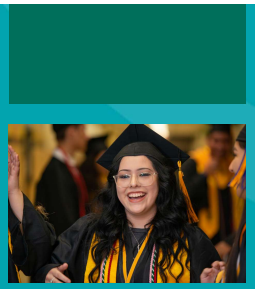
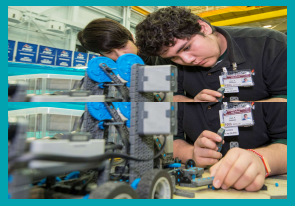
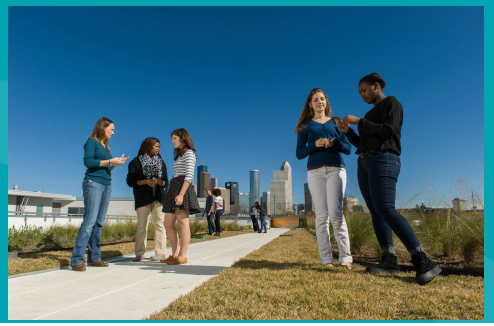
2024–2025

Texas Academic Performance Report (TAPR)

District Performance
State Performance





Produced by the Texas Education Agency

Published by the Systems Fidelity & Reporting Division
Houston Independent School District

HISD

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2024-25 Texas Academic Performance Report (TAPR)

District Name: HOUSTON ISD

District Number: 101912

2025 District Accountability Score: B

A rating or scaled score was changed due to an appeal.
The underlying data remains the same.

2025 Special Education Determination Status:

Needs Assistance

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	School Year	State	Region 04	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%	**74%**	72%	69%	92%	84%	91%	60%	91%	50%	86%	75%	69%	68%	66%
	2024	74%	75%	**69%**	64%	66%	90%	70%	86%	88%	89%	52%	43%	71%	63%	64%	62%
At Meets Grade Level or Above	2025	52%	53%	**47%**	44%	40%	79%	58%	81%	40%	74%	27%	49%	49%	39%	39%	37%
	2024	48%	50%	**43%**	36%	37%	75%	48%	73%	88%	74%	36%	19%	45%	37%	35%	34%
At Masters Grade Level	2025	23%	25%	**22%**	16%	16%	51%	37%	56%	0%	48%	7%	28%	24%	16%	14%	16%
	2024	21%	23%	**19%**	11%	15%	44%	17%	51%	63%	44%	11%	5%	20%	15%	13%	14%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2025	71%	74%	**75%**	65%	73%	90%	89%	92%	60%	88%	50%	89%	76%	69%	70%	74%
	2024	70%	72%	**71%**	60%	70%	89%	70%	89%	100%	85%	55%	45%	73%	64%	67%	70%
At Meets Grade Level or Above	2025	46%	49%	**50%**	38%	46%	75%	53%	81%	0%	71%	30%	64%	52%	40%	43%	47%
	2024	42%	44%	**43%**	30%	40%	71%	57%	76%	78%	68%	37%	22%	45%	36%	36%	39%
At Masters Grade Level	2025	19%	21%	**21%**	12%	17%	47%	26%	59%	0%	43%	9%	34%	23%	14%	14%	17%
	2024	15%	17%	**18%**	9%	13%	39%	13%	53%	22%	42%	12%	7%	19%	13%	12%	14%
Grade 4 Reading																	
At Approaches Grade Level or Above	2025	81%	82%	**79%**	79%	75%	93%	100%	91%	100%	91%	58%	81%	81%	72%	75%	71%
	2024	81%	81%	**77%**	75%	74%	93%	81%	88%	83%	86%	58%	58%	80%	70%	73%	70%
At Meets Grade Level or Above	2025	54%	57%	**53%**	49%	48%	79%	79%	80%	90%	75%	29%	53%	57%	45%	46%	45%
	2024	51%	53%	**48%**	40%	43%	79%	52%	75%	50%	71%	35%	24%	51%	39%	40%	39%
At Masters Grade Level	2025	24%	26%	**25%**	19%	19%	51%	36%	62%	40%	48%	7%	27%	28%	18%	18%	18%
	2024	23%	24%	**22%**	14%	16%	51%	33%	54%	33%	43%	11%	9%	24%	16%	14%	15%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2025	69%	72%	**70%**	59%	69%	87%	86%	89%	90%	83%	47%	72%	72%	63%	65%	69%
	2024	69%	71%	**69%**	56%	69%	86%	71%	87%	67%	82%	51%	44%	73%	60%	65%	69%
At Meets Grade Level or Above	2025	47%	49%	**48%**	35%	45%	72%	64%	79%	90%	67%	28%	50%	51%	38%	41%	45%
	2024	46%	48%	**46%**	33%	43%	71%	43%	76%	67%	62%	37%	24%	50%	35%	39%	43%
At Masters Grade Level	2025	24%	26%	**26%**	14%	22%	51%	36%	63%	40%	46%	10%	30%	29%	17%	19%	22%
	2024	21%	23%	**21%**	12%	17%	45%	29%	57%	67%	39%	12%	11%	24%	15%	15%	18%
Grade 5 Reading																	

	School Year	State	Region 04	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%	78%	**78%**	74%	76%	92%	83%	88%	*	83%	51%	81%	81%	68%	74%	73%
	2024	79%	79%	**78%**	72%	76%	92%	81%	86%	70%	89%	55%	61%	80%	70%	74%	73%
At Meets Grade Level or Above	2025	58%	60%	**58%**	52%	54%	83%	58%	79%	*	76%	32%	64%	63%	46%	51%	50%
	2024	55%	55%	**53%**	44%	49%	81%	62%	75%	40%	77%	34%	34%	56%	44%	46%	46%
At Masters Grade Level	2025	30%	32%	**31%**	22%	25%	63%	38%	61%	*	53%	9%	32%	34%	21%	22%	23%
	2024	29%	30%	**29%**	18%	24%	60%	24%	59%	30%	60%	13%	17%	31%	21%	21%	22%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2025	74%	75%	**76%**	67%	75%	89%	58%	91%	*	86%	51%	81%	80%	67%	72%	76%
	2024	77%	77%	**78%**	67%	78%	90%	76%	89%	50%	85%	58%	61%	80%	70%	75%	79%
At Meets Grade Level or Above	2025	47%	50%	**50%**	37%	48%	73%	42%	78%	*	68%	29%	54%	55%	37%	44%	48%
	2024	50%	52%	**51%**	37%	49%	72%	48%	77%	30%	71%	34%	34%	54%	41%	45%	50%
At Masters Grade Level	2025	22%	25%	**25%**	14%	22%	49%	33%	59%	*	42%	10%	30%	29%	16%	19%	23%
	2024	19%	21%	**20%**	11%	17%	43%	14%	53%	20%	40%	13%	14%	23%	14%	14%	17%
Grade 5 Science																	
At Approaches Grade Level or Above	2025	65%	66%	**61%**	51%	57%	85%	48%	85%	*	76%	39%	65%	64%	53%	54%	56%
	2024	58%	59%	**54%**	44%	51%	81%	43%	79%	50%	78%	39%	37%	57%	46%	48%	49%
At Meets Grade Level or Above	2025	31%	33%	**27%**	18%	21%	60%	30%	61%	*	55%	21%	30%	30%	19%	18%	20%
	2024	28%	29%	**25%**	16%	20%	54%	14%	54%	20%	50%	24%	16%	27%	18%	18%	19%
At Masters Grade Level	2025	12%	14%	**12%**	6%	7%	35%	17%	38%	*	34%	9%	14%	14%	7%	6%	7%
	2024	11%	12%	**10%**	5%	7%	30%	5%	30%	10%	30%	10%	7%	12%	7%	6%	6%
Grade 6 Reading																	
At Approaches Grade Level or Above	2025	77%	78%	**77%**	74%	73%	92%	82%	89%	89%	89%	53%	81%	80%	67%	71%	69%
	2024	77%	77%	**74%**	72%	70%	90%	92%	90%	100%	91%	49%	59%	76%	69%	69%	67%
At Meets Grade Level or Above	2025	56%	58%	**55%**	50%	49%	80%	64%	77%	44%	75%	33%	52%	60%	42%	46%	45%
	2024	57%	57%	**53%**	46%	47%	80%	58%	83%	63%	77%	33%	36%	56%	45%	45%	44%
At Masters Grade Level	2025	29%	31%	**29%**	21%	23%	58%	36%	62%	22%	56%	12%	29%	33%	19%	20%	20%
	2024	26%	27%	**23%**	15%	17%	51%	8%	62%	25%	48%	11%	14%	26%	17%	15%	16%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2025	74%	75%	**77%**	70%	76%	89%	75%	93%	89%	82%	61%	76%	80%	70%	74%	77%
	2024	72%	72%	**68%**	58%	67%	85%	64%	90%	71%	83%	50%	51%	71%	62%	64%	67%

	School Year	State	Region 04	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%	42%	**43%**	33%	39%	67%	50%	78%	22%	64%	29%	45%	48%	33%	36%	40%
	2024	39%	41%	**36%**	24%	32%	61%	36%	74%	57%	55%	27%	20%	39%	27%	29%	33%
At Masters Grade Level	2025	16%	18%	**19%**	12%	14%	42%	33%	54%	22%	41%	12%	18%	22%	11%	12%	15%
	2024	14%	15%	**13%**	6%	9%	30%	9%	47%	14%	30%	12%	6%	15%	8%	8%	10%
Grade 7 Reading																	
At Approaches Grade Level or Above	2025	76%	77%	**76%**	73%	73%	90%	86%	89%	88%	90%	49%	73%	80%	67%	71%	69%
	2024	74%	75%	**72%**	70%	67%	87%	67%	88%	75%	92%	46%	61%	74%	66%	66%	63%
At Meets Grade Level or Above	2025	54%	56%	**54%**	47%	49%	77%	64%	79%	50%	81%	30%	43%	59%	41%	46%	44%
	2024	54%	56%	**51%**	47%	45%	75%	53%	79%	50%	74%	31%	43%	54%	44%	43%	41%
At Masters Grade Level	2025	27%	30%	**28%**	19%	22%	54%	29%	63%	38%	54%	10%	23%	32%	17%	19%	19%
	2024	29%	31%	**27%**	19%	20%	53%	20%	66%	33%	56%	11%	26%	30%	20%	18%	18%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2025	55%	57%	**60%**	48%	60%	74%	62%	81%	100%	73%	42%	50%	64%	51%	56%	59%
	2024	56%	57%	**56%**	46%	54%	75%	67%	80%	42%	71%	41%	46%	59%	49%	50%	53%
At Meets Grade Level or Above	2025	33%	35%	**38%**	27%	37%	55%	31%	68%	40%	54%	28%	27%	43%	27%	34%	35%
	2024	34%	35%	**33%**	24%	30%	53%	60%	64%	25%	51%	28%	26%	37%	25%	28%	30%
At Masters Grade Level	2025	11%	12%	**14%**	8%	12%	24%	15%	41%	40%	28%	11%	11%	16%	8%	11%	12%
	2024	11%	12%	**12%**	7%	9%	25%	13%	39%	0%	23%	11%	10%	14%	6%	8%	9%
Grade 8 Reading																	
At Approaches Grade Level or Above	2025	82%	83%	**81%**	80%	78%	90%	75%	89%	67%	94%	56%	74%	85%	70%	76%	72%
	2024	81%	81%	**79%**	77%	76%	92%	93%	90%	82%	93%	53%	73%	81%	73%	75%	71%
At Meets Grade Level or Above	2025	58%	60%	**57%**	52%	52%	74%	50%	81%	56%	80%	33%	43%	63%	43%	49%	45%
	2024	56%	58%	**53%**	45%	49%	78%	86%	81%	64%	78%	31%	38%	57%	44%	46%	43%
At Masters Grade Level	2025	32%	34%	**32%**	25%	26%	55%	25%	69%	11%	55%	12%	26%	37%	20%	23%	21%
	2024	29%	32%	**28%**	18%	22%	54%	50%	67%	18%	57%	14%	21%	31%	19%	19%	18%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2025	71%	73%	**72%**	67%	73%	72%	64%	87%	50%	80%	54%	63%	77%	63%	70%	72%
	2024	72%	74%	**71%**	65%	71%	79%	80%	88%	70%	72%	54%	61%	75%	64%	69%	72%
At Meets Grade Level or Above	2025	47%	50%	**48%**	41%	47%	53%	50%	78%	40%	63%	35%	34%	54%	36%	44%	46%
	2024	43%	45%	**39%**	31%	37%	54%	50%	68%	40%	48%	30%	31%	43%	31%	35%	35%

	School Year	State	Region 04	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%	21%	**18%**	13%	15%	30%	14%	54%	10%	34%	14%	14%	22%	11%	14%	15%
	2024	16%	18%	**14%**	9%	11%	28%	10%	50%	20%	26%	14%	10%	16%	9%	10%	11%
Grade 8 Science																	
At Approaches Grade Level or Above	2025	74%	76%	**73%**	66%	71%	85%	75%	90%	70%	86%	51%	69%	77%	64%	68%	68%
	2024	70%	71%	**67%**	60%	64%	83%	100%	89%	80%	82%	45%	54%	70%	58%	62%	60%
At Meets Grade Level or Above	2025	48%	51%	**46%**	38%	42%	65%	63%	78%	50%	69%	32%	34%	52%	34%	39%	38%
	2024	44%	46%	**39%**	30%	35%	63%	54%	76%	40%	59%	28%	27%	44%	29%	32%	31%
At Masters Grade Level	2025	19%	21%	**18%**	11%	14%	37%	19%	52%	10%	39%	11%	20%	22%	11%	12%	12%
	2024	17%	19%	**15%**	8%	11%	35%	15%	49%	0%	37%	10%	10%	18%	8%	10%	9%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2025	58%	59%	**52%**	46%	47%	73%	56%	81%	60%	76%	37%	47%	56%	43%	44%	43%
	2024	60%	61%	**53%**	46%	48%	76%	93%	84%	55%	74%	35%	40%	56%	46%	46%	43%
At Meets Grade Level or Above	2025	32%	33%	**28%**	23%	21%	51%	31%	65%	40%	51%	25%	26%	32%	19%	20%	17%
	2024	33%	34%	**27%**	20%	21%	53%	57%	66%	36%	50%	24%	23%	31%	19%	20%	17%
At Masters Grade Level	2025	17%	18%	**15%**	11%	10%	34%	25%	45%	10%	33%	12%	19%	18%	9%	9%	8%
	2024	17%	18%	**14%**	9%	9%	32%	36%	49%	0%	34%	13%	11%	16%	9%	8%	7%
End of Course English I																	
At Approaches Grade Level or Above	2025	69%	69%	**65%**	62%	63%	81%	67%	79%	71%	79%	40%	56%	70%	58%	61%	56%
	2024	70%	70%	**63%**	60%	60%	82%	63%	76%	50%	84%	38%	51%	65%	58%	59%	52%
At Meets Grade Level or Above	2025	49%	50%	**43%**	36%	40%	69%	56%	70%	43%	65%	20%	29%	48%	36%	37%	32%
	2024	52%	51%	**42%**	37%	39%	71%	40%	69%	33%	72%	21%	26%	45%	38%	37%	30%
At Masters Grade Level	2025	15%	16%	**13%**	8%	10%	36%	15%	46%	14%	31%	6%	8%	16%	10%	8%	6%
	2024	16%	17%	**12%**	8%	9%	32%	11%	44%	8%	31%	7%	4%	14%	9%	8%	6%
End of Course English II																	
At Approaches Grade Level or Above	2025	72%	73%	**70%**	66%	69%	83%	71%	82%	69%	82%	42%	62%	74%	64%	66%	60%
	2024	75%	75%	**69%**	67%	66%	86%	78%	81%	70%	83%	42%	52%	72%	63%	65%	55%
At Meets Grade Level or Above	2025	55%	56%	**50%**	43%	48%	70%	46%	72%	46%	69%	24%	32%	55%	42%	45%	36%
	2024	58%	58%	**48%**	43%	44%	74%	62%	73%	50%	69%	23%	31%	51%	41%	42%	32%

	School Year	State	Region 04	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%	10%	**8%**	5%	5%	18%	13%	30%	8%	19%	7%	4%	9%	5%	5%	2%
	2024	9%	9%	**7%**	4%	5%	18%	7%	33%	0%	22%	7%	4%	8%	5%	4%	2%
End of Course Algebra I																	
At Approaches Grade Level or Above	2025	78%	81%	**80%**	75%	82%	81%	86%	92%	67%	78%	61%	71%	85%	73%	80%	82%
	2024	81%	81%	**77%**	73%	76%	83%	91%	91%	85%	81%	58%	69%	79%	73%	75%	76%
At Meets Grade Level or Above	2025	45%	51%	**48%**	39%	48%	58%	29%	78%	33%	54%	26%	36%	55%	37%	45%	48%
	2024	43%	46%	**35%**	27%	33%	51%	41%	71%	31%	53%	20%	27%	40%	27%	31%	32%
At Masters Grade Level	2025	27%	32%	**31%**	23%	30%	44%	24%	67%	25%	43%	13%	26%	37%	22%	27%	30%
	2024	24%	27%	**20%**	12%	18%	35%	24%	56%	23%	41%	10%	15%	24%	13%	16%	17%
End of Course Biology																	
At Approaches Grade Level or Above	2025	92%	92%	**92%**	88%	92%	95%	100%	96%	92%	96%	80%	91%	94%	88%	90%	90%
	2024	91%	91%	**89%**	88%	89%	95%	94%	93%	100%	94%	77%	81%	91%	87%	88%	86%
At Meets Grade Level or Above	2025	61%	64%	**62%**	54%	59%	78%	73%	84%	75%	80%	39%	49%	67%	53%	56%	53%
	2024	56%	58%	**49%**	41%	45%	74%	50%	75%	50%	73%	27%	37%	54%	40%	42%	37%
At Masters Grade Level	2025	21%	24%	**24%**	15%	20%	43%	27%	59%	33%	47%	12%	21%	28%	19%	18%	17%
	2024	19%	22%	**18%**	12%	13%	36%	6%	56%	38%	43%	9%	9%	21%	12%	12%	10%
End of Course U.S. History																	
At Approaches Grade Level or Above	2025	95%	95%	**95%**	94%	95%	98%	100%	96%	82%	97%	84%	92%	95%	94%	94%	92%
	2024	96%	96%	**94%**	93%	93%	98%	100%	96%	100%	98%	85%	92%	95%	92%	93%	89%
At Meets Grade Level or Above	2025	68%	71%	**66%**	59%	64%	82%	62%	87%	73%	80%	43%	64%	69%	61%	61%	52%
	2024	69%	70%	**62%**	55%	59%	84%	65%	83%	86%	76%	43%	48%	65%	56%	57%	44%
At Masters Grade Level	2025	37%	41%	**37%**	28%	33%	59%	41%	71%	0%	52%	19%	32%	40%	31%	30%	25%
	2024	37%	39%	**32%**	22%	27%	60%	35%	69%	57%	57%	20%	24%	35%	27%	25%	17%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2025	89%	92%	**89%**	78%	85%	99%	100%	99%	*	99%	86%	69%	89%	82%	84%	76%
	2024	88%	91%	**84%**	72%	80%	99%	80%	98%	83%	94%	78%	*	84%	76%	78%	74%
At Meets Grade Level or Above	2025	59%	66%	**61%**	43%	47%	89%	40%	92%	*	87%	45%	38%	62%	38%	46%	35%
	2024	59%	67%	**57%**	43%	46%	88%	60%	92%	83%	83%	63%	*	59%	42%	45%	36%

	School Year	State	Region 04	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%	17%	**20%**	6%	6%	39%	0%	58%	*	43%	12%	8%	21%	2%	8%	2%
	2024	12%	16%	**15%**	5%	5%	30%	20%	59%	17%	36%	17%	*	16%	7%	6%	3%
All Grades All Subjects																	
At Approaches Grade Level or Above	2025	75%	76%	**74%**	69%	72%	87%	77%	89%	78%	85%	52%	74%	77%	67%	70%	69%
	2024	75%	75%	**72%**	66%	70%	87%	78%	87%	74%	85%	51%	55%	74%	66%	67%	66%
At Meets Grade Level or Above	2025	50%	52%	**49%**	41%	45%	71%	52%	77%	54%	69%	29%	45%	53%	39%	42%	41%
	2024	48%	50%	**44%**	36%	40%	69%	51%	74%	50%	66%	30%	28%	47%	36%	38%	36%
At Masters Grade Level	2025	21%	24%	**22%**	15%	18%	44%	26%	56%	22%	42%	10%	23%	25%	15%	16%	16%
	2024	20%	22%	**18%**	11%	14%	40%	18%	52%	23%	40%	11%	11%	21%	13%	13%	13%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2025	76%	77%	**74%**	71%	71%	89%	79%	87%	79%	87%	49%	74%	78%	66%	70%	66%
	2024	76%	76%	**72%**	69%	69%	89%	76%	85%	75%	88%	48%	56%	74%	65%	67%	63%
At Meets Grade Level or Above	2025	54%	56%	**52%**	46%	47%	76%	58%	77%	54%	74%	28%	46%	56%	41%	44%	41%
	2024	54%	55%	**48%**	42%	44%	76%	56%	76%	53%	74%	29%	29%	51%	41%	41%	38%
At Masters Grade Level	2025	23%	24%	**22%**	16%	17%	47%	27%	56%	22%	45%	8%	22%	26%	14%	15%	15%
	2024	22%	23%	**20%**	13%	15%	45%	18%	54%	25%	45%	10%	11%	22%	14%	13%	13%
All Grades Mathematics																	
At Approaches Grade Level or Above	2025	72%	74%	**74%**	66%	73%	85%	75%	91%	76%	83%	52%	73%	77%	66%	70%	73%
	2024	72%	73%	**71%**	62%	71%	85%	76%	89%	70%	81%	53%	53%	74%	65%	68%	70%
At Meets Grade Level or Above	2025	45%	48%	**47%**	36%	45%	67%	44%	79%	47%	64%	29%	46%	52%	36%	41%	45%
	2024	43%	45%	**41%**	30%	38%	64%	48%	74%	47%	60%	30%	26%	45%	31%	35%	38%
At Masters Grade Level	2025	20%	23%	**23%**	14%	19%	42%	25%	58%	27%	41%	11%	24%	26%	15%	17%	20%
	2024	17%	19%	**17%**	10%	14%	36%	18%	52%	21%	36%	12%	10%	20%	12%	12%	14%
All Grades Science																	
At Approaches Grade Level or Above	2025	78%	79%	**75%**	68%	73%	88%	70%	90%	81%	86%	54%	74%	77%	70%	70%	70%
	2024	75%	75%	**70%**	63%	68%	87%	79%	86%	75%	85%	54%	52%	72%	66%	66%	65%
At Meets Grade Level or Above	2025	47%	50%	**44%**	36%	39%	68%	52%	74%	65%	67%	29%	37%	48%	36%	36%	35%
	2024	43%	45%	**38%**	29%	33%	64%	40%	67%	36%	61%	26%	24%	41%	30%	31%	29%

	School Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2025	17%	20%	**18%**	10%	13%	39%	20%	49%	27%	40%	10%	18%	20%	13%	11%	11%
	2024	16%	18%	**14%**	8%	10%	34%	7%	44%	14%	36%	10%	8%	16%	9%	9%	8%
All Grades Social Studies																	
At Approaches Grade Level or Above	2025	77%	78%	**75%**	72%	73%	86%	84%	89%	71%	85%	59%	71%	77%	71%	71%	66%
	2024	78%	79%	**75%**	72%	72%	88%	98%	90%	80%	86%	59%	63%	76%	72%	71%	65%
At Meets Grade Level or Above	2025	50%	53%	**48%**	42%	44%	67%	51%	76%	57%	64%	34%	45%	51%	42%	42%	34%
	2024	51%	52%	**46%**	39%	42%	69%	63%	75%	64%	63%	33%	34%	49%	40%	39%	30%
At Masters Grade Level	2025	27%	30%	**27%**	20%	22%	47%	36%	59%	5%	41%	15%	26%	29%	21%	21%	16%
	2024	27%	29%	**24%**	16%	19%	47%	35%	60%	32%	45%	16%	16%	26%	19%	17%	12%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2025	39%	41%	**38%**	31%	32%	69%	37%	76%	0%	65%	22%	46%	41%	28%	29%	30%
	2024	35%	37%	**34%**	24%	28%	65%	43%	68%	75%	65%	31%	14%	36%	27%	26%	26%
Reading and Mathematics Including EOC	2025	39%	41%	**38%**	31%	32%	69%	37%	76%	0%	65%	22%	46%	41%	28%	29%	30%
	2024	35%	37%	**34%**	24%	28%	65%	43%	68%	75%	65%	31%	14%	36%	27%	26%	26%
Reading Including EOC	2025	52%	53%	**47%**	44%	40%	79%	58%	81%	40%	74%	27%	49%	49%	39%	39%	37%
	2024	48%	50%	**43%**	36%	37%	75%	48%	73%	88%	74%	36%	19%	45%	37%	35%	34%
Math Including EOC	2025	46%	49%	**50%**	38%	46%	75%	53%	81%	0%	71%	30%	64%	52%	40%	43%	47%
	2024	42%	44%	**43%**	30%	40%	71%	57%	76%	78%	68%	37%	22%	45%	36%	36%	39%
4th Graders																	
Reading and Mathematics	2025	40%	42%	**40%**	30%	35%	68%	50%	75%	90%	62%	22%	38%	43%	30%	32%	34%
	2024	38%	40%	**36%**	27%	31%	66%	43%	71%	50%	59%	30%	17%	40%	26%	28%	29%
Reading and Mathematics Including EOC	2025	40%	42%	**40%**	30%	35%	68%	50%	75%	90%	62%	22%	38%	43%	30%	32%	34%
	2024	38%	40%	**36%**	27%	31%	66%	43%	71%	50%	59%	30%	17%	40%	26%	28%	29%
Reading Including EOC	2025	54%	57%	**53%**	49%	48%	79%	79%	80%	90%	75%	29%	53%	57%	45%	46%	45%
	2024	51%	53%	**48%**	41%	43%	79%	52%	75%	50%	71%	35%	24%	51%	39%	40%	39%
Math Including EOC	2025	47%	50%	**48%**	35%	45%	72%	64%	79%	90%	67%	28%	50%	51%	38%	41%	45%
	2024	46%	48%	**46%**	33%	43%	71%	43%	76%	67%	62%	37%	24%	50%	35%	39%	43%
5th Graders																	
Reading and Mathematics	2025	42%	45%	**43%**	33%	39%	71%	38%	72%	*	63%	23%	46%	48%	30%	35%	37%
	2024	42%	43%	**41%**	29%	37%	68%	38%	70%	30%	69%	27%	26%	44%	31%	34%	36%

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Reading and Mathematics Including EOC	2025	42%	45%	**43%**	33%	39%	71%	38%	72%	*	63%	23%	46%	48%	30%	35%	37%
	2024	42%	43%	**41%**	29%	37%	68%	38%	70%	30%	69%	27%	26%	44%	31%	34%	36%
Reading Including EOC	2025	58%	60%	**58%**	52%	54%	83%	58%	79%	*	76%	32%	64%	63%	46%	51%	50%
	2024	55%	55%	**53%**	44%	49%	81%	62%	75%	40%	77%	34%	35%	56%	44%	46%	46%
Math Including EOC	2025	48%	50%	**50%**	37%	48%	73%	42%	78%	*	68%	29%	54%	55%	37%	44%	48%
	2024	51%	52%	**51%**	37%	49%	72%	48%	77%	30%	71%	34%	34%	54%	41%	45%	50%
6th Graders																	
Reading and Mathematics	2025	37%	39%	**38%**	29%	32%	64%	55%	71%	22%	61%	24%	39%	42%	26%	29%	31%
	2024	36%	38%	**32%**	22%	27%	59%	42%	71%	50%	54%	25%	18%	36%	24%	25%	27%
Reading and Mathematics Including EOC	2025	37%	39%	**38%**	29%	32%	64%	55%	71%	22%	61%	24%	39%	42%	26%	29%	31%
	2024	36%	38%	**32%**	22%	27%	59%	42%	71%	50%	54%	25%	18%	36%	24%	25%	27%
Reading Including EOC	2025	56%	58%	**55%**	49%	49%	80%	64%	77%	44%	75%	32%	51%	59%	42%	46%	45%
	2024	57%	57%	**53%**	46%	47%	79%	58%	83%	63%	77%	33%	36%	56%	45%	45%	44%
Math Including EOC	2025	41%	43%	**44%**	33%	39%	67%	50%	78%	22%	65%	30%	45%	48%	33%	36%	40%
	2024	40%	42%	**36%**	24%	32%	61%	42%	74%	63%	55%	27%	20%	39%	28%	29%	33%
7th Graders																	
Reading and Mathematics	2025	36%	38%	**34%**	24%	31%	54%	31%	63%	33%	53%	24%	21%	38%	22%	28%	28%
	2024	35%	36%	**29%**	22%	26%	51%	50%	58%	17%	49%	24%	23%	32%	22%	24%	25%
Reading and Mathematics Including EOC	2025	38%	40%	**37%**	27%	33%	62%	36%	73%	38%	61%	24%	28%	43%	24%	30%	30%
	2024	36%	38%	**33%**	25%	27%	57%	53%	70%	23%	56%	25%	29%	37%	24%	25%	26%
Reading Including EOC	2025	54%	56%	**54%**	47%	49%	77%	64%	79%	50%	81%	30%	44%	59%	41%	46%	44%
	2024	54%	56%	**51%**	47%	45%	76%	53%	79%	46%	74%	32%	43%	54%	44%	43%	41%
Math Including EOC	2025	43%	45%	**43%**	31%	39%	64%	36%	77%	50%	64%	29%	33%	48%	29%	36%	38%
	2024	40%	42%	**37%**	27%	32%	60%	60%	74%	23%	57%	29%	31%	41%	27%	30%	32%
8th Graders																	
Reading and Mathematics	2025	30%	32%	**34%**	30%	30%	45%	36%	68%	33%	59%	26%	23%	40%	21%	29%	26%
	2024	28%	29%	**29%**	23%	26%	49%	44%	59%	44%	46%	23%	19%	33%	20%	24%	22%
Reading and Mathematics Including EOC	2025	44%	47%	**44%**	36%	40%	59%	38%	76%	40%	67%	26%	31%	51%	28%	37%	36%
	2024	41%	44%	**39%**	28%	36%	60%	64%	72%	50%	59%	25%	29%	44%	26%	33%	32%
Reading Including EOC	2025	59%	60%	**57%**	53%	52%	74%	50%	81%	60%	80%	33%	43%	63%	43%	49%	45%
	2024	57%	58%	**53%**	45%	49%	78%	86%	81%	70%	78%	31%	38%	57%	44%	46%	43%

	School Year	State	Region 04	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)
Math Including EOC	2025	51%	54%	**55%**	45%	54%	63%	50%	83%	40%	69%	36%	40%	61%	40%	50%	53%
	2024	49%	52%	**48%**	36%	46%	63%	67%	79%	50%	62%	31%	38%	53%	35%	43%	45%
3rd - 8th Graders																	
Reading and Mathematics	2025	38%	40%	**38%**	30%	33%	64%	40%	72%	44%	61%	23%	38%	42%	27%	31%	32%
	2024	36%	37%	**34%**	25%	30%	61%	43%	68%	42%	58%	27%	19%	37%	25%	27%	28%
Reading and Mathematics Including EOC	2025	40%	42%	**40%**	31%	35%	66%	41%	74%	46%	63%	23%	39%	44%	28%	32%	33%
	2024	38%	40%	**36%**	26%	31%	63%	46%	70%	44%	60%	27%	21%	39%	26%	29%	30%
Reading Including EOC	2025	55%	57%	**54%**	49%	48%	79%	61%	80%	61%	77%	30%	52%	58%	43%	46%	44%
	2024	54%	55%	**50%**	43%	45%	78%	58%	77%	58%	75%	34%	30%	53%	42%	42%	41%
Math Including EOC	2025	46%	49%	**48%**	36%	45%	69%	48%	79%	48%	68%	30%	49%	53%	36%	42%	45%
	2024	45%	47%	**44%**	31%	41%	67%	52%	76%	48%	63%	33%	27%	47%	34%	38%	41%

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

\- Indicates there are no students in the group.

	School Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)	G/T
School Progress - Annual Growth by Grade and Subject																		
Grade 4 ELA/Reading	2025	70%	72%	**74%**	75%	70%	83%	89%	87%	75%	84%	58%	75%	75%	68%	70%	68%	92%
	2024	67%	68%	**67%**	64%	64%	83%	70%	83%	75%	79%	57%	54%	69%	62%	63%	61%	---
Grade 4 Mathematics	2025	65%	67%	**66%**	59%	64%	79%	64%	83%	78%	78%	51%	69%	67%	61%	62%	65%	93%
	2024	60%	62%	**64%**	57%	63%	72%	63%	81%	83%	70%	54%	49%	66%	58%	62%	65%	---
Grade 5 ELA/Reading	2025	69%	71%	**74%**	70%	72%	85%	70%	85%	*	82%	54%	81%	76%	66%	70%	70%	94%
	2024	70%	71%	**74%**	68%	72%	86%	64%	84%	70%	88%	58%	61%	76%	66%	70%	71%	---
Grade 5 Mathematics	2025	67%	69%	**71%**	67%	70%	80%	59%	84%	*	77%	61%	73%	73%	66%	68%	70%	88%
	2024	65%	66%	**69%**	64%	69%	74%	60%	79%	55%	70%	64%	64%	70%	65%	67%	70%	---
Grade 6 ELA/Reading	2025	64%	66%	**64%**	64%	59%	81%	65%	81%	78%	81%	51%	65%	67%	55%	59%	57%	90%
	2024	61%	62%	**61%**	58%	56%	80%	86%	84%	75%	78%	46%	50%	62%	55%	56%	53%	---
Grade 6 Mathematics	2025	56%	57%	**61%**	59%	56%	74%	68%	84%	83%	73%	63%	60%	62%	58%	57%	57%	82%
	2024	48%	50%	**47%**	46%	44%	57%	65%	68%	64%	61%	49%	38%	48%	46%	45%	44%	---
Grade 7 ELA/Reading	2025	64%	66%	**69%**	64%	67%	80%	69%	83%	56%	80%	50%	62%	73%	59%	65%	65%	92%
	2024	66%	67%	**67%**	65%	63%	79%	57%	85%	71%	80%	45%	60%	69%	60%	62%	61%	---
Grade 7 Mathematics	2025	50%	52%	**58%**	50%	57%	68%	42%	75%	80%	62%	50%	51%	61%	49%	55%	56%	84%
	2024	49%	51%	**54%**	50%	53%	64%	57%	71%	42%	60%	49%	48%	57%	47%	51%	53%	---
Grade 8 ELA/Reading	2025	72%	73%	**74%**	72%	72%	81%	65%	86%	31%	81%	61%	73%	78%	63%	70%	68%	93%
	2024	69%	71%	**71%**	68%	68%	81%	85%	87%	86%	84%	57%	66%	73%	66%	67%	66%	---
Grade 8 Mathematics	2025	68%	71%	**73%**	72%	75%	63%	68%	80%	31%	66%	66%	60%	77%	65%	74%	76%	89%
	2024	66%	70%	**73%**	73%	75%	61%	75%	70%	65%	53%	68%	71%	76%	66%	75%	77%	---
End of Course English I	2025	63%	64%	**65%**	61%	64%	73%	62%	79%	65%	65%	51%	54%	68%	57%	62%	60%	79%
	2024	64%	65%	**63%**	62%	60%	74%	63%	75%	36%	68%	49%	63%	65%	57%	60%	55%	---
End of Course English II	2025	65%	66%	**66%**	65%	67%	64%	68%	70%	65%	68%	57%	64%	69%	61%	66%	64%	69%
	2024	69%	70%	**69%**	70%	68%	69%	80%	70%	67%	72%	55%	65%	72%	62%	67%	62%	---
End of Course Algebra I	2025	74%	78%	**78%**	76%	77%	78%	73%	90%	59%	83%	71%	72%	79%	74%	77%	79%	90%
	2024	72%	76%	**74%**	74%	73%	74%	87%	88%	83%	79%	70%	74%	76%	70%	73%	74%	---
All Grades Both Subjects	2025	65%	67%	**69%**	66%	67%	77%	66%	82%	65%	76%	57%	67%	71%	62%	66%	66%	87%
	2024	64%	66%	**66%**	63%	64%	74%	70%	80%	67%	73%	56%	57%	68%	61%	63%	63%	---
All Grades ELA/Reading	2025	67%	68%	**70%**	67%	68%	78%	70%	82%	63%	78%	55%	69%	73%	61%	66%	65%	87%
	2024	67%	68%	**67%**	65%	65%	79%	72%	81%	70%	79%	53%	59%	70%	61%	64%	62%	---
All Grades Mathematics	2025	64%	66%	**68%**	64%	67%	75%	62%	83%	66%	75%	59%	65%	70%	63%	66%	67%	88%
	2024	60%	63%	**64%**	61%	63%	68%	68%	78%	63%	67%	59%	56%	65%	59%	62%	64%	---
School Progress - Accelerated Learning by Grade and Subject																		
Grade 4 ELA/Reading	2025	40%	42%	**45%**	51%	42%	48%	*	51%	-	61%	32%	49%	46%	42%	44%	39%	84%
	2024	38%	38%	**40%**	41%	40%	53%	40%	41%	*	33%	25%	28%	42%	37%	40%	37%	---
Grade 4 Mathematics	2025	27%	28%	**29%**	24%	29%	44%	*	25%	-	40%	21%	26%	28%	30%	28%	31%	71%
	2024	26%	28%	**31%**	28%	33%	27%	20%	33%	*	38%	17%	17%	33%	29%	31%	34%	---

	School Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)	G/T
Grade 5 ELA/Reading	2025	25%	26%	**32%**	27%	34%	27%	60%	32%	-	16%	19%	36%	34%	28%	31%	33%	52%
	2024	35%	36%	**41%**	39%	42%	36%	*	31%	*	48%	28%	36%	44%	36%	41%	41%	---
Grade 5 Mathematics	2025	35%	35%	**40%**	37%	40%	43%	14%	59%	*	47%	25%	48%	41%	39%	39%	40%	63%
	2024	41%	40%	**46%**	41%	48%	48%	50%	42%	0%	39%	33%	35%	48%	41%	46%	49%	---
Grade 6 ELA/Reading	2025	27%	28%	**26%**	29%	25%	29%	*	28%	*	44%	19%	36%	28%	24%	26%	23%	69%
	2024	24%	24%	**25%**	29%	23%	27%	*	18%	*	37%	16%	21%	25%	23%	24%	21%	---
Grade 6 Mathematics	2025	33%	33%	**39%**	40%	38%	44%	*	52%	100%	33%	37%	39%	41%	37%	39%	38%	73%
	2024	27%	27%	**26%**	26%	25%	36%	*	39%	*	36%	20%	17%	26%	27%	26%	26%	---
Grade 7 ELA/Reading	2025	25%	27%	**30%**	29%	31%	37%	*	28%	*	22%	18%	36%	34%	25%	30%	29%	76%
	2024	23%	23%	**25%**	30%	23%	20%	17%	22%	*	24%	14%	17%	25%	23%	24%	21%	---
Grade 7 Mathematics	2025	16%	17%	**22%**	18%	24%	31%	*	22%	*	17%	16%	24%	25%	18%	21%	23%	41%
	2024	14%	15%	**18%**	18%	17%	18%	*	16%	20%	21%	12%	16%	19%	15%	17%	17%	---
Grade 8 ELA/Reading	2025	40%	41%	**43%**	44%	43%	44%	*	23%	*	39%	31%	42%	49%	33%	42%	39%	70%
	2024	34%	36%	**36%**	41%	35%	38%	*	25%	*	42%	23%	38%	38%	33%	36%	34%	---
Grade 8 Mathematics	2025	42%	45%	**54%**	52%	57%	42%	33%	49%	*	42%	36%	48%	58%	49%	55%	58%	76%
	2024	44%	47%	**54%**	52%	55%	43%	*	45%	*	32%	36%	46%	57%	46%	54%	56%	---
End of Course English I	2025	23%	24%	**26%**	27%	26%	20%	*	27%	*	33%	15%	33%	30%	21%	26%	25%	75%
	2024	20%	21%	**18%**	20%	17%	24%	*	16%	*	26%	12%	22%	20%	15%	17%	14%	---
End of Course English II	2025	29%	31%	**34%**	33%	34%	33%	*	32%	*	32%	24%	38%	39%	28%	34%	32%	59%
	2024	29%	31%	**30%**	35%	29%	35%	*	21%	*	17%	19%	36%	35%	24%	30%	25%	---
End of Course Algebra I	2025	54%	58%	**62%**	61%	64%	47%	*	78%	*	55%	53%	57%	65%	59%	64%	67%	83%
	2024	55%	56%	**59%**	63%	59%	52%	86%	48%	*	32%	46%	62%	62%	56%	60%	60%	---
All Grades Both Subjects	2025	33%	34%	**38%**	37%	38%	39%	38%	39%	36%	39%	26%	40%	40%	34%	37%	37%	69%
	2024	32%	33%	**36%**	37%	36%	36%	40%	31%	30%	34%	24%	29%	38%	32%	36%	35%	---
All Grades ELA/Reading	2025	31%	32%	**35%**	36%	35%	35%	45%	32%	25%	37%	24%	39%	38%	29%	34%	32%	68%
	2024	30%	30%	**32%**	34%	31%	34%	36%	26%	33%	34%	20%	29%	34%	28%	32%	29%	---
All Grades Mathematics	2025	35%	36%	**41%**	38%	42%	42%	30%	47%	44%	41%	29%	40%	42%	39%	40%	43%	70%
	2024	35%	36%	**40%**	39%	41%	38%	43%	37%	27%	34%	28%	29%	42%	37%	40%	42%	---

* 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 04	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%	76%	**74%**	68%	64%	73%	73%	68%	58%	65%	69%	64%	63%	69%	77%	65%	95%
	2024	75%	75%	**72%**	67%	66%	67%	72%	68%	65%	62%	67%	61%	65%	64%	75%	64%	94%
At Meets Grade Level or Above	2025	50%	52%	**49%**	39%	34%	44%	46%	40%	29%	34%	42%	32%	34%	39%	54%	35%	81%
	2024	48%	50%	**44%**	37%	35%	35%	45%	39%	33%	30%	40%	28%	31%	33%	49%	32%	77%
At Masters Grade Level	2025	21%	24%	**22%**	16%	12%	17%	22%	16%	10%	11%	17%	10%	10%	12%	26%	12%	44%
	2024	20%	22%	**18%**	14%	13%	11%	19%	15%	10%	9%	17%	7%	10%	10%	22%	10%	38%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2025	76%	77%	**74%**	68%	64%	73%	74%	66%	53%	59%	70%	58%	63%	70%	80%	62%	97%
	2024	76%	76%	**72%**	68%	65%	66%	76%	68%	65%	57%	68%	54%	60%	62%	78%	60%	95%
At Meets Grade Level or Above	2025	54%	56%	**52%**	40%	35%	45%	50%	36%	26%	32%	46%	30%	35%	41%	59%	34%	90%
	2024	54%	55%	**48%**	38%	34%	34%	51%	41%	35%	32%	43%	29%	32%	36%	56%	34%	87%
At Masters Grade Level	2025	23%	24%	**22%**	16%	12%	19%	24%	15%	8%	8%	18%	6%	7%	11%	28%	10%	47%
	2024	22%	23%	**20%**	16%	14%	12%	24%	19%	10%	8%	18%	6%	9%	11%	25%	10%	40%
All Grades Mathematics																		
At Approaches Grade Level or Above	2025	72%	74%	**74%**	73%	70%	78%	75%	73%	66%	70%	71%	70%	70%	69%	74%	71%	94%
	2024	72%	73%	**71%**	73%	72%	74%	75%	72%	71%	67%	70%	66%	67%	67%	72%	69%	90%
At Meets Grade Level or Above	2025	45%	48%	**47%**	45%	41%	50%	48%	46%	40%	38%	44%	37%	44%	41%	49%	40%	75%
	2024	43%	45%	**41%**	43%	43%	42%	47%	42%	37%	32%	42%	28%	30%	34%	43%	36%	66%
At Masters Grade Level	2025	20%	23%	**23%**	18%	16%	19%	22%	17%	15%	16%	20%	15%	18%	16%	25%	16%	45%
	2024	17%	19%	**17%**	15%	14%	12%	18%	13%	12%	12%	18%	10%	11%	11%	20%	12%	35%
All Grades Science																		

	School Year	State	Region 04	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%	79%	**75%**	53%	48%	58%	65%	52%	51%	71%	61%	73%	56%	72%	77%	65%	96%
	2024	75%	75%	**70%**	50%	45%	50%	58%	59%	49%	69%	56%	72%	74%	60%	73%	62%	95%
At Meets Grade Level or Above	2025	47%	50%	**44%**	17%	11%	18%	33%	17%	14%	32%	22%	34%	20%	37%	50%	27%	78%
	2024	43%	45%	**38%**	18%	14%	18%	26%	23%	17%	28%	26%	28%	27%	25%	43%	24%	74%
At Masters Grade Level	2025	17%	20%	**18%**	5%	3%	4%	12%	7%	3%	9%	8%	9%	4%	8%	22%	7%	37%
	2024	16%	18%	**14%**	5%	3%	5%	8%	8%	4%	7%	9%	6%	9%	6%	18%	6%	33%
All Grades Social Studies																		
At Approaches Grade Level or Above	2025	77%	78%	**75%**	59%	60%	-	59%	80%	*	61%	60%	62%	39%	64%	78%	61%	92%
	2024	78%	79%	**75%**	50%	25%	*	52%	*	29%	62%	61%	62%	72%	61%	78%	61%	95%
At Meets Grade Level or Above	2025	50%	53%	**48%**	29%	0%	-	30%	40%	*	27%	25%	27%	18%	29%	54%	27%	73%
	2024	51%	52%	**46%**	22%	0%	*	26%	*	0%	25%	23%	25%	37%	27%	52%	24%	75%
At Masters Grade Level	2025	27%	30%	**27%**	16%	0%	-	16%	40%	*	12%	16%	12%	4%	11%	31%	12%	44%
	2024	27%	29%	**24%**	9%	0%	*	10%	*	0%	8%	13%	8%	14%	9%	29%	8%	41%
School Progress - Annual Growth																		
All Grades Both Subjects	2025	65%	67%	**69%**	66%	64%	70%	67%	68%	57%	62%	67%	61%	64%	66%	71%	63%	81%
	2024	64%	66%	**66%**	65%	63%	67%	69%	68%	59%	61%	63%	60%	59%	57%	68%	61%	81%
All Grades ELA/Reading	2025	67%	68%	**70%**	65%	63%	70%	68%	69%	53%	60%	66%	59%	59%	67%	73%	61%	81%
	2024	67%	68%	**67%**	64%	61%	64%	71%	68%	60%	58%	63%	57%	57%	58%	71%	59%	83%
All Grades Mathematics	2025	64%	66%	**68%**	66%	65%	70%	67%	67%	61%	65%	67%	65%	70%	66%	68%	65%	81%
	2024	60%	63%	**64%**	65%	64%	69%	66%	67%	59%	64%	62%	65%	61%	57%	64%	63%	78%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2025	33%	34%	**38%**	36%	36%	43%	36%	33%	27%	37%	36%	37%	34%	42%	39%	36%	65%
	2024	32%	33%	**36%**	41%	41%	43%	40%	39%	35%	33%	32%	33%	31%	33%	37%	35%	59%

	School Year	State	Region 04	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%	32%	**35%**	36%	35%	45%	35%	38%	24%	31%	33%	30%	31%	40%	39%	32%	53%
	2024	30%	30%	**32%**	39%	40%	39%	38%	36%	34%	25%	28%	24%	22%	28%	36%	29%	54%
All Grades Mathematics	2025	35%	36%	**41%**	36%	37%	41%	38%	29%	30%	45%	39%	46%	38%	44%	39%	42%	70%
	2024	35%	36%	**40%**	43%	42%	48%	41%	42%	37%	43%	37%	44%	43%	39%	39%	42%	63%

* 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 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2025 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**99%**	99%	100%	99%	99%	100%	100%	99%	99%	99%	100%	99%	99%	100%
Included in Accountability	93%	93%	**90%**	91%	90%	92%	85%	89%	91%	89%	93%	87%	97%	78%	90%	86%
Not Included in Accountability: Mobile	4%	4%	**6%**	8%	5%	5%	9%	4%	6%	7%	5%	11%	1%	13%	5%	5%
Not Included in Accountability: Other Exclusions	2%	2%	**4%**	1%	5%	2%	5%	6%	3%	3%	1%	1%	2%	8%	4%	8%
Not Tested	1%	1%	**1%**	1%	0%	1%	1%	0%	0%	1%	1%	1%	0%	1%	1%	0%
Absent	1%	1%	**0%**	1%	0%	1%	1%	0%	0%	1%	1%	1%	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%**	99%	100%	99%	98%	100%	100%	99%	99%	99%	100%	99%	100%	100%
Included in Accountability	91%	91%	**88%**	91%	87%	91%	80%	88%	90%	88%	92%	86%	95%	76%	87%	83%
Not Included in Accountability: Mobile	4%	4%	**6%**	8%	5%	5%	10%	5%	6%	7%	5%	10%	1%	13%	5%	5%
Not Included in Accountability: Other Exclusions	4%	4%	**6%**	1%	8%	3%	9%	8%	4%	4%	2%	3%	4%	10%	7%	12%
Not Tested	1%	1%	**0%**	1%	0%	1%	2%	0%	0%	1%	1%	1%	0%	1%	0%	0%
Absent	1%	1%	**0%**	1%	0%	1%	1%	0%	0%	1%	1%	1%	0%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**99%**	99%	99%	99%	100%	99%	100%	99%	99%	99%	100%	99%	99%	100%
Included in Accountability	94%	94%	**92%**	91%	92%	92%	87%	89%	92%	89%	94%	88%	98%	78%	91%	89%
Not Included in Accountability: Mobile	4%	4%	**6%**	8%	5%	5%	11%	5%	6%	7%	5%	11%	1%	14%	5%	5%
Not Included in Accountability: Other Exclusions	1%	1%	**2%**	1%	3%	2%	3%	5%	2%	2%	0%	0%	0%	7%	3%	5%
Not Tested	1%	1%	**1%**	1%	1%	1%	0%	1%	0%	1%	1%	1%	0%	1%	1%	0%
Absent	1%	1%	**0%**	0%	0%	1%	0%	0%	0%	1%	1%	1%	0%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**99%**	99%	99%	99%	98%	99%	100%	99%	99%	99%	100%	99%	99%	100%
Included in Accountability	94%	94%	**92%**	91%	92%	92%	90%	91%	93%	90%	93%	88%	98%	80%	91%	90%
Not Included in Accountability: Mobile	4%	4%	**6%**	8%	5%	5%	5%	4%	4%	7%	5%	10%	2%	13%	5%	5%
Not Included in Accountability: Other Exclusions	1%	1%	**2%**	0%	3%	1%	3%	4%	4%	2%	0%	0%	0%	6%	3%	5%
Not Tested	1%	1%	**1%**	1%	1%	1%	2%	1%	0%	1%	1%	1%	0%	1%	1%	0%

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	**1%**	1%	0%	1%	2%	1%	0%	0%	1%	1%	0%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	99%	**99%**	99%	99%	99%	98%	100%	100%	98%	99%	99%	100%	99%	99%	99%
Included in Accountability	94%	95%	**92%**	91%	93%	91%	94%	93%	91%	89%	93%	90%	98%	82%	92%	90%
Not Included in Accountability: Mobile	4%	3%	**5%**	7%	4%	6%	2%	3%	4%	6%	5%	9%	2%	11%	5%	5%
Not Included in Accountability: Other Exclusions	1%	1%	**2%**	1%	2%	1%	2%	4%	4%	4%	0%	1%	0%	5%	2%	5%
Not Tested	1%	1%	**1%**	1%	1%	1%	2%	0%	0%	2%	1%	1%	0%	1%	1%	1%
Absent	1%	1%	**1%**	1%	1%	1%	2%	0%	0%	2%	1%	1%	0%	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	94%	94%	**95%**	96%	96%	91%	100%	98%	*	95%	93%	100%	97%	72%	96%	96%
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**99%**	99%	99%	99%	98%	99%	94%	99%	99%	99%	99%	98%	99%	99%
Included in Accountability	92%	92%	**89%**	93%	91%	93%	90%	92%	84%	93%	93%	90%	97%	74%	90%	84%
Not Included in Accountability: Mobile	4%	4%	**6%**	5%	3%	4%	6%	1%	7%	5%	5%	7%	1%	14%	4%	6%
Not Included in Accountability: Other Exclusions	2%	2%	**4%**	1%	6%	2%	2%	6%	2%	1%	1%	1%	1%	9%	5%	9%
Not Tested	1%	1%	**1%**	1%	1%	1%	2%	1%	6%	1%	1%	1%	1%	2%	1%	1%
Absent	1%	1%	**1%**	1%	1%	1%	2%	1%	6%	1%	1%	1%	0%	2%	1%	1%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**99%**	99%	99%	99%	98%	99%	94%	99%	99%	99%	100%	98%	99%	99%
Included in Accountability	91%	91%	**87%**	93%	88%	93%	89%	90%	82%	93%	92%	89%	95%	73%	88%	81%
Not Included in Accountability: Mobile	4%	4%	**6%**	5%	3%	4%	5%	1%	7%	4%	5%	7%	1%	14%	4%	5%
Not Included in Accountability: Other Exclusions	4%	4%	**6%**	1%	8%	3%	3%	8%	4%	1%	2%	2%	3%	12%	7%	13%
Not Tested	1%	1%	**1%**	1%	1%	1%	2%	1%	6%	1%	1%	1%	0%	2%	1%	1%
Absent	1%	1%	**1%**	1%	1%	1%	2%	1%	6%	1%	1%	1%	0%	1%	1%	1%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**99%**	99%	99%	99%	99%	99%	98%	99%	99%	99%	100%	98%	99%	99%
Included in Accountability	93%	93%	**90%**	93%	92%	93%	91%	93%	91%	93%	94%	91%	98%	74%	92%	86%

	State	Region 04	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%	**6%**	5%	3%	3%	7%	1%	5%	5%	5%	7%	1%	16%	4%	6%
Not Included in Accountability: Other Exclusions	1%	1%	**3%**	0%	4%	2%	1%	5%	1%	1%	0%	1%	0%	8%	3%	6%
Not Tested	1%	1%	**1%**	1%	1%	1%	1%	1%	3%	1%	1%	1%	0%	2%	1%	1%
Absent	1%	1%	**1%**	1%	1%	1%	1%	1%	3%	1%	1%	1%	0%	1%	1%	1%
Other	0%	0%	**0%**	0%	0%	1%	1%	0%	0%	0%	0%	0%	0%	1%	0%	0%
Science																
Assessment Participant	99%	99%	**98%**	99%	99%	98%	97%	98%	86%	98%	99%	98%	99%	97%	98%	98%
Included in Accountability	93%	93%	**90%**	93%	92%	92%	92%	93%	76%	92%	94%	89%	98%	76%	91%	87%
Not Included in Accountability: Mobile	4%	4%	**6%**	5%	3%	4%	5%	1%	11%	5%	5%	9%	1%	14%	4%	6%
Not Included in Accountability: Other Exclusions	1%	1%	**3%**	0%	4%	2%	0%	4%	0%	1%	0%	1%	0%	7%	3%	6%
Not Tested	1%	1%	**2%**	1%	1%	2%	3%	2%	14%	2%	1%	2%	1%	3%	2%	2%
Absent	1%	1%	**1%**	1%	1%	1%	3%	1%	14%	1%	1%	2%	0%	2%	1%	1%
Other	0%	0%	**1%**	0%	0%	1%	0%	1%	0%	1%	0%	0%	0%	1%	0%	1%
Social Studies																
Assessment Participant	99%	99%	**99%**	99%	99%	99%	94%	99%	93%	98%	99%	99%	99%	98%	99%	99%
Included in Accountability	94%	94%	**92%**	94%	93%	93%	82%	94%	83%	90%	94%	89%	98%	79%	92%	87%
Not Included in Accountability: Mobile	4%	3%	**5%**	4%	2%	4%	10%	1%	10%	6%	5%	9%	1%	11%	4%	5%
Not Included in Accountability: Other Exclusions	1%	1%	**2%**	0%	3%	1%	2%	4%	0%	1%	0%	1%	0%	7%	3%	6%
Not Tested	1%	1%	**1%**	1%	1%	1%	6%	1%	7%	2%	1%	1%	1%	2%	1%	1%
Absent	1%	1%	**1%**	1%	1%	1%	6%	1%	7%	2%	1%	1%	1%	2%	1%	1%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	93%	**91%**	91%	92%	83%	100%	95%	100%	91%	88%	80%	94%	60%	92%	93%

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

	State	Region 04	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%	93.7%	**93.5%**	91.7%	93.3%	96.3%	93.3%	96.5%	94.2%	95.4%	92.0%	92.8%	93.5%
2022-23	93.3%	93.3%	**93.0%**	91.4%	92.8%	96.0%	92.9%	96.3%	95.0%	95.1%	91.2%	92.3%	93.0%
Chronic Absenteeism													
2023-24	19.0%	18.3%	**20.4%**	30.2%	20.3%	8.1%	21.1%	7.4%	22.8%	13.0%	26.8%	23.0%	19.2%
2022-23	20.3%	20.0%	**22.3%**	31.7%	22.5%	8.7%	26.1%	7.3%	15.3%	14.1%	30.0%	25.2%	21.1%
Annual Dropout Rate (Gr 7-8)													
2023-24	0.7%	1.0%	**2.8%**	3.2%	2.5%	3.2%	6.1%	2.8%	9.4%	2.3%	2.6%	2.8%	3.1%
2022-23	0.8%	1.0%	**2.7%**	3.5%	2.4%	2.9%	6.7%	2.0%	0.0%	1.7%	2.5%	2.6%	2.9%
Annual Dropout Rate (Gr 9-12)													
2023-24	1.9%	1.9%	**3.8%**	3.0%	4.6%	2.2%	1.5%	1.8%	5.2%	2.1%	3.8%	4.4%	6.6%
2022-23	2.0%	2.1%	**3.5%**	3.3%	4.1%	1.4%	0.0%	1.6%	1.5%	1.5%	3.8%	3.9%	6.2%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2024													
Graduated	90.7%	90.8%	**86.6%**	87.1%	85.1%	91.2%	93.3%	95.6%	92.9%	89.1%	79.6%	84.8%	76.5%
Received TxCHSE	0.3%	0.3%	**0.3%**	0.4%	0.2%	0.8%	0.0%	0.2%	0.0%	1.1%	0.2%	0.2%	0.1%
Continued HS	3.1%	3.0%	**1.7%**	1.5%	1.9%	1.0%	3.3%	1.0%	0.0%	2.3%	3.9%	1.9%	2.4%
Dropped Out	5.8%	5.9%	**11.4%**	11.0%	12.9%	7.1%	3.3%	3.2%	7.1%	7.5%	16.3%	13.1%	20.9%
Graduates and TxCHSE	91.1%	91.1%	**86.9%**	87.4%	85.2%	91.9%	93.3%	95.8%	92.9%	90.2%	79.8%	85.0%	76.7%
Graduates, TxCHSE, and Continuers	94.2%	94.1%	**88.6%**	89.0%	87.1%	92.9%	96.7%	96.8%	92.9%	92.5%	83.7%	86.9%	79.1%
Class of 2023													
Graduated	90.3%	89.6%	**85.1%**	85.6%	82.9%	92.6%	82.9%	95.8%	94.7%	91.7%	80.0%	83.8%	71.6%
Received TxCHSE	0.3%	0.3%	**0.3%**	0.4%	0.2%	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%	0.1%
Continued HS	3.1%	3.1%	**1.7%**	1.0%	2.3%	0.7%	0.0%	1.0%	0.0%	0.6%	3.7%	2.0%	3.4%
Dropped Out	6.3%	7.0%	**12.8%**	13.0%	14.6%	6.4%	17.1%	3.2%	5.3%	7.6%	16.3%	14.1%	24.8%
Graduates and TxCHSE	90.6%	89.9%	**85.4%**	86.0%	83.2%	92.9%	82.9%	95.8%	94.7%	91.7%	80.0%	84.0%	71.7%
Graduates, TxCHSE, and Continuers	93.7%	93.0%	**87.2%**	87.0%	85.4%	93.6%	82.9%	96.8%	94.7%	92.4%	83.7%	85.9%	75.2%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	92.1%	91.5%	**86.3%**	86.9%	84.2%	93.0%	82.9%	96.4%	94.7%	92.4%	83.3%	85.0%	73.0%
Received TxCHSE	0.4%	0.4%	**0.4%**	0.5%	0.4%	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.3%	0.2%
Continued HS	1.0%	0.9%	**0.4%**	0.1%	0.5%	0.1%	0.0%	0.6%	0.0%	0.0%	0.9%	0.5%	1.3%
Dropped Out	6.5%	7.2%	**12.9%**	12.5%	14.8%	6.4%	17.1%	3.0%	5.3%	7.6%	15.8%	14.2%	25.5%
Graduates and TxCHSE	92.6%	91.9%	**86.7%**	87.4%	84.6%	93.4%	82.9%	96.4%	94.7%	92.4%	83.3%	85.3%	73.2%

	State	Region 04	District	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%	92.8%	**87.1%**	87.5%	85.2%	93.6%	82.9%	97.0%	94.7%	92.4%	84.2%	85.8%	74.5%
Class of 2022													
Graduated	91.8%	91.2%	**86.2%**	86.0%	84.9%	90.0%	92.9%	96.8%	100.0%	86.9%	84.1%	85.9%	70.8%
Received TxCHSE	0.4%	0.4%	**0.5%**	0.4%	0.3%	1.7%	0.0%	0.4%	0.0%	2.9%	0.1%	0.4%	0.0%
Continued HS	1.0%	1.0%	**0.2%**	0.1%	0.2%	0.0%	0.0%	0.2%	0.0%	0.0%	0.1%	0.2%	0.6%
Dropped Out	6.8%	7.3%	**13.1%**	13.5%	14.5%	8.3%	7.1%	2.6%	0.0%	10.2%	15.7%	13.5%	28.6%
Graduates and TxCHSE	92.2%	91.7%	**86.8%**	86.4%	85.3%	91.7%	92.9%	97.2%	100.0%	89.8%	84.2%	86.3%	70.8%
Graduates, TxCHSE, and Continuers	93.2%	92.7%	**86.9%**	86.5%	85.5%	91.7%	92.9%	97.4%	100.0%	89.8%	84.3%	86.5%	71.4%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	92.2%	91.6%	**86.4%**	86.1%	85.1%	90.0%	92.9%	96.8%	100.0%	86.9%	84.3%	86.1%	71.3%
Received TxCHSE	0.5%	0.5%	**0.6%**	0.5%	0.4%	1.9%	0.0%	0.4%	0.0%	3.6%	0.2%	0.5%	0.0%
Continued HS	0.5%	0.6%	**0.0%**	0.0%	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%	0.2%	0.0%	0.0%
Dropped Out	6.8%	7.3%	**12.9%**	13.3%	14.4%	8.0%	7.1%	2.8%	0.0%	9.5%	15.3%	13.4%	28.6%
Graduates and TxCHSE	92.7%	92.1%	**87.0%**	86.6%	85.5%	91.9%	92.9%	97.2%	100.0%	90.5%	84.5%	86.6%	71.3%
Graduates, TxCHSE, and Continuers	93.2%	92.7%	**87.1%**	86.7%	85.6%	92.0%	92.9%	97.2%	100.0%	90.5%	84.7%	86.6%	71.4%
Class of 2021													
Graduated	92.7%	92.7%	**88.5%**	86.6%	88.5%	88.9%	85.7%	96.2%	88.9%	87.1%	85.0%	88.5%	75.2%
Received TxCHSE	0.5%	0.4%	**0.6%**	0.7%	0.3%	1.9%	3.6%	0.6%	0.0%	1.4%	0.1%	0.4%	0.1%
Continued HS	0.5%	0.5%	**0.0%**	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.2%
Dropped Out	6.3%	6.3%	**10.9%**	12.7%	11.1%	9.2%	10.7%	3.2%	11.1%	11.4%	14.8%	11.1%	24.5%
Graduates and TxCHSE	93.2%	93.1%	**89.1%**	87.3%	88.9%	90.8%	89.3%	96.8%	88.9%	88.6%	85.1%	88.8%	75.3%
Graduates, TxCHSE, and Continuers	93.7%	93.7%	**89.1%**	87.3%	88.9%	90.8%	89.3%	96.8%	88.9%	88.6%	85.2%	88.9%	75.5%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2024	90.7%	90.8%	**84.3%**	83.7%	82.8%	90.0%	87.5%	94.7%	86.7%	86.7%	70.6%	82.3%	73.9%
Class of 2023	90.3%	89.6%	**83.0%**	83.5%	80.7%	91.4%	82.9%	93.8%	90.0%	90.1%	73.1%	81.4%	68.1%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2024	44.9%	54.5%	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2023	72.3%	96.3%	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2024	11.0%	19.5%	**91.3%**	88.2%	91.0%	96.4%	85.7%	96.9%	84.6%	94.2%	69.7%	89.9%	87.2%
Class of 2023	4.3%	4.6%	**1.5%**	2.0%	1.7%	0.1%	0.0%	0.6%	0.0%	0.0%	2.8%	1.9%	2.5%
FHSP-DLA Graduates (Longitudinal Rate)													

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2024	78.5%	68.2%	**0.9%**	1.2%	0.8%	0.8%	0.0%	1.0%	0.0%	1.9%	0.6%	1.0%	1.3%
Class of 2023	84.3%	82.0%	**88.5%**	86.3%	87.3%	94.7%	89.7%	96.9%	100.0%	95.8%	72.1%	86.9%	81.9%
Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	0.1%	0.1%	**0.1%**	0.0%	0.1%	0.2%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.0%
Class of 2023	0.0%	0.0%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.7%	0.0%	0.0%	0.0%
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	89.5%	87.7%	**92.2%**	89.4%	91.9%	97.2%	85.7%	97.9%	84.6%	96.1%	70.3%	91.0%	88.5%
Class of 2023	88.6%	86.6%	**90.0%**	88.3%	89.0%	94.8%	89.7%	97.5%	100.0%	95.8%	74.9%	88.7%	84.4%
RHSP/DAP Graduates (Annual Rate)													
2023-24	24.6%	40.0%	**-**	-	-	-	-	-	-	-	-	-	-
2022-23	38.4%	87.2%	*	-	*	-	-	-	-	-	-	*	*
FHSP-E Graduates (Annual Rate)													
2023-24	11.0%	19.5%	**90.9%**	87.6%	90.6%	96.9%	88.9%	97.0%	81.3%	95.0%	67.4%	90.0%	87.9%
2022-23	4.4%	4.6%	**1.7%**	2.3%	1.9%	0.1%	0.0%	0.8%	0.0%	0.0%	3.9%	2.1%	2.4%
FHSP-DLA Graduates (Annual Rate)													
2023-24	76.9%	66.3%	**0.2%**	0.2%	0.2%	0.0%	0.0%	0.0%	0.0%	0.6%	0.3%	0.2%	0.3%
2022-23	82.5%	80.1%	**86.2%**	83.7%	84.9%	93.7%	92.9%	96.4%	100.0%	95.2%	65.2%	85.1%	81.3%
Texas First-DLA Graduates (Annual Rate)													
2023-24	0.1%	0.0%	**0.0%**	0.0%	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2022-23	0.1%	0.1%	**0.1%**	0.0%	0.1%	0.2%	0.0%	0.0%	-	-	0.1%	0.1%	0.0%
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2023-24	87.8%	85.8%	**91.1%**	87.8%	90.8%	96.9%	88.9%	97.0%	81.3%	95.6%	67.7%	90.2%	88.2%
2022-23	86.8%	84.7%	**87.9%**	86.0%	86.8%	93.8%	92.9%	97.2%	100.0%	95.3%	69.1%	87.2%	83.8%

	District Count	District Percent	State Count	State Percent
Graduates (2023-24 Annual Graduates)				
Total Graduates	11,427	100.0%	382,023	100.0%
By Ethnicity:				
African American	2,512	22.0%	48,064	12.6%
Hispanic	6,979	61.1%	200,942	52.6%
White	1,226	10.7%	101,714	26.6%
American Indian	27	0.2%	1,231	0.3%
Asian	507	4.4%	19,746	5.2%
Pacific Islander	16	0.1%	606	0.2%
Two or More Races	160	1.4%	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)	1,017	8.9%	46,183	12.1%
Foundation H.S. Program (Endorsement)	10,390	90.9%	42,042	11.0%
Foundation H.S. Program (DLA)	19	0.2%	293,032	76.7%
Texas First Early H.S. Completion Program (Texas First-DLA)	1	0.0%	356	0.1%
Special Education Graduates	953	8.3%	35,935	9.4%
Economically Disadvantaged Graduates	8,507	74.4%	211,984	55.5%
Emergent Bilingual (EB)/English Learner (EL) Graduates	2,579	22.6%	56,967	14.9%
At-Risk Graduates	6,672	58.4%	173,035	45.3%
CTE Completers	2,895	25.3%	127,800	33.5%

Academic Year	State	Region 04	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%	79.9%	**85.9%**	84.4%	87.6%	75.4%	77.8%	94.9%	93.8%	87.5%	88.5%	87.0%	85.7%
2022-23	76.3%	73.9%	**76.2%**	69.9%	76.1%	83.5%	78.6%	88.4%	100.0%	80.4%	82.5%	74.7%	66.3%
College Ready Graduates													
College Ready (Annual Graduates)													
2023-24	70.0%	70.0%	**77.9%**	76.3%	78.4%	71.4%	70.4%	93.1%	87.5%	81.9%	78.2%	78.2%	75.6%
2022-23	61.9%	61.1%	**55.9%**	46.7%	52.9%	77.6%	57.1%	83.3%	94.4%	74.3%	70.7%	50.7%	36.7%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2023-24	69.5%	71.1%	**75.1%**	75.9%	73.5%	74.0%	74.1%	92.9%	87.5%	82.5%	53.3%	74.2%	68.8%
2022-23	62.8%	63.7%	**52.0%**	46.5%	46.3%	79.1%	53.6%	83.5%	88.9%	79.7%	23.4%	45.5%	20.3%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2023-24	63.2%	63.1%	**72.8%**	73.3%	72.3%	66.2%	70.4%	92.7%	87.5%	77.5%	53.8%	73.6%	73.0%
2022-23	54.3%	53.7%	**44.3%**	36.0%	39.4%	70.0%	46.4%	82.3%	88.9%	73.0%	23.7%	38.4%	24.1%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2023-24	57.4%	57.7%	**66.8%**	67.1%	65.3%	62.8%	66.7%	90.5%	87.5%	76.9%	48.5%	66.6%	63.5%
2022-23	48.4%	48.4%	**38.5%**	30.7%	32.3%	68.5%	35.7%	79.5%	88.9%	71.6%	16.6%	31.6%	14.2%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2023-24	21.0%	24.3%	**28.1%**	12.8%	27.0%	44.7%	37.0%	70.4%	37.5%	46.9%	6.1%	22.8%	20.2%
2022-23	20.4%	23.3%	**26.5%**	10.6%	26.1%	44.3%	14.3%	64.5%	44.4%	46.6%	7.0%	21.4%	17.3%
Associate Degree (Annual Graduates)													
2023-24	3.1%	3.1%	**3.1%**	3.1%	3.5%	1.1%	3.7%	3.6%	0.0%	2.5%	0.3%	3.3%	1.0%
2022-23	2.5%	2.7%	**2.8%**	2.9%	3.1%	1.2%	3.6%	3.2%	0.0%	2.0%	0.7%	2.9%	0.5%
Dual Course Credits in Any Subject (Annual Graduates)													
2023-24	25.1%	24.0%	**16.4%**	15.1%	18.3%	10.6%	3.7%	13.4%	18.8%	11.3%	4.4%	16.8%	9.1%
2022-23	23.6%	21.5%	**14.6%**	13.4%	16.5%	8.9%	17.9%	9.8%	11.1%	8.8%	4.1%	15.4%	6.2%
Onramps Course Credits (Annual Graduates)													
2023-24	5.7%	5.0%	**5.7%**	3.8%	6.7%	4.2%	7.4%	6.7%	12.5%	4.4%	1.0%	5.9%	4.0%
2022-23	4.8%	3.4%	**2.1%**	1.5%	2.3%	1.4%	0.0%	3.4%	0.0%	2.7%	0.4%	2.2%	1.5%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2023-24	6.0%	5.2%	**5.7%**	6.3%	5.6%	6.1%	0.0%	2.6%	0.0%	6.9%	67.7%	5.8%	5.2%
2022-23	5.6%	5.1%	**6.2%**	8.1%	5.6%	7.6%	3.6%	1.4%	5.6%	2.0%	69.1%	6.5%	6.1%
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2023-24	38.1%	34.6%	**39.4%**	37.6%	42.9%	28.7%	29.6%	27.3%	50.0%	34.4%	43.8%	41.6%	38.3%

Academic Year	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2022-23	36.4%	32.7%	**40.5%**	42.9%	44.7%	20.9%	39.3%	22.7%	27.8%	24.3%	45.9%	45.0%	44.6%
Approved Industry-Based Certification (Annual Graduates)													
2023-24	34.9%	32.0%	**37.1%**	34.7%	40.5%	28.0%	29.6%	26.3%	43.8%	33.1%	28.5%	39.0%	37.3%
2022-23	33.4%	30.2%	**38.8%**	40.4%	43.0%	20.4%	35.7%	21.5%	27.8%	24.3%	33.1%	43.2%	43.2%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2023-24	1.1%	0.7%	**0.6%**	0.8%	0.7%	0.2%	0.0%	0.8%	0.0%	0.0%	0.4%	0.8%	0.5%
2022-23	0.8%	0.5%	**0.6%**	0.9%	0.6%	0.2%	3.6%	0.6%	0.0%	0.0%	0.8%	0.7%	0.6%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2023-24	2.7%	2.3%	**1.3%**	2.0%	1.3%	0.5%	0.0%	0.2%	6.3%	0.6%	15.5%	1.5%	0.5%
2022-23	2.7%	2.4%	**1.1%**	1.8%	1.1%	0.3%	0.0%	0.4%	0.0%	0.0%	12.6%	1.1%	0.8%
U.S. Armed Forces Enlistment (Annual Graduates)													
2023-24	0.7%	0.5%	**0.7%**	0.6%	0.8%	0.1%	0.0%	0.2%	0.0%	0.6%	0.1%	0.8%	0.3%
2022-23	0.6%	0.4%	**0.4%**	0.3%	0.5%	0.0%	0.0%	0.2%	0.0%	0.0%	0.1%	0.5%	0.3%

- 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.

	Academic Year	State	Region 04	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%	13.7%	**10.5%**	9.6%	11.1%	9.2%	11.1%	9.3%	6.3%	10.6%	2.6%	10.4%	5.7%
	2022-23	21.0%	14.3%	**10.7%**	10.0%	11.9%	7.8%	14.3%	6.6%	0.0%	8.1%	3.0%	11.0%	4.1%
Mathematics	2023-24	21.3%	16.6%	**18.3%**	16.0%	20.5%	12.4%	22.2%	14.6%	12.5%	16.3%	7.8%	18.9%	12.8%
	2022-23	19.9%	15.4%	**14.9%**	13.0%	16.8%	8.5%	21.4%	12.9%	5.6%	16.2%	4.7%	15.6%	7.7%
Both Subjects	2023-24	12.7%	8.1%	**6.5%**	5.6%	7.1%	4.9%	7.4%	6.7%	6.3%	5.6%	1.9%	6.5%	3.6%
	2022-23	12.5%	7.6%	**6.0%**	4.8%	6.9%	3.9%	7.1%	5.4%	0.0%	6.1%	1.2%	6.2%	2.5%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2023-24	26.6%	29.3%	**39.5%**	47.6%	43.2%	13.6%	44.4%	17.9%	18.8%	19.4%	43.2%	46.7%	60.7%
	2022-23	18.2%	17.8%	**11.5%**	14.0%	9.8%	18.5%	10.7%	4.2%	27.8%	14.2%	11.0%	11.6%	10.9%
Mathematics	2023-24	29.5%	29.0%	**45.6%**	54.5%	50.0%	17.0%	48.1%	16.8%	37.5%	23.8%	46.0%	53.5%	66.1%
	2022-23	20.2%	18.1%	**14.8%**	16.0%	13.9%	20.4%	14.3%	5.8%	33.3%	16.9%	14.6%	14.9%	15.5%
Both Subjects	2023-24	20.2%	20.5%	**35.5%**	42.7%	39.3%	10.1%	37.0%	13.8%	18.8%	15.6%	40.1%	42.6%	56.1%
	2022-23	12.5%	11.4%	**9.3%**	10.7%	7.5%	18.0%	10.7%	3.8%	27.8%	12.8%	8.7%	8.8%	8.2%
AP/IB-Results (Participation) (Grades 11-12)														
All Subjects	2024	25.7%	28.0%	**37.6%**	26.8%	36.6%	47.6%	34.5%	73.6%	37.9%	48.1%	11.3%	33.0%	27.9%
	2023	24.2%	26.7%	**35.4%**	26.9%	33.4%	47.1%	35.7%	71.5%	46.9%	49.2%	11.8%	30.4%	23.4%
English Language Arts	2024	14.6%	15.4%	**19.6%**	15.3%	16.1%	32.8%	24.1%	49.8%	27.6%	34.7%	4.9%	15.2%	7.8%
	2023	13.8%	14.8%	**19.6%**	16.8%	15.9%	31.5%	16.1%	50.5%	25.0%	35.7%	5.5%	14.9%	7.0%
Mathematics	2024	9.6%	11.4%	**14.8%**	9.0%	11.5%	26.2%	10.3%	55.3%	20.7%	28.1%	3.3%	10.6%	5.5%
	2023	7.4%	9.0%	**9.8%**	5.5%	6.8%	18.9%	5.4%	46.1%	18.8%	23.1%	2.3%	6.5%	1.9%
Science	2024	10.9%	11.6%	**13.3%**	8.2%	10.3%	23.5%	6.9%	50.1%	17.2%	24.6%	2.8%	9.2%	5.7%
	2023	10.3%	11.6%	**12.2%**	8.0%	9.5%	20.5%	14.3%	46.7%	25.0%	21.0%	3.2%	8.9%	4.7%
Social Studies	2024	13.7%	15.2%	**22.3%**	16.9%	18.6%	36.7%	22.4%	57.9%	27.6%	38.8%	5.5%	17.5%	9.9%
	2023	13.1%	15.0%	**22.1%**	18.2%	17.9%	37.0%	19.6%	56.9%	37.5%	37.8%	6.1%	16.6%	6.8%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2024	56.9%	59.2%	**52.1%**	34.1%	45.0%	77.8%	60.0%	84.4%	72.7%	79.0%	33.3%	42.4%	40.2%
	2023	53.3%	54.7%	**46.1%**	28.6%	38.1%	71.5%	35.0%	82.9%	66.7%	72.6%	32.5%	35.5%	32.5%
English Language Arts	2024	48.8%	49.1%	**44.3%**	29.0%	28.8%	71.6%	42.9%	83.4%	62.5%	78.7%	30.9%	27.2%	7.6%
	2023	52.3%	52.4%	**46.9%**	30.0%	31.2%	77.8%	44.4%	87.6%	87.5%	79.0%	41.9%	29.3%	5.6%
Mathematics	2024	53.4%	55.8%	**46.4%**	26.1%	32.0%	64.9%	66.7%	77.5%	100.0%	64.1%	34.7%	30.7%	17.2%
	2023	50.1%	51.7%	**44.2%**	27.1%	24.4%	59.8%	*	76.7%	83.3%	59.7%	49.1%	26.9%	13.0%
Science	2024	46.1%	52.4%	**41.1%**	24.3%	25.0%	60.4%	*	73.7%	40.0%	64.4%	31.3%	26.1%	7.6%
	2023	44.8%	48.9%	**38.4%**	22.5%	21.5%	60.4%	12.5%	73.0%	75.0%	58.6%	39.7%	21.9%	5.4%

	Academic Year	State	Region 04	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%	59.4%	**49.3%**	34.1%	34.1%	78.2%	38.5%	85.6%	50.0%	80.3%	36.0%	33.7%	12.7%
	2023	42.0%	44.4%	**33.8%**	18.2%	20.1%	58.2%	0.0%	74.0%	66.7%	56.3%	36.0%	19.7%	7.4%
SAT/ACT Results (Annual Graduates)														
Tested	2023-24	79.1%	86.6%	**88.7%**	87.7%	90.4%	76.5%	88.9%	100.0%	87.5%	87.5%	68.9%	89.9%	91.7%
	2022-23	79.3%	86.2%	**87.8%**	87.4%	89.7%	73.4%	82.1%	100.0%	72.2%	89.2%	66.5%	89.2%	92.1%
At/Above Criterion for All Examinees	2023-24	28.8%	30.5%	**22.7%**	13.4%	15.7%	58.7%	25.0%	74.0%	57.1%	53.6%	7.4%	14.3%	3.1%
	2022-23	28.9%	30.3%	**22.1%**	12.0%	15.4%	62.0%	13.0%	70.7%	69.2%	54.5%	8.0%	13.9%	2.1%
Average SAT Score (Annual Graduates)														
All Subjects	2023-24	975	974	**925**	868	884	1131	937	1237	1070	1124	784	872	777
	2022-23	978	976	**931**	875	893	1146	906	1216	1185	1129	801	883	782
English Language Arts and Writing	2023-24	496	493	**473**	448	452	582	474	612	566	580	398	446	390
	2022-23	497	494	**475**	449	455	590	470	606	595	582	408	450	393
Mathematics	2023-24	479	481	**451**	420	432	548	463	625	504	544	386	427	387
	2022-23	482	483	**455**	425	438	556	436	611	590	548	394	433	389
Average ACT Score (Annual Graduates)														
All Subjects	2023-24	19.3	19.8	**23.8**	19.7	21.7	26.9	*	28.3	*	25.6	24.0	21.2	17.1
	2022-23	19.2	20.3	**23.7**	19.4	21.0	26.9	17.3	29.2	-	26.5	22.6	20.4	14.5
English Language Arts	2023-24	19.0	19.5	**24.2**	20.1	21.7	27.9	*	28.8	*	26.5	24.8	21.2	16.2
	2022-23	18.8	20.1	**24.3**	19.8	21.2	27.9	17.8	29.6	-	27.5	23.1	20.6	13.7
Mathematics	2023-24	19.0	19.6	**22.7**	18.4	21.3	24.9	*	28.0	*	24.4	21.7	20.8	17.7
	2022-23	18.9	20.0	**22.5**	18.4	20.4	25.0	17.7	28.6	-	24.6	20.8	19.8	15.8
Science	2023-24	19.6	20.1	**23.3**	19.4	21.5	26.4	*	27.4	*	24.3	24.2	21.0	17.8
	2022-23	19.5	20.6	**23.3**	19.1	20.7	26.4	15.3	28.6	-	26.0	23.1	20.1	14.0

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

	Academic Year	State	Region 04	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%	46.4%	**43.1%**	36.9%	42.6%	48.0%	41.5%	66.5%	40.0%	48.2%	24.4%	41.1%	31.3%
	2022-23	45.4%	45.5%	**43.3%**	38.7%	42.4%	47.7%	42.7%	67.4%	59.0%	44.3%	25.2%	41.5%	31.5%
English Language Arts	2023-24	17.8%	20.1%	**18.1%**	15.8%	16.8%	24.1%	17.8%	30.3%	23.6%	22.9%	8.4%	16.2%	9.5%
	2022-23	17.4%	19.5%	**18.0%**	17.6%	16.4%	22.6%	17.4%	29.6%	27.1%	23.4%	8.8%	16.3%	9.4%
Mathematics	2023-24	19.4%	20.2%	**18.2%**	14.3%	16.5%	25.0%	18.8%	40.7%	19.2%	25.5%	10.4%	16.3%	10.0%
	2022-23	19.5%	19.7%	**17.2%**	13.7%	15.7%	23.4%	20.2%	40.8%	30.9%	21.2%	9.8%	15.5%	8.9%
Science	2023-24	21.9%	20.3%	**18.0%**	16.6%	16.4%	22.4%	12.2%	34.1%	9.3%	22.1%	9.7%	16.4%	10.3%
	2022-23	21.5%	19.7%	**17.8%**	17.3%	16.3%	22.2%	15.1%	32.0%	31.5%	20.4%	9.9%	16.4%	9.7%
Social Studies	2023-24	24.5%	25.9%	**24.7%**	19.0%	22.4%	35.3%	26.1%	54.8%	24.1%	35.8%	5.9%	21.3%	11.9%
	2022-23	24.0%	24.6%	**23.6%**	18.8%	21.0%	35.5%	26.4%	52.8%	43.1%	32.4%	6.6%	19.9%	9.1%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2022-23	***	***	***	***	***	***	***	***	***	***	***	***	***
	2021-22	47.6%	48.7%	**37.9%**	40.3%	36.1%	35.9%	37.0%	54.9%	33.3%	45.8%	22.0%	36.3%	17.6%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2022-23	***	***	***	***	***	***	***	***	***	***	***	***	***
	2021-22	53.6%	52.9%	**47.4%**	29.4%	45.3%	70.9%	55.6%	88.2%	80.0%	67.3%	18.4%	41.2%	15.4%

- 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			
	District		State		District		State	
Student Information	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Total Students	**176,039**	**100.0%**	**5,530,499**	**100.0%**	**176,727**	**100.0%**	**5,544,255**	**100.0%**
Students by Grade								
Early Childhood Education	48	0.0%	18,464	0.3%	351	0.2%	26,099	0.5%
Pre-Kindergarten	11,940	6.8%	249,407	4.5%	11,955	6.8%	249,875	4.5%
Pre-Kindergarten: 3-year Old	3,585	2.0%	43,727	0.8%	3,588	2.0%	43,914	0.8%
Pre-Kindergarten: 4-year Old	8,355	4.7%	205,680	3.7%	8,367	4.7%	205,961	3.7%
Kindergarten	12,097	6.9%	359,286	6.5%	12,164	6.9%	359,871	6.5%
Grade 1	12,881	7.3%	377,900	6.8%	12,908	7.3%	378,335	6.8%
Grade 2	13,423	7.6%	389,823	7.0%	13,437	7.6%	390,170	7.0%
Grade 3	14,224	8.1%	406,424	7.3%	14,234	8.1%	406,747	7.3%
Grade 4	13,695	7.8%	405,454	7.3%	13,704	7.8%	405,715	7.3%
Grade 5	13,471	7.7%	404,900	7.3%	13,477	7.6%	405,128	7.3%
Grade 6	11,099	6.3%	404,802	7.3%	11,105	6.3%	404,988	7.3%
Grade 7	11,124	6.3%	407,375	7.4%	11,127	6.3%	407,512	7.4%
Grade 8	11,657	6.6%	410,722	7.4%	11,666	6.6%	410,871	7.4%
Grade 9	14,326	8.1%	459,854	8.3%	14,337	8.1%	460,045	8.3%
Grade 10	12,848	7.3%	439,300	7.9%	12,859	7.3%	439,519	7.9%
Grade 11	11,811	6.7%	410,245	7.4%	11,818	6.7%	410,503	7.4%
Grade 12	11,395	6.5%	386,543	7.0%	11,585	6.6%	388,877	7.0%
Ethnic Distribution								
African American	36,593	20.8%	706,216	12.8%	36,773	20.8%	707,648	12.8%
Hispanic	108,608	61.7%	2,961,084	53.5%	108,987	61.7%	2,967,187	53.5%
White	17,639	10.0%	1,347,596	24.4%	17,721	10.0%	1,352,852	24.4%
American Indian	318	0.2%	18,175	0.3%	318	0.2%	18,224	0.3%
Asian	9,088	5.2%	307,983	5.6%	9,122	5.2%	308,431	5.6%
Pacific Islander	135	0.1%	8,729	0.2%	136	0.1%	8,744	0.2%
Two or More Races	3,658	2.1%	180,716	3.3%	3,670	2.1%	181,169	3.3%
Sex								
Female	87,079	49.5%	2,702,798	48.9%	87,290	49.4%	2,707,618	48.8%
Male	88,960	50.5%	2,827,701	51.1%	89,437	50.6%	2,836,637	51.2%
Other Student Cohorts								
Economically Disadvantaged	136,980	77.8%	3,346,090	60.5%	137,435	77.8%	3,349,612	60.4%
Non-Educationally Disadvantaged	39,059	22.2%	2,184,409	39.5%	39,292	22.2%	2,194,643	39.6%
Section 504 Students	6,763	3.8%	375,297	6.8%	6,773	3.8%	375,601	6.8%
EB Students/EL	68,977	39.2%	1,343,669	24.3%	69,145	39.1%	1,345,042	24.3%
Students w/ Disciplinary Placements (2023-24)	1,968	1.0%	122,515	2.1%				
Students w/ Dyslexia	7,104	4.0%	356,584	6.4%	7,118	4.0%	356,830	6.4%

	Membership				Enrollment			
	District		State		District		State	
Student Information	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Foster Care	174	0.1%	11,656	0.2%	176	0.1%	11,713	0.2%
Homeless	5,546	3.2%	77,954	1.4%	5,559	3.1%	78,060	1.4%
Immigrant	17,545	10.0%	193,676	3.5%	17,602	10.0%	193,831	3.5%
Migrant	111	0.1%	13,377	0.2%	111	0.1%	13,426	0.2%
Title I	160,109	91.0%	3,683,060	66.6%	160,209	90.7%	3,689,382	66.5%
Military Connected	890	0.5%	229,259	4.1%	890	0.5%	229,370	4.1%
At-Risk	119,245	67.7%	2,960,262	53.5%	119,573	67.7%	2,963,913	53.5%
Students by Instructional Program								
Bilingual/ESL Education	70,605	40.1%	1,344,546	24.3%	70,763	40.0%	1,345,594	24.3%
Career and Technical Education	38,699	22.0%	1,531,679	27.7%	-	-	-	-
Career and Technical Education (9-12 grades only)	36,883	73.2%	1,254,694	74.0%	-	-	-	-
Gifted and Talented Education	25,009	14.2%	483,301	8.7%	25,017	14.2%	483,373	8.7%
Special Education	20,238	11.5%	846,876	15.3%	20,486	11.6%	856,651	15.5%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	**20,238**		**843,012**					
Students with Intellectual Disabilities	9,202	45.5%	407,120	48.3%				
Students with Physical Disabilities	3,183	15.7%	143,568	17.0%				
Students with Autism	4,653	23.0%	141,526	16.8%				
Students with Behavioral Disabilities	2,934	14.5%	137,182	16.3%				
Students with Non-Categorical Early Childhood	266	1.3%	13,616	1.6%				
Mobility (2023-24)								
Total Mobile Students	**35,758**	**19.9%**	**882,523**	**16.4%**				
African American	10,746	6.0%	180,657	3.3%				
Hispanic	20,130	11.2%	481,794	8.9%				
White	2,859	1.6%	157,650	2.9%				
American Indian	84	0.0%	3,546	0.1%				
Asian	1,217	0.7%	27,084	0.5%				
Pacific Islander	38	0.0%	1,905	0.0%				
Two or More Races	684	0.4%	29,887	0.6%				
Special Ed Students who are Mobile	4,478	20.4%	149,136	17.3%				
Count and Percent of EB Students/EL who are Mobile	13,715	19.5%	233,506	17.9%				
Count and Percent of Econ Dis Students who are Mobile	29,825	21.0%	645,101	19.0%				
Student Attrition (2023-24)								
Total Student Attrition	**37,308**	**25.0%**	**765,408**	**18.0%**				

	Non-Special Education Rates		Special Education Rates	
Student Information	**District**	**State**	**District**	**State**
Retention Rates by Grade				
Kindergarten	0.6%	1.3%	1.8%	3.6%
Grade 1	3.2%	1.9%	5.0%	3.0%
Grade 2	2.1%	1.1%	1.8%	1.4%
Grade 3	1.4%	0.6%	1.7%	0.6%
Grade 4	1.0%	0.4%	1.2%	0.4%
Grade 5	0.7%	0.3%	0.7%	0.4%
Grade 6	1.3%	0.3%	1.5%	0.4%
Grade 7	1.9%	0.4%	1.5%	0.5%
Grade 8	1.3%	0.4%	1.4%	0.5%
Grade 9	13.5%	7.3%	19.4%	11.0%

	District		State	
	Count	**Percent**	**Count**	**Percent**
Data Quality				
Underreported Students	400	0.5%	11,417	0.4%

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

Class Size Information	District	State
Elementary		
Kindergarten	17.2	18.9
Grade 1	16.3	19.2
Grade 2	15.0	19.4
Grade 3	15.2	20.1
Grade 4	14.7	20.0
Grade 5	14.7	21.3
Grade 6	20.9	19.8
Secondary		
English/Language Arts	17.6	16.4
Foreign Languages	20.5	18.9
Mathematics	20.3	17.8
Science	21.6	18.9
Social Studies	21.3	18.9

Texas Education Agency
2024-25 Staff Information (TAPR)
HOUSTON ISD (101912) - HARRIS COUNTY

	District		State	
Staff Information	**Count**	**Percent**	**Count**	**Percent**
Total Staff	**23,524.0**	**100.0%**	**764,857.7**	**100.0%**
Professional Staff	15,408.7	65.5%	487,682.3	63.8%
Teachers	10,589.9	45.0%	369,689.2	48.3%
Professional Support	3,849.1	16.4%	82,751.4	10.8%
Campus Administration (School Leadership)	898.7	3.8%	25,687.5	3.4%
Central Administration	71.0	0.3%	9,554.2	1.2%
Educational Aides	1,451.1	6.2%	81,972.7	10.7%
Auxiliary Staff	6,664.2	28.3%	195,202.8	25.5%
Librarians and Counselors (Headcount)				
Full-time Librarians	49.0	n/a	4,125.0	n/a
Part-time Librarians	28.0	n/a	583.0	n/a
Full-time Counselors	323.0	n/a	13,704.0	n/a
Part-time Counselors	41.0	n/a	1,298.0	n/a
Total Minority Staff	**20,034.0**	**85.2%**	**423,307.3**	**55.3%**
Teachers by Ethnicity				
African American	4,499.3	42.5%	47,165.6	12.8%
Hispanic	3,172.0	30.0%	114,597.9	31.0%
White	2,016.1	19.0%	193,115.3	52.2%
American Indian	21.9	0.2%	1,235.8	0.3%
Asian	659.7	6.2%	8,295.0	2.2%
Pacific Islander	12.0	0.1%	466.9	0.1%
Two or More Races	208.8	2.0%	4,812.6	1.3%
Teachers by Sex				
Males	3,039.6	28.7%	90,958.2	24.6%
Females	7,550.3	71.3%	278,731.0	75.4%
Teachers by Highest Degree Held				
No Degree	739.6	7.0%	8,698.9	2.4%
Bachelors	7,559.7	71.4%	264,052.9	71.4%
Masters	2,155.6	20.4%	93,864.5	25.4%
Doctorate	135.0	1.3%	3,072.9	0.8%
Teachers by Years of Experience				
Beginning Teachers	1,278.4	12.1%	26,999.3	7.3%
1-5 Years Experience	3,239.6	30.6%	104,446.4	28.3%
6-10 Years Experience	2,039.6	19.3%	72,857.4	19.7%
11-20 Years Experience	2,317.1	21.9%	101,940.9	27.6%
21-30 Years Experience	1,356.3	12.8%	52,207.3	14.1%
Over 30 Years Experience	358.9	3.4%	11,237.9	3.0%
Number of Students per Teacher	16.6	n/a	15.0	n/a

Staff Information	District	State
Experience of Campus Leadership		
Average Years Experience of Principals	4.1	6.0
Average Years Experience of Principals with District	3.9	5.1
Average Years Experience of Assistant Principals	3.3	5.1
Average Years Experience of Assistant Principals with District	2.9	4.3
Average Years Experience of Teachers	10.1	11.2
Average Years Experience of Teachers with District	7.1	7.0
Average Teacher Salary by Years of Experience (regular duties only)		
Beginning Teachers	$66,987	$55,689
1-5 Years Experience	$72,028	$59,266
6-10 Years Experience	$73,943	$62,607
11-20 Years Experience	$75,187	$66,353
21-30 Years Experience	$77,905	$70,976
Over 30 Years Experience	$82,999	$75,042
Average Actual Salaries (regular duties only)		
Teachers	$73,604	$63,751
Professional Support	$85,002	$75,909
Campus Administration (School Leadership)	$117,069	$88,786
Central Administration	$122,897	$118,447
Instructional Staff Percent	57.7%	64.8%
Turnover Rate for Teachers	32.2%	18.8%
Staff Exclusions		
Shared Services Arrangement Staff: Professional Staff	0.0	1,167.5
Educational Aides	0.0	197.4
Auxiliary Staff	0.0	398.6
Contracted Instructional Staff	403.0	1,637.7

	District		State	
Designation	**Headcount**	**Average Payout**	**Headcount**	**Average Payout**
Teacher Incentive Allotment				
Recognized	18	$6,337	12,718	$5,567
Exemplary	15	$14,004	16,951	$11,062
Master	7	$26,407	10,103	$20,910

	District		State	
Program Information	**Count**	**Percent**	**Count**	**Percent**
Teachers by Program (population served)				
Bilingual/ESL Education	1,617.3	15.3%	23,158.4	6.3%
Career and Technical Education	362.0	3.4%	20,492.0	5.5%
Compensatory Education	230.1	2.2%	9,612.7	2.6%
Gifted and Talented Education	563.9	5.3%	5,840.0	1.6%
Regular Education	6,940.6	65.5%	255,127.2	69.0%
Special Education	694.3	6.6%	42,195.7	11.4%
Other	181.7	1.7%	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.)

	School Year	State	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%	70%	72%	86%	74%	92%	79%	83%	53%	84%	78%	72%	70%	69%
	2024	74%	64%	69%	84%	75%	91%	77%	81%	49%	77%	75%	70%	66%	66%
At Meets Grade Level or Above	2025	52%	42%	44%	65%	49%	79%	50%	61%	27%	58%	53%	45%	40%	41%
	2024	48%	38%	41%	61%	48%	77%	47%	57%	25%	49%	50%	44%	38%	38%
At Masters Grade Level	2025	23%	16%	17%	32%	21%	49%	20%	29%	7%	25%	24%	19%	14%	17%
	2024	21%	13%	15%	28%	20%	47%	19%	26%	7%	20%	21%	18%	13%	15%
Grade 3 Mathematics															
At Approaches Grade Level or Above	2025	71%	58%	67%	81%	70%	91%	70%	76%	49%	80%	73%	65%	63%	68%
	2024	70%	57%	66%	80%	72%	91%	70%	76%	46%	75%	72%	66%	62%	67%
At Meets Grade Level or Above	2025	46%	32%	40%	59%	46%	77%	42%	53%	27%	56%	48%	39%	36%	41%
	2024	42%	29%	35%	55%	41%	75%	38%	50%	25%	47%	44%	38%	32%	37%
At Masters Grade Level	2025	19%	11%	14%	28%	19%	47%	15%	25%	8%	25%	21%	16%	12%	16%
	2024	15%	8%	11%	22%	15%	43%	11%	20%	7%	17%	16%	13%	9%	12%
Grade 4 Reading															
At Approaches Grade Level or Above	2025	81%	74%	77%	89%	80%	93%	82%	86%	56%	87%	82%	77%	74%	73%
	2024	81%	74%	76%	89%	79%	94%	81%	87%	55%	85%	82%	78%	74%	72%
At Meets Grade Level or Above	2025	54%	44%	48%	66%	52%	80%	52%	62%	26%	58%	56%	49%	44%	46%
	2024	51%	40%	44%	64%	49%	79%	49%	60%	24%	53%	53%	48%	41%	43%
At Masters Grade Level	2025	24%	16%	18%	32%	21%	51%	23%	30%	7%	25%	25%	20%	15%	18%
	2024	23%	15%	17%	32%	21%	52%	19%	29%	6%	22%	24%	21%	14%	17%
Grade 4 Mathematics															
At Approaches Grade Level or Above	2025	69%	55%	66%	79%	72%	91%	70%	73%	45%	78%	72%	64%	61%	67%
	2024	69%	54%	65%	79%	69%	90%	68%	73%	43%	75%	71%	64%	61%	66%
At Meets Grade Level or Above	2025	47%	32%	41%	58%	49%	78%	47%	53%	26%	56%	50%	41%	37%	43%
	2024	46%	31%	40%	57%	42%	78%	41%	51%	24%	52%	48%	41%	36%	42%
At Masters Grade Level	2025	24%	13%	19%	33%	25%	55%	22%	28%	9%	30%	26%	20%	16%	21%
	2024	21%	11%	16%	28%	20%	52%	17%	24%	7%	24%	22%	18%	13%	18%
Grade 5 Reading															
At Approaches Grade Level or Above	2025	77%	68%	74%	85%	74%	92%	79%	82%	45%	84%	79%	73%	70%	72%
	2024	79%	70%	75%	87%	79%	94%	81%	84%	48%	83%	80%	76%	72%	74%
At Meets Grade Level or Above	2025	58%	46%	52%	70%	55%	84%	56%	65%	26%	64%	61%	52%	48%	50%
	2024	55%	43%	48%	67%	55%	83%	52%	63%	25%	57%	56%	51%	44%	46%

	School Year	State	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	30%	20%	24%	40%	29%	62%	26%	37%	7%	32%	32%	25%	20%	23%
	2024	29%	19%	22%	38%	27%	62%	27%	37%	8%	29%	30%	26%	19%	21%
Grade 5 Mathematics															
At Approaches Grade Level or Above	2025	74%	61%	70%	83%	73%	93%	78%	78%	47%	83%	76%	68%	66%	71%
	2024	77%	64%	74%	85%	77%	94%	80%	80%	53%	82%	79%	72%	70%	75%
At Meets Grade Level or Above	2025	47%	33%	42%	58%	46%	81%	46%	52%	23%	56%	50%	41%	37%	43%
	2024	50%	35%	44%	62%	50%	82%	48%	55%	27%	57%	53%	45%	40%	46%
At Masters Grade Level	2025	22%	12%	17%	29%	22%	57%	20%	26%	7%	27%	24%	18%	14%	19%
	2024	19%	10%	14%	28%	19%	54%	17%	24%	7%	23%	21%	17%	12%	15%
Grade 5 Science															
At Approaches Grade Level or Above	2025	65%	51%	59%	79%	63%	87%	65%	72%	40%	73%	67%	60%	55%	57%
	2024	58%	44%	51%	73%	61%	83%	57%	67%	34%	64%	60%	55%	48%	49%
At Meets Grade Level or Above	2025	31%	19%	23%	44%	31%	60%	28%	38%	17%	36%	33%	26%	21%	22%
	2024	28%	16%	20%	41%	25%	55%	21%	35%	17%	30%	29%	25%	18%	19%
At Masters Grade Level	2025	12%	6%	8%	20%	14%	33%	10%	17%	5%	15%	13%	10%	7%	8%
	2024	11%	5%	7%	18%	10%	30%	9%	16%	5%	13%	12%	10%	6%	6%
Grade 6 Reading															
At Approaches Grade Level or Above	2025	77%	70%	72%	87%	78%	94%	81%	83%	46%	83%	80%	72%	69%	67%
	2024	77%	69%	72%	86%	76%	94%	76%	83%	44%	80%	78%	73%	69%	67%
At Meets Grade Level or Above	2025	56%	46%	48%	70%	58%	84%	55%	64%	24%	61%	59%	50%	44%	43%
	2024	57%	46%	49%	70%	56%	86%	54%	65%	25%	59%	59%	52%	45%	44%
At Masters Grade Level	2025	29%	19%	21%	40%	26%	64%	28%	36%	7%	31%	31%	25%	18%	18%
	2024	26%	17%	18%	36%	25%	60%	21%	33%	7%	25%	27%	23%	16%	16%
Grade 6 Mathematics															
At Approaches Grade Level or Above	2025	74%	63%	70%	84%	75%	94%	77%	79%	50%	81%	76%	70%	66%	69%
	2024	72%	60%	67%	83%	71%	94%	72%	77%	45%	77%	74%	68%	64%	66%
At Meets Grade Level or Above	2025	40%	27%	32%	54%	40%	78%	40%	46%	19%	47%	42%	34%	28%	32%
	2024	39%	26%	31%	53%	39%	78%	37%	46%	19%	44%	41%	35%	28%	32%
At Masters Grade Level	2025	16%	9%	11%	23%	16%	52%	15%	20%	5%	20%	17%	13%	9%	12%
	2024	14%	7%	8%	20%	13%	48%	9%	18%	5%	15%	15%	12%	7%	10%
Grade 7 Reading															
At Approaches Grade Level or Above	2025	76%	69%	71%	85%	76%	94%	75%	82%	41%	81%	79%	71%	68%	66%
	2024	74%	66%	69%	85%	73%	94%	74%	81%	39%	77%	76%	71%	66%	64%

	School Year	State	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%	43%	46%	66%	55%	84%	50%	62%	21%	56%	57%	47%	42%	41%
	2024	54%	44%	46%	68%	52%	86%	57%	63%	21%	55%	56%	50%	42%	41%
At Masters Grade Level	2025	27%	18%	20%	37%	28%	63%	23%	34%	6%	27%	30%	23%	17%	18%
	2024	29%	20%	21%	40%	26%	67%	27%	37%	6%	29%	31%	25%	18%	18%
Grade 7 Mathematics															
At Approaches Grade Level or Above	2025	55%	41%	49%	68%	54%	88%	56%	60%	31%	63%	57%	51%	46%	48%
	2024	56%	41%	50%	71%	56%	88%	60%	62%	32%	61%	58%	53%	47%	49%
At Meets Grade Level or Above	2025	33%	21%	27%	46%	35%	77%	32%	39%	18%	40%	35%	29%	24%	26%
	2024	34%	21%	28%	48%	34%	76%	38%	40%	18%	39%	36%	31%	25%	26%
At Masters Grade Level	2025	11%	6%	7%	16%	13%	49%	10%	13%	5%	14%	12%	10%	6%	8%
	2024	11%	5%	7%	16%	12%	47%	13%	13%	5%	12%	12%	10%	6%	7%
Grade 8 Reading															
At Approaches Grade Level or Above	2025	82%	76%	77%	90%	80%	95%	81%	87%	49%	85%	84%	76%	75%	71%
	2024	81%	74%	76%	89%	77%	95%	84%	86%	48%	81%	82%	77%	74%	71%
At Meets Grade Level or Above	2025	58%	48%	51%	72%	56%	87%	59%	67%	23%	59%	62%	51%	47%	43%
	2024	56%	45%	48%	70%	53%	87%	59%	65%	23%	56%	59%	51%	45%	42%
At Masters Grade Level	2025	32%	22%	24%	44%	29%	68%	32%	40%	7%	30%	35%	26%	21%	19%
	2024	29%	20%	21%	41%	26%	69%	30%	38%	7%	29%	31%	25%	18%	17%
Grade 8 Mathematics															
At Approaches Grade Level or Above	2025	71%	60%	67%	81%	68%	93%	72%	76%	42%	78%	74%	66%	63%	65%
	2024	72%	61%	68%	81%	69%	93%	74%	77%	46%	76%	74%	68%	65%	68%
At Meets Grade Level or Above	2025	47%	34%	40%	60%	43%	83%	46%	54%	22%	54%	50%	41%	37%	39%
	2024	43%	29%	36%	55%	38%	80%	46%	49%	22%	47%	45%	38%	33%	35%
At Masters Grade Level	2025	18%	10%	13%	26%	14%	59%	13%	23%	7%	21%	20%	15%	11%	13%
	2024	16%	7%	11%	23%	12%	56%	14%	20%	7%	18%	17%	14%	9%	11%
Grade 8 Science															
At Approaches Grade Level or Above	2025	74%	61%	69%	85%	74%	93%	74%	80%	43%	79%	76%	68%	65%	64%
	2024	70%	58%	63%	84%	71%	93%	77%	78%	40%	74%	72%	65%	60%	58%
At Meets Grade Level or Above	2025	48%	34%	40%	64%	46%	82%	47%	57%	22%	54%	52%	41%	36%	35%
	2024	44%	30%	35%	60%	46%	81%	46%	53%	20%	48%	47%	38%	31%	30%
At Masters Grade Level	2025	19%	9%	12%	28%	17%	53%	18%	24%	6%	22%	21%	14%	10%	10%
	2024	17%	8%	11%	26%	18%	53%	16%	23%	5%	20%	19%	13%	9%	9%
Grade 8 Social Studies															

	School Year	State	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	58%	47%	50%	72%	56%	88%	57%	66%	31%	65%	60%	52%	46%	45%
	2024	60%	48%	52%	74%	59%	89%	66%	69%	32%	65%	62%	55%	49%	46%
At Meets Grade Level or Above	2025	32%	22%	23%	44%	30%	68%	30%	40%	16%	38%	34%	26%	21%	19%
	2024	33%	22%	24%	46%	31%	71%	33%	42%	17%	38%	35%	28%	21%	19%
At Masters Grade Level	2025	17%	10%	11%	25%	16%	48%	14%	22%	6%	21%	18%	13%	9%	9%
	2024	17%	10%	11%	26%	16%	49%	15%	24%	7%	21%	18%	14%	9%	8%
End of Course English I															
At Approaches Grade Level or Above	2025	69%	61%	64%	83%	66%	90%	74%	79%	36%	68%	72%	62%	61%	55%
	2024	70%	63%	65%	84%	69%	91%	73%	79%	36%	66%	72%	65%	63%	55%
At Meets Grade Level or Above	2025	49%	38%	42%	68%	46%	83%	55%	62%	18%	47%	53%	41%	38%	31%
	2024	52%	40%	44%	71%	50%	84%	55%	65%	20%	47%	55%	46%	41%	33%
At Masters Grade Level	2025	15%	8%	9%	24%	13%	49%	14%	22%	4%	12%	17%	11%	8%	5%
	2024	16%	9%	10%	27%	14%	50%	15%	24%	4%	11%	17%	13%	9%	6%
End of Course English II															
At Approaches Grade Level or Above	2025	72%	64%	67%	85%	72%	91%	77%	80%	36%	70%	76%	65%	65%	56%
	2024	75%	68%	71%	87%	76%	92%	76%	83%	40%	71%	78%	69%	69%	59%
At Meets Grade Level or Above	2025	55%	43%	47%	72%	54%	84%	58%	66%	20%	49%	59%	45%	44%	34%
	2024	58%	47%	51%	75%	59%	86%	58%	70%	23%	51%	62%	50%	48%	36%
At Masters Grade Level	2025	8%	4%	5%	14%	6%	31%	6%	13%	3%	6%	10%	6%	4%	2%
	2024	9%	4%	5%	14%	8%	33%	8%	13%	4%	5%	10%	6%	4%	2%
End of Course Algebra I															
At Approaches Grade Level or Above	2025	78%	69%	76%	85%	75%	95%	81%	81%	53%	79%	81%	73%	73%	75%
	2024	81%	72%	78%	88%	79%	96%	82%	84%	55%	80%	83%	76%	76%	77%
At Meets Grade Level or Above	2025	45%	33%	40%	57%	40%	83%	47%	50%	20%	49%	49%	38%	36%	38%
	2024	43%	29%	37%	56%	41%	83%	45%	50%	18%	45%	46%	36%	33%	34%
At Masters Grade Level	2025	27%	17%	22%	37%	23%	70%	27%	32%	8%	31%	30%	21%	19%	21%
	2024	24%	13%	18%	34%	21%	68%	25%	30%	7%	27%	26%	19%	16%	17%
End of Course Biology															
At Approaches Grade Level or Above	2025	92%	88%	90%	96%	90%	98%	95%	95%	76%	91%	93%	89%	89%	87%
	2024	91%	87%	90%	96%	91%	98%	91%	94%	76%	90%	92%	89%	88%	87%
At Meets Grade Level or Above	2025	61%	49%	53%	78%	60%	90%	63%	72%	30%	62%	65%	53%	50%	45%
	2024	56%	43%	48%	75%	57%	88%	55%	68%	26%	56%	59%	50%	45%	39%

	School Year	State	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	21%	12%	14%	32%	20%	57%	20%	29%	6%	22%	23%	16%	12%	10%
	2024	19%	10%	12%	30%	17%	57%	15%	27%	6%	19%	20%	15%	10%	8%
End of Course U.S. History															
At Approaches Grade Level or Above	2025	95%	92%	94%	97%	95%	98%	96%	96%	80%	93%	95%	93%	93%	90%
	2024	96%	93%	95%	98%	97%	99%	97%	97%	83%	95%	96%	94%	94%	91%
At Meets Grade Level or Above	2025	68%	59%	62%	81%	70%	90%	71%	77%	37%	65%	71%	60%	58%	48%
	2024	69%	57%	63%	82%	70%	90%	71%	78%	37%	65%	71%	62%	59%	47%
At Masters Grade Level	2025	37%	27%	29%	51%	38%	69%	37%	47%	14%	35%	40%	30%	27%	19%
	2024	37%	25%	29%	52%	38%	68%	38%	48%	13%	34%	39%	30%	26%	16%
SAT/ACT All Subjects															
At Approaches Grade Level or Above	2025	89%	84%	83%	95%	88%	99%	93%	94%	70%	85%	90%	79%	82%	73%
	2024	88%	82%	81%	95%	90%	98%	88%	93%	61%	80%	89%	78%	80%	70%
At Meets Grade Level or Above	2025	59%	45%	42%	73%	57%	91%	57%	70%	38%	57%	60%	40%	40%	27%
	2024	59%	46%	42%	75%	61%	91%	54%	73%	35%	56%	61%	42%	40%	26%
At Masters Grade Level	2025	13%	5%	4%	14%	13%	49%	10%	19%	9%	14%	14%	6%	4%	3%
	2024	12%	4%	4%	14%	10%	47%	7%	18%	7%	14%	13%	5%	3%	2%
All Grades All Subjects															
At Approaches Grade Level or Above	2025	75%	66%	71%	85%	74%	93%	77%	80%	47%	79%	77%	69%	67%	67%
	2024	75%	65%	70%	85%	74%	93%	76%	80%	47%	77%	77%	71%	67%	66%
At Meets Grade Level or Above	2025	50%	38%	43%	63%	48%	81%	49%	57%	23%	53%	53%	43%	39%	38%
	2024	48%	36%	41%	62%	47%	81%	48%	57%	23%	49%	51%	43%	38%	36%
At Masters Grade Level	2025	21%	13%	16%	31%	20%	54%	19%	27%	7%	24%	23%	17%	13%	14%
	2024	20%	12%	14%	29%	19%	53%	18%	26%	6%	21%	21%	17%	12%	12%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2025	76%	68%	71%	86%	74%	93%	78%	83%	46%	81%	78%	70%	68%	65%
	2024	76%	68%	71%	86%	75%	93%	78%	83%	45%	78%	78%	72%	69%	65%
At Meets Grade Level or Above	2025	54%	43%	47%	69%	53%	83%	55%	63%	23%	57%	57%	47%	43%	40%
	2024	54%	43%	47%	68%	53%	84%	54%	63%	23%	54%	56%	49%	43%	40%
At Masters Grade Level	2025	23%	15%	16%	33%	20%	54%	21%	30%	6%	24%	24%	18%	14%	14%
	2024	22%	14%	16%	32%	20%	55%	20%	29%	6%	22%	23%	19%	13%	13%
All Grades Mathematics															
At Approaches Grade Level or Above	2025	72%	60%	68%	82%	71%	93%	73%	76%	46%	78%	74%	66%	64%	67%
	2024	72%	60%	68%	82%	72%	93%	73%	77%	46%	76%	74%	68%	65%	68%

	School Year	State	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%	31%	38%	57%	43%	81%	44%	51%	23%	52%	48%	38%	34%	38%
	2024	43%	29%	36%	56%	42%	80%	42%	50%	22%	48%	46%	38%	33%	36%
At Masters Grade Level	2025	20%	11%	15%	28%	19%	56%	18%	24%	7%	24%	22%	17%	13%	16%
	2024	17%	9%	12%	25%	16%	53%	15%	22%	6%	20%	18%	15%	10%	13%
All Grades Science															
At Approaches Grade Level or Above	2025	78%	68%	74%	87%	77%	93%	79%	82%	52%	80%	80%	73%	71%	70%
	2024	75%	65%	70%	85%	75%	91%	76%	80%	50%	75%	76%	71%	67%	66%
At Meets Grade Level or Above	2025	47%	35%	40%	62%	47%	77%	47%	55%	22%	49%	50%	41%	36%	35%
	2024	43%	31%	35%	59%	44%	75%	41%	52%	21%	43%	46%	38%	32%	30%
At Masters Grade Level	2025	17%	9%	11%	27%	17%	48%	17%	23%	6%	19%	19%	14%	10%	9%
	2024	16%	8%	10%	25%	15%	47%	13%	22%	5%	17%	17%	13%	8%	8%
All Grades Social Studies															
At Approaches Grade Level or Above	2025	77%	71%	73%	85%	77%	93%	76%	81%	53%	76%	79%	72%	70%	66%
	2024	78%	71%	74%	86%	78%	94%	81%	83%	55%	76%	80%	74%	71%	67%
At Meets Grade Level or Above	2025	50%	41%	43%	63%	51%	79%	50%	58%	25%	48%	53%	43%	40%	33%
	2024	51%	40%	44%	65%	50%	80%	51%	59%	26%	48%	54%	44%	40%	32%
At Masters Grade Level	2025	27%	19%	20%	38%	27%	59%	25%	35%	10%	26%	30%	22%	18%	13%
	2024	27%	17%	20%	39%	27%	59%	26%	36%	10%	26%	29%	22%	17%	12%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above															
3rd Graders															
Reading and Mathematics	2025	39%	27%	31%	52%	37%	71%	33%	47%	20%	47%	40%	33%	28%	31%
	2024	35%	24%	28%	47%	34%	69%	30%	44%	19%	37%	36%	31%	25%	27%
Reading and Mathematics Including EOC	2025	39%	27%	31%	52%	37%	71%	33%	47%	20%	47%	40%	33%	28%	31%
	2024	35%	24%	28%	47%	34%	69%	30%	44%	19%	37%	36%	31%	25%	27%
Reading Including EOC	2025	52%	42%	44%	65%	49%	79%	50%	61%	27%	58%	53%	45%	40%	41%
	2024	48%	38%	41%	61%	48%	77%	47%	57%	25%	49%	50%	44%	38%	38%
Math Including EOC	2025	46%	32%	40%	59%	46%	77%	42%	53%	27%	56%	48%	39%	36%	41%
	2024	42%	29%	35%	55%	42%	75%	38%	50%	25%	47%	44%	38%	32%	37%
4th Graders															
Reading and Mathematics	2025	40%	27%	33%	51%	40%	72%	37%	47%	19%	46%	42%	34%	29%	34%
	2024	38%	26%	31%	50%	36%	72%	34%	45%	18%	41%	40%	35%	28%	32%
Reading and Mathematics Including EOC	2025	40%	27%	33%	51%	40%	72%	37%	47%	19%	46%	42%	34%	29%	34%
	2024	38%	26%	31%	50%	36%	72%	34%	45%	18%	41%	40%	35%	28%	32%

	School Year	State	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%	44%	48%	66%	52%	80%	52%	62%	26%	58%	56%	49%	44%	46%
	2024	51%	40%	44%	64%	49%	79%	49%	60%	24%	53%	53%	48%	41%	43%
Math Including EOC	2025	47%	32%	42%	59%	49%	78%	47%	53%	26%	56%	50%	41%	37%	43%
	2024	46%	31%	40%	58%	42%	78%	40%	52%	25%	52%	48%	42%	36%	42%
5th Graders															
Reading and Mathematics	2025	42%	29%	36%	54%	40%	77%	39%	48%	17%	49%	45%	36%	31%	36%
	2024	42%	28%	35%	54%	41%	77%	40%	49%	18%	45%	44%	37%	31%	35%
Reading and Mathematics Including EOC	2025	42%	29%	36%	54%	40%	77%	39%	48%	17%	49%	45%	36%	31%	36%
	2024	42%	28%	35%	54%	41%	77%	40%	49%	18%	45%	44%	37%	31%	35%
Reading Including EOC	2025	58%	46%	52%	70%	55%	84%	56%	65%	26%	64%	61%	52%	48%	50%
	2024	55%	43%	48%	67%	55%	83%	53%	63%	25%	57%	56%	51%	44%	46%
Math Including EOC	2025	48%	33%	42%	59%	46%	81%	45%	53%	23%	56%	51%	41%	37%	43%
	2024	51%	35%	44%	62%	50%	83%	49%	56%	27%	57%	53%	45%	40%	46%
6th Graders															
Reading and Mathematics	2025	37%	24%	28%	50%	36%	76%	36%	44%	15%	43%	39%	31%	24%	26%
	2024	36%	24%	28%	50%	36%	76%	32%	43%	16%	40%	38%	32%	24%	27%
Reading and Mathematics Including EOC	2025	37%	24%	28%	50%	36%	76%	36%	44%	15%	43%	39%	31%	24%	26%
	2024	36%	24%	28%	50%	36%	76%	32%	43%	16%	40%	38%	32%	24%	27%
Reading Including EOC	2025	56%	46%	49%	70%	58%	84%	55%	64%	24%	61%	59%	50%	44%	43%
	2024	57%	46%	49%	70%	56%	86%	54%	65%	25%	59%	59%	52%	45%	44%
Math Including EOC	2025	41%	27%	32%	55%	40%	80%	41%	47%	19%	48%	43%	35%	28%	32%
	2024	40%	26%	32%	54%	40%	80%	37%	47%	19%	45%	42%	36%	29%	32%
7th Graders															
Reading and Mathematics	2025	36%	24%	29%	50%	37%	74%	34%	43%	14%	41%	39%	30%	25%	26%
	2024	35%	22%	27%	49%	34%	74%	38%	42%	15%	38%	37%	30%	24%	25%
Reading and Mathematics Including EOC	2025	38%	25%	29%	51%	38%	78%	35%	45%	14%	42%	40%	31%	25%	27%
	2024	36%	23%	27%	50%	34%	77%	39%	44%	15%	39%	38%	31%	24%	25%
Reading Including EOC	2025	54%	43%	46%	66%	55%	84%	50%	62%	21%	56%	57%	47%	42%	41%
	2024	54%	44%	46%	68%	52%	86%	57%	63%	21%	55%	56%	50%	42%	41%
Math Including EOC	2025	43%	28%	35%	57%	42%	83%	39%	50%	19%	49%	46%	36%	31%	34%
	2024	40%	25%	32%	55%	38%	81%	44%	48%	19%	45%	43%	35%	29%	31%
8th Graders															
Reading and Mathematics	2025	30%	21%	25%	41%	27%	68%	32%	36%	14%	34%	32%	26%	23%	21%
	2024	28%	19%	23%	38%	25%	66%	30%	33%	14%	28%	29%	25%	21%	19%

	School Year	State	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	44%	31%	37%	57%	40%	81%	46%	51%	16%	46%	47%	36%	32%	32%
	2024	41%	29%	34%	54%	39%	80%	44%	49%	16%	42%	44%	35%	30%	30%
Reading Including EOC	2025	59%	48%	52%	72%	56%	87%	59%	67%	23%	60%	62%	51%	48%	44%
	2024	57%	46%	49%	70%	54%	87%	59%	66%	23%	56%	59%	51%	45%	42%
Math Including EOC	2025	51%	38%	45%	63%	48%	86%	53%	56%	23%	55%	54%	44%	41%	43%
	2024	49%	35%	42%	60%	46%	85%	53%	55%	22%	51%	52%	42%	39%	40%
3rd - 8th Graders															
Reading and Mathematics	2025	38%	26%	31%	50%	36%	73%	36%	45%	17%	44%	40%	32%	27%	30%
	2024	36%	24%	29%	49%	35%	73%	34%	43%	17%	39%	38%	32%	26%	28%
Reading and Mathematics Including EOC	2025	40%	27%	32%	53%	38%	76%	38%	47%	17%	45%	42%	33%	28%	31%
	2024	38%	25%	30%	51%	37%	75%	36%	46%	17%	41%	40%	34%	27%	29%
Reading Including EOC	2025	55%	45%	49%	68%	54%	83%	54%	63%	25%	60%	58%	50%	44%	44%
	2024	54%	43%	46%	67%	52%	83%	53%	62%	24%	55%	55%	50%	43%	42%
Math Including EOC	2025	46%	32%	39%	58%	45%	81%	45%	52%	23%	53%	49%	39%	35%	39%
	2024	45%	30%	38%	57%	43%	80%	44%	51%	23%	50%	47%	40%	34%	38%

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

\- Indicates there are no students in the group.

	School Year	State	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%**	66%	68%	75%	69%	83%	71%	74%	54%	73%	71%	68%	66%	66%	88%
	2024	**67%**	61%	63%	73%	65%	83%	69%	71%	53%	69%	67%	65%	61%	62%	---
Grade 4 Mathematics	2025	**65%**	55%	63%	71%	68%	84%	68%	66%	52%	71%	66%	62%	60%	65%	89%
	2024	**60%**	51%	57%	64%	60%	80%	59%	62%	46%	63%	61%	57%	55%	60%	---
Grade 5 ELA/Reading	2025	**69%**	61%	67%	75%	68%	86%	68%	73%	47%	73%	71%	66%	63%	67%	91%
	2024	**70%**	63%	67%	74%	70%	87%	69%	74%	50%	72%	70%	68%	64%	67%	---
Grade 5 Mathematics	2025	**67%**	62%	64%	71%	65%	85%	71%	69%	57%	70%	68%	65%	63%	66%	85%
	2024	**65%**	59%	62%	69%	63%	84%	65%	66%	57%	67%	65%	63%	60%	64%	---
Grade 6 ELA/Reading	2025	**64%**	59%	58%	73%	64%	84%	67%	70%	45%	67%	66%	60%	57%	54%	88%
	2024	**61%**	55%	55%	69%	62%	83%	62%	67%	43%	64%	62%	58%	54%	52%	---
Grade 6 Mathematics	2025	**56%**	53%	51%	62%	56%	78%	56%	60%	51%	58%	56%	56%	50%	51%	76%
	2024	**48%**	46%	43%	55%	51%	73%	48%	54%	42%	50%	48%	48%	43%	43%	---
Grade 7 ELA/Reading	2025	**64%**	58%	60%	70%	63%	85%	60%	68%	42%	65%	66%	60%	58%	58%	89%
	2024	**66%**	60%	61%	74%	65%	88%	67%	72%	41%	67%	68%	63%	59%	58%	---
Grade 7 Mathematics	2025	**50%**	41%	46%	58%	51%	80%	48%	54%	37%	56%	51%	47%	44%	45%	82%
	2024	**49%**	41%	45%	56%	48%	76%	52%	53%	39%	52%	50%	48%	44%	45%	---
Grade 8 ELA/Reading	2025	**72%**	66%	69%	78%	69%	87%	74%	77%	51%	72%	74%	67%	67%	65%	91%
	2024	**69%**	64%	66%	74%	64%	88%	72%	73%	51%	69%	70%	66%	64%	63%	---
Grade 8 Mathematics	2025	**68%**	62%	66%	72%	66%	84%	72%	70%	52%	71%	69%	65%	64%	65%	84%
	2024	**66%**	63%	66%	67%	64%	81%	66%	66%	60%	68%	67%	65%	65%	67%	---
End of Course English I	2025	**63%**	57%	60%	67%	63%	77%	64%	67%	43%	62%	64%	58%	58%	56%	78%
	2024	**64%**	61%	60%	70%	61%	80%	65%	68%	43%	63%	65%	61%	59%	55%	---
End of Course English II	2025	**65%**	61%	64%	67%	64%	71%	66%	67%	47%	66%	67%	60%	62%	60%	70%
	2024	**69%**	67%	69%	71%	71%	75%	69%	71%	51%	68%	71%	66%	67%	63%	---
End of Course Algebra I	2025	**74%**	70%	72%	76%	70%	90%	74%	75%	63%	76%	75%	71%	70%	72%	89%
	2024	**72%**	69%	70%	73%	71%	89%	71%	73%	65%	73%	72%	70%	69%	71%	---
All Grades Both Subjects	2025	**65%**	60%	62%	71%	65%	83%	66%	69%	50%	68%	67%	62%	60%	61%	85%
	2024	**64%**	59%	61%	69%	63%	82%	64%	67%	49%	65%	65%	61%	59%	59%	---
All Grades ELA/Reading	2025	**67%**	61%	64%	72%	66%	82%	67%	71%	47%	69%	68%	63%	62%	61%	85%
	2024	**67%**	62%	63%	72%	65%	84%	67%	71%	48%	68%	68%	64%	61%	60%	---
All Grades Mathematics	2025	**64%**	58%	61%	69%	63%	84%	65%	66%	52%	67%	65%	61%	59%	61%	84%
	2024	**60%**	55%	58%	64%	60%	81%	60%	62%	51%	62%	61%	59%	56%	59%	---
School Progress - Accelerated Learning by Grade and Subject																
Grade 4 ELA/Reading	2025	**40%**	38%	39%	47%	40%	47%	37%	44%	28%	50%	41%	38%	38%	36%	70%
	2024	**38%**	35%	37%	46%	39%	48%	44%	45%	28%	44%	39%	37%	36%	35%	---
Grade 4 Mathematics	2025	**27%**	20%	28%	31%	28%	40%	30%	26%	18%	34%	28%	26%	25%	29%	56%
	2024	**26%**	20%	26%	28%	28%	36%	36%	26%	16%	31%	26%	25%	24%	28%	---

	School Year	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)	G/T
Grade 5 ELA/Reading	2025	**25%**	20%	26%	24%	23%	29%	32%	24%	14%	30%	25%	25%	24%	30%	63%
	2024	**35%**	30%	35%	37%	30%	45%	40%	35%	22%	43%	35%	34%	33%	37%	---
Grade 5 Mathematics	2025	**35%**	30%	34%	41%	34%	52%	47%	37%	24%	42%	36%	33%	32%	35%	65%
	2024	**41%**	34%	41%	45%	40%	57%	47%	42%	31%	45%	42%	39%	38%	42%	---
Grade 6 ELA/Reading	2025	**27%**	26%	25%	33%	27%	35%	31%	32%	18%	30%	28%	25%	25%	22%	60%
	2024	**24%**	22%	22%	30%	21%	34%	28%	28%	16%	27%	24%	23%	22%	20%	---
Grade 6 Mathematics	2025	**33%**	30%	32%	41%	30%	44%	32%	36%	26%	39%	34%	32%	31%	30%	63%
	2024	**27%**	24%	25%	35%	28%	38%	26%	31%	19%	28%	27%	26%	25%	24%	---
Grade 7 ELA/Reading	2025	**25%**	24%	25%	30%	23%	35%	30%	28%	15%	31%	27%	23%	24%	23%	59%
	2024	**23%**	22%	22%	28%	15%	30%	23%	27%	13%	24%	23%	22%	21%	20%	---
Grade 7 Mathematics	2025	**16%**	12%	16%	23%	14%	26%	14%	18%	10%	20%	17%	15%	15%	15%	37%
	2024	**14%**	12%	14%	19%	19%	25%	16%	16%	9%	15%	14%	14%	13%	14%	---
Grade 8 ELA/Reading	2025	**40%**	38%	39%	47%	37%	44%	42%	44%	26%	46%	43%	36%	39%	36%	74%
	2024	**34%**	34%	33%	38%	33%	38%	39%	38%	23%	33%	36%	32%	33%	32%	---
Grade 8 Mathematics	2025	**42%**	38%	41%	45%	39%	54%	44%	43%	25%	46%	43%	39%	39%	41%	64%
	2024	**44%**	40%	45%	44%	39%	53%	50%	44%	29%	45%	45%	41%	43%	46%	---
End of Course English I	2025	**23%**	21%	22%	30%	27%	28%	29%	29%	13%	24%	25%	20%	22%	20%	37%
	2024	**20%**	21%	19%	25%	21%	25%	26%	23%	12%	19%	21%	18%	19%	16%	---
End of Course English II	2025	**29%**	27%	28%	32%	26%	35%	30%	31%	16%	31%	31%	25%	27%	25%	41%
	2024	**29%**	30%	29%	32%	30%	30%	26%	31%	18%	30%	32%	25%	28%	25%	---
End of Course Algebra I	2025	**54%**	51%	55%	56%	47%	63%	52%	55%	40%	56%	56%	51%	53%	54%	68%
	2024	**55%**	51%	56%	56%	51%	63%	53%	54%	42%	53%	56%	53%	54%	56%	---
All Grades Both Subjects	2025	**33%**	29%	32%	38%	31%	41%	35%	35%	21%	38%	34%	30%	31%	31%	59%
	2024	**32%**	29%	32%	36%	31%	41%	36%	35%	22%	35%	33%	31%	31%	31%	---
All Grades ELA/Reading	2025	**31%**	28%	30%	36%	29%	37%	33%	34%	19%	36%	32%	28%	29%	28%	56%
	2024	**30%**	28%	29%	34%	27%	37%	33%	33%	19%	33%	31%	28%	28%	27%	---
All Grades Mathematics	2025	**35%**	30%	35%	40%	33%	47%	37%	36%	23%	40%	36%	33%	33%	34%	62%
	2024	**35%**	30%	35%	38%	35%	46%	39%	36%	24%	36%	36%	33%	34%	36%	---

* 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	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%**	65%	68%	69%	67%	64%	60%	62%	67%	60%	60%	65%	78%	62%	95%
	2024	**75%**	64%	67%	67%	66%	64%	61%	64%	69%	64%	63%	66%	77%	64%	93%
At Meets Grade Level or Above	2025	**50%**	36%	38%	40%	39%	36%	30%	30%	39%	29%	29%	34%	53%	31%	80%
	2024	**48%**	35%	37%	39%	37%	34%	31%	33%	40%	31%	31%	36%	52%	33%	77%
At Masters Grade Level	2025	**21%**	13%	13%	16%	16%	14%	10%	9%	14%	7%	8%	10%	24%	9%	42%
	2024	**20%**	12%	12%	15%	14%	12%	10%	9%	15%	8%	9%	11%	22%	10%	38%
All Grades ELA/Reading																
At Approaches Grade Level or Above	2025	**76%**	67%	70%	69%	69%	66%	63%	58%	67%	56%	58%	64%	80%	60%	97%
	2024	**76%**	67%	71%	68%	70%	65%	66%	62%	69%	60%	61%	66%	80%	63%	95%
At Meets Grade Level or Above	2025	**54%**	40%	42%	41%	44%	39%	35%	31%	41%	29%	31%	37%	59%	33%	90%
	2024	**54%**	38%	40%	38%	42%	36%	36%	36%	44%	34%	35%	40%	59%	37%	86%
At Masters Grade Level	2025	**23%**	15%	14%	16%	18%	16%	11%	7%	14%	6%	7%	10%	26%	9%	46%
	2024	**22%**	15%	15%	15%	17%	14%	13%	10%	16%	8%	9%	12%	25%	11%	40%
All Grades Mathematics																
At Approaches Grade Level or Above	2025	**72%**	66%	70%	71%	68%	66%	60%	62%	68%	61%	59%	64%	73%	63%	93%
	2024	**72%**	67%	71%	71%	68%	67%	63%	66%	71%	65%	63%	66%	74%	66%	91%
At Meets Grade Level or Above	2025	**45%**	37%	40%	43%	40%	38%	31%	30%	40%	28%	27%	33%	47%	32%	73%
	2024	**43%**	38%	40%	43%	38%	38%	33%	32%	41%	30%	28%	34%	46%	34%	68%
At Masters Grade Level	2025	**20%**	14%	15%	18%	16%	15%	11%	11%	17%	10%	9%	12%	22%	12%	41%
	2024	**17%**	12%	13%	16%	13%	12%	10%	11%	16%	10%	9%	11%	19%	11%	35%
All Grades Science																
At Approaches Grade Level or Above	2025	**78%**	53%	55%	58%	60%	51%	50%	70%	67%	71%	69%	69%	80%	66%	96%
	2024	**75%**	46%	47%	50%	51%	43%	45%	69%	64%	71%	69%	66%	77%	64%	94%
At Meets Grade Level or Above	2025	**47%**	18%	18%	22%	26%	16%	16%	31%	30%	31%	30%	32%	51%	27%	78%
	2024	**43%**	16%	16%	22%	21%	14%	15%	29%	29%	30%	28%	30%	48%	26%	73%
At Masters Grade Level	2025	**17%**	5%	5%	8%	8%	4%	4%	6%	7%	6%	5%	7%	20%	5%	35%
	2024	**16%**	5%	4%	8%	7%	4%	4%	6%	8%	6%	5%	7%	18%	6%	33%
All Grades Social Studies																

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

State

	School Year	State	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	**77%**	58%	73%	86%	60%	54%	52%	62%	66%	61%	59%	64%	79%	61%	93%
	2024	**78%**	58%	49%	75%	60%	58%	57%	65%	67%	65%	62%	65%	81%	64%	94%
At Meets Grade Level or Above	2025	**50%**	27%	35%	37%	29%	23%	21%	26%	33%	26%	24%	29%	55%	26%	74%
	2024	**51%**	25%	19%	17%	28%	27%	21%	28%	32%	28%	26%	31%	56%	28%	75%
At Masters Grade Level	2025	**27%**	11%	4%	15%	13%	10%	7%	9%	14%	9%	8%	10%	31%	9%	43%
	2024	**27%**	10%	3%	0%	11%	12%	7%	9%	12%	9%	8%	11%	31%	9%	42%
School Progress - Annual Growth																
All Grades Both Subjects	2025	**65%**	63%	64%	64%	64%	64%	59%	56%	61%	55%	55%	60%	67%	58%	79%
	2024	**64%**	60%	62%	62%	61%	60%	57%	57%	61%	56%	56%	58%	65%	58%	79%
All Grades ELA/Reading	2025	**67%**	63%	63%	63%	65%	65%	59%	55%	61%	54%	55%	60%	69%	57%	80%
	2024	**67%**	61%	63%	61%	63%	61%	59%	57%	62%	56%	57%	60%	69%	58%	81%
All Grades Mathematics	2025	**64%**	63%	65%	64%	63%	64%	59%	57%	62%	56%	55%	59%	65%	58%	78%
	2024	**60%**	59%	61%	63%	59%	60%	55%	57%	60%	57%	55%	56%	61%	57%	75%
School Progress - Accelerated Learning																
All Grades Both Subjects	2025	**33%**	33%	35%	35%	34%	34%	28%	30%	31%	29%	29%	32%	34%	31%	58%
	2024	**32%**	35%	37%	37%	35%	35%	31%	30%	32%	29%	29%	31%	33%	31%	55%
All Grades ELA/Reading	2025	**31%**	33%	33%	35%	34%	36%	28%	26%	28%	25%	27%	30%	32%	28%	46%
	2024	**30%**	34%	36%	36%	34%	35%	31%	24%	28%	23%	24%	27%	31%	27%	48%
All Grades Mathematics	2025	**35%**	33%	37%	34%	35%	33%	29%	34%	33%	35%	33%	35%	35%	34%	62%
	2024	**35%**	35%	38%	38%	35%	36%	32%	36%	36%	37%	34%	35%	34%	36%	59%

* 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	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)
2025 STAAR Participation (All Grades)														
All Tests														
Assessment Participant	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	98%	99%	99%
Included in Accountability	93%	91%	92%	95%	91%	93%	92%	93%	94%	91%	97%	84%	92%	88%
Not Included in Accountability: Mobile	4%	7%	4%	3%	6%	3%	6%	5%	4%	7%	1%	10%	4%	4%
Not Included in Accountability: Other Exclusions	2%	0%	3%	0%	2%	3%	1%	0%	1%	1%	1%	4%	3%	7%
Not Tested	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	2%	1%	1%
Absent	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	0%	1%	1%	1%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Reading														
Assessment Participant	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%
Included in Accountability	91%	91%	89%	95%	89%	92%	91%	93%	93%	90%	95%	83%	90%	83%
Not Included in Accountability: Mobile	4%	7%	4%	3%	6%	3%	6%	5%	4%	7%	1%	10%	4%	4%
Not Included in Accountability: Other Exclusions	4%	1%	6%	1%	4%	4%	2%	1%	2%	1%	3%	6%	5%	12%
Not Tested	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	1%
Absent	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	0%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Mathematics														
Assessment Participant	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	98%	99%	99%
Included in Accountability	94%	92%	94%	96%	92%	94%	92%	94%	95%	92%	98%	85%	93%	91%
Not Included in Accountability: Mobile	4%	7%	4%	3%	6%	4%	6%	5%	4%	7%	1%	10%	4%	4%
Not Included in Accountability: Other Exclusions	1%	0%	2%	0%	2%	2%	0%	0%	0%	0%	0%	3%	1%	4%
Not Tested	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	2%	1%	1%
Absent	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	0%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Science														
Assessment Participant	99%	98%	99%	99%	98%	99%	98%	99%	99%	98%	99%	98%	99%	99%
Included in Accountability	94%	91%	93%	96%	91%	94%	92%	93%	94%	91%	98%	85%	93%	91%
Not Included in Accountability: Mobile	4%	7%	4%	3%	6%	3%	5%	5%	4%	7%	1%	10%	4%	4%
Not Included in Accountability: Other Exclusions	1%	0%	2%	0%	1%	2%	1%	0%	0%	0%	0%	3%	1%	4%
Not Tested	1%	2%	1%	1%	2%	1%	2%	1%	1%	2%	1%	2%	1%	1%
Absent	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	2%	1%	1%
Other	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%
Social Studies														
Assessment Participant	99%	98%	99%	99%	98%	100%	99%	98%	98%	98%	99%	98%	98%	99%

	State	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)
Included in Accountability	94%	92%	94%	96%	93%	96%	93%	94%	94%	91%	98%	86%	94%	92%
Not Included in Accountability: Mobile	4%	6%	3%	3%	5%	2%	5%	5%	4%	7%	1%	9%	4%	4%
Not Included in Accountability: Other Exclusions	1%	0%	1%	0%	1%	1%	1%	0%	0%	0%	0%	2%	1%	3%
Not Tested	1%	2%	1%	1%	2%	0%	1%	2%	2%	2%	1%	2%	2%	1%
Absent	1%	2%	1%	1%	2%	0%	1%	1%	2%	2%	1%	2%	2%	1%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Accelerated Testers														
SAT/ACT Participant	94%	95%	93%	94%	93%	96%	91%	94%	88%	94%	95%	79%	92%	92%
2024 STAAR Participation (All Grades)														
All Tests														
Assessment Participant	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	98%	99%	99%
Included in Accountability	92%	91%	91%	96%	90%	94%	92%	94%	94%	92%	97%	84%	92%	87%
Not Included in Accountability: Mobile	4%	7%	4%	3%	7%	3%	5%	5%	4%	7%	1%	11%	4%	5%
Not Included in Accountability: Other Exclusions	2%	0%	3%	0%	2%	3%	1%	0%	1%	1%	1%	4%	3%	8%
Not Tested	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	2%	1%	1%
Absent	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	1%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Reading														
Assessment Participant	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%
Included in Accountability	91%	91%	89%	95%	88%	92%	91%	94%	93%	91%	95%	82%	90%	82%
Not Included in Accountability: Mobile	4%	7%	4%	3%	7%	3%	5%	5%	4%	7%	1%	11%	4%	5%
Not Included in Accountability: Other Exclusions	4%	1%	6%	1%	4%	4%	2%	1%	2%	1%	3%	6%	5%	12%
Not Tested	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	1%
Absent	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	1%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Mathematics														
Assessment Participant	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	98%	99%	99%
Included in Accountability	93%	91%	93%	96%	90%	94%	93%	94%	95%	92%	98%	84%	93%	90%
Not Included in Accountability: Mobile	5%	7%	4%	3%	7%	3%	6%	5%	4%	7%	1%	11%	5%	5%
Not Included in Accountability: Other Exclusions	1%	0%	2%	0%	2%	2%	1%	0%	0%	0%	0%	3%	1%	4%
Not Tested	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	2%	1%	1%
Absent	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	0%	1%	1%	1%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Science														
Assessment Participant	99%	98%	99%	99%	99%	99%	99%	98%	98%	99%	99%	98%	99%	99%

	State	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)
Included in Accountability	93%	91%	93%	95%	91%	95%	93%	93%	94%	92%	98%	85%	93%	90%
Not Included in Accountability: Mobile	4%	7%	4%	3%	6%	3%	5%	5%	4%	7%	1%	10%	4%	5%
Not Included in Accountability: Other Exclusions	1%	0%	2%	0%	1%	2%	1%	0%	0%	0%	0%	3%	1%	4%
Not Tested	1%	2%	1%	1%	1%	1%	1%	2%	2%	1%	1%	2%	1%	1%
Absent	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	2%	1%	1%
Other	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%
Social Studies														
Assessment Participant	99%	98%	99%	99%	99%	100%	98%	98%	98%	98%	99%	98%	98%	99%
Included in Accountability	94%	92%	94%	96%	92%	96%	93%	94%	94%	91%	98%	86%	94%	91%
Not Included in Accountability: Mobile	4%	6%	4%	3%	5%	2%	5%	5%	4%	7%	1%	10%	4%	4%
Not Included in Accountability: Other Exclusions	1%	0%	1%	0%	1%	1%	0%	0%	0%	0%	0%	3%	1%	3%
Not Tested	1%	2%	1%	1%	1%	0%	2%	2%	2%	2%	1%	2%	2%	1%
Absent	1%	2%	1%	1%	1%	0%	2%	1%	2%	2%	1%	2%	1%	1%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Accelerated Testers														
SAT/ACT Participant	93%	93%	92%	93%	94%	96%	99%	92%	85%	90%	94%	78%	91%	91%

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

\- Indicates there are no students in the group.

	State	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%	93.0%	93.0%	94.6%	93.3%	96.2%	93.0%	93.9%	92.7%	92.8%	93.6%
2022-23	93.3%	92.6%	92.7%	94.4%	93.1%	95.9%	92.8%	93.8%	92.3%	92.4%	93.2%
Chronic Absenteeism											
2023-24	19.0%	23.5%	21.6%	13.9%	20.1%	6.6%	23.3%	17.9%	23.1%	23.1%	18.9%
2022-23	20.3%	24.8%	23.2%	14.5%	21.3%	7.6%	23.7%	18.7%	25.0%	24.9%	20.5%
Annual Dropout Rate (Gr 7-8)											
2023-24	0.7%	1.2%	0.8%	0.4%	0.7%	0.4%	1.5%	0.8%	0.8%	0.9%	0.9%
2022-23	0.8%	1.4%	0.8%	0.5%	1.3%	0.4%	1.5%	0.8%	0.9%	0.9%	0.9%
Annual Dropout Rate (Gr 9-12)											
2023-24	1.9%	2.9%	2.2%	1.0%	2.2%	0.5%	1.9%	1.6%	2.3%	2.4%	3.0%
2022-23	2.0%	3.2%	2.4%	1.0%	2.3%	0.5%	1.8%	1.7%	2.6%	2.7%	3.3%
4-Year Longitudinal Rate (Gr 9-12)											
Class of 2024											
Graduated	90.7%	86.9%	89.3%	94.4%	89.8%	97.1%	89.7%	91.9%	80.9%	88.2%	85.7%
Received TxCHSE	0.3%	0.3%	0.3%	0.4%	0.4%	0.1%	0.0%	0.4%	0.2%	0.3%	0.1%
Continued HS	3.1%	4.0%	3.6%	1.9%	2.8%	1.6%	3.3%	2.7%	10.3%	3.6%	4.0%
Dropped Out	5.8%	8.8%	6.8%	3.2%	7.0%	1.1%	7.1%	5.0%	8.6%	7.8%	10.2%
Graduates and TxCHSE	91.1%	87.1%	89.6%	94.8%	90.2%	97.3%	89.7%	92.3%	81.1%	88.6%	85.9%
Graduates, TxCHSE, and Continuers	94.2%	91.2%	93.2%	96.8%	93.0%	98.9%	92.9%	95.0%	91.4%	92.2%	89.8%
Class of 2023											
Graduated	90.3%	86.7%	88.6%	94.2%	89.3%	96.9%	88.3%	91.7%	80.7%	87.4%	82.6%
Received TxCHSE	0.3%	0.3%	0.3%	0.5%	0.3%	0.1%	0.6%	0.4%	0.2%	0.3%	0.1%
Continued HS	3.1%	3.9%	3.6%	2.0%	2.5%	1.7%	4.2%	2.8%	10.3%	3.8%	4.2%
Dropped Out	6.3%	9.1%	7.5%	3.4%	7.8%	1.3%	6.9%	5.1%	8.9%	8.5%	13.0%
Graduates and TxCHSE	90.6%	87.0%	88.9%	94.6%	89.7%	97.0%	88.9%	92.1%	80.9%	87.7%	82.7%
Graduates, TxCHSE, and Continuers	93.7%	90.9%	92.5%	96.6%	92.2%	98.7%	93.1%	94.9%	91.1%	91.5%	87.0%
5-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2023											
Graduated	92.1%	88.9%	90.8%	95.3%	91.2%	97.7%	91.1%	93.2%	84.4%	89.8%	85.5%
Received TxCHSE	0.4%	0.4%	0.4%	0.6%	0.5%	0.1%	0.6%	0.6%	0.3%	0.4%	0.2%
Continued HS	1.0%	1.1%	1.0%	0.8%	0.7%	0.8%	1.3%	0.9%	6.2%	1.0%	0.9%
Dropped Out	6.5%	9.5%	7.8%	3.3%	7.6%	1.3%	6.9%	5.3%	9.1%	8.8%	13.5%
Graduates and TxCHSE	92.6%	89.3%	91.1%	95.9%	91.7%	97.8%	91.8%	93.8%	84.7%	90.2%	85.7%
Graduates, TxCHSE, and Continuers	93.5%	90.5%	92.2%	96.7%	92.4%	98.7%	93.1%	94.7%	90.9%	91.2%	86.5%

	State	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%	88.1%	90.4%	95.1%	90.4%	97.6%	91.6%	92.6%	83.4%	89.0%	83.5%
Received TxCHSE	0.4%	0.4%	0.3%	0.6%	0.5%	0.1%	0.7%	0.7%	0.3%	0.4%	0.1%
Continued HS	1.0%	1.3%	1.2%	0.7%	0.8%	0.7%	0.7%	0.9%	6.4%	1.1%	1.0%
Dropped Out	6.8%	10.3%	8.1%	3.6%	8.3%	1.5%	7.1%	5.7%	9.9%	9.4%	15.3%
Graduates and TxCHSE	92.2%	88.5%	90.8%	95.7%	90.9%	97.8%	92.2%	93.4%	83.7%	89.5%	83.7%
Graduates, TxCHSE, and Continuers	93.2%	89.7%	91.9%	96.4%	91.7%	98.5%	92.9%	94.3%	90.1%	90.6%	84.7%
6-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2022											
Graduated	92.2%	88.6%	90.9%	95.3%	90.9%	97.8%	91.7%	93.1%	85.2%	89.5%	84.1%
Received TxCHSE	0.5%	0.5%	0.4%	0.7%	0.7%	0.2%	0.7%	0.9%	0.4%	0.6%	0.2%
Continued HS	0.5%	0.6%	0.6%	0.4%	0.4%	0.6%	0.3%	0.4%	4.5%	0.5%	0.3%
Dropped Out	6.8%	10.3%	8.1%	3.5%	8.0%	1.5%	7.3%	5.6%	9.9%	9.4%	15.4%
Graduates and TxCHSE	92.7%	89.1%	91.3%	96.0%	91.6%	98.0%	92.4%	94.0%	85.6%	90.1%	84.3%
Graduates, TxCHSE, and Continuers	93.2%	89.7%	91.9%	96.5%	92.0%	98.5%	92.7%	94.4%	90.1%	90.6%	84.6%
Class of 2021											
Graduated	92.7%	89.3%	91.5%	95.5%	90.4%	97.9%	92.6%	93.2%	86.0%	90.1%	84.6%
Received TxCHSE	0.5%	0.5%	0.4%	0.7%	1.0%	0.1%	0.5%	0.9%	0.4%	0.5%	0.2%
Continued HS	0.5%	0.6%	0.6%	0.4%	0.3%	0.5%	0.7%	0.6%	4.2%	0.5%	0.4%
Dropped Out	6.3%	9.7%	7.5%	3.4%	8.3%	1.4%	6.2%	5.3%	9.4%	8.8%	14.8%
Graduates and TxCHSE	93.2%	89.8%	91.9%	96.2%	91.4%	98.0%	93.1%	94.1%	86.4%	90.7%	84.8%
Graduates, TxCHSE, and Continuers	93.7%	90.3%	92.5%	96.6%	91.7%	98.6%	93.8%	94.7%	90.6%	91.2%	85.2%
RHSP/DAP Graduates (Longitudinal Rate)											
Class of 2024	44.9%	31.3%	33.0%	59.6%	0.0%	50.0%	-	100.0%	57.1%	27.3%	11.1%
Class of 2023	72.3%	60.7%	73.7%	77.2%	0.0%	50.0%	-	62.5%	56.5%	64.1%	67.6%
FHSP-E Graduates (Longitudinal Rate)											
Class of 2024	11.0%	13.4%	10.5%	9.4%	12.8%	18.2%	6.5%	10.8%	17.6%	11.3%	12.4%
Class of 2023	4.3%	5.5%	4.1%	4.0%	4.7%	5.0%	4.0%	4.5%	12.5%	4.8%	5.2%
FHSP-DLA Graduates (Longitudinal Rate)											
Class of 2024	78.5%	71.5%	78.4%	82.2%	73.5%	78.3%	79.9%	78.4%	49.8%	75.5%	72.9%
Class of 2023	84.3%	78.5%	83.7%	86.8%	82.5%	91.3%	80.8%	84.1%	53.0%	80.7%	77.8%
Texas First-DLA Graduates (Longitudinal Rate)											
Class of 2024	0.1%	0.0%	0.1%	0.1%	0.0%	0.1%	0.0%	0.1%	0.1%	0.1%	0.0%
Class of 2023	0.0%	0.0%	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)											

	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2024	89.5%	84.8%	88.8%	91.6%	86.2%	96.5%	86.4%	89.3%	67.4%	86.7%	85.2%
Class of 2023	88.6%	84.0%	87.8%	90.7%	87.1%	96.3%	84.8%	88.6%	65.5%	85.5%	82.9%
RHSP/DAP Graduates (Annual Rate)											
2023-24	24.6%	14.7%	19.5%	35.2%	0.0%	42.9%	0.0%	50.0%	50.0%	13.7%	11.4%
2022-23	38.4%	22.8%	38.9%	47.7%	0.0%	27.3%	0.0%	42.9%	44.1%	30.1%	30.4%
FHSP-E Graduates (Annual Rate)											
2023-24	11.0%	13.3%	10.5%	9.5%	12.6%	18.3%	6.6%	10.8%	17.0%	11.4%	12.5%
2022-23	4.4%	5.6%	4.2%	4.1%	4.7%	5.0%	4.5%	4.6%	12.1%	4.9%	5.2%
FHSP-DLA Graduates (Annual Rate)											
2023-24	76.9%	69.4%	76.5%	80.9%	72.5%	77.4%	77.7%	76.9%	46.4%	73.7%	71.2%
2022-23	82.5%	76.3%	81.8%	85.4%	80.3%	90.6%	78.7%	82.5%	48.7%	78.8%	76.2%
Texas First-DLA Graduates (Annual Rate)											
2023-24	0.1%	0.0%	0.1%	0.1%	0.0%	0.2%	0.0%	0.1%	0.0%	0.1%	0.1%
2022-23	0.1%	0.0%	0.0%	0.1%	0.0%	0.1%	0.0%	0.1%	0.0%	0.1%	0.0%
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)											
2023-24	87.8%	82.6%	87.0%	90.4%	84.7%	95.7%	84.2%	87.7%	63.4%	85.0%	83.7%
2022-23	86.8%	81.8%	85.8%	89.4%	84.7%	95.6%	83.1%	87.0%	60.8%	83.6%	81.4%

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

Academic Year	State	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%	74.4%	80.5%	85.7%	76.9%	93.2%	77.9%	82.4%	85.1%	78.9%	76.2%
2022-23	76.3%	66.2%	75.0%	81.1%	71.8%	90.9%	67.6%	75.1%	82.9%	72.4%	68.4%
College Ready Graduates											
College Ready (Annual Graduates)											
2023-24	70.0%	62.6%	67.1%	75.0%	65.3%	90.5%	65.5%	72.2%	67.4%	64.7%	60.8%
2022-23	61.9%	50.1%	58.3%	69.5%	58.7%	87.5%	56.6%	64.0%	63.2%	54.6%	47.3%
TSI Criteria Graduates in English Language Arts (Annual Graduates)											
2023-24	69.5%	63.5%	65.1%	76.3%	65.6%	90.4%	70.0%	75.0%	33.0%	62.7%	54.9%
2022-23	62.8%	52.0%	57.6%	72.4%	61.6%	88.0%	60.8%	68.7%	24.3%	53.8%	40.4%
TSI Criteria Graduates in Mathematics (Annual Graduates)											
2023-24	63.2%	57.0%	59.8%	67.8%	59.0%	88.1%	60.6%	66.0%	30.1%	57.8%	54.3%
2022-23	54.3%	42.8%	49.7%	62.1%	52.7%	85.3%	51.7%	57.7%	20.8%	46.5%	38.9%
TSI Criteria Graduates in Both Subjects (Annual Graduates)											
2023-24	57.4%	50.5%	53.0%	63.5%	53.0%	85.4%	55.8%	61.8%	24.2%	50.8%	45.7%
2022-23	48.4%	36.5%	42.9%	57.7%	46.8%	82.4%	47.0%	53.2%	15.4%	39.5%	30.0%
AP / IB Met Criteria in Any Subject (Annual Graduates)											
2023-24	21.0%	9.3%	17.2%	26.0%	17.6%	61.3%	16.0%	25.5%	2.2%	13.8%	13.8%
2022-23	20.4%	8.7%	16.6%	25.4%	15.5%	59.5%	12.2%	24.3%	2.0%	13.2%	12.6%
Associate Degree (Annual Graduates)											
2023-24	3.1%	2.6%	4.0%	1.7%	2.8%	3.5%	2.1%	2.1%	0.3%	3.5%	1.7%
2022-23	2.5%	2.0%	3.2%	1.5%	2.2%	2.7%	2.1%	1.7%	0.2%	2.7%	0.8%
Dual Course Credits in Any Subject (Annual Graduates)											
2023-24	25.1%	17.1%	23.0%	31.2%	23.2%	35.1%	19.0%	24.5%	4.0%	20.2%	10.9%
2022-23	23.6%	15.8%	21.5%	29.7%	21.7%	32.2%	20.4%	21.9%	3.4%	18.7%	8.9%
Onramps Course Credits (Annual Graduates)											
2023-24	5.7%	3.6%	4.9%	7.6%	4.3%	8.0%	7.6%	6.6%	0.6%	3.9%	2.2%
2022-23	4.8%	2.7%	4.1%	6.4%	3.5%	7.0%	4.5%	5.7%	0.4%	3.3%	1.8%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)											
2023-24	6.0%	7.6%	6.2%	5.6%	5.8%	2.1%	3.6%	5.2%	63.4%	7.0%	8.3%
2022-23	5.6%	7.6%	5.8%	5.1%	5.5%	1.7%	3.3%	5.2%	60.8%	6.5%	8.3%
Career / Military Ready Graduates											
Career or Military Ready (Annual Graduates)											
2023-24	38.1%	31.7%	40.0%	39.4%	36.1%	30.6%	34.2%	34.1%	48.1%	39.2%	36.1%

Academic Year	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2022-23	36.4%	31.3%	39.2%	35.4%	34.0%	28.2%	26.5%	30.1%	47.0%	38.6%	37.6%
Approved Industry-Based Certification (Annual Graduates)											
2023-24	34.9%	27.1%	36.7%	36.7%	32.8%	29.3%	29.9%	31.0%	24.2%	35.3%	32.5%
2022-23	33.4%	26.9%	36.2%	32.8%	30.8%	27.0%	23.5%	27.7%	22.9%	35.2%	34.0%
Graduates with Level I or Level II Certificate (Annual Graduates)											
2023-24	1.1%	0.7%	1.4%	0.7%	0.8%	0.5%	0.7%	0.6%	0.7%	1.3%	1.3%
2022-23	0.8%	0.5%	1.1%	0.5%	0.7%	0.4%	0.5%	0.3%	0.5%	1.0%	1.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)											
2023-24	2.7%	4.3%	2.7%	2.5%	3.2%	0.9%	2.6%	2.7%	28.3%	3.4%	3.3%
2022-23	2.7%	4.2%	2.6%	2.4%	3.3%	1.0%	2.4%	2.3%	28.1%	3.1%	3.5%
U.S. Armed Forces Enlistment (Annual Graduates)											
2023-24	0.7%	0.6%	0.7%	0.8%	0.5%	0.3%	1.2%	0.7%	0.3%	0.8%	0.5%
2022-23	0.6%	0.5%	0.6%	0.6%	0.5%	0.3%	0.9%	0.5%	0.3%	0.7%	0.5%

- 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	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%	14.4%	21.3%	21.3%	17.2%	16.9%	16.3%	19.4%	4.2%	18.9%	9.7%
	2022-23	21.0%	15.2%	22.2%	21.8%	20.0%	18.6%	18.1%	19.6%	3.8%	19.6%	8.4%
Mathematics	2023-24	21.3%	16.1%	22.0%	22.6%	18.6%	22.1%	19.0%	20.4%	4.5%	19.5%	13.5%
	2022-23	19.9%	14.6%	20.1%	21.7%	17.1%	21.8%	17.8%	19.0%	3.6%	17.9%	10.5%
Both Subjects	2023-24	12.7%	8.1%	13.7%	13.0%	10.4%	12.8%	9.4%	11.4%	2.0%	11.8%	6.5%
	2022-23	12.5%	7.9%	13.2%	13.1%	10.9%	13.5%	11.0%	11.2%	1.6%	11.3%	5.0%
Completed and Received Credit for College Prep Courses (Annual Graduates)												
English Language Arts	2023-24	26.6%	33.6%	30.2%	19.3%	26.4%	11.7%	29.4%	22.4%	24.9%	32.3%	41.1%
	2022-23	18.2%	20.4%	21.4%	13.6%	18.3%	7.1%	23.0%	14.7%	16.7%	22.2%	28.1%
Mathematics	2023-24	29.5%	36.5%	33.7%	21.9%	28.4%	11.2%	31.4%	25.0%	24.7%	35.3%	41.8%
	2022-23	20.2%	22.2%	23.9%	15.0%	21.3%	7.1%	21.3%	16.3%	16.1%	24.3%	28.3%
Both Subjects	2023-24	20.2%	26.4%	23.7%	13.4%	19.6%	7.2%	22.9%	16.0%	18.6%	25.6%	33.4%
	2022-23	12.5%	14.0%	15.2%	8.5%	11.8%	4.1%	14.6%	9.2%	10.8%	15.8%	20.6%
AP/IB-Results (Participation) (Grades 11-12)												
All Subjects	2024	25.7%	17.2%	23.1%	27.4%	21.6%	63.9%	21.3%	28.0%	4.2%	19.9%	18.5%
	2023	24.2%	15.9%	21.4%	26.3%	19.8%	61.5%	19.5%	26.9%	3.6%	18.2%	15.6%
English Language Arts	2024	14.6%	10.5%	12.5%	15.2%	11.4%	40.6%	11.6%	17.2%	2.1%	10.9%	8.2%
	2023	13.8%	9.8%	11.7%	14.8%	10.8%	39.1%	10.8%	16.1%	1.7%	10.0%	6.8%
Mathematics	2024	9.6%	4.8%	7.2%	10.5%	7.4%	39.6%	8.0%	11.4%	1.2%	6.2%	4.8%
	2023	7.4%	3.5%	5.2%	8.4%	5.8%	34.5%	5.0%	9.2%	0.9%	4.4%	2.8%
Science	2024	10.9%	5.6%	8.0%	13.0%	9.3%	41.1%	8.2%	13.1%	1.3%	6.7%	5.1%
	2023	10.3%	5.6%	7.6%	12.2%	7.9%	38.4%	8.7%	12.7%	1.1%	6.4%	4.2%
Social Studies	2024	13.7%	9.1%	11.3%	14.9%	11.0%	41.9%	11.2%	16.1%	2.1%	9.8%	7.8%
	2023	13.1%	8.5%	10.7%	14.5%	10.0%	40.5%	11.4%	15.7%	1.7%	9.1%	6.3%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)												
All Subjects	2024	56.9%	38.8%	43.5%	71.3%	57.2%	83.1%	56.4%	70.8%	33.0%	40.3%	36.9%
	2023	53.3%	34.1%	39.9%	67.0%	53.6%	79.5%	47.4%	66.0%	30.4%	36.7%	34.9%
English Language Arts	2024	48.8%	31.1%	30.0%	67.4%	44.4%	79.3%	54.9%	66.3%	20.0%	26.5%	8.5%
	2023	52.3%	35.5%	33.2%	70.3%	55.4%	81.4%	57.1%	68.2%	22.7%	29.9%	8.6%
Mathematics	2024	53.4%	37.1%	32.3%	67.3%	60.5%	76.2%	62.6%	67.9%	30.2%	30.8%	18.3%
	2023	50.1%	31.3%	27.3%	62.1%	51.8%	72.6%	48.3%	62.2%	29.6%	26.1%	13.3%
Science	2024	46.1%	29.3%	24.9%	59.0%	48.3%	70.5%	40.2%	59.9%	24.0%	23.1%	9.0%
	2023	44.8%	26.4%	23.7%	58.7%	40.7%	68.8%	38.2%	58.2%	26.4%	21.6%	8.1%

	Academic Year	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2024	56.8%	41.9%	36.4%	75.1%	56.0%	83.8%	53.2%	74.4%	30.1%	33.2%	15.5%
	2023	42.0%	26.4%	22.4%	57.4%	42.9%	70.8%	33.8%	57.0%	20.3%	20.0%	6.6%
SAT/ACT Results (Annual Graduates)												
Tested	2023-24	79.1%	78.0%	76.8%	80.5%	75.0%	97.4%	81.5%	81.4%	53.1%	74.3%	73.4%
	2022-23	79.3%	79.7%	76.5%	80.9%	78.3%	97.0%	76.7%	82.0%	52.0%	74.4%	73.0%
At/Above Criterion for All Examinees	2023-24	28.8%	14.8%	17.4%	45.4%	28.3%	72.7%	23.9%	39.4%	4.5%	15.0%	4.4%
	2022-23	28.9%	14.4%	17.4%	45.7%	27.7%	72.2%	27.5%	38.7%	4.0%	14.7%	3.5%
Average SAT Score (Annual Graduates)												
All Subjects	2023-24	975	894	912	1064	970	1215	957	1039	780	895	809
	2022-23	978	891	917	1066	968	1215	969	1039	784	899	809
English Language Arts and Writing	2023-24	496	458	465	542	491	600	489	530	395	456	406
	2022-23	497	455	466	543	491	600	489	529	397	457	405
Mathematics	2023-24	479	436	447	522	479	615	468	509	385	439	403
	2022-23	482	436	451	523	477	616	479	509	387	442	404
Average ACT Score (Annual Graduates)												
All Subjects	2023-24	19.3	16.5	17.2	21.9	19.5	26.2	19.0	20.9	14.2	16.8	14.7
	2022-23	19.2	16.3	17.0	21.9	19.0	26.2	18.2	21.1	14.0	16.6	14.1
English Language Arts	2023-24	19.0	16.1	16.8	21.9	19.2	26.3	18.7	20.9	13.2	16.3	13.5
	2022-23	18.8	15.9	16.5	21.9	18.6	26.2	17.8	21.1	13.0	16.0	12.9
Mathematics	2023-24	19.0	16.4	17.2	21.2	18.9	26.2	19.1	20.3	14.7	16.8	15.4
	2022-23	18.9	16.2	17.1	21.3	18.7	26.0	18.2	20.5	14.7	16.7	15.0
Science	2023-24	19.6	17.0	17.8	22.0	19.9	25.6	19.0	21.1	15.2	17.3	15.7
	2022-23	19.5	16.8	17.6	22.1	19.5	25.6	18.6	21.3	14.9	17.2	15.1

- 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	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%	36.9%	42.8%	50.2%	42.7%	75.3%	39.4%	46.1%	19.9%	40.2%	33.8%
	2022-23	45.4%	36.1%	43.2%	49.0%	41.6%	74.2%	39.6%	44.9%	19.6%	40.0%	33.4%
English Language Arts	2023-24	17.8%	14.2%	16.0%	20.1%	16.0%	33.8%	15.2%	18.7%	4.3%	14.4%	9.7%
	2022-23	17.4%	13.7%	15.8%	19.5%	15.6%	32.8%	14.5%	17.5%	4.3%	14.1%	9.4%
Mathematics	2023-24	19.4%	14.2%	16.6%	23.3%	17.0%	41.3%	17.7%	20.1%	6.3%	15.3%	10.2%
	2022-23	19.5%	14.3%	17.0%	23.0%	17.6%	40.5%	18.5%	20.1%	6.2%	15.5%	10.2%
Science	2023-24	21.9%	17.1%	19.6%	25.6%	18.7%	39.2%	19.6%	22.4%	9.1%	18.4%	12.4%
	2022-23	21.5%	16.7%	19.5%	24.8%	19.3%	37.7%	19.3%	21.8%	9.1%	18.1%	12.1%
Social Studies	2023-24	24.5%	17.7%	20.3%	29.1%	22.0%	60.8%	20.9%	27.3%	3.7%	18.1%	11.8%
	2022-23	24.0%	16.8%	20.5%	28.0%	21.0%	58.7%	20.6%	26.3%	3.6%	17.9%	11.5%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)												
	2022-23	***	***	***	***	***	***	***	***	***	***	***
	2021-22	47.6%	44.6%	45.2%	50.6%	39.9%	63.6%	34.4%	46.5%	24.6%	41.8%	29.1%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course												
	2022-23	***	***	***	***	***	***	***	***	***	***	***
	2021-22	53.6%	36.4%	46.9%	64.2%	52.4%	83.4%	58.2%	59.3%	14.9%	42.8%	22.0%

- 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	
Student Information	**Count**	**Percent**	**Count**	**Percent**
Total Students	**5,530,499**	**100.0%**	**5,544,255**	**100.0%**
Students by Grade				
Early Childhood Education	18,464	0.3%	26,099	0.5%
Pre-Kindergarten	249,407	4.5%	249,875	4.5%
Pre-Kindergarten: 3-year Old	43,727	0.8%	43,914	0.8%
Pre-Kindergarten: 4-year Old	205,680	3.7%	205,961	3.7%
Kindergarten	359,286	6.5%	359,871	6.5%
Grade 1	377,900	6.8%	378,335	6.8%
Grade 2	389,823	7.0%	390,170	7.0%
Grade 3	406,424	7.3%	406,747	7.3%
Grade 4	405,454	7.3%	405,715	7.3%
Grade 5	404,900	7.3%	405,128	7.3%
Grade 6	404,802	7.3%	404,988	7.3%
Grade 7	407,375	7.4%	407,512	7.4%
Grade 8	410,722	7.4%	410,871	7.4%
Grade 9	459,854	8.3%	460,045	8.3%
Grade 10	439,300	7.9%	439,519	7.9%
Grade 11	410,245	7.4%	410,503	7.4%
Grade 12	386,543	7.0%	388,877	7.0%
Ethnic Distribution				
African American	706,216	12.8%	707,648	12.8%
Hispanic	2,961,084	53.5%	2,967,187	53.5%
White	1,347,596	24.4%	1,352,852	24.4%
American Indian	18,175	0.3%	18,224	0.3%
Asian	307,983	5.6%	308,431	5.6%
Pacific Islander	8,729	0.2%	8,744	0.2%
Two or More Races	180,716	3.3%	181,169	3.3%
Sex				
Female	2,702,798	48.9%	2,707,618	48.8%
Male	2,827,701	51.1%	2,836,637	51.2%
Other Student Cohorts				
Economically Disadvantaged	3,346,090	60.5%	3,349,612	60.4%
Non-Educationally Disadvantaged	2,184,409	39.5%	2,194,643	39.6%
Section 504 Students	375,297	6.8%	375,601	6.8%
EB Students/EL	1,343,669	24.3%	1,345,042	24.3%
Students w/ Disciplinary Placements (2023-24)	122,515	2.1%		
Students w/ Dyslexia	356,584	6.4%	356,830	6.4%
Foster Care	11,656	0.2%	11,713	0.2%

	Membership		Enrollment	
Student Information	**Count**	**Percent**	**Count**	**Percent**
Homeless	77,954	1.4%	78,060	1.4%
Immigrant	193,676	3.5%	193,831	3.5%
Migrant	13,377	0.2%	13,426	0.2%
Title I	3,683,060	66.6%	3,689,382	66.5%
Military Connected	229,259	4.1%	229,370	4.1%
At-Risk	2,960,262	53.5%	2,963,913	53.5%
Students by Instructional Program				
Bilingual/ESL Education	1,344,546	24.3%	1,345,594	24.3%
Career and Technical Education	1,531,679	27.7%	-	-
Career and Technical Education (9-12 grades only)	1,254,694	74.0%	-	-
Gifted and Talented Education	483,301	8.7%	483,373	8.7%
Special Education	846,876	15.3%	856,651	15.5%
Students with Disabilities by Type of Primary Disability				
Total Students with Disabilities	**843,012**			
Students with Intellectual Disabilities	407,120	48.3%		
Students with Physical Disabilities	143,568	17.0%		
Students with Autism	141,526	16.8%		
Students with Behavioral Disabilities	137,182	16.3%		
Students with Non-Categorical Early Childhood	13,616	1.6%		
Mobility (2023-24)				
Total Mobile Students	**882,523**	**16.4%**		
African American	180,657	3.3%		
Hispanic	481,794	8.9%		
White	157,650	2.9%		
American Indian	3,546	0.1%		
Asian	27,084	0.5%		
Pacific Islander	1,905	0.0%		
Two or More Races	29,887	0.6%		
Special Ed Students who are Mobile	149,136	17.3%		
Count and Percent of EB Students/EL who are Mobile	233,506	17.9%		
Count and Percent of Econ Dis Students who are Mobile	645,101	19.0%		
Student Attrition (2023-24)				
Total Student Attrition	**765,408**	**18.0%**		

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

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

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

Class Size Information	State
Elementary	
Kindergarten	18.9
Grade 1	19.2
Grade 2	19.4
Grade 3	20.1
Grade 4	20.0
Grade 5	21.3
Grade 6	19.8
Secondary	
English/Language Arts	16.4
Foreign Languages	18.9
Mathematics	17.8
Science	18.9
Social Studies	18.9

Texas Education Agency
2024-25 Staff Information (TAPR)
State

	State	
Staff Information	**Count**	**Percent**
Total Staff	**764,857.7**	**100.0%**
Professional Staff	487,682.3	63.8%
Teachers	369,689.2	48.3%
Professional Support	82,751.4	10.8%
Campus Administration (School Leadership)	25,687.5	3.4%
Central Administration	9,554.2	1.2%
Educational Aides	81,972.7	10.7%
Auxiliary Staff	195,202.8	25.5%
Librarians and Counselors (Headcount)		
Full-time Librarians	4,125.0	n/a
Part-time Librarians	583.0	n/a
Full-time Counselors	13,704.0	n/a
Part-time Counselors	1,298.0	n/a
Total Minority Staff	**423,307.3**	**55.3%**
Teachers by Ethnicity		
African American	47,165.6	12.8%
Hispanic	114,597.9	31.0%
White	193,115.3	52.2%
American Indian	1,235.8	0.3%
Asian	8,295.0	2.2%
Pacific Islander	466.9	0.1%
Two or More Races	4,812.6	1.3%
Teachers by Sex		
Males	90,958.2	24.6%
Females	278,731.0	75.4%
Teachers by Highest Degree Held		
No Degree	8,698.9	2.4%
Bachelors	264,052.9	71.4%
Masters	93,864.5	25.4%
Doctorate	3,072.9	0.8%
Teachers by Years of Experience		
Beginning Teachers	26,999.3	7.3%
1-5 Years Experience	104,446.4	28.3%
6-10 Years Experience	72,857.4	19.7%
11-20 Years Experience	101,940.9	27.6%
21-30 Years Experience	52,207.3	14.1%
Over 30 Years Experience	11,237.9	3.0%
Number of Students per Teacher	15.0	n/a

Staff Information	State
Experience of Campus Leadership	
Average Years Experience of Principals	6.0
Average Years Experience of Principals with District	5.1
Average Years Experience of Assistant Principals	5.1
Average Years Experience of Assistant Principals with District	4.3
Average Years Experience of Teachers	11.2
Average Years Experience of Teachers with District	7.0
Average Teacher Salary by Years of Experience (regular duties only)	
Beginning Teachers	$55,689
1-5 Years Experience	$59,266
6-10 Years Experience	$62,607
11-20 Years Experience	$66,353
21-30 Years Experience	$70,976
Over 30 Years Experience	$75,042
Average Actual Salaries (regular duties only)	
Teachers	$63,751
Professional Support	$75,909
Campus Administration (School Leadership)	$88,786
Central Administration	$118,447
Instructional Staff Percent	64.8%
Turnover Rate for Teachers	18.8%
Staff Exclusions	
Shared Services Arrangement Staff: Professional Staff	1,167.5
Educational Aides	197.4
Auxiliary Staff	398.6
Contracted Instructional Staff	1,637.7

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

Texas Education Agency
2024-25 Staff Information (TAPR)
State

	State	
Program Information	**Count**	**Percent**
Teachers by Program (population served)		
Bilingual/ESL Education	23,158	6.3%
Career and Technical Education	20,492	5.5%
Compensatory Education	9,613	2.6%
Gifted and Talented Education	5,840	1.6%
Regular Education	255,127	69.0%
Special Education	42,196	11.4%
Other	13,272	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) Glossary

Cover

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).

- *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

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

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

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

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

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

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

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

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

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

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

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

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

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

5-Year Extended Longitudinal Rate

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

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

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

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

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

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

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

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

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

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

(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:

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

(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:

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

(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:

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

** 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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number of graduates in the Class of 2024 who complete a 4-year RHSP or DAP

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.

number of graduates in the Class of 2024 who complete a 4-year FHSP-E

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.

number of graduates in the Class of 2024 who complete a 4-year FHSP-DLA

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.

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

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.

number of graduates in SY 2023-24 reported with graduation codes for RHSP or DAP

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

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

The percentages are calculated as follows:

English Language Arts.

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

Mathematics.

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

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

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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).

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

2024–25 Texas Academic Performance Report (TAPR) Glossary

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)*

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All Subjects.

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

English Language Arts.

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

Mathematics.

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

Science.

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

Social Studies.

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

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

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

All Subjects.

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

English Language Arts.

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

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:

2024–25 Texas Academic Performance Report (TAPR) Glossary

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

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.

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

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

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).

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

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)

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

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

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

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

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

The following rules apply to the average class sizes:

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

(Data source: PEIMS StaffEducationOrganizationAssignmentAssociation Entity and StaffSectionAssociation Entity)

Staff Information (2024–25)

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

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

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

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

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.

Glosario del informe de desempeño académico de Texas (TAPR), 2024-2025

Portada

Calificación de rendición de cuentas del año 2025: la calificación general obtenida por el distrito o campus para el año 2025.

Estado de determinación para recibir educación especial en el año 2025 (solo TAPR distrital): esta etiqueta representa un estado integrado de nivel de determinación en función de una evaluación de los indicadores de rendición de cuentas orientados a resultados (RDA) de cada agencia educativa local (LEA) en el área de programas de educación especial y cuatro elementos exigidos a nivel federal (FRE), que incluyen los indicadores de cumplimiento 9, 10, 11, 12 y 13 del Plan de Desempeño Estatal (SPP); integridad de datos; incumplimiento sin corregir; y conclusiones de auditorías financieras. Cada LEA recibe uno de los cuatro niveles de determinación para recibir educación especial (DL):
Cumple con los requisitos
Necesita asistencia
Necesita intervención
Intervención significativa

Examen de aptitud vocacional para las Fuerzas Armadas (ASVAB) del año 2025 (exploración de carreras profesionales) *(distritos que atienden de 10.° a 12.° grado):* el Proyecto de Ley 1843 del Senado exige que, durante cada año escolar, cada distrito escolar y escuela autónoma de inscripción abierta brinde a los estudiantes de 10.° a 12.° grado la oportunidad de tomar el examen ASVAB y consultar con un reclutador militar. *(Fuente de datos: PEIMS E1625 [ArmedServicesVocAptBattery])*.

Desempeño

Evaluación de preparación académica del estado de Texas (STAAR): un programa integral de exámenes para estudiantes de escuelas públicas de 3.° a 8.° grado o cursos de escuela preparatoria con evaluaciones de fin de curso (EOC). El programa STAAR está pensado para medir hasta qué punto un estudiante ha aprendido, comprendido y es capaz de aplicar los conceptos y habilidades esperados en cada grado escolar o después de finalizar cada curso para el que existe una evaluación EOC. Cada evaluación STAAR está vinculada directamente a los exámenes de conocimientos y habilidades esenciales de Texas (TEKS). Los exámenes TEKS son los estándares de contenido exigidos por el estado que describen lo que un estudiante debe saber y poder hacer al finalizar un curso. Para obtener más información sobre los exámenes TEKS, consulte el sitio web "Texas Essential Knowledge and Skills" [Conocimientos y habilidades esenciales de Texas] en http://tea.texas.gov/curriculum/teks/.

Otra información importante:

STAAR (con y sin adaptaciones) y STAAR alternativa 2. Los TAPR y el sistema de informes de desempeño de Texas (TPRS) incluyen el desempeño en los exámenes STAAR y STAAR alternativa 2.

STAAR en español. Todas las evaluaciones STAAR en 3.°, 4.° y 5.° grado están disponibles tanto en inglés como en español. Los TAPR y el TPRS incluyen el desempeño respecto al examen STAAR en español.

Redondeo de resultados del examen STAAR. El desempeño en el examen STAAR que se muestra en los TAPR y en el TPRS se redondea a números enteros. Por ejemplo, 49.877 % se redondea a 50 %, 49.4999 % se redondea a 49 % y 59.5 % se redondea a 60 %.

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Enmascaramiento. Las tasas de desempeño del examen STAAR están enmascaradas cuando sea necesario para cumplir con la Ley FERPA. Para obtener más información, consulte la explicación del enmascaramiento en https://rptsvr1.tea.texas.gov/perfreport/tapr/2025/masking.html.

Glosario del informe de desempeño académico de Texas (TAPR), 2024-2025

Desempeño en el examen STAAR (2024-2025)

La sección “Desempeño en el examen STAAR” muestra los resultados de desempeño por grado, materia y nivel de desempeño para los estudiantes en el subconjunto de rendición de cuentas, que son estudiantes inscritos en el mismo distrito o campus tanto en la fecha de la instantánea (instantánea de PEIMS del otoño) como en la fecha del examen. La sección “Desempeño en el examen STAAR: todos los estudiantes” del TPRS muestra el desempeño en el examen STAAR por grado, materia y nivel de desempeño. Incluye a todos los estudiantes evaluados, independientemente de si se encontraban en el subconjunto de rendición de cuentas.

Materias del examen STAAR por grado:

3.° grado: Lenguaje y Literatura (RLA) y Matemáticas

4.° grado: Lenguaje y Literatura (RLA) y Matemáticas

5.° grado: Lenguaje y Literatura (RLA), Matemáticas y Ciencias

6.° grado: Lenguaje y Literatura (RLA) y Matemáticas

7.° grado: Lenguaje y Literatura (RLA) y Matemáticas

8.° grado: Lengua y Literatura (RLA), Matemáticas, Ciencias y Estudios Sociales

Materias de fin de curso (EOC) del examen STAAR:

Inglés I

Inglés II

Álgebra I

Biología

Historia de los Estados Unidos

Evaluados acelerados:

Examen de aptitud académica (SAT)/Examen de ingreso a universidades estadounidenses (ACT)

Porcentaje en el estándar de grado escolar “Acercándose” o superior. El porcentaje de evaluaciones que satisficieron o superaron el estándar de grado escolar “Acercándose” o superior.

Porcentaje en el estándar de grado escolar “Cumple” o superior. El porcentaje de evaluaciones que satisficieron o superaron el estándar de grado escolar “Cumple” o superior.

Porcentaje en el estándar de grado escolar “Domina”. El porcentaje de evaluaciones que satisficieron el estándar de grado escolar “Domina”.

Tasa de desempeño en el examen STAAR por grado inscrito en estándar de grado escolar “Cumple” o superior tanto en Lectura como en Matemáticas. El porcentaje de estudiantes que tomaron el examen STAAR de Lectura y Matemáticas y satisficieron o superaron el estándar de grado escolar “Cumple” en ambas evaluaciones (excluyendo las evaluaciones EOC).

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Tasa de desempeño en el examen STAAR por grado inscrito en estándar de grado escolar "Cumple" o superior tanto en Lectura como en Matemáticas, incluyendo EOC. El porcentaje de estudiantes que tomaron el examen EOC o STAAR de Lectura y Matemáticas y satisficieron o superaron el estándar de grado escolar "Cumple" en ambas evaluaciones.

Tasa de desempeño en el examen STAAR por grado inscrito en estándar de grado escolar "Cumple" o superior en Lectura, incluyendo EOC. El porcentaje de estudiantes que tomaron el examen STAAR de Lectura o la EOC de Inglés I o II y satisficieron o superaron el estándar de grado escolar "Cumple".

Tasa de desempeño en el examen STAAR por grado inscrito en estándar de grado escolar "Cumple" o superior en Matemáticas, incluyendo EOC. El porcentaje de estudiantes que tomaron el examen STAAR de Matemáticas o la EOC de Álgebra I y satisficieron o superaron el estándar de grado escolar "Cumple".

Progreso (crecimiento anual, aprendizaje acelerado y medida de progreso en el examen STAAR)

Ámbito "Progreso escolar: puntuación de crecimiento anual": es el porcentaje de estudiantes que crecieron académicamente durante al menos un año escolar. Para las evaluaciones STAAR (con o sin adaptaciones), el crecimiento anual se mide mediante una tabla de transición. El crecimiento estudiantil individual se calcula como el cambio entre el desempeño de los estándares de grado escolar "No cumplió, bajo", "No cumplió, alto", "Acercándose, bajo", "Acercándose, alto", "Cumple" y "Domina" del año anterior al actual.

Ámbito "Progreso escolar: aprendizaje acelerado": es el porcentaje de estudiantes que obtuvieron el estándar de grado escolar "No cumplió" en el año anterior y fueron acelerados hasta el estándar de grado escolar "Acercándose" o superior en el año actual.

Las mediciones anteriores se utilizaron para determinar el crecimiento anual y el aprendizaje acelerado en el informe sobre educación bilingüe/ESL.

Educación bilingüe/ESL

Educación bilingüe (BE): programa bilingüe que permite a estudiantes bilingües emergentes (EB) y a aprendices de inglés (EL) a adquirir dominio en comprensión auditiva, expresión oral, lectura y escritura en el idioma inglés mediante el desarrollo de las habilidades de lectoescritura y académicas en el idioma nativo y en inglés. Esta categoría incluye lo siguiente:

- *Salida anticipada transicional de educación bilingüe*. Modelo de programa bilingüe en el que los estudiantes identificados como estudiantes bilingües emergentes y aprendices de inglés reciben servicios tanto en inglés como en otro idioma y están preparados para satisfacer los criterios de reclasificación con el fin de tener éxito en la enseñanza solo en inglés no antes de dos años ni más allá de cinco años después de que el estudiante se inscriba en la escuela.
- *Salida tardía transicional de educación bilingüe*. Modelo de programa bilingüe en el que los estudiantes identificados como estudiantes bilingües emergentes y aprendices de inglés reciben servicios tanto en inglés como en otro idioma y están preparados para satisfacer los criterios de reclasificación con el fin de tener éxito en la enseñanza solo en inglés no antes de seis años ni más allá de siete años después de que el estudiante se inscriba en la escuela.

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- *Educación bilingüe de dos vías y en dos idiomas*. Modelo de programa bilingüe y lectoescritura bilingüe en el que los estudiantes identificados como estudiantes bilingües emergentes o aprendices de inglés se integran con compañeros que no son estudiantes bilingües emergentes o aprendices de inglés, reciben servicios tanto en inglés como en otro idioma y están preparados para satisfacer los criterios de reclasificación con el fin de tener éxito en la enseñanza solo en inglés no antes de seis años ni más allá de siete años después de que el estudiante se inscriba en la escuela. Este modelo ofrece enseñanza continua en lectoescritura y contenido académico en inglés y otro idioma con al menos la mitad de la enseñanza impartida en el idioma del programa distinto del inglés durante el transcurso del programa.
- *Educación bilingüe de una vía y en dos idiomas*. Modelo de programa bilingüe y lectoescritura bilingüe en el que los estudiantes identificados como estudiantes bilingües emergentes y aprendices de inglés reciben servicios tanto en inglés como en otro idioma y están preparados para satisfacer los criterios de reclasificación con el fin de tener éxito en la enseñanza solo en inglés no antes de seis años ni más allá de siete años después de que el estudiante se inscriba en la escuela. Este modelo ofrece enseñanza continua en lectoescritura y contenido académico tanto en el idioma nativo de los estudiantes como en inglés, al menos la mitad de la enseñanza se imparte en el idioma nativo de los estudiantes durante el transcurso del programa.

Inglés como segundo idioma (ESL): un programa de adquisición de inglés que permite a los estudiantes bilingües emergentes (EB) y aprendices de inglés (EL) a adquirir dominio en comprensión auditiva, expresión oral, lectura y escritura en el idioma inglés mediante el uso integrado de métodos de adquisición de un segundo idioma. Esta categoría incluye lo siguiente:

- *ESL basado en contenidos.* Un programa de adquisición de inglés que atiende a estudiantes identificados como estudiantes bilingües emergentes (EB) y aprendices de inglés (EL) mediante enseñanza en inglés por parte de un maestro debidamente certificado en ESL, en virtud de la sección [§] 29.061(c) del Código de Educación de Texas (TEC), a través de Lectura, Lengua y Literatura en inglés, Matemáticas, Ciencias y Estudios Sociales.
- *Refuerzos fuera de clases de ESL*. Un programa de inglés que atiende a estudiantes identificados como estudiantes bilingües emergentes (EB) y aprendices de inglés (EL) mediante enseñanza de inglés por parte de un maestro debidamente certificado en ESL, de conformidad con la sección [§] 29.061(c) del Código de Educación de Texas (TEC) a través de Lectura, Lengua y Literatura en inglés. La enseñanza se brindará por parte del maestro de ESL en un modelo de impartición incluyente o de refuerzo fuera de clases.

Programa de idioma alternativo (ALP): un programa de idioma alternativo ofrecido a estudiantes identificados como estudiantes bilingües emergentes (EB) y aprendices de inglés (EL) para los que la agencia de educación local (LEA) no cuenta con los maestros debidamente certificados para impartir educación bilingüe exigida o el programa de inglés como segundo idioma (ESL) para el año escolar actual. Esta categoría incluye lo siguiente:

- *ALP bilingüe (excepción)*. Un programa de idioma alternativo al programa exigido de educación bilingüe (BE) aprobado por la TEA para el año escolar actual debido a la presentación por parte de la LEA de una solicitud de excepción de educación bilingüe.

- *ALP ESL (exención)*. Un programa de idioma alternativo al programa exigido de inglés como segundo idioma (ESL) aprobado por la TEA para el año escolar actual debido a la presentación por parte de la LEA de una solicitud de exención de ESL.

Estudiantes bilingües emergentes (EB) y aprendices de inglés (EL): El recuento y porcentaje de estudiantes cuyo idioma nativo no es el inglés y que están en el proceso de adquirir el inglés. Como resultado de la 87.° Legislatura de Texas, el término "estudiante bilingüe emergente" sustituyó el término "estudiante con dominio limitado del inglés (LEP)" utilizado en el subcapítulo B del capítulo 29 del Código de Educación de Texas (TEC) y, por lo tanto, cambiará el término "aprendiz de inglés (EL)" utilizado en el subcapítulo BB, capítulo 89, título 19, Código Administrativo de Texas (TAC). Estos términos describen al mismo grupo de estudiantes de Texas. En los estándares de datos educativos de Texas (TEDS) modificados, los términos "bilingüe emergente" y "aprendiz de inglés" se han fusionado como EB/EL. El término "aprendiz de inglés" todavía se utiliza en las regulaciones y directrices federales. Esta categoría incluye lo siguiente:

- *EB/EL con negación de los padres.* Estudiantes identificados como estudiantes bilingües emergentes (EB)/aprendices de inglés (EL) y cuyos padres han negado todos los servicios de programas bilingües y de ESL.
- *EB/EL sin identificar.* Estudiantes que nunca han sido identificados como estudiantes bilingües emergentes (EB)/aprendices de inglés (EL) (estudiantes que no son EB ni EL).
- *EB/EL en total (actuales).* Estudiantes actualmente identificados como EB/EL, incluyendo aquellos atendidos en un programa bilingüe estándar o alternativo o ESL, así como aquellos a quienes los padres les han negado servicios.
- *EB/EL monitoreados y antiguos.* Estudiantes que alguna vez fueron identificados como EB/EL, pero que se han reclasificado como con dominio del inglés, incluyendo estudiantes dentro de sus cuatro años de monitoreo estatal y federal y aquellos más allá de los años de monitoreo.

Participación en evaluaciones STAAR (2024-2025)

Este *Informe de desempeño académico de Texas* (TAPR) facilita la tasa de participación en evaluaciones estatales tal como se utiliza en la rendición de cuentas estatal. Esta tasa de participación incluye a los estudiantes que se consideran participantes para fines de notificación estatal, pero están excluidos de la tasa de participación federal. El informe explica la tasa de participación en todos los exámenes, Lectura, Matemáticas, Ciencias, Estudios Sociales y evaluados acelerados, y qué evaluaciones y estudiantes se incluyen o excluyen de la rendición de cuentas.

Participantes en evaluaciones

- Evaluaciones STAAR:
  - Incluye evaluaciones STAAR y STAAR alternativa 2 con un código de puntuación de "S".
- Evaluaciones STAAR alternativa 2:
  - Incluye evaluaciones con un código de puntuación de "N".
- Evaluaciones STAAR de Lenguaje y Literatura (RLA):
  - Incluye evaluaciones STAAR y STAAR alternativa 2 con un código de puntuación de "A" u "O", siempre y cuando una evaluación TELPAS o TELPAS alternativa tenga un código de puntuación de "S".
- Evaluaciones STAAR de Matemáticas:

    - Incluye evaluaciones con un código de puntuación de “A” u “O”, siempre y cuando una evaluación TELPAS o TELPAS alternativa tenga un código de puntuación de “S” tanto para personas asiladas o refugiadas por un año como para estudiantes con educación formal interrumpida (SIFE).
- Evaluados acelerados:
    - Esto incluye los resultados de la sección Escritura y Lectura de Base Empírica (EBRW) del examen SAT, de la sección Lengua y Literatura en inglés (ELA) del examen ACT, de la sección Ciencias de examen ACT y de la sección Matemáticas de los exámenes SAT y ACT para estudiantes que finalizan una evaluación STAAR de fin de curso (EOC) en el estándar de grado escolar “Acercándose” o superior en Álgebra I, inglés II o Biología antes de 9.° grado.

Se incluye en rendición de cuentas:

- Esto representa la tasa de participación en evaluaciones estatales utilizada en mediciones estatales de rendición de cuentas.
- Incluye a todos los participantes indicados con anterioridad, excepto a los estudiantes clasificados bajo la categoría “Móvil” u “Otras exclusiones”.

No se incluye en rendición de cuentas:

- *Móvil.* Se refiere al porcentaje de evaluaciones excluidas de la tasa de “Se incluyen en rendición de cuentas” porque los estudiantes se inscribieron en el distrito o campus después de la fecha de la instantánea de otoño del sistema de gestión de información de educación pública (PEIMS) del sistema de datos estudiantiles de Texas (TSDS).
- *Otras exclusiones.* Se refiere al porcentaje de evaluaciones excluidas de la tasa de “Se incluyen en rendición de cuentas” por las siguientes razones:
    - Evaluaciones STAAR (STAAR y STAAR alternativa 2) con códigos de puntuación “A” u “O” que NO tienen una evaluación TELPAS o TELPAS alternativa correspondiente con un código de puntuación “S”.
    - Evaluaciones STAAR alternativa 2 con un código de puntuación de “N”.
    - Documentos de respuestas de estudiantes bilingües emergentes (EB)/aprendices de inglés (EL) que han estado en la escuela en los Estados Unidos durante un año.
    - Otras exclusiones especificadas en el apéndice G del *Manual de rendición de cuentas del año 2025*.

Sin evaluar

- Las evaluaciones que no se consideran en la tasa de participación incluyen lo siguiente:
    - Ausente: evaluaciones con un código de puntuación de “A”.
    - Otro: evaluaciones con un código de puntuación de “O”.
    - Evaluados acelerados: evaluados acelerados que no tomaron una evaluación SAT/ACT.

El denominador de participación es la suma de las siguientes cinco categorías: “Se incluye en rendición de cuentas”, “Móvil”, “Otras exclusiones” y “Sin evaluar” (ausente y otro). *La tasa de participación en evaluaciones STAAR* se redondea a un número entero. Por ejemplo, 94.49 % se redondea a 94 %. Los valores pequeños pueden aparecer como cero: 0.4 % se redondea a 0 % y 0.6 % se redondea a 1 %.

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Tasas de asistencia, graduación y deserción escolar (2024-2025)

Tasa de asistencia: el porcentaje de días que los estudiantes estuvieron presentes en función de la asistencia estudiantil durante todo el año escolar. Solo se incluyen los estudiantes de 1.° a 12.° grado en el cálculo.

La asistencia se calcula de la siguiente manera:

Cantidad total de días que los estudiantes de 1.° a 12.° grado estuvieron presentes durante el año escolar 2023-2024

Cantidad total de días que los estudiantes de 1.° a 12.° grado hicieron parte de la membresía durante el año escolar 2023-2024

(Fuente de datos: PEIMS 42400)

Ausentismo crónico: la cantidad sin duplicar de estudiantes de kínder a 12.° grado (K-12) inscritos durante al menos 10 días y ausentes en el transcurso del 10 por ciento o más de los días. El ausentismo crónico se calcula de la siguiente manera:

Cantidad total de estudiantes de kínder a 12.° grado (K-12) inscritos durante al menos 10 días y ausentes durante el 10 por ciento o más días durante el año escolar 2023-2024

Cantidad total de estudiantes de kínder a 12.° grado (K-12) inscritos durante al menos 10 días en el transcurso del año escolar 2023-2024

(Fuente de datos: PEIMS 42400)

Tasa anual de deserción escolar: el porcentaje de estudiantes que abandonan la escuela durante un año escolar. Las tasas anuales de deserción escolar se muestran para los distritos y campus que atienden a 7.° y 8.° grado o a 9.° a 12.° grado. La ley estatal prohíbe incluir a un estudiante que satisfaga cualquiera de los siguientes criterios en los cálculos de la tasa anual de deserción escolar de campus y distrital:

- Un tribunal ordena asistir a un programa de certificado de equivalencia de escuela preparatoria, pero no se ha obtenido un certificado de equivalencia de escuela preparatoria.
- Fue notificado previamente al estado como desertor escolar (las exclusiones previas de deserción escolar no se aplican a los cálculos de medidas de finalización para los campus bajo rendición de cuentas en educación alternativa [AEA]).
- Asistió, pero hizo parte de la membresía para finalidades de asistencia diaria promedio (por ejemplo, estudiantes para cuyos distritos escolares no reciben fondos estatales del programa básico escolar [FSP]).
- Estuvo inicialmente inscrito en una escuela en los Estados Unidos en cualquier grado entre 7.° y 12.° grado en calidad de persona refugiada o asilada no escolarizada, tal y como se define en la sección [§] 39.027(a-1) del Código de Educación de Texas (TEC).
- Asiste a un distrito exclusivamente en función de haber sido detenido en un centro de detención del condado y no es de otro modo un estudiante del distrito en el que se encuentra el centro o está recibiendo servicios de una escuela autónoma de inscripción abierta exclusivamente como resultado de haber sido detenido en el centro.

- Está encarcelado en una cárcel estatal o penitenciaría federal como adulto o como persona certificada para ser juzgada como adulto.
- Es un estudiante que ha sufrido una afección, lesión o enfermedad que requiere atención médica importante y deja al estudiante sin poder asistir a la escuela y asignado a un centro de tratamiento médico o residencial.
- Es un estudiante en una instalación del Departamento de Justicia Juvenil de Texas o en un centro de tratamiento residencial atendido por un distrito escolar público de Texas.
- Tiene al menos 18 años de edad al 1 de septiembre y ha cumplido con los requisitos de créditos para graduarse de la escuela preparatoria; no ha finalizado su programa de educación individualizada (IEP); y está inscrito y recibe servicios del IEP.
- Es un estudiante que (a) tiene al menos 18 años de edad y menos de 26 años de edad; (b) no ha sido reportado con anterioridad como desertor escolar; y (c) no ha estado inscrito en la escuela durante los nueve meses anteriores a inscribirse en un programa de equivalencia de escuela preparatoria, una escuela de recuperación por deserción escolar o un programa de educación para adultos provisto bajo un programa de escuela autónoma con diploma de escuela preparatoria y un programa de escuela autónoma con certificación sectorial (la deserción escolar previa o las exclusiones previas de deserción escolar no se aplican a los cálculos de mediciones de finalización para los campus bajo AEA).

Tasa anual de deserción escolar (7.° y 8.° grado). Esto incluye solo 7.° y 8.° grado. Se calcula de la siguiente manera:

Cantidad de desertores escolares en 7.° y 8.° grado durante el año escolar 2023-2024

Cantidad de estudiantes en 7.° y 8.° grado que asistieron en cualquier momento durante el año escolar 2023-2024

Tasa anual de deserción escolar (9.° a 12.° grado). Esto incluye de 9.° a 12.° grado. Se calcula de la siguiente manera:

Cantidad de desertores escolares en 9.° a 12.° grado durante el año escolar 2023-2024

Cantidad de estudiantes en 9.° a 12.° grado que asistieron en cualquier momento durante el año escolar 2023-2024

Ambas tasas anuales de deserción escolar aparecen en los TAPR de campus, distritales, regionales y estatales. Sin embargo, las tasas anuales de deserción escolar estales y regionales que se informan en los TAPR de campus y distritales se calculan sin las exclusiones requeridas para los cálculos de campus y distritales.

Tenga en cuenta que se utiliza un recuento acumulado de estudiantes en el denominador para todos los cálculos de tasas anuales de deserción escolar. Este método para calcular la tasa de deserción neutraliza el efecto de la movilidad al incluir en el denominador a todos los estudiantes que alguna vez informaron haber asistido al distrito o campus durante el año escolar, sin importar la duración de la inscripción. Para obtener una descripción más completa de las tasas de deserción escolar y exclusión, consulte los informes Secondary School Completion and Dropouts in Texas Public Schools [Deserciones escolares y finalización de escuela secundaria en escuelas públicas de Texas], disponibles en el sitio web de la TEA

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en Completion, Graduation, and Dropout | Texas Education Agency [Finalización, graduación y deserción escolar | Agencia de Educación de Texas].

Para obtener información detallada sobre las fuentes de datos, consulte el apéndice H del Manual de rendición de cuentas del año 2025. *(Fuente de datos: PEIMS 40203, 40110, 42400 y 42500).*

Tasas longitudinales: el estado de un grupo (cohorte) de estudiantes después de cuatro años en escuela preparatoria (*tasa longitudinal de 4 años*), después de cinco años en escuela preparatoria (*tasa longitudinal extendida de 5 años*) o después de seis años en escuela preparatoria (*tasa longitudinal extendida de 6 años*).

Para la *tasa longitudinal de 4 años*, la cohorte está conformada por estudiantes que asistieron por primera vez al noveno grado en 2020-2021. Se les da seguimiento hasta su graduación esperada con la promoción de 2024.

Para la *tasa longitudinal extendida de 5 años*, la cohorte está conformada por estudiantes que asistieron por primera vez al noveno grado en 2019-2020. Se les da seguimiento durante cinco años y se les incluye si se graduaron en un lapso de un año después de su graduación esperada con la promoción de 2023.

Para la *tasa longitudinal extendida de 6 años*, la cohorte está conformada por estudiantes que asistieron por primera vez al noveno grado en 2018-2019. Se les da seguimiento durante seis años y se les incluye si se graduaron en un lapso de dos años después de su graduación esperada con la promoción de 2022.

Información adicional sobre cohortes:

Un estudiante se transfiere a un campus, distrito o cohorte estatal cuando se muda a la cohorte desde otra escuela preparatoria en Texas, desde otro distrito en Texas o desde fuera del estado.

Un estudiante se transfiere fuera de un campus o distrito cuando se muda a otra escuela preparatoria pública en Texas o a otro distrito en Texas. Tenga en cuenta que estos estudiantes son transferidos al grupo de la escuela preparatoria o distrito al que se mudaron. También hay estudiantes que se mudan fuera del estado o del país y estudiantes que se transfieren a escuelas privadas o que reciben educación en casa. Estos tipos de estudiantes transferidos no se pueden rastrear y no se incluyen en los cálculos de tasas longitudinales.

Un estudiante no cambia de cohorte si repite o se salta un grado. Un estudiante que comienza con la cohorte de noveno grado de 2020-2021 permanece en esa cohorte. Un estudiante que comenzó el noveno grado en 2020-2021, pero tarda 5 años en graduarse (es decir, se gradúa en mayo de 2025), todavía es parte de la cohorte de 2024; no se le cambia a la cohorte de 2025. Este estudiante sería considerado un estudiante continuo y se contaría como parte de la cantidad de estudiantes continuos de escuela preparatoria para la promoción de 2024. Esto también es válido para las cohortes longitudinales extendidas de cinco y seis años.

Existen cuatro resultados de los estudiantes que se utilizan para calcular cada tasa longitudinal:

Tasa longitudinal de 4 años

(1) *Graduado:* el porcentaje que recibió su diploma de escuela preparatoria en cuatro años o menos antes del 31 de agosto de 2024 para la cohorte de 2024.

Cantidad de estudiantes de la cohorte que recibieron un diploma de escuela preparatoria antes del 31 de agosto de 2024

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Cantidad de estudiantes en la cohorte de 2024*

(2) *Recepción de un certificado de equivalencia de escuela preparatoria de Texas (TxCHSE):* para la cohorte de 2024, el porcentaje que recibió un certificado de equivalencia de escuela preparatoria de Texas antes del 31 de agosto de 2024. Se calcula de la siguiente manera:

Cantidad de estudiantes de la cohorte que recibieron un TxCHSE antes del 31 de agosto de 2024

Cantidad de estudiantes en la cohorte de 2024*

(3) *Escuela preparatoria continua:* el porcentaje de la cohorte de 2024 que todavía estaba inscrito como estudiante en el otoño después de su graduación prevista. Se calcula de la siguiente manera:

Cantidad de estudiantes de la cohorte que estuvieron inscritos en el otoño del año escolar 2024-2025

Cantidad de estudiantes en la cohorte de 2024*

(4) *Deserción escolar:* el porcentaje de la cohorte de 2024 que abandonó los estudios y no regresó en el otoño del año escolar 2024-2025. Se calcula de la siguiente manera:

Cantidad de estudiantes de la cohorte que abandonaron los estudios antes del otoño del año escolar 2024-2025

Cantidad de estudiantes en la cohorte de 2024*

(5) *Graduados y TxCHSE:* el porcentaje de graduados y receptores de TxCHSE en la cohorte de 2024. Se calcula de la siguiente manera:

Cantidad de estudiantes de la cohorte de 2024 que recibieron un diploma de escuela preparatoria antes del 31 de agosto de 2024 más la cantidad de estudiantes de la cohorte que recibieron un TxCHSE antes del 31 de agosto de 2024

Cantidad de estudiantes en la cohorte de 2024*

(6) *Graduados, TxCHSE y continuadores:* el porcentaje de graduados, receptores de TxCHSE y continuadores en la cohorte de 2024. Se calcula de la siguiente manera:

Cantidad de estudiantes de la cohorte que recibieron un diploma de escuela preparatoria antes del 31 de agosto de 2024
Más
Cantidad de estudiantes de la cohorte que recibieron un TxCHSE antes del 31 de agosto de 2024
Más
Cantidad de estudiantes de la cohorte que estuvieron inscritos en el otoño del año escolar 2024-2025

Cantidad de estudiantes en la cohorte de 2024*

El cálculo de la tasa de graduación se modifica para acreditar campus bajo AEA para graduados, estudiantes continuos (continuadores), receptores de TxCHSE y desertores escolares anteriores que finalizan sus estudios. El componente de tasa de finalización incluye las tasas de cuatro años.

Tasa longitudinal extendida de 5 años

(1) *Graduado:* el porcentaje que recibió su diploma de escuela preparatoria antes del 31 de agosto de 2024 para la cohorte de 2023. Se calcula de la siguiente manera:

Cantidad de estudiantes de la cohorte que recibieron un diploma de escuela preparatoria antes del 31 de agosto de 2024

Cantidad de estudiantes en la cohorte de 2023*

(2) *Recepción de un certificado de equivalencia de escuela preparatoria de Texas (TxCHSE):* Para la cohorte de 2023, el porcentaje que recibió un certificado TxCHSE antes del 31 de agosto de 2024. Se calcula de la siguiente manera:

Cantidad de estudiantes de la cohorte que recibieron un TxCHSE antes del 31 de agosto de 2024

Cantidad de estudiantes en la cohorte de 2023*

(3) *Escuela preparatoria continua:* el porcentaje de la cohorte de 2023 que todavía estaba inscrito como estudiante en el otoño del año escolar **2024-2025.** Se calcula de la siguiente manera:

Cantidad de estudiantes de la cohorte que estuvieron inscritos en el otoño del año escolar 2024-2025

Cantidad de estudiantes en la cohorte de 2023*

(4) *Deserción escolar:* el porcentaje de la cohorte de 2023 que abandonó los estudios y no regresó en el otoño del año escolar **2024-2025**. Se calcula de la siguiente manera:

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Cantidad de estudiantes de la cohorte que abandonaron los estudios antes del otoño del año escolar 2024-2025

Cantidad de estudiantes en la cohorte de 2023*

(5) *Graduados y TxCHSE:* el porcentaje de graduados y receptores de TxCHSE en la cohorte de 2023. Se calcula de la siguiente manera:

Cantidad de estudiantes de la cohorte que recibieron un diploma de escuela preparatoria antes del 31 de agosto de 2024
Más
Cantidad de estudiantes de la cohorte que recibieron un TxCHSE antes del 31 de agosto de 2024

Cantidad de estudiantes en la cohorte de 2023*

(6) *Graduados, TxCHSE y continuadores:* el porcentaje de graduados, receptores de TxCHSE y continuadores en la cohorte de 2023. Se calcula de la siguiente manera:

Cantidad de estudiantes de la cohorte que recibieron un diploma de escuela preparatoria antes del 31 de agosto de 2024
Más
Cantidad de estudiantes de la cohorte que recibieron un TxCHSE antes del 31 de agosto de 2024
Más
Cantidad de estudiantes de la cohorte que estuvieron inscritos en el otoño del año escolar 2024-2025

Cantidad de estudiantes en la cohorte de 2023*

El cálculo de la tasa de graduación se modifica para acreditar campus bajo AEA para graduados, estudiantes continuos (continuadores), receptores de TxCHSE y desertores escolares anteriores que finalizan sus estudios. El componente de tasa de finalización incluye las tasas de cinco años.

Tasa longitudinal extendida de 6 años

(1) *Graduado:* el porcentaje que recibió su diploma de escuela preparatoria antes del 31 de agosto de 2024 para la cohorte de 2022. Se calcula de la siguiente manera:

Cantidad de estudiantes de la cohorte que recibieron un diploma de escuela preparatoria antes del 31 de agosto de 2024

Cantidad de estudiantes en la cohorte de 2022*

(2) *Recepción de un certificado de equivalencia de escuela preparatoria de Texas (TxCHSE):* Para la cohorte de 2022, el porcentaje que recibió un certificado TxCHSE antes del 31 de agosto de 2024. Se calcula de la siguiente manera:

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Cantidad de estudiantes de la cohorte que recibieron un TxCHSE antes del 31 de agosto de 2024

Cantidad de estudiantes en la cohorte de 2022*

(3) *Escuela preparatoria continua:* el porcentaje de la cohorte de 2022 que todavía estaba inscrito como estudiante en el otoño del año escolar **2024-2025.** Se calcula de la siguiente manera:

Cantidad de estudiantes de la cohorte que estuvieron inscritos en el otoño del año escolar 2024-2025

Cantidad de estudiantes en la cohorte de 2022*

(4) *Deserción escolar:* el porcentaje de la cohorte de 2022 que abandonó los estudios y no regresó en el otoño del año escolar **2024-2025**. Se calcula de la siguiente manera:

Cantidad de estudiantes de la cohorte que abandonaron los estudios antes del otoño del año escolar 2024-2025

Cantidad de estudiantes en la cohorte de 2022*

(5) *Graduados y TxCHSE.* el porcentaje de graduados y receptores de TxCHSE en la cohorte de 2022. Se calcula de la siguiente manera:

Cantidad de estudiantes de la cohorte que recibieron un diploma de escuela preparatoria antes del 31 de agosto de 2024
Más
Cantidad de estudiantes de la cohorte que recibieron un TxCHSE antes del 31 de agosto de 2024

Cantidad de estudiantes en la cohorte de 2022*

(6) *Graduados, TxCHSE y continuadores.* el porcentaje de graduados, receptores de TxCHSE y continuadores en la cohorte de 2022. Se calcula de la siguiente manera:

Cantidad de estudiantes de la cohorte que recibieron un diploma de escuela preparatoria antes del 31 de agosto de 2024
Más
Cantidad de estudiantes de la cohorte que recibieron un TxCHSE antes del 31 de agosto de 2024
Más
Cantidad de estudiantes de la cohorte que estuvieron inscritos en el otoño del año escolar 2024-2025

Cantidad de estudiantes en la cohorte de 2022*

El cálculo de la tasa de graduación se modifica para acreditar campus bajo AEA para graduados, estudiantes continuos (continuadores), receptores de TxCHSE y desertores escolares anteriores que finalizan sus estudios. El componente de tasa de finalización incluye las tasas de seis años.

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* La cohorte en el denominador de las fórmulas mostradas anteriormente incluye a aquellos estudiantes que se graduaron, continuaron en la escuela, recibieron un TxCHSE o abandonaron los estudios. No incluye errores de datos ni egresos con los códigos de razón de egreso 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, 88, 89 o 90. Consulte *Tasa anual de deserción escolar* para obtener una lista de todas las exclusiones exigidas por el estatuto estatal para distritos y campus.

Las tasas de graduación, continuación, receptores de TxCHSE y deserción escolar suman 100 % (quizás algunos totales no equivalgan exactamente a 100 % debido al redondeo). Los estudiantes atendidos a través de educación especial que se gradúan con un programa de educación individualizada (IEP) se incluyen como graduados.

Información adicional sobre las tasas federales de graduación

Además del desglose detallado de las tasas longitudinales de cuatro, cinco y seis años, los informes distritales y de campus muestran las tasas federales de graduación para lo siguiente:

(1) *Tasa federal de graduación de 4 años.* Cohorte de estudiantes que asistieron por primera vez a noveno grado en 2020-2021. Se les da seguimiento hasta su graduación esperada con la promoción de 2024. Se calcula de la siguiente manera:

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Cantidad de estudiantes de la cohorte que recibieron un diploma de escuela preparatoria antes del 31 de agosto de 2024

Cantidad de estudiantes en la cohorte de 2024**

(2) *Tasa federal de graduación extendida de cinco años.* Cohorte de estudiantes que asistieron por primera vez a noveno grado en 2019-2020. Se les da seguimiento durante cinco años para ver si se graduaron en un lapso de un año después de su graduación esperada con la promoción de 2023. Se calcula de la siguiente manera:

Cantidad de estudiantes de la cohorte que recibieron un diploma de escuela preparatoria antes del 31 de agosto de 2024

Cantidad de estudiantes en la cohorte de 2023**

(3) *Tasa federal de graduación extendida de seis años.* Cohorte de estudiantes que asistieron por primera vez a noveno grado en 2018-2019. Se les da seguimiento durante seis años para comprobar si se graduaron en un lapso de dos años tras la graduación esperada con la promoción de 2022. Se calcula de la siguiente manera:

Cantidad de estudiantes de la cohorte que recibieron un diploma de escuela preparatoria antes del 31 de agosto de 2024

Cantidad de estudiantes en la cohorte de 2022**

** La cohorte en el denominador anterior incluye a aquellos estudiantes que se graduaron, continuaron en la escuela, recibieron un TxCHSE o abandonaron los estudios. No incluye errores de datos ni egresos con los códigos de razón de egreso 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87 o 90. Los estudiantes con códigos de egreso 88 y 89 están incluidos en las tasas federales.

Un estudiante en una instalación del Departamento de Justicia Juvenil de Texas o en un centro de tratamiento residencial atendido por un distrito escolar público de Texas está excluido de las tasas de graduación distritales y de campus calculadas para fines de rendición de cuentas federal. Los estudiantes atendidos a través de educación especial que se gradúan con un programa de educación individualizada (IEP) se incluyen como graduados.

Para obtener más información sobre estas tasas, consulte el documento *Secondary School Completion and Dropouts in Texas Public Schools* [Deserciones escolares y finalización de escuela secundaria en escuelas públicas de Texas], que se encuentra en el sitio web Completion, Graduation, and Dropout Reports [Informes de finalización, graduación y deserción escolar]. *(Fuente de datos: PEIMS 40203 y archivo de información sobre certificados de equivalencia de escuela preparatoria de Texas)*.

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Programa de graduación: el porcentaje de estudiantes que se graduaron bajo uno de los siguientes programas:

Graduados bajo RHSP/DAP (tasa longitudinal promoción de 2024): el porcentaje de graduados que, después de cuatro años, cumplieron con los requisitos de cursos para el programa recomendado de escuela preparatoria (RHSP) o del programa de desempeño destacado (DAP).

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Cantidad de graduados en la promoción de 2024 que finalizan un RHSP o DAP de cuatro años

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Cantidad de graduados de la promoción de 2024 con planes de graduación notificados

(excluye graduados con planes de graduación del FHSP)

Graduados bajo FHSP-E (tasa longitudinal): el porcentaje de graduados que, después de cuatro años, cumplieron con los requisitos del programa básico de escuela preparatoria con una acreditación (FHSP-E).

Cantidad de graduados en la promoción de 2024 que finalizan un FHSP-E de cuatro años

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Cantidad de graduados de la promoción de 2024 con planes de graduación notificados bajo FHSP

Graduados bajo FHSP-DLA (tasa longitudinal): el porcentaje de graduados que, después de cuatro años, cumplieron con los requisitos del programa básico de escuela preparatoria en el nivel de desempeño destacado (FHSP-DLA).

Cantidad de graduados en la promoción de 2024 que finalizan un FHSP-DLA de cuatro años

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Cantidad de graduados de la promoción de 2024 con planes de graduación notificados bajo FHSP

Graduados bajo RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA (tasa longitudinal): el porcentaje de graduados que, después de cuatro años, cumplieron con los requisitos de cursos del programa básico de escuela preparatoria (FHSP), del programa de desempeño destacado (DAP), del programa básico de escuela preparatoria con una acreditación (FHSP-E) o en el nivel de desempeño destacado (FHSP-DLA), o del programa de finalización anticipada de escuela preparatoria de Texas First.

Cantidad de graduados en la promoción de 2024 que finalizan un RHSP o DAP o FHSP-E o FHSP-DLA o Texas First-DLA de cuatro años

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Cantidad de graduados de la promoción de 2024 con planes de graduación notificados

Graduados bajo RHSP/DAP (tasa anual) (2023-2024): el porcentaje de graduados que cumplieron con los requisitos de cursos del programa recomendado de escuela preparatoria (RHSP) o del programa de desempeño destacado (DAP).

Cantidad de graduados en el año escolar 2023-2024 notificados con códigos de graduación para RHSP o DAP

Glosario del informe de desempeño académico de Texas (TAPR), 2024-2025

Cantidad de graduados en el año escolar 2023-2024 con planes de graduación notificados (excluye a graduados con planes de graduación bajo FHSP)

Graduados bajo FHSP-E (tasa anual) (2023-2024): el porcentaje de graduados que cumplieron con los requisitos del programa básico de escuela preparatoria con una acreditación (FHSP-E).

Cantidad de graduados en el año escolar 2023-2024 que obtienen un FHSP-E

Cantidad de graduados en el año escolar 2023-2024 con planes de graduación notificados bajo FHSP

Graduados bajo FHSP-DLA (tasa anual) (2023-2024): el porcentaje de graduados que cumplieron con los requisitos de cursos del programa básico de escuela preparatoria en el nivel de desempeño destacado (FHSP-DLA).

Cantidad de graduados en el año escolar 2023-2024 que obtienen un FHSP-DLA

Cantidad de graduados en el año escolar 2023-2024 con planes de graduación notificados bajo FHSP

Graduados bajo Texas First-DLA (tasa anual) (2023-2024): el porcentaje de graduados que cumplieron con los requisitos para el programa de finalización anticipada de escuela preparatoria de Texas First. Se considera que los graduados bajo este programa han obtenido un diploma con un nivel de desempeño destacado en virtud de la sección [§] 28.025 del Código de Educación de Texas.

Cantidad de graduados en el año escolar 2023-2024 que obtienen un diploma bajo el programa de finalización anticipada de escuela preparatoria de Texas First con un nivel de desempeño destacado (Texas First-DLA)

Cantidad de graduados en el año escolar 2023-2024 con planes de graduación notificados

Graduados bajo RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA (tasa anual) (2023-2024): el porcentaje de graduados que cumplieron con los requisitos de cursos del programa básico de escuela preparatoria (FHSP), del programa de desempeño destacado (DAP), del programa básico de escuela preparatoria con una acreditación (FHSP-E) o en el nivel de desempeño destacado (FHSP-DLA), o del programa de finalización anticipada de escuela preparatoria de Texas First.

Cantidad de graduados en el año escolar 2023-2024 notificados con códigos de graduación para RHSP o DAP o FHSP-E o FHSP-DLA o Texas First-DLA

Cantidad de graduados en el año escolar 2023-2024 con planes de graduación notificados

Los graduados bajo RHSP tienen códigos de tipo de graduación 19, 22, 25, 28 o 31; los graduados bajo DAP tienen códigos de tipo de graduación 20, 23, 26, 29 o 32; los graduados bajo FHSP son estudiantes con códigos de tipo de graduación 34, 35, 54, 55, 56 o 57. Los graduados bajo FHSP con código de tipo

35 son elegibles para recibir acreditaciones a partir de la promoción de 2020. Los graduados bajo Texas First-DLA tienen un código de tipo de graduación 40. Consulte los estándares de datos educativos de Texas para obtener más información. *(Fuente de datos: PEIMS 40203)*

Para obtener información adicional sobre los programas de graduación, consulte https://tea.texas.gov/Academics/Graduation_Information/State_Graduation_Requirements.

Perfil de graduación

Graduados anuales: el recuento y porcentaje de estudiantes que se gradúan en algún momento durante el año escolar. Incluye a graduados de verano y los distritos lo notifican en el otoño del siguiente año escolar. Incluye a todos los estudiantes de 12.° grado que se graduaron, así como a los graduados de otros grados. Los estudiantes que recibieron educación especial y que se gradúan se incluyen en los totales. También se muestran los recuentos de estudiantes que se graduaron bajo los siguientes tipos de graduación en 2023-2024:

- Programa mínimo de escuela preparatoria (MHSP)
- Programa recomendado de escuela preparatoria (RHSP)
- Programa de desempeño destacado (DAP)
- Programa básico de escuela preparatoria (FHSP)
- Programa de finalización anticipada de escuela preparatoria de Texas First (Texas First-DLA)

(Fuente de datos: PEIMS 40203)

Educación especial: el recuento y porcentaje de graduados atendidos por programas de educación especial. *(Fuente de datos: PEIMS 41163)*

Económicamente desfavorecidos: el recuento y porcentaje de graduados elegibles para obtener almuerzos gratuitos o a precio reducido o bien elegibles para recibir otro tipo de asistencia pública. *(Fuente de datos: PEIMS 40100 y STAAR)*.

Cantidad de graduados en el año escolar 2023-2024 elegibles para recibir almuerzos gratuitos o a precio reducido, o bien otro tipo de asistencia pública

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Cantidad total de graduados en el año escolar 2023-2024

Estudiante bilingüe emergente (EB) y aprendiz de inglés (EL): El recuento y porcentaje de graduados cuyo idioma nativo no es el inglés y que están en el proceso de adquirir el inglés. Los términos “bilingüe emergente”, “aprendiz de inglés” y “dominio limitado del inglés” (LEP) se usan de manera indistinta. *(Fuente de datos: PEIMS 40110)*

En riesgo: el recuento y porcentaje de graduados identificados como en riesgo de abandonar la escuela, tal y como lo definen las secciones [§§] 29.081(d) y (d-1) del Código de Educación de Texas (TEC). *(Fuente de datos: PEIMS 40100)*.

Cantidad de graduados en el año escolar 2023-2024 considerados en riesgo

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Glosario del informe de desempeño académico de Texas (TAPR), 2024-2025

Cantidad total de graduados en el año escolar 2023-2024

Finalizadores de CTE: el recuento y porcentaje de graduados que finalizaron y aprobaron tres o más cursos de educación profesional y técnica (CTE) para un total de cuatro o más créditos dentro de un programa de estudios, incluyendo un curso de nivel tres o cuatro dentro del mismo programa de estudios. *(Fuente de datos: registros de finalización de cursos de PEIMS).*

Preparación universitaria, profesional o militar* (CCMR) (2024-2025)

Los graduados anuales demuestran preparación universitaria, profesional o militar de cualquiera de las siguientes maneras:

Preparación universitaria

1) **Criterios del Programa Iniciativa de Éxito de Texas (TSI):** cumplimiento con los criterios del Programa Iniciativa de Éxito de Texas (TSI) en Lenguaje y Literatura RLA y Matemáticas. Un estudiante que cumple con los estándares de preparación universitaria de TSI tanto en RLA como en Matemáticas; en términos concretos, cumple con los criterios de preparación universitaria en las evaluaciones TSIA1 o TSIA2, SAT, ACT, o bien finaliza y obtiene de manera satisfactoria crédito por un curso de preparación universitaria, como se define en las secciones [§§] 28.014 y 51.338 del Código de Educación de Texas (TEC), tanto en RLA como en Matemáticas. Los criterios para una finalización satisfactoria de un curso de preparación universitaria deben estar en consonancia entre una agencia educativa local (LEA) y la(s) institución(es) de educación superior (IHE) asociada(s). De conformidad con la sección [§] 51.338(e) del Código de Educación de Texas (TEC), al finalizar de manera satisfactoria un curso de preparación universitaria, los estudiantes obtienen una exención de TSI de la(s) IHE asociada(s) en esa área de contenido. Solo se debe notificar que los estudiantes han finalizado satisfactoriamente un curso si han cumplido con los requisitos de exención de TSI. Los resultados de las evaluaciones considerados incluyen evaluaciones TSIA1 o TSIA2 hasta octubre de 2024, resultados de los exámenes SAT y ACT hasta la administración en julio de 2024 y datos de finalización de cursos a través de TSDS PEIMS. Consulte el apéndice H para obtener información adicional. Un estudiante debe cumplir con los requisitos de TSI tanto para RLA como para Matemáticas, pero no necesariamente debe hacerlo en la misma evaluación. Por ejemplo, un estudiante puede cumplir con los criterios de TSI para preparación universitaria en RLA en el examen SAT y finalizar y obtener créditos por un curso de preparación universitaria en Matemáticas. *(Fuente de datos: PEIMS 43415, THECB, College Board y ACT, Inc.)*.

2) **Obtención de créditos de curso doble:** un graduado que finalice y obtenga créditos por al menos tres horas de crédito en Lengua y Literatura en inglés (ELA) o Matemáticas, o bien al menos nueve horas de crédito en cualquier materia. *(Fuente de datos: PEIMS 43415)*

3) **Cumplimiento con los criterios de un examen de colocación avanzada (AP)/Bachillerato Internacional (IB):** un graduado que cumpla con la puntuación del criterio en un examen AP o IB en cualquier área temática. La puntuación del criterio es 3 o más para AP y 4 o más para IB. *(Fuente de datos: College Board o IB)*.

4) **Obtención de un título de asociado:** un graduado que obtenga un título de asociado antes del 31 de agosto inmediatamente después de la graduación de escuela preparatoria. *(Fuente de datos: PEIMS 40100)*

5) **Obtención de créditos de curso de OnRamps:** un graduado que finalice un curso de inscripción doble de OnRamps y califique para al menos tres horas de crédito universitario en cualquier área temática. *(Fuente de datos: Programa OnRamps)*.

6) **Graduados bajo un plan de diplomatura avanzada e identificados como estudiantes actuales de educación especial:** un graduado que se identifica como receptor de servicios de educación especial durante el año de graduación y cuyo tipo de plan de graduación se identifica como plan recomendado de escuela preparatoria (RHSP), plan de desempeño destacado (DAP), plan básico de escuela preparatoria con una acreditación (FHSP-E), o bien plan básico de escuela preparatoria con nivel de desempeño destacado (FHSP-DLA). *(Fuente de datos: PEIMS 40203 y 40110)*.

Preparación profesional o militar

7) **Obtención de una certificación sectorial (IBC):** un graduado que obtenga una certificación sectorial (IBC), de conformidad con la sección [§] 74.1003 del título 19 del Código Administrativo de Texas (TAC), y obtuvo crédito en un curso de nivel 2 o superior en un programa de estudios armonizado aplica para los graduados de 2024. La armonización está determinada por la tabla cruzada de certificaciones sectoriales (IBC), que asigna las IBC aprobadas a sus programas de estudios correspondientes. El estudiante debe haber obtenido la IBC asociada con el programa de estudios y también haber cumplido con el requisito de incorporación gradual. Consulte el apéndice J para obtener una lista completa de las IBC aprobadas. El límite de caducidad de IBC aplicado dentro de los ámbitos "Rendimiento estudiantil" y "Progreso escolar, parte B: desempeño relativo" no se aplica en el ámbito "Superación de deficiencias". Para conocer los requisitos de IBC para promociones de graduación anteriores, consulte el "capítulo 2 (Ámbito "Rendimiento estudiantil")". *(Fuente de datos: PEIMS 40100)*

8) **Graduado con un IEP finalizado y preparación para la fuerza laboral:** un graduado que recibe un código de tipo de graduación 04, 05, 54 o 55 que señala que el estudiante ha finalizado su IEP y ha demostrado autoempleo con habilidades de autoayuda para conservar un empleo, o bien ha demostrado dominio de empleabilidad y habilidades de autoayuda específicas que no requieran servicios de escuelas públicas. *(Fuente de datos: PEIMS 40203)*

9) **Graduado con certificado de nivel I o de nivel II:** un graduado que obtenga un certificado de nivel I o de nivel II en cualquier área de educación laboral. *(Fuente de datos: THECB).*

10) **Alistamiento en las Fuerzas Armadas:** un graduado que se alista en el Ejército de los Estados Unidos, la Marina de Guerra de los Estados Unidos, la Fuerza Aérea de los Estados Unidos, la Guardia Costera de los Estados Unidos, la Infantería de Marina de los Estados Unidos o la Guardia Nacional de Texas o las reservas para sus respectivos servicios. *(Fuente de datos: presentación del formulario 4 del Departamento de Defensa [DoD])*.

Glosario del informe de desempeño académico de Texas (TAPR), 2024-2025

Graduados con preparación universitaria, profesional o militar

Preparación universitaria, profesional o militar (rendimiento estudiantil): el porcentaje de graduados anuales que demostraron preparación universitaria, profesional o militar al cumplir con al menos uno de los nueve criterios descritos en *Preparación universitaria, profesional o militar.*

Solamente preparación universitaria: el porcentaje de graduados anuales que demostraron solo preparación universitaria al cumplir con los criterios de preparación universitaria 1, 2, 3, 4, 5 o 6, pero no satisficieron ninguno de los criterios de preparación profesional y militar 7, 8, 9 o 10 descritos en *Preparación universitaria, profesional o militar.*

Solamente preparación profesional o militar: el porcentaje de graduados anuales que demostraron solo preparación profesional o militar al cumplir con los criterios de preparación profesional o militar 7, 8, 9 o 10, pero no satisficieron ninguno de los criterios de preparación universitaria 1, 2, 3, 4, 5 o 6 descritos en *Preparación universitaria, profesional o militar.*

Graduados con preparación universitaria

Preparación universitaria: el porcentaje de graduados anuales que demostraron preparación universitaria al cumplir con los criterios 1, 2, 3, 4, 5 o 6 descritos en *Preparación universitaria, profesional o militar*. Este porcentaje incluye graduados que pueden haber satisfecho los criterios de preparación profesional o militar 7, 8, 9 o 10. *(Fuente de datos: PEIMS 43415, 40100, 40203 y 40110, THECB, College Board, ACT, IB y OnRamps)*.

Graduados con criterios de TSI: el porcentaje de graduados anuales que cumplieron o superaron los criterios de preparación universitaria en la evaluación del Programa Iniciativa de Éxito de Texas (TSIA1 o TSIA2), SAT o ACT, o bien al finalizar de manera satisfactoria y obtener créditos de un curso de preparación universitaria, tal y como se define en la sección [§] 28.014 del Código de Educación de Texas (TEC), tanto en ELA como en Matemáticas. Los criterios para cada uno son los siguientes:

Glosario del informe de desempeño académico de Texas (TAPR), 2024-2025

Criterios de TSI						
TSIA1 o TSIA2		**SAT**		**ACT**		**Curso de preparación universitaria**
≥ Criterios de ELAR mostrados más adelante	**o**	≥ 480 en Lectura y Escritura de Base Empírica (EBRW)	**o**	**Antes del 15 de febrero de 2023** ≥ 19 en inglés y ≥ 23 en Composición **Después del 15 de febrero de 2023** Puntuación combinada de Lectura e inglés ≥ 40	**o**	Finalización y obtención de créditos por el curso de preparación universitaria de ELA
≥ Criterios de Matemáticas que se muestran a continuación	**o**	≥ 530 en Matemáticas	**o**	**Antes del 15 de febrero de 2023** ≥ 19 en Matemáticas y ≥ 23 en Composición **Después del 15 de febrero de 2023** Puntuación en Matemáticas ≥ 22	**o**	Finalización y obtención de créditos por el curso de preparación universitaria de Matemáticas

Glosario del informe de desempeño académico de Texas (TAPR), 2024-2025

Materia	Versión de la evaluación	Requisitos de puntuación para CCMR				
Lectura, Lengua y Literatura en inglés (ELAR)	TSIA1	Puntuación ≥ 351 en Lectura				
	TSIA2	Puntuación ≥ 945 en la Clasificación de Preparación Universitaria (CRC) de ELAR	Y	Puntuación ≥ 5 en el ensayo		
		o				
		Puntuación < 945 en CRC de ELAR	Y	Puntuación ≥ 5 en el diagnóstico	Y	Puntuación ≥ 5 en el ensayo
	Combinación	Puntuación ≥ 945 en CRC de ELAR respecto al examen TSIA2	Y	Puntuación ≥ 5 en el ensayo del examen TSIA1		
		o				
		Puntuación < 945 en CRC de ELAR respecto al examen TSIA2	Y	Puntuación ≥ 5 en el diagnóstico respecto al examen TSIA2	Y	Puntuación ≥ 5 en el ensayo del examen TSIA1
Matemáticas	TSIA1	Puntuación ≥ 350 en Matemáticas				
	TSIA2	Puntuación ≥ 950 en CRC de Matemáticas				
		o				
		Puntuación < 950 en CRC de Matemáticas	Y	Puntuación = 6 en el diagnóstico		

Los porcentajes se calculan de la siguiente manera:

Lengua y Literatura en inglés.

Cantidad de graduados anuales de 2023-2024 que cumplieron o superaron los criterios de preparación universitaria en los exámenes TSIA1 o TSIA2, SAT, ACT, o bien al finalizar satisfactoriamente y obtener créditos de un curso de preparación universitaria en ELA

Cantidad de graduados anuales de 2023-2024

Matemáticas.

Glosario del informe de desempeño académico de Texas (TAPR), 2024-2025

Cantidad de graduados anuales de 2023-2024 que cumplieron o superaron los criterios de preparación universitaria en los exámenes TSIA1 o TSIA2, SAT, ACT, o bien al finalizar satisfactoriamente y obtener créditos de un curso de preparación universitaria en Matemáticas

Cantidad de graduados anuales de 2023-2024

Ambas materias

Cantidad de graduados anuales de 2023-2024 que cumplieron o superaron los criterios de preparación universitaria en los exámenes TSIA1 o TSIA2, SAT, ACT, o bien al finalizar satisfactoriamente y obtener créditos de un curso de preparación universitaria tanto en ELA como en Matemáticas

Cantidad de graduados anuales de 2023-2024

Cualquier materia

Cantidad de graduados anuales de 2023-2024 que cumplieron o superaron los criterios de preparación universitaria en los exámenes TSIA1 o TSIA2, SAT, ACT, o bien al finalizar satisfactoriamente y obtener créditos de un curso de preparación universitaria en ELA o en Matemáticas

Cantidad de graduados anuales de 2023-2024

Criterios de AP/IB cumplidos en cualquier materia: el porcentaje de graduados anuales que obtuvieron 3 o más en un examen AP o un 4 o más en un examen IB. *(Fuente de datos: College Board e IB)*.

Cantidad de graduados anuales de 2023-2024 que obtuvieron 3 o más en un examen AP o un 4 o más en un examen IB.

Cantidad de graduados anuales de 2023-2024

Título de asociado: el porcentaje de graduados anuales que obtuvieron un título de asociado antes del 31 de agosto inmediatamente después de graduarse de escuela preparatoria. *(Fuente de datos: PEIMS 40100)*

Cantidad de graduados anuales de 2023-2024 que obtuvieron un título de asociado antes del 31 de agosto inmediatamente después de graduarse de escuela preparatoria.

Cantidad de graduados anuales de 2023-2024

Créditos de curso doble: un graduado que finalice y obtenga créditos por al menos tres horas de crédito en Lengua y Literatura en inglés (ELA) o Matemáticas, o bien al menos nueve horas de crédito en cualquier materia. *(Fuente de datos: PEIMS 43415)*

Cantidad de graduados anuales de 2023-2024 que finalizaron y obtuvieron créditos por nueve o más horas de crédito doble en cualquier materia o tres o más horas en ELA o Matemáticas

Cantidad de graduados anuales de 2023-2024

Glosario del informe de desempeño académico de Texas (TAPR), 2024-2025

Créditos de cursos de OnRamps: el porcentaje de graduados anuales que finalizaron un curso de inscripción doble de OnRamps y calificaron para al menos tres horas de crédito universitario en cualquier área temática. *(Fuente de datos: Programa OnRamps)*.

Cantidad de graduados anuales de 2023-2024 que finalizaron un curso de OnRamps y calificaron para tres horas de crédito universitario antes de graduarse

Cantidad de graduados anuales de 2023-2024

Graduados bajo un plan de diplomatura avanzada e identificados como estudiantes actuales de educación especial: el porcentaje de graduados anuales bajo un plan de diplomatura avanzada e identificados como estudiantes actuales de educación especial. *(Fuente de datos: PEIMS 40203 y 42401).*

Cantidad de graduados anuales de 2023-2024 que se graduaron bajo un plan de diplomatura avanzada y fueron identificados como estudiantes actuales de educación especial

Cantidad de graduados anuales de 2023-2024

Graduados con preparación profesional o militar

Graduados con preparación profesional o militar: el porcentaje de graduados anuales que demostraron preparación profesional o militar al cumplir con los criterios 7, 8, 9 o 10 descritos en *Preparación universitaria, profesional o militar*. Este porcentaje incluye a los graduados que pueden haber satisfecho los criterios de preparación universitaria 1, 2, 3, 4, 5 o 6.

Certificación sectorial aprobada: el porcentaje de graduados anuales que obtuvieron una certificación sectorial aprobada y obtuvieron crédito en un curso de nivel 2 o superior en un programa de estudios armonizado. Para obtener información adicional, consulte el capítulo 2 del Manual de rendición de cuentas del año 2025. *(Fuente de datos: PEIMS 48011)*

Cantidad de graduados anuales de 2023-2024 que obtuvieron una certificación sectorial aprobada

Cantidad de graduados anuales de 2023-2024

Graduados con certificado de nivel I o de nivel II: el porcentaje de graduados anuales que obtuvieron un certificado de nivel I o nivel II. *(Fuente de datos: THECB)*.

Cantidad de graduados anuales de 2023-2024 que obtuvieron un certificado de nivel I o nivel II

Cantidad de graduados anuales de 2023-2024

Graduados con un IEP finalizado y preparación para la fuerza laboral: el porcentaje de graduados anuales que recibieron un código de tipo de graduación 04, 05, 54 o 55. Para obtener información adicional, consulte el capítulo 2 del Manual de rendición de cuentas del año 2025. *(Fuente de datos: PEIMS 40203)*

Cantidad de graduados anuales de 2023-2024 que recibieron un código de tipo de graduación 04, 05, 54 o 55

Cantidad de graduados anuales de 2023-2024

Glosario del informe de desempeño académico de Texas (TAPR), 2024-2025

Alistamiento en las Fuerzas Armadas de los Estados Unidos (graduados anuales): el porcentaje de graduados anuales que se alista en el Ejército de los Estados Unidos, la Marina de Guerra de los Estados Unidos, la Fuerza Aérea de los Estados Unidos, la Guardia Costera de los Estados Unidos, la Infantería de Marina de los Estados Unidos, la Fuerza Espacial de los Estados Unidos o la Guardia Nacional de Texas o las reservas para sus respectivos servicios. *(Fuente de datos: presentación del formulario 4 del Departamento de Defensa [DoD])*.

Cantidad de graduados anuales de 2023-2024 que se alistan en las Fuerzas Armadas de los Estados Unidos o en la Guardia Nacional de Texas antes del 31 de diciembre inmediatamente después de graduarse de escuela preparatoria

Cantidad de graduados anuales de 2023-2024

Indicadores relacionados con CCMR (2024-2025)

Resultados del examen TSIA (graduados ≥ criterio, graduados anuales): el porcentaje de graduados anuales que cumplieron con los criterios de TSI en los exámenes TSIA1 o TSIA2. *(Fuente de datos: THECB y PEIMS 40203).*

Lengua y Literatura en inglés.

Cantidad de graduados anuales de 2023-2024 que cumplieron o superaron los criterios de preparación universitaria respecto a los exámenes TSIA1 o TSIA2 en ELA

Cantidad de graduados anuales de 2023-2024

Matemáticas.

Cantidad de graduados anuales de 2023-2024 que cumplieron o superaron los criterios de preparación universitaria respecto a los exámenes TSIA1 o TSIA2 en Matemáticas

Cantidad de graduados anuales de 2023-2024

Ambas materias

Cantidad de graduados anuales de 2023-2024 que cumplieron o superaron los criterios de preparación universitaria respecto a los exámenes TSIA1 o TSIA2 tanto en ELA como en Matemáticas

Cantidad de graduados anuales de 2023-2024

Crédito finalizado y recibido por cursos de preparación universitaria (graduados anuales): el porcentaje de graduados anuales que finalizaron y obtuvieron crédito por un curso de preparación universitaria, tal y como se define en la sección [§] 28.014 del Código de Educación de Texas (TEC), ya sea en ELA, Matemáticas o ambos. *(Fuente de datos: PEIMS 43415)*
Lengua y Literatura en inglés.

Cantidad de graduados anuales de 2023-2024 que finalizaron y obtuvieron crédito por un curso de preparación universitaria en ELA, tal y como se define en la sección [§] 28.014 del Código de Educación de Texas (TEC)

Cantidad de graduados anuales de 2023-2024

Matemáticas.

Glosario del informe de desempeño académico de Texas (TAPR), 2024-2025

Cantidad de graduados anuales de 2023-2024 que finalizaron y obtuvieron crédito por un curso de preparación universitaria en Matemáticas, tal y como se define en la sección [§] 28.014 del Código de Educación de Texas (TEC)

Cantidad de graduados anuales de 2023-2024

Ambas materias

Cantidad de graduados anuales de 2023-2024 que finalizaron y obtuvieron crédito por un curso de preparación universitaria tanto en ELA como en Matemáticas, tal y como se define en la sección [§] 28.014 del Código de Educación de Texas (TEC)

Cantidad de graduados anuales de 2023-2024

Resultados de AP/IB (participación, 11.° y 12.° grado): el porcentaje de estudiantes en 11.° y 12.° grado que tomaron los exámenes de colocación avanzada (AP) de College Board o los exámenes de Bachillerato Internacional (IB). *(Fuente de datos: College Board e IB)*.

Todas las materias

Cantidad de estudiantes en 11.° y 12.° grado en el año escolar 2023-2024 que tomaron al menos un examen AP o IB

Total de estudiantes inscritos en 11.° y 12.° grado

Lengua y Literatura en inglés.

Cantidad de estudiantes en 11.° y 12.° grado en el año escolar 2023-2024 que tomaron al menos un examen AP o IB en ELA

Total de estudiantes inscritos en 11.° y 12.° grado

Matemáticas.

Cantidad de estudiantes en 11.° y 12.° grado en el año escolar 2023-2024 que tomaron al menos un examen AP o IB en Matemáticas

Total de estudiantes inscritos en 11.° y 12.° grado

Ciencias.

Cantidad de estudiantes en 11.° y 12.° grado en el año escolar 2023-2024 que tomaron al menos un examen AP o IB en Ciencias

Total de estudiantes inscritos en 11.° y 12.° grado

Estudios Sociales.

Cantidad de estudiantes en 11.° y 12.° grado en el año escolar 2023-2024 que tomaron al menos un examen AP o IB en Estudios Sociales

Total de estudiantes inscritos en 11.° y 12.° grado

(Fuente de datos College Board, IB y PEIMS 40110)

Resultados de AP/IB (examinados ≥ criterio, 11.° y 12.° grado): el porcentaje de estudiantes con al menos un examen de AP o de IB en 11.° y 12.° grado igual o superior a la puntuación del criterio. Los

estudiantes de escuela preparatoria pueden tomar uno o más de estos exámenes, idealmente al finalizar los cursos AP o IB, y pueden recibir colocación avanzada o crédito, o ambos, al ingresar a la universidad. Por lo general, las universidades otorgarán créditos o colocación avanzada por puntuaciones de 3, 4 o 5 en los exámenes de AP y puntuaciones de 4, 5, 6 o 7 en los exámenes de IB. Los requisitos varían de acuerdo a la universidad y la materia evaluada. *(Fuente de datos: College Board e IB)*.

Todas las materias

Cantidad de estudiantes de 11.° y 12.° grado en el año escolar 2023-2024 con al menos una puntuación AP o IB igual o superior al criterio

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Cantidad de estudiantes de 11.° y 12.° grado con al menos un examen AP o IB

Lengua y Literatura en inglés.

Cantidad de estudiantes de 11.° y 12.° grado en el año escolar 2023-2024 con al menos una puntuación AP o IB igual o superior al criterio en ELA

Cantidad de estudiantes de 11.° y 12.° grado con al menos un examen AP o IB en ELA

Matemáticas.

Cantidad de estudiantes de 11.° y 12.° grado en el año escolar 2023-2024 con al menos una puntuación AP o IB igual o superior al criterio en Matemáticas

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Cantidad de estudiantes de 11.° y 12.° grado con al menos un examen AP o IB en Matemáticas

Ciencias.

Cantidad de estudiantes de 11.° y 12.° grado en el año escolar 2023-2024 con al menos una puntuación AP o IB igual o superior al criterio en Ciencias

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Cantidad de estudiantes de 11.° y 12.° grado con al menos un examen AP o IB en Ciencias

Estudios Sociales.

Cantidad de estudiantes de 11.° y 12.° grado en el año escolar 2023-2024 con al menos una puntuación AP o IB igual o superior al criterio en Estudios Sociales

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Cantidad de estudiantes de 11.° y 12.° grado con al menos un examen AP o IB en Estudios Sociales

(Fuente de datos: The College Board, The International Baccalaureate Organization y PEIMS 40110)

Resultados de AP/IB (estudiantes de 11.° y 12.° grado ≥ criterio): el porcentaje de estudiantes inscritos en 11.° y 12.° grado con al menos una puntuación AP o IB igual o superior a la puntuación del criterio. Este denominador incluye a los estudiantes inscritos en 11.° y 12.° grado que no tomaron los exámenes de AP o de IB. Los estudiantes de escuela preparatoria pueden tomar uno o más de estos exámenes, idealmente al finalizar los cursos AP o IB, y pueden recibir colocación avanzada o crédito, o ambos, al ingresar a la universidad. Por lo general, las universidades otorgarán créditos o colocación avanzada por puntuaciones de 3, 4 o 5 en los exámenes de AP y puntuaciones de 4, 5, 6 o 7 en los exámenes de IB. Los requisitos varían de acuerdo a la universidad y la materia evaluada. *(Fuente de datos: College Board e IB)*.

Todas las materias

Glosario del informe de desempeño académico de Texas (TAPR), 2024-2025

Cantidad de estudiantes de 11.° y 12.° grado en el año escolar 2023-2024 con al menos una puntuación AP o IB igual o superior al criterio

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Total de estudiantes inscritos en 11.° y 12.° grado

Resultados de SAT/ACT (graduados anuales): participación y desempeño de los graduados anuales de todas las escuelas públicas de Texas en las evaluaciones SAT de College Board y ACT de Total ACT, Inc. Las puntuaciones de los exámenes ACT y SAT se basan en las puntuaciones más altas de las secciones de cada estudiante en todos los exámenes realizados; las puntuaciones totales del examen SAT y puntuaciones compuestas del examen ACT se calculan mediante las puntuaciones más altas de las secciones.

(1) *Evaluados:* el porcentaje de graduados que tomaron cualquiera de las evaluaciones de admisión a la universidad:

Cantidad de graduados de 2023-2024 que tomaron el examen SAT o el examen ACT

Cantidad de graduados de 2023-2024 notificados

(2) *Criterio igual o superior para todos los graduados:* el porcentaje de graduados que obtuvieron una puntuación igual o superior a la puntuación del criterio de 480 en la sección Lectura y Escritura de Base Empírica del examen SAT *o* 19 en la sección inglés del examen ACT y 23 en la puntuación combinada del examen ACT *y* 530 en la sección Matemáticas del examen SAT *o* 19 en la sección Matemáticas del examen ACT y 23 en la puntuación combinada del examen ACT (antes del 15 de febrero de 2023). Después del 15 de febrero de 2023, el porcentaje de graduados que obtuvieron una puntuación igual o superior a la puntuación del criterio de 40 en las secciones combinadas inglés y Lectura del examen ACT *y* una puntuación igual o superior a 22 en la sección Matemáticas del examen ACT:

Cantidad de examinados que se gradúan del año escolar 2023-2024 que obtuvieron una puntuación igual o superior a la puntuación del criterio en los exámenes SAT o ACT

Cantidad de graduados de 2023-2024 notificados

Puntuación promedio del examen SAT (graduados anuales): desempeño de los graduados anuales de todas las escuelas públicas de Texas en la evaluación SAT del College Board. Si un estudiante toma el examen SAT más de una vez, se selecciona el mejor resultado por materia y el total del examen SAT se calcula como la suma de las puntuaciones más altas de las secciones.

(1) *Todas las materias:* la puntuación promedio combinada de las secciones Lectura y Escritura de Base Empírica y Matemáticas del examen SAT. La puntuación máxima es 1600.

Suma de las puntuaciones totales del examen SAT (Matemáticas + Lectura y Escritura de Base Empírica) de todos los graduados de 2023-2024 que tomaron dicho examen

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Cantidad de graduados de 2023-2024 que tomaron el examen SAT

(2) *Escritura y Lengua y Literatura en inglés:* la puntuación promedio de la sección Lectura y Escritura de Base Empírica del examen SAT. La puntuación máxima es 800.

Glosario del informe de desempeño académico de Texas (TAPR), 2024-2025

$$\frac{\text{Suma de las puntuaciones totales de la sección Lectura y Escritura de Base Empírica del examen SAT de todos los graduados de 2023-2024 que tomaron dicho examen}}{\text{Cantidad de graduados de 2023-2024 que tomaron el examen SAT}}$$

(3) *Matemáticas:* la puntuación promedio de la sección Matemáticas del examen SAT. La puntuación máxima es 800.

$$\frac{\text{Suma de las puntuaciones de la sección Matemáticas del examen SAT de todos los graduados de 2023-2024 que tomaron el examen SAT}}{\text{Cantidad de graduados de 2023-2024 que tomaron el examen SAT}}$$

(Fuente de datos: College Board y PEIMS 40203)

Puntuación promedio del examen ACT (graduados anuales): desempeño de los graduados anuales de todas las escuelas públicas de Texas en la evaluación ACT de ACT, Inc. Si un estudiante toma el examen ACT más de una vez, se selecciona el mejor resultado por materia y las puntuaciones combinadas del examen ACT se calculan como el promedio de las puntuaciones más altas de las secciones.

(1) *Todas las materias:* la puntuación promedio para la puntuación combinada del examen ACT. La puntuación máxima es 36.

$$\frac{\text{ıma de las puntuaciones combinadas del examen ACT de todos los graduados de 2023-2024 que tomaron dicho examen}}{\text{Cantidad de graduados de 2023-2024 que tomaron el examen ACT}}$$

(2) *Lengua y Literatura en inglés:* la puntuación promedio para las secciones combinadas de inglés y Lectura del examen ACT. La puntuación máxima es 36.

$$\frac{\text{a de las puntuaciones en las secciones combinadas inglés y Lectura del examen ACT del examen ACT de todos los graduados de 2023-2024 que tomaron dicho examen}}{\text{Cantidad de graduados de 2023-2024 que tomaron el examen ACT}}$$

(3) *Matemáticas:* la puntuación promedio para la sección Matemáticas del examen ACT. La puntuación máxima es 36.

$$\frac{\text{a de las puntuaciones en la sección Matemáticas del examen ACT de todos los graduados de 2023-2024 que tomaron dicho examen}}{\text{Cantidad de graduados de 2023-2024 que tomaron el examen ACT}}$$

(4) *Ciencias:* la puntuación promedio para la sección Ciencias del examen ACT. La puntuación máxima es 36.

$$\frac{\text{na de las puntuaciones en la sección Ciencias del examen ACT de todos los graduados de 2023-2024 que tomaron dicho examen}}{\text{Cantidad de graduados de 2023-2024 que tomaron el examen ACT}}$$

Glosario del informe de desempeño académico de Texas (TAPR), 2024-2025

Otros indicadores de educación postsecundaria (2024-2025)

Finalización de cursos avanzados y de crédito doble (9.° a 12.° grado): el porcentaje de estudiantes que finalizaron y recibieron crédito por al menos un curso avanzado o de crédito doble. Las decisiones sobre la concesión de créditos de escuela preparatoria para cursos universitarios se describen en la sección [§] 74.25 del Código Administrativo de Texas.

El apéndice A indica todos los cursos identificados como cursos avanzados. Los cursos por los que un estudiante puede obtener crédito doble no figuran en la lista porque varían de un campus a otro.

Los distritos notifican la información sobre la finalización de cursos a través del PEIMS después del cierre del año escolar. Por ejemplo, los valores, expresados como porcentajes para 9.° a 12.° grado, se calculan de la siguiente manera (*fuente de datos: PEIMS 43415)*:

Cualquier materia

$$\frac{\textbf{Cantidad de estudiantes en 9.° a 12 .° grado en 2023-2024 que recibieron crédito por al menos un curso avanzado o de crédito doble}}{\textbf{Cantidad de estudiantes en 9.° a 12 .° grado que recibieron crédito por al menos un curso en 2023-2024}}$$

Lengua y Literatura en inglés.

$$\frac{\textbf{Cantidad de estudiantes en 9.° a 12 .° grado en 2023-2024 que recibieron crédito por al menos un curso avanzado o de crédito doble de ELA}}{\textbf{Cantidad de estudiantes en 9.° a 12 .° grado que recibieron crédito por al menos un curso de ELA en 2023-2024}}$$

Matemáticas.

$$\frac{\textbf{Cantidad de estudiantes en 9.° a 12 .° grado en 2023-2024 que recibieron crédito por al menos un curso avanzado o de crédito doble de Matemáticas}}{\textbf{Cantidad de estudiantes en 9.° a 12 .° grado que recibieron crédito por al menos un curso de Matemáticas en 2023-2024}}$$

Ciencias.

$$\frac{\textbf{Cantidad de estudiantes en 9.° a 12 .° grado en 2023-2024 que recibieron crédito por al menos un curso avanzado o de crédito doble de Ciencias}}{\textbf{Cantidad de estudiantes en 9.° a 12 .° grado que recibieron crédito por al menos un curso de Ciencias en 2023-2024}}$$

Estudios Sociales.

$$\frac{\textbf{Cantidad de estudiantes en 9.° a 12 .° grado en 2023-2024 que recibieron crédito por al menos un curso de Estudios Sociales avanzado o de crédito doble}}{\textbf{Cantidad de estudiantes en 9.° a 12 .° grado que recibieron crédito por al menos un curso de Estudios Sociales en 2023-2024}}$$

Glosario del informe de desempeño académico de Texas (TAPR), 2024-2025

(Fuente de datos: PEIMS 43415)

Graduados inscritos en una institución de educación superior de Texas (TX IHE): el porcentaje de estudiantes que se inscribieron y comenzaron a recibir enseñanza en una institución de educación superior en Texas durante el año escolar posterior a la graduación de escuela preparatoria.

$$\frac{\text{Cantidad de graduados durante el año escolar 2022-2023 que asistieron a un centro universitario o universidad públicos o independientes en Texas en el siguiente año académico}}{\text{Cantidad de graduados durante el año escolar 2022-2023}}$$

No se incluyen estudiantes inscritos en centros universitarios o universidades fuera del estado o en cualquier escuela politécnica privada. Se incluyen estudiantes que asisten a colegios universitarios públicos en Texas.
(Fuente de datos: THECB).

Hay disponibilidad de informes adicionales que muestran los estudiantes inscritos en centros universitarios y universidades públicos de Texas en el sitio del Consejo Coordinador de Educación Superior de Texas (THECB) en http://www.txhighereddata.org/generatelinks.cfm?Section=HS2Col.

Para obtener más información sobre los datos utilizados en este indicador, comuníquese con el Consejo Coordinador de Educación Superior de Texas llamando al (512) 427-6153. *(Fuente de datos: THECB).*

Información sobre estudiantes (2024-2025)

Tenga en cuenta que la sección “Inscripción” de este informe se agregó a partir de 2019-2020. Las definiciones a continuación describen los matices entre membresía e inscripción. Si compara los datos que se muestran en el informe de este año con los informes anteriores a 2019-2020, utilice los datos que se muestran en la sección “Membresía”.

Inscripción: estudiantes notificados como inscritos al último viernes de octubre.

Membresía: la membresía se diferencia de la inscripción, ya que no incluye a aquellos estudiantes que reciben servicios durante menos de dos horas al día. Un estudiante es miembro si está inscrito y además…

- se le programa para asistir al menos a dos horas de enseñanza cada jornada escolar; o
- participa en un programa alternativo de recuento de asistencia.

Por ejemplo, el recuento de *total de estudiantes* excluye a estudiantes que asisten a una escuela privada, pero reciben algunos servicios de su distrito escolar local (tales como terapia del habla) menos de dos horas por día.

Total de estudiantes: la cantidad total de estudiantes de escuelas públicas que se notificaron en cualquier grado desde educación en la primera infancia hasta 12.° grado. *(Fuente de datos: ente “Student” de PEIMS)*

Estudiantes por grado: el recuento de estudiantes en cada grado dividido por la cantidad total de estudiantes. *(Fuente de datos: ente “StudentSchoolAssociation” de PEIMS)*

Glosario del informe de desempeño académico de Texas (TAPR), 2024-2025

Distribución étnica: la cantidad y el porcentaje de estudiantes que se identifican como pertenecientes a uno de los siguientes grupos: afroamericano, hispano, blanco, indio americano, asiático, isleño del Pacífico o dos o más razas. *(Fuente de datos: ente "StudentEducationOrganizationAssociation" de PEIMS)*

Masculino/Femenino: la cantidad y porcentaje de estudiantes que se identifican como hombres o mujeres. *(Fuente de datos: ente "StudentEducationOrganizationAssociation" de PEIMS)*

Económicamente desfavorecidos: el recuento y porcentaje de estudiantes elegibles para obtener almuerzos gratuitos o a precio reducido o bien elegibles para recibir otro tipo de asistencia pública.

$$\frac{\textbf{Cantidad de estudiantes elegibles para recibir almuerzos gratuitos o a precio reducido u otro tipo de asistencia pública}}{\textbf{Cantidad total de estudiantes}}$$

(Fuente de datos: ente "StudentEducationOrganizationAssociation" de PEIMS y División de Evaluación Estudiantil de la TEA)

Estudiantes sin desventajas educativas: aquellos estudiantes que no son elegibles para participar en almuerzos gratuitos o a precio reducido, o bien para recibir cualquier otro tipo de asistencia pública. Este es el recuento y porcentaje complementarios a estudiantes económicamente desfavorecidos.

Estudiantes amparados por la Sección 504: el recuento y porcentaje de estudiantes identificados que reciben servicios ofrecidos en virtud de la Sección 504. *(Fuente de datos: ente "StudentEducationOrganizationAssociation" de PEIMS)*

Estudiantes bilingües emergentes (EB) y aprendices de inglés (EL): El recuento y porcentaje de estudiantes cuyo idioma nativo no es el inglés y que están en el proceso de adquirir el inglés. Los términos "aprendiz de inglés" (EL) y "bilingüe emergente" (EB) se usan de manera indistinta.

El porcentaje de EB/EL se calcula dividiendo la cantidad de EB/EL por la cantidad total de estudiantes en el distrito o campus. No todos los estudiantes identificados como EB/EL reciben enseñanza bilingüe o de inglés como segundo idioma. *(Fuente de datos: archivo de TELPAS).*

Estudiantes con colocaciones disciplinarias: El recuento y el porcentaje de estudiantes colocados en programas de educación alternativa, en virtud del capítulo 37 ("Disciplina: orden público") del Código de Educación de Texas. Los distritos notifican las medidas disciplinarias tomadas hacia los estudiantes que son expulsados del salón de clases durante al menos un día. Aunque los estudiantes pueden tener varias expulsiones a lo largo del año, esta medida cuenta a los estudiantes solo una vez e incluye únicamente aquellos cuya expulsión da lugar a una colocación en un programa disciplinario de educación alternativa o un programa de educación alternativa de justicia juvenil. Se calcula de la siguiente manera:

$$\frac{\textbf{Cantidad de estudiantes con una o más colocaciones disciplinarias}}{\textbf{Cantidad de estudiantes que asistieron en cualquier momento durante el año escolar}}$$

Glosario del informe de desempeño académico de Texas (TAPR), 2024-2025

Para 2024-2025, los siguientes 19 códigos de medidas disciplinarias se incluyen como colocaciones disciplinarias: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60 y 61. *(Fuente de datos: ente "DisciplineAction" de PEIMS)*

Estudiantes con dislexia: el recuento y porcentaje de estudiantes identificados con dislexia. *(Fuente de datos: ente "StudentEducationOrganizationAssociation" de PEIMS)*

Acogimiento familiar: el recuento y porcentaje de estudiantes identificados como bajo tutela del Departamento de Servicios Familiares y de Protección (DFPS). *(Fuente de datos: ente "StudentEducationOrganizationAssociation" de PEIMS)*

Sin hogar: el recuento y porcentaje de estudiantes que cumplen con los criterios definidos por la sección 11434(a) del título 42 del Código de los Estados Unidos (USC). El término "niños y jóvenes sin hogar" se define así:

(A) personas que carecen de una residencia nocturna fija, regular y adecuada [dentro del significado de la sección 11302(a)(1)]; e

(B) incluye lo siguiente:

(i) niños y jóvenes que comparten la vivienda con otras personas debido a la pérdida de la vivienda, dificultades económicas o una razón similar; viven en moteles, hoteles, parques de casas rodantes o terrenos para acampar debido a la falta de alojamiento alternativo idóneo; viven en refugios de emergencia o de transición;

niños y jóvenes que tienen una residencia nocturna principal y que es un lugar público o privado no diseñado ni utilizado normalmente como alojamiento habitual para dormir destinado a seres humanos [dentro del significado de la sección 11302(a)(2)(C)];

niños y jóvenes que viven en automóviles, parques, espacios públicos, edificios abandonados, viviendas precarias, estaciones de autobús o tren, o entornos similares; y

(iv) niños migrantes (tal y como se define dicho término en la sección 6399 del título 20) que califican como personas sin hogar para los fines de este subtítulo porque viven en circunstancias descritas en las cláusulas (i) a (iii).

(Fuente de datos: ente "StudentEducationOrganizationAssociation" de PEIMS)

Inmigrante: el recuento y porcentaje de estudiantes identificados según la definición que se encuentra en el título III de la Ley para Que Ningún Niño Se Quede Atrás de 2001 (NCLB), donde el término 'niños y jóvenes inmigrantes' se define como "individuos que tienen entre 3 y 21 años de edad; que no nacieron en ningún estado; y que no han asistido a una o más escuelas en uno o más estados durante más de tres años académicos completos". El término 'estado' significa cada uno de los 50 estados, el Distrito de Columbia y el Estado Libre Asociado de Puerto Rico. *(Fuente de datos: ente "StudentEducationOrganizationAssociation" de PEIMS)*

Migrante: el recuento y porcentaje de estudiantes que cumplen con los siguientes criterios: el estudiante (de 3 a 21 años de edad), o bien el (la) padre (madre), cónyuge o tutor del estudiante es un trabajador agrícola migrante, incluyendo un trabajador lechero migrante o un pescador migrante, y quien, en los 36 meses anteriores, para obtener, o acompañar a dicho(a) padre (madre), cónyuge o tutor para obtener empleo temporal o estacional en trabajos agrícolas o pesqueros: 1) se ha mudado de un distrito escolar a otro; o 2) reside en un distrito escolar de más de 15,000 millas cuadradas y migra una

distancia de 20 millas o más a una residencia temporal para participar en una actividad pesquera. *(Fuente de datos: ente "StudentEducationOrganizationAssociation" de PEIMS)*

Título I: el recuento y porcentaje de estudiantes que participan en un programa autorizado en virtud de la Parte A del Título I de Ley de Educación Primaria y Secundaria (ESEA), modificada mediante la Ley de Mejoramiento de las Escuelas de los Estados Unidos. *(Fuente de datos: ente "StudentTitleIPartAProgramAssociation" de PEIMS)*

Vinculado con miembros de las Fuerzas Armadas: el recuento y porcentaje de estudiantes que son dependientes de un miembro en servicio activo o antiguo miembro de las Fuerzas Armadas de los Estados Unidos, la Guardia Nacional de Texas o una fuerza de reserva de las Fuerzas Armadas de los Estados Unidos, o bien son dependientes de un miembro de las Fuerzas Armadas de los Estados Unidos, de la Guardia Nacional de Texas o de una fuerza de reserva de las Fuerzas Armadas de los Estados Unidos que murió en el cumplimiento del deber. *(Fuente de datos: ente "StudentEducationOrganizationAssociation" de PEIMS)*

En riesgo: el recuento y porcentaje de estudiantes identificados como en riesgo de abandonar la escuela, tal y como se define en las secciones [§§] 29.081(d) y (d-1) del Código de Educación de Texas (TEC).

$$\frac{\text{Cantidad de estudiantes en el año escolar 2024-2025 considerados en riesgo}}{\text{Cantidad total de estudiantes}}$$

(Fuente de datos: ente "StudentEducationOrganizationAssociation" de PEIMS)

Estudiante por programa educativo:
el recuento y porcentaje de estudiantes atendidos en programas o cursos de educación especial, educación profesional y técnica (9.° a 12.° grado únicamente), educación bilingüe/ESL o educación para estudiantes dotados y talentosos. Los porcentajes no suman 100 porque los estudiantes pueden participar en más de uno de estos programas. *(Fuente de datos: entes "StudentSchoolAssociation Entity", "StudentSpecialEducationProgramAssociation" y "StudentCTEProgramAssociation" de PEIMS)*.

Estudiantes con discapacidades por tipo de discapacidad primaria: el recuento de estudiantes desagregados por discapacidad primaria. El TAPR y el sistema de informes de desempeño de Texas (TPRS) utilizan cinco categorías de discapacidad primaria: estudiantes con discapacidades intelectuales, estudiantes con discapacidades físicas, estudiantes con autismo, estudiantes con discapacidades de comportamiento y estudiantes con primera infancia no categórica. A continuación, se facilita información adicional.

Estudiantes con discapacidades intelectuales (códigos de discapacidad de PEIMS 06, 08, 12, 13)

- 06—Discapacidad intelectual (ID)
- 08—Discapacidad específica del aprendizaje (LD)
- 12—Retraso en el desarrollo (DD)

- 13—Lesión cerebral traumática (TBI)

Estudiantes con discapacidades físicas (códigos de discapacidad de PEIMS 01, 03, 04, 05, 09)

- 01—Impedimento ortopédico (OI)
- 03—Sordera y dificultades auditivas (DHH)
- 04—Impedimento visual (VI)
- 05—Sordoceguera (DB)
- 09—Impedimento del habla o del lenguaje

Estudiantes con autismo (código de discapacidad de PEIMS 10)

- 10—Autismo (AU)

Estudiantes con discapacidades de comportamiento (códigos de discapacidad de PEIMS 02 y 07)

- 02—Otros impedimentos de salud (OHI)
- 07—Perturbación emocional (ED)

Estudiantes con primera infancia no categórica (código de discapacidad PEIMS 14)

- 14—Primera infancia no categórica (NCES)

(Fuente de datos: ente "StudentSpecialEducationProgramAssociation" de PEIMS)

Movilidad: el recuento y porcentaje de estudiantes que han hecho parte de la membresía durante menos del 83 por ciento del año escolar (es decir, faltaron seis semanas o más).

Cantidad de estudiantes móviles en 2023-2024

Cantidad de estudiantes que hicieron parte de la membresía en cualquier momento durante el año escolar 2023-2024

Esta tasa se calcula a nivel de estado, región, distrito y campus. Está desglosada por raza/etnia, condición de desfavorabilidad económica, condición de educación especial y condición como estudiante bilingüe emergente/aprendiz de inglés. Las tasas de movilidad que se muestran se basan en el recuento de estudiantes móviles identificados a nivel de campus. La tasa de movilidad distrital refleja la movilidad interescolar dentro del mismo distrito o desde fuera de este. La tasa de movilidad regional refleja la movilidad interescolar dentro de la misma región o desde fuera de esta. *(Fuente de datos: ente "BasicReportingPeriodAttendanceExtension" de PEIMS)*

Tasa de abandono: el porcentaje de estudiantes inscritos en el otoño de 2022-2023 que no regresaron al mismo campus en el otoño de 2023-2024. Este cálculo se ajusta para tener en cuenta los grados escolares disponibles para los estudiantes en cada campus, así como factores adicionales. Por ejemplo, se excluyeron estudiantes del cálculo si el campus en el que estaban inscritos en 2022-2023 no ofrecía el siguiente grado al que se esperaba que pasaran en 2023-2024, o bien si estaban en un campus en 2022-

2023 que ya no estuvo activo en 2023-2024. Los estudiantes que repitieron el grado, incluyendo aquellos en 12.° grado, continuaron en el cálculo.

Es posible que algunos campus no reciban una tasa de abandono porque todos sus estudiantes están excluidos del denominador de abandono debido a que su grado escolar posterior no se ofrecerá en ese campus en 2023-2024. Ejemplos de tales campus son aquellos que ofrecen grados escolares únicos o que cambiaron los grados ofrecidos en 2023-2024. La tasa de abandono se calcula de la siguiente manera:

$$\frac{\text{Cantidad de estudiantes inscritos en el otoño de 2023 – Cantidad de estudiantes que regresaron en el otoño de 2024}}{\text{Cantidad de estudiantes inscritos en el otoño de 2023}}$$

Se crean agregaciones de denominadores y numeradores de campus para niveles distritales, regionales y estatales; las tasas para cada uno de esos niveles se calculan a partir de estas sumas.

Tasas de retención por grado: el porcentaje de estudiantes de escuelas públicas de Texas que se inscribieron en el otoño de 2024 en el mismo grado en el que se notificaron durante el último período de seis semanas del año escolar anterior (2023-2024).

$$\frac{\text{Cantidad de estudiantes inscritos en el mismo grado de un año escolar al siguiente}}{\text{Cantidad de estudiantes inscritos en un año escolar que regresan al año siguiente o que se gradúan}}$$

Las tasas de retención de educación especial se calculan y notifican por separado, ya que las prácticas de retención locales difieren para estudiantes que reciben servicios de educación especial.

Los TAPR y el TPRS muestran tasas de retención solo para kínder a 9.° grado (K-9). Las tasas de retención para todos los grados se pueden encontrar en "Grade-Level Retention in Texas Public Schools" [Retención por grado escolar en escuelas públicas de Texas], disponible en la TEA. *(Fuente de datos: ente "StudentSchoolAssociation" de PEIMS)*

Calidad de datos *(no en el perfil de campus)*: el porcentaje de errores cometidos por el distrito en los datos de egreso estudiantil de PEIMS.

Porcentaje de estudiantes subnotificados. Los estudiantes subnotificados son aquellos en 7.° a 12.° grado que estuvieron inscritos en cualquier momento durante el año anterior, que no se contabilizaron en los registros distritales o en el procesamiento de la TEA en el año actual y para quienes el distrito no presentó un registro de egreso. Se exige que un distrito presente un registro de egreso de cualquier estudiante que haya cursado en 7.° a 12.° grado el año anterior, a menos que el estudiante haya recibido un certificado de equivalencia de escuela preparatoria de Texas (TxCHSE) antes del 31 de agosto, se haya graduado previamente de una escuela pública de Texas, se haya mudado e inscrito en otro distrito escolar público de Texas, o bien haya regresado al

distrito al final del período de inicio de clases (para el año escolar 2023-2024, el final del período de inicio de clases fue el 27 de septiembre de 2024).

Cantidad de estudiantes subnotificados

Cantidad de estudiantes en 7.° a 12.° grado que recibieron servicios en el distrito en el año escolar 2023-2024

(Fuente de datos: archivo de información sobre certificados de equivalencia de escuela preparatoria de Texas; entes "StudentEducationOrganizationAssociation", "StudentSchoolAssociation", "BasicReportingPeriodAttendance" y "SpecialProgramsReportingPeriodAttendanceExtension" de PEIMS)

Promedios de tamaño de clase por grado y materia: el tamaño promedio de clase por grado (primaria) o materias seleccionadas (clases de secundaria).

Para las clases de secundaria, los promedios se determinan sumando la cantidad de estudiantes atendidos (en una materia en el campus) y dividiendo esa suma por el recuento de clases para esa materia.

Para las clases de primaria, el promedio se determina con base en el modelo de enseñanza. Si un maestro de primaria imparte todas las materias al mismo grupo de estudiantes de cuarto grado durante todo el día, el tamaño promedio de la clase es simplemente la cantidad de estudiantes de cuarto grado atendidos por ese maestro. Sin embargo, si un maestro de primaria imparte una sola materia a cinco secciones diferentes de alumnos de cuarto grado cada día, el promedio se calcula de la misma manera que para las materias de secundaria. Por ejemplo, un maestro de ciencias de cuarto grado imparte cinco clases de ciencias cada día con 18, 20, 19, 21 y 22 estudiantes en cada clase. El total de 100 estudiantes dividido por las cinco clases da como resultado un tamaño promedio de clase de 20 estudiantes para ese maestro.

Las siguientes reglas se aplican a los tamaños promedio de clase:

- Las clases identificadas como aquellas que atienden a estudiantes regulares, en proceso de compensación o recuperación, dotados y talentosos, de enseñanza técnica y profesional, y sobresalientes se incluyen en el cálculo.
- Lengua y Literatura en inglés (ELA), Matemáticas, Ciencias, Estudios Sociales, lenguas distintas del inglés, Informática y educación profesional y técnica se incluyen en el cálculo, al igual que salones de clase independientes.
- No se incluyen las clases en las que la cantidad de estudiantes atendidos se notifica como cero.
- Los códigos de servicio con el prefijo "SR" no están incluidos.
- Se incluyen las funciones del maestro codificadas como "maestro" o "maestro sustituto".
- Solo se incluyen los ajustes de clase codificados como "clase regular".
- No se incluyen los recuentos parciales de FTE faltantes.
- No se incluyen las clases de primaria en las que la cantidad de estudiantes supere los 100.
- No se incluyen los promedios de clases de grados escolares mixtos.

Glosario del informe de desempeño académico de Texas (TAPR), 2024-2025

(Fuente de datos: entes "StaffEducationOrganizationAssignmentAssociation" y "StaffSectionAssociation" de PEIMS)

Información sobre personal (2024-2025)

Total de personal: el recuento total de personal que incluye personal profesional (maestros, apoyo profesional, administradores), asistentes educativos y, únicamente en el perfil distrital, personal auxiliar. *(Fuente de datos: entes "Staff", "StaffEducationOrganizationEmploymentAssociation", "StaffEducationOrganizationAssignmentAssociation" y "StaffSectionAssociation" de PEIMS)*

Personal profesional: el recuento de equivalente a tiempo completo (FTE) respecto a maestros, personal de apoyo profesional, administradores del campus y, únicamente en el perfil distrital, administradores de la oficina central. El personal está agrupado de acuerdo a sus funciones, según lo notificado en PEIMS. Cada tipo de personal profesional se muestra como porcentaje del total de FTE del personal. Consulte el apéndice B para conocer todas las identificaciones de funciones de PEIMS *(Fuente de datos: entes "Staff", "StaffEducationOrganizationEmploymentAssociation", "StaffEducationOrganizationAssignmentAssociation" y "StaffSectionAssociation" de PEIMS)*

Asistentes educativos: el recuento y porcentaje de personal paraprofesional que rinde cuentas con una función de 033 (asistente educativo) o 036 (intérprete certificado). Los recuentos de FTE de asistentes educativos se expresan como un porcentaje del total de FTE del personal. Consulte el apéndice B para conocer todas las identificaciones de funciones de PEIMS *(Fuente de datos: entes "StaffEducationOrganizationAssignmentAssociation" y "StaffSectionAssociation" de PEIMS)*

Personal auxiliar *(no en perfil de campus)***:** el recuento de equivalente a tiempo completo (FTE) respecto al personal notificado en los registros de empleo y nómina de PEIMS que no se notifican en los entes "StaffEducationOrganizationAssignmentAssociation" o "StaffSectionAssociation" de PEIMS. El personal auxiliar (y el asistente educativo que efectúa tareas rutinarias en el salón de clases bajo la supervisión general de un maestro certificado o equipo docente) se expresa como porcentaje del total de personal. Para el personal auxiliar, el FTE es el valor del porcentaje de jornada trabajada. *(Fuente de datos: entes "PayrollExt" y "StaffEducationOrganizationEmploymentAssociation" de PEIMS)*.

Bibliotecarios y consejeros (conteo): el conteo de bibliotecarios y consejeros se basa en el equivalente a tiempo completo (FTE) respecto a conteos para tiempo completo y para tiempo parcial. Los bibliotecarios y consejeros se consideran a tiempo parcial cuando el recuento de FTE es menor o igual a 0.85 (por ejemplo, si un recuento de FTE es menor o igual a 0.85, el conteo para tiempo parcial es igual a 1). El consejero incluye las clasificaciones de personal de PEIMS 008 y 117. Bibliotecario incluye las clasificaciones de personal de PEIMS 013.

Los bibliotecarios y consejeros son conteos, no sumas de FTE. El conteo distrital no es una suma del conteo de campus. Por ejemplo, un consejero pasa el 50 por ciento de su tiempo en la escuela primaria (0.50 FTE) y el 50 por ciento de su tiempo en la escuela preparatoria (0.50 FTE). En cada uno de los informes de campus, este consejero se reflejará como 1.0 consejero a tiempo parcial. En el informe distrital, el consejero se reflejará como 1.0 (consejero a tiempo completo), ya que el recuento de FTE es superior a 0.85 (0.50 FTE más 0.50 FTE = 1.0 FTE). Consulte el apéndice B para conocer las clasificaciones de personal de PEIMS (personal de apoyo profesional). *(Fuente de datos: entes "Staff", "StaffEducationOrganizationEmploymentAssociation", "StaffEducationOrganizationAssignmentAssociation" y "StaffSectionAssociation" de PEIMS)*

Glosario del informe de desempeño académico de Texas (TAPR), 2024-2025

Total de personal perteneciente a minorías: el recuento total del personal perteneciente a minorías es la suma de los recuentos de FTE de todos los grupos de personal distintos a blancos (afroamericanos, hispanos, indios americanos, asiáticos, isleños del Pacífico y dos o más razas). El recuento de FTE de personal perteneciente a minorías se expresa como un porcentaje del total del FTE de personal. *(Fuente de datos: entes "Staff", "StaffEducationOrganizationEmploymentAssociation", "StaffEducationOrganizationAssignmentAssociation" y "StaffSectionAssociation" de PEIMS)*

Maestros por etnia y sexo: el recuento de FTE de maestros por grupo étnico y por sexo. Los recuentos también se expresan como porcentaje del total de FTE de maestros. *(Fuente de datos: entes "Staff", "StaffEducationOrganizationEmploymentAssociation", "StaffEducationOrganizationAssignmentAssociation" y "StaffSectionAssociation" de PEIMS)*

Maestros por mayor titulación obtenida: la distribución de las titulaciones obtenidas por los maestros. Los recuentos de FTE de maestros sin titulación y con título de licenciatura, maestría o doctorado se expresan como porcentaje del total de FTE de maestros. *(Fuente de datos: entes "Staff", "StaffEducationOrganizationEmploymentAssociation", "StaffEducationOrganizationAssignmentAssociation" y "StaffSectionAssociation" de PEIMS)*

Maestros por años de experiencia: el recuento de FTE de maestros por años totales de experiencia del individuo, no necesariamente años de experiencia en el distrito o campus. Los recuentos de maestros dentro de cada intervalo de experiencia se expresan como un porcentaje del total de FTE de maestros. Se notifica a los maestros con cero años de experiencia (maestros de primer año), 1 a 5 años, 6 a 10 años, 11 a 20 años, 21 a 30 años y más de 30 años. *(Fuente de datos: entes "Staff", "StaffEducationOrganizationEmploymentAssociation", "StaffEducationOrganizationAssignmentAssociation" y "StaffSectionAssociation" de PEIMS)*

Cantidad de estudiantes por maestro: la cantidad total de estudiantes dividida por el recuento total de FTE de maestros. *(Fuente de datos: entes "Staff", "StaffEducationOrganizationEmploymentAssociation", "StaffEducationOrganizationAssignmentAssociation" y "StaffSectionAssociation" de PEIMS)*

Experiencia de dirección de campus: el promedio de años de experiencia para directores y subdirectores.

- *Promedio de años como director:* la cantidad de años completados de experiencia como director, sin importar el distrito o la interrupción en el servicio. Estas cantidades se suman y se dividen por el número de todos los directores notificados para el campus.
- *Promedio de años como director en el distrito:* la cantidad de años que un director trabaja en el distrito, sin importar cualquier interrupción en el servicio. Las cantidades se suman y se dividen por el número de directores notificados para el distrito.
- *Promedio de años como subdirector:* la cantidad de años completados de experiencia como subdirector, sin importar el distrito o la interrupción en el servicio. Las cantidades se suman y se dividen por el número de subdirectores notificados para el campus.
- *Promedio de años como subdirector en el distrito:* la cantidad de años que un subdirector trabaja en el distrito, sin importar cualquier interrupción en el servicio. Estas cantidades se suman y se dividen por el número de subdirectores notificados para el distrito.

(Fuente de datos: ente "StaffEducationOrganizationEmploymentAssociation" de PEIMS)

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Promedio de años de experiencia de los maestros: la cantidad promedio de años de experiencia profesional completados, independientemente del distrito. Los promedios ponderados se calculan multiplicando el coeficiente de FTE de cada maestro (1 para un maestro a tiempo completo, 0.75 para un maestro a tres cuartos de tiempo completo y 0.5 para un maestro a medio tiempo, por ejemplo) por sus años de experiencia. Estas cantidades se suman y se dividen por la suma de los coeficientes de FTE de todos los maestros. *(Fuente de datos: entes "Staff", "StaffEducationOrganizationEmploymentAssociation", "StaffEducationOrganizationAssignmentAssociation" y "StaffSectionAssociation" de PEIMS)*

Promedio de años de experiencia de maestros en el distrito: la cantidad promedio de años que se trabaja en el distrito, sin importar cualquier interrupción en el servicio. los promedios ponderados se calculan multiplicando el coeficiente de FTE de cada maestro por sus años de experiencia en el distrito. Estas cantidades se suman y se dividen por la suma de los coeficientes de todos los maestros. *(Fuente de datos: ente "StaffEducationOrganizationEmploymentAssociation" de PEIMS)*

Salario promedio de los maestros por años de experiencia (solo obligaciones regulares): pago total de todos los maestros en cada categoría dividido por el recuento total de FTE de maestros en esa categoría. A los efectos de este cálculo, el monto total del salario real es el pago por obligaciones regulares únicamente y no incluye el pago suplementario. Para los maestros que también desempeñan funciones distintas a la docencia, en el cálculo del salario promedio de los maestros solo se tiene en cuenta la fracción del tiempo y el pago dedicados a las responsabilidades del salón de clases. Se notifica a los maestros con cero años de experiencia (maestros de primer año), 1 a 5 años, 6 a 10 años, 11 a 20 años, 21 a 30 años y más de 30 años. *(Fuente de datos: ente "PayrollExt" de PEIMS)*

Salarios reales promedio (solo obligaciones regulares): para cada categoría**,** el salario total de esa categoría dividido por el recuento total de FTE para esa categoría. En el salario total solo se incluye el pago de las funciones habituales; los pagos suplementarios por tareas adicionales (por ejemplo, capacitación, asignaciones de banda y orquesta, patrocinio de clubes) no están incluidos. Consulte el apéndice B para obtener listas de las clasificaciones de personal de PEIMS incluidas en cada categoría.

Maestros. Maestros, maestros de servicio especial y maestros sustitutos. Los maestros sustitutos se contratan de manera temporal para reemplazar a un maestro o de manera permanente según sea necesario. El informe y gráfico distrital de salarios de maestros también utiliza esta definición al crear recuentos para diversos rangos salariales.

Apoyo profesional. Terapeutas, enfermeras, bibliotecarios, consejeros y otro personal profesional de campus.

Administración de campus (dirección escolar). Directores, subdirectores y otro tipo de administradores notificados con una identificación escolar específica.

Administración central (no en el perfil de campus). Superintendentes, presidentes, directores ejecutivos, directores administrativos, gerentes de negocios, directores deportivos y otros administradores notificados con una identificación de la oficina central y no con una identificación escolar específica.

Porcentaje de personal de enseñanza *(solo en el perfil distrital)***:** el porcentaje de FTE del distrito cuya función laboral fue impartir enseñanza en el salón de clases de manera directa a los estudiantes durante

el año escolar 2024-2025. El porcentaje del personal de enseñanza es una medición a nivel de distrito y se calcula de la siguiente manera:

$$\frac{\textbf{Cantidad total de horas del personal distrital que se notificó bajo los códigos de rubro de gastos 6112, 6119 y 6129, y códigos de función 11, 12, 13 y 31}}{\textbf{Cantidad total de horas trabajadas por todos los empleados distritales}}$$

Comuníquese con la División de Cumplimiento Financiero llamando al (512) 463-9095 para obtener más detalles sobre esta medición. *(Fuente de datos: entes "Staff", "StaffEducationOrganizationEmploymentAssociation", "StaffEducationOrganizationAssignmentAssociation" y "StaffSectionAssociation" de PEIMS)*

Tasa de rotación de maestros *(no en el perfil de campus)***:** el porcentaje de maestros del otoño de 2023-2024 que no estaban empleados en el distrito en el otoño de 2024-2025. Se calcula como el recuento total de FTE de maestros del otoño de 2023-2024 que no estaban empleados en el distrito en el otoño de 2024-2025, dividido por el recuento total de FTE de maestros del otoño de 2023-2024. Los maestros se incluyen las clasificaciones de personal (identificaciones de funciones) de PEIMS 087 y 047. El personal que permaneció empleado en el distrito, aunque no como maestros, también cuenta para la rotación de maestros. *(Fuente de datos: PEIMS 30040 y 30090 [PEIMS 2023-2024]; entes "Staff Entity StaffEducationOrganizationAssignmentAssociation" y "StaffSectionAssociation" [PEIMS 2024-2025]).*

Exclusiones de personal *(no en el perfil de campus)***:** los recuentos de personas que prestan servicios a estudiantes de escuelas públicas, pero que no están incluidos en los totales de FTE para ninguna de las otras estadísticas de empleados. Existen dos tipos de estas entradas: personas que participan en un acuerdo de servicios compartidos y personas bajo contrato con el distrito para prestar servicios de enseñanza.

El personal bajo un acuerdo de servicios compartidos (SSA) es aquel que trabaja en escuelas situadas en distritos distintos a su distrito empleador, o cuya organización asignada (en PEIMS) muestra un código 751, lo que señala que están empleados por el agente fiscal de un SSA. Solo la parte del monto total de FTE de una persona asociada con la escuela en otro distrito (o con el código de organización 751) se cuenta como SSA. El personal bajo SSA se agrupa en tres categorías: personal profesional (que incluye maestros, administradores y apoyo profesional); asistentes educativos y personal auxiliar. Tenga en cuenta que el personal auxiliar bajo SSA se identifica por el tipo de fondo con el que se les paga.

Personal de enseñanza contratado (perfiles de campus y distrital) se refiere a los recuentos de instructores para quienes el distrito ha celebrado un acuerdo contractual con alguna organización externa. A través del contrato, la organización externa se ha comprometido a dotar personal educativo. Nunca son empleados del distrito escolar que notifica. *(Fuente de datos: entes "ContractedInstructionalStaffFTEExt" y "PayrollExt" de PEIMS)*.

Personal de enseñanza contratado: el recuento de personas que no son maestros regulares de salón de clases que han firmado un contrato con un distrito, ni son empleados bajo acuerdos de servicios compartidos. Más bien, se trata de instructores para quienes el distrito ha celebrado un acuerdo contractual con una organización externa. A través del contrato, la organización externa se ha comprometido a dotar personal educativo. Incluyen, entre otros, terapeutas del habla, terapeutas

ocupacionales y cualquier otro tipo de personal profesional contratado que trabaje en un salón de clases de forma exclusiva *(Fuente de datos: ente "ContractedInstructionalStaffFTEExt" de PEIMS)*

Asignación de incentivos para maestros (TIA): el conteo de maestros que recibieron una asignación de incentivos, de conformidad con el Proyecto de Ley 3 de la Cámara de Representantes y la sección 48.112 del Código de Educación de Texas (TEC), así como un abono promedio de TIA de acuerdo a las categorías "Reconocido", "Ejemplar" y "Experimentado" para el año escolar 2024-2025. *(Fuente de datos: División de Sistemas de Talento Distrital).*

Maestros por programa *(población atendida)***:** el recuento de FTE de maestros categorizados por el tipo de población estudiantil atendida: estudiantes de educación regular, especial, compensatoria, bilingüe/ESL, dotados y talentosos, así como otras poblaciones. Los valores de FTE de maestros se asignan entre tipos de población para maestros que atienden a varios tipos de población. Los porcentajes se expresan como porcentaje del total de FTE de maestros. *(Fuente de datos: entes "Staff", "StaffEducationOrganizationEmploymentAssociation", "StaffEducationOrganizationAssignmentAssociation" y "StaffSectionAssociation" de PEIMS)*

Glosario del informe de desempeño académico de Texas (TAPR), 2024-2025

Apéndice A
Cursos académicos avanzados

- Todos los cursos que se muestran corresponden al año escolar 2024-2025.
- Un prefijo “A” señala un curso de colocación avanzada de College Board.
- Un prefijo “I” señala un curso de Bachillerato Internacional.
- Los cursos de crédito doble no se muestran de manera específica en esta lista.

Lengua y Literatura en inglés

Código del curso	Título abreviado del curso
03231900	PERIODISMO RADIOTELEVISIVO AVANZADO I
03231901	PERIODISMO RADIOTELEVISIVO AVANZADO II
03231902	PERIODISMO RADIOTELEVISIVO AVANZADO III
03230180	PERIODISMO AVANZADO: REVISTA LITERARIA II
03230190	PERIODISMO AVANZADO: REVISTA LITERARIA III
03230170	PERIODISMO AVANZADO: REVISTA LITERARIA I
03230140	PERIODISMO AVANZADO: PERIÓDICO I
03230150	PERIODISMO AVANZADO: PERIÓDICO II
03230160	PERIODISMO AVANZADO: PERIÓDICO III
03230110	PERIODISMO AVANZADO: ANUARIO I
03230120	PERIODISMO AVANZADO: ANUARIO II
03230130	PERIODISMO AVANZADO: ANUARIO III
A3220100	COMP. Y LENGUA INGLESA, AP
A3220200	COMP. Y LITERATURA INGLESA, AP
03240600	DEBATE I (DEBATE 1)
03240700	DEBATE II (DEBATE 2)
03240800	DEBATE III (DEBATE 3)
I3220900	LITERATURA Y REPRESENTACIÓN, NIVEL ESTÁNDAR, IB
I3220600	LENGUA A, IB: LENGUA Y LITERATURA, NIVEL SUPERIOR
I3220500	LENGUA A, IB: LENGUA Y LITERATURA, NIVEL ESTÁNDAR
I3220800	LENGUA A, IB: LITERATURA, NIVEL SUPERIOR
I3220700	LENGUA A, IB: LITERATURA, NIVEL ESTÁNDAR
I3366020	FILOSOFÍA, NIVEL SUPERIOR, IB
I3366010	FILOSOFÍA, NIVEL ESTÁNDAR, IB
03221800	ESTUDIO INDEP./INGLÉS (1° VEZ)
03231000	ESTUDIO INDEP./PERIODISMO (1.º VEZ)
03231011	ESTUDIO INDEP./PERIODISMO (2.º VEZ)
03231022	ESTUDIO INDEP./PERIODISMO (3.º VEZ)
03241200	ESTUDIO INDEP./EXPRESIÓN (1.° VEZ)
03241210	ESTUDIO INDEP./EXPRESIÓN (2.° VEZ)
03241220	ESTUDIO INDEP./EXPRESIÓN (3.° VEZ)
03240200	INTERPRETACIÓN ORAL I
03240300	INTERPRETACIÓN ORAL II

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Código del curso	Título abreviado del curso
03240400	INTERPRETACIÓN ORAL III
03230800	FOTOPERIODISMO (PHOTJOUR)
03241100	ORATORIA III (PUBSPKG3)
03221100	INVESTIGACIÓN/REDACCIÓN TÉCNICA

Matemáticas

Código del curso	Título abreviado del curso
03102510	RAZONAMIENTO CUANTITATIVO AVANZADO
A3100101	CÁLCULO AB, AP
A3100102	CÁLCULO BC, AP
A3100100	PRECÁLCULO, AP
A3100200	ESTADÍSTICA, AP (APSTATS)
12701410	MATEMÁTICAS APLICADAS PARA PROFESIONALES DE LA TECNOLOGÍA
03102520	MATEMÁTICAS DISCRETAS PARA LA RESOLUCIÓN DE PROBLEMAS
I3100600	ANÁLISIS Y ENFOQUE MATEMÁTICO, NIVEL SUPERIOR, IB
I3100500	ANÁLISIS Y ENFOQUE MATEMÁTICO, NIVEL ESTÁNDAR, IB
I3100800	INTERPRETACIÓN Y APLICACIONES MATEMÁTICAS, NIVEL SUPERIOR, IB
I3100700	INTERPRETACIÓN Y APLICACIONES MATEMÁTICAS, NIVEL ESTÁNDAR, IB
03102500	ESTUDIO INDEP. EN MATEMÁTICAS (1.° VEZ)
03102501	ESTUDIO INDEP. EN MATEMÁTICAS (2.° VEZ)
03102502	ESTUDIO INDEP. EN MATEMÁTICAS (3.° VEZ)
IHE11100	MATEMÁTICAS: AVAL PARA INST. DE EDUCACIÓN SUPERIOR
03101100	PRECÁLCULO (PRE CALC)

Ciencias

Código del curso	Título abreviado del curso
A3010200	BIOLOGÍA, AP
A3040000	QUÍMICA, AP
A3020000	CIENCIAS AMBIENTALES, AP
A3050003	FÍSICA 1: ALGEBRAICA, AP ALGEBRAICA
A3050004	FÍSICA 2: ALGEBRAICA, AP ALGEBRAICA
A3050005	FÍSICA C: ELECTROMAGNETISMO, AP
A3050006	FÍSICA C: MECÁNICA, AP
I3010202	BIOLOGÍA, NIVEL SUPERIOR, IB
I3010201	BIOLOGÍA, NIVEL ESTÁNDAR, IB
I3040003	QUÍMICA, NIVEL SUPERIOR, IB
I3040002	QUÍMICA, NIVEL ESTÁNDAR, IB
I3030002	TECNOLOGÍA DE DISEÑO, NIVEL SUPERIOR, IB
I3030001	TECNOLOGÍA DE DISEÑO, NIVEL ESTÁNDAR, IB
I3020000	SISTEMAS AMBIENTALES Y SOCIEDAD, NIVEL ESTÁNDAR, IB

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I3050003	FÍSICA, NIVEL SUPERIOR, IB
I3050002	FÍSICA, NIVEL ESTÁNDAR, IB
I3060002	EJERCICIOS DEPORTIVOS Y CIENCIAS DE LA SALUD, NIVEL SUPERIOR, IB
I3060001	EJERCICIOS DEPORTIVOS Y CIENCIAS DE LA SALUD, NIVEL ESTÁNDAR, IB

Estudios Sociales.

Código del curso	Título abreviado del curso
A3330200	GOBIERNO Y POLÍTICA COMPARADOS, AP
A3340200	HISTORIA EUROPEA, AP
A3360200	GEOGRAFÍA HUMANA, AP (ELECTIVA)
A3360100	GEOGRAFÍA HUMANA (WRLD GEOG), AP
A3220300	LENGUA INGLESA INTERNACIONAL, AP
A3310200	MACROECONOMÍA, AP
A3310100	MICROECONOMÍA, AP
A3350100	PSICOLOGÍA, AP
A3330100	GOBIERNO Y POLÍTICA DE LOS ESTADOS UNIDOS, AP
A3340100	HISTORIA DE LOS ESTADOS UNIDOS, AP
A3370100	HISTORIA MUNDIAL, AP
03310301	ESTUDIOS AVANZADOS EN ECONOMÍA, 1.º VEZ
03310321	ESTUDIOS AVANZADOS EN ECONOMÍA, 2.º VEZ
I3303200	ECONOMÍA, NIVEL SUPERIOR, IB
I3303100	ECONOMÍA, NIVEL ESTÁNDAR, IB
I3302200	GEOGRAFÍA, NIVEL SUPERIOR, IB
I3302100	GEOGRAFÍA, NIVEL ESTÁNDAR, IB
I3302600	POLÍTICA MUNDIAL, NIVEL SUPERIOR, IB
I3302500	POLÍTICA MUNDIAL, NIVEL ESTÁNDAR, IB
I3301200	HISTORIA DE ÁFRICA Y ORIENTE MEDIO, NIVEL SUPERIOR, IB
I3301400	HISTORIA DE ASIA Y OCEANÍA, NIVEL SUPERIOR, IB
I3301300	HISTORIA DE LAS AMÉRICAS, NIVEL SUPERIOR, IB
I3301500	HISTORIA DE EUROPA, NIVEL SUPERIOR, IB
I3301100	HISTORIA, NIVEL ESTÁNDAR, IB
I3304200	PSICOLOGÍA, NIVEL SUPERIOR, IB
I3304100	PSICOLOGÍA, NIVEL ESTÁNDAR, IB
I3302400	ANTROPOLOGÍA SOCIOCULTURAL, NIVEL SUPERIOR, IB
I3302300	ANTROPOLOGÍA SOCIOCULTURAL, NIVEL ESTÁNDAR, IB
03380003	MÉTODOS DE INVESTIGACIÓN EN ESTUDIOS SOCIALES (1.º VEZ)
03380023	MÉTODOS DE INVESTIGACIÓN EN ESTUDIOS SOCIALES (2.º VEZ)
03380033	MÉTODOS DE INVESTIGACIÓN EN ESTUDIOS SOCIALES (3.º VEZ)
03380043	MÉTODOS DE INVESTIGACIÓN EN ESTUDIOS SOCIALES (4.º VEZ)
03380031	ESTUDIOS SOCIALES AVANZADOS, 3.° VEZ
03380041	ESTUDIOS SOCIALES AVANZADOS, 4.° VEZ
03380001	ESTUDIOS SOCIALES AVANZADOS (1.º VEZ)
03380021	ESTUDIOS SOCIALES AVANZADOS (2,º VEZ)

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Lengua Extranjera

Código del curso	Título abreviado del curso
03980910	LENG. ESTADOUNIDENSE DE SEÑAS AVANZADO, NIVEL ESTÁNDAR, 1.° VEZ
03980920	LENG. ESTADOUNIDENSE DE SEÑAS AVANZADO, NIVEL ESTÁNDAR, 2.° VEZ
03980930	LENG. ESTADOUNIDENSE DE SEÑAS AVANZADO, NIVEL ESTÁNDAR, 3.° VEZ
A3400400	LENGUA Y CULTURA: ITALIANO, AP
A3120400	LENGUA Y CULTURA: JAPONÉS, AP
A3440100	LENGUA Y CULTURA: ESPAÑOL, AP
A3410100	LENGUA Y CULTURA: FRANCÉS, AP
A3420100	LENGUA Y CULTURA: ALEMÁN, AP
A3490400	LENGUA Y CULTURA: CHINO, AP
A3430100	LATÍN, AP
A3440200	LITERATURA Y CULTURA: ESPAÑOL, AP
03430910	SEM. DE LENGUAS CLÁSICAS, AVANZADO, 1.° VEZ, LATÍN
03430920	SEM. DE LENGUAS CLÁSICAS, AVANZADO, 2.° VEZ, LATÍN
03430930	SEM. DE LENGUAS CLÁSICAS, AVANZADO, 3.° VEZ, LATÍN
I3520500	LENGUAS B, LENGUAS MODERNAS, NIVEL SUPERIOR: HINDI, IB
I3520400	LENGUAS B, LENGUAS MODERNAS, NIVEL ESTÁNDAR: HINDI, IB
I3996100	LENGUAS B, LENGUAS MODERNAS, NIVEL SUPERIOR: OTRA, IB
I3996000	LENGUAS B, LENGUAS MODERNAS, NIVEL ESTÁNDAR: OTRA, IB
I3110300	LENGUAS AB, INITIO, NIVEL ESTÁNDAR, IB
I3430500	LENGUAS B, LENGUAS CLÁSICAS, NIVEL SUPERIOR: LATÍN, IB
I3430400	LENGUAS B, LENGUAS CLÁSICAS, NIVEL ESTÁNDAR: LATÍN, IB
I3410500	LENGUAS B, LENGUAS MODERNAS, NIVEL SUPERIOR: FRANCÉS, IB
I3420500	LENGUAS B, LENGUAS MODERNAS, NIVEL SUPERIOR: ALEMÁN, IB
I3480500	LENGUAS B, LENGUAS MODERNAS, NIVEL SUPERIOR: HEBREO, IB
I3410400	LENGUAS B, LENGUAS MODERNAS, NIVEL ESTÁNDAR: FRANCÉS, IB
I3420400	LENGUAS B, LENGUAS MODERNAS, NIVEL ESTÁNDAR: ALEMÁN, IB
I3480400	LENGUAS B, LENGUAS MODERNAS, NIVEL SUPERIOR: HEBREO, IB
I3110500	LENGUAS B, LENGUAS MODERNAS, NIVEL SUPERIOR: ÁRABE, IB
I3490500	LENGUAS B, LENGUAS MODERNAS, NIVEL SUPERIOR: CHINO, IB
I3450500	LENGUAS B, LENGUAS MODERNAS, NIVEL SUPERIOR: RUSO, IB
I3440500	LENGUAS B, LENGUAS MODERNAS, NIVEL SUPERIOR: ESPAÑOL, IB
I3110400	LENGUAS B, LENGUAS MODERNAS, NIVEL ESTÁNDAR: ÁRABE, IB
I3490400	LENGUAS B, LENGUAS MODERNAS, NIVEL ESTÁNDAR: CHINO, IB
I3450400	LENGUAS B, LENGUAS MODERNAS, NIVEL ESTÁNDAR: RUSO, IB
I3440400	LENGUAS B, LENGUAS MODERNAS, NIVEL ESTÁNDAR: ESPAÑOL, IB
I3120500	LENGUAS B, LENGUAS MODERNAS, NIVEL SUPERIOR: JAPONÉS, IB
I3120400	LENGUAS B, LENGUAS MODERNAS, NIVEL ESTÁNDAR: JAPONÉS, IB
03110300	LENGUA DISTINTA AL INGLÉS III: ÁRABE
03420300	LENGUA DISTINTA AL INGLÉS III: ALEMÁN
03980300	LENGUA DISTINTA AL INGLÉS III: LENG. ESTADOUNIDENSE DE SEÑAS
03490300	LENGUA DISTINTA AL INGLÉS III: CHINO
03410300	LENGUA DISTINTA AL INGLÉS III: FRANCÉS
03450300	LENGUA DISTINTA AL INGLÉS III: RUSO
03440300	LENGUA DISTINTA AL INGLÉS III: ESPAÑOL

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Código del curso	Título abreviado del curso
03400300	LENGUA DISTINTA AL INGLÉS III: ITALIANO
03120300	LENGUA DISTINTA AL INGLÉS III: JAPONÉS
03470300	LENGUA DISTINTA AL INGLÉS III: PORTUGUÉS
03110400	LENGUA DISTINTA AL INGLÉS IV: ÁRABE
03980400	LENGUA DISTINTA AL INGLÉS IV: LENG. ESTADOUNIDENSE DE SEÑAS
03490400	LENGUA DISTINTA AL INGLÉS IV: CHINO
03410400	LENGUA DISTINTA AL INGLÉS IV: FRANCÉS
03420400	LENGUA DISTINTA AL INGLÉS IV: ALEMÁN
03400400	LENGUA DISTINTA AL INGLÉS IV: ITALIANO
03120400	LENGUA DISTINTA AL INGLÉS IV: JAPONÉS
03450400	LENGUA DISTINTA AL INGLÉS IV: RUSO
03440400	LENGUA DISTINTA AL INGLÉS IV: ESPAÑOL
03470400	LENGUA DISTINTA AL INGLÉS IV: PORTUGUÉS
03110500	LENGUA DISTINTA AL INGLÉS V: ÁRABE
03490500	LENGUA DISTINTA AL INGLÉS V: CHINO
03410500	LENGUA DISTINTA AL INGLÉS V: FRANCÉS
03420500	LENGUA DISTINTA AL INGLÉS V: ALEMÁN
03400500	LENGUA DISTINTA AL INGLÉS V: ITALIANO
03450500	LENGUA DISTINTA AL INGLÉS V: RUSO
03440500	LENGUA DISTINTA AL INGLÉS V: ESPAÑOL
03470500	LENGUA DISTINTA AL INGLÉS V: PORTUGUÉS
03110600	LENGUA DISTINTA AL INGLÉS VI: ÁRABE
03490600	LENGUA DISTINTA AL INGLÉS VI: CHINO
03410600	LENGUA DISTINTA AL INGLÉS VI: FRANCÉS
03420600	LENGUA DISTINTA AL INGLÉS VI: ALEMÁN
03400600	LENGUA DISTINTA AL INGLÉS VI: ITALIANO
03120600	LENGUA DISTINTA AL INGLÉS VI: JAPONÉS
03450600	LENGUA DISTINTA AL INGLÉS VI: RUSO
03440600	LENGUA DISTINTA AL INGLÉS VI: ESPAÑOL
03470600	LENGUA DISTINTA AL INGLÉS VI: PORTUGUÉS
03410700	LENGUA DISTINTA AL INGLÉS VII: FRANCÉS
03420700	LENGUA DISTINTA AL INGLÉS VII: ALEMÁN
03440700	LENGUA DISTINTA AL INGLÉS VII: ESPAÑOL
03110700	LENGUA DISTINTA AL INGLÉS VII: ÁRABE
03490700	LENGUA DISTINTA AL INGLÉS VII: CHINO
03400700	LENGUA DISTINTA AL INGLÉS VII: ITALIANO
03120700	LENGUA DISTINTA AL INGLÉS VII: JAPONÉS
03470700	LENGUA DISTINTA AL INGLÉS VII: PORTUGUÉS
03450700	LENGUA DISTINTA AL INGLÉS VII: RUSO
03120500	LENGUA DISTINTA AL INGLÉS V: JAPONÉS
11403100	LENGUA DISTINTA AL INGLÉS, NIVEL III: COREANO
11401300	LENGUA DISTINTA AL INGLÉS, NIVEL III: TURCO
11403200	LENGUA DISTINTA AL INGLÉS, NIVEL IV: COREANO
11401400	LENGUA DISTINTA AL INGLÉS, NIVEL IV: TURCO
11403300	LENGUA DISTINTA AL INGLÉS, NIVEL V: COREANO

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Código del curso	Título abreviado del curso
11401500	LENGUA DISTINTA AL INGLÉS, NIVEL V: TURCO
11403400	LENGUA DISTINTA AL INGLÉS, NIVEL VI: COREANO
11401600	LENGUA DISTINTA AL INGLÉS, NIVEL VI: TURCO
11403500	LENGUA DISTINTA AL INGLÉS, NIVEL VII: COREANO
11401700	LENGUA DISTINTA AL INGLÉS, NIVEL VII: TURCO
03520300	LENGUA DISTINTA AL INGLÉS, NIVEL III: HINDI
03520700	LENGUA DISTINTA AL INGLÉS, NIVEL VII: HINDI
03520500	LENGUA DISTINTA AL INGLÉS, NIVEL V: HINDI
03520400	LENGUA DISTINTA AL INGLÉS, NIVEL IV: HINDI
03520600	LENGUA DISTINTA AL INGLÉS, NIVEL VI: HINDI
03510300	LENGUA DISTINTA AL INGLÉS, NIVEL III: VIETNAMITA
03510700	LENGUA DISTINTA AL INGLÉS, NIVEL VII: VIETNAMITA
03510400	LENGUA DISTINTA AL INGLÉS, NIVEL IV: VIETNAMITA
03510500	LENGUA DISTINTA AL INGLÉS, NIVEL V: VIETNAMITA
03510600	LENGUA DISTINTA AL INGLÉS, NIVEL VI: VIETNAMITA
03530300	LENGUA DISTINTA AL INGLÉS, NIVEL III: URDU
03530400	LENGUA DISTINTA AL INGLÉS, NIVEL IV: URDU
03530500	LENGUA DISTINTA AL INGLÉS, NIVEL V: URDU
03530600	LENGUA DISTINTA AL INGLÉS, NIVEL VI: URDU
03530700	LENGUA DISTINTA AL INGLÉS, NIVEL VII: URDU
03430300	LENGUA DISTINTA AL INGLÉS, LENGUAS CLÁSICAS, NIVEL III: LATÍN
03430700	LENGUA DISTINTA AL INGLÉS, LENGUAS CLÁSICAS, NIVEL VII: LATÍN
03430400	LENGUA DISTINTA AL INGLÉS, LENGUAS CLÁSICAS, NIVEL IV: LATÍN
03430500	LENGUA DISTINTA AL INGLÉS, LENGUAS CLÁSICAS, NIVEL V: LATÍN
03430600	LENGUA DISTINTA AL INGLÉS, LENGUAS CLÁSICAS, NIVEL VI: LATÍN
03993400	OTRAS LENGUAS EXTRANJERAS, NIVEL III
03996000	OTRAS LENGUAS EXTRANJERAS, NIVEL IV
03996100	OTRAS LENGUAS EXTRANJERAS, NIVEL V
03996200	OTRAS LENGUAS EXTRANJERAS, NIVEL VI
03996300	OTRAS LENGUAS EXTRANJERAS, NIVEL VII
03110910	SEM. DE LENGUA DISTINTA, AVANZADO, 1.° VEZ: ÁRABE
03490910	SEM. DE LENGUA DISTINTA, AVANZADO, 1.° VEZ: CHINO
03410910	SEM. DE LENGUA DISTINTA, AVANZADO, 1.° VEZ: FRANCÉS
03420910	SEM. DE LENGUA DISTINTA, AVANZADO, 1.° VEZ: ALEMÁN
03520910	SEM. DE LENGUA DISTINTA, AVANZADO, 1.° VEZ: HINDI
03400910	SEM. DE LENGUA DISTINTA, AVANZADO, 1.° VEZ: ITALIANO
11403610	SEM. DE LENGUA DISTINTA, AVANZADO, 1.° VEZ: COREANO
03470910	SEM. DE LENGUA DISTINTA, AVANZADO, 1.° VEZ: PORTUGUÉS
03450910	SEM. DE LENGUA DISTINTA, AVANZADO, 1.° VEZ: RUSO
03440910	SEM. DE LENGUA DISTINTA, AVANZADO, 1.° VEZ: ESPAÑOL
11401910	SEM. DE LENGUA DISTINTA, AVANZADO, 1.° VEZ: TURCO
03530910	SEM. DE LENGUA DISTINTA, AVANZADO, 1.° VEZ: URDU
03510910	SEM. DE LENGUA DISTINTA, AVANZADO, 1.° VEZ: VIETNAMITA
03120910	SEM. DE LENGUA DISTINTA, AVANZADO, 1.° VEZ: JAPONÉS
03110920	SEM. DE LENGUA DISTINTA, AVANZADO, 2.° VEZ: ÁRABE

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03490920	SEM. DE LENGUA DISTINTA, AVANZADO, 2.° VEZ: CHINO
03410920	SEM. DE LENGUA DISTINTA, AVANZADO, 2.° VEZ: FRANCÉS
03420920	SEM. DE LENGUA DISTINTA, AVANZADO, 2.° VEZ: ALEMÁN
03520920	SEM. DE LENGUA DISTINTA, AVANZADO, 2.° VEZ: HINDI
03400920	SEM. DE LENGUA DISTINTA, AVANZADO, 2.° VEZ: ITALIANO
11403620	SEM. DE LENGUA DISTINTA, AVANZADO, 2.° VEZ: COREANO
03470920	SEM. DE LENGUA DISTINTA, AVANZADO, 2.° VEZ: PORTUGUÉS
03450920	SEM. DE LENGUA DISTINTA, AVANZADO, 2.° VEZ: RUSO
03440920	SEM. DE LENGUA DISTINTA, AVANZADO, 2.° VEZ: ESPAÑOL
11401920	SEM. DE LENGUA DISTINTA, AVANZADO, 2.° VEZ: TURCO
03530920	SEM. DE LENGUA DISTINTA, AVANZADO, 2.° VEZ: URDU
03510920	SEM. DE LENGUA DISTINTA, AVANZADO, 2.° VEZ: VIETNAMITA
03120920	SEM. DE LENGUA DISTINTA, AVANZADO, 2.° VEZ: JAPONÉS
03110930	SEM. DE LENGUA DISTINTA, AVANZADO, 3.° VEZ: ÁRABE
03490930	SEM. DE LENGUA DISTINTA, AVANZADO, 3.° VEZ: CHINO
03410930	SEM. DE LENGUA DISTINTA, AVANZADO, 3.° VEZ: FRANCÉS
03420930	SEM. DE LENGUA DISTINTA, AVANZADO, 3.° VEZ: ALEMÁN
03520930	SEM. DE LENGUA DISTINTA, AVANZADO, 3.° VEZ: HINDI
03400930	SEM. DE LENGUA DISTINTA, AVANZADO, 3.° VEZ: ITALIANO
11403630	SEM. DE LENGUA DISTINTA, AVANZADO, 3.° VEZ: COREANO
03470930	SEM. DE LENGUA DISTINTA, AVANZADO, 3.° VEZ: PORTUGUÉS
03450930	SEM. DE LENGUA DISTINTA, AVANZADO, 3.° VEZ: RUSO
03440930	SEM. DE LENGUA DISTINTA, AVANZADO, 3.° VEZ: ESPAÑOL
03530930	SEM. DE LENGUA DISTINTA, AVANZADO, 3.° VEZ: URDU
03510930	SEM. DE LENGUA DISTINTA, AVANZADO, 3.° VEZ: VIETNAMITA
03120930	SEM. DE LENGUA DISTINTA, AVANZADO, 3.° VEZ: JAPONÉS
11401930	SEM. DE LENGUA DISTINTA, AVANZADO, 3.° VEZ: TURCO
03440330	ESPAÑOL PARA HABLANTES DE ESPAÑOL, NIVEL 3
03440440	ESPAÑOL PARA HABLANTES DE ESPAÑOL, NIVEL 4

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Apéndice B

Clasificaciones del personal de PEIMS

(En orden alfabético por etiqueta)

ADMINISTRADORES CENTRALES

004.....Asistente/Asociado/Superintendente adjunto
027.....Superintendente/Director administrativo (CAO)/Director ejecutivo (CEO)/Presidente
061.....Asistente/Asociado/Director ejecutivo adjunto
062.....Director de componente/departamento
063.....Coordinador/Gerente/Supervisor

ADMINISTRADORES DE CAMPUS

003.....Subdirector
020.....Director

ADMINISTRADORES CENTRALES O DE CAMPUS*

012.....Funcionario educativo
028.....Supervisor docente
040.....Director deportivo
043.....Gerente de negocios
044.....Tasador o recaudador de impuestos
045.....Director (de personal/Recursos Humanos)
055.....Secretario de admisiones
060.....Director ejecutivo
120.....Instructor educativo

PERSONAL DE APOYO PROFESIONAL

002 .....Terapeuta artístico
005 .....Asociado en psicología
006.....Audiólogo
007.....Terapeuta correctivo
008.....Consejero
011 .....Diagnosticador educativo
013.....Bibliotecario
015.....Terapeuta musical
016.....Terapeuta ocupacional
017.....Especialista certificado en orientación y movilidad
018.....Fisioterapeuta
019 .....Médico
021.....Terapeuta recreativo
022.....Enfermera escolar
023.....LSSP/Psicólogo
024.....Trabajador social
026.....Terapeuta del habla/Patólogo del habla y del lenguaje
030.....Maestro visitante/Inspector de ausentismo escolar
032.....Coordinador de sede de aprendizaje en el lugar de trabajo
041.....Facilitador docente
042.....Tasador docente
054.....Jefe de departamento
056.....Entrenador deportivo

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058.....Otro tipo de personal profesional de campus
064.....Especialista/Consultor
065.....Agente de servicio de campo
079.....Otro tipo de personal profesional de ESC
080.....Otro tipo de personal profesional distinto de campus
100..... Coordinador de materiales educativos
101..... Servicios legales
102 .....Profesional en comunicaciones
103 .....Profesional en investigación/evaluación
104 .....Auditor interno
105 .....Seguridad
106 .....Profesional en tecnología de la información del distrito/campus
107 .....Profesional en servicio de alimentos
108 .....Transporte
109 .....Atletismo
110 .....Conserjería
111 .....Mantenimiento
112 .....Profesional en servicios empresariales
113 .....Otro tipo de auxiliar profesional exento de distrito
114 .....Otro tipo de auxiliar profesional exento de campus
115.....Enfermera psiquiátrica
116.....Trabajador social clínico autorizado
117.....Consejero profesional autorizado
118.....Terapeuta matrimonial y familiar autorizado
119.....Funcionario de enlace familiar y comunitario
121.....Capellán

MAESTROS

087.....Maestro
047.....Maestro sustituto

ASISTENTES EDUCATIVOS

033.....Asistente educativo
036.....Intérprete certificado

PERSONAL AUXILIAR

Historial laboral, pero no de responsabilidad.

* Los administradores notificados con estas funciones se clasifican como oficina central o campus, según la identificación de la organización a la que rinden cuentas.