Rockwall Independent School District

Rockwall-Heath High School

2026-2027 Campus Improvement Plan

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

Heath has a tradition of excellence. We work to inspire, empower, and equip our students to achieve excellence. Our motto is "Love the Kid, Drive the Rigor." During this year we will have three areas of focus: Academic Excellence, Safety & Civility, and a Culture of Collaboration and Community. We are committed to maintaining a positive campus culture by celebrating success, and by providing ongoing leadership opportunities for students and staff. We are committed to systematic communication that provides multiple opportunities for our stakeholders to participate as partners.

At this time, our campus has the following needs:

Continue to focus on maximizing student achievement by developing Teacher Collective Efficacy through a structured PLC process and frequent, timely feedback on instructional practices.

Ensure all students are College, Career, and/or Military Ready before graduation.

Increase minority participation in advanced coursework including AP, Dual Credit and IB programs.
Increase successful college credit attainment through AP, Dual Credit and the IB Diploma Programme.
Increase quantity and quality of support for the growing population of EB and Special Programs (Special Education and 504) students.
Increase performance in all EOC tested areas by focusing on the Fundamental 5*.

**The Fundamental 5: The Formula for Quality Instruction, a book by Sean Cain and Mike Laird, describes five critical practices, based on research, that result in highly effective teaching. The five fundamental practices include: framing the lesson, working in the power zone, frequent small group purposeful talk, recognize and reinforce, plus writing critically.*

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Demographics

Summary

See the addendum for the most recent TAPR reports, demographic and STAAR performance reports, which include detailed information about our campus.

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Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Our earned CCMR % is not at 100%	Our district and campus teams need a systematic approach to ensuring that students have a plan to meet CCMR status by the end of the 11th-grade year.

★ = Priority

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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
- [x] HB3 CCMR goals
- [x] Performance Objectives with summative review (prior year)
- [x] Campus/District improvement plans (current and prior years)
- [x] State and federal planning requirements

Accountability Data

- [x] Texas Academic Performance Report (TAPR) data
- [x] Student Achievement Domain
- [x] Student Progress Domain
- [x] Closing the Gaps Domain
- [x] Federal Report Card and accountability data
- [x] Local Accountability Systems (LAS) data

Student Data: Assessments

- [x] State and federally required assessment information

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Goals

Goal 1

We will improve student achievement. Students will demonstrate a minimum of one year of academic growth as measured by external measures (Rockwall ISD CCA, STAAR, AP, IB, and Advanced Academic Coursework).

Performance Objective 1

The Campus will improve the Construct Response Score by an average of 1.5 points (10 pt scale).

Evaluation Data Source: Quarterly writing sample scores, Campus Common Assessment (CCA) results, EOC results

Strategy 1

The campus will designate, communicate, emphasize, and provide feedback on the implementation of the Fundamental Five with an emphasis on critical writing as a closure activity. Feedback will be shared through campus snapshots, emails, and results of staff surveys.

Strategy's Expected Result/Impact: Writing scores will improve.

Staff Responsible for Monitoring: Campus Principal, Associate over C&I

Formative Reviews

December	February	April	June

Strategy 2

Review of Writing Tasks in PLC once per grading term with teachers bringing samples of student work.

Strategy's Expected Result/Impact: Writing scores will improve.

Staff Responsible for Monitoring: PLC Captains, Campus Administrators

Formative Reviews

December	February	April	June

Strategy 3

The Admin Team will review the results of Campus Data Walks, and follow up with Department

Coaches, PLC Captains, and Individual Teachers

Strategy's Expected Result/Impact: Writing scores will improve.

Staff Responsible for Monitoring: Associate Principal C& I, Campus Administrators

Formative Reviews

December	February	April	June

Performance Objective 2 ☑ High Priority

The Campus will increase performance on STAAR EOC performance in Biology, Algebra 1, and US History by 5% at each performance level (Approaches, Meets, and Masters).
Our overall Campus EOC "Approaches" performance* will increase by 5%

Evaluation Data Source: Common Formative Assessments, MAP Data, Campus common assessment (CCA) results, EOC results

Strategy 1

The campus will designate, communicate, emphasize, and provide feedback on the implementation of the Fundamental Five.

Strategy's Expected Result/Impact: Utilization of the fundamental five will become the norm in instructional practice. Students will experience consistency in all classrooms, and student achievement will increase.

Staff Responsible for Monitoring: Campus Principal, Campus Administrators, Campus Instructional Coaches

Formative Reviews

December	February	April	June

Strategy 2

Students will track their own success to promote progress towards mastery.

Strategy's Expected Result/Impact: Student outcomes will improve.

Staff Responsible for Monitoring: Classroom teachers.

Formative Reviews

December	February	April	June

Strategy 3

The data tracker will be implemented for freshmen through the social studies department. Students will set periodic growth goals and reflect upon their progress.

Formative Reviews

December	February	April	June

Performance Objective 3

Every student will show at least one year of academic growth in the areas of ELAR and Mathematics, our English Language Learners (EBs) improve by at least one level on TELPAS, and we will improve the EOC performance of Special Education, EL, and Economically Disadvantaged (EcoDis) students in all tested areas by 5%.

Evaluation Data Source: Campus Common Assessment (CCA), MAP Data, TELPAS, and EOC results

Strategy 1

RHHS will work with team leads to tighten the structure for PLC conversations. Administrators will work with EOC PLC teams to support the creation and monitoring of common formative assessments.

Strategy's Expected Result/Impact: Fewer course failures and more EOC success than in 2025.

Staff Responsible for Monitoring: Principal, Associate Principal C&I

Formative Reviews

December	February	April	June

Strategy 2

RHHS will provide after school accelerated instruction and transportation for students in need of passing an EOC and/or support in their current classwork.

Strategy's Expected Result/Impact: An increase in the number of students successful on December EOC retests and coursework.

Staff Responsible for Monitoring: Associate Principal for Curriculum, MTSS Administrators, EOC Intervention Coordinator

Formative Reviews

December	February	April	June

Strategy 3

RHHS will provide Tier 1 intervention opportunities within the classroom by training the staff on small group instruction.

Formative Reviews

December	February	April	June

Strategy 4

Tighten the PLC Process Campus-Wide
Establish PLC norms.
Write PLC smart goals.
Develop weekly PLC agendas.
Take PLC minutes.
Respond to four critical questions of a PLC.

Strategy's Expected Result/Impact: Improved student achievement

Staff Responsible for Monitoring: Leadership Team and Department Coaches

Formative Reviews

December	February	April	June

Performance Objective 4

RHHS Counselors will ensure each student is enrolled in coursework that supports the opportunity to earn a CCMR indicator and the campus CCMR percentage will increase. 88% is the target.

Evaluation Data Source: IBC, AP, TSI, SAT, CCMR records in Skyward

Strategy 1

Students will be incentivized to earn a CCMR with a Rockwall ISD recognized graduation cord.

Staff Responsible for Monitoring: Associate Principals

Formative Reviews

December	February	April	June

Strategy 2

The method by which a CCMR indicator will be earned, will be reflected in a student's four-year graduation plan.

Strategy's Expected Result/Impact: Students will be more committed to their coursework.

Staff Responsible for Monitoring: Lead Counselor, Freshman Campus Principal

Formative Reviews

December	February	April	June

Strategy 3

The counseling office will conduct a campus-wide audit of rising juniors and seniors in 24-25 and enroll students, with Algebra 2 credit, in a College Prep ELA and/or Math class.

Strategy's Expected Result/Impact: More students will be college-ready.

Staff Responsible for Monitoring: Associate Principal C&I, Counselors

Formative Reviews

December	February	April	June

Strategy 4

Students enrolled in English 3, who do not meet the SAT performance standard, will take the TSIA. All who do not meet standard will be enrolled in Texas College Prep English 4.

Strategy's Expected Result/Impact: More students will be college ready upon graduation.

Staff Responsible for Monitoring: Lead Counselor, Campus Administrator over English department, Associate Principal C&I

Formative Reviews

December	February	April	June

Strategy 5

Students enrolled in Algebra 2, will take the TSIA as a summative assessment, unless they have earned a qualifying SAT math score. All who do not meet standard will be enrolled in Texas College Prep Advanced Algebra.

Strategy's Expected Result/Impact: More students will be college ready in mathematics upon graduation.

Staff Responsible for Monitoring: Lead Counselor, Campus Administrator over Math department, Associate Principal C&I

Formative Reviews

December	February	April	June

Performance Objective 5

AP performance and participation will increase by at least 5% so that over 80% of our AP students earn a passing score on each exam they take and more students enroll in AP.

Evaluation Data Source: AP Score reports, Skyward enrollment reports

Strategy 1

RHHS Counselors will provide additional opportunities for students to pursue Advanced Academics by utilizing AP Potential reports; providing information about International Baccalaureate offerings; increasing Dual Credit participation through Collin College, Eastfield College and the Gene Burton College & Career Academy; and supporting our students and teachers with information and proper placement in dual enrollment OnRamps coursework through the University of Texas Austin.

Formative Reviews

December	February	April	June

Strategy 2

Counselors will develop four-year plans with entering freshmen.

Formative Reviews

December	February	April	June

Strategy 3

IB Coordinator will create and maintain an IB interest list for incoming freshmen, and actively recruit Sophomores through student outreach.

Strategy's Expected Result/Impact: Increase in IB participation.

Formative Reviews

December	February	April	June

Strategy 4

Advanced Academics Night to allow parents and students to select the most appropriate advanced class for their students with provided information from sessions.

Strategy's Expected Result/Impact: Increased participation in advanced classes (Honors, AP, IB, On-ramps)

Staff Responsible for Monitoring: Counselors, School Administrators

Formative Reviews

December	February	April	June

Performance Objective 6

RHHS Counselors will increase participation of low SES students in advanced academic courses such as Honors, IB, AP, Dual Credit and Dual Enrollment (OnRamps) by 10%.

Evaluation Data Source: Rosters, College Board reports

Strategy 1

RHHS Staff will review mastery in on-level and honors courses to ensure more students enroll in advanced academic coursework.

Strategy's Expected Result/Impact: An increase in the number of students enrolling in advanced coursework.

Staff Responsible for Monitoring: Lead Counselor, Associate Principal over Curriculum & Instruction, Campus Administrators

Formative Reviews

December	February	April	June

Strategy 2

Campus will utilize the AP Potential report to identify and communicate with students who could benefit from enrollment in Advanced Academics coursework.

Strategy's Expected Result/Impact: An increase in the number of students enrolling in advanced coursework.

Staff Responsible for Monitoring: Lead Counselor, Associate Principal over Curriculum & Instruction.

Formative Reviews

December	February	April	June

Strategy 3

RHHS Staff will host an in-school information session for low SES students identified as having advanced academic potential.

Strategy's Expected Result/Impact: Increasing participation in advanced academics of low SES

Staff Responsible for Monitoring: Counselors, Campus Admin

Formative Reviews

December	February	April	June

Performance Objective 7 ☑ High Priority

We will maintain an overall failure rate of less than 10% campus-wide.

Evaluation Data Source: Grade reporting by department

Strategy 1

RHHS staff will provide students timely and meaningful feedback on progress within a course in order to reduce reliance on credit recovery.

Strategy's Expected Result/Impact: Lower failure rate; lower number of credits earned through credit recovery.

Staff Responsible for Monitoring: Department Coaches, PLC leads

Formative Reviews

December	February	April	June

Strategy 2

We will commit to a campus-wide tutoring schedule and run late buses every Tuesday and Thursday on the main campus, and every Monday and Wednesday on the ninth grade campus, when school is in session, to support after-school tutoring opportunities. Mandatory tutorials will be utilized.

Strategy's Expected Result/Impact: A decrease in course failures.

Staff Responsible for Monitoring: Assistant Principal over Transportation, Campus intervention lead.

Formative Reviews

December	February	April	June

Strategy 3

PLCs will utilize common formative assessments and adjust instruction to prevent summative course failure.

Strategy's Expected Result/Impact: A decrease in course failure.

Staff Responsible for Monitoring: Campus Principals, Department coaches.

Formative Reviews

December	February	April	June

Performance Objective 8

The number of students with grades below 70 each semester will decrease by 3% per year.

Evaluation Data Source: Skyward grade reports

Strategy 1

RHHS Counselors will monitor grades and partner with RHHS Special Programs Staff to provide appropriate interventions and support for students with grades below 70.

Strategy's Expected Result/Impact: Course failure will decrease.

Staff Responsible for Monitoring: Lead Counselor, Associate Principal over C&I, Campus Admin, Special Programs Staff (Sped case managers, 504, EB)

Formative Reviews

December	February	April	June

Strategy 2

Students attending morning and afternoon tutoring will be scanned in using positive attendance. Each subject level will use a unique attendance reason code to track student tutoring attendance.

Strategy's Expected Result/Impact: Teachers are easily able to track student tutoring attendance, and parents receive the tutoring attendance communication. Overall failure rate improves by 2%.

Staff Responsible for Monitoring: Associate Principal for Student Services, Assistant Principal over Attendance, Secretary over Attendance.

Formative Reviews

December	February	April	June

Performance Objective 9

All freshmen will earn 5 or more credits

Evaluation Data Source: Freshmen grades, % of credits earned

Strategy 1

Freshmen Academy curriculum will be developed and implemented.

Strategy's Expected Result/Impact: Freshmen will be supported during their transition year.

Staff Responsible for Monitoring: Freshmen Campus Principal

Formative Reviews

December	February	April	June

Strategy 2

The campus will host the Freshmen Parent Academy.

Strategy's Expected Result/Impact: More freshmen will achieve success.

Staff Responsible for Monitoring: Freshman Campus Principal

Formative Reviews

December	February	April	June

Goal 2 We will engage with students, parents, and the community to foster a collaborative and respectful culture.

Performance Objective 1

The campus will use proactive, informative, and concise communication with teachers, families, and the community.

Evaluation Data Source: The number of questions sent through anonymous tip line, social media, or emails to campus administrators.

Strategy 1

The campus will send out a biweekly Smore newsletter that provides key information for parents as well as recognize student and faculty achievements.

Strategy's Expected Result/Impact: Reduction in the number of questions sent through anonymous tip line, social media, or emails to Campus administrators.

Staff Responsible for Monitoring: Campus Principals

Formative Reviews

December	February	April	June

Strategy 2

We will encourage two-way communication with our community using a variety of means including: Phone Calls, Email, Blackboard, Rockwall Safe, Skyward Announcements, and the anonymous tip line.

Strategy's Expected Result/Impact: Reduction in the number of questions sent through anonymous tip lines, social media, or emails to Campus administrators.

Staff Responsible for Monitoring: Associate Principals over Student Services, Curriculum & Instruction

Formative Reviews

December	February	April	June

Performance Objective 2

The campus will continue to support the development of administrators, teachers, and staff with a focus on individualized continuous improvement.

Evaluation Data Source: Staff retention data

Strategy 1

PLC's will ensure the RISD District Curriculum is implemented in all courses by responding to data walk feedback.

Strategy's Expected Result/Impact: A stronger vertical team.

Staff Responsible for Monitoring: RHHS Admin, Department Coaches, Team Leads

Formative Reviews

December	February	April	June

Strategy 2

The campus will identify and develop the future leaders for Heath High School through our Leadership Development Program focused on instruction, communication, and service.

Strategy's Expected Result/Impact: Development of next generation of PLC Captains, Dept. Coaches, and Heath Administrators.

Staff Responsible for Monitoring: Campus Principals

Formative Reviews

December	February	April	June

Strategy 3

The campus will prioritize structured PLC meetings to ensure focus on continuously improving instructional objectives.

Strategy's Expected Result/Impact: Increased alignment to Rockwall ISD Scope and Sequence, PLC conversations focused on data and instructional innovation.

Staff Responsible for Monitoring: Campus Administration, PLC leads, District Coordinators

Formative Reviews

December	February	April	June

Strategy 4

The campus will encourage positive, supportive and constructive feedback through peer observations, campus data walks and walkthroughs.

Strategy's Expected Result/Impact: Increased number of data walks as reported weekly by Associate for C&I. Greater integration of the Fundamental 5.

Staff Responsible for Monitoring: Campus Administration, Associate C&I

Formative Reviews

December	February	April	June

Strategy 5

The campus will clarify the instructional, communication, support, and service expectations for Campus Leadership positions to ensure vertical alignment of campus goals through departments, PLCs, to the individual classroom.

Strategy's Expected Result/Impact: Greater focus on instruction in the Campus Leadership Meetings; Clarity in roles and greater redundancy.

Staff Responsible for Monitoring: Campus Principals

Formative Reviews

December	February	April	June

Strategy 6

The campus leadership meetings will prioritize two-way communication focused on improving classroom instruction. Agendas will be open to all members for input.

Strategy's Expected Result/Impact: better alignment to campus instructional goals, particularly the Fundamental Five

Staff Responsible for Monitoring: Campus Principals

Formative Reviews

December	February	April	June

Goal 3

We will collaborate with all stakeholders to develop a positive, inclusive, and cohesive 9-12 school culture that focuses on the growth and development of students and staff.

Performance Objective 1 ☑ High Priority

The campuses will develop, establish, and deploy a systemic approach to communication with all stakeholders using multiple modalities that includes information from both campuses.

Evaluation Data Source: Tetrarchy Meeting - Standardize procedures between campuses;
Monthly Memo - co-written by Jeff and Todd sent the first of every month.
Inclusion of other campus info in weekly communication.
Social Media Coordination -
Work toward the establishment of a SoutHside Smore
Shift Playbook to Canvas Hawk Hub

Strategy 1

All staff will be trained on the Standard Response Protocol to ensure adequate response to an emergency situation.

Strategy's Expected Result/Impact: Quicker response times during safety drills. Evacuation in < 4 minutes.

Staff Responsible for Monitoring: Assistant Principal over Safety & Security, Associate Principal for Student Services.

Formative Reviews

December	February	April	June

Strategy 2

We will use safety guards effectively (checking doors, building relationships, actively monitoring all areas, regulating entry, directing parking lot, identification of students/staff/subs/visitors, assist in implementation of SRP, and monitoring of eHallpass to ensure staff, visitor and student safety at all times.

Strategy's Expected Result/Impact: A reduction in the number of incidents.

Staff Responsible for Monitoring: Assistant Principal over Safety.

Formative Reviews

December	February	April	June

Strategy 3

We will provide MERT, Stop the Bleed, CPI and Vector Training.
We will ensure there is proper signage (Sex trafficking, 1st amendment, child abuse, and gun law) in our building.

Strategy's Expected Result/Impact: A quicker response time, and reduction in the chance of harm to students and staff.

Staff Responsible for Monitoring: Assistant Principal over Safety, Associate Principal over Student Services

Formative Reviews

December	February	April	June

Strategy 4

RHHS Campus Principals will discuss safety concerns with Student Resource Officers (SROs) and review threats.

Strategy's Expected Result/Impact: A safer school environment

Staff Responsible for Monitoring: Campus Principals

Formative Reviews

December	February	April	June

Strategy 5

RHHS Campus Administration will be trained to monitor and respond to the anonymous tip line, 911 calls, and Gaggle alerts.

Strategy's Expected Result/Impact: A safer school environment

Staff Responsible for Monitoring: Campus Principal

Formative Reviews

December	February	April	June

Strategy 6

The campus will continue to universally use E-hall pass to minimize the number of students outside the direct supervision of a teacher during the day.

Strategy's Expected Result/Impact: The number of students in the hallway during class will be dramatically reduced and provide more class time overall for students.

Staff Responsible for Monitoring: Assistant Principal over E-Hall Pass, Associate Principal over Student Services, Teachers

Formative Reviews

December	February	April	June

Performance Objective 2

The campuses will develop, establish, and deploy a campus culture points system that encourages inter-department and inter-campus interaction.

Evaluation Data Source: Pillars of campus culture
Campus Culture Calendar
Campus Culture Points Tracker

Strategy 1

We will utilize restorative and trauma-informed strategies for restorative conferences and discipline practices.

Strategy's Expected Result/Impact: Attendance and grades will improve

Staff Responsible for Monitoring: RHHS Administrators and RHHS Counselors

Formative Reviews

December	February	April	June

Strategy 2

We will respond to the anonymous tip line as appropriate.

Staff Responsible for Monitoring: Associate Principal for Student Services

Formative Reviews

December	February	April	June

Strategy 3

We will respond to Gaggle alerts as appropriate.

Strategy's Expected Result/Impact: Students are supported

Staff Responsible for Monitoring: RHHS Admin

Formative Reviews

December	February	April	June

Performance Objective 3

The campuses will develop, establish, and deploy a system for collaborative problem solving and growth of staff through a series of campus committees, including cross-campus committees.

Evaluation Data Source: PD Committee - composed of teachers (not Department Coach or Instructional Coach)
School Culture Committee - composed of members of each campus culture committee; celebrate appreciation days, small acts of happiness (drink cart); Culture Point System
Safe & Civil Committee

Performance Objective 4

The campuses will promote a safe and civil environment for students, staff, and community with a focus on maintaining a positive and productive learning environment.

Evaluation Data Source: Two Chat w/ Chandler or Talk with Todd (lunch and learn) listening sessions.
Establish a Student Advisory Panel at each campus for 4 listening sessions; crossover for two meetings.
Safe & Civil Committee (see above)
Review campus procedures to ensure safety for all.

Goal 4

We will ensure compliance with the local wellness policy through implementation of the Rockwall ISD Wellness Plan with an emphasis on student and staff well-being.

Performance Objective 1

In order to improve the health of staff and students, at RHHS we will address the following four areas: 1) Nutrition Promotion, 2) Nutrition Education, 3) Physical Activity, and 4) Other school-based activities.

Evaluation Data Source: Healthier students and staff that are self-reflective and self-motivated on personal health and wellness.

Strategy 1

We will encourage employee wellness by having at least one staff member assigned to the Rock Solid Wellness team and encouraging campus-wide participation in district and campus-specific wellness events, such as Wellness Wednesdays.

Strategy's Expected Result/Impact: Healthier staff that are self-reflective and self-motivated on personal health and wellness

Staff Responsible for Monitoring: RHHS Campus Wellness Team

Formative Reviews

December	February	April	June

Strategy 2

The campus will provide healthy recipes on a consistent basis targeting holidays', school events, etc.

Strategy's Expected Result/Impact: Support for healthier habits

Staff Responsible for Monitoring: RHHS Campus Wellness Team

Formative Reviews

December	February	April	June

Strategy 3

Reminders of healthy snack options, reminders to intake enough water, and reminders about the

importance of good sleep will be sent out through our Sports You app. Graphics have been made to support this effort.

Strategy's Expected Result/Impact: Support for healthier habits.

Staff Responsible for Monitoring: Campus Wellness Team

Formative Reviews

December	February	April	June

Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Patrick Just	6/9/2026	Kevin Samples	6/9/2026

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2023-24 Texas Academic Performance Report (TAPR)

District Name: ROCKWALL ISD

Campus Name: ROCKWALL-HEATH H S

Campus Number: 199901004

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2024	70%	85%	**81%**	70%	77%	88%	64%	93%	*	77%	38%	82%	82%	81%	71%	60%
	2023	72%	86%	**83%**	66%	79%	90%	70%	86%	-	91%	42%	92%	86%	78%	71%	66%
At Meets Grade Level or Above	2024	52%	74%	**69%**	47%	63%	80%	55%	79%	*	74%	24%	68%	72%	65%	53%	40%
	2023	52%	71%	**64%**	46%	51%	76%	50%	71%	-	76%	17%	83%	66%	61%	43%	27%
At Masters Grade Level	2024	16%	27%	**22%**	8%	18%	27%	27%	28%	*	40%	5%	32%	25%	18%	11%	5%
	2023	13%	24%	**18%**	8%	10%	27%	0%	21%	-	21%	4%	17%	20%	15%	8%	2%
End of Course English II																	
At Approaches Grade Level or Above	2024	75%	89%	**89%**	81%	87%	93%	*	93%	-	83%	42%	100%	91%	86%	83%	72%
	2023	74%	89%	**89%**	80%	85%	93%	80%	96%	-	94%	47%	100%	91%	85%	79%	77%
At Meets Grade Level or Above	2024	58%	78%	**77%**	64%	68%	85%	*	85%	-	77%	27%	79%	78%	73%	65%	41%
	2023	54%	76%	**74%**	53%	65%	83%	70%	85%	-	80%	19%	83%	77%	68%	51%	42%
At Masters Grade Level	2024	9%	15%	**14%**	6%	9%	20%	*	15%	-	20%	3%	7%	15%	12%	7%	4%
	2023	9%	15%	**14%**	7%	12%	17%	0%	31%	-	11%	1%	17%	14%	14%	5%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2024	81%	93%	**82%**	73%	85%	83%	50%	100%	*	81%	62%	82%	80%	84%	80%	78%
	2023	79%	92%	**82%**	72%	76%	88%	*	100%	-	90%	60%	*	82%	82%	73%	72%
At Meets Grade Level or Above	2024	43%	72%	**35%**	21%	33%	39%	17%	73%	*	50%	17%	36%	33%	38%	29%	26%
	2023	43%	73%	**45%**	33%	29%	58%	*	73%	-	50%	22%	*	40%	49%	31%	21%
At Masters Grade Level	2024	24%	49%	**12%**	6%	13%	12%	0%	47%	*	13%	9%	0%	11%	15%	7%	9%
	2023	23%	47%	**16%**	15%	4%	25%	*	20%	-	15%	8%	*	11%	21%	9%	1%
End of Course Biology																	
At Approaches Grade Level or Above	2024	91%	97%	**96%**	89%	97%	97%	100%	100%	*	92%	77%	100%	96%	96%	92%	94%
	2023	88%	97%	**96%**	85%	97%	97%	100%	100%	-	100%	76%	100%	97%	94%	93%	92%
At Meets Grade Level or Above	2024	56%	81%	**78%**	59%	74%	84%	67%	91%	*	86%	35%	88%	80%	74%	64%	51%
	2023	56%	80%	**73%**	55%	63%	81%	55%	94%	-	72%	18%	100%	76%	65%	53%	44%
At Masters Grade Level	2024	19%	40%	**37%**	21%	24%	46%	67%	55%	*	44%	10%	53%	38%	34%	21%	7%
	2023	21%	44%	**38%**	21%	25%	47%	9%	59%	-	44%	4%	40%	42%	27%	19%	9%
End of Course U.S. History																	

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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)
At Approaches Grade Level or Above	2024	96%	99%	**99%**	100%	98%	99%	*	100%	-	100%	95%	100%	99%	99%	98%	95%
	2023	94%	98%	**99%**	96%	97%	100%	100%	100%	*	100%	89%	100%	99%	99%	96%	94%
At Meets Grade Level or Above	2024	69%	83%	**84%**	78%	79%	88%	*	88%	-	88%	33%	67%	86%	80%	72%	59%
	2023	70%	85%	**83%**	68%	75%	90%	60%	81%	*	96%	43%	100%	84%	82%	66%	49%
At Masters Grade Level	2024	37%	52%	**55%**	38%	48%	63%	*	65%	-	48%	14%	56%	57%	50%	34%	17%
	2023	38%	52%	**50%**	37%	38%	57%	40%	56%	*	64%	21%	57%	50%	50%	34%	14%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2024	88%	91%	**91%**	71%	88%	96%	*	100%	*	83%	*	*	93%	64%	78%	*
	2023	90%	96%	**96%**	100%	92%	96%	*	100%	-	100%	*	*	96%	95%	97%	*
At Meets Grade Level or Above	2024	59%	67%	**68%**	50%	54%	78%	*	57%	*	67%	*	*	71%	21%	50%	*
	2023	61%	74%	**74%**	69%	57%	79%	*	67%	-	93%	*	*	76%	57%	54%	*
At Masters Grade Level	2024	12%	7%	**10%**	0%	4%	14%	*	14%	*	0%	*	*	10%	0%	3%	*
	2023	12%	10%	**8%**	0%	2%	9%	*	33%	-	14%	*	*	8%	5%	6%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	86%	**90%**	81%	89%	93%	76%	97%	86%	87%	58%	92%	91%	88%	83%	77%
	2023	76%	88%	**90%**	79%	87%	94%	85%	95%	*	96%	58%	98%	92%	86%	82%	78%
At Meets Grade Level or Above	2024	48%	66%	**71%**	54%	64%	79%	55%	83%	71%	78%	26%	69%	73%	66%	56%	42%
	2023	49%	68%	**70%**	51%	58%	80%	56%	79%	*	78%	22%	88%	72%	64%	48%	35%
At Masters Grade Level	2024	20%	32%	**27%**	14%	21%	34%	27%	39%	29%	34%	7%	31%	29%	24%	15%	8%
	2023	20%	34%	**25%**	16%	17%	32%	7%	35%	*	29%	6%	28%	27%	23%	13%	4%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	87%	**85%**	75%	82%	91%	67%	93%	*	80%	39%	89%	86%	83%	77%	65%
	2023	77%	88%	**86%**	72%	82%	91%	75%	91%	-	93%	44%	94%	88%	82%	75%	70%
At Meets Grade Level or Above	2024	54%	70%	**73%**	56%	65%	82%	60%	82%	*	76%	26%	72%	75%	69%	59%	40%
	2023	53%	70%	**69%**	49%	58%	79%	60%	78%	-	78%	18%	83%	71%	64%	46%	34%
At Masters Grade Level	2024	22%	34%	**18%**	7%	14%	24%	20%	21%	*	30%	4%	22%	20%	15%	9%	5%
	2023	20%	33%	**16%**	8%	11%	22%	0%	26%	-	16%	3%	17%	17%	15%	6%	1%
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	85%	**85%**	72%	86%	89%	63%	100%	*	82%	62%	85%	86%	82%	80%	77%
	2023	75%	88%	**87%**	77%	80%	92%	80%	100%	-	94%	59%	100%	89%	83%	76%	73%

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2024	43%	62%	**47%**	28%	38%	56%	38%	68%	*	55%	19%	38%	51%	37%	32%	25%
	2023	45%	66%	**55%**	40%	36%	68%	40%	71%	-	68%	23%	60%	58%	50%	35%	22%
At Masters Grade Level	2024	17%	30%	**11%**	5%	11%	13%	0%	36%	*	9%	9%	8%	10%	14%	7%	9%
	2023	19%	33%	**13%**	12%	4%	17%	0%	25%	-	15%	8%	0%	10%	19%	8%	1%
All Grades Science																	
At Approaches Grade Level or Above	2024	75%	84%	**96%**	89%	97%	97%	100%	100%	*	92%	77%	100%	96%	96%	92%	94%
	2023	77%	88%	**96%**	85%	97%	97%	100%	100%	-	100%	76%	100%	97%	94%	93%	92%
At Meets Grade Level or Above	2024	43%	61%	**78%**	59%	74%	84%	67%	91%	*	86%	35%	88%	80%	74%	64%	51%
	2023	47%	67%	**73%**	55%	63%	81%	55%	94%	-	72%	18%	100%	76%	65%	53%	44%
At Masters Grade Level	2024	16%	28%	**37%**	21%	24%	46%	67%	55%	*	44%	10%	53%	38%	34%	21%	7%
	2023	18%	35%	**38%**	21%	25%	47%	9%	59%	-	44%	4%	40%	42%	27%	19%	9%
All Grades Social Studies																	
At Approaches Grade Level or Above	2024	78%	89%	**99%**	100%	98%	99%	*	100%	-	100%	95%	100%	99%	99%	98%	95%
	2023	78%	89%	**99%**	96%	97%	100%	100%	100%	*	100%	89%	100%	99%	99%	96%	94%
At Meets Grade Level or Above	2024	51%	67%	**84%**	78%	79%	88%	*	88%	-	88%	33%	67%	86%	80%	72%	59%
	2023	52%	68%	**83%**	68%	75%	90%	60%	81%	*	96%	43%	100%	84%	82%	66%	49%
At Masters Grade Level	2024	27%	40%	**55%**	38%	48%	63%	*	65%	-	48%	14%	56%	57%	50%	34%	17%
	2023	27%	41%	**50%**	37%	38%	57%	40%	56%	*	64%	21%	57%	50%	50%	34%	14%

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

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
End of Course English I	2024	64%	68%	**62%**	52%	56%	68%	55%	59%	*	75%	41%	65%	63%	61%	54%	48%
	2023	57%	66%	**58%**	45%	54%	63%	40%	64%	-	56%	35%	55%	58%	58%	47%	40%
End of Course English II	2024	69%	76%	**79%**	83%	78%	80%	*	83%	-	74%	57%	83%	80%	79%	80%	71%
	2023	74%	78%	**77%**	77%	78%	77%	86%	73%	-	75%	62%	83%	76%	80%	73%	76%
End of Course Algebra I	2024	72%	82%	**61%**	60%	59%	61%	50%	77%	*	77%	67%	70%	58%	66%	58%	57%
	2023	76%	90%	**81%**	84%	76%	86%	*	77%	-	60%	86%	*	79%	83%	75%	73%
All Grades Both Subjects	2024	64%	71%	**69%**	67%	65%	72%	58%	73%	*	75%	55%	71%	69%	69%	64%	59%
	2023	64%	73%	**70%**	66%	68%	73%	64%	70%	-	65%	61%	63%	69%	73%	64%	61%
All Grades ELA/Reading	2024	67%	73%	**71%**	69%	67%	74%	61%	72%	*	75%	49%	72%	72%	70%	67%	59%
	2023	63%	71%	**68%**	60%	66%	70%	67%	68%	-	66%	49%	66%	67%	69%	59%	57%
All Grades Mathematics	2024	60%	69%	**61%**	60%	59%	61%	50%	77%	*	77%	67%	70%	58%	66%	58%	57%
	2023	66%	76%	**81%**	84%	76%	86%	*	77%	-	60%	86%	*	79%	83%	75%	73%
School Progress - Accelerated Learning by Grade and Subject																	
End of Course English I	2024	20%	23%	**10%**	6%	11%	16%	*	-	-	*	3%	*	9%	13%	8%	6%
	2023	26%	30%	**26%**	6%	27%	46%	*	*	-	*	17%	*	32%	19%	14%	23%
End of Course English II	2024	29%	32%	**33%**	24%	33%	48%	*	*	-	*	19%	*	33%	31%	32%	37%
	2023	41%	56%	**58%**	65%	51%	58%	*	*	-	*	40%	*	58%	59%	60%	52%
End of Course Algebra I	2024	55%	69%	**52%**	50%	60%	52%	*	-	-	60%	42%	*	50%	55%	47%	53%
	2023	58%	72%	**64%**	56%	61%	74%	*	-	-	83%	51%	-	65%	63%	58%	60%
All Grades Both Subjects	2024	32%	40%	**33%**	28%	35%	40%	0%	*	-	27%	22%	80%	31%	37%	31%	33%
	2023	38%	50%	**52%**	47%	48%	60%	40%	43%	-	64%	37%	*	53%	49%	47%	47%
All Grades ELA/Reading	2024	30%	36%	**23%**	16%	25%	33%	*	*	-	0%	12%	*	22%	26%	21%	26%
	2023	35%	45%	**45%**	41%	40%	53%	*	43%	-	40%	30%	*	47%	42%	41%	40%
All Grades Mathematics	2024	35%	45%	**52%**	50%	60%	52%	*	-	-	60%	42%	*	50%	55%	47%	53%
	2023	40%	55%	**64%**	56%	61%	74%	*	-	-	83%	51%	-	65%	63%	58%	60%

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

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	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2024	75%	86%	**90%**	-	-	-	-	-	-	76%	*	76%	-	100%	92%	77%	94%
	2023	76%	88%	**90%**	-	-	-	-	-	-	76%	*	76%	-	100%	92%	76%	96%
At Meets Grade Level or Above	2024	48%	66%	**71%**	-	-	-	-	-	-	41%	*	41%	-	67%	75%	42%	50%
	2023	49%	68%	**70%**	-	-	-	-	-	-	31%	*	31%	-	67%	74%	32%	78%
At Masters Grade Level	2024	20%	32%	**27%**	-	-	-	-	-	-	8%	*	8%	-	0%	30%	8%	6%
	2023	20%	34%	**25%**	-	-	-	-	-	-	4%	*	4%	-	0%	28%	4%	27%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	87%	**85%**	-	-	-	-	-	-	64%	-	64%	-	100%	88%	65%	-
	2023	77%	88%	**86%**	-	-	-	-	-	-	68%	*	68%	-	100%	88%	69%	94%
At Meets Grade Level or Above	2024	54%	70%	**73%**	-	-	-	-	-	-	40%	-	40%	-	50%	78%	40%	-
	2023	53%	70%	**69%**	-	-	-	-	-	-	30%	*	29%	-	60%	73%	30%	83%
At Masters Grade Level	2024	22%	34%	**18%**	-	-	-	-	-	-	5%	-	5%	-	0%	20%	5%	-
	2023	20%	33%	**16%**	-	-	-	-	-	-	2%	*	2%	-	0%	19%	1%	11%
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	85%	**85%**	-	-	-	-	-	-	76%	-	76%	-	*	86%	77%	94%
	2023	75%	88%	**87%**	-	-	-	-	-	-	70%	-	70%	-	*	89%	71%	92%
At Meets Grade Level or Above	2024	43%	62%	**47%**	-	-	-	-	-	-	24%	-	24%	-	*	50%	25%	50%
	2023	45%	66%	**55%**	-	-	-	-	-	-	20%	-	20%	-	*	60%	20%	49%
At Masters Grade Level	2024	17%	30%	**11%**	-	-	-	-	-	-	9%	-	9%	-	*	12%	9%	6%
	2023	19%	33%	**13%**	-	-	-	-	-	-	1%	-	1%	-	*	15%	1%	5%
All Grades Science																		
At Approaches Grade Level or Above	2024	75%	84%	**96%**	-	-	-	-	-	-	94%	-	94%	-	*	96%	94%	-
	2023	77%	88%	**96%**	-	-	-	-	-	-	91%	*	90%	-	*	96%	91%	100%
At Meets Grade Level or Above	2024	43%	61%	**78%**	-	-	-	-	-	-	49%	-	49%	-	*	81%	51%	-
	2023	47%	67%	**73%**	-	-	-	-	-	-	39%	*	38%	-	*	76%	42%	79%
At Masters Grade Level	2024	16%	28%	**37%**	-	-	-	-	-	-	8%	-	8%	-	*	40%	7%	-
	2023	18%	35%	**38%**	-	-	-	-	-	-	7%	*	7%	-	*	41%	6%	40%
All Grades Social Studies																		
At Approaches Grade Level or Above	2024	78%	89%	**99%**	-	-	-	-	-	-	95%	*	95%	-	*	100%	95%	-
	2023	78%	89%	**99%**	-	-	-	-	-	-	94%	-	94%	-	-	99%	94%	100%
At Meets Grade Level or Above	2024	51%	67%	**84%**	-	-	-	-	-	-	58%	*	57%	-	*	87%	59%	-
	2023	52%	68%	**83%**	-	-	-	-	-	-	45%	-	45%	-	-	86%	45%	90%

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

ROCKWALL-HEATH H S (199901004) - ROCKWALL ISD - ROCKWALL COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2024	27%	40%	**55%**	-	-	-	-	-	-	18%	*	18%	-	*	59%	17%	-
	2023	27%	41%	**50%**	-	-	-	-	-	-	13%	-	13%	-	-	52%	13%	59%
School Progress - Annual Growth																		
All Grades Both Subjects	2024	64%	71%	**69%**	-	-	-	-	-	-	59%	-	59%	-	56%	70%	59%	-
	2023	64%	73%	**70%**	-	-	-	-	-	-	61%	*	61%	-	75%	71%	61%	72%
All Grades ELA/Reading	2024	67%	73%	**71%**	-	-	-	-	-	-	59%	-	59%	-	50%	73%	59%	-
	2023	63%	71%	**68%**	-	-	-	-	-	-	55%	*	55%	-	80%	69%	56%	72%
All Grades Mathematics	2024	60%	69%	**61%**	-	-	-	-	-	-	57%	-	57%	-	*	62%	57%	-
	2023	66%	76%	**81%**	-	-	-	-	-	-	73%	-	73%	-	*	83%	73%	71%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2024	32%	40%	**33%**	-	-	-	-	-	-	33%	-	33%	-	-	33%	33%	-
	2023	38%	50%	**52%**	-	-	-	-	-	-	48%	-	48%	-	-	53%	48%	*
All Grades ELA/Reading	2024	30%	36%	**23%**	-	-	-	-	-	-	26%	-	26%	-	-	22%	26%	-
	2023	35%	45%	**45%**	-	-	-	-	-	-	40%	-	40%	-	-	46%	40%	*
All Grades Mathematics	2024	35%	45%	**52%**	-	-	-	-	-	-	53%	-	53%	-	-	52%	53%	-
	2023	40%	55%	**64%**	-	-	-	-	-	-	60%	-	60%	-	-	65%	60%	*

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

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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**99%**	99%	99%	98%	100%	100%	100%	97%	98%	98%	99%	99%	98%	99%
Included in Accountability	92%	95%	**93%**	94%	89%	96%	75%	93%	100%	92%	92%	94%	95%	89%	90%	78%
Not Included in Accountability: Mobile	4%	3%	**3%**	5%	3%	2%	14%	4%	0%	5%	4%	1%	1%	7%	3%	3%
Not Included in Accountability: Other Exclusions	2%	1%	**3%**	1%	7%	0%	11%	3%	0%	1%	2%	3%	3%	3%	5%	18%
Not Tested	1%	1%	**1%**	1%	1%	2%	0%	0%	0%	3%	2%	3%	1%	1%	2%	1%
Absent	1%	1%	**1%**	1%	0%	1%	0%	0%	0%	2%	2%	0%	1%	1%	1%	1%
Other	0%	0%	**0%**	0%	0%	1%	0%	0%	0%	1%	0%	3%	1%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**99%**	100%	100%	99%	100%	100%	*	97%	99%	100%	99%	100%	99%	100%
Included in Accountability	91%	94%	**91%**	94%	83%	96%	68%	88%	*	91%	90%	92%	92%	87%	86%	66%
Not Included in Accountability: Mobile	4%	3%	**3%**	5%	4%	2%	9%	6%	*	5%	5%	3%	1%	8%	3%	3%
Not Included in Accountability: Other Exclusions	4%	1%	**5%**	1%	13%	1%	23%	6%	*	1%	5%	5%	6%	5%	10%	31%
Not Tested	1%	1%	**1%**	0%	0%	1%	0%	0%	*	3%	1%	0%	1%	0%	1%	0%
Absent	1%	1%	**1%**	0%	0%	1%	0%	0%	*	3%	1%	0%	1%	0%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**98%**	99%	98%	97%	100%	100%	*	88%	98%	100%	97%	98%	98%	96%
Included in Accountability	93%	95%	**94%**	94%	93%	96%	80%	100%	*	85%	95%	100%	96%	90%	94%	89%
Not Included in Accountability: Mobile	5%	4%	**3%**	5%	4%	1%	20%	0%	*	4%	2%	0%	1%	8%	4%	6%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	1%
Not Tested	1%	1%	**2%**	1%	2%	3%	0%	0%	*	12%	2%	0%	3%	2%	2%	4%
Absent	1%	1%	**1%**	1%	1%	0%	0%	0%	*	8%	2%	0%	1%	1%	2%	3%
Other	0%	0%	**1%**	0%	1%	2%	0%	0%	*	4%	1%	0%	2%	1%	1%	1%
Science																
Assessment Participant	99%	99%	**99%**	98%	100%	98%	100%	100%	*	100%	97%	94%	99%	98%	97%	99%
Included in Accountability	93%	96%	**96%**	93%	97%	97%	75%	96%	*	95%	93%	94%	98%	91%	94%	98%
Not Included in Accountability: Mobile	4%	3%	**3%**	5%	3%	1%	25%	4%	*	5%	3%	0%	1%	6%	2%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	1%
Not Tested	1%	1%	**1%**	2%	0%	2%	0%	0%	*	0%	3%	6%	1%	2%	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)
Absent	1%	1%	**1%**	1%	0%	2%	0%	0%	*	0%	3%	0%	1%	2%	2%	1%
Other	0%	0%	**0%**	1%	0%	1%	0%	0%	*	0%	0%	6%	0%	1%	1%	0%
Social Studies																
Assessment Participant	99%	98%	**99%**	100%	98%	99%	*	100%	-	100%	97%	90%	99%	100%	99%	97%
Included in Accountability	94%	96%	**97%**	95%	96%	98%	*	100%	-	97%	93%	90%	98%	93%	94%	93%
Not Included in Accountability: Mobile	4%	2%	**2%**	5%	2%	2%	*	0%	-	3%	3%	0%	1%	6%	4%	3%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	1%
Not Tested	1%	2%	**1%**	0%	2%	1%	*	0%	-	0%	3%	10%	1%	0%	1%	3%
Absent	1%	2%	**1%**	0%	1%	1%	*	0%	-	0%	3%	0%	1%	0%	1%	3%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	10%	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	97%	**96%**	96%	96%	96%	*	100%	*	86%	*	*	97%	82%	92%	80%
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**99%**	99%	99%	99%	100%	99%	*	99%	99%	100%	100%	99%	99%	100%
Included in Accountability	93%	95%	**94%**	88%	91%	97%	93%	96%	*	95%	91%	91%	97%	87%	90%	81%
Not Included in Accountability: Mobile	4%	4%	**4%**	10%	3%	2%	0%	2%	*	5%	6%	7%	1%	10%	5%	6%
Not Included in Accountability: Other Exclusions	2%	1%	**2%**	1%	5%	0%	7%	2%	*	0%	1%	2%	2%	2%	3%	13%
Not Tested	1%	1%	**1%**	1%	1%	1%	0%	1%	*	1%	1%	0%	0%	1%	1%	0%
Absent	1%	1%	**1%**	1%	1%	0%	0%	0%	*	1%	1%	0%	0%	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	1%	*	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**99%**	98%	99%	100%	100%	100%	-	99%	100%	100%	100%	99%	99%	100%
Included in Accountability	92%	95%	**92%**	87%	87%	97%	87%	95%	-	93%	90%	90%	95%	86%	87%	73%
Not Included in Accountability: Mobile	4%	4%	**4%**	10%	3%	2%	0%	2%	-	5%	7%	5%	1%	10%	5%	4%
Not Included in Accountability: Other Exclusions	3%	1%	**4%**	1%	9%	1%	13%	4%	-	0%	3%	5%	4%	3%	7%	23%
Not Tested	1%	1%	**1%**	2%	1%	0%	0%	0%	-	1%	0%	0%	0%	1%	1%	0%
Absent	1%	1%	**1%**	2%	1%	0%	0%	0%	-	1%	0%	0%	0%	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**99%**	100%	99%	98%	100%	96%	-	100%	99%	100%	99%	98%	100%	100%
Included in Accountability	94%	95%	**94%**	88%	94%	97%	100%	96%	-	94%	94%	83%	98%	87%	94%	91%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	5%	4%	**5%**	12%	4%	2%	0%	0%	-	6%	5%	17%	1%	11%	6%	9%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**1%**	0%	1%	2%	0%	4%	-	0%	1%	0%	1%	2%	0%	0%
Absent	1%	0%	**0%**	0%	0%	1%	0%	0%	-	0%	1%	0%	0%	0%	0%	0%
Other	0%	0%	**1%**	0%	1%	1%	0%	4%	-	0%	0%	0%	1%	2%	0%	0%
Science																
Assessment Participant	99%	99%	**100%**	98%	100%	100%	100%	100%	-	100%	99%	100%	100%	99%	99%	99%
Included in Accountability	93%	96%	**95%**	84%	96%	98%	100%	94%	-	97%	92%	91%	99%	86%	93%	90%
Not Included in Accountability: Mobile	4%	3%	**4%**	14%	4%	2%	0%	6%	-	3%	7%	9%	1%	13%	7%	9%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	2%	0%	0%	0%	0%	-	0%	1%	0%	0%	1%	1%	1%
Absent	1%	1%	**0%**	2%	0%	0%	0%	0%	-	0%	1%	0%	0%	1%	1%	1%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	99%	**99%**	99%	99%	99%	100%	100%	*	100%	95%	100%	99%	97%	98%	100%
Included in Accountability	94%	96%	**96%**	94%	96%	97%	100%	100%	*	97%	90%	100%	99%	89%	95%	89%
Not Included in Accountability: Mobile	4%	3%	**3%**	5%	2%	1%	0%	0%	*	3%	5%	0%	1%	7%	3%	5%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	1%	0%	0%	0%	*	0%	0%	0%	0%	2%	0%	5%
Not Tested	1%	1%	**1%**	1%	1%	1%	0%	0%	*	0%	5%	0%	1%	3%	2%	0%
Absent	1%	1%	**1%**	1%	1%	1%	0%	0%	*	0%	5%	0%	1%	3%	2%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	97%	**97%**	100%	94%	97%	*	90%	-	100%	*	*	98%	81%	97%	*

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

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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2022-23	93.3%	94.7%	**93.3%**	93.0%	92.7%	93.4%	92.4%	95.8%	*	94.1%	91.3%	91.7%	92.1%
2021-22	92.2%	93.5%	**91.9%**	91.0%	91.6%	92.1%	91.7%	95.5%	*	92.5%	89.3%	89.9%	90.3%
Chronic Absenteeism													
2022-23	20.3%	12.6%	**21.7%**	26.8%	25.0%	19.7%	20.0%	8.4%	*	18.7%	29.9%	29.9%	27.0%
2021-22	25.7%	19.7%	**28.4%**	31.9%	30.4%	27.7%	33.3%	11.1%	*	26.8%	38.9%	37.3%	35.7%
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	0.0%	**-**	-	-	-	-	-	-	-	-	-	-
2021-22	0.7%	0.0%	**-**	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	0.0%	**0.1%**	0.3%	0.1%	0.1%	0.0%	0.0%	*	0.0%	0.7%	0.3%	0.4%
2021-22	2.2%	0.1%	**0.2%**	0.0%	0.3%	0.1%	0.0%	0.0%	*	0.7%	0.4%	0.4%	0.9%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	99.1%	**98.9%**	97.1%	99.4%	99.2%	100.0%	100.0%	-	96.7%	100.0%	97.3%	97.3%
Received TxCHSE	0.3%	0.1%	**0.3%**	0.0%	0.0%	0.3%	0.0%	0.0%	-	3.3%	0.0%	0.7%	0.0%
Continued HS	3.1%	0.5%	**0.2%**	1.4%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.7%	0.0%
Dropped Out	6.3%	0.3%	**0.6%**	1.4%	0.6%	0.6%	0.0%	0.0%	-	0.0%	0.0%	1.4%	2.7%
Graduates and TxCHSE	90.6%	99.2%	**99.2%**	97.1%	99.4%	99.4%	100.0%	100.0%	-	100.0%	100.0%	98.0%	97.3%
Graduates, TxCHSE, and Continuers	93.7%	99.7%	**99.4%**	98.6%	99.4%	99.4%	100.0%	100.0%	-	100.0%	100.0%	98.6%	97.3%
Class of 2022													
Graduated	89.7%	99.2%	**99.4%**	98.5%	99.4%	99.4%	*	100.0%	-	100.0%	98.2%	98.1%	97.2%
Received TxCHSE	0.3%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Continued HS	3.5%	0.4%	**0.2%**	1.5%	0.0%	0.0%	*	0.0%	-	0.0%	1.8%	0.6%	0.0%
Dropped Out	6.4%	0.4%	**0.5%**	0.0%	0.6%	0.6%	*	0.0%	-	0.0%	0.0%	1.3%	2.8%
Graduates and TxCHSE	90.0%	99.2%	**99.4%**	98.5%	99.4%	99.4%	*	100.0%	-	100.0%	98.2%	98.1%	97.2%
Graduates, TxCHSE, and Continuers	93.6%	99.6%	**99.5%**	100.0%	99.4%	99.4%	*	100.0%	-	100.0%	100.0%	98.7%	97.2%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	99.6%	**99.5%**	100.0%	99.4%	99.4%	*	100.0%	-	100.0%	100.0%	98.7%	97.2%
Received TxCHSE	0.4%	0.1%	**0.2%**	0.0%	0.0%	0.3%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Continued HS	1.0%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.8%	0.3%	**0.3%**	0.0%	0.6%	0.3%	*	0.0%	-	0.0%	0.0%	1.3%	2.8%
Graduates and TxCHSE	92.2%	99.7%	**99.7%**	100.0%	99.4%	99.7%	*	100.0%	-	100.0%	100.0%	98.7%	97.2%
Graduates, TxCHSE, and Continuers	93.2%	99.7%	**99.7%**	100.0%	99.4%	99.7%	*	100.0%	-	100.0%	100.0%	98.7%	97.2%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021													
Graduated	92.2%	100.0%	**100.0%**	100.0%	100.0%	100.0%	*	100.0%	*	100.0%	100.0%	100.0%	100.0%
Received TxCHSE	0.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Continued HS	1.0%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.3%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Graduates and TxCHSE	92.7%	100.0%	**100.0%**	100.0%	100.0%	100.0%	*	100.0%	*	100.0%	100.0%	100.0%	100.0%
Graduates, TxCHSE, and Continuers	93.7%	100.0%	**100.0%**	100.0%	100.0%	100.0%	*	100.0%	*	100.0%	100.0%	100.0%	100.0%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	99.9%	**99.8%**	100.0%	100.0%	99.7%	*	100.0%	*	100.0%	100.0%	100.0%	100.0%
Received TxCHSE	0.5%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Continued HS	0.5%	0.1%	**0.2%**	0.0%	0.0%	0.3%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.3%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Graduates and TxCHSE	93.2%	99.9%	**99.8%**	100.0%	100.0%	99.7%	*	100.0%	*	100.0%	100.0%	100.0%	100.0%
Graduates, TxCHSE, and Continuers	93.7%	100.0%	**100.0%**	100.0%	100.0%	100.0%	*	100.0%	*	100.0%	100.0%	100.0%	100.0%
Class of 2020													
Graduated	92.7%	99.7%	**99.5%**	97.8%	99.3%	99.7%	*	100.0%	*	100.0%	100.0%	98.4%	100.0%
Received TxCHSE	0.5%	0.2%	**0.2%**	0.0%	0.0%	0.3%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Continued HS	0.5%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.2%	0.2%	**0.4%**	2.2%	0.7%	0.0%	*	0.0%	*	0.0%	0.0%	1.6%	0.0%
Graduates and TxCHSE	93.2%	99.8%	**99.6%**	97.8%	99.3%	100.0%	*	100.0%	*	100.0%	100.0%	98.4%	100.0%
Graduates, TxCHSE, and Continuers	93.8%	99.8%	**99.6%**	97.8%	99.3%	100.0%	*	100.0%	*	100.0%	100.0%	98.4%	100.0%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	98.1%	**97.8%**	95.8%	97.5%	98.3%	100.0%	100.0%	-	96.7%	88.6%	95.4%	94.7%
Class of 2022	89.7%	97.9%	**97.6%**	98.5%	97.5%	97.4%	*	100.0%	-	96.0%	82.1%	97.4%	97.2%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2023	72.3%	*	*	-	-	*	-	-	-	-	-	-	-
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2023	4.3%	7.4%	**9.5%**	19.1%	14.6%	6.0%	20.0%	0.0%	-	6.9%	53.8%	20.3%	27.8%
Class of 2022	3.7%	2.0%	**3.6%**	9.0%	4.5%	2.7%	*	0.0%	-	0.0%	16.4%	7.2%	8.6%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	84.3%	78.4%	**80.3%**	70.6%	66.9%	87.7%	60.0%	90.0%	-	82.8%	25.6%	64.3%	50.0%
Class of 2022	84.3%	80.6%	**84.2%**	73.1%	78.3%	87.9%	*	100.0%	-	83.3%	49.1%	73.7%	60.0%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2023	88.6%	85.8%	**89.9%**	89.7%	81.5%	93.8%	80.0%	90.0%	-	89.7%	79.5%	84.6%	77.8%
Class of 2022	88.0%	82.5%	**87.8%**	82.1%	82.8%	90.5%	*	100.0%	-	83.3%	65.5%	80.9%	68.6%
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	*	*	-	-	*	-	-	-	-	-	-	-
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	9.3%	**10.0%**	18.8%	15.5%	6.6%	16.7%	0.0%	-	6.7%	51.1%	19.2%	28.9%
2021-22	3.9%	2.2%	**3.3%**	8.8%	4.5%	2.1%	*	0.0%	-	0.0%	16.1%	7.1%	9.4%
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	76.3%	**79.8%**	71.0%	66.5%	87.0%	50.0%	90.0%	-	83.3%	24.4%	65.6%	50.0%
2021-22	82.3%	79.1%	**84.0%**	75.0%	78.6%	87.0%	*	100.0%	-	82.6%	46.4%	73.7%	62.5%
Texas First DLA Graduates (Annual Rate)													
2022-23	0.1%	0.0%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	0.0%	0.0%	0.0%
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2022-23	86.8%	85.6%	**89.8%**	89.9%	82.0%	93.7%	66.7%	90.0%	-	90.0%	75.6%	84.8%	78.9%
2021-22	86.0%	81.3%	**87.3%**	83.8%	83.1%	89.1%	*	100.0%	-	82.6%	62.5%	80.8%	71.9%

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	Campus Count	Campus Percent	District Count	State Count
Graduates (2022-23 Annual Graduates)				
Total Graduates	649	100.0%	1,470	377,367
By Ethnicity:				
African American	69	10.6%	144	46,822
Hispanic	161	24.8%	359	197,333
White	363	55.9%	848	103,009
American Indian	6	0.9%	11	1,181
Asian	20	3.1%	43	19,151
Pacific Islander	0	0.0%	0	574
Two or More Races	30	4.6%	65	9,297
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	433
Recommended H.S. Program/Distinguished Achievement Program	1	0.2%	1	270
Foundation H.S. Program (No Endorsement)	66	10.2%	212	49,278
Foundation H.S. Program (Endorsement)	65	10.0%	136	16,475
Foundation H.S. Program (DLA)	517	79.7%	1,121	310,689
Texas First Early H.S. Completion Program (Texas First-DLA)	0	0.0%	0	222
Special Education Graduates	45	6.9%	105	34,589
Economically Disadvantaged Graduates	151	23.3%	332	206,367
Emergent Bilingual (EB)/English Learner (EL) Graduates	38	5.9%	73	50,229
At-Risk Graduates	110	16.9%	239	168,430
CTE Completers	195	30.0%	380	116,959

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Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)‡													
College, Career, or Military Ready (Annual Graduates)													
2022-23	76.3%	70.1%	**71.5%**	52.2%	60.2%	79.1%	83.3%	75.0%	-	80.0%	93.3%	55.0%	55.3%
2021-22	70.0%	66.6%	**67.5%**	42.6%	65.4%	72.7%	*	85.2%	-	60.9%	73.2%	55.8%	50.0%
College Ready Graduates‡													
College Ready (Annual Graduates)‡													
2022-23	61.9%	62.8%	**62.4%**	44.9%	49.1%	70.2%	66.7%	70.0%	-	73.3%	75.6%	42.4%	34.2%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2022-23	62.8%	66.0%	**63.8%**	50.7%	49.7%	70.8%	50.0%	75.0%	-	80.0%	13.3%	43.0%	15.8%
2021-22	57.1%	62.4%	**59.8%**	35.3%	51.9%	66.7%	*	77.8%	-	65.2%	5.4%	44.9%	9.4%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2022-23	54.3%	48.6%	**46.8%**	33.3%	34.2%	52.3%	33.3%	70.0%	-	66.7%	2.2%	26.5%	10.5%
2021-22	48.2%	44.6%	**42.5%**	20.6%	34.4%	48.4%	*	77.8%	-	34.8%	0.0%	29.5%	9.4%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2022-23	48.4%	46.2%	**44.2%**	30.4%	30.4%	50.1%	33.3%	65.0%	-	66.7%	2.2%	23.2%	7.9%
2021-22	42.2%	42.9%	**41.3%**	19.1%	33.8%	46.9%	*	77.8%	-	34.8%	0.0%	28.2%	6.3%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2022-23	20.4%	31.0%	**30.4%**	15.9%	24.8%	33.6%	16.7%	50.0%	-	43.3%	2.2%	17.2%	21.1%
2021-22	20.5%	27.8%	**28.1%**	14.7%	27.9%	28.3%	*	59.3%	-	30.4%	1.8%	25.0%	25.0%
Associate Degree (Annual Graduates)													
2022-23	2.5%	0.0%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%
2021-22	2.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2022-23	23.6%	24.6%	**26.7%**	10.1%	19.3%	33.1%	33.3%	45.0%	-	13.3%	2.2%	9.3%	2.6%
2021-22	24.0%	31.2%	**31.2%**	17.6%	25.3%	35.4%	*	48.1%	-	30.4%	1.8%	22.4%	0.0%
Onramps Course Credits (Annual Graduates)													
2022-23	4.8%	15.2%	**14.9%**	8.7%	11.8%	16.0%	16.7%	25.0%	-	26.7%	0.0%	7.3%	0.0%
2021-22	4.4%	14.7%	**13.4%**	11.8%	13.0%	11.8%	*	37.0%	-	17.4%	0.0%	10.3%	0.0%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2022-23	5.6%	4.8%	**5.2%**	7.2%	4.3%	5.8%	16.7%	0.0%	-	0.0%	75.6%	7.3%	5.3%
Career / Military Ready Graduates‡													
Career or Military Ready (Annual Graduates)‡													
2022-23	36.4%	24.2%	**29.7%**	23.2%	28.6%	31.4%	50.0%	30.0%	-	26.7%	68.9%	29.1%	26.3%

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Approved Industry-Based Certification (Annual Graduates)													
2022-23	33.4%	21.1%	**25.3%**	15.9%	24.8%	27.0%	16.7%	30.0%	-	26.7%	13.3%	21.9%	21.1%
2021-22	28.0%	17.2%	**19.9%**	11.8%	22.7%	21.8%	*	11.1%	-	8.7%	8.9%	15.4%	15.6%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2022-23	0.8%	0.3%	**0.6%**	0.0%	1.2%	0.3%	16.7%	0.0%	-	0.0%	0.0%	1.3%	2.6%
2021-22	0.7%	0.1%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2022-23	2.7%	3.0%	**4.2%**	8.7%	2.5%	4.4%	16.7%	0.0%	-	0.0%	57.8%	6.6%	2.6%
2021-22	2.5%	2.4%	**1.3%**	2.9%	0.6%	1.2%	*	0.0%	-	4.3%	14.3%	0.6%	0.0%
U.S. Armed Forces Enlistment (Annual Graduates)													
2022-23	0.6%	0.0%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%

- Indicates there are no students in the group.

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

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

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

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	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2022-23	21.0%	12.2%	**12.5%**	15.9%	12.4%	12.7%	0.0%	15.0%	-	3.3%	2.2%	12.6%	7.9%
	2021-22	22.8%	11.3%	**10.8%**	5.9%	13.6%	10.6%	*	7.4%	-	13.0%	1.8%	9.0%	6.3%
Mathematics	2022-23	19.9%	12.4%	**13.3%**	14.5%	16.1%	11.3%	16.7%	20.0%	-	13.3%	0.0%	13.9%	5.3%
	2021-22	18.7%	10.1%	**9.8%**	5.9%	10.4%	10.6%	*	11.1%	-	4.3%	0.0%	11.5%	6.3%
Both Subjects	2022-23	12.5%	6.3%	**6.9%**	10.1%	6.8%	6.9%	0.0%	10.0%	-	0.0%	0.0%	9.3%	5.3%
	2021-22	12.6%	5.2%	**5.2%**	1.5%	7.8%	5.0%	*	3.7%	-	4.3%	0.0%	3.8%	3.1%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2022-23	18.2%	4.5%	**0.2%**	1.4%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.7%	2.6%
	2021-22	11.7%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Mathematics	2022-23	20.2%	3.8%	**0.2%**	1.4%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.7%	2.6%
	2021-22	14.0%	0.1%	**0.2%**	0.0%	0.0%	0.3%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Both Subjects	2022-23	12.5%	3.4%	**0.2%**	1.4%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.7%	2.6%
	2021-22	7.5%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
AP/IB-Results (Participation) (Grades 11-12)														
All Subjects	2023	24.2%	29.1%	**25.8%**	13.3%	21.3%	28.6%	27.3%	43.6%	*	36.2%	0.9%	14.3%	10.7%
	2022	23.0%	26.6%	**26.2%**	13.9%	23.6%	27.7%	10.0%	55.3%	-	30.9%	0.8%	18.4%	13.3%
English Language Arts	2023	13.8%	12.3%	**10.1%**	4.2%	5.7%	12.8%	18.2%	10.3%	*	15.5%	0.0%	5.1%	0.0%
	2022	13.2%	12.2%	**11.2%**	8.0%	6.9%	11.8%	10.0%	29.8%	-	20.0%	0.0%	6.5%	0.0%
Mathematics	2023	7.4%	6.2%	**7.7%**	4.9%	4.8%	8.5%	18.2%	20.5%	*	10.3%	0.9%	3.9%	2.4%
	2022	6.9%	6.1%	**7.7%**	4.4%	4.1%	8.5%	10.0%	29.8%	-	7.3%	0.0%	3.9%	0.0%
Science	2023	10.3%	13.9%	**12.8%**	4.2%	6.6%	16.3%	9.1%	33.3%	*	13.8%	0.9%	6.0%	1.2%
	2022	9.6%	10.5%	**10.9%**	2.9%	7.5%	12.3%	10.0%	27.7%	-	16.4%	0.0%	5.8%	0.0%
Social Studies	2023	13.1%	16.8%	**12.2%**	7.0%	9.3%	13.5%	18.2%	17.9%	*	20.7%	0.0%	7.8%	3.6%
	2022	12.5%	15.2%	**13.9%**	7.3%	8.2%	15.9%	10.0%	31.9%	-	21.8%	0.0%	7.1%	0.0%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2023	53.3%	72.7%	**74.4%**	57.9%	70.4%	79.0%	*	70.6%	-	57.1%	*	68.8%	77.8%
	2022	53.3%	79.7%	**81.5%**	63.2%	88.0%	80.2%	*	84.6%	-	82.4%	*	78.9%	90.0%
English Language Arts	2023	52.3%	80.4%	**84.8%**	83.3%	84.2%	87.0%	*	*	-	77.8%	-	94.1%	-
	2022	53.2%	80.6%	**82.1%**	63.6%	77.3%	82.6%	*	85.7%	-	100.0%	-	70.0%	-
Mathematics	2023	50.1%	73.3%	**71.0%**	57.1%	50.0%	80.3%	*	50.0%	-	66.7%	*	61.5%	*
	2022	50.4%	74.9%	**70.0%**	66.7%	76.9%	66.1%	*	78.6%	-	*	-	83.3%	-
Science	2023	44.8%	69.9%	**65.9%**	50.0%	59.1%	70.1%	*	61.5%	-	37.5%	*	55.0%	*
	2022	44.7%	70.4%	**79.4%**	*	87.5%	77.8%	*	76.9%	-	77.8%	-	61.1%	-

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	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2023	42.0%	62.3%	**64.8%**	50.0%	45.2%	73.2%	*	71.4%	-	58.3%	-	46.2%	*
	2022	41.9%	70.5%	**65.0%**	10.0%	61.5%	68.1%	*	73.3%	-	75.0%	-	36.4%	-
SAT/ACT Results (Annual Graduates)														
Tested	2022-23	79.3%	87.8%	**96.9%**	87.0%	95.0%	97.8%	100.0%	100.0%	-	100.0%	60.0%	98.0%	86.8%
	2021-22	71.5%	83.6%	**86.8%**	86.8%	89.6%	85.8%	*	96.3%	-	69.6%	40.4%	86.5%	68.8%
At/Above Criterion for All Examinees	2022-23	28.9%	41.3%	**38.5%**	23.3%	21.6%	47.3%	14.3%	47.6%	-	48.5%	3.7%	15.6%	3.0%
	2021-22	32.1%	44.1%	**41.1%**	18.6%	31.9%	47.4%	*	69.2%	-	43.8%	0.0%	25.4%	4.5%
Average SAT Score (Annual Graduates)														
All Subjects	2022-23	978	1033	**1023**	938	957	1058	913	1109	-	1072	806	920	822
	2021-22	1001	1043	**1027**	938	974	1063	780	1120	-	1046	790	962	831
English Language Arts and Writing	2022-23	497	523	**516**	473	485	534	461	552	-	544	409	467	416
	2021-22	506	526	**516**	469	488	535	360	546	-	543	397	484	406
Mathematics	2022-23	482	510	**506**	464	472	524	451	557	-	528	398	453	406
	2021-22	496	517	**512**	469	486	528	420	574	-	503	393	478	425
Average ACT Score (Annual Graduates)														
All Subjects	2022-23	19.2	23.4	**23.3**	*	19.8	23.8	-	*	-	*	-	*	-
	2021-22	19.5	22.9	**23.2**	16.7	26.0	23.1	-	25.5	-	18.0	21.0	18.9	-
English Language Arts	2022-23	18.8	23.5	**23.0**	*	19.4	23.6	-	*	-	*	-	*	-
	2021-22	19.2	22.9	**23.2**	14.7	27.1	23.1	-	24.9	-	19.3	24.5	17.3	-
Mathematics	2022-23	18.9	22.5	**22.8**	*	18.6	23.2	-	*	-	*	-	*	-
	2021-22	19.3	22.2	**22.3**	17.3	23.1	22.4	-	25.7	-	15.5	16.0	19.4	-
Science	2022-23	19.5	23.8	**23.9**	*	20.8	24.4	-	*	-	*	-	*	-
	2021-22	19.8	23.1	**23.7**	18.0	25.9	23.5	-	26.7	-	19.0	18.0	21.3	-

- Indicates there are no students in the group.
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n/a Indicates data reporting is not applicable for this group.

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	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2022-23	45.4%	46.4%	**44.0%**	33.7%	36.1%	49.7%	26.1%	61.1%	*	42.4%	21.8%	29.8%	20.3%
	2021-22	44.2%	45.0%	**43.7%**	29.7%	36.3%	50.6%	15.0%	62.5%	*	36.1%	24.0%	29.3%	22.5%
English Language Arts	2022-23	17.4%	16.6%	**13.9%**	7.3%	8.3%	17.7%	8.7%	23.6%	*	13.8%	0.8%	5.1%	3.3%
	2021-22	16.6%	16.3%	**14.4%**	7.6%	9.9%	17.6%	5.3%	27.3%	*	14.1%	2.0%	7.7%	2.4%
Mathematics	2022-23	19.5%	27.3%	**26.5%**	22.0%	22.1%	29.7%	18.2%	30.3%	*	26.1%	15.7%	18.5%	10.5%
	2021-22	19.9%	27.6%	**27.5%**	19.4%	23.2%	31.3%	11.1%	41.2%	*	25.0%	17.7%	21.1%	13.7%
Science	2022-23	21.5%	16.7%	**15.2%**	9.7%	9.6%	18.4%	4.3%	28.7%	*	18.3%	3.5%	8.6%	3.4%
	2021-22	21.1%	17.0%	**15.3%**	8.4%	12.8%	17.7%	5.3%	25.9%	*	14.3%	5.0%	7.9%	3.9%
Social Studies	2022-23	24.0%	26.2%	**23.1%**	12.5%	15.2%	28.6%	8.7%	41.6%	*	25.0%	0.8%	9.5%	3.7%
	2021-22	22.8%	22.1%	**20.8%**	9.1%	14.2%	26.0%	5.0%	39.8%	*	19.8%	0.8%	8.9%	2.4%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2021-22	47.6%	48.8%	**50.8%**	44.1%	53.2%	49.0%	*	70.4%	-	60.9%	21.1%	42.6%	18.8%
	2020-21	46.7%	50.2%	**53.4%**	59.1%	47.2%	52.8%	*	87.5%	*	50.0%	37.8%	48.2%	27.3%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2021-22	53.6%	56.3%	**53.2%**	29.6%	45.0%	59.0%	-	81.3%	-	50.0%	0.0%	39.7%	33.3%
	2020-21	53.6%	57.3%	**56.6%**	43.2%	45.8%	62.0%	*	61.5%	*	71.4%	15.4%	47.5%	0.0%

- Indicates there are no students in the group.

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	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	**2,942**	**100.0%**	**18,695**	**5,517,464**	**2,944**	**100.0%**	**18,798**	**5,531,236**
Students by Grade								
Grade 9	805	27.4%	8.3%	8.6%	805	27.3%	8.3%	8.5%
Grade 10	789	26.8%	8.0%	8.0%	789	26.8%	8.0%	7.9%
Grade 11	693	23.6%	7.8%	7.4%	693	23.5%	7.8%	7.4%
Grade 12	655	22.3%	7.3%	6.6%	657	22.3%	7.3%	6.7%
Ethnic Distribution								
African American	375	12.7%	12.2%	12.8%	375	12.7%	12.2%	12.8%
Hispanic	825	28.0%	24.8%	53.2%	827	28.1%	24.8%	53.2%
White	1,478	50.2%	53.7%	25.0%	1,478	50.2%	53.6%	25.0%
American Indian	32	1.1%	0.6%	0.3%	32	1.1%	0.6%	0.3%
Asian	92	3.1%	3.7%	5.4%	92	3.1%	3.7%	5.4%
Pacific Islander	4	0.1%	0.1%	0.2%	4	0.1%	0.1%	0.2%
Two or More Races	136	4.6%	4.9%	3.1%	136	4.6%	4.9%	3.1%
Sex								
Female	1,423	48.4%	48.6%	48.9%	1,424	48.4%	48.6%	48.8%
Male	1,519	51.6%	51.4%	51.1%	1,520	51.6%	51.4%	51.2%
Other Student Cohorts								
Economically Disadvantaged	889	30.2%	28.2%	62.3%	889	30.2%	28.3%	62.2%
Non-Educationally Disadvantaged	2,053	69.8%	71.8%	37.7%	2,055	69.8%	71.7%	37.8%
Section 504 Students	412	14.0%	11.0%	7.2%	412	14.0%	10.9%	7.2%
EB Students/EL	284	9.7%	10.7%	24.4%	284	9.6%	10.6%	24.3%
Students w/ Disciplinary Placements (2022-23)	87	2.8%	1.0%	1.9%				
Students w/ Dyslexia	275	9.3%	10.2%	6.0%	275	9.3%	10.2%	6.0%
Foster Care	30	1.0%	0.6%	0.2%	30	1.0%	0.6%	0.2%
Homeless	1	0.0%	0.1%	1.4%	1	0.0%	0.1%	1.4%
Immigrant	27	0.9%	1.0%	2.9%	27	0.9%	1.0%	2.9%
Migrant	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Title I	1	0.0%	22.3%	65.7%	1	0.0%	22.5%	65.7%
Military Connected	238	8.1%	7.3%	3.9%	238	8.1%	7.3%	3.9%
At-Risk	761	25.9%	29.3%	53.2%	761	25.8%	29.2%	53.2%
Students by Instructional Program								
Bilingual/ESL Education	276	9.4%	10.4%	24.5%	276	9.4%	10.3%	24.4%
Career and Technical Education	2,122	72.1%	22.7%	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	2,122	72.1%	72.1%	73.3%	-	-	-	-
Gifted and Talented Education	241	8.2%	8.2%	8.5%	241	8.2%	8.2%	8.5%
Special Education	306	10.4%	15.3%	13.9%	308	10.5%	15.6%	14.0%

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	**306**							
Students with Intellectual Disabilities	171	55.9%	46.3%	45.7%				
Students with Physical Disabilities	7	2.3%	20.2%	18.9%				
Students with Autism	47	15.4%	15.5%	16.2%				
Students with Behavioral Disabilities	81	26.5%	17.4%	17.6%				
Students with Non-Categorical Early Childhood	0	0.0%	0.6%	1.7%				
Mobility (2022-23)								
Total Mobile Students	**306**	**10.0%**	**10.3%**	**16.1%**				
African American	78	2.5%	2.3%	3.4%				
Hispanic	98	3.2%	3.3%	8.5%				
White	103	3.4%	3.8%	3.1%				
American Indian	1	0.0%	0.1%	0.1%				
Asian	12	0.4%	0.4%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	14	0.5%	0.5%	0.5%				
Special Ed Students who are Mobile	48	15.5%	12.2%	17.6%				
Count and Percent of EB Students/EL who are Mobile	41	15.1%	16.2%	16.3%				
Count and Percent of Econ Dis Students who are Mobile	147	15.9%	18.5%	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	**280**	**12.4%**	**12.9%**	**18.1%**				

	Non-Special Education Rates			Special Education Rates		
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade						
Grade 9	3.9%	2.8%	7.9%	11.5%	9.0%	11.9%

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

Class Size Information	Campus	District	State
Secondary			
English/Language Arts	17.8	18.9	16.3
Foreign Languages	22.0	22.7	18.8
Mathematics	17.8	19.8	17.5

Class Size Information	Campus	District	State
Science	18.1	19.8	18.5
Social Studies	20.6	22.4	18.8

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	Campus			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	**206.2**	**100.0%**	**100.0%**	**100.0%**
Professional Staff	190.5	92.4%	68.3%	63.9%
Teachers	169.6	82.3%	52.3%	48.3%
Professional Support	13.7	6.7%	10.8%	11.1%
Campus Administration (School Leadership)	7.1	3.4%	2.9%	3.3%
Educational Aides	15.7	7.6%	9.2%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	1.0	n/a	20.0	4,187.0
Part-time Librarians	0.0	n/a	0.0	651.0
Full-time Counselors	7.0	n/a	39.0	13,870.0
Part-time Counselors	0.0	n/a	1.0	1,172.0
Total Minority Staff	**39.9**	**19.3%**	**22.4%**	**54.4%**
Teachers by Ethnicity				
African American	8.6	5.1%	4.1%	12.6%
Hispanic	18.2	10.7%	11.3%	30.1%
White	136.3	80.4%	81.5%	53.4%
American Indian	1.5	0.9%	0.4%	0.3%
Asian	2.0	1.2%	0.8%	2.1%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	3.0	1.8%	1.8%	1.3%
Teachers by Sex				
Males	63.1	37.2%	19.2%	24.5%
Females	106.6	62.8%	80.8%	75.5%
Teachers by Highest Degree Held				
No Degree	2.5	1.5%	0.4%	2.5%
Bachelors	104.8	61.8%	68.6%	71.7%
Masters	57.0	33.6%	30.1%	24.9%
Doctorate	5.4	3.2%	0.9%	0.8%
Teachers by Years of Experience				
Beginning Teachers	5.9	3.4%	5.0%	8.7%
1-5 Years Experience	49.1	29.0%	26.8%	27.4%
6-10 Years Experience	30.1	17.8%	19.0%	20.2%
11-20 Years Experience	65.8	38.8%	32.4%	27.1%
21-30 Years Experience	18.7	11.0%	14.8%	13.7%
Over 30 Years Experience	0.1	0.0%	1.9%	3.0%
Number of Students per Teacher	17.3	n/a	16.1	14.7

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Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	13.0	5.6	6.0
Average Years Experience of Principals with District	13.0	5.3	5.1
Average Years Experience of Assistant Principals	5.3	4.8	5.1
Average Years Experience of Assistant Principals with District	5.0	3.3	4.3
Average Years Experience of Teachers	11.1	11.8	11.1
Average Years Experience of Teachers with District	5.2	5.8	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	$58,216	$58,230	$54,272
1-5 Years Experience	$60,282	$59,735	$58,185
6-10 Years Experience	$62,556	$61,673	$61,494
11-20 Years Experience	$65,923	$64,706	$65,219
21-30 Years Experience	$68,488	$68,151	$69,723
Over 30 Years Experience	$70,538	$72,963	$74,014
Average Actual Salaries (regular duties only)			
Teachers	$63,709	$63,142	$62,474
Professional Support	$71,664	$75,447	$73,783
Campus Administration (School Leadership)	$109,620	$92,055	$86,738
Instructional Staff Percent	n/a	68.6%	65.0%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,970.1

	Campus			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served)				
Bilingual/ESL Education	0.0	0.0%	2.6%	6.0%
Career and Technical Education	25.0	14.7%	5.0%	5.5%
Compensatory Education	0.0	0.0%	2.2%	3.1%
Gifted and Talented Education	0.0	0.0%	1.3%	1.6%
Regular Education	128.4	75.7%	77.5%	69.8%
Special Education	16.0	9.4%	10.2%	10.3%
Other	0.3	0.2%	1.2%	3.7%

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

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

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