$1,419,449,950	1.99%	$257
Un-Allocated (PIC 99)	$8,864,421	28.31%	$3,162	$11,260,052	25.68%	$4,017	$19,280,797,881	26.99%	$3,495
Total Operating Expenditures by Program Intent Code (PIC)	$31,316,178	100.00%	$11,172	$43,844,275	100.00%	$15,642	$71,441,194,110	100.00%	$12,950
Non-Operating Expenditures by PIC									
Non-Operating Expenditures by PIC (81) Capital Outlay (61xx-64xx)	$0	0.00%	$0	$0	0.00%	$0	$38,266,042	0.13%	$7
Non-Operating Expenditures by PIC (1x-9x) (65xx)	$0	0.00%	$0	$9,350,150	12.81%	$3,336	$12,475,005,940	43.70%	$2,261
Non-Operating Expenditures by PIC (1x-9x) (66xx)	$1,709,592	100.00%	$610	$63,634,005	87.19%	$22,702	$16,033,551,537	56.17%	$2,906

2023 - 2024 Actual Financial Data
Totals for SANGER ISD (061908)
Total Enrolled Membership: 2,803

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Total Non-Operating Expenditures by Program Intent Code (PIC)	$1,709,592	100.00%	$610	$72,984,155	100.00%	$26,038	$28,546,823,519	100.00%	$5,175
Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)	$33,025,770	100.00%	$11,782	$116,828,430	100.00%	$41,680	$99,988,017,629	100.00%	$18,125
Disbursements **Total Disbursements**									
Operating Expenditures	$31,316,178	90.43%	$11,172	$43,844,275	36.97%	$15,642	$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	$1,605,323	4.64%	$573	$1,781,323	1.50%	$636	$782,603,994	0.75%	$142
Capital Outlay (Object 61xx-64xx)	$0	0.00%	$0	$0	0.00%	$0	$38,266,042	0.04%	$7
Debt Service (Object 65xx)	$0	0.00%	$0	$9,350,150	7.88%	$3,336	$12,475,005,940	11.95%	$2,261
Capital Projects (Object 66xx)	$1,709,592	4.94%	$610	$63,634,005	53.65%	$22,702	$16,033,551,537	15.36%	$2,906
Total Disbursements	$34,631,093	100.00%	$12,355	$118,609,753	100.00%	$42,315	$104,379,535,245	100.00%	$18,921
Tax Rates **2023 - 2024 (current tax year) Tax Rates**									
Maintenance & Operations Tax Rate				0.7492			0.7333		
Interest & Sinking Tax Rate				0.3982			0.2408		
Total Tax Rate				1.1474			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)				0.1300			0.0958		
Fund Balance** **Fund Balance**									
Nonspendable Fund Balance	$0		$0	$43,810		$16	$448,350,489		$88

2023 - 2024 Actual Financial Data
Totals for SANGER ISD (061908)
Total Enrolled Membership: 2,803

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Restricted Fund Balance	$0		$0	$63,978,430		$22,825	$42,873,980,540		$8,417
Committed Fund Balance	$43,676		$16	$161,658		$58	$4,159,077,592		$816
Assigned Fund Balance	$0		$0	$0		$0	$4,058,981,212		$797
Unassigned Fund Balance	$8,497,586		$3,032	$8,497,586		$3,032	$17,734,264,080		$3,481
Total Fund Balance**	$8,541,262		$3,047	$72,681,484		$25,930	$69,274,653,913		$13,600
Fund Balance Reconciliation									
2022-2023 Total Fund Balance (Previous Year)	$10,082,098		$3,603	$135,252,223		$48,339	$61,508,592,008		$12,062
2023-2024 Excess (Deficiency) Operating Expenditures	$-1,540,836		$-550	$-62,570,739		$-22,323	$-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	$8,541,262		$3,047	$72,681,484		$25,930	$69,274,653,913		$13,600

Section 3

2024-2025 District Accreditation Status

2024-2025 Accreditation Statuses

The Texas Education Agency awards an accreditation status to each public school district and charter school. The accreditation status is based on the academic accountability rating and financial ratings from the Financial Integrity Rating System of Texas. A district or charter must be accredited by the state to operate as a public school.

The district accreditation statuses for 2024-2025 are listed below:

Show/Hide columns:

CDN | District Name | ESC | District Type | 2019 FIRST Rating | 2019 Accountability Rating | 2020 FIRST Rating | 2020 Accountability Rating | 2021 FIRST Rating | 2021 Accountability Rating | 2022 FIRST Rating | 2022 Accountability Rating | 2023 FIRST Rating | 2023 Accountability Rating | 2024 FIRST Rating | 2024 Accountability Rating | 2024-2025 Accreditation Status | Reason For Status | Notes

Show 100 entries

Search: sanger

CDN	DISTRICT NAME	ESC	2024 FIRST Rating	2024 Accountability Rating	2024-2025 Accreditation Status	Reason For Status	Notes
061908	SANGER ISD	11	A - Superior Achievement	C	ACCREDITED		

Section 4

District/Campus Performance Objectives

Sanger Independent School District

Chisholm Trail Elementary School

2025-2026 Performance Objectives

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Goal 1 : Chisholm Trail Pre-K and Kindergarten students will improve their early reading ... 3

Goal 2 : Chisholm Trail Pre-K and Kindergarten students will improve their math skills in ... 4

Goal 3 : Chisholm Trail will foster a healthy school environment by promoting balanced ... 5

Goal 4 : Chisholm Trail will increase parent engagement in family nights, regular commu... 6

Goal 1

Chisholm Trail Pre-K and Kindergarten students will improve their early reading skills, including letter recognition, phonemic awareness, and beginning sound fluency.

Performance Objective 1

☑ High Priority ☑ HB3 Goal

By May 2026 At least 80% of Pre-K and Kindergarten students including bilingual and special education students will demonstrate a 15% increase in their letter recognition and phonemic awareness scores, as measured from beginning-of-the year to end-of-year assessments

Evaluation Data Source: BOY and EOY CIRCLE and TX KEA data

Goal 2

Chisholm Trail Pre-K and Kindergarten students will improve their math skills in number recognition, basic shapes, and understanding of quantity as well as addition and subtraction, as measured by the CIRCLE Assessment and TX KEA.

Performance Objective 1

☑ **High Priority** ☑ **HB3 Goal**

By May 2026 At least 80% of Pre-K and Kindergarten students including bilingual and special education students will demonstrate a 15% increase in their number recognition, basic shapes, and understanding of quantity as well as addition and subtraction, as measured from beginning-of-the year to end-of-year assessments.

Evaluation Data Source: BOY and EOY CIRCLE and TX KEA data

Goal 3

Chisholm Trail will foster a healthy school environment by promoting balanced nutrition, daily physical activities and lifelong wellness habits. Our campus will provide equitable access to nutritious meals, quality physical education and help all families make informed health conscious choices for healthy lifestyles.

Performance Objective 1

☑ **High Priority** ☑ **HB3 Goal**

By May 2026 Chisholm Trail will integrate at least 60 minutes of physical activity daily through physical education, recess and active learning opportunities. Additionally, 50% of families will participate in our annual snack challenge, and 30% of those parents will report making informed health-conscious choices for their families, as measured by post-workshop surveys.

Evaluation Data Source: Master schedule, KTK snack challenge data

Goal 4

Chisholm Trail will increase parent engagement in family nights, regular communication, and volunteer opportunities.

Performance Objective 1

☑ High Priority ☑ HB3 Goal

Chisholm Trail will increase parent involvement by 20%, providing at least 4 opportunities for parents to engage with teachers and administrators through workshops, conferences, and school events. At least 75% of parents will participate in one or more of these opportunities, and 80% of parents will report feeling more connected to their child's education and success, as measured by surveys and event attendance records.

Evaluation Data Source: Sign in sheets, surveys

Sanger Independent School District

Butterfield Elementary School

2025-2026 Performance Objectives

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January 06, 2026 at 03:56 PM

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Goal 1 : By the end of the 2025-2026 school year, Butterfield Elementary will increase t... 3

Goal 2 : By the end of the 2025-2026 school year, Butterfield Elementary will increase t... 4

Goal 3 : Butterfield Elementary will cultivate a positive school culture by implementing a... 5

Goal 4 : Butterfield Elementary will strengthen relationships with parents and the comm... 6

Goal 1

By the end of the 2025-2026 school year, Butterfield Elementary will increase the percentage of students reaching meets or mastery on on the RLA STAAR assessment by 5%. BES will focus on supporting student growth through targeted instructional intervention, data-driven progress monitoring, and professional development focused RLA instruction.

Performance Objective 1

☑ **High Priority** ☑ **HB3 Goal**

Improve the Reading /ELA student performance of all student sub-groups as measured by state, district and classroom assessments by 5%.

Evaluation Data Source: Evidence of increased performance of all students sub groups as measured by state, district, and classroom assessments.

Goal 2

By the end of the 2025-2026 school year, Butterfield Elementary will increase the percentage of students reaching meets or mastery on on the Math STAAR assessment by 5%. BES will focus on supporting student growth through targeted instructional intervention, data-driven progress monitoring, and professional development focused Math instruction.

Performance Objective 1

☑ **High Priority** ☑ **HB3 Goal**

Improve the Math student performance of all student sub-groups as measured by state, district and classroom assessments by 5%.

Evaluation Data Source: Evidence of increased performance of all students sub groups as measured by state, district, and classroom assessments.

Goal 3

Butterfield Elementary will cultivate a positive school culture by implementing a campus plan focused on improving student fitness, attendance, and academic outcomes promoting balanced nutrition, daily physical activity, positive mental health, and lifelong wellness habits.

Performance Objective 1 ☑ High Priority

Plan and implement steps/activities focused on promoting positive mental health, balanced nutrition, physical activity and lifelong wellness habits.

Evaluation Data Source: Increased attendance for students and staff.
Students and families attending fitness events and completing nutrition activities.

Performance Objective 2 ☑ High Priority

Provide a safe school environment for all students at staff at Butterfield Elementary.

Evaluation Data Source: Surveys - staff, parent, student

Performance Objective 3 ☑ High Priority

Create a safe and positive environment by teaching, promoting, and continued encouragement for positive students behavior.

Evaluation Data Source: Decrease in campus discipline by 5%.
Surveys completed by staff, parents, and students.

Goal 4

Butterfield Elementary will strengthen relationships with parents and the community by providing meaningful opportunities for engagement, communication, and collaboration to support student success.

Performance Objective 1

☑ **High Priority**

Provide opportunities that will increase parent involvement and allow them to partner in their child's education.

Evaluation Data Source: Documentation records will include parent participation numbers at campus events and data from the Parent Involvement Survey, increased parent involvement throughout our campus events.

Sanger Independent School District

Clear Creek Elementary School

2025-2026 Performance Objectives

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January 06, 2026 at 03:57 PM

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Goal 1 : CCE will focus to increase academic success for students receiving special edu... 3

Goal 2 : CCE will provide learning environments that are physically safe and emotionally... 4

Goal 3 : CCE will continue to strengthen parent involvement and community partnership... 5

Goal 4 : CCE will cultivate a positive school culture that prioritizes the social and emotio... 6

Goal 5 : CCE will ensure the consistent and effective implementation of district-adopted... 7

Goal 1

CCE will focus to increase academic success for students receiving special education and emergent bilingual services resulting in a 5 % increase in the percentage of students meeting or exceeding progress goals in Reading and Math as measured by IEP data, TELPAS, IXL BOY, MOY, and BOY screeners, district, and state assessments.

Performance Objective 1

☑ **High Priority** ☑ **HB3 Goal**

Improve SPED and EB student performance in RLA as measured by state, district and classroom assessments by 5%.

Evaluation Data Source: Significant growth to close gaps in all grade levels that would increase accountability and assessment results by 5% across all categories and tested subject areas.

Performance Objective 2

☑ **High Priority** ☑ **HB3 Goal**

Improve SPED and EB student performance in Math as measured by state, district and classroom assessments by 5%.

Evaluation Data Source: Significant growth to close gaps in all grade levels that would increase accountability and assessment results between 5% across all categories and tested subject areas.

Goal 2 CCE will provide learning environments that are physically safe and emotionally secure for all students, faculty, and staff.

Performance Objective 1

Ensure that all district facilities are safe and maintained.

Evaluation Data Source: Region 10 Audit- if needed
Region 11 Safety Check
Campus Drill practice using Navigate Prepared
TEA Mandated Safety Check

Performance Objective 2

Implement programs that enhance student safety and student relationships.

Evaluation Data Source: Documentation records will monitor and record all strategies were completed

Goal 3

CCE will continue to strengthen parent involvement and community partnerships by increasing opportunities for meaningful engagement, communication, and collaboration.

Performance Objective 1

Provide opportunities that will increase parent involvement and allowing opportunities to build a partnership with the school for their child's success.

Evaluation Data Source: Parent participation increase by 5%

Goal 4

CCE will cultivate a positive school culture that prioritizes the social and emotional well-being of both students and staff by implementing strategies, promoting staff wellness initiatives, and fostering inclusive, supportive environments. By the end of the school year, we will see a 5% increase in attendance and academic performance on district and state assessment along with a 5% decrease in behavior.

Performance Objective 1

Provide opportunities for all students to develop character and social-emotional skills.

Evaluation Data Source: Documentation will be monitored through campus administration and counselor schedule and activities.

Performance Objective 2

Implement a data-driven, coordinated health program aimed at improving student fitness, attendance, and academic outcomes, especially for educationally disadvantaged students, through targeted physical activity, nutrition education, and health monitoring.

Evaluation Data Source: PE Physical Fitness state testing
SISD nutrition department providing healthy breakfast and lunch

Goal 5

CCE will ensure the consistent and effective implementation of district-adopted curriculum with fidelity across all grade levels to promote a 5% growth in student success.

Performance Objective 1

☑ **High Priority** ☑ **HB3 Goal**

100% of all RLA teachers at CCE will provide daily instruction using the HMH Into Reading curriculum with fidelity resulting in a 5% growth in reading proficiency for all students including special populations.

Evaluation Data Source: Classroom walkthroughs, Student Data Folders, formative assessments, summative assessments, and observations

Performance Objective 2

☑ **High Priority** ☑ **HB3 Goal**

100% of all Science teachers at CCE will provide daily instruction using the HMH Science curriculum with fidelity resulting in a 5% growth in Science proficiency for all students including special populations.

Evaluation Data Source: Classroom walkthroughs, Student Data Folders (5th grade ONLY), formative assessments, summative assessments, and observation

Performance Objective 3

☑ **High Priority** ☑ **HB3 Goal**

100% of all Math teachers at CCE will provide daily instruction using the Bluebonnet curriculum with fidelity resulting in a 5% growth in Math proficiency for all students including special populations.

Evaluation Data Source: Classroom walkthroughs, Student Data Folders, formative assessments, summative assessments, and observation

Sanger Independent School District

Sanger Middle School

2025-2026 Performance Objectives

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January 06, 2026 at 03:58 PM

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Goal 1 : By the conclusion of the 2025-2026 school year, Sanger Middle School will incr... 3

Goal 2 : By the conclusion of the 2025-2026 school year, Sanger Middle School aims to ... 9

Goal 3 : By the conclusion of the 2025-2026 school year, Sanger Middle School will incr... 14

Goal 4 : Sanger Middle School will foster a safe, healthy, and supportive learning enviro... 16

Goal 1

By the conclusion of the 2025-2026 school year, Sanger Middle School will increase the percentage of students achieving STAAR Math mastery from 22% to 27%, reflecting a 5% overall gain.

Performance Objective 1

☑ **High Priority**

Increase the percentage of 7th grade students achieving "Meets" and "Masters" standards on the Math STAAR by 10%.

Evaluation Data Source: Classroom assessments, IXL, benchmarks, unit assessments

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	The release of the latest STAAR accountability indicates a lower performance in growth experienced in our Economically Disadvantaged population. There is a need to increase staff awareness and understanding of both the academic and social-emotional needs of our students and increase resources for family partnerships to ensure great opportunities for student achievement.	Sanger, Texas is currently experiencing a shift in demographics and higher transient population due to community growth and societal shifts away from urban living situations.

Performance Objective 1 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
1	SPED STAAR scores have shown no significant improvement, indicating stagnant student performance and a need for more effective strategies.	Tier 1 instruction is not consistently meeting the diverse needs of Tier II/II, 504, and SPED students, resulting in the need for additional opportunities to access to high-quality, grade-level instruction.
2	Teachers need opportunities to better understand and assess the academic and social needs of students due to a growing populations of student needing advanced intervention.	Sanger Middle School is currently experience a growth in special populations requiring individualized education plans.

Performance Objective 1 Problem Statements Identifying Curriculum, Instruction, and Assessment

	Problem Statement	Root Cause
1	Teachers require ongoing training to effectively implement the new programs and resources introduced this school year.	While the new programs and resources are high-quality, teachers need targeted training to build confidence and maximize their effectiveness.

Performance Objective 2 ☑ High Priority

Increase the percentage of 8th grade students achieving "Meets" and "Masters" standards on the Math STAAR by 10%

Evaluation Data Source: Classroom assessments, IXL, benchmarks, unit assessments

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	The release of the latest STAAR accountability indicates a lower performance in growth experienced in our Economically Disadvantaged population. There is a need to increase staff awareness and understanding of both the academic and social-emotional needs of our students and increase resources for family partnerships to ensure great opportunities for student achievement.	Sanger, Texas is currently experiencing a shift in demographics and higher transient population due to community growth and societal shifts away from urban living situations.

Performance Objective 2 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
1	SPED STAAR scores have shown no significant improvement, indicating stagnant student performance and a need for more effective strategies.	Tier 1 instruction is not consistently meeting the diverse needs of Tier II/II, 504, and SPED students, resulting in the need for additional opportunities to access to high-quality, grade-level instruction.
2	Teachers need opportunities to better understand and assess the academic and social needs of students due to a growing populations of student needing advanced intervention.	Sanger Middle School is currently experience a growth in special populations requiring individualized education plans.

Performance Objective 2 Problem Statements Identifying Curriculum, Instruction, and Assessment

	Problem Statement	Root Cause
1	Teachers require ongoing training to effectively implement the new programs and resources introduced this school year.	While the new programs and resources are high-quality, teachers need targeted training to build confidence and maximize their effectiveness.

Performance Objective 3 ☑ High Priority

Increase the percentage of Algebra 1 students achieving "Meets" and "Masters" standards on the Algebra 1 STAAR by 10%.

Evaluation Data Source: Classroom assessments, IXL, benchmarks, unit assessments

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	The release of the latest STAAR accountability indicates a lower performance in growth experienced in our Economically Disadvantaged population. There is a need to increase staff awareness and understanding of both the academic and social-emotional needs of our students and increase resources for family partnerships to ensure great opportunities for student achievement.	Sanger, Texas is currently experiencing a shift in demographics and higher transient population due to community growth and societal shifts away from urban living situations.

Performance Objective 3 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
1	SPED STAAR scores have shown no significant improvement, indicating stagnant student performance and a need for more effective strategies.	Tier 1 instruction is not consistently meeting the diverse needs of Tier II/II, 504, and SPED students, resulting in the need for additional opportunities to access to high-quality, grade-level instruction.
2	Teachers need opportunities to better understand and assess the academic and social needs of students due to a growing populations of student needing advanced intervention.	Sanger Middle School is currently experience a growth in special populations requiring individualized education plans.

Performance Objective 3 Problem Statements Identifying School Culture and Climate

	Problem Statement	Root Cause
1	The transition to a new building and the addition of a new grade level have created a period of adjustment for staff and students. For students to feel safe taking educational risks, teachers must also feel safe taking instructional risks that foster growth. Currently, staff are still developing a sense of safety and trust, which impacts the consistency and effectiveness.	The combination of environmental changes and a new grade level has delayed the development of a strong, trust-based culture, limiting teachers' comfort.

Performance Objective 3 Problem Statements Identifying Curriculum, Instruction, and Assessment

	Problem Statement	Root Cause
1	Teachers require ongoing training to effectively implement the new programs and resources introduced this school year.	While the new programs and resources are high-quality, teachers need targeted training to build confidence and maximize their effectiveness.

Performance Objective 4 ☑ High Priority

Increase the percentage of 6th-grade students achieving "Meets" and "Masters" standards on the Math STAAR by 10%.

Evaluation Data Source: Classroom assessments, IXL benchmarks, unit assessments

Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	The release of the latest STAAR accountability indicates a lower performance in growth experienced in our Economically Disadvantaged population. There is a need to increase staff awareness and understanding of both the academic and social-emotional needs of our students and increase resources for family partnerships to ensure great opportunities for student achievement.	Sanger, Texas is currently experiencing a shift in demographics and higher transient population due to community growth and societal shifts away from urban living situations.

Performance Objective 4 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
1	SPED STAAR scores have shown no significant improvement, indicating stagnant student performance and a need for more effective strategies.	Tier 1 instruction is not consistently meeting the diverse needs of Tier II/II, 504, and SPED students, resulting in the need for additional opportunities to access to high-quality, grade-level instruction.
2	Teachers need opportunities to better understand and assess the academic and social needs of students due to a growing populations of student needing advanced intervention.	Sanger Middle School is currently experience a growth in special populations requiring individualized education plans.

Performance Objective 4 Problem Statements Identifying Curriculum, Instruction, and Assessment

	Problem Statement	Root Cause
1	Teachers require ongoing training to effectively implement the new programs and resources introduced this school year.	While the new programs and resources are high-quality, teachers need targeted training to build confidence and maximize their effectiveness.

Performance Objective 5

By May 2026, each accountability subgroup, including special education and emergent bilingual students, will demonstrate at least a 5% increase from the 2025 baseline in the percentage of students meeting or exceeding grade-level expectations on STAAR assessments.

Evaluation Data Source: IEP goals, TELPAS, CBAs, mid-terms and benchmarks

Goal 2

By the conclusion of the 2025-2026 school year, Sanger Middle School aims to increase the percentage of students achieving STAAR Reading mastery from 35% to 40%, representing a 5% overall gain.

Performance Objective 1

☑ **High Priority**

Increase the percentage of 7th grade students achieving "Meets" and "Masters" standards on the Reading STAAR by 10%.

Evaluation Data Source: Classroom assessments, IXL, unit assessments, benchmarks

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	The release of the latest STAAR accountability indicates a lower performance in growth experienced in our Economically Disadvantaged population. There is a need to increase staff awareness and understanding of both the academic and social-emotional needs of our students and increase resources for family partnerships to ensure great opportunities for student achievement.	Sanger, Texas is currently experiencing a shift in demographics and higher transient population due to community growth and societal shifts away from urban living situations.

Performance Objective 1 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
1	SPED STAAR scores have shown no significant improvement, indicating stagnant student performance and a need for more effective strategies.	Tier 1 instruction is not consistently meeting the diverse needs of Tier II/II, 504, and SPED students, resulting in the need for additional opportunities to access to high-quality, grade-level instruction.
2	Teachers need opportunities to better understand and assess the academic and social needs of students due to a growing populations of student needing advanced intervention.	Sanger Middle School is currently experience a growth in special populations requiring individualized education plans.

Performance Objective 1 Problem Statements Identifying School Culture and Climate

	Problem Statement	Root Cause
1	The transition to a new building and the addition of a new grade level have created a period of adjustment for staff and students. For students to feel safe taking educational risks, teachers must also feel safe taking instructional risks that foster growth. Currently, staff are still developing a sense of safety and trust, which impacts the consistency and effectiveness.	The combination of environmental changes and a new grade level has delayed the development of a strong, trust-based culture, limiting teachers' comfort.

Performance Objective 2 ☑ High Priority

Increase the percentage of 8th grade students achieving "Meets" and "Masters" standards on the Reading STAAR by 10%.

Evaluation Data Source: Classroom assessments, IXL, unit assessments, benchmarks

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	The release of the latest STAAR accountability indicates a lower performance in growth experienced in our Economically Disadvantaged population. There is a need to increase staff awareness and understanding of both the academic and social-emotional needs of our students and increase resources for family partnerships to ensure great opportunities for student achievement.	Sanger, Texas is currently experiencing a shift in demographics and higher transient population due to community growth and societal shifts away from urban living situations.

Performance Objective 2 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
1	SPED STAAR scores have shown no significant improvement, indicating stagnant student performance and a need for more effective strategies.	Tier 1 instruction is not consistently meeting the diverse needs of Tier II/II, 504, and SPED students, resulting in the need for additional opportunities to access to high-quality, grade-level instruction.
2	Teachers need opportunities to better understand and assess the academic and social needs of students due to a growing populations of student needing advanced intervention.	Sanger Middle School is currently experience a growth in special populations requiring individualized education plans.

Performance Objective 2 Problem Statements Identifying School Culture and Climate

	Problem Statement	Root Cause
1	The transition to a new building and the addition of a new grade level have created a period of adjustment for staff and students. For students to feel safe taking educational risks, teachers must also feel safe taking instructional risks that foster growth. Currently, staff are still developing a sense of safety and trust, which impacts the consistency and effectiveness.	The combination of environmental changes and a new grade level has delayed the development of a strong, trust-based culture, limiting teachers' comfort.

Performance Objective 2 Problem Statements Identifying Curriculum, Instruction, and Assessment

	Problem Statement	Root Cause

1	Teachers require ongoing training to effectively implement the new programs and resources introduced this school year.	While the new programs and resources are high-quality, teachers need targeted training to build confidence and maximize their effectiveness.

Performance Objective 3 ☑ High Priority

Increase the percentage of 6th-grade students achieving "Meets" and "Masters" standards on the Reading STAAR by 10%.

Evaluation Data Source: Classroom assessments, IXL, unit assessments, benchmarks

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	The release of the latest STAAR accountability indicates a lower performance in growth experienced in our Economically Disadvantaged population. There is a need to increase staff awareness and understanding of both the academic and social-emotional needs of our students and increase resources for family partnerships to ensure great opportunities for student achievement.	Sanger, Texas is currently experiencing a shift in demographics and higher transient population due to community growth and societal shifts away from urban living situations.

Performance Objective 3 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
1	SPED STAAR scores have shown no significant improvement, indicating stagnant student performance and a need for more effective strategies.	Tier 1 instruction is not consistently meeting the diverse needs of Tier II/II, 504, and SPED students, resulting in the need for additional opportunities to access to high-quality, grade-level instruction.
2	Teachers need opportunities to better understand and assess the academic and social needs of students due to a growing populations of student needing advanced intervention.	Sanger Middle School is currently experience a growth in special populations requiring individualized education plans.

Performance Objective 3 Problem Statements Identifying School Culture and Climate

	Problem Statement	Root Cause
	The transition to a new building and the addition of a new grade level have created a period of adjustment for staff	The combination of environmental changes and a new grade level has delayed the development of a strong,

1	and students. For students to feel safe taking educational risks, teachers must also feel safe taking instructional risks that foster growth. Currently, staff are still developing a sense of safety and trust, which impacts the consistency and effectiveness.	trust-based culture, limiting teachers' comfort.

Performance Objective 3 Problem Statements Identifying Curriculum, Instruction, and Assessment

	Problem Statement	Root Cause
1	Teachers require ongoing training to effectively implement the new programs and resources introduced this school year.	While the new programs and resources are high-quality, teachers need targeted training to build confidence and maximize their effectiveness.

Performance Objective 4

By May 2026, each accountability subgroup, including special education and emergent bilingual students, will demonstrate at least a 5% increase from the 2025 baseline in the percentage of students meeting or exceeding grade-level expectations on STAAR assessments.

Evaluation Data Source: IEP goals, TELPAS, CBAs, mid-terms and benchmarks

Goal 3

By the conclusion of the 2025-2026 school year, Sanger Middle School will increase parent and community engagement in school related events by 15%.

Performance Objective 1

Schedule a minimum of six events for the parents/guardians to participate in meaningful instructional activities.

Evaluation Data Source: Parent-square, emails, google calendar, parent sign ins

Performance Objective 1 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
2	Teachers need opportunities to better understand and assess the academic and social needs of students due to a growing populations of student needing advanced intervention.	Sanger Middle School is currently experience a growth in special populations requiring individualized education plans.

Performance Objective 1 Problem Statements Identifying Family and Community Engagement

	Problem Statement	Root Cause
1	Family engagement decreases throughout the academic year.	Fewer family events offered towards the end of the academic year.

Performance Objective 2

Provide a minimum of six opportunities for parents/guardians to have voice in the educational environment.

Evaluation Data Source: ParentSquare, emails, Google Calendar, Parent Sign-ins.

Performance Objective 3

Provide parents/guardians with timely and consistent communication regarding school events and expectations a minimum of once per week.

Evaluation Data Source: ParentSquare, Emails, Google Calendar

Performance Objective 3 Problem Statements Identifying Family and Community Engagement

	Problem Statement	Root Cause
1	Family engagement decreases throughout the academic year.	Fewer family events offered towards the end of the academic year.

Performance Objective 4

Implement a data-driven, coordinated health program designed to enhance student fitness, attendance, and academic outcomes, particularly for educationally disadvantaged students, through targeted physical activity, nutrition education, and health monitoring.

Evaluation Data Source: School nurse records, fitness gram data, PE grades

Goal 4

Sanger Middle School will foster a safe, healthy, and supportive learning environment by increasing attendance rates by 5% and reducing disciplinary incidents by 10%. This will be achieved through the implementation of the housing system and targeted supports focused on the well-being and academic success of all students, especially educationally disadvantaged populations, as measured by attendance and behavior data.

Performance Objective 1

☑ **High Priority**

Sanger Middle School will fully implement the Housing System to promote school spirit, student leadership, and a sense of belonging. The system will include organized house events, point competitions, and recognition programs, with success measured by increased student participation rates, improved attendance, a 10% reduction in discipline referrals, and positive school climate survey results.

Evaluation Data Source: Ascender, SWIS, climate surveys

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	The release of the latest STAAR accountability indicates a lower performance in growth experienced in our Economically Disadvantaged population. There is a need to increase staff awareness and understanding of both the academic and social-emotional needs of our students and increase resources for family partnerships to ensure great opportunities for student achievement.	Sanger, Texas is currently experiencing a shift in demographics and higher transient population due to community growth and societal shifts away from urban living situations.

Performance Objective 1 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
2	Teachers need opportunities to better understand and assess the academic and social needs of students due to a growing populations of student needing advanced intervention.	Sanger Middle School is currently experience a growth in special populations requiring individualized education plans.

Performance Objective 1 Problem Statements Identifying School Culture and Climate

	Problem Statement	Root Cause
1	The transition to a new building and the addition of a new grade level have created a period of adjustment for staff and students. For students to feel safe taking educational risks, teachers must also feel safe taking instructional risks that foster growth. Currently, staff are still developing a sense of safety and trust, which impacts the consistency and effectiveness.	The combination of environmental changes and a new grade level has delayed the development of a strong, trust-based culture, limiting teachers' comfort.

Performance Objective 1 Problem Statements Identifying Family and Community Engagement

	Problem Statement	Root Cause
1	Family engagement decreases throughout the academic year.	Fewer family events offered towards the end of the academic year.

Performance Objective 2

Implement a school-wide Housing System to strengthen teacher support, collaboration, and morale by fostering smaller learning communities. The system will provide teachers with a consistent network of peers for collaboration, recognition, and professional encouragement, resulting in improved staff satisfaction, increased teacher retention, and stronger alignment in supporting student success.

Evaluation Data Source: Teacher surveys, 1 on 1 meetings with Lacy, over-all culture

Performance Objective 2 Problem Statements Identifying School Culture and Climate

	Problem Statement	Root Cause
1	The transition to a new building and the addition of a new grade level have created a period of adjustment for staff and students. For students to feel safe taking educational risks, teachers must also feel safe taking instructional risks that foster growth. Currently, staff are still developing a sense of safety and trust, which impacts the consistency and effectiveness.	The combination of environmental changes and a new grade level has delayed the development of a strong, trust-based culture, limiting teachers' comfort.

Sanger Independent School District

Sanger High School

2025-2026 Performance Objectives

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Goal 4 : Sanger High School will strengthen relationships with parents and the communi... 6

Goal 1

Sanger High School will provide rigorous learning opportunities and curricula that exceed state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

Performance Objective 1

By May 2026, Sanger High School will increase the percentage of students meeting or exceeding grade-level expectations on state assessments in all tested subjects by 8%, while also increasing student participation in advanced academic and career/technical programs by 3%.

Evaluation Data Source: STAAR/EOC assessment results (meets and masters grade level)

ACT/SAT and TSIA2 scores

AP and Dual Credit course completion rates and exam scores

Industry-Based Certifications Completed

Goal 2

Sanger High School will improve academic performance for all student populations, including special education and emergent bilingual students, by strengthening instructional practices through targeted staff development and data-driven support systems.

Performance Objective 1

By May 2026, the percentage of students in each accountability subgroup, including special education and emergent bilingual students, meeting or exceeding grade-level expectations on STAAR/EOC exams will increase by at least 5% from the 2025 baseline.

Evaluation Data Source: STAAR/EOC assessment results disaggregated by subgroup (special education, emergent bilingual, economically disadvantaged, etc.)

TELPAS composite scores and domain growth for emergent bilingual students

Progress toward IEP goals for special education students

Goal 3

Sanger High School will foster a safe, healthy, and supportive learning environment that promotes student well-being, attendance, and academic success for all students, with particular focus on educationally disadvantaged populations.

Performance Objective 1

Implement a data-driven, coordinated health program aimed at improving student fitness, attendance, and academic outcomes, especially for educationally disadvantaged students, through targeted physical activity, nutrition education, and health monitoring.

Evaluation Data Source: StopIt usage reports (number and type of reports submitted)

Incident and discipline referral data disaggregated by type and student subgroup

Climate and safety survey results from students, staff, and parents

FitnessGram results and student health screenings

Attendance rates, especially for educationally disadvantaged students

Participation records in physical activity programs and nutrition education sessions

PBIS (MINGA) implementation fidelity checklists and recognition records

Reduction in repeated behavioral infractions and office referrals

Goal 4

Sanger High School will strengthen relationships with parents and the community by providing meaningful opportunities for engagement, communication, and collaboration to support student success.

Performance Objective 1

Provide opportunities to increase parent involvement and allow parents to build partnerships with teachers and administrators in order to ensure their child's success.

Evaluation Data Source: Parent Participation Data:

Attendance logs for parent events and workshops

Sign-in sheets and feedback forms from parent conferences and engagement activities

Communication Effectiveness Data:

Parent survey results on communication quality and frequency

Website and social media engagement metrics

Partnership & Support Data:

Records of community partnership activities and contributions

Volunteer logs and mentorship program participation numbers

Sanger Independent School District

Linda Tutt High School

2025-2026 Performance Objectives

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January 06, 2026 at 03:57 PM

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Goal 5 : We will provide a learning environment that is physically safe and emotionally s... 7

Goal 6 : We will develop and implement an active parent and community engagement pr... 8

Goal 1

We will provide rigorous learning opportunities and curricula that will meet state and national standards to improve the STAAR Math scores of each student while meeting their individualized needs and aspirations.

Performance Objective 1

☑ **High Priority**

All students, as appropriate, will be provided an opportunity to attend and participate in an extensive individualized STAAR math tutorials, along with IXL practice, prior to taking their STAAR EOC test

Evaluation Data Source: Administrators will monitor the math STAAR tutorials to ensure that ALL students needing to take the Algebra 1 EOC are attending and participating.

Goal 2

We will provide rigorous learning opportunities and curricula that will meet state and national standards to improve the STAAR English scores of each student while meeting their individualized needs and aspirations.

Performance Objective 1 ☑ High Priority

All students, as appropriate, will be provided an opportunity to attend and participate in an extensive individualized STAAR English tutorials, along with IXL practice, prior to taking their STAAR EOC test

Evaluation Data Source: Administrators will monitor the math STAAR tutorials to ensure that ALL students needing to take the English EOC are attending and participating.

Goal 3

We will provide rigorous learning opportunities and curricula that will meet state and national standards to improve the STAAR Social Studies scores of each student while meeting their individualized needs and aspirations.

Performance Objective 1 ☑ High Priority

All students, as appropriate, will be provided an opportunity to attend and participate in an extensive individualized STAAR US History tutorials, along with IXL practice, prior to taking their STAAR EOC test

Evaluation Data Source: Administrators will monitor the math STAAR tutorials to ensure that ALL students needing to take the US History EOC are attending and participating.

Goal 4

We will provide rigorous learning opportunities and curricula that will meet state and national standards to improve the STAAR Science scores of each student while meeting their individualized needs and aspirations.

Performance Objective 1 ☑ High Priority

All students, as appropriate, will be provided an opportunity to attend and participate in an extensive individualized STAAR Biology tutorials, along with IXL practice, prior to taking their STAAR EOC test

Evaluation Data Source: Administrators will monitor the math STAAR tutorials to ensure that ALL students needing to take the Biology EOC are attending and participating.

Goal 5 We will provide a learning environment that is physically safe and emotionally secure for all students, faculty, and staff.

Performance Objective 1 ☑ High Priority

LTHS will implement a data-driven, coordinated health program, aimed at improving student fitness, attendance, and academic outcomes, especially for educationally disadvantage students, through targeted physical activity, nutrition education, and health monitoring.

Evaluation Data Source: Provide a physical break for Choice students daily.

Goal 6

We will develop and implement an active parent and community engagement program to achieve the district mission and objectives.

Performance Objective 1

LTHS will provide opportunities to increase parent involvement and allow parents to build partnerships with teachers and administrators in order to ensure their child's success.

Section 5

Report on Campus Violent or Criminal Incidents

PEIMS 425 Action Reason Codes (as submitted each summer)	Incident Totals	
	2023-2024	2024-2025
30 - Aggravated assault on someone other than district employee or volunteer	0	0
31 - Sexual assault or aggravated sexual assault against employee or volunteer	0	0
32 - Sexual assault or aggravated sexual assault against someone other than employee or volunteer	0	0
36 - Felony controlled substance violation	0	0
37 - Felony alcohol violation	0	0
46 - Aggravated robbery	0	0
47 - Manslaughter	0	0
48 - Criminally negligent homicide	0	0

Section 6

Student Performance in Secondary Institutions

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 FY 2024
Enrolled in Texas Public Higher Education Fall 2024

County=DENTON

District	Code	Institution	Students
PILOT POINT ISD	061903	NORTH CENTRAL TEXAS COLLEGE (003558)	10
		TEXAS TECH UNIVERSITY (003644)	5
		Other Public 4-yr Institution (6)	13
		Other Public 2-yr Institution (1)	3
		Not trackable	13
		Not found	66
		Total high school graduates	*110*
PONDER ISD	061906	UNIVERSITY OF NORTH TEXAS (003594)	14
		NORTH CENTRAL TEXAS COLLEGE (003558)	11
		TEXAS TECH UNIVERSITY (003644)	8
		Other Public 4-yr Institution (11)	18
		Other Public 2-yr Institution (2)	2
		Not trackable	10
		Not found	72
		Total high school graduates	*135*
SANGER ISD	061908	NORTH CENTRAL TEXAS COLLEGE (003558)	29
		UNIVERSITY OF NORTH TEXAS (003594)	10
		Other Public 4-yr Institution (14)	22
		Other Public 2-yr Institution (7)	10
		Not trackable	12
		Not found	107
		Total high school graduates	*190*

Texas High School Graduates From FY 2024
Enrolled in Texas Public Higher Education Fall 2024

County=DENTON

District	High School	HS Code	Institution	Students
PILOT POINT ISD	PILOT POINT H S	061903001	NORTH CENTRAL TEXAS COLLEGE (003558)	10
			TEXAS TECH UNIVERSITY (003644)	5
			Other Public 4-yr Institution (6)	13
			Other Public 2-yr Institution (1)	3
			Not trackable	13
			Not found	66
			Total high school graduates	*110*
PONDER ISD	PONDER H S	061906001	UNIVERSITY OF NORTH TEXAS (003594)	14
			NORTH CENTRAL TEXAS COLLEGE (003558)	11
			TEXAS TECH UNIVERSITY (003644)	8
			Other Public 4-yr Institution (11)	18
			Other Public 2-yr Institution (2)	2
			Not trackable	10
			Not found	72
			Total high school graduates	*135*
SANGER ISD	LINDA TUTT H S	061908003	Other Public 2-yr Institution (1)	2
			Not found	24
			Total high school graduates	*26*
SANGER ISD	SANGER H S	061908001	NORTH CENTRAL TEXAS COLLEGE (003558)	27
			UNIVERSITY OF NORTH TEXAS (003594)	10
			Other Public 4-yr Institution (14)	22
			Other Public 2-yr Institution (7)	10
			Not trackable	12
			Not found	83
			Total high school graduates	*164*

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
	SANGER ISD								
	061908001	SANGER H S							
		Four-Year Public University	35	6	2	6	4	17	0
		Two-Year Public Colleges	32	10	2	5	9	3	3
		Independent Colleges & Universities	6						
		Not Trackable	15						
		Not Found	80						
		Total High School Graduates	168						

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.

Section 7

District Progress on HB3 Goals

Sanger ISD
Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 46% to 61% by June 2029.

Yearly Target Goals

2024	2025	2026	2027	2028	2029
46%	49%	52%	55%	58%	61%

Closing the Gaps Student Groups Yearly Targets

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	Eco. Disadv.	EB/EL Current and Monitored	Special Ed (Current)	Special Ed (Former)	Cont. Enrolle
2024	46%	34%	39%	59%	44%	73%	46%	55%	37%	35%	37%	26%	38%	47%
2025	49%	37%	42%	61%	47%	74%	49%	57%	40%	38%	40%	30%	40%	50%
2026	52%	41%	45%	63%	50%	76%	51%	60%	44%	42%	44%	34%	44%	53%
2027	55%	45%	49%	66%	53%	78%	55%	63%	48%	46%	48%	38%	48%	56%
2028	58%	48%	50%	68%	54%	79%	56%	65%	49%	49%	51%	40%	49%	57%
2029	61%	51%	53%	70%	57%	80%	59%	67%	52%	52%	54%	44%	52%	60%

Clear Creek Elementary
Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 46% to 61% by June 2029.

Yearly Target Goals

2024	2025	2026	2027	2028	2029
46%	49%	52%	55%	58%	61%

Closing the Gaps Student Groups Yearly Targets

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	Eco. Disadv.	EB/EL Current and Monitored	Special Ed (Current)	Special Ed (Former)	Cont. Enrolled
2024	46%	34%	39%	59%	44%	73%	46%	55%	37%	35%	37%	26%	38%	47%
2025	49%	37%	42%	61%	47%	74%	49%	57%	40%	38%	40%	30%	40%	50%
2026	52%	41%	45%	63%	50%	76%	51%	60%	44%	42%	44%	34%	44%	53%
2027	55%	45%	49%	66%	53%	78%	55%	63%	48%	46%	48%	38%	48%	56%
2028	58%	48%	50%	68%	54%	79%	56%	65%	49%	49%	51%	40%	49%	57%
2029	61%	51%	53%	70%	57%	80%	59%	67%	52%	52%	54%	44%	52%	60%

2024 Results	38%	50%	24%	47%	NA	NA	NA	50%	NA	29%	17%	16%	NA	38%
2025 Results	43%	NA	39%	50%	NA	NA	NA	25%	NA	39%	32%	29%	NA	45%

Butterfield Elementary
Yearly Target Goals

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 46% to 61% by June 2029.

2024	2025	2026	2027	2028	2029
46%	49%	52%	55%	58%	61%

Closing the Gaps Student Groups Yearly Targets

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	Eco. Disadv.	EB/EL Current and Monitored	Special Ed (Current)	Special Ed (Former)	Cont. Enrolle
2024	46%	34%	39%	59%	44%	73%	46%	55%	37%	35%	37%	26%	38%	47%
2025	49%	37%	42%	61%	47%	74%	49%	57%	40%	38%	40%	30%	40%	50%
2026	52%	41%	45%	63%	50%	76%	51%	60%	44%	42%	44%	34%	44%	53%
2027	55%	45%	49%	66%	53%	78%	55%	63%	48%	46%	48%	38%	48%	56%
2028	58%	48%	50%	68%	54%	79%	56%	65%	49%	49%	51%	40%	49%	57%
2029	61%	51%	53%	70%	57%	80%	59%	67%	52%	52%	54%	44%	52%	60%
2024 Results	64%	NA	58%	69%	NA	NA	100%	50%	NA	56%	54%	31%	50%	65%
2025 Results	61%	NA	55%	64%	NA	NA	NA	83%	NA	56%	50%	43%	67%	58%

Sanger ISD
Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 49% to 64% by June 2029.

Yearly Target Goals

2024	2025	2026	2027	2028	2029
49%	49%	53%	58%	61%	64%

Closing the Gaps Student Groups Yearly Targets

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	Eco Disadv	EB/EL Current and Monitored	Special Ed (Current)	Special Ed (Former)	Cont Enrolled
2024	49%	33%	44%	60%	47%	82%	51%	55%	42%	40%	45%	29%	45%	51%
2025	49%	36%	44%	60%	50%	83%	54%	55%	45%	40%	45%	29%	48%	51%
2026	53%	40%	49%	64%	53%	84%	57%	59%	48%	45%	49%	35%	51%	55%
2027	58%	44%	53%	67%	56%	85%	59%	63%	52%	50%	54%	41%	54%	59%
2028	61%	47%	56%	70%	59%	86%	62%	66%	55%	53%	57%	43%	57%	61%
2029	64%	50%	59%	73%	62%	87%	65%	69%	58%	56%	60%	47%	60%	63%
2024 Results	35%	NA	30%	41%	NA	NA	NA	25%	NA	25%	22%	23%	NA	36%
2025 Results	41%	33%	30%	48%	NA	NA	NA	36%	NA	31%	30%	27%	57%	42%

Clear Creek Elementary
Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 49% to 64% by June 2029.

Yearly Target Goals

2024	2025	2026	2027	2028	2029
49%	49%	53%	58%	61%	64%

Closing the Gaps Student Groups Yearly Targets

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	Eco Disadv	EB/EL Current and Monitored	Special Ed (Current)	Special Ed (Former)	Cont Enrolled
2024	49%	33%	44%	60%	47%	82%	51%	55%	42%	40%	45%	29%	45%	51%
2025	49%	36%	44%	60%	50%	83%	54%	55%	45%	40%	45%	29%	48%	51%
2026	53%	40%	49%	64%	53%	84%	57%	59%	48%	45%	49%	35%	51%	55%
2027	58%	44%	53%	67%	56%	85%	59%	63%	52%	50%	54%	41%	54%	59%
2028	61%	47%	56%	70%	59%	86%	62%	66%	55%	53%	57%	43%	57%	61%
2029	64%	50%	59%	73%	62%	87%	65%	69%	58%	56%	60%	47%	60%	63%
2024 Results	16%	NA	12%	19%	NA	NA	NA	17%	NA	13%	9%	5%	NA	16%
2025 Results	33%	NA	23%	43%	NA	NA	NA	13%	NA	24%	26%	16%	NA	35%

Butterfield Elementary
Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 49% to 64% by June 2029.

Yearly Target Goals

2024	2025	2026	2027	2028	2029
49%	49%	53%	58%	61%	64%

Closing the Gaps Student Groups Yearly Targets

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	Eco Disadv	EB/EL Current and Monitored	Special Ed (Current)	Special Ed (Former)	Cont Enrolled
2024	49%	33%	44%	60%	47%	82%	51%	55%	42%	40%	45%	29%	45%	51%
2025	49%	36%	44%	60%	50%	83%	54%	55%	45%	40%	45%	29%	48%	51%
2026	53%	40%	49%	64%	53%	84%	57%	59%	48%	45%	49%	35%	51%	55%
2027	58%	44%	53%	67%	56%	85%	59%	63%	52%	50%	54%	41%	54%	59%
2028	61%	47%	56%	70%	59%	86%	62%	66%	55%	53%	57%	43%	57%	61%
2029	64%	50%	59%	73%	62%	87%	65%	69%	58%	56%	60%	47%	60%	63%
2024 Results	61%	NA	52%	71%	NA	NA	NA	50%	NA	44%	38%	41%	50%	66%
2025 Results	48%	NA	38%	53%	NA	NA	NA	67%	NA	39%	33%	35%	50%	49%

CCMR Board Outcome Goal

The percent of CCMR students that meet the requirements for CCMR will increase from 63% to 79% by 2029.

Yearly Target Goals

2024	2025	2026	2027	2028	2029
63%	66%	69%	73%	76%	79%

Closing the Gaps Student Groups Yearly Targets

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	Eco. Disadv.	EB/EL Current and Monitored	Special Ed (Current)	Special Ed (Former)	Cont. Enrolled
2024	63%	47%	60%	71%	58%	84%	51%	63%	56%	56%	51%	64%	45%	67%
2025	66%	50%	63%	74%	61%	85%	54%	66%	59%	59%	54%	67%	49%	70%
2026	69%	53%	66%	77%	64%	86%	57%	69%	62%	62%	57%	70%	52%	73%
2027	73%	57%	70%	79%	68%	88%	61%	73%	66%	66%	61%	74%	55%	76%
2028	76%	60%	73%	82%	71%	89%	64%	76%	69%	69%	64%	77%	58%	79%
2029	79%	63%	76%	85%	74%	90%	67%	79%	72%	72%	67%	80%	61%	82%
2023 Results	68%	77%	62%	69%	NA	NA	NA	60%	NA	65%	NA	86%	NA	NA
2024 Results	64%	NA	70%	58%	NA	NA	NA	83%	NA	59%	88%	71%	NA	NA

Section 8

Texas Academic Performance Report (TAPR)

Glossary

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.

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

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

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).

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:

- 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:

- 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:

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

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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

2024–25 Texas Academic Performance Report (TAPR) Glossary

(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:

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

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

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

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:

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

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

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

(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:

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

(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:

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

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

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

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

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

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:

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

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

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

(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:

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

(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:

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

(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.

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

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.

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

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*)

number of graduates in the 2023–24 school year eligible for free or reduced-price lunch or other public assistance

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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)*

number of graduates in the 2023–24 school year considered as at risk

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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

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)*

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

2024–25 Texas Academic Performance Report (TAPR) Glossary

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.

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 and mathematics

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number of 2023-24 annual graduates

Any Subject.

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 or mathematics

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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)*

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

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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)*

number of 2023-24 annual graduates who earned an associate degree by August 31 immediately following high school graduation.

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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)*

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

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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)*

number of 2023-24 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation

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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)*

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

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)*

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

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)*

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

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)*

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

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).

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

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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.

number of 2023-24 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in ELA

number of 2023-24 annual graduates

Mathematics.

number of 2023-24 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in mathematics

number of 2023-24 annual graduates

Both Subjects.

number of 2023-24 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in both ELA and mathematics

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.

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

number of 2023-24 annual graduates

Mathematics.

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

number of 2023-24 annual graduates

Both Subjects.

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

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)*

2024–25 Texas Academic Performance Report (TAPR) Glossary

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.

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

Mathematics.

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

Science.

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

Social Studies.

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

(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.

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

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:

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

(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:

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

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.

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

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

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

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

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

(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.

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

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

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

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

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

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

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

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.

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

English Language Arts.

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

Mathematics.

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

Science.

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

Social Studies.

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

(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.

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

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)

- 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).

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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

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.