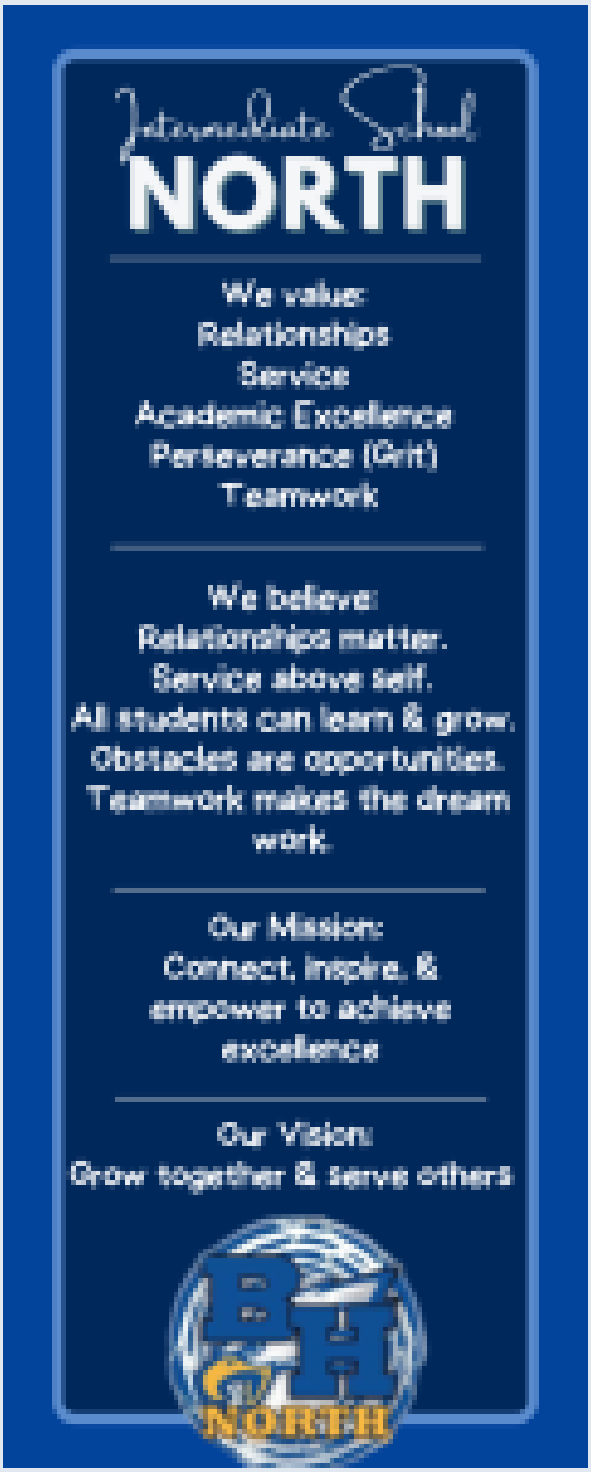
Barbers Hill Independent School District



Intermediate North

Accountability Rating: A

Distinction Designation:
Academic Achievement in English Language Arts/Reading,

Mission Statement

ISN is dedicated to growing confident learners who exhibit integrity, perseverance, accountability, and service while ensuring that all students have the opportunity to achieve personal success, civic responsibility, and social awareness.

Connect, inspire, and empower to achieve excellence.

Vision

Our mission is to provide all students with a safe, academically rich environment, authentic learning experiences, and supportive relationships. All staff members, in partnership with parents and families, will work collaboratively to teach, inspire, and empower students to achieve excellence.

Grow and Serve

Value Statement

At ISN, we value:

- Relationships
- Service
- Perseverance
- Teamwork
- Responsibility
- Excellence

Each morning, we encourage our students to be extraordinary through relationships, service, and perseverance to highlight our big three and set a positive tone for their day where they can... Be good. Do good. For good.

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

Intermediate School North is a 4th-6th grade campus located in Barbers Hill ISD in Mont Belvieu, Texas. We opened our doors in August of 2022 and continue to serve a fast growth community but keep eagle pride and excellence by any measure at our core. We take great pride in serving our incredible community and supporting the well-rounded growth and development of our students. We have tremendous community involvement and support and have many reasons to be proud.

We connect with our students through positive and supportive relationships. Staff serve as student mentors and sponsor clubs, such as Ambassadors, Best Buddies, National Elementary Honor Society, Student Council, Art Club, Strategy Club, and the Fellowship of Christian Students. We continue to expand the opportunities that our students have to connect with other Eagles through Club Day where 100% of our students will be "Plugged In" to a group with similar interests. Our students excel in academics and the arts. Academically, the elementary and secondary Academic UIL teams won another district championship. We competed in the Lone Star Challenge for the second year, earning the top spot in the state out of 99 teams and brining home ISN's first ever state championship. Furthermore, our students exceeded state performance on STAAR assessments in every grade level and every content area. Efforts are focused on value added to each student with 90% of all students at the approaches level, 80% of students at the meets level, and 50% of students at the master's level, with focus on the masters level of performance. Our school was awarded recognition as an ERP 2024 and 2025 Texas Honor Roll School to celebrate such incredible academic performance.

TEA ratings were released on August 14, 2026 and our campus received an "A" rating with a score of 93. For the first time in campus history, we also earned 6/6 eligible distinctions for:

- Academic Achievement in RLA
- Academic Achievement in Mathematics
- Academic Achievement in Science
- Top 25% Growth
- Postsecondary Readiness
- Top 25% Closing the Gaps

While we are no longer a Title 1 campus, we still believe that parent partnerships are vital to student success. We will continue to encourage parent involvement through programs such as Watch Dogs, Veteran's Day, campus volunteers, opportunities to chaperone, and consistent communication.

We are thankful for the time and efforts of our Campus Improvement Team (CIT) this year to align our efforts and strategies to our performance objectives and goals for the year.

2026-2027 CIT:

Terri Cooper: Coordinator of State & Federal Programs

Morgan Fazzino: Counselor

Elizabeth Filer: Assistant Principal

Kye Fontenot: Specials Teacher

Claudia Garza: 4th Grade Teacher

Lauren Grigsby: 6th Grade Teacher

Abbey Hendrix: 5th Grade Teacher

Jaemy Kline: Interventionist (RLA)

Elaina Kloecker: Technology Instructional Coach

Sandy Koester: Dyslexia Teacher

Jessica Lang: 4th Grade Teacher

Annika Marshall: Community Member

Samantha Maxson: Parent

Jeana McCall: Paraprofessional

Tina McCorkle: Principal

Rita McKay: Community Member

Nicole Moore: Parent

Monica Nolen: Assistant Principal

Hanna Odom: Interventionist (RLA)

Trisha Rojas: Science Teacher & CIA

Joann Short: Academic Dean

Kimberly Smith: SpEd Resource Teacher

Tonya Stewart: Paraprofessional

Haley Thompson: Counselor

Lacy White: 5th Grade Teacher

Jennifer Wilson: SpEd ABLE Teacher

Alaina Young: Interventionist (Math)

Community Member

CNA meeting #1 was held on Monday, August 24, 2026 in the LGI. The committee discussed the campus values, mission, and vision. Then, the committee discussed multiple points of data to be reviewed at CNA meeting #2.

CNA meeting #2 was held on Monday, September 14, 2026 in the LGI. The committee examined data from demographics, student learning, school processes and programs. Perception data will be reviewed in meeting #3. The committee made adjustments to summaries, agreed on strengths and identified or modified problem statements in each area of the CNA. As a result of the data analysis, the committee has agreed on three focus areas:

Opportunities for growth and focused efforts include:

- Grow professionally with the 15-Day Unit Challenge and refine collaborative processes within our teams.
- School-wide implementation of Tier 1 behavioral non-negotiables in every classroom.
- Leadership commitment to maintain organizational health at the interdependent level with a focus on cohesiveness.

Goals for the 2026-2027 school year:

- Maintain student attendance at 96% or higher.
- Meet or exceed expectations of 90% approach, 80% meets, and 50% masters in all STAAR assessments in all grades in all content areas by May 2027, with an emphasis on masters level performance.
- Teachers will use these targets with engaging Tier 1 instruction, interventions, and extensions to ensure that all students experience growth, meeting or beating their performance level from the previous year.

Meeting #3 was held on Monday, September 28, 2026 in the LGI. The committee approved the CNA, examined the CIP goals, performance objectives, and strategies to ensure efforts were aligned to the focus areas and that the priority problem statements were addressed.

During October Staff Development, we were able to review the CNA and CIP in teams. Teachers had great discussions and asked clarifying questions and areas that needed to be updated. Their feedback was captured and edits were made where necessary.

ISN staff will continue to monitor and adjust strategies if necessary as we support progress towards these goals. We will complete all formative and summative reviews.

Demographics

Summary

Student Demographics:

2026-2027 Entity Counts (as of 8/17/2026):

- 4th grade = 296
- 5th grade = 338
- 6th grade = 369

Total campus enrollment = 1,003 (as of 9/15/26)

2026 Student Demographics

Ethnicity	Total	Percent of Campus
American Indian/Alaskan	2	0.20%
Asian	30	3.02%
Black/African American	49	4.92%
Hispanic/Latino	281	28.24%
White	588	59.10%
Hawaiian/Pacific Islander	3	0.30%
Two or More	42	4.22%

2026 Student Indicators

Economically Disadvantaged	271	27.24%
Emergent Bilingual	19	1.91%
Gifted and Talented	46	4.62%
Special Education	183	18.39%

2025-2026 Student Attendance:

- 1st Six Weeks = 97.4%
- 2nd Six Weeks = 97.2% (increase)
- 3rd Six Weeks = 95.2% (decrease)
- 4th Six Weeks = 96.0%
- 5th Six Weeks = 96.6% (increase)
- 6th Six Weeks = 95.9% (increase)
- **2025-2026 = 96.37%**

***Highest ADA in BHISD for the second year in a row and did not dip below 95% for the second year in school history!**

2025-2026 Staff Demographics:

Total Staff: 97 assigned to ISN

- Teachers = 66
- Professional Support = 9
- Campus Administration = 3
- Instructional Paraprofessionals: 19

Staff Demographics

Ethnicity	Percent of Campus
Black/African American	0%
Hispanic/Latino	13.2%
White	84.1%

Experience:

- 5 teachers hold National Board Certification.
- 26% hold master's degree
    - 2 teachers successfully completed their Principal Practicum and earned their master's degree
- 1-5 years experience = 4
- 6-10 years experience = 18
- 11-20 years experience = 35
- Over 20 years experience = 14.5

Strengths

With the fast growth of our district, we are becoming more and more diverse, which will allow for multiple perspectives to be valued as a part of the learning process.

Strengths include:

- Student and staff attendance was the highest in BHISD for the previous school year
- GT identification and assessment aligns or exceeds the percentages of student population:
    - **4.92%** African American students; 6 of them are identified GT, which is **13%** of our GT population. We exceed the ratio for African American students being identified as GT, which affirms the efforts of our teachers and families to successfully identify and challenge all student groups appropriately.
- High teacher retention rates
- 100% highly qualified and experienced staff - CIT noted 49.5 staff members with over ten years of experience
- Low student mobility supports consistent learning progress and positive learning outcomes for all learners (*24-25 TAPR at 6% mobility; district 9% and state 16%*)
- Even though we did not hire many teachers, interview committees made hiring decisions based on experience, value added, and diversity

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	We are developing strong intervention programs for students that have gaps, but have not yet mastered extensions for students at proficiency or higher.	Much of the collaborative team meetings are spent answering PLC Questions 1,2, and 3. Teachers are also not yet comfortable pulling small groups while students work on other activities independently at the extension level.
2 ★	Social/emotional awareness and interventions continue to be at the forefront of the support needed with an increase in the number of students needing Tier 2 and Tier 3 supports. All staff needs to have continuous training opportunities and plans to support social/emotional activities in classroom instruction and campus activities.	There is a growing number of students who have experienced trauma and/or have an underdeveloped social IQ and lack of social awareness.
3 ★	SpEd case managers have more students to support and monitor than ever before.	Qualification requirements have changed along with dyslexia students being serviced through Special Education. Additionally, more students are moving to BHISD for the SpEd programming.
4 ★	Out of 56 identified GT students, 7 are identified GT which is 12.5%. Hispanic students are 28% of our total school population so they are under-represented in our GT programing.	Parents seeking GT referrals and testing may be reduced at this level, student identificaiton may need to be reviewed with staff.

★ = Priority

Student Learning

Summary

ISN serves students in grades 4-6 with a variety of needs (SpEd, BASE, ABLE,and EB programs) which are addressed through research-based Tier I instruction along with targeted interventions. ISN provides opportunities for students to receive additional support and tutoring before or after school as well as during WIN time built into the school day. Students are also supported with access to extracurricular programs, including Academic UIL and The Lone Star Challenge.

In order to support students' achievement and growth, teachers must implement teaching strategies that meet the needs of all students. We are experiencing growth with students that have a variety of diverse needs - linguistic, behavioral, social and emotional, and academic. Engaging instructional strategies coupled with bell-to-bell instruction are essential to student achievement. In addition, highly structured and predictable classroom procedures along with safe hallways are critical to the learning and the social needs of our students.

ISN teachers need ongoing training to address student's individual needs including timely interventions, appropriate modifications and accommodations, extension, and differentiated instruction in the regular and advanced classrooms. In addition, the on-going training in the delivery of research-based instructional strategies to effectively and consistently implement the Fundamental Five are needed, such as The 7 Steps to a Language Rich Classroom and Kagan Structures. An emphasis must be placed on the development of literacy skills in all classes, including writing across the curriculum. We will continue to focus on closing the lesson with a written close at least three times per week; this year, we will take this focus deeper by giving students timely feedback on answering the found question. Formative assessments must be administered more frequently in order to monitor student achievement and to inform instructional decisions. Interventionists and CIA leads will continue to support our collaborative teams in aligning instruction and assessment at appropriate levels.

TELPAS Results:

Total # of Students	Total # of Students Showing Progress	Target	2026	2025	2024	Points Earned in Domain 3
23	23	40%	53%	100%	50%	4

2025-2026 STAAR Results:

4th Grade RLA

	Tested	% Approached Grade level	% Meets Grade level	% Mastered Grade level
State of Texas	372,540	78%	53%	24%
All ISN Students	313	94%	80%	39%
Males	162	93%	78%	41%
Females	151	95%	83%	37%
Economic Disadvantage	92	87%	71%	27%
African American	16	100%	69%	38%
Hispanic	84	89%	71%	37%
SPED	55	73%	44%	9%
High Focus Groups	119	85%	63%	18%

4th Grade Math

	Tested	% Approached Grade level	% Meets Grade level	% Mastered Grade level
State of Texas	381,184	68%	49%	25%
All ISN Students	313	91%	77%	42%
Males	162	90%	80%	50%
Females	155	91%	74%	33%
Economic Disadvantage	92	82%	64%	28%
African American	16	81%	75%	44%
Hispanic	84	86%	74%	33%
SPED	55	64%	36%	7%
High Focus Groups	119	79%	57%	18%

5th Grade RLA

	Students Tested	% Approached Grade level	% Meets Grade level	% Mastered Grade level
State of Texas	379,051	79%	58%	34%
All ISN Students	336	96%	86%	61%
Males	175	95%	85%	58%
Females	161	98%	86%	64%
Economic Disadvantage	100	95%	76%	46%
African American	18	89%	78%	50%
Hispanic	97	95%	82%	55%
SPED	49	84%	51%	20%
High Focus Groups	113	90%	71%	39%

5th Grade Math

	Students Tested	% Approached Grade level	% Meets Grade level	% Mastered Grade level
State of Texas	385,921	75%	47%	20%
All ISN Students	336	97%	83%	46%
Males	175	97%	84%	52%
Females	161	96%	82%	40%
Economic Disadvantage	100	97%	74%	31%
African American	18	89%	72%	39%
Hispanic	98	98%	81%	42%
SPED	49	86%	47%	12%
High Focus Groups	113	92%	68%	27%

5th Grade Science

	Students Tested	% Approached Grade level	% Meets Grade level	% Mastered Grade level
State of Texas	385,437	65%	37%	18%
All ISN Students	335	93%	78%	51%
Males	175	94%	83%	58%
Females	160	92%	72%	44%

	Students Tested	% Approached Grade level	% Meets Grade level	% Mastered Grade level
Economic Disadvantage	99	90%	67%	31%
African American	18	83%	67%	33%
Hispanic	97	90%	68%	41%
SPED	49	71%	47%	16%
High Focus Groups	113	83%	60%	28%

6th Grade RLA

	Students Tested	% Approached Grade level	% Meets Grade level	% Mastered Grade level
State of Texas	395,133	73%	54%	30%
All ISN Students	330	92%	81%	48%
Males	171	92%	81%	44%
Females	159	93%	82	53%
Economic Disadvantage	84	87%	70%	32%
African American	13	69%	62%	31%
Hispanic	91	92%	81%	48%
SPED	44	57%	20%	2%
High Focus Groups	106	80%	56%	23%

6th Grade Math

	Students Tested	% Approached Grade level	% Meets Grade level	% Mastered Grade level
State of Texas	387,797	73%	39%	15%
All ISN Students	329	92%	69%	33%
Males	171	91%	71%	35%
Females	158	93%	66%	30%
Economic Disadvantage	83	87%	48%	19%
African American	13	77%	46%	38%
Hispanic	91	90%	68%	30%
SPED	43	72%	26%	5%
High Focus Groups	105	84%	42%	14%

Strengths

We are so proud of the hard work of our staff and students and the growth that was experienced during the 2025-2026 school year:

- 2026 ERP Honor Roll School
- Elementary and Secondary Academic UIL District Champions
- Lone Star Challenge: State Champions 1st out of 99 teams in the state
- 4th grade reading exceeded the approach and meets performance level targets with 94% approaches and 80% meets
    - ISN 4th Grade RLA SpEd had 73% apporaches and 44% meet and out scored the state perofmance in both levels by 23% .
- 4th grade math exceeded the 90% approach performance level targets target with 91%
- 5th grade reading exceeded all performance levels targets with 96% approach, 86% meets, and 61% masters

    - ISN 5th grade SpEd had 84% approaches and 51% meets
- 5th grade math exceeded performance levels targets in approaches and meets with 97% approach, and 83% meets
- 5th grade science increased all performance level targets with 93% approaches, 78% meets and 51% masters and outscored the state in all levels of performance by 20%
- 6th grade reading exceeded performance level targets in approaches and meet with 93% approach and 80% meets
- 6th grade math exceeded the approaches performance level target with 92% approach.
- TELPAS - exceeded long term Federal Target of 50% to earn all 4 points. Average composite scores increased in 5th and 6th grade. Six students achieved a composite score of Advanced High performance and reclassified.
- STAAR ALT: 4th Grade: Reading and Math 100% Satisfactory with 33% Accomplished in Math; 5 Grade: Reading and Math - 100% Satisfactory with 33% Accomplished in Math. 6th Grade: 100% Satisfactory with 33% Accomplished
- Accountability Rating - Received an "A" rating for the 2025-2026 school year, earned 6 out of 6 distinctions

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	220 dropped a level of performance in math (61 in 4th grade, 44 in 5th grade, and 115 in 6th grade) and 177 dropped a level of performance in RLA (73 in 4th grade, 32 in 5th grade, and 72 in 6th Grade).	Much emphasis and support is given to students that lack proficiency in order to close gaps at the intermediate level before they go to middle school, especially in reading. This means that students that approach, meet, and master must be closely monitored as well so we can intervene if or when a student drops a level of performance.
2 ★	Classroom teachers have yet mastered a system for implementing timely and meaningful extensions that will support deeper levels of learning and application for students already proficient.	Most of our collaborative team time is spend on PLC questions 1,2, and 3 and there is no one leading the way for Q4 and extensions. I would like to empower our CIA leads in this area this year.

★ = Priority

School Processes & Programs

Summary

ISN is dedicated to growing confident learners who exhibit respect, responsibility, effort, and safety while ensuring that all students have the opportunity to achieve personal success, civic responsibility, and social awareness. Students and teachers are supported by a principal. two assistant principals, one academic dean, two counselors, a campus secretary, office staff, team and department leads, five interventionists (two reading, two math, and one science), and professional support (including two nurses, three full time dyslexia teachers and three others that serve students on our campus, librarian, assistive technology, technology integration coach, LSSP, diagnosticians, and speech therapists).

Curriculum and Instruction:

- ISN teachers serve as CIA leaders to represent our campus and their grade levels in curriculum writing. They revise the Year at a Glance, Curriculum Map, and Pacing Guide and identify the essential standards of focus based upon data and feedback. They advocate for the needs of their teams and support beneficial changes to our curriculum.
- BHISD provides clarity on the expectations of the elements of effective lessons that must be included in the lesson plan process: Clear learning objective, warm up/do now activity, teaching and modeling, guided practice, checking for understanding, monitoring and adjusting, independent practice, and lesson closure. These expectations are aligned to the Fundamental Five and teachers are supported in creating lesson cycles with this alignment (see Elements of Effective Lessons and The Lesson Cycle tied to The Fundamental Five).
- BHISD provides a protocol for data analysis and reflection - Purpose, types of data we analyze, and response to the data to inform instruction. Our interventionists are successful in leading data meetings and supporting groups to help close academic gaps.
- BHISD provides clarity on assessments to support how teachers can monitor and adjust instruction - CAs, CBAs, and Benchmarks.
- ISN provides teachers time in collaborative teams on Wednesdays to focus on the four essential questions and collaborate to improve student learning outcomes for all students without the scheduling of other meetings (ARDs,parent conferences, etc). Additional days are provided with substitutes throughout the year as the need arises.
- Administrators complete weekly Eagle Walks to identify and monitor the Fundamental Five across all classrooms.
- Teachers complete two learning walks per year and these have expanded to give them three options - Fundamental Five, Co-Teaching, PLC.
- Counselors will support teachers with SEL instruction through calendars, lessons, and trainings/support throughout the year.
- BHISD is launching the 15-Day Challenge and campus teams will be trained and supported in completing their first unit challenges this year.

Professional Development:

- BHISD has a common language about requirements for all teachers that must be completed within the first three years (The Fundamental Five, A Framework for Understanding Poverty, 7 Steps to a Language Rich Classroom, and Speducate.
- Additional options were added for teachers with specific content support - SpEd, Math, Reading, Science, and Social Studies - all had new options for professional learning.
- Additional options were added for paraprofessionals to support their growth and their work on campuses along with the opportunity for them to earn Tier 1 specialization in the coming year.
- Teachers have access to attend professional development outside of our district.
- The district calendar builds in more PD days throughout the year for our teachers.
- Teachers have access to virtual GT trainings to meet the 30 hour initial requirement and the 6 hour updates.
- Teachers have access to professional learning in collaborative teams aligned to student needs as we monitor and adjust.
- New teachers to BHISD and ISN will have a relationship with a mentor and ISN has a mentor/coach leader to support the needs of the new teachers on our campus.
- Teachers will be able to learn from each other through Learning Walks.

Leadership and Decision-Making Processes:

- Leadership is shared at ISN through teams and systems that give all educators a voice.

- Decisions are made with data at the lowest level of implementation to do what is best for students.
- ILT meets biweekly whenever possible to support campus goals and ensure behaviors are aligned to values. Mission and vision are kept alive throughout the year, honoring employees who add value to the worthwhile work.
- Admin team meets weekly to collaborate and support campus efforts.
- CIT meets at least three times per year to discuss the CNA and CIP to drive improvement efforts for the year aligned to targeted needs and areas of improvement.
- SEL taskforce meets monthly to discuss supports needed to support the well-rounded development of our students.
- Administrators are approachable and visible throughout the campus through systems of gratitude walks, SEL visits, hallway monitoring, Eagle Walks, and T-TESS walkthroughs and observations.
- Staff works hard to maintain healthy, interdependent systems of two-way communication.

Organization and Context:

- Intermediate School North educates students in grades 4-6 in all core areas, SpEd, Dyslexia, and Electives.
- APs and Counselors are assigned by student alpha groups to support students in their well-rounded education and develop strong relationships with families.
- The Academic Dean will oversee all testing, instructional programming, and student attendance.
- The ISN staff has access to a variety of systems that support student achievement including common planning time, professional development, teacher mentoring programs, and department and team leadership structures.
- The campus solicits and utilizes input from teachers, students, and the community to support student achievement.
- ISN will continue the day of service to provide opportunities for our students to serve the community and live out our values.
- We will continue Club Day in order to give all students the opportunity to be plugged in to a group with similar interests and another adult to build a positive relationship with.

Scheduling:

- The master schedule was revised this year to ensure that our specials teachers are teaching as the teacher of record all day long.
- We hired one additional SpEd teacher to support a new extended resource classroom and manage the case loads.
- 6th grade gave consideration to clustering the GT students to support their academic and well-rounded development as their social needs often need to be differentiated for as well.
- 6th grade schedule was updated to allow students to have the opportunity to mix throughout their classes, much like a traditional secondary schedule. We believe this will be a benefit because they will not track with the same students for the majority of their day, which is no longer developmentally appropriate at this age.
- The elective schedule was designed to support the needs of students once the grade level schedules were set to ensure common collaborative team time and intentionally scheduling dyslexia and SpEd groups.
- SEL lessons will be delivered campus-wide weekly on Wednesdays with the support of our counselors. Teachers will be able to reinforce the lesson throughout the week and celebrate student success throughout the week. Admin team will be able to provide feedback and affirmation through the SEL walk google form.
- Team meetings are scheduled proactively so teachers can plan accordingly.

Support Services:

- ISN provides morning and after school care for staff children.
- ISN supports students behaviors through the BASE program.
- ISN supports SpEd students academically through ABLE, Resource, and Inclusion.
- ISN supports students on bus transportation by providing two bus guardians.
- ISN counselors supports students with conflict resolution and restoring relationships through restorative circles and the use of the BASE program in 7 Mindsets.
- ISN counselors support the well-rounded development of students with guidance lessons.
- BHHS provides PALs to students and ISN provides adult mentors to students.
- ISN provides a "New to the Nest" program for every new student that enrolls after the first week of school. This allows new students to get to know each other and staff as well as the Eagle Way and what will set them up for success.
- The registrar provides the "ISN Welcome Resource" letter to all new families, which provides a warm welcome and linked documents to The ISN Eagle Way, the Dress Code, Apptegy, School Cafe, and Bus Transportation Request.
- We have a full-time police officer who completes daily door audits.
- Administration will work with teachers to support the GT programming and enrichment opportunities through field trips and the Texas Performance Standards Projects.
- Mentor program in place to support new teachers.
- A new dyslexia teacher was added to our team at ISN.

Extracurricular Opportunities:

- Goal of 100% of students plugged in through ISN Club Day and traditional clubs.
    - Traditional clubs - Art Club, Strategy Club, Character Club (6th grade), Fellowship of Christian Students (all students)
- Teachers must sponsor a club or a program as a minimum requirement to earn above a proficient rating on Domain 4 of TTESS.
- Continue Ambassadors with defined criteria and campus responsibilities.
- Continue Best Buddies and Allies to support goals of inclusion with defined criteria and accountability for the buddies.
- Continue Student Council Club and add leadership development for our student officers.
- Continue National Elementary Honor Society with a focus on service above self.
- Continue traditions of excellence with Academic UIL and The Lone Star Challenge.

Technology Integration:

- 1:1 with Chromebooks
- Clarity with BHISD AI Guidelines
- Teachers have access to innovation rooms and the Technology Integration Coach to support integration.
    - Our technology instructional coach supports teachers with training and new technology to deliver instruction and assessment to better meet the needs of diverse learners.
    - Three different innovation labs with different tools in each lab to support teacher creativity and innovation while engaging students in a variety of learning experiences.
- Effective use of Google Classroom and software applications to support instruction.
- Need to evaluate software for usage and effectiveness as we work towards a new software vetting process.
- Student cell phones and smart watches - Not seen, not heard, not taken.
- Regular use of Apptegy to support communication with families.
- The ISN library provides instruction in the effective use of current technologies and available online resources to both teachers and students

Strengths

Curriculum and Instruction:

- Discovery Education District of the Year
- District curriculum coordinators in mathematics, science, social studies, and English language arts provide on-going support.
- ISN has teacher representation on curriculum writing teams to evaluate proper alignment and appropriate pacing.
- Systems in place for collaborative teams to function at high levels.to answer PLC questions 1,2, and 3
- Common language with the Fundamental Five and lesson design.
- Implementation of Kagan Strategies across all content areas.
- Teacher input on CBAs.

Professional Development:

- Alignment exists between district expectations, research-based practices, and high-quality offerings to staff. (7 Steps to a Language Rich Classroom and Kagan Structures)
- Ongoing PD tied to feedback from Fundamental Five eagle walks and TTESS observations.
- Collaborative teams support teacher growth through collaboration and modeling.
- Mentor program supports the successful transition of new teachers.
- Teachers learn from other teachers: Learning Walks and opportunities to learn from each other on PD days through "Name it, claim it, explain it"
- All teachers are now on target to receive all required professional development within their first three years to BHISD

Leadership and Decision-Making Processes:

- Team leads, CIA leads, and interventionists serve on interview committees with admin when hiring new teachers.
- Campus leadership teams work collaboratively to meet the needs of our stakeholders.
- Teacher's voice is valued.
- Decisions are made at the lowest level of implementation and staff is given the freedom to function whenever possible.
- Communication systems well established.

Organization and Context:

- ISN teachers have a high level of staff involvement in community events.

- We have two full time counselors to support the well-rounded development of all students. They also provide weekly SEL lessons with resources and supports for teachers to connect with students.
- A social worker supports our students and staff as needed.
- PBIS expectations are visible throughout the campus.
- The librarian establishes a reading culture to keep students engaged and enjoying reading.
- The police officer creates positive relationships.
- Five full time interventionists are working through grade 6 to provide support to all teams on campus every day.

Scheduling:

- The ISN master schedule provides opportunities for collaboration through shared planning time in each grade level, team leads to facilitate collaborative teams.
- Built in WIN (What is Important, What I Need) time for tutorials to ensure that at risk students have access to support built into the school day. Clarity was provided to support teachers with implementation of interventions and extensions.
- School-wide implementation of SEL lessons on Wednesday following the 7 Mindsets curriculum and schedule.
- The needs of the students drove the creation of the master schedule with dyslexia and SpEd groupings having priority for scheduling purposes.

Support Services:

- The ISN new teacher mentor program supports first-year teachers by providing support through assigned mentor teachers and regular meetings with campus and district support staff.
- ISN has a structured, tiered leadership team that consists of grade level and content leaders to support teams of teachers.
- High functioning dyslexia, speech, and SpEd teams support the needs of students so that all can experience growth and success.
- Counselors support well rounded development with guidance lessons and restorative circles
- New to the Nest program provides new students connection and support to have success with their transition
- Addition of a new SpEd teacher (extended resource and case manager) and a third dyslexia teacher

Connection:

- Focus on plugged in to ensure students are connected and find value and purpose outside of academics for well-rounded development of students - 100% of students engaged in Club Day
- Parents are involved, volunteer, support and encourage all of our extracurricular events.
- Continue Ambassadors, Best Buddies, Student Council and National Elementary Honor Society to give students opportunities to serve the campus and our community
- Expanding traditional clubs: Art Club, Strategy Club, Character Club, Mahjong Club (6th grade) and Fellowship of Christian Students (all grades)
- High staff and student engagement with the 7 Mindsets program and SEL lessons
- Students lived out our mission to connect, inspire, and empower as they shared ideas and engaged in Relay for Life in more ways than ever before.

Technology Integration:

- 1:1 chromebook to support student learning
- Technology Integration Coach supports innovative efforts and student engagement to increase positive learning outcomes for all students.
- Use of innovation labs adds to teacher craft

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Teachers still do not have access to all software programs to support instruction, intervention, and/or extension. And if they do, they have students from two years ago in the program.	Alignment of software and its ability to communicate effectively with Skyward Q and clean data within Skyward Q.
2 ★	Teams have not yet mastered the sharing of strategies in weekly team meetings.	Agendas are not consistently focused on the PLC questions and shared in advance for teachers to prep and know who is sharing what.

★ = Priority

Perceptions

Summary

Parent Engagement and Community Partnerships:

Barbers Hill ISD enjoys a small town environment with great pride. The city of Mont Belvieu is growing and it is because of the amazing schools. ISN educates students from within the city limits as well as other small communities within the county. ISN welcomes parents and community members throughout the year through activities such as a mentoring program, Watch D.O.G.S., Eagle Launch, open house, Special Olympics, and fine arts events (choir and band concerts and art open house in December). The district and campus websites, email, and Apptegy communication tools keep families informed about district/campus activities and news. We utilize the 7 Mindsets to deliver our SEL lessons; all parents received communication explaining the implementation of the program, so they have understanding when students discuss what they learned in the SEL lesson or which mindset we are working on. Barbers Hill Special Services Department offers a variety of informative programs and presentations to help parents better understand physical and learning disabilities and how to support their children. Our schools also work closely with community organizations to support struggling families through programs such as the Eagle Outlet (clothing and shoes), holiday assistance, vision and hearing screenings, and the Eagle Market (fresh produce and vegetables), to name a few.

Culture and Climate:

2025-2026 OHI data continues to show the highest levels of organizational health at the interdependent level:

- At or above 90% in 9/10 dimensions.
- 99% percentile in Goal Focus
- Functioning at the interdependent level for the third year in a row
- Growth in adaptation to 96% (*PIVOT!*)

This year the focus will be on Cohesiveness (62 in 2023, 89 in 2024, 96 in 2025, and 89 in 2026). Cohesiveness is the state when persons, groups, or organizations have a clear sense of identity. Members feel attracted to membership in the organization. They want to stay with it, be influenced by it, and exert their own influence within it. 6/8 questions in the OHI instrument were about team member to team member relationships - trust & support within and among members and teams. We will work to build trust and support within teams through hiring, staffing, and ongoing support throughout the year. We will celebrate teams with the motto "Teamwork makes the dream work" when they function at high levels together.

Staff retention:

ISN strives to hire and retain highly qualified teachers. New teachers are provided with support through assigned mentor teachers and team leaders. In an effort to continue to support new teachers, a more intensive mentor-mentee program has been implemented with a campus Mentor Coach and mentor-mentee meetings throughout the year. Additionally, common planning in all grade levels will allow teachers to plan, debrief, support, and work together to provide quality instruction to all students.

As a professional learning community, ISN engages all stakeholders in clear and direct communication and collaboration as evidenced by weekly admin meetings, biweekly ILT meetings, faculty meetings each six weeks with professional learning focuses, and an open line of communication. The principal communicates with a weekly newsletter for staff along with the Parent Square platform.

We are 100% staffed with highly qualified professional staff in all areas. We will continue to implement the T-TESS waiver for our teachers that have shown proficient ratings or higher in all dimensions of the appraisal system. This will allow them to waive a formal observation for this year and the following year and receive a 45-minute observation every third year. Administrators will then have more time to be visible in classrooms to provide teachers with feedback and support to ensure high levels of instruction. Each administrator will also conduct Eagle Walks weekly and provide feedback on Fundamental Five in each of these visits.

Strengths

Parent Engagement and Community Partnerships:

- Community members and family members are actively involved and supportive of UIL academic and fine arts programs.
- The entire community participates in Fall Fest.
- Veteran's Day Program is well attended.
- Class parties, programs, and awards ceremonies are well attended.
- Watch DOGS is successful to engage families in the school environment and foster positive relationships.
- A variety of communications resources are used to disseminate information to stakeholders including grade-level specific emails, Apptegy, and the updated website.
    - Principal monthly calendar and weekly updates
    - Teacher weekly updates
- ISN hosts parent information nights throughout the year. This information is also posted on the website for parent reference at any time throughout the school year.
- The 6th Grade Day of Service was a remarkable event where our students were able to live out the value of service through many community partnerships.

Staff Retention:

- Interdependent health in the OHI.
- 5 teachers are Nationally Board Certified, and more are pursuing.
- Many teachers hold or are pursuing advanced degrees.
- BHISD provides incentives for teacher retention and attendance.
- Competitive salary and benefits.
- 100% highly qualified staff
- Teachers receive reimbursement for certification testing.
- Team leads have active roles in decision making - campus systems, hiring, teacher support, PD.
- Collaborative teams support teacher growth and development.
    - Interventionists are a part of these collaborative teams to support teachers and students with targeted Tier 2 interventions to support learning on grade level TEKS.
- Administrators are visible with gratitude walks, eagle walks, SEL visits, cafeteria, arrival and dismissal, and hallways.
- Professional development plan aligned with research-based practices and sound instruction.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	We do not have enough PALS or mentors for the number of students in need.	Students are facing more and more challenges with hardships in the home, and/or social struggles with cell phones and social media. Additionally, scheduling conflicts exist with the HS course and our master schedule.
2 ★	We do not have enough mentors, especially male mentors, to meet the needs of our male students that would benefit from this relationship	Uncertainty about what the requirements and commitments are
3 ★	Cohesiveness dropped from 96% to 89%.	

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	220 dropped a level of performance in math (61 in 4th grade, 44 in 5th grade, and 115 in 6th grade) and 177 dropped a level of performance in RLA (73 in 4th grade, 32 in 5th grade, and 72 in 6th Grade).	Much emphasis and support is given to students that lack proficiency in order to close gaps at the intermediate level before they go to middle school, especially in reading. This means that students that approach, meet, and master must be closely monitored as well so we can intervene if or when a student drops a level of performance.
2 ★	Social/emotional awareness and interventions continue to be at the forefront of the support needed with an increase in the number of students needing Tier 2 and Tier 3 supports. All staff needs to have continuous training opportunities and plans to support social/emotional activities in classroom instruction and campus activities.	There is a growing number of students who have experienced trauma and/or have an underdeveloped social IQ and lack of social awareness.
3 ★	SpEd case managers have more students to support and monitor than ever before.	Qualification requirements have changed along with dyslexia students being serviced through Special Education. Additionally, more students are moving to BHISD for the SpEd programming.
4 ★	We are developing strong intervention programs for students that have gaps, but have not yet mastered extensions for students at proficiency or higher.	Much of the collaborative team meetings are spent answering PLC Questions 1,2, and 3. Teachers are also not yet comfortable pulling small groups while students work on other activities independently at the extension level.
5 ★	Out of 56 identified GT students, 7 are identified GT which is 12.5%. Hispanic students are 28% of our total school population so they are under-represented in our GT programing.	Parents seeking GT referrals and testing may be reduced at this level, student identificaiton may need to be reviewed with staff.
6 ★	Classroom teachers have yet mastered a system for implementing timely and meaningful extensions that will support deeper levels of learning and application for students already proficient.	Most of our collaborative team time is spend on PLC questions 1,2, and 3 and there is no one leading the way for Q4 and extensions. I would like to empower our CIA leads in this area this year.

7 ★	Teams have not yet mastered the sharing of strategies in weekly team meetings.	Agendas are not consistently focused on the PLC questions and shared in advance for teachers to prep and know who is sharing what.
8 ★	We do not have enough mentors, especially male mentors, to meet the needs of our male students that would benefit from this relationship	Uncertainty about what the requirements and commitments are
9 ★	Cohesiveness dropped from 96% to 89%.	

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Closing the Gaps Domain**
- [x] **Accountability Distinction Designations**
- [x] **Federal Report Card and accountability data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Student failure and/or retention rates**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **State-developed online interim assessments**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**

- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **School safety data**
- [x] **Enrollment trends**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **T-TESS data**

Parent/Community Data

- [x] **Parent engagement rate**

Goals

Goal 1

Barbers Hill ISD's curriculum, instruction, and assessment program will facilitate learning for all students in order to maintain the highest district rating in the state accountability system.

Performance Objective 1

☑ **High Priority**

Meet or exceed expectations of 90% approach, 80% meets, and 50% masters in all STAAR assessments in all grades in all content areas by May 2027.

Evaluation Data Source: CBAs, Benchmark assessments, Interim assessments, STAAR

Strategy 1

Content teams will be trained and work through units following the steps of the 15-Day Challenge.

Strategy's Expected Result/Impact: Improved clarity for teachers, clear learning targets for students, collaboration on the how, planning intervention and extensions when we plan Tier 1 instruction.

Staff Responsible for Monitoring: Admin, Interventionists, Teacher teams

Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 2 - Perceptions 3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June
Moderate Progress			

Strategy 2

Collaborative teams will ensure there is a clear standards focus each week as they work together to answer PLC questions 1 and 2.

Strategy's Expected Result/Impact: Improved student learning outcomes for all students

Staff Responsible for Monitoring: Administrators, Interventionists, and Teachers

Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 2 - Perceptions 3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

Moderate Progress

November	January	March	June

Strategy 3

Teachers will have three options for Learning Walks:
1) To see Fundamental Five with alignment to The 7 Steps to a Language Rich Classroom and Kagan Strategies
2) Co-Teach Models
3) NEW 26-27: Collaborative team meetings in other grade level / content areas

Strategy's Expected Result/Impact: Increased consistency and effectiveness of the Fundamental Five - all five, every day, closing the lesson, 7 steps

Staff Responsible for Monitoring: Administrators

Problem Statements: Student Learning 1

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

Moderate Progress

November	January	March	June

Strategy 4

RLA CIA leads will work to ensure reading lessons will be designed to include a true model of MTSS - Tier 3 students may be pulled out for specially designed instruction while other students remain with the teacher to provide opportunities for meaningful extension or intervention based on student need.

Strategy's Expected Result/Impact: 50% masters target met

Staff Responsible for Monitoring: Administrators, Interventionists

Problem Statements: Demographics 1 - Student Learning 1, 2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June
Accomplished	Accomplished	Accomplished	

Strategy 5

Utilize IXL creatively with incentives and prizes for kids needing HB1416 hours that need hours in order to support the work of our interventionists with those that need them most.

Strategy's Expected Result/Impact: Completing HB1416 hours.

Staff Responsible for Monitoring: Academic Dean, Interventionists.

Problem Statements: Demographics 3

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	January	March	June
	Discontinue	Discontinue	

Strategy 6

Collaborate with school stakeholders in order to successfully identify students for GT programming in all subpopulations and student groups.

Strategy's Expected Result/Impact: Identified percentages will meet or exceed the enrollment population for each subpopulation. For example: we have 28% Hispanic population, but only 12.5% are identified GT.

Staff Responsible for Monitoring: Academic Dean, Counselors, Teachers involved with GT identification, assessment windows, and parent communication.

Problem Statements: Demographics 4

Formative Reviews

November	January	March	June
No Progress			

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	We are developing strong intervention programs for students that have gaps, but have not yet mastered extensions for students at proficiency or higher.	Much of the collaborative team meetings are spent answering PLC Questions 1,2, and 3. Teachers are also not yet comfortable pulling small groups while students work on other activities independently at the extension level.
3	SpEd case managers have more students to support and monitor than ever before.	Qualification requirements have changed along with dyslexia students being serviced through Special Education. Additionally, more students are moving to BHISD for the SpEd programming.
4	Out of 56 identified GT students, 7 are identified GT which is 12.5%. Hispanic students are 28% of our total school population so they are under-represented in our GT programing.	Parents seeking GT referrals and testing may be reduced at this level, student identificaiton may need to be reviewed with staff.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	220 dropped a level of performance in math (61 in 4th grade, 44 in 5th grade, and 115 in 6th grade) and 177 dropped a level of performance in RLA (73 in 4th grade, 32 in 5th grade, and 72 in 6th Grade).	Much emphasis and support is given to students that lack proficiency in order to close gaps at the intermediate level before they go to middle school, especially in reading. This means that students that approach, meet, and master must be closely monitored as well so we can intervene if or when a student drops a level of performance.
2	Classroom teachers have yet mastered a system for implementing timely and meaningful extensions that will support deeper levels of learning and application for students already proficient.	Most of our collaborative team time is spend on PLC questions 1,2, and 3 and there is no one leading the way for Q4 and extensions. I would like to empower our CIA leads in this area this year.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Teams have not yet mastered the sharing of strategies in weekly team meetings.	Agendas are not consistently focused on the PLC questions and shared in advance for teachers to prep and know who is sharing what.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
3	Cohesiveness dropped from 96% to 89%.	

Performance Objective 2 ☑ High Priority

We will meet or exceed all federal targets for our EB students on the TELPAS test.

Evaluation Data Source: Reading, Math, and Science district CBAs, benchmarks, formative assessments, interims, TELPAS, and STAAR assessments.

Strategy 1

Teachers will utilize The Fundamental Five with the 7 Steps of Language Rich Classrooms and Kagan Structures in order to increase the ratio of student time speaking and writing.

Strategy's Expected Result/Impact: Improved performance on speaking and writing dimensions of TELPAS

Staff Responsible for Monitoring: Teachers, Administrators

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June
✓ Accomplished	✓ Accomplished	✓ Accomplished	

Strategy 2

Data Meetings will include discussions about EB student population, individual TEK/skill and language proficiency needs, and intervention/tutorial plan.

Strategy's Expected Result/Impact: All EB students will make progress in levels of proficiency on each dimension of TELPAS

Staff Responsible for Monitoring: Teachers, RtI Specialists, Testing Administrator

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

No Progress

November	January	March	June

Performance Objective 3

Maintain student attendance at 96% or higher.

Evaluation Data Source: PEIMS Attendance Reports, Skyward weekly attendance reports, tardy reports

Strategy 1

Teachers will use "Attendance Matters" reminders at the report card grading period each six weeks to communicate current days absent, current days tardy, and how much the student has missed.

Strategy's Expected Result/Impact: Increase student daily attendance.

Staff Responsible for Monitoring: Teachers, Administrators

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

Some Progress

November	January	March	June

Strategy 2

Skyward Q will provide communication to administrators and parents regarding student attendance through warning letters.

Strategy's Expected Result/Impact: Increase student daily attendance.

Staff Responsible for Monitoring: Administrators, attendance clerk

Formative Reviews

Some Progress

November	January	March	June

Strategy 3

Academic Dean will monitor student attendance and will implement truancy prevention measures before students fall below the 90% compulsory attendance or are truant.

Strategy's Expected Result/Impact: Improved attendance for students at risk of losing credit, improved partnerships with families

Staff Responsible for Monitoring: Administrators, attendance clerk

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Formative Reviews

November	January	March	June
Some Progress			

Goal 2 All Barbers Hill ISD students will graduate college, career or military ready.

Performance Objective 1

Meet or exceed expectations of 50% masters in all STAAR assessments in all grades in all content areas by May 2027.

Evaluation Data Source: CBAs, Benchmark assessments, Interim assessments, STAAR

Strategy 1

Provide all students with high-level thinking activities and increased ratio of student discourse in daily lessons.

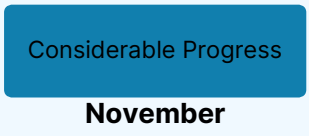
Strategy's Expected Result/Impact: Increase growth measures and student achievement to at least 50% masters.

Staff Responsible for Monitoring: Administrators, Teachers

TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews



November	January	March	June

Strategy 2

Teachers will plan a written lesson closure at least three times per week in daily lessons and will give students feedback on answering the found question.

Strategy's Expected Result/Impact: Opportunities for increased retention and improved connections for students.

Staff Responsible for Monitoring: Administrators

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

Moderate Progress

November	January	March	June

Strategy 3

Teachers will intentionally use time with early finishers, MTSS, and/or WIN time to intervene or extend in order to answer PLC Question 3 and Question 4.

Strategy's Expected Result/Impact: Increased mastery rates.

Staff Responsible for Monitoring: Interventionists, administrators

Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

Some Progress

November	January	March	June

Strategy 4

GT teachers and the GT cluster classes will engage in higher levels of mastery (100% approach, 100% meets, 70%+mastery) through extension and enrichment activities using project based learning and student choice.

Strategy's Expected Result/Impact: Increase growth measures and student achievement to at least 70% masters.

Staff Responsible for Monitoring: GT teachers, administrators

Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 2 - Perceptions 3

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

Considerable Progress

November	January	March	June

Strategy 5

Math teachers will utilize a standard method or series of challenge problems in order to extend their Tier 1 or WIN lessons in a time-efficient manner.

Strategy's Expected Result/Impact: Deeper thinking with ability to make connections and apply learning, leading to improved mastery scores in math.

Staff Responsible for Monitoring: Math administrator, Math interventionists, Academic Dean, Math teachers

Problem Statements: Demographics 1 - Student Learning 1, 2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	We are developing strong intervention programs for students that have gaps, but have not yet mastered extensions for students at proficiency or higher.	Much of the collaborative team meetings are spent answering PLC Questions 1,2, and 3. Teachers are also not yet comfortable pulling small groups while students work on other activities independently at the extension level.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	220 dropped a level of performance in math (61 in 4th grade, 44 in 5th grade, and 115 in 6th grade) and 177 dropped a level of performance in RLA (73 in 4th grade, 32 in 5th grade, and 72 in 6th Grade).	Much emphasis and support is given to students that lack proficiency in order to close gaps at the intermediate level before they go to middle school, especially in reading. This means that students that approach, meet, and master must be closely monitored as well so we can intervene if or when a student drops a level of performance.
2	Classroom teachers have yet mastered a system for implementing timely and meaningful extensions that will support deeper levels of learning and application for students already proficient.	Most of our collaborative team time is spend on PLC questions 1,2, and 3 and there is no one leading the way for Q4 and extensions. I would like to empower our CIA leads in this area this year.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Teams have not yet mastered the sharing of strategies in weekly team meetings.	Agendas are not consistently focused on the PLC questions and shared in advance for teachers to prep and know who is sharing what.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
3	Cohesiveness dropped from 96% to 89%.	

Goal 3 A positive school-community relationship will support student success.

Performance Objective 1

Maintain interdependence for organizational health on all dimensions.

Evaluation Data Source: MIdyear survey, Organizational Health Inventory

Strategy 1

Paraprofessionals will receive support in order to gain clarity and increase communication to support student learning.

Strategy's Expected Result/Impact: Improved morale amongst paras and between paraprofessional and professional staff.

Staff Responsible for Monitoring: Appraiser, SpEd department chair, lead paraprofessional, campus secretary

Problem Statements: Perceptions 3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

Formative Reviews

Moderate Progress

November	January	March	June

Strategy 2

Highlight teamwork and celebrate when our teams show cohesiveness.

Strategy's Expected Result/Impact: Improved cohesiveness rating.

Staff Responsible for Monitoring: Admin team, ILT

Problem Statements: Perceptions 3

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

Some Progress

November	January	March	June

Strategy 3

Bring "1% better" to life for our staff and make it tangible.

Strategy's Expected Result/Impact: Growth mindset and professional growth

Staff Responsible for Monitoring: Administrators

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	March	June
Accomplished	Accomplished	Accomplished	

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
3	Cohesiveness dropped from 96% to 89%.	

Goal 4

The district will maintain a safe, disciplined, and healthy environment conducive to student learning/engagement and employee effectiveness.

Performance Objective 1

☑ **High Priority**

Maintain campus-wide participation at 100% for social and emotional learning opportunities to support the well-rounded development of all students in safe and positive learning environments.

Evaluation Data Source: SEL classroom visits, discipline/attendance reports, parent feedback

Strategy 1

Students will receive affirmations through Eagle of the Month, positive contact from staff members, and citizenship awards for respectful behaviors.

Strategy's Expected Result/Impact: Improved relationships with families, improved student behavior

Staff Responsible for Monitoring: Counselors, Administrators, Teachers

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	March	June
Accomplished	Accomplished	Accomplished	Accomplished

Strategy 2

Counselors will use BASE lessons from the 7 Mindsets and Restorative Circles for students needing additional support in conflict resolution, responsible decision making, and positive relationships.

Strategy's Expected Result/Impact: Improved student relationships and increase in respectful behaviors

Staff Responsible for Monitoring: Counselors and Administrators

Problem Statements: Demographics 2

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November | January | March | June

Strategy 3

Counselors will implement Guidance Lessons with students to target patterns of behavior and support the well-rounded development of student at least once per semester.

Strategy's Expected Result/Impact: Increase in appropriate behaviors

Staff Responsible for Monitoring: Counselors

Problem Statements: Demographics 2

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

Moderate Progress

November | January | March | June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Social/emotional awareness and interventions continue to be at the forefront of the support needed with an increase in the number of students needing Tier 2 and Tier 3 supports. All staff needs to have continuous training opportunities and plans to support social/emotional activities in classroom instruction and campus activities.	There is a growing number of students who have experienced trauma and/or have an underdeveloped social IQ and lack of social awareness.

Performance Objective 2

Safety drills, campus procedures, and staff training will be established/monitored/conducted systematically to ensure student/employee safety.

Evaluation Data Source: Campus Procedures, drill/training schedule

Strategy 1

Safety coordinator will create a cheat sheet for behind the badge to support staff in deciphering between secure, hold, and lockdown.

Strategy's Expected Result/Impact: Provide clarity and improved communication

Staff Responsible for Monitoring: Safety Coordinator

Formative Reviews

November	January	March	June
Accomplished	Accomplished	Accomplished	

Performance Objective 3

School safety and involvement programs will be implemented to promote and build awareness in order to maintain a safe and positive school environment.

Evaluation Data Source: Student/parent involvement, discipline/attendance reports, safety audits

Strategy 1

Increase the number of mentors (especially male mentors) and PALS matched with our students that would benefit from these relational connections and mentorships.

Strategy's Expected Result/Impact: Increase student achievement/growth measures, decrease student discipline incidents and office referrals.

Staff Responsible for Monitoring: Counselors

Problem Statements: Perceptions 2

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	March	June
Some Progress			

Strategy 2

APs will train the staff on behavioral expectations for all classrooms - strong Tier 1 behavioral supports with opportunities to continually set the standard by teaching and reteaching behavioral expectations throughout the year.

Strategy's Expected Result/Impact: Reduced time off task, reduced office referrals, increase in positive classroom environments

Staff Responsible for Monitoring: Admin Team, PBIS Team, Teachers

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

November	January	March	June
Accomplished	Accomplished	Accomplished	

Strategy 3

Discipline program/processes will be monitored and evaluated by the PBIS team for data trends that we can learn from.

Strategy's Expected Result/Impact: Specific behaviors we can reteach replacement behaviors for with a decrease over time in these behaviors being repeated.

Staff Responsible for Monitoring: APs, PBIS team, Teachers

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June
Some Progress			

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	We do not have enough mentors, especially male mentors, to meet the needs of our male students that would benefit from this relationship	Uncertainty about what the requirements and commitments are

Goal 5 A qualified, diverse staff will support district success.

Performance Objective 1

Teacher attendance will meet or exceed 95% with encouragement to reach 97%.

Evaluation Data Source: Six weeks reports from HR, Eduphoria reports

Strategy 1

Weekly attendance incentive (jeans every Monday if our attendance the previous week was 97%).

Strategy's Expected Result/Impact: Value teachers committed, improved teacher attendance.

Staff Responsible for Monitoring: Administration, campus secretary

Formative Reviews

No Progress

November	January	March	June

Strategy 2

Six weeks attendance incentives:
1) Staff with perfect attendance will receive an incentive each six weeks.
2) When our staff has the highest attendance in the district for a six weeks, we will identify an incentive that will celebrate and honor teacher commitment and dedication.

Strategy's Expected Result/Impact: Improved staff attendance

Staff Responsible for Monitoring: Administration, campus secretary

Formative Reviews

Moderate Progress

November	January	March	June

Strategy 3

Celebrate staff with perfect attendance at each semester.

Strategy's Expected Result/Impact: Affirmation of attitude, effort, and professionalism.

Staff Responsible for Monitoring: Admin, Campus Secretary

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

Some Progress

November	January	March	June

Strategy 4

Paraprofessionals will have the opportunity to earn a stipend ($2000 or $5500) associated with specializations if they have 95% attendance or higher.

Strategy's Expected Result/Impact: Improved para attendance

Staff Responsible for Monitoring: Administration, campus secretary

Formative Reviews

Considerable Progress

November	January	March	June

Performance Objective 2

Teacher retention rate will meet or exceed 95%.

Evaluation Data Source: Staffing reports, staff attendance

Strategy 1

Monitor teacher professional learning to ensure 100% are in compliance with district requirements: The Fundamental Five, A Framework for Understanding Poverty, The 7 Steps to a Language Rich Classroom, and Speducate.

Strategy's Expected Result/Impact: Improved teacher efficacy and ability to apply learning to improve classroom instruction

Staff Responsible for Monitoring: Administration

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June
Accomplished	Accomplished	Accomplished	Accomplished

Strategy 2

Allow teachers to model effective instruction as a part of their collaborative teams and campus PD (Name It, Claim It, Explain It).

Strategy's Expected Result/Impact: Increased self efficacy and ownership of instructional practices

Staff Responsible for Monitoring: Administrators

Problem Statements: Perceptions 3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June
Some Progress			

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
3	Cohesiveness dropped from 96% to 89%.	

State Compensatory Education

State Compensatory

Budget for Intermediate North

Total SCE Funds: $337,414.00

Total FTEs Funded by SCE: 4

Brief Description of SCE Services and/or Programs

Targeted instructional programs are provided for students who are struggling with key subjects like reading, math, and writing. These sessions are designed to focus on the specific areas where students are falling behind. Additionally, these programs offer remediation for students who have not passed state assessments, helping them to catch up and improve their skills before the next round of tests.

Personnel for Intermediate North

Name	Position	FTE
Hanna Odom	Teacher	1
Jaemy Kline	Teacher	1
Jessica Silcox	Teacher	1
Mary Young	Teacher	1

Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Mandy Malone	8/1/2026	Terri Cooper	8/31/2026
Child Abuse and Neglect	Lori May	8/1/2026	Terri Cooper	8/31/2026
Coordinated Health Program	Lori May	8/1/2026	Terri Cooper	8/31/2026
Decision-Making and Planning Policy Evaluation	Michelle James	8/1/2026	Terri Cooper	8/31/2026
Disciplinary Alternative Education Program (DAEP)	Mandy Malone	8/1/2026	Terri Cooper	8/31/2026
Dropout Prevention	Mandy Malone	8/1/2026	Terri Cooper	8/31/2026
Dyslexia Treatment Program	Stephanie Martin	8/1/2026	Terri Cooper	8/31/2026
Pregnancy Related Services	Lori May	8/1/2026	Terri Cooper	8/31/2026
Post-Secondary Preparedness	Chloe Yowell	8/1/2026	Terri Cooper	8/31/2026
Recruiting Teachers and Paraprofessionals	Michelle James	8/1/2026	Terri Cooper	8/31/2026
Student Welfare: Crisis Intervention Programs and Training	Lori May	8/1/2026	Terri Cooper	8/31/2026
Student Welfare: Discipline/Conflict/ Violence Management	Mandy Malone	8/1/2026	Terri Cooper	8/31/2026
Texas Behavior Support Initiative (TBSI)	Stephanie Martin	8/1/2026	Terri Cooper	8/31/2026
Technology Integration	Kristen Davis	8/1/2026	Terri Cooper	8/31/2026
Job Description for Peace Officers, Resource Officers & Security Personnel	Michelle James	8/1/2026	Terri Cooper	8/31/2026
HB3 Reading Academy Requirements	Chloe Yowell	8/1/2026	Terri Cooper	8/31/2026
Physical Fitness Assessment	Chloe Yowell	8/1/2026	Terri Cooper	8/31/2026
CTE Advisory Council	Chloe Yowell	8/1/2026	Terri Cooper	8/31/2026
Student Code of Conduct	Mandy Malone	8/1/2026	Terri Cooper	8/31/2026
Financial Reporting	Becky McManus	8/1/2026	Terri Cooper	8/31/2026

LEA: 036902 - BARBERS HILL ISD
Campus: 036902044 - BARBERS HILL INT NORTH

TSDS PEIMS STAFF FTE SUMMARY

Campus-level Data

Campuses: 044

2025 - 2026 Fall Collection, Accepted Submission

	CAMPUS FTE	CAMPUS PERCENT
TOTAL STAFF (FTEs)	97.2	100.0%
Teachers	66.0	67.8%
Professional Support	9.0	9.3%
Campus Administration	3.0	3.1%
Central Administration	N/A	
Teacher Candidates	0.0	0.0%
Educational Aides	19.3	19.8%
Auxiliary	N/A	
TOTAL PERSONNEL BY ETHNICITY AND SEX	97.2	100.0%
White	84.1	86.5%
Hispanic	13.2	13.5%
Black	0.0	0.0%
Other	0.0	0.0%
White Male	3.5	3.6%
White Female	80.5	82.8%
Hispanic Male	0.1	0.1%
Hispanic Female	13.0	13.4%
Black Male	0.0	0.0%
Black Female	0.0	0.0%
Other Male	0.0	0.0%
Other Female	0.0	0.0%
TEACHERS BY HIGHEST DEGREE HELD		
No Degree	0.0	0.0%
Bachelors	48.8	74.0%
Masters	17.2	26.0%
Doctorate	0.0	0.0%
TEACHERS BY YEARS OF EXPERIENCE		
Beginning Teachers	0.5	0.8%
1-5 Years Experience	3.7	5.6%
6-10 Years Experience	12.7	19.2%
11-20 Years Experience	34.8	52.7%
Over 20 Years Experience	14.3	21.7%

Note: Detail may not add to 100% due to rounding.

This report displays the data for FALL 2025 - 2026 that was accepted by the ESC on 1/16/2026 8:57 AM.

LEA: 036902 - BARBERS HILL ISD
Campus: 036902044 - BARBERS HILL INT NORTH

TSDS PEIMS STAFF FTE SUMMARY

Campus-level Data

Campuses: 044

2025 - 2026 Fall Collection, Accepted Submission

	CAMPUS FTE	CAMPUS PERCENT
TEACHERS BY POPULATION SERVED		
Regular Education	48.0	72.7%
Career and Technical Education	0.0	0.0%
Bilingual/ESL Education	0.0	0.0%
Compensatory Education	3.0	4.5%
Gifted and Talented Education	6.8	10.3%
Special Education	8.2	12.4%
Other	0.0	0.0%

AVERAGE ACTUAL SALARIES	**AVERAGE**
Teachers	$ 84,539
Professional Support	$ 88,352
Campus Administration	$ 109,405
Central Administration	N/A
Teacher Candidates	$ 0

AVERAGE TEACHERS SALARIES BY YEARS OF EXPERIENCE	
Beginning Teachers	$ 33,985
1-5 Years Experience	$ 73,373
6-10 Years Experience	$ 77,243
11-20 Years Experience	$ 84,476
Over 20 Years Experience	$ 94,346

AVERAGE EXPERIENCE OF TEACHERS	15.2
AVERAGE EXPERIENCE OF TEACHERS WITH CAMPUS	7.7
STUDENT/TEACHER RATIO	15.1

Note: Detail may not add to 100% due to rounding.
This report displays the data for FALL 2025 - 2026 that was accepted by the ESC on 1/16/2026 8:57 AM.

TSDS PEIMS STAFF FTE SUMMARY

Campus-level Data

Campuses: 044

2025 - 2026 Fall Collection, Accepted Submission

	CAMPUS	
(Not included in previous section)	**FTE**	**PERCENT**
CONTRACTED INSTRUCTIONAL STAFF BY PIC:	0.00	0.00%
Basic Educational Services	0.00	0.00%
Gifted and Talented	0.00	0.00%
Career and Technical	0.00	0.00%
Special Education	0.00	0.00%
Accelerated Education	0.00	0.00%
Bilingual ED & Special Language Programs	0.00	0.00%
Atheletics and Related Activities	0.00	0.00%
Nondiscp. Alt Ed - AEP Basic Services	0.00	0.00%
Nondiscp. Alt Ed - AEP Suplmntl State Cmp. Ed Cost	0.00	0.00%
Discp. Alt Ed Programs - DAEP Basic Services	0.00	0.00%
Discp. Alt Ed - DAEP State Cmp. Ed Suplmntl Cost	0.00	0.00%
Title I Part A Schoolwide Act 50% or > Ed Disadv Students	0.00	0.00%
High School Allotment	0.00	0.00%

2024-25 Texas Academic Performance Report (TAPR)

District Name: BARBERS HILL ISD

Campus Name: BARBERS HILL INT NORTH

Campus Number: 036902044

2025 Campus Accountability Score: A

Distinction Designations:

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

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 4 Reading																	
At Approaches Grade Level or Above	2025	81%	96%	**96%**	84%	98%	96%	*	100%	*	100%	88%	100%	96%	96%	95%	91%
	2024	81%	93%	**96%**	100%	92%	97%	*	89%	*	100%	87%	83%	95%	98%	92%	100%
At Meets Grade Level or Above	2025	54%	78%	**80%**	68%	76%	81%	*	100%	*	77%	54%	80%	81%	77%	70%	82%
	2024	51%	72%	**78%**	67%	82%	78%	*	78%	*	80%	57%	58%	78%	79%	67%	80%
At Masters Grade Level	2025	24%	40%	**44%**	42%	40%	45%	*	80%	*	46%	6%	20%	51%	30%	32%	55%
	2024	23%	38%	**43%**	40%	38%	47%	*	44%	*	27%	15%	50%	46%	36%	22%	20%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2025	69%	90%	**92%**	84%	91%	92%	*	100%	*	92%	81%	80%	95%	86%	90%	91%
	2024	69%	88%	**91%**	80%	92%	92%	*	100%	*	80%	70%	77%	92%	90%	84%	100%
At Meets Grade Level or Above	2025	47%	72%	**77%**	63%	75%	77%	*	100%	*	85%	52%	60%	81%	68%	64%	91%
	2024	46%	66%	**75%**	67%	71%	78%	*	78%	*	53%	54%	69%	74%	76%	59%	100%
At Masters Grade Level	2025	24%	40%	**42%**	26%	36%	44%	*	90%	*	54%	15%	40%	47%	32%	25%	45%
	2024	21%	37%	**42%**	33%	35%	45%	*	44%	*	40%	15%	31%	42%	43%	21%	40%
Grade 5 Reading																	
At Approaches Grade Level or Above	2025	77%	93%	**94%**	87%	95%	95%	*	91%	*	93%	82%	100%	96%	88%	88%	88%
	2024	79%	93%	**96%**	100%	92%	98%	-	100%	-	82%	72%	90%	97%	92%	87%	*
At Meets Grade Level or Above	2025	58%	78%	**79%**	73%	77%	79%	*	82%	*	93%	48%	90%	82%	69%	67%	75%
	2024	55%	71%	**77%**	82%	67%	82%	-	100%	-	64%	50%	40%	81%	69%	62%	*
At Masters Grade Level	2025	30%	49%	**54%**	33%	53%	55%	*	64%	*	50%	12%	40%	57%	43%	32%	63%
	2024	29%	42%	**50%**	41%	47%	52%	-	100%	-	36%	16%	20%	55%	40%	29%	*
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2025	74%	94%	**96%**	87%	97%	96%	*	100%	*	93%	85%	100%	95%	96%	90%	100%
	2024	77%	94%	**99%**	100%	97%	99%	-	100%	-	91%	88%	100%	99%	97%	96%	*
At Meets Grade Level or Above	2025	47%	76%	**80%**	80%	78%	82%	*	82%	*	64%	50%	80%	81%	77%	68%	75%
	2024	50%	78%	**90%**	100%	83%	93%	-	100%	-	73%	59%	90%	91%	89%	79%	*
At Masters Grade Level	2025	22%	44%	**50%**	47%	52%	50%	*	64%	*	29%	15%	50%	51%	45%	31%	50%
	2024	19%	41%	**51%**	47%	43%	56%	-	100%	-	27%	16%	50%	53%	48%	32%	*
Grade 5 Science																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2025	65%	88%	**89%**	87%	89%	90%	*	91%	*	86%	73%	100%	89%	89%	80%	88%
	2024	58%	89%	**90%**	94%	87%	90%	-	100%	-	90%	63%	80%	89%	92%	82%	*
At Meets Grade Level or Above	2025	31%	58%	**60%**	67%	57%	61%	*	55%	*	64%	42%	40%	63%	50%	44%	63%
	2024	28%	62%	**65%**	53%	59%	71%	-	100%	-	30%	44%	50%	67%	62%	51%	*
At Masters Grade Level	2025	12%	31%	**36%**	27%	36%	35%	*	45%	*	36%	14%	30%	37%	32%	15%	25%
	2024	11%	30%	**32%**	18%	24%	37%	-	80%	-	10%	13%	20%	35%	26%	17%	*
Grade 6 Reading																	
At Approaches Grade Level or Above	2025	77%	93%	**95%**	100%	92%	97%	-	*	-	85%	72%	92%	96%	93%	91%	83%
	2024	77%	92%	**94%**	83%	95%	94%	*	100%	-	100%	69%	100%	93%	96%	90%	82%
At Meets Grade Level or Above	2025	56%	78%	**83%**	93%	77%	87%	-	*	-	54%	47%	83%	84%	80%	66%	50%
	2024	57%	78%	**82%**	58%	80%	83%	*	100%	-	92%	41%	80%	83%	80%	67%	64%
At Masters Grade Level	2025	29%	47%	**51%**	33%	40%	58%	-	*	-	31%	13%	50%	53%	44%	36%	17%
	2024	26%	36%	**36%**	25%	36%	34%	*	75%	-	46%	10%	50%	39%	30%	28%	36%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2025	74%	96%	**98%**	100%	96%	99%	-	*	-	92%	84%	100%	98%	97%	93%	100%
	2024	72%	92%	**95%**	92%	92%	96%	*	100%	-	92%	72%	100%	96%	92%	90%	91%
At Meets Grade Level or Above	2025	40%	74%	**77%**	87%	72%	81%	-	*	-	62%	44%	75%	77%	79%	63%	50%
	2024	39%	72%	**74%**	58%	61%	78%	*	100%	-	85%	31%	90%	76%	71%	58%	55%
At Masters Grade Level	2025	16%	40%	**40%**	20%	41%	45%	-	*	-	8%	6%	33%	44%	30%	31%	17%
	2024	14%	35%	**34%**	8%	19%	40%	*	75%	-	31%	17%	50%	39%	25%	21%	18%
All Grades All Subjects																	
At Approaches Grade Level or Above	2025	75%	91%	**94%**	89%	94%	95%	100%	97%	100%	91%	81%	97%	95%	92%	90%	91%
	2024	75%	90%	**94%**	93%	92%	95%	100%	98%	*	91%	75%	89%	95%	94%	88%	92%
At Meets Grade Level or Above	2025	50%	74%	**76%**	75%	73%	78%	60%	84%	100%	71%	48%	73%	78%	71%	63%	72%
	2024	48%	71%	**77%**	70%	72%	80%	100%	92%	*	69%	50%	68%	78%	75%	63%	68%
At Masters Grade Level	2025	21%	39%	**45%**	33%	42%	47%	0%	69%	43%	36%	12%	39%	49%	36%	29%	41%
	2024	20%	35%	**42%**	31%	35%	44%	33%	69%	*	32%	15%	39%	44%	35%	24%	32%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2025	76%	91%	**95%**	90%	95%	96%	*	96%	*	93%	81%	96%	96%	93%	92%	88%
	2024	76%	91%	**95%**	95%	93%	96%	*	95%	*	95%	78%	91%	95%	95%	90%	89%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2025	54%	76%	**80%**	78%	77%	82%	*	92%	*	75%	50%	85%	82%	76%	68%	72%
	2024	54%	73%	**79%**	70%	76%	80%	*	91%	*	79%	51%	59%	80%	76%	65%	67%
At Masters Grade Level	2025	23%	39%	**49%**	37%	44%	52%	*	76%	*	43%	10%	41%	54%	38%	33%	48%
	2024	22%	35%	**43%**	36%	41%	44%	*	68%	*	36%	14%	41%	47%	35%	27%	33%
All Grades Mathematics																	
At Approaches Grade Level or Above	2025	72%	93%	**95%**	90%	94%	95%	*	100%	*	93%	84%	96%	96%	92%	91%	96%
	2024	72%	90%	**95%**	91%	94%	96%	*	100%	*	87%	76%	91%	96%	93%	90%	94%
At Meets Grade Level or Above	2025	45%	75%	**78%**	76%	75%	80%	*	88%	*	70%	49%	74%	80%	73%	65%	76%
	2024	43%	70%	**80%**	77%	72%	83%	*	91%	*	69%	50%	82%	80%	78%	66%	72%
At Masters Grade Level	2025	20%	40%	**44%**	31%	43%	46%	*	72%	*	30%	13%	41%	48%	35%	28%	40%
	2024	17%	35%	**43%**	32%	33%	47%	*	68%	*	33%	16%	42%	45%	38%	25%	28%
All Grades Science																	
At Approaches Grade Level or Above	2025	78%	92%	**89%**	87%	89%	90%	*	91%	*	86%	73%	100%	89%	89%	80%	88%
	2024	75%	91%	**90%**	94%	87%	90%	-	100%	-	90%	63%	80%	89%	92%	82%	*
At Meets Grade Level or Above	2025	47%	71%	**60%**	67%	57%	61%	*	55%	*	64%	42%	40%	63%	50%	44%	63%
	2024	43%	69%	**65%**	53%	59%	71%	-	100%	-	30%	44%	50%	67%	62%	51%	*
At Masters Grade Level	2025	17%	33%	**36%**	27%	36%	35%	*	45%	*	36%	14%	30%	37%	32%	15%	25%
	2024	16%	30%	**32%**	18%	24%	37%	-	80%	-	10%	13%	20%	35%	26%	17%	*
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
4th Graders																	
Reading and Mathematics	2025	40%	65%	**70%**	63%	65%	71%	*	100%	*	77%	42%	60%	73%	64%	54%	82%
	2024	38%	60%	**69%**	67%	68%	70%	*	78%	*	53%	48%	58%	68%	72%	53%	80%
Reading and Mathematics Including EOC	2025	40%	65%	**70%**	63%	65%	71%	*	100%	*	77%	42%	60%	73%	64%	54%	82%
	2024	38%	60%	**69%**	67%	68%	70%	*	78%	*	53%	48%	58%	68%	72%	53%	80%
Reading Including EOC	2025	54%	78%	**80%**	68%	76%	81%	*	100%	*	77%	54%	80%	81%	77%	70%	82%
	2024	51%	72%	**78%**	67%	82%	78%	*	78%	*	80%	57%	58%	78%	79%	67%	80%
Math Including EOC	2025	47%	72%	**77%**	63%	75%	77%	*	100%	*	85%	52%	60%	81%	68%	64%	91%
	2024	46%	66%	**75%**	67%	71%	78%	*	78%	*	53%	54%	69%	74%	76%	59%	100%
5th Graders																	
Reading and Mathematics	2025	42%	69%	**72%**	73%	71%	72%	*	82%	*	64%	38%	80%	75%	63%	60%	75%
	2024	42%	64%	**75%**	82%	63%	81%	-	100%	-	55%	44%	40%	79%	68%	59%	*

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2025	42%	69%	**72%**	73%	71%	72%	*	82%	*	64%	38%	80%	75%	63%	60%	75%
	2024	42%	64%	**75%**	82%	63%	81%	-	100%	-	55%	44%	40%	79%	68%	59%	*
Reading Including EOC	2025	58%	78%	**79%**	73%	77%	79%	*	82%	*	93%	48%	90%	82%	69%	67%	75%
	2024	55%	71%	**77%**	82%	67%	82%	-	100%	-	64%	50%	40%	81%	69%	62%	*
Math Including EOC	2025	48%	76%	**80%**	80%	78%	82%	*	82%	*	64%	50%	80%	81%	77%	68%	75%
	2024	51%	78%	**90%**	100%	83%	93%	-	100%	-	73%	59%	90%	91%	89%	79%	*
6th Graders																	
Reading and Mathematics	2025	37%	69%	**74%**	87%	65%	79%	-	*	-	46%	34%	67%	73%	75%	54%	50%
	2024	36%	65%	**69%**	42%	59%	71%	*	100%	-	85%	28%	80%	70%	66%	52%	55%
Reading and Mathematics Including EOC	2025	37%	69%	**74%**	87%	65%	79%	-	*	-	46%	34%	67%	73%	75%	54%	50%
	2024	36%	65%	**69%**	42%	59%	71%	*	100%	-	85%	28%	80%	70%	66%	52%	55%
Reading Including EOC	2025	56%	78%	**83%**	93%	77%	87%	-	*	-	54%	47%	83%	84%	80%	66%	50%
	2024	57%	78%	**82%**	58%	80%	83%	*	100%	-	92%	41%	80%	83%	80%	67%	64%
Math Including EOC	2025	41%	74%	**77%**	87%	72%	81%	-	*	-	62%	44%	75%	77%	79%	63%	50%
	2024	40%	72%	**74%**	58%	61%	78%	*	100%	-	85%	31%	90%	76%	71%	58%	55%
3rd - 8th Graders																	
Reading and Mathematics	2025	38%	66%	**72%**	73%	67%	74%	*	88%	*	63%	39%	70%	74%	67%	56%	72%
	2024	36%	61%	**71%**	66%	63%	74%	*	91%	*	64%	42%	59%	72%	69%	55%	61%
Reading and Mathematics Including EOC	2025	40%	67%	**72%**	73%	67%	74%	*	88%	*	63%	39%	70%	74%	67%	56%	72%
	2024	38%	62%	**71%**	66%	63%	74%	*	91%	*	64%	42%	59%	72%	69%	55%	61%
Reading Including EOC	2025	55%	77%	**80%**	78%	77%	82%	*	92%	*	75%	50%	85%	82%	76%	68%	72%
	2024	54%	73%	**79%**	70%	76%	80%	*	91%	*	79%	51%	59%	80%	76%	65%	67%
Math Including EOC	2025	46%	75%	**78%**	76%	75%	80%	*	88%	*	70%	49%	74%	80%	73%	65%	76%
	2024	45%	71%	**80%**	77%	72%	83%	*	91%	*	69%	50%	82%	80%	78%	66%	72%

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)	G/T
School Progress - Annual Growth by Grade and Subject																		
Grade 4 ELA/Reading	2025	70%	80%	**78%**	71%	80%	78%	*	90%	*	61%	70%	80%	81%	71%	73%	86%	100%
	2024	67%	75%	**79%**	71%	78%	80%	*	88%	*	80%	64%	82%	77%	86%	77%	*	---
Grade 4 Mathematics	2025	65%	76%	**75%**	66%	79%	73%	*	100%	*	82%	66%	60%	76%	74%	67%	82%	100%
	2024	60%	72%	**78%**	71%	78%	79%	*	100%	*	60%	68%	67%	76%	84%	73%	*	---
Grade 5 ELA/Reading	2025	69%	82%	**82%**	70%	82%	82%	*	100%	*	93%	62%	94%	83%	79%	73%	92%	100%
	2024	70%	81%	**84%**	91%	80%	85%	-	100%	-	70%	72%	56%	85%	81%	71%	*	---
Grade 5 Mathematics	2025	67%	84%	**84%**	100%	87%	83%	*	90%	*	61%	76%	90%	83%	88%	83%	67%	100%
	2024	65%	83%	**89%**	94%	84%	91%	-	100%	-	70%	81%	100%	88%	90%	83%	*	---
Grade 6 ELA/Reading	2025	64%	79%	**81%**	83%	76%	83%	-	*	-	65%	59%	79%	79%	86%	78%	58%	88%
	2024	61%	70%	**73%**	63%	74%	72%	*	83%	-	82%	64%	80%	72%	74%	69%	82%	---
Grade 6 Mathematics	2025	56%	73%	**68%**	53%	73%	68%	-	*	-	58%	56%	54%	65%	78%	68%	58%	94%
	2024	48%	71%	**71%**	71%	58%	76%	*	100%	-	64%	43%	90%	71%	70%	64%	60%	---
All Grades Both Subjects	2025	65%	78%	**78%**	73%	80%	78%	*	93%	*	70%	66%	76%	78%	78%	73%	76%	97%
	2024	64%	74%	**79%**	78%	76%	80%	80%	95%	*	71%	66%	79%	78%	81%	73%	80%	---
All Grades ELA/Reading	2025	67%	77%	**80%**	74%	79%	81%	*	96%	*	75%	64%	85%	81%	77%	74%	80%	95%
	2024	67%	74%	**79%**	77%	77%	79%	*	89%	*	78%	66%	73%	78%	80%	73%	85%	---
All Grades Mathematics	2025	64%	79%	**76%**	72%	80%	75%	*	91%	*	66%	68%	69%	75%	79%	72%	72%	98%
	2024	60%	75%	**79%**	80%	74%	82%	*	100%	*	64%	65%	84%	79%	81%	74%	75%	---
School Progress - Accelerated Learning by Grade and Subject																		
Grade 4 ELA/Reading	2025	40%	60%	**67%**	*	100%	70%	-	-	-	-	64%	*	75%	60%	58%	*	-
	2024	38%	53%	**70%**	*	*	67%	-	-	-	-	40%	*	60%	80%	75%	*	---
Grade 4 Mathematics	2025	27%	22%	**32%**	*	22%	29%	-	-	-	*	36%	*	56%	15%	33%	*	-
	2024	26%	36%	**39%**	*	50%	33%	-	-	-	-	18%	*	40%	38%	38%	-	---
Grade 5 ELA/Reading	2025	25%	53%	**64%**	-	*	67%	-	*	-	-	50%	-	71%	*	57%	-	-
	2024	35%	56%	**61%**	-	60%	71%	-	-	-	*	36%	-	57%	64%	42%	-	---
Grade 5 Mathematics	2025	35%	68%	**73%**	*	83%	73%	-	-	-	*	59%	*	67%	88%	63%	-	-
	2024	41%	62%	**73%**	-	*	83%	-	-	-	*	63%	-	*	71%	71%	-	---
Grade 6 ELA/Reading	2025	27%	47%	**56%**	-	60%	*	-	-	-	*	63%	-	*	60%	50%	*	-
	2024	24%	39%	**38%**	*	*	29%	-	-	-	*	30%	*	14%	56%	33%	*	---
Grade 6 Mathematics	2025	33%	59%	**63%**	-	80%	*	-	-	-	*	*	-	*	67%	50%	*	-
	2024	27%	50%	**57%**	*	*	*	-	-	-	-	*	-	-	57%	*	-	---
All Grades Both Subjects	2025	33%	54%	**59%**	20%	62%	61%	-	*	-	75%	53%	*	65%	52%	52%	*	-
	2024	32%	49%	**53%**	43%	52%	53%	-	-	-	*	35%	*	45%	60%	49%	*	---
All Grades ELA/Reading	2025	31%	47%	**63%**	*	71%	67%	-	*	-	*	59%	*	68%	58%	56%	*	-
	2024	30%	45%	**55%**	*	53%	55%	-	-	-	*	35%	*	42%	64%	48%	*	---
All Grades Mathematics	2025	35%	60%	**55%**	29%	55%	57%	-	-	-	83%	47%	*	62%	48%	50%	*	-
	2024	35%	53%	**51%**	*	50%	52%	-	-	-	*	35%	*	47%	55%	50%	-	---

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

\- Indicates there are no students in the group.

--- First reported in 2025.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2025	75%	91%	**94%**	-	-	-	-	-	-	86%	-	86%	-	*	94%	87%	100%
	2024	75%	90%	**94%**	-	-	-	-	-	-	90%	-	90%	-	*	94%	91%	100%
At Meets Grade Level or Above	2025	50%	74%	**76%**	-	-	-	-	-	-	63%	-	63%	-	*	76%	66%	85%
	2024	48%	71%	**77%**	-	-	-	-	-	-	60%	-	60%	-	*	78%	63%	100%
At Masters Grade Level	2025	21%	39%	**45%**	-	-	-	-	-	-	40%	-	40%	-	*	45%	39%	45%
	2024	20%	35%	**42%**	-	-	-	-	-	-	17%	-	17%	-	*	42%	19%	100%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2025	76%	91%	**95%**	-	-	-	-	-	-	80%	-	80%	-	*	95%	81%	100%
	2024	76%	91%	**95%**	-	-	-	-	-	-	86%	-	86%	-	*	95%	87%	100%
At Meets Grade Level or Above	2025	54%	76%	**80%**	-	-	-	-	-	-	60%	-	60%	-	*	81%	63%	89%
	2024	54%	73%	**79%**	-	-	-	-	-	-	57%	-	57%	-	*	79%	60%	100%
At Masters Grade Level	2025	23%	39%	**49%**	-	-	-	-	-	-	40%	-	40%	-	*	49%	44%	56%
	2024	22%	35%	**43%**	-	-	-	-	-	-	21%	-	21%	-	*	43%	20%	100%
All Grades Mathematics																		
At Approaches Grade Level or Above	2025	72%	93%	**95%**	-	-	-	-	-	-	93%	-	93%	-	*	95%	94%	100%
	2024	72%	90%	**95%**	-	-	-	-	-	-	93%	-	93%	-	*	95%	93%	100%
At Meets Grade Level or Above	2025	45%	75%	**78%**	-	-	-	-	-	-	67%	-	67%	-	*	78%	69%	89%
	2024	43%	70%	**80%**	-	-	-	-	-	-	64%	-	64%	-	*	80%	67%	100%

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2025	20%	40%	**44%**	-	-	-	-	-	-	40%	-	40%	-	*	44%	38%	44%
	2024	17%	35%	**43%**	-	-	-	-	-	-	7%	-	7%	-	*	43%	13%	100%
All Grades Science																		
At Approaches Grade Level or Above	2025	78%	92%	**89%**	-	-	-	-	-	-	80%	-	80%	-	*	89%	83%	*
	2024	75%	91%	**90%**	-	-	-	-	-	-	*	-	*	-	-	90%	*	-
At Meets Grade Level or Above	2025	47%	71%	**60%**	-	-	-	-	-	-	60%	-	60%	-	*	60%	67%	*
	2024	43%	69%	**65%**	-	-	-	-	-	-	*	-	*	-	-	66%	*	-
At Masters Grade Level	2025	17%	33%	**36%**	-	-	-	-	-	-	40%	-	40%	-	*	36%	33%	*
	2024	16%	30%	**32%**	-	-	-	-	-	-	*	-	*	-	-	32%	*	-
School Progress - Annual Growth																		
All Grades Both Subjects	2025	65%	78%	**78%**	-	-	-	-	-	-	71%	-	71%	-	*	78%	70%	86%
	2024	64%	74%	**79%**	-	-	-	-	-	-	75%	-	75%	-	*	79%	77%	100%
All Grades ELA/Reading	2025	67%	77%	**80%**	-	-	-	-	-	-	73%	-	73%	-	*	80%	75%	89%
	2024	67%	74%	**79%**	-	-	-	-	-	-	81%	-	81%	-	*	79%	82%	100%
All Grades Mathematics	2025	64%	79%	**76%**	-	-	-	-	-	-	69%	-	69%	-	*	76%	64%	83%
	2024	60%	75%	**79%**	-	-	-	-	-	-	69%	-	69%	-	*	79%	71%	*
School Progress - Accelerated Learning																		
All Grades Both Subjects	2025	33%	54%	**59%**	-	-	-	-	-	-	*	-	*	-	-	60%	*	-
	2024	32%	49%	**53%**	-	-	-	-	-	-	*	-	*	-	-	54%	*	-
All Grades ELA/Reading	2025	31%	47%	**63%**	-	-	-	-	-	-	*	-	*	-	-	67%	*	-
	2024	30%	45%	**55%**	-	-	-	-	-	-	*	-	*	-	-	56%	*	-
All Grades Mathematics	2025	35%	60%	**55%**	-	-	-	-	-	-	*	-	*	-	-	56%	*	-
	2024	35%	53%	**51%**	-	-	-	-	-	-	-	-	-	-	-	51%	-	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2025 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	97%	**97%**	97%	95%	97%	100%	95%	100%	99%	97%	100%	98%	93%	97%	97%
Not Included in Accountability: Mobile	4%	3%	**3%**	3%	4%	2%	0%	5%	0%	1%	3%	0%	1%	7%	2%	3%
Not Included in Accountability: Other Exclusions	2%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**100%**	100%	100%	99%	*	100%	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	91%	96%	**97%**	96%	96%	97%	*	96%	*	98%	97%	100%	98%	94%	97%	96%
Not Included in Accountability: Mobile	4%	3%	**3%**	4%	4%	2%	*	4%	*	2%	3%	0%	2%	6%	2%	4%
Not Included in Accountability: Other Exclusions	4%	1%	**0%**	0%	0%	0%	*	0%	*	0%	1%	0%	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	0%	1%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	1%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	99%	100%
Included in Accountability	94%	97%	**97%**	96%	95%	98%	*	96%	*	100%	97%	100%	98%	94%	97%	96%
Not Included in Accountability: Mobile	4%	3%	**3%**	4%	5%	2%	*	4%	*	0%	3%	0%	2%	6%	2%	4%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	0%	*	0%	1%	0%	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	1%	0%
Absent	1%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	100%	**99%**	100%	100%	99%	*	100%	*	100%	98%	100%	99%	100%	100%	100%
Included in Accountability	94%	97%	**97%**	100%	96%	97%	*	92%	*	100%	97%	100%	99%	91%	97%	100%
Not Included in Accountability: Mobile	4%	3%	**2%**	0%	4%	2%	*	8%	*	0%	2%	0%	0%	9%	3%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	**1%**	0%	0%	1%	*	0%	*	0%	2%	0%	1%	0%	0%	0%

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

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

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

- Indicates there are no students in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2024-25	93.9%	95.6%	**96.1%**	97.2%	96.0%	95.9%	*	98.4%	*	95.9%	95.5%	95.4%	97.6%
2023-24	93.6%	94.9%	**95.5%**	96.7%	95.1%	95.5%	*	97.9%	*	95.8%	94.7%	94.6%	96.1%
Chronic Absenteeism													
2024-25	18.0%	8.6%	**5.1%**	2.0%	5.9%	5.1%	*	0.0%	*	7.1%	8.4%	8.0%	5.9%
2023-24	19.0%	10.8%	**6.2%**	2.3%	6.5%	6.6%	*	0.0%	*	7.9%	10.6%	13.4%	0.0%
Annual Dropout Rate (Gr 7-8)													
2023-24	0.7%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2022-23	0.8%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2023-24	1.9%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2022-23	2.0%	0.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2024													
Graduated	90.7%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	91.1%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	99.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023													
Graduated	90.3%	98.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	98.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.1%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	92.1%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.5%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	99.3%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.5%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022													
Graduated	91.8%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.2%	99.1%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	92.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.2%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	92.7%	99.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	99.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	99.7%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2024	90.7%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	90.3%	98.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2024	44.9%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2024	11.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	4.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2024	78.5%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	84.3%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	0.0%	0.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	89.5%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	88.6%	95.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2023-24	24.6%	-	-	-	-	-	-	-	-	-	-	-	-
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2023-24	11.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2022-23	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2023-24	76.9%	97.2%	-	-	-	-	-	-	-	-	-	-	-
2022-23	82.5%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Texas First-DLA Graduates (Annual Rate)													
2023-24	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2022-23	0.1%	0.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2023-24	87.8%	97.2%	-	-	-	-	-	-	-	-	-	-	-
2022-23	86.8%	95.5%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2023-24 Annual Graduates)				
Total Graduates	-	-	436	382,023
By Ethnicity:				
African American	-	-	20	48,064
Hispanic	-	-	111	200,942
White	-	-	279	101,714
American Indian	-	-	2	1,231
Asian	-	-	8	19,746
Pacific Islander	-	-	0	606
Two or More Races	-	-	16	9,720
By Graduation Type:				
Minimum H.S. Program	-	-	0	309
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	101
Foundation H.S. Program (No Endorsement)	-	-	12	46,183
Foundation H.S. Program (Endorsement)	-	-	0	42,042
Foundation H.S. Program (DLA)	-	-	424	293,032
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	0	356
Special Education Graduates	-	-	41	35,935
Economically Disadvantaged Graduates	-	-	95	211,984
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	8	56,967
At-Risk Graduates	-	-	112	173,035
CTE Completers	-	-	108	127,800

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	**923**	**100.0%**	**7,848**	**5,530,499**	**924**	**100.0%**	**7,875**	**5,544,255**
Students by Grade								
Grade 4	322	34.9%	8.1%	7.3%	322	34.8%	8.1%	7.3%
Grade 5	326	35.3%	8.4%	7.3%	326	35.3%	8.3%	7.3%
Grade 6	275	29.8%	7.7%	7.3%	276	29.9%	7.7%	7.3%
Ethnic Distribution								
African American	50	5.4%	4.8%	12.8%	50	5.4%	4.7%	12.8%
Hispanic	239	25.9%	32.1%	53.5%	240	26.0%	32.1%	53.5%
White	564	61.1%	57.2%	24.4%	564	61.0%	57.2%	24.4%
American Indian	2	0.2%	0.3%	0.3%	2	0.2%	0.3%	0.3%
Asian	25	2.7%	1.9%	5.6%	25	2.7%	1.9%	5.6%
Pacific Islander	3	0.3%	0.1%	0.2%	3	0.3%	0.1%	0.2%
Two or More Races	40	4.3%	3.7%	3.3%	40	4.3%	3.7%	3.3%
Sex								
Female	452	49.0%	49.5%	48.9%	452	48.9%	49.4%	48.8%
Male	471	51.0%	50.5%	51.1%	472	51.1%	50.6%	51.2%
Other Student Cohorts								
Economically Disadvantaged	245	26.5%	28.8%	60.5%	246	26.6%	28.8%	60.4%
Non-Educationally Disadvantaged	678	73.5%	71.2%	39.5%	678	73.4%	71.2%	39.6%
Section 504 Students	107	11.6%	9.1%	6.8%	107	11.6%	9.1%	6.8%
EB Students/EL	16	1.7%	5.8%	24.3%	16	1.7%	5.8%	24.3%
Students w/ Disciplinary Placements (2023-24)	7	0.8%	1.7%	2.1%				
Students w/ Dyslexia	109	11.8%	8.0%	6.4%	109	11.8%	7.9%	6.4%
Foster Care	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Homeless	2	0.2%	0.3%	1.4%	2	0.2%	0.3%	1.4%
Immigrant	5	0.5%	1.0%	3.5%	5	0.5%	1.0%	3.5%
Migrant	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Title I	0	0.0%	32.5%	66.6%	0	0.0%	32.6%	66.5%
Military Connected	45	4.9%	5.5%	4.1%	45	4.9%	5.5%	4.1%
At-Risk	123	13.3%	27.1%	53.5%	123	13.3%	27.0%	53.5%
Students by Instructional Program								
Bilingual/ESL Education	15	1.6%	5.5%	24.3%	15	1.6%	5.5%	24.3%
Career and Technical Education	0	0.0%	24.4%	27.7%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	71.4%	74.0%	-	-	-	-
Gifted and Talented Education	44	4.8%	5.1%	8.7%	44	4.8%	5.1%	8.7%
Special Education	148	16.0%	13.4%	15.3%	149	16.1%	13.7%	15.5%
Students with Disabilities by Type of Primary Disability								

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students with Disabilities	**148**							
Students with Intellectual Disabilities	90	60.8%	49.4%	48.3%				
Students with Physical Disabilities	14	9.5%	13.9%	17.0%				
Students with Autism	30	20.3%	19.8%	16.8%				
Students with Behavioral Disabilities	14	9.5%	14.2%	16.3%				
Students with Non-Categorical Early Childhood	0	0.0%	2.8%	1.6%				
Mobility (2023-24)								
Total Mobile Students	**54**	**6.1%**	**9.5%**	**16.4%**				
African American	0	0.0%	0.9%	3.3%				
Hispanic	20	2.3%	3.4%	8.9%				
White	32	3.6%	4.7%	2.9%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	1	0.1%	0.1%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	1	0.1%	0.4%	0.6%				
Special Ed Students who are Mobile	11	7.7%	12.7%	17.3%				
Count and Percent of EB Students/EL who are Mobile	1	5.9%	12.3%	17.9%				
Count and Percent of Econ Dis Students who are Mobile	35	13.4%	16.9%	19.0%				
Student Attrition (2023-24)								
Total Student Attrition	**44**	**7.4%**	**8.4%**	**18.0%**				

	Non-Special Education Rates			Special Education Rates		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade						
Grade 4	0.0%	0.0%	0.4%	0.0%	0.0%	0.4%
Grade 5	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%
Grade 6	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%

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

Class Size Information	Campus	District	State
Elementary			
Grade 4	19.3	19.6	20.0
Grade 5	22.6	21.4	21.3
Grade 6	22.1	21.9	19.8

	Campus			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	**98.3**	**100.0%**	**100.0%**	**100.0%**
Professional Staff	77.4	78.8%	62.1%	63.8%
Teachers	70.4	71.6%	47.9%	48.3%
Professional Support	5.0	5.1%	10.4%	10.8%
Campus Administration (School Leadership)	2.0	2.0%	2.6%	3.4%
Educational Aides	20.9	21.2%	12.4%	10.7%
Librarians and Counselors (Headcount)				
Full-time Librarians	1.0	n/a	6.0	4,125.0
Part-time Librarians	0.0	n/a	2.0	583.0
Full-time Counselors	2.0	n/a	19.0	13,704.0
Part-time Counselors	0.0	n/a	1.0	1,298.0
Total Minority Staff	**17.2**	**17.5%**	**24.7%**	**55.3%**
Teachers by Ethnicity				
African American	0.0	0.0%	2.3%	12.8%
Hispanic	7.3	10.4%	10.1%	31.0%
White	63.1	89.6%	86.2%	52.2%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.1%	0.3%	2.2%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	1.0%	1.3%
Teachers by Sex				
Males	3.5	5.0%	16.3%	24.6%
Females	66.9	95.0%	83.7%	75.4%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	0.2%	2.4%
Bachelors	54.8	77.8%	70.3%	71.4%
Masters	15.6	22.2%	29.3%	25.4%
Doctorate	0.0	0.0%	0.2%	0.8%
Teachers by Years of Experience				
Beginning Teachers	1.0	1.4%	1.2%	7.3%
1-5 Years Experience	2.0	2.9%	12.3%	28.3%
6-10 Years Experience	17.9	25.5%	22.1%	19.7%
11-20 Years Experience	35.0	49.6%	40.1%	27.6%
21-30 Years Experience	9.5	13.5%	20.9%	14.1%
Over 30 Years Experience	5.0	7.1%	3.5%	3.0%
Number of Students per Teacher	13.1	n/a	13.0	15.0

Staff Information	Campus	District	State
Average Years Experience of Campus Staff			
Principals	6.0	5.8	6.0
Principals with District	2.0	4.6	5.1
Assistant Principals	3.0	7.3	5.1
Assistant Principals with District	3.0	4.9	4.3
Teachers	15.1	14.6	11.2
Teachers with District	7.2	6.4	7.0
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	$66,823	$66,601	$55,689
1-5 Years Experience	$68,034	$70,323	$59,266
6-10 Years Experience	$72,429	$73,380	$62,607
11-20 Years Experience	$81,366	$82,912	$66,353
21-30 Years Experience	$89,452	$88,747	$70,976
Over 30 Years Experience	$90,382	$97,113	$75,042
Average Actual Salaries (regular duties only)			
Teachers	$80,224	$80,786	$63,751
Professional Support	$90,908	$89,656	$75,909
Campus Administration (School Leadership)	$108,762	$99,986	$88,786
Staff Exclusions			
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,637.7
Others			
Instructional Staff Percent	n/a	65.6%	64.8%

	Campus			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served)				
Bilingual/ESL Education	0.0	0.0%	2.6%	6.3%
Career and Technical Education	0.0	0.0%	3.8%	5.5%
Compensatory Education	3.0	4.3%	4.0%	2.6%
Gifted and Talented Education	6.1	8.7%	2.0%	1.6%
Regular Education	52.8	75.0%	75.7%	69.0%
Special Education	8.5	12.1%	11.9%	11.4%
Other	0.0	0.0%	0.0%	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.)

TELPAS Summary

Spring 2026

TELPAS Composite Rating - Kindergarten					
Campus	Number of Students Tested	% Beginning	% Intermediate	% Advanced	% Advanced High
ECC	56	39%	43%	18%	0%

TELPAS Performance									
		Performance By Domain				Composite Performance			
Campus	Number of Students Tested	Listening % Increase by One or More Proficiency Levels	Speaking % Increase by One or More Proficiency Levels	Reading % Increase by One or More Proficiency Levels	Writing % Increase by One or More Proficiency Levels	Accountability Targets 2026 Pink = 3 pts	Green = 4 pts	Percent Met 2026	Number of Students Reclassified
ESN	38	58%	46%	73%	27%	40%	46%	55%	3
ESS	140	90%	46%	66%	50%	40%	46%	60%	21
ISN	23	73%	45%	82%	36%	40%	46%	53%	6
ISS	60	51%	47%	62%	33%	40%	46%	58%	22
MSN	8	33%	50%	50%	67%	30%	36%	29%	2
MSS	33	52%	17%	26%	16%	30%	36%	30%	9
HS	90	26%	21%	37%	36%	28%	34%	29%	13
								Total Students Reclassified	76

TELPAS data accountability measures growth in composite to composite.

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 4 Reading Language Arts

District: 036-902 BARBERS HILL IS
Campus: 044 BARBERS HILL IN

Report Date: JUNE 2026
Date of Testing: SPRING 2026

Administration Summary	Number	Percent
Students Tested	313	100
Students Not Tested		
Absent	0	0
Other	0	0
Total Documents Submitted	313	100

Legend
--- = No Data Reported For Fewer Than Five Students

		Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category			
												1		2	
												Reading		Writing	
												Number of Points Possible			
												26		26	
												Avg. # of Points / % Achieved			
				#	%	#	%	#	%	#	%	#	%	#	%
All Students		313	1635	19	6	294	94	251	80	123	39	17.6	68	15.4	59
Male		162	1635	11	7	151	93	126	78	67	41	18.0	69	14.9	57
Female		151	1635	8	5	143	95	125	83	56	37	17.3	66	15.9	61
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino		84	1617	9	11	75	89	60	71	31	37	16.8	65	14.6	56
American Indian or Alaska Native		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian		10	1641	1	10	9	90	9	90	3	30	18.3	70	15.2	58
Black or African American		16	1619	0	0	16	100	11	69	6	38	17.0	65	14.9	57
Native Hawaiian or Other Pacific Islander		0	---	---	---	---	---	---	---	---	---	---	---	---	---
White		188	1645	9	5	179	95	159	85	78	41	18.1	69	15.8	61
Two or More Races		15	1628	0	0	15	100	12	80	5	33	17.1	66	15.2	58
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	*Yes*	92	1592	12	13	80	87	65	71	25	27	16.4	63	13.5	52
	No	221	1653	7	3	214	97	186	84	98	44	18.2	70	16.2	62
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	313	1635	19	6	294	94	251	80	123	39	17.6	68	15.4	59
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	313	1635	19	6	294	94	251	80	123	39	17.6	68	15.4	59
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual (EB)		11	1538	3	27	8	73	5	45	1	9	13.2	51	12.1	47
Monitored 1st Year (M1), reclassified from EB		4	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year (M2), reclassified from EB		4	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year (M3), reclassified from EB		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year (M4), reclassified from EB		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB (Post Monitoring)		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual (Non-EB)		294	1639	16	5	278	95	238	81	119	40	17.8	68	15.5	60
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	313	1635	19	6	294	94	251	80	123	39	17.6	68	15.4	59
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	*Participants*	11	1538	3	27	8	73	5	45	1	9	13.2	51	12.1	47
	Nonparticipants	302	1639	16	5	286	95	246	81	122	40	17.8	68	15.5	60
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	*Yes*	55	1497	15	27	40	73	24	44	5	9	13.3	51	10.0	38
	No	258	1665	4	2	254	98	227	88	118	46	18.6	71	16.5	64
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504	*Yes*	19	1663	0	0	19	100	15	79	8	42	18.6	72	16.4	63
	No	294	1633	19	6	275	94	236	80	115	39	17.6	68	15.3	59
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	*Participants*	11	1741	0	0	11	100	11	100	9	82	20.5	79	20.3	78
	Nonparticipants	302	1631	19	6	283	94	240	79	114	38	17.5	67	15.2	59
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	*Yes*	60	1536	12	20	48	80	31	52	10	17	14.4	56	11.7	45
	No	253	1658	7	3	246	97	220	87	113	45	18.4	71	16.3	63
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 4 Mathematics

District: 036-902 BARBERS HILL IS
Campus: 044 BARBERS HILL IN

Report Date: JUNE 2026
Date of Testing: SPRING 2026

Administration Summary	Number	Percent
Students Tested	313	100
Students Not Tested		
Absent	0	0
Other	0	0
Total Documents Submitted	313	100

Legend
--- = No Data Reported For Fewer Than Five Students

	Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category							
											1		2		3		4	
											Numerical Representations and Relationships		Computations and Algebraic Relationships		Geometry and Measurement		Data Analysis and Personal Financial Literacy	
											Number of Points Possible							
											9		14		13		4	
											Avg. # of Points / % Achieved							
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	313	1666	29	9	284	91	241	77	131	42	7.2	79	9.4	67	8.5	65	3.2	79
Male	162	1696	16	10	146	90	129	80	81	50	7.5	83	9.8	70	8.9	68	3.2	79
Female	151	1634	13	9	138	91	112	74	50	33	6.8	76	9.0	65	8.1	62	3.2	79
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	84	1640	12	14	72	86	62	74	28	33	7.0	77	9.0	64	7.9	61	3.0	74
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	10	1676	0	0	10	100	7	70	4	40	7.4	82	8.8	63	9.4	72	2.9	73
Black or African American	16	1658	3	19	13	81	12	75	7	44	7.1	78	9.3	67	8.3	64	2.9	72
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	188	1681	11	6	177	94	149	79	87	46	7.3	81	9.8	70	8.8	68	3.3	82
Two or More Races	15	1627	3	20	12	80	11	73	5	33	6.9	77	8.8	63	7.7	59	3.1	78
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged *Yes*	92	1610	17	18	75	82	59	64	26	28	6.6	73	8.5	61	7.4	57	3.0	74
No	221	1690	12	5	209	95	182	82	105	48	7.4	82	9.8	70	9.0	69	3.2	81
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A *Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	313	1666	29	9	284	91	241	77	131	42	7.2	79	9.4	67	8.5	65	3.2	79
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant *Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	313	1666	29	9	284	91	241	77	131	42	7.2	79	9.4	67	8.5	65	3.2	79
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual (EB)	11	1540	3	27	8	73	5	45	2	18	5.7	64	6.8	49	6.1	47	2.8	70
Monitored 1st Year (M1), reclassified from EB	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year (M2), reclassified from EB	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year (M3), reclassified from EB	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year (M4), reclassified from EB	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB (Post Monitoring)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual (Non-EB)	294	1668	26	9	268	91	228	78	122	41	7.2	80	9.5	68	8.5	66	3.2	79
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual *Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	313	1666	29	9	284	91	241	77	131	42	7.2	79	9.4	67	8.5	65	3.2	79
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL *Participants*	11	1540	3	27	8	73	5	45	2	18	5.7	64	6.8	49	6.1	47	2.8	70
Nonparticipants	302	1671	26	9	276	91	236	78	129	43	7.2	80	9.5	68	8.6	66	3.2	79
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education *Yes*	55	1503	20	36	35	64	20	36	4	7	5.2	57	6.8	49	5.8	45	2.2	55
No	258	1701	9	3	249	97	221	86	127	49	7.6	84	10.0	71	9.1	70	3.4	84
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504 *Yes*	19	1667	1	5	18	95	16	84	7	37	7.4	82	9.7	70	7.8	60	3.3	83
No	294	1666	28	10	266	90	225	77	124	42	7.1	79	9.4	67	8.5	66	3.1	79
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented *Participants*	11	1870	0	0	11	100	10	91	10	91	8.1	90	12.5	89	11.3	87	3.7	93
Nonparticipants	302	1659	29	10	273	90	231	76	121	40	7.1	79	9.3	67	8.4	65	3.1	78
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk *Yes*	60	1537	20	33	40	67	28	47	13	22	5.8	64	7.4	53	6.2	47	2.5	63
No	253	1697	9	4	244	96	213	84	118	47	7.5	83	9.9	71	9.0	70	3.3	83
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 5 Reading Language Arts

District: 036-902 BARBERS HILL IS
Campus: 044 BARBERS HILL IN

Report Date: JUNE 2026
Date of Testing: SPRING 2026

Administration Summary	Number	Percent
Students Tested	336	100
Students Not Tested		
Absent	0	0
Other	0	0
Total Documents Submitted	336	100

Legend
--- = No Data Reported For Fewer Than Five Students

	Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category			
											1		2	
											Reading		Writing	
											Number of Points Possible			
											26		26	
											Avg. # of Points / % Achieved			
			#	%	#	%	#	%	#	%	#	%	#	%
All Students	336	1746	12	4	324	96	288	86	205	61	20.9	81	18.2	70
Male	175	1729	8	5	167	95	149	85	102	58	20.8	80	17.7	68
Female	161	1764	4	2	157	98	139	86	103	64	21.0	81	18.7	72
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	97	1721	5	5	92	95	80	82	53	55	20.4	79	17.4	67
American Indian or Alaska Native	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	12	1919	0	0	12	100	12	100	11	92	23.7	91	22.6	87
Black or African American	18	1717	2	11	16	89	14	78	9	50	19.9	77	17.0	65
Native Hawaiian or Other Pacific Islander	2	---	---	---	---	---	---	---	---	---	---	---	---	---
White	193	1749	4	2	189	98	167	87	120	62	21.0	81	18.4	71
Two or More Races	13	1765	1	8	12	92	12	92	9	69	22.3	86	18.1	70
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged *Yes*	100	1694	5	5	95	95	76	76	46	46	19.8	76	16.5	64
No	236	1768	7	3	229	97	212	90	159	67	21.4	82	18.9	73
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A *Participants*	3	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	333	1747	12	4	321	96	285	86	204	61	20.9	81	18.2	70
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant *Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
No	336	1746	12	4	324	96	288	86	205	61	20.9	81	18.2	70
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual (EB)	4	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 1st Year (M1), reclassified from EB	7	1732	1	14	6	86	6	86	5	71	19.7	76	19.0	73
Monitored 2nd Year (M2), reclassified from EB	2	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year (M3), reclassified from EB	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year (M4), reclassified from EB	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB (Post Monitoring)	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual (Non-EB)	323	1744	11	3	312	97	277	86	196	61	20.9	81	18.1	70
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual *Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	336	1746	12	4	324	96	288	86	205	61	20.9	81	18.2	70
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL *Participants*	4	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	332	1746	12	4	320	96	285	86	203	61	20.9	81	18.2	70
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education *Yes*	49	1581	8	16	41	84	25	51	10	20	16.2	62	13.0	50
No	287	1774	4	1	283	99	263	92	195	68	21.7	84	19.1	73
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504 *Yes*	45	1746	2	4	43	96	40	89	30	67	21.3	82	18.1	70
No	291	1746	10	3	281	97	248	85	175	60	20.9	80	18.2	70
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented *Participants*	15	1966	0	0	15	100	15	100	15	100	24.5	94	23.1	89
Nonparticipants	321	1736	12	4	309	96	273	85	190	59	20.8	80	18.0	69
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk *Yes*	65	1605	10	15	55	85	36	55	18	28	16.9	65	13.8	53
No	271	1780	2	1	269	99	252	93	187	69	21.9	84	19.2	74
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 5 Mathematics

District: 036-902 BARBERS HILL IS
Campus: 044 BARBERS HILL IN

Report Date: JUNE 2026
Date of Testing: SPRING 2026

Administration Summary	Number	Percent
Students Tested	336	100
Students Not Tested		
Absent	1	0
Other	0	0
Total Documents Submitted	337	100

Legend
--- = No Data Reported For Fewer Than Five Students

	Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category							
											1		2		3		4	
											Numerical Representations and Relationships		Computations and Algebraic Relationships		Geometry and Measurement		Data Analysis and Personal Financial Literacy	
											Number of Points Possible							
											7		18		11		6	
											Avg. # of Points / % Achieved							
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	336	1782	11	3	325	97	279	83	156	46	5.1	72	13.6	76	8.3	76	4.4	74
Male	175	1786	5	3	170	97	147	84	91	52	5.2	74	13.6	75	8.5	78	4.5	75
Female	161	1777	6	4	155	96	132	82	65	40	4.9	70	13.7	76	8.1	74	4.3	72
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	98	1765	2	2	96	98	79	81	41	42	5.0	72	13.3	74	8.3	75	4.2	71
American Indian or Alaska Native	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	12	1948	0	0	12	100	12	100	12	100	6.5	93	16.7	93	9.8	89	5.2	86
Black or African American	18	1765	2	11	16	89	13	72	7	39	4.7	67	12.6	70	7.8	71	4.1	68
Native Hawaiian or Other Pacific Islander	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	192	1783	6	3	186	97	162	84	88	46	5.0	71	13.7	76	8.3	76	4.5	75
Two or More Races	13	1773	1	8	12	92	10	77	7	54	5.4	77	13.4	74	8.3	76	4.1	68
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged *Yes*	100	1721	3	3	97	97	74	74	31	31	4.6	66	12.4	69	7.8	71	4.1	69
No	236	1808	8	3	228	97	205	87	125	53	5.3	75	14.1	79	8.6	78	4.5	76
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A *Participants*	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	333	1783	11	3	322	97	276	83	155	47	5.1	72	13.6	76	8.3	76	4.4	74
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant *Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	336	1782	11	3	325	97	279	83	156	46	5.1	72	13.6	76	8.3	76	4.4	74
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual (EB)	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 1st Year (M1), reclassified from EB	7	1782	0	0	7	100	6	86	4	57	5.3	76	14.3	79	9.0	82	4.0	67
Monitored 2nd Year (M2), reclassified from EB	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year (M3), reclassified from EB	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year (M4), reclassified from EB	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB (Post Monitoring)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual (Non-EB)	323	1781	11	3	312	97	267	83	149	46	5.0	72	13.6	75	8.3	76	4.4	74
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual *Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	336	1782	11	3	325	97	279	83	156	46	5.1	72	13.6	76	8.3	76	4.4	74
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL *Participants*	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	332	1782	11	3	321	97	275	83	154	46	5.0	72	13.6	76	8.3	76	4.4	73
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education *Yes*	49	1624	7	14	42	86	23	47	6	12	3.6	51	10.0	56	6.5	59	3.2	53
No	287	1809	4	1	283	99	256	89	150	52	5.3	76	14.2	79	8.7	79	4.6	77
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504 *Yes*	45	1754	2	4	43	96	37	82	19	42	4.6	66	13.4	74	8.3	76	4.4	73
No	291	1786	9	3	282	97	242	83	137	47	5.1	73	13.7	76	8.3	76	4.4	74
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented *Participants*	15	2025	0	0	15	100	15	100	14	93	6.7	96	16.7	93	10.4	95	5.6	93
Nonparticipants	321	1771	11	3	310	97	264	82	142	44	5.0	71	13.5	75	8.2	75	4.4	73
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk *Yes*	65	1632	8	12	57	88	32	49	10	15	3.8	55	10.4	58	6.6	60	3.3	54
No	271	1818	3	1	268	99	247	91	146	54	5.4	76	14.4	80	8.8	80	4.7	78
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 5 Science

District: 036-902 BARBERS HILL IS
Campus: 044 BARBERS HILL IN

Report Date: JUNE 2026
Date of Testing: SPRING 2026

Administration Summary	Number	Percent
Students Tested	335	100
Students Not Tested		
Absent	1	0
Other	0	0
Total Documents Submitted	336	100

Legend
--- = No Data Reported For Fewer Than Five Students
NSE = No Standards Established

		Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Total Test	
												Number of Points Possible	
												30	
												Avg. # of Points / % Achieved	
				#	%	#	%	#	%	#	%	#	%
All Students		335	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	21.8	73
Male		175	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	22.3	74
Female		160	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	21.3	71
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino		97	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	20.5	68
American Indian or Alaska Native		1	---	---	---	---	---	---	---	---	---	---	---
Asian		12	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	26.1	87
Black or African American		18	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	19.6	65
Native Hawaiian or Other Pacific Islander		2	---	---	---	---	---	---	---	---	---	---	---
White		192	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	22.2	74
Two or More Races		13	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	24.3	81
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	*Yes*	99	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	19.8	66
	No	236	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	22.6	75
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	*Participants*	3	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	332	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	21.8	73
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---
Migrant	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---
	No	335	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	21.8	73
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual (EB)		4	---	---	---	---	---	---	---	---	---	---	---
Monitored 1st Year (M1), reclassified from EB		7	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	23.3	78
Monitored 2nd Year (M2), reclassified from EB		2	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year (M3), reclassified from EB		0	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year (M4), reclassified from EB		0	---	---	---	---	---	---	---	---	---	---	---
Former EB (Post Monitoring)		0	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual (Non-EB)		322	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	21.8	73
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---
Bilingual	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	335	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	21.8	73
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---
ESL	*Participants*	4	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	331	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	21.8	73
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---
Special Education	*Yes*	49	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	16.7	56
	No	286	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	22.7	76
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---
Section 504	*Yes*	45	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	22.0	73
	No	290	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	21.8	73
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	*Participants*	15	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	27.5	92
	Nonparticipants	320	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	21.5	72
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---
At-Risk	*Yes*	65	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	16.7	56
	No	270	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	23.0	77
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 6 Reading Language Arts

District: 036-902 BARBERS HILL IS
Campus: 044 BARBERS HILL IN

Report Date: JUNE 2026
Date of Testing: SPRING 2026

Administration Summary	Number	Percent
Students Tested	330	100
Students Not Tested		
Absent	0	0
Other	0	0
Total Documents Submitted	330	100

Legend
--- = No Data Reported For Fewer Than Five Students

	Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category			
											1		2	
											Reading		Writing	
											Number of Points Possible			
											29		27	
											Avg. # of Points / % Achieved			
			#	%	#	%	#	%	#	%	#	%	#	%
All Students	330	1740	25	8	305	92	262	79	157	48	21.5	74	16.9	62
Male	171	1731	14	8	157	92	133	78	75	44	21.3	73	16.3	60
Female	159	1749	11	7	148	93	129	81	82	52	21.7	75	17.4	65
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	91	1736	7	8	84	92	73	80	43	47	21.3	73	16.8	62
American Indian or Alaska Native	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	10	1798	0	0	10	100	7	70	6	60	22.8	79	18.2	67
Black or African American	13	1687	4	31	9	69	8	62	4	31	19.2	66	14.0	52
Native Hawaiian or Other Pacific Islander	1	---	---	---	---	---	---	---	---	---	---	---	---	---
White	200	1740	13	7	187	94	161	81	95	48	21.6	74	17.0	63
Two or More Races	14	1765	0	0	14	100	12	86	8	57	23.1	80	17.6	65
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged *Yes*	84	1688	11	13	73	87	57	68	26	31	19.6	68	14.8	55
No	246	1757	14	6	232	94	205	83	131	53	22.1	76	17.6	65
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A *Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	330	1740	25	8	305	92	262	79	157	48	21.5	74	16.9	62
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant *Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
No	330	1740	25	8	305	92	262	79	157	48	21.5	74	16.9	62
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual (EB)	6	1632	1	17	5	83	3	50	1	17	19.5	67	10.8	40
Monitored 1st Year (M1), reclassified from EB	4	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year (M2), reclassified from EB	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year (M3), reclassified from EB	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year (M4), reclassified from EB	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB (Post Monitoring)	2	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual (Non-EB)	317	1741	24	8	293	92	253	80	152	48	21.5	74	17.0	63
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual *Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	330	1740	25	8	305	92	262	79	157	48	21.5	74	16.9	62
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL *Participants*	5	1652	1	20	4	80	3	60	1	20	20.2	70	11.8	44
Nonparticipants	325	1741	24	7	301	93	259	80	156	48	21.5	74	16.9	63
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education *Yes*	44	1546	19	43	25	57	8	18	1	2	14.8	51	9.0	33
No	286	1770	6	2	280	98	254	89	156	55	22.5	78	18.1	67
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504 *Yes*	39	1696	1	3	38	97	28	72	9	23	20.7	72	14.9	55
No	291	1746	24	8	267	92	234	80	148	51	21.6	74	17.1	63
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented *Participants*	21	1925	0	0	21	100	21	100	21	100	25.9	89	23.3	86
Nonparticipants	309	1727	25	8	284	92	241	78	136	44	21.2	73	16.4	61
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk *Yes*	69	1595	17	25	52	75	31	45	12	17	17.2	59	11.3	42
No	261	1778	8	3	253	97	231	89	145	56	22.6	78	18.3	68
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 6 Mathematics

District: 036-902 BARBERS HILL IS
Campus: 044 BARBERS HILL IN

Report Date: JUNE 2026
Date of Testing: SPRING 2026

Administration Summary	Number	Percent
Students Tested	329	100
Students Not Tested		
Absent	1	0
Other	0	0
Total Documents Submitted	330	100

Legend
--- = No Data Reported For Fewer Than Five Students

	Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category							
											1		2		3		4	
											Numerical Representations and Relationships		Computations and Algebraic Relationships		Geometry and Measurement		Data Analysis and Personal Financial Literacy	
											Number of Points Possible							
											9		15		9		10	
											Avg. # of Points / % Achieved							
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	329	1832	26	8	303	92	226	69	107	33	4.6	51	10.3	69	6.0	67	7.5	75
Male	171	1837	15	9	156	91	122	71	59	35	4.7	52	10.5	70	6.2	69	7.4	74
Female	158	1826	11	7	147	93	104	66	48	30	4.6	51	10.1	67	5.8	64	7.7	77
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	91	1824	9	10	82	90	62	68	27	30	4.6	51	10.2	68	5.9	65	7.3	73
American Indian or Alaska Native	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	10	1942	0	0	10	100	8	80	5	50	5.9	66	11.8	79	6.9	77	8.4	84
Black or African American	13	1836	3	23	10	77	6	46	5	38	4.3	48	9.8	65	5.6	62	6.8	68
Native Hawaiian or Other Pacific Islander	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	199	1829	12	6	187	94	141	71	65	33	4.6	52	10.3	69	6.0	67	7.7	77
Two or More Races	14	1816	2	14	12	86	8	57	4	29	4.1	45	10.1	67	6.1	67	6.9	69
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged *Yes*	83	1774	11	13	72	87	40	48	16	19	4.0	44	9.2	61	5.3	59	6.7	67
No	246	1851	15	6	231	94	186	76	91	37	4.8	54	10.7	71	6.2	69	7.8	78
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A *Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	329	1832	26	8	303	92	226	69	107	33	4.6	51	10.3	69	6.0	67	7.5	75
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant *Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	329	1832	26	8	303	92	226	69	107	33	4.6	51	10.3	69	6.0	67	7.5	75
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual (EB)	6	1761	1	17	5	83	4	67	1	17	3.5	39	9.7	64	5.5	61	6.2	62
Monitored 1st Year (M1), reclassified from EB	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year (M2), reclassified from EB	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year (M3), reclassified from EB	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year (M4), reclassified from EB	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB (Post Monitoring)	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual (Non-EB)	316	1833	25	8	291	92	215	68	105	33	4.7	52	10.3	68	6.0	67	7.5	75
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual *Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	329	1832	26	8	303	92	226	69	107	33	4.6	51	10.3	69	6.0	67	7.5	75
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL *Participants*	5	1806	0	0	5	100	4	80	1	20	4.2	47	10.6	71	6.0	67	6.8	68
Nonparticipants	324	1832	26	8	298	92	222	69	106	33	4.6	52	10.3	69	6.0	67	7.5	75
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education *Yes*	43	1664	12	28	31	72	11	26	2	5	3.1	35	7.1	47	4.2	47	5.0	50
No	286	1857	14	5	272	95	215	75	105	37	4.9	54	10.8	72	6.3	70	7.9	79
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504 *Yes*	39	1759	4	10	35	90	20	51	6	15	3.8	43	8.9	59	5.3	59	6.8	68
No	290	1841	22	8	268	92	206	71	101	35	4.7	53	10.5	70	6.1	68	7.6	76
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented *Participants*	21	2115	0	0	21	100	21	100	20	95	7.9	87	14.0	93	8.0	89	9.7	97
Nonparticipants	308	1812	26	8	282	92	205	67	87	28	4.4	49	10.0	67	5.9	65	7.4	74
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk *Yes*	68	1691	16	24	52	76	23	34	7	10	3.2	36	7.7	51	4.7	53	5.7	57
No	261	1868	10	4	251	96	203	78	100	38	5.0	56	11.0	73	6.3	70	8.0	80
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Combined Summary Report
Grade 4 Reading Language Arts

District: 036-902 BARBERS HILL IS
Campus: 044 BARBERS HILL IN

Report Date: JUNE 2026
Date of Testing: SPRING 2026

Legend
--- = No Data Reported For Fewer Than Five Students

		STAAR			STAAR SPANISH			TOTAL		
		Number of Students Tested	Approaches #	Approaches %	Number of Students Tested	Approaches #	Approaches %	Number of Students Tested	Approaches #	Approaches %
All Students		313	294	94	0	---	---	313	294	94
Male		162	151	93	0	---	---	162	151	93
Female		151	143	95	0	---	---	151	143	95
No Information Provided		0	---	---	0	---	---	0	---	---
Hispanic/Latino		84	75	89	0	---	---	84	75	89
American Indian or Alaska Native		0	---	---	0	---	---	0	---	---
Asian		10	9	90	0	---	---	10	9	90
Black or African American		16	16	100	0	---	---	16	16	100
Native Hawaiian or Other Pacific Islander		0	---	---	0	---	---	0	---	---
White		188	179	95	0	---	---	188	179	95
Two or More Races		15	15	100	0	---	---	15	15	100
No Information Provided		0	---	---	0	---	---	0	---	---
Economically Disadvantaged	*Yes*	92	80	87	0	---	---	92	80	87
	No	221	214	97	0	---	---	221	214	97
	No Information Provided	0	---	---	0	---	---	0	---	---
Title I, Part A	*Participants*	0	---	---	0	---	---	0	---	---
	Nonparticipants	313	294	94	0	---	---	313	294	94
	No Information Provided	0	---	---	0	---	---	0	---	---
Migrant	*Yes*	0	---	---	0	---	---	0	---	---
	No	313	294	94	0	---	---	313	294	94
	No Information Provided	0	---	---	0	---	---	0	---	---
Identified as Emergent Bilingual (EB)		11	8	73	0	---	---	11	8	73
Monitored 1st Year (M1), reclassified from EB		4	---	---	0	---	---	4	---	---
Monitored 2nd Year (M2), reclassified from EB		4	---	---	0	---	---	4	---	---
Monitored 3rd Year (M3), reclassified from EB		0	---	---	0	---	---	0	---	---
Monitored 4th Year (M4), reclassified from EB		0	---	---	0	---	---	0	---	---
Former EB (Post Monitoring)		0	---	---	0	---	---	0	---	---
Non-Emergent Bilingual (Non-EB)		294	278	95	0	---	---	294	278	95
No Information Provided		0	---	---	0	---	---	0	---	---
Bilingual	*Participants*	0	---	---	0	---	---	0	---	---
	Nonparticipants	313	294	94	0	---	---	313	294	94
	No Information Provided	0	---	---	0	---	---	0	---	---
ESL	*Participants*	11	8	73	0	---	---	11	8	73
	Nonparticipants	302	286	95	0	---	---	302	286	95
	No Information Provided	0	---	---	0	---	---	0	---	---
Special Education	*Yes*	55	40	73	0	---	---	55	40	73
	No	258	254	98	0	---	---	258	254	98
	No Information Provided	0	---	---	0	---	---	0	---	---
Section 504	*Yes*	19	19	100	0	---	---	19	19	100
	No	294	275	94	0	---	---	294	275	94
	No Information Provided	0	---	---	0	---	---	0	---	---
Gifted/Talented	*Participants*	11	11	100	0	---	---	11	11	100
	Nonparticipants	302	283	94	0	---	---	302	283	94
	No Information Provided	0	---	---	0	---	---	0	---	---
At-Risk	*Yes*	60	48	80	0	---	---	60	48	80
	No	253	246	97	0	---	---	253	246	97
	No Information Provided	0	---	---	0	---	---	0	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Combined Summary Report

Grade 4 Mathematics

District: 036-902 BARBERS HILL IS
Campus: 044 BARBERS HILL IN

Report Date: JUNE 2026
Date of Testing: SPRING 2026

Legend
--- = No Data Reported For Fewer Than Five Students

		STAAR			STAAR SPANISH			TOTAL		
		Number of Students Tested	Approaches		Number of Students Tested	Approaches		Number of Students Tested	Approaches	
			#	%		#	%		#	%
All Students		313	284	91	0	---	---	313	284	91
Male		162	146	90	0	---	---	162	146	90
Female		151	138	91	0	---	---	151	138	91
No Information Provided		0	---	---	0	---	---	0	---	---
Hispanic/Latino		84	72	86	0	---	---	84	72	86
American Indian or Alaska Native		0	---	---	0	---	---	0	---	---
Asian		10	10	100	0	---	---	10	10	100
Black or African American		16	13	81	0	---	---	16	13	81
Native Hawaiian or Other Pacific Islander		0	---	---	0	---	---	0	---	---
White		188	177	94	0	---	---	188	177	94
Two or More Races		15	12	80	0	---	---	15	12	80
No Information Provided		0	---	---	0	---	---	0	---	---
Economically Disadvantaged	*Yes*	92	75	82	0	---	---	92	75	82
	No	221	209	95	0	---	---	221	209	95
	No Information Provided	0	---	---	0	---	---	0	---	---
Title I, Part A	*Participants*	0	---	---	0	---	---	0	---	---
	Nonparticipants	313	284	91	0	---	---	313	284	91
	No Information Provided	0	---	---	0	---	---	0	---	---
Migrant	*Yes*	0	---	---	0	---	---	0	---	---
	No	313	284	91	0	---	---	313	284	91
	No Information Provided	0	---	---	0	---	---	0	---	---
Identified as Emergent Bilingual (EB)		11	8	73	0	---	---	11	8	73
Monitored 1st Year (M1), reclassified from EB		4	---	---	0	---	---	4	---	---
Monitored 2nd Year (M2), reclassified from EB		4	---	---	0	---	---	4	---	---
Monitored 3rd Year (M3), reclassified from EB		0	---	---	0	---	---	0	---	---
Monitored 4th Year (M4), reclassified from EB		0	---	---	0	---	---	0	---	---
Former EB (Post Monitoring)		0	---	---	0	---	---	0	---	---
Non-Emergent Bilingual (Non-EB)		294	268	91	0	---	---	294	268	91
No Information Provided		0	---	---	0	---	---	0	---	---
Bilingual	*Participants*	0	---	---	0	---	---	0	---	---
	Nonparticipants	313	284	91	0	---	---	313	284	91
	No Information Provided	0	---	---	0	---	---	0	---	---
ESL	*Participants*	11	8	73	0	---	---	11	8	73
	Nonparticipants	302	276	91	0	---	---	302	276	91
	No Information Provided	0	---	---	0	---	---	0	---	---
Special Education	*Yes*	55	35	64	0	---	---	55	35	64
	No	258	249	97	0	---	---	258	249	97
	No Information Provided	0	---	---	0	---	---	0	---	---
Section 504	*Yes*	19	18	95	0	---	---	19	18	95
	No	294	266	90	0	---	---	294	266	90
	No Information Provided	0	---	---	0	---	---	0	---	---
Gifted/Talented	*Participants*	11	11	100	0	---	---	11	11	100
	Nonparticipants	302	273	90	0	---	---	302	273	90
	No Information Provided	0	---	---	0	---	---	0	---	---
At-Risk	*Yes*	60	40	67	0	---	---	60	40	67
	No	253	244	96	0	---	---	253	244	96
	No Information Provided	0	---	---	0	---	---	0	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Combined Summary Report

Grade 5 Reading Language Arts

District: 036-902 BARBERS HILL IS
Campus: 044 BARBERS HILL IN

Report Date: JUNE 2026
Date of Testing: SPRING 2026

Legend --- = No Data Reported For Fewer Than Five Students		STAAR			STAAR SPANISH			TOTAL		
		Number of Students Tested	Approaches		Number of Students Tested	Approaches		Number of Students Tested	Approaches	
			#	%		#	%		#	%
All Students		336	324	96	0	---	---	336	324	96
Male		175	167	95	0	---	---	175	167	95
Female		161	157	98	0	---	---	161	157	98
No Information Provided		0	---	---	0	---	---	0	---	---
Hispanic/Latino		97	92	95	0	---	---	97	92	95
American Indian or Alaska Native		1	---	---	0	---	---	1	---	---
Asian		12	12	100	0	---	---	12	12	100
Black or African American		18	16	89	0	---	---	18	16	89
Native Hawaiian or Other Pacific Islander		2	---	---	0	---	---	2	---	---
White		193	189	98	0	---	---	193	189	98
Two or More Races		13	12	92	0	---	---	13	12	92
No Information Provided		0	---	---	0	---	---	0	---	---
Economically Disadvantaged	*Yes*	100	95	95	0	---	---	100	95	95
	No	236	229	97	0	---	---	236	229	97
	No Information Provided	0	---	---	0	---	---	0	---	---
Title I, Part A	*Participants*	3	---	---	0	---	---	3	---	---
	Nonparticipants	333	321	96	0	---	---	333	321	96
	No Information Provided	0	---	---	0	---	---	0	---	---
Migrant	*Yes*	0	---	---	0	---	---	0	---	---
	No	336	324	96	0	---	---	336	324	96
	No Information Provided	0	---	---	0	---	---	0	---	---
Identified as Emergent Bilingual (EB)		4	---	---	0	---	---	4	---	---
Monitored 1st Year (M1), reclassified from EB		7	6	86	0	---	---	7	6	86
Monitored 2nd Year (M2), reclassified from EB		2	---	---	0	---	---	2	---	---
Monitored 3rd Year (M3), reclassified from EB		0	---	---	0	---	---	0	---	---
Monitored 4th Year (M4), reclassified from EB		0	---	---	0	---	---	0	---	---
Former EB (Post Monitoring)		0	---	---	0	---	---	0	---	---
Non-Emergent Bilingual (Non-EB)		323	312	97	0	---	---	323	312	97
No Information Provided		0	---	---	0	---	---	0	---	---
Bilingual	*Participants*	0	---	---	0	---	---	0	---	---
	Nonparticipants	336	324	96	0	---	---	336	324	96
	No Information Provided	0	---	---	0	---	---	0	---	---
ESL	*Participants*	4	---	---	0	---	---	4	---	---
	Nonparticipants	332	320	96	0	---	---	332	320	96
	No Information Provided	0	---	---	0	---	---	0	---	---
Special Education	*Yes*	49	41	84	0	---	---	49	41	84
	No	287	283	99	0	---	---	287	283	99
	No Information Provided	0	---	---	0	---	---	0	---	---
Section 504	*Yes*	45	43	96	0	---	---	45	43	96
	No	291	281	97	0	---	---	291	281	97
	No Information Provided	0	---	---	0	---	---	0	---	---
Gifted/Talented	*Participants*	15	15	100	0	---	---	15	15	100
	Nonparticipants	321	309	96	0	---	---	321	309	96
	No Information Provided	0	---	---	0	---	---	0	---	---
At-Risk	*Yes*	65	55	85	0	---	---	65	55	85
	No	271	269	99	0	---	---	271	269	99
	No Information Provided	0	---	---	0	---	---	0	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Combined Summary Report

Grade 5 Mathematics

District: 036-902 BARBERS HILL IS
Campus: 044 BARBERS HILL IN

Report Date: JUNE 2026
Date of Testing: SPRING 2026

Legend --- = No Data Reported For Fewer Than Five Students		STAAR			STAAR SPANISH			TOTAL		
		Number of Students Tested	Approaches #	Approaches %	Number of Students Tested	Approaches #	Approaches %	Number of Students Tested	Approaches #	Approaches %
All Students		336	325	97	0	---	---	336	325	97
Male		175	170	97	0	---	---	175	170	97
Female		161	155	96	0	---	---	161	155	96
No Information Provided		0	---	---	0	---	---	0	---	---
Hispanic/Latino		98	96	98	0	---	---	98	96	98
American Indian or Alaska Native		1	---	---	0	---	---	1	---	---
Asian		12	12	100	0	---	---	12	12	100
Black or African American		18	16	89	0	---	---	18	16	89
Native Hawaiian or Other Pacific Islander		2	---	---	0	---	---	2	---	---
White		192	186	97	0	---	---	192	186	97
Two or More Races		13	12	92	0	---	---	13	12	92
No Information Provided		0	---	---	0	---	---	0	---	---
Economically Disadvantaged	*Yes*	100	97	97	0	---	---	100	97	97
	No	236	228	97	0	---	---	236	228	97
	No Information Provided	0	---	---	0	---	---	0	---	---
Title I, Part A	*Participants*	3	---	---	0	---	---	3	---	---
	Nonparticipants	333	322	97	0	---	---	333	322	97
	No Information Provided	0	---	---	0	---	---	0	---	---
Migrant	*Yes*	0	---	---	0	---	---	0	---	---
	No	336	325	97	0	---	---	336	325	97
	No Information Provided	0	---	---	0	---	---	0	---	---
Identified as Emergent Bilingual (EB)		4	---	---	0	---	---	4	---	---
Monitored 1st Year (M1), reclassified from EB		7	7	100	0	---	---	7	7	100
Monitored 2nd Year (M2), reclassified from EB		2	---	---	0	---	---	2	---	---
Monitored 3rd Year (M3), reclassified from EB		0	---	---	0	---	---	0	---	---
Monitored 4th Year (M4), reclassified from EB		0	---	---	0	---	---	0	---	---
Former EB (Post Monitoring)		0	---	---	0	---	---	0	---	---
Non-Emergent Bilingual (Non-EB)		323	312	97	0	---	---	323	312	97
No Information Provided		0	---	---	0	---	---	0	---	---
Bilingual	*Participants*	0	---	---	0	---	---	0	---	---
	Nonparticipants	336	325	97	0	---	---	336	325	97
	No Information Provided	0	---	---	0	---	---	0	---	---
ESL	*Participants*	4	---	---	0	---	---	4	---	---
	Nonparticipants	332	321	97	0	---	---	332	321	97
	No Information Provided	0	---	---	0	---	---	0	---	---
Special Education	*Yes*	49	42	86	0	---	---	49	42	86
	No	287	283	99	0	---	---	287	283	99
	No Information Provided	0	---	---	0	---	---	0	---	---
Section 504	*Yes*	45	43	96	0	---	---	45	43	96
	No	291	282	97	0	---	---	291	282	97
	No Information Provided	0	---	---	0	---	---	0	---	---
Gifted/Talented	*Participants*	15	15	100	0	---	---	15	15	100
	Nonparticipants	321	310	97	0	---	---	321	310	97
	No Information Provided	0	---	---	0	---	---	0	---	---
At-Risk	*Yes*	65	57	88	0	---	---	65	57	88
	No	271	268	99	0	---	---	271	268	99
	No Information Provided	0	---	---	0	---	---	0	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Combined Summary Report

Grade 5 Science

District: 036-902 BARBERS HILL IS
Campus: 044 BARBERS HILL IN

Report Date: JUNE 2026
Date of Testing: SPRING 2026

Legend
--- = No Data Reported For Fewer Than Five Students
NSE = No Standards Established

		STAAR			STAAR SPANISH			TOTAL		
		Number of Students Tested	Approaches #	Approaches %	Number of Students Tested	Approaches #	Approaches %	Number of Students Tested	Approaches #	Approaches %
All Students		335	NSE	NSE	0	---	---	335	NSE	NSE
Male		175	NSE	NSE	0	---	---	175	NSE	NSE
Female		160	NSE	NSE	0	---	---	160	NSE	NSE
No Information Provided		0	---	---	0	---	---	0	---	---
Hispanic/Latino		97	NSE	NSE	0	---	---	97	NSE	NSE
American Indian or Alaska Native		1	---	---	0	---	---	1	---	---
Asian		12	NSE	NSE	0	---	---	12	NSE	NSE
Black or African American		18	NSE	NSE	0	---	---	18	NSE	NSE
Native Hawaiian or Other Pacific Islander		2	---	---	0	---	---	2	---	---
White		192	NSE	NSE	0	---	---	192	NSE	NSE
Two or More Races		13	NSE	NSE	0	---	---	13	NSE	NSE
No Information Provided		0	---	---	0	---	---	0	---	---
Economically Disadvantaged	*Yes*	99	NSE	NSE	0	---	---	99	NSE	NSE
	No	236	NSE	NSE	0	---	---	236	NSE	NSE
	No Information Provided	0	---	---	0	---	---	0	---	---
Title I, Part A	*Participants*	3	---	---	0	---	---	3	---	---
	Nonparticipants	332	NSE	NSE	0	---	---	332	NSE	NSE
	No Information Provided	0	---	---	0	---	---	0	---	---
Migrant	*Yes*	0	---	---	0	---	---	0	---	---
	No	335	NSE	NSE	0	---	---	335	NSE	NSE
	No Information Provided	0	---	---	0	---	---	0	---	---
Identified as Emergent Bilingual (EB)		4	---	---	0	---	---	4	---	---
Monitored 1st Year (M1), reclassified from EB		7	NSE	NSE	0	---	---	7	NSE	NSE
Monitored 2nd Year (M2), reclassified from EB		2	---	---	0	---	---	2	---	---
Monitored 3rd Year (M3), reclassified from EB		0	---	---	0	---	---	0	---	---
Monitored 4th Year (M4), reclassified from EB		0	---	---	0	---	---	0	---	---
Former EB (Post Monitoring)		0	---	---	0	---	---	0	---	---
Non-Emergent Bilingual (Non-EB)		322	NSE	NSE	0	---	---	322	NSE	NSE
No Information Provided		0	---	---	0	---	---	0	---	---
Bilingual	*Participants*	0	---	---	0	---	---	0	---	---
	Nonparticipants	335	NSE	NSE	0	---	---	335	NSE	NSE
	No Information Provided	0	---	---	0	---	---	0	---	---
ESL	*Participants*	4	---	---	0	---	---	4	---	---
	Nonparticipants	331	NSE	NSE	0	---	---	331	NSE	NSE
	No Information Provided	0	---	---	0	---	---	0	---	---
Special Education	*Yes*	49	NSE	NSE	0	---	---	49	NSE	NSE
	No	286	NSE	NSE	0	---	---	286	NSE	NSE
	No Information Provided	0	---	---	0	---	---	0	---	---
Section 504	*Yes*	45	NSE	NSE	0	---	---	45	NSE	NSE
	No	290	NSE	NSE	0	---	---	290	NSE	NSE
	No Information Provided	0	---	---	0	---	---	0	---	---
Gifted/Talented	*Participants*	15	NSE	NSE	0	---	---	15	NSE	NSE
	Nonparticipants	320	NSE	NSE	0	---	---	320	NSE	NSE
	No Information Provided	0	---	---	0	---	---	0	---	---
At-Risk	*Yes*	65	NSE	NSE	0	---	---	65	NSE	NSE
	No	270	NSE	NSE	0	---	---	270	NSE	NSE
	No Information Provided	0	---	---	0	---	---	0	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS ALTERNATE 2

Summary Report

GRADE 4

District: 036-902 BARBERS HILL IS

Report Date: JULY 2026
Date of Testing: SPRING 2026

Administration Summary

Subject	Number	Percent
Reading Language Arts		
Students Tested	12	100
Students Not Tested	0	0
Total Students	**12**	**100**
Mathematics		
Students Tested	12	100
Students Not Tested	0	0
Total Students	**12**	**100**

	READING LANGUAGE ARTS							MATHEMATICS						
		PASSED				DID NOT PASS			PASSED				DID NOT PASS	
	Number Students Tested Reading Language Arts	Level II: Satisfactory		Level III: Accomplished		Level I: Developing		Number Students Tested Mathematics	Level II: Satisfactory		Level III: Accomplished		Level I: Developing	
		#	%	#	%	#	%		#	%	#	%	#	%
All Students	12	12	100	2	17	0	0	12	12	100	4	33	0	0
Male	10	10	100	2	20	0	0	10	10	100	4	40	0	0
Female	2	---	---	---	---	---	---	2	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	0	---	---	---	---	---	---
Hispanic/Latino	8	8	100	1	13	0	0	8	8	100	3	38	0	0
Am. Indian or Alaska Native	0	---	---	---	---	---	---	0	---	---	---	---	---	---
Asian	0	---	---	---	---	---	---	0	---	---	---	---	---	---
Black or African American	1	---	---	---	---	---	---	1	---	---	---	---	---	---
Native Hawaiian/Pacific Islander	0	---	---	---	---	---	---	0	---	---	---	---	---	---
White	3	---	---	---	---	---	---	3	---	---	---	---	---	---
Two or More Races	0	---	---	---	---	---	---	0	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	0	---	---	---	---	---	---
Economically Disadvantaged *Yes*	9	9	100	1	11	0	0	9	9	100	2	22	0	0
No	3	---	---	---	---	---	---	3	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	0	---	---	---	---	---	---
Title I, Part A *Participants*	10	10	100	2	20	0	0	10	10	100	4	40	0	0
Nonparticipants	2	---	---	---	---	---	---	2	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	0	---	---	---	---	---	---
Migrant *Yes*	0	---	---	---	---	---	---	0	---	---	---	---	---	---
No	12	12	100	2	17	0	0	12	12	100	4	33	0	0
No Information Provided	0	---	---	---	---	---	---	0	---	---	---	---	---	---
Identified as Emergent Bilingual (EB)	0	---	---	---	---	---	---	0	---	---	---	---	---	---
Monitored 1st Year (M1), reclassified from EB	0	---	---	---	---	---	---	0	---	---	---	---	---	---
Monitored 2nd Year (M2), reclassified from EB	0	---	---	---	---	---	---	0	---	---	---	---	---	---
Monitored 3rd Year (M3), reclassified from EB	0	---	---	---	---	---	---	0	---	---	---	---	---	---
Monitored 4th Year (M4), reclassified from EB	0	---	---	---	---	---	---	0	---	---	---	---	---	---
Former EB (Post Monitoring)	0	---	---	---	---	---	---	0	---	---	---	---	---	---
Non-Emergent Bilingual (Non-EB)	12	12	100	2	17	0	0	12	12	100	4	33	0	0
No Information Provided	0	---	---	---	---	---	---	0	---	---	---	---	---	---
Bilingual *Participants*	0	---	---	---	---	---	---	0	---	---	---	---	---	---
Nonparticipants	12	12	100	2	17	0	0	12	12	100	4	33	0	0
No Information Provided	0	---	---	---	---	---	---	0	---	---	---	---	---	---
ESL *Participants*	0	---	---	---	---	---	---	0	---	---	---	---	---	---
Nonparticipants	12	12	100	2	17	0	0	12	12	100	4	33	0	0
No Information Provided	0	---	---	---	---	---	---	0	---	---	---	---	---	---
Special Education *Yes*	12	12	100	2	17	0	0	12	12	100	4	33	0	0
No	0	---	---	---	---	---	---	0	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	0	---	---	---	---	---	---
Section 504 *Yes*	0	---	---	---	---	---	---	0	---	---	---	---	---	---
No	12	12	100	2	17	0	0	12	12	100	4	33	0	0
No Information Provided	0	---	---	---	---	---	---	0	---	---	---	---	---	---
Gifted/Talented *Participants*	0	---	---	---	---	---	---	0	---	---	---	---	---	---
Nonparticipants	12	12	100	2	17	0	0	12	12	100	4	33	0	0
No Information Provided	0	---	---	---	---	---	---	0	---	---	---	---	---	---
At-Risk *Yes*	3	---	---	---	---	---	---	3	---	---	---	---	---	---
No	9	9	100	2	22	0	0	9	9	100	3	33	0	0
No Information Provided	0	---	---	---	---	---	---	0	---	---	---	---	---	---

--- = No Data Reported For Fewer Than Five Students

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS ALTERNATE 2

Summary Report

GRADE 5

District: 036-902 BARBERS HILL IS

Report Date: JULY 2026
Date of Testing: SPRING 2026

Administration Summary

Subject	Number	Percent
Reading Language Arts		
Students Tested	11	92
Students Not Tested	1	8
Total Students	**12**	**100**
Mathematics		
Students Tested	11	92
Students Not Tested	1	8
Total Students	**12**	**100**
Science		
Students Tested	11	92
Students Not Tested	1	8
Total Students	**12**	**100**

	READING LANGUAGE ARTS							MATHEMATICS							SCIENCE						
	Number Students Tested Reading Language Arts	PASSED				DID NOT PASS		Number Students Tested Mathematics	PASSED				DID NOT PASS		Number Students Tested Science	PASSED				DID NOT PASS	
		Level II: Satisfactory		Level III: Accomplished		Level I: Developing			Level II: Satisfactory		Level III: Accomplished		Level I: Developing			Level II: Satisfactory		Level III: Accomplished		Level I: Developing	
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%
All Students	11	11	100	2	18	0	0	11	11	100	4	36	0	0	11	11	100	4	36	0	0
Male	7	7	100	1	14	0	0	7	7	100	3	43	0	0	7	7	100	2	29	0	0
Female	4	---	---	---	---	---	---	4	---	---	---	---	---	---	4	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	0	---	---	---	---	---	---	0	---	---	---	---	---	---
Hispanic/Latino	3	---	---	---	---	---	---	3	---	---	---	---	---	---	3	---	---	---	---	---	---
Am. Indian or Alaska Native	0	---	---	---	---	---	---	0	---	---	---	---	---	---	0	---	---	---	---	---	---
Asian	0	---	---	---	---	---	---	0	---	---	---	---	---	---	0	---	---	---	---	---	---
Black or African American	1	---	---	---	---	---	---	1	---	---	---	---	---	---	1	---	---	---	---	---	---
Native Hawaiian/Pacific Islander	0	---	---	---	---	---	---	0	---	---	---	---	---	---	0	---	---	---	---	---	---
White	6	6	100	1	17	0	0	6	6	100	1	17	0	0	6	6	100	2	33	0	0
Two or More Races	1	---	---	---	---	---	---	1	---	---	---	---	---	---	1	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	0	---	---	---	---	---	---	0	---	---	---	---	---	---
Economically *Yes*	4	---	---	---	---	---	---	4	---	---	---	---	---	---	4	---	---	---	---	---	---
Disadvantaged *No*	7	7	100	1	14	0	0	7	7	100	3	43	0	0	7	7	100	3	43	0	0
No Information Provided	0	---	---	---	---	---	---	0	---	---	---	---	---	---	0	---	---	---	---	---	---
Title I, Part A *Participants*	11	11	100	2	18	0	0	11	11	100	4	36	0	0	11	11	100	4	36	0	0
Nonparticipants	0	---	---	---	---	---	---	0	---	---	---	---	---	---	0	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	0	---	---	---	---	---	---	0	---	---	---	---	---	---
Migrant *Yes*	0	---	---	---	---	---	---	0	---	---	---	---	---	---	0	---	---	---	---	---	---
No	11	11	100	2	18	0	0	11	11	100	4	36	0	0	11	11	100	4	36	0	0
No Information Provided	0	---	---	---	---	---	---	0	---	---	---	---	---	---	0	---	---	---	---	---	---
Identified as Emergent Bilingual (EB)	0	---	---	---	---	---	---	0	---	---	---	---	---	---	0	---	---	---	---	---	---
Monitored 1st Year (M1), reclassified from EB	0	---	---	---	---	---	---	0	---	---	---	---	---	---	0	---	---	---	---	---	---
Monitored 2nd Year (M2), reclassified from EB	0	---	---	---	---	---	---	0	---	---	---	---	---	---	0	---	---	---	---	---	---
Monitored 3rd Year (M3), reclassified from EB	1	---	---	---	---	---	---	1	---	---	---	---	---	---	1	---	---	---	---	---	---
Monitored 4th Year (M4), reclassified from EB	0	---	---	---	---	---	---	0	---	---	---	---	---	---	0	---	---	---	---	---	---
Former EB (Post Monitoring)	0	---	---	---	---	---	---	0	---	---	---	---	---	---	0	---	---	---	---	---	---
Non-Emergent Bilingual (Non-EB)	10	10	100	2	20	0	0	10	10	100	4	40	0	0	10	10	100	4	40	0	0
No Information Provided	0	---	---	---	---	---	---	0	---	---	---	---	---	---	0	---	---	---	---	---	---
Bilingual *Participants*	0	---	---	---	---	---	---	0	---	---	---	---	---	---	0	---	---	---	---	---	---
Nonparticipants	11	11	100	2	18	0	0	11	11	100	4	36	0	0	11	11	100	4	36	0	0
No Information Provided	0	---	---	---	---	---	---	0	---	---	---	---	---	---	0	---	---	---	---	---	---
ESL *Participants*	0	---	---	---	---	---	---	0	---	---	---	---	---	---	0	---	---	---	---	---	---
Nonparticipants	11	11	100	2	18	0	0	11	11	100	4	36	0	0	11	11	100	4	36	0	0
No Information Provided	0	---	---	---	---	---	---	0	---	---	---	---	---	---	0	---	---	---	---	---	---
Special Education *Yes*	11	11	100	2	18	0	0	11	11	100	4	36	0	0	11	11	100	4	36	0	0
No	0	---	---	---	---	---	---	0	---	---	---	---	---	---	0	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	0	---	---	---	---	---	---	0	---	---	---	---	---	---
Section 504 *Yes*	0	---	---	---	---	---	---	0	---	---	---	---	---	---	0	---	---	---	---	---	---
No	11	11	100	2	18	0	0	11	11	100	4	36	0	0	11	11	100	4	36	0	0
No Information Provided	0	---	---	---	---	---	---	0	---	---	---	---	---	---	0	---	---	---	---	---	---
Gifted/Talented *Participants*	0	---	---	---	---	---	---	0	---	---	---	---	---	---	0	---	---	---	---	---	---
Nonparticipants	11	11	100	2	18	0	0	11	11	100	4	36	0	0	11	11	100	4	36	0	0
No Information Provided	0	---	---	---	---	---	---	0	---	---	---	---	---	---	0	---	---	---	---	---	---
At-Risk *Yes*	3	---	---	---	---	---	---	3	---	---	---	---	---	---	3	---	---	---	---	---	---
No	8	8	100	0	0	0	0	8	8	100	2	25	0	0	8	8	100	2	25	0	0
No Information Provided	0	---	---	---	---	---	---	0	---	---	---	---	---	---	0	---	---	---	---	---	---

--- = No Data Reported For Fewer Than Five Students

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS ALTERNATE 2

Summary Report

GRADE 6

District: 036-902 BARBERS HILL IS

Report Date: JULY 2026
Date of Testing: SPRING 2026

Administration Summary

Subject	Number	Percent
Reading Language Arts		
Students Tested	9	100
Students Not Tested	0	0
Total Students	**9**	**100**
Mathematics		
Students Tested	9	100
Students Not Tested	0	0
Total Students	**9**	**100**

	READING LANGUAGE ARTS							MATHEMATICS						
	Number Students Tested Reading Language Arts	PASSED				DID NOT PASS		Number Students Tested Mathematics	PASSED				DID NOT PASS	
		Level II: Satisfactory		Level III: Accomplished		Level I: Developing			Level II: Satisfactory		Level III: Accomplished		Level I: Developing	
		#	%	#	%	#	%		#	%	#	%	#	%
All Students	9	9	100	2	22	0	0	9	9	100	3	33	0	0
Male	5	5	100	2	40	0	0	5	5	100	2	40	0	0
Female	4	---	---	---	---	---	---	4	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	0	---	---	---	---	---	---
Hispanic/Latino	2	---	---	---	---	---	---	2	---	---	---	---	---	---
Am. Indian or Alaska Native	0	---	---	---	---	---	---	0	---	---	---	---	---	---
Asian	0	---	---	---	---	---	---	0	---	---	---	---	---	---
Black or African American	1	---	---	---	---	---	---	1	---	---	---	---	---	---
Native Hawaiian/Pacific Islander	0	---	---	---	---	---	---	0	---	---	---	---	---	---
White	6	6	100	1	17	0	0	6	6	100	2	33	0	0
Two or More Races	0	---	---	---	---	---	---	0	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	0	---	---	---	---	---	---
Economically *Yes*	5	5	100	1	20	0	0	5	5	100	1	20	0	0
Disadvantaged *No*	4	---	---	---	---	---	---	4	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	0	---	---	---	---	---	---
Title I, Part A *Participants*	9	9	100	2	22	0	0	9	9	100	3	33	0	0
Nonparticipants	0	---	---	---	---	---	---	0	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	0	---	---	---	---	---	---
Migrant *Yes*	0	---	---	---	---	---	---	0	---	---	---	---	---	---
No	9	9	100	2	22	0	0	9	9	100	3	33	0	0
No Information Provided	0	---	---	---	---	---	---	0	---	---	---	---	---	---
Identified as Emergent Bilingual (EB)	0	---	---	---	---	---	---	0	---	---	---	---	---	---
Monitored 1st Year (M1), reclassified from EB	1	---	---	---	---	---	---	1	---	---	---	---	---	---
Monitored 2nd Year (M2), reclassified from EB	0	---	---	---	---	---	---	0	---	---	---	---	---	---
Monitored 3rd Year (M3), reclassified from EB	0	---	---	---	---	---	---	0	---	---	---	---	---	---
Monitored 4th Year (M4), reclassified from EB	0	---	---	---	---	---	---	0	---	---	---	---	---	---
Former EB (Post Monitoring)	0	---	---	---	---	---	---	0	---	---	---	---	---	---
Non-Emergent Bilingual (Non-EB)	7	7	100	2	29	0	0	7	7	100	2	29	0	0
No Information Provided	1	---	---	---	---	---	---	1	---	---	---	---	---	---
Bilingual *Participants*	0	---	---	---	---	---	---	0	---	---	---	---	---	---
Nonparticipants	8	8	100	2	25	0	0	8	8	100	2	25	0	0
No Information Provided	1	---	---	---	---	---	---	1	---	---	---	---	---	---
ESL *Participants*	0	---	---	---	---	---	---	0	---	---	---	---	---	---
Nonparticipants	8	8	100	2	25	0	0	8	8	100	2	25	0	0
No Information Provided	1	---	---	---	---	---	---	1	---	---	---	---	---	---
Special Education *Yes*	9	9	100	2	22	0	0	9	9	100	3	33	0	0
No	0	---	---	---	---	---	---	0	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	0	---	---	---	---	---	---
Section 504 *Yes*	0	---	---	---	---	---	---	0	---	---	---	---	---	---
No	8	8	100	2	25	0	0	8	8	100	2	25	0	0
No Information Provided	1	---	---	---	---	---	---	1	---	---	---	---	---	---
Gifted/Talented *Participants*	0	---	---	---	---	---	---	0	---	---	---	---	---	---
Nonparticipants	9	9	100	2	22	0	0	9	9	100	3	33	0	0
No Information Provided	0	---	---	---	---	---	---	0	---	---	---	---	---	---
At-Risk *Yes*	1	---	---	---	---	---	---	1	---	---	---	---	---	---
No	8	8	100	2	25	0	0	8	8	100	3	38	0	0
No Information Provided	0	---	---	---	---	---	---	0	---	---	---	---	---	---

--- = No Data Reported For Fewer Than Five Students