Westwood Independent School District



Westwood Elementary

Accountability Rating: D

2026-2027 Campus Improvement Plan

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Mission Statement

Westwood Elementary Panthers will receive a quality, competitive, innovative education that promot ounded, career-oriented lifelong learners who are intrinsically motivated!

Vision

We build high expectations that are academically and socially driven through positive relationships common goal.

Value Statement

We value parents as children's first and best teachers. We value those who teach, lead, serve, and lea iscipline and reflection. We value open and honest communication delivered with kindness and comp

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

Westwood Elementary's needs assessment identifies student achievement and growth, instructional practices, stakeholder engagement, and campus systems as key areas for continuous improvement. The campus has received a failing accountability rating for four consecutive years, indicating a need to strengthen the implementation of TEKS-aligned, high-quality instructional materials, lesson internalization, effective Tier 1 instruction, data-driven PLCs, and targeted interventions. Although the campus has established structures to support improvement, including a strategic master schedule, collaborative planning opportunities, assessment systems, and multiple communication platforms, continued attention is needed to ensure these resources and processes consistently improve student outcomes. The campus will use STAAR results, NWEA MAP data, common assessments, classroom observation and feedback, PLC documentation, and stakeholder feedback to identify learning gaps, monitor implementation, and measure progress toward campus goals. Priorities include increasing grade-level proficiency and student growth, strengthening instructional consistency, improving two-way communication with families and community members, and establishing clear monitoring systems that support shared accountability for continuous improvement.

Demographics

Summary

Westwood Elementary serves students in grades 3rd-5th of Westwood ISD in Palestine, Texas. The following population counts are based on the 2024-2025 Summer PEIMS Report.

Overall Population Counts:

- Total Students: 391
- Grade 3: 101
- Grade 4: 86
- Grade 5: 108
- Grade 6: 96

Race and Ethnicity Rate:

- African American: 90 (20.36%)
- Hispanic: 108 (24.43%)
- White: 212 (47.96%)
- American Indian: 1 (0.23%)
- Asian: 1 (0.23%)
- Pacific Islander: 0 (0%)
- Two or More Races: 30 (6.79%)

Sub-Populations:

- Economically Disadvantage: 341 (77.15%)
- Non - Educationally Disadvantage: 50 (12.79%)
- ELL: 22 (4.98%)

Strengths

Westwood Elementary School serves a diverse population of students in grades 3–5, providing opportunities to build an inclusive learning environment that values different backgrounds, perspectives, and experiences. The campus serves students from a variety of racial and ethnic groups, with White students representing approximately 48% of the population, Hispanic students approximately 24%, and African American students approximately 20%. This diversity provides opportunities to foster cultural awareness, strengthen relationships, and promote a sense of belonging for all students.

The campus serves 391 students across grades 3–5, allowing campus leadership and instructional teams to focus on grade-level needs, monitor student progress, and develop targeted instructional supports. With 77.15% of students identified as economically disadvantaged, the campus has an opportunity to leverage available state and federal resources to address barriers to learning, expand access to high-quality instructional materials and interventions, and provide additional academic support.

Additionally, 4.98% of students are identified as English Learners (EL), creating opportunities to strengthen language development and integrate language-support strategies into daily instruction. By leveraging the strengths, experiences, and potential of its diverse student population, Westwood Elementary can foster an equitable learning environment focused on academic achievement, student growth, and success for every student.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Inconsistent implementation of TEKS-aligned, high-quality instructional materials, effective Tier 1 instruction, and targeted interventions informed by student performance data impact STAAR achievement and student growth stagnating overtime.	Inconsistent implementation of TEKS-aligned, high-quality instructional materials, gaps in differentiation and targeted intervention, and limited alignment between assessment results and instructional adjustments may contribute to persistent learning gaps.

★ = Priority

Student Learning

Summary

Westwood Elementary serves students in grades 3–5 and continues to prioritize improved academic achievement and measurable student growth. The campus has received a failing accountability rating for four consecutive years, with STAAR achievement and growth stagnating over time. These outcomes indicate a need to strengthen the alignment of curriculum, instruction, assessment, and intervention systems to ensure students master grade-level Texas Essential Knowledge and Skills (TEKS).

The campus will use STAAR results, district and campus benchmark assessments, common formative and summative assessments, classroom observations, and ongoing progress-monitoring data to identify learning gaps, evaluate student growth, and guide instructional decisions using a TEKS-aligned, high quality curriculum. Assessment results will be analyzed by grade level, content area, and student group, including current STAAR watch groups that include African America and Hispanic students and students receiving special education services, to identify strengths and areas requiring additional support. The campus will build on positive outcomes, including the reported success of EB students on the most recent STAAR assessment, while identifying effective instructional practices that can be extended to other student groups.

Improvement efforts will focus on consistent implementation of TEKS-aligned, high-quality instructional materials, effective Tier 1 instruction, lesson internalization, and targeted interventions. Professional learning communities (PLCs) will analyze student performance, establish short-term learning goals, and adjust instruction based on evidence of student mastery. Campus leadership will monitor implementation and student progress through classroom observations, assessment reviews, and progress-monitoring cycles to evaluate the effectiveness of instructional strategies and accelerate academic growth.

Strengths

The campus has established a strategic master schedule that maximizes instructional minutes, protects Tier 1 instruction, and provides additional time for professional learning communities (PLCs) and classroom observation and feedback cycles and the review of student data to inform instruction. These structures create opportunities for teachers to collaborate, analyze student performance data, and adjust instruction to address learning needs. A notable student achievement strength is the reported success of Emergent Bilingual (EB) students, who earned all available points in the identified area of the most recent STAAR assessment. This outcome provides an opportunity to examine effective instructional practices and identify strategies that may benefit other student groups. Additionally, classroom sets of Chromebooks, Smart TVs, and access to TEKS-aligned, high-quality instructional materials provide resources to support engaging, standards-based instruction. High teacher retention offers staffing stability and opportunities to strengthen instructional consistency through collaboration, professional development, and continuous improvement. These existing strengths provide a foundation for accelerating student growth, increasing grade-level proficiency, and improving overall academic outcomes.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Students are not consistently demonstrating the academic proficiency and growth necessary to meet grade-level expectations.	The campus must strengthen the consistent implementation of TEKS-aligned, high-quality instructional materials, lesson internalization, rigorous Tier 1 instruction, and data-driven instructional adjustments.

★ = Priority

School Processes & Programs

Summary

Westwood Elementary utilizes instructional programs, assessment tools, and data analysis systems to support effective teaching and improve student achievement in grades 3–5. Bluebonnet Learning high-quality instructional materials are used during Tier 1 Reading Language Arts (RLA) and mathematics instruction to provide TEKS-aligned, grade-level learning experiences. DMAC is used to analyze STAAR results, benchmark assessments, and student performance data to identify strengths, learning gaps, and priority standards for instructional improvement. NWEA MAP assessments provide information about student achievement and growth to guide instructional planning, differentiation, and progress monitoring. Summit K-12 supports English Learners through language development opportunities, while the TEKS Resource System provides access to standards-aligned instructional resources and planning tools. Lead4ward resources support teachers in unpacking the TEKS, identifying instructional priorities, analyzing student expectations, and developing strategies to address misconceptions.

Provide job-embedded professional development focused on Bluebonnet implementation, lesson internalization, effective Tier 1 instruction, data analysis, and targeted interventions. Use additional PLC time, coaching, and observation-feedback cycles to strengthen instructional practices and monitor the implementation of action steps.

Use campus leadership meetings and PLCs to review student performance, identify priority standards, establish measurable goals, and make decisions regarding instructional support and resource allocation. Monitor progress through classroom walkthroughs, lesson-planning reviews, assessment data, and follow-up coaching.

Use STAAR results, DMAC, NWEA MAP, campus common assessments, and curriculum assessments to monitor achievement and growth. Analyze results by grade level, content area, and student group. Establish short-term goals, monitor intervention effectiveness, and adjust instructional practices based on evidence of student learning.

The campus will implement a strategic master schedule that maximizes instructional minutes, protects Tier 1 instruction, and provides additional time for PLCs and observation-feedback cycles. Align staffing and support services with identified student needs, including services for students receiving special education and EB students. Provide appropriate enrichment and cocurricular opportunities that promote student engagement and development.s will focus on strengthening the consistent and effective implementation of these systems through collaborative professional learning communities, lesson internalization, data-driven instructional planning, and ongoing classroom observation and feedback cycles. Campus leadership will monitor implementation and evaluate student performance data to ensure that instructional resources and programs are being used purposefully to strengthen Tier 1 instruction, address learning gaps, and accelerate student achievement and growth.

Strengths

Westwood Elementary has established instructional programs, assessment systems, and organizational structures that provide a foundation for continuous improvement and increased student achievement. The campus utilizes Bluebonnet Learning high-quality instructional materials for Tier 1 Reading Language Arts (RLA) and mathematics instruction, supported by the TEKS Resource System and Lead4ward resources to promote standards alignment and effective instructional planning. DMAC and NWEA MAP provide data to identify student strengths, learning gaps, and opportunities for academic growth. Summit K-12 provides additional language development support for Emergent Bilingual students. The campus has also implemented a strategic master schedule that maximizes instructional minutes, protects Tier 1 instruction, and provides additional time for professional learning communities (PLCs) and classroom observation and feedback cycles. Classroom sets of Chromebooks and Smart TVs provide opportunities to integrate technology into daily instruction. These programs, resources, and organizational structures position the campus to strengthen instructional consistency, support data-driven decision-making, and improve student achievement through targeted professional development, effective implementation, and ongoing monitoring of student progress.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	The campus needs to strengthen the consistent implementation and monitoring of TEKS-aligned, high-quality instructional materials, data-driven PLCs, effective Tier 1 instruction, observation/ feedback cycles, coaching and targeted interventions to improve student outcomes across all student groups.	Inconsistent implementation and monitoring of high-quality instructional materials, lesson internalization, data-driven instructional adjustments, and targeted interventions may be limiting the effectiveness of Tier 1 instruction and the campus's ability to address learning gaps and accelerate student achievement and growth.

★ = Priority

Perceptions

Summary

Westwood Elementary recognizes that strong partnerships with families, staff, students, and community members are essential to student success.

The campus uses multiple communication platforms, including Skyward, ParentSquare, social media, call systems, the school website, and parent-teacher conferences, to share information and support collaboration with families. These systems provide a foundation for transparent communication and stakeholder engagement; however, continued efforts are needed to gather stakeholder feedback, monitor participation, strengthen two-way communication, and evaluate the effectiveness of family and community partnerships in supporting student achievement and campus improvement.

Strengths

Westwood Elementary has established multiple communication systems to keep families informed and connected to the campus, including ParentSquare, Skyward, social media, phone calls, the school website, and parent-teacher conferences. The campus recognizes the importance of collaboration, transparent communication, and strong stakeholder partnerships in creating a supportive school environment. These existing communication tools and engagement opportunities provide a foundation for strengthening family involvement, community partnerships, and shared responsibility for student success.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Consistently gather and analyze feedback, monitor family and community participation, and evaluate the impact of stakeholder engagement on student success and campus improvement.	Lack a consistent, systematic process for collecting and analyzing stakeholder feedback, monitoring engagement and participation levels, and using the results to guide decisions and strengthen two-way communication and partnerships with families and the community.

★ = 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**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Planning and decision making committee(s) meeting data**
- [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] **Effective Schools Framework data**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [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] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**

- [x] **Running Records results**
- [x] **Observation Survey results**
- [x] **Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2**

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] **Special education/non-special education population including discipline, progress and participation data**
- [x] **At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/ stability**
- [x] **Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability**
- [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] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**

- [x] **Teacher/Student Ratio**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **T-TESS data**
- [x] **Classroom and school walkthrough data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**
- [x] **Parent and community partnership data**
- [x] **Parent activity evaluations and feedback data**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Capacity and resources data**

Goals

Goal 1 Westwood Elementary will support instructional growth of teachers and staff

Performance Objective 1

By the end of the 2026-2027 school year, 100% of teachers at Westwood Elementary will participate in weekly, ongoing classroom observation and feedback cycles, including specific, actionable feedback and documented follow-up support, at least once a weeks to strengthen instructional delivery, ensure consistent implementation of high-quality instructional materials, and improve student achievement and growth, as measured by observation data, coaching documentation, instructional implementation evidence, and student assessment results.

Evaluation Data Source: DMAC data
DMAC Observation data
ILT meeting agenda/ notes
Coaching cycle notes

Strategy 1 ☑ Targeted Support Strategy

Westwood Elementary will develop and implement a master schedule that protects teachers' legally required planning and preparation time while providing designated opportunities for collaborative PLCs, lesson internalization, assessment analysis, and instructional planning.

Strategy's Expected Result/Impact: Structured collaborative PLCs that strengthen lesson internalization, data-driven decision-making, and instructional delivery

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches

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

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

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Strategy 2 ☑ Targeted Support Strategy

Westwood Elementary will implement a consistent, data-driven classroom observation and feedback cycle to strengthen instructional delivery and improve student achievement. Campus administrators and instructional leaders will conduct regular classroom observations focused on high-leverage instructional practices, effective implementation of high-quality instructional materials, lesson internalization, student engagement, questioning and tasks, and checks for understanding

Strategy's Expected Result/Impact: Teachers will strengthen instructional practices through timely feedback, targeted coaching, and consistent follow-up. Increased alignment between lesson planning, classroom instruction, and grade-level TEKS will improve the quality and consistency of Tier 1 instruction

Staff Responsible for Monitoring: Principal, assistant principal, instructional coaches

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 2

By the end of the 2026-2027 school year, 100% of grade-level PLCs at Westwood Elementary will meet weekly to collaboratively internalize lessons, analyze student assessment data, identify gaps in TEKS mastery, develop targeted instructional strategies, and monitor student progress at least every weeks, as evidenced by PLC agendas, lesson internalization documents, data analysis records, and documented instructional adjustments to improve student achievement and growth.

Evaluation Data Source: DMAC data
PLC agenda/ notes
Observation/ feedback data

Strategy 1 ☑ Targeted Support Strategy

Westwood Elementary will implement a structured weekly Professional Learning Community (PLC) process for 100% of grade-level teams to strengthen instructional planning and improve student achievement.

Strategy's Expected Result/Impact: Teams will establish measurable student learning goals, document instructional adjustments, and review student progress at least every six weeks to evaluate effectiveness and determine next steps.

Staff Responsible for Monitoring: Principal, assistant principal, instructional coaches, teaching teams

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

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 4: Academic Experience: High Quality Instructional Materials

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Goal 2 Westwood Elementary will improve academic performance across core content areas.

Performance Objective 1

By the end of the 2026-2027 school year, Westwood Elementary will increase student achievement and growth in Reading Language Arts and Mathematics and Science, meeting grade level standards as measured by STAAR, NWEA MAP, and campus common assessments, through consistent implementation of high-quality instructional materials, lesson internalization, data-driven PLCs, effective Tier 1 instruction.

Evaluation Data Source: STAAR and district benchmark results
Walkthrough and observation cycles
Coaching
PLC agendas and notes
Data driven analysis

Strategy 1 ☑ Targeted Support Strategy ☑ Results Driven Accountability

Increase campus standard expectations to 80% Approaches / 60% Meets / 30% Masters for all core assessments.

Strategy's Expected Result/Impact: Increased STAAR proficiency levels, especially in Meets and Masters.

Staff Responsible for Monitoring: Campus Administration
Campus Leadership Team
Instructional Coach
Instructional Staff

Title I:

TEA Priorities: Build a foundation of reading and math

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

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Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Revise the RTI process to include structured data reviews every 3 weeks and clearly defined Tier 1-3 interventions.

Strategy's Expected Result/Impact: Improved identification and support for struggling learners.

Staff Responsible for Monitoring: Campus Administration
Instructional Coach
Instructional Staff
MTSS Coordinator
MTSS Committee

Title I:

TEA Priorities: Improve low-performing schools

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

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Strategy 3

Implement a lesson internalization system that checks for TEKS alignment, rigor, and engagement.

Strategy's Expected Result/Impact: Higher instructional quality and student mastery of standards.

Staff Responsible for Monitoring: Campus Administration
Campus Leadership Team
Instructional Coach
Classroom Teachers

Title I: 2.5.1, 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals

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

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Performance Objective 2

By the end of the 2026-2027 school year, 100% of grade-level PLCs at Westwood Elementary will analyze STAAR, NWEA MAP, and campus common assessment data at least every six weeks to identify student learning gaps, monitor progress toward grade-level TEKS mastery, develop targeted instructional responses, and adjust Tier 1 instruction and interventions, as evidenced by PLC documentation, assessment data, and instructional monitoring records.

Evaluation Data Source: STAAR/TELPAS scores, ESSA Performance Goals, Accountability measures/System Safeguards, District and Campus Assessment Data

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Results Driven Accountability

PLC meetings, teachers will collaboratively unpack grade-level TEKS, internalize high-quality instructional materials, analyze common assessment and progress-monitoring data, identify gaps in student mastery, and develop targeted instructional strategies, interventions, and enrichment opportunities.

Strategy's Expected Result/Impact: Increased teacher ability to adjust instruction in real-time based on student data.

Staff Responsible for Monitoring: Campus Administration
Campus Leadership Team
Instructional Coach
Guiding Coalition Team
Classroom Teachers

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 2 **Targeted Support Strategy** **Additional Targeted Support Strategy**

Results Driven Accountability

Facilitate weekly PLCs to analyze assessment data, adjust instruction, and plan targeted reteach sessions.

Strategy's Expected Result/Impact: More responsive, data-informed instruction and timely interventions.

Staff Responsible for Monitoring: Principal, Instructional Leadership Team, Instructional Coach, Guiding Coalition Team, Team Leads.

Title I:

TEA Priorities: Improve low-performing schools

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

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Goal 3 Westwood Elementary will strengthen campus culture and staff engagement.

Performance Objective 1

By May 2027, Westwood Elementary will increase staff satisfaction by 15% as measured by the annual climate survey, with 75% of staff participating in peer observations and teacher-led professional learning.

Evaluation Data Source: Staff, student, and parent survey results
Peer observation schedules and feedback forms
Engagement analytics
Staff attendance and retention reports

Strategy 1

Conduct brief monthly surveys and follow up with reflective staff conversations during PLCs and leadership meetings.

Strategy's Expected Result/Impact: Improved responsiveness to staff concerns and more inclusive decision-making.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Instructional Coach

Title I: 2.5.1, 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

Provide structured opportunities for teachers to lead PD and observe peers across grade levels and content areas.

Strategy's Expected Result/Impact: Increased teacher collaboration, instructional capacity, and staff leadership.

Staff Responsible for Monitoring: Instructional Leadership Team
Instructional Coach
Grade-Level Leads

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

Curate a collection of teacher-created videos, planning templates, and classroom resources accessible campus-wide.

Strategy's Expected Result/Impact: Increased use of shared instructional strategies and greater resource equity.

Staff Responsible for Monitoring: District Administration
Campus Administration
Mentor Teachers

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

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

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Strategy 4

Identify and highlight staff members who model strong attendance, professional appearance, and excellent communication practices.

Strategy's Expected Result/Impact: Reinforces a culture of professionalism and accountability.

Staff Responsible for Monitoring: Principal
Assistant Principal
Counselor
Office Staff
Instructional Coach

Title I: 2.5.1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Integrated Student Support Systems

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Goal 4

Establishing a school environment that is safe, orderly, and positive for all members of the community. The school's focus is on fostering a culture that prioritizes student well-being and success.

Performance Objective 1

By May 2027, parent and community engagement will increase by 30% as measured by event participation logs and volunteer records, with at least three new family-centered academic engagement events held annually.

Evaluation Data Source: Sign-in sheets and volunteer logs
Parent and community surveys
Event feedback forms
PBIS behavior data

Strategy 1 ☑ Results Driven Accountability

Schedule multiple themed events showcasing student learning and offering parent workshops on academic support strategies.

Strategy's Expected Result/Impact: Increased parent understanding of instructional expectations and greater student support at home.

Staff Responsible for Monitoring: Campus Administration
Campus Leadership Team
Campus Staff
Parent Liaison

Title I: 2.5.1, 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

Design a structured volunteer program for parents and community members to support student learning (e.g., reading buddies, hallway help, event assistance).

Strategy's Expected Result/Impact: Improved academic support, community trust, and motivation for students.

Staff Responsible for Monitoring: District Administration
Campus Administration
Campus Office Staff
Parent Liaison

Title I:

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 3 ☑ Results Driven Accountability

Collect and analyze feedback on school culture and climate from families and students in fall, winter, and spring.

Strategy's Expected Result/Impact: Data-informed decisions to improve school climate and family-school partnerships.

Staff Responsible for Monitoring: Campus Administration
Instructional Leadership Team
Campus Counselor
PBIS Committee

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals

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

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Strategy 4 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Each grade level will issue positive behavior referrals weekly, with family notifications and public recognition to reinforce school values.

Strategy's Expected Result/Impact: Improved student behavior, family involvement in recognition, and positive reinforcement culture.

Staff Responsible for Monitoring: Campus Administration
Instructional Leadership Team
Campus Counselor
PBIS Committee
Campus Staff

Title I:

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Goal 5

Facilitate significant growth in academic proficiency among the special education student population. By the conclusion of the 2026 - 2027 school year, the goal is for at least 50% of students in special education to demonstrate progress of at least one year in both mathematics and reading.

Performance Objective 1

By May 2027, the Special Education population will show a 50% increase in growth on individualized IEP goals, with 100% of special education staff receiving training on co-teaching, IEP compliance, and inclusion collaboration, as documented by progress monitoring data and professional development records.

Evaluation Data Source: IEP progress monitoring reports
SPED/Gen Ed collaboration logs
MTSS documentation and data reviews
Professional development sign-ins and agendas

Strategy 1

☑ **Targeted Support Strategy** ☑ **Additional Targeted Support Strategy**
☑ **Results Driven Accountability**

Implement Inclusive Co-Teaching and Scheduling Models

Strategy's Expected Result/Impact: Increased access to grade-level instruction and improved outcomes in LRE settings.

Staff Responsible for Monitoring: District Administration
District Special Programs Coordinator
District Special Education Director
Campus Administration
Instructional Leadership Team
Campus Counselor

Title I: 2.5.1, 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

☑ **Results Driven Accountability**

Provide Professional Development on SPED Law, Compliance, and Inclusion

Strategy's Expected Result/Impact: Strengthened legal compliance and instructional effectiveness for all staff serving SPED students.

Staff Responsible for Monitoring: District Administration
District Special Programs Coordinator
District Special Education Director
District Special Education Department
Campus Administration
Instructional Leadership Team
Instructional Coach

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

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

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Strategy 3 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Establish Paraprofessional Training, Expectations, and Support Systems

Strategy's Expected Result/Impact: Clear understanding of instructional roles, increased instructional quality, and improved support for SPED students.

Staff Responsible for Monitoring: District Administration
District Special Programs Coordinator
District Special Education Director
District Special Education Department
Campus Administration
Instructional Leadership Team
Guiding Coalition Team

Title I:

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

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Strategy 4 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Analyze SPED Student Progress Using IEP and TEKS-Based Data Every 3 Weeks

Strategy's Expected Result/Impact: Data-driven instructional adjustments leading to measurable academic progress.

Staff Responsible for Monitoring: District Special Education Director
Campus Special Education Department
Campus Administration
Instructional Leadership Team
MTSS Coordinator
Guiding Coalition Team

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

November	February	May

Strategy 5 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Facilitate Monthly Collaborative Planning Between SPED and Gen Ed Teachers

Strategy's Expected Result/Impact: Better alignment of goals, accommodations, and instructional strategies across content areas.

Staff Responsible for Monitoring: Campus Administration
Campus Special Education Department
Instructional Coach
Team Leads
MTSS Coordinator
SPED Case Managers

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	May

Goal 6

Westwood Elementary is focused on enhancing the TELPAS (Texas English Language Proficiency Assessment System) scores for Emergent Learners. The objective is for these students to achieve a 10 percentile point increase in the Listening, Writing, and Speaking domains by the designated period.

Performance Objective 1

By May 2027, 75% of English Learner (EL) students will demonstrate at least one level of growth on TELPAS in Listening, Speaking, Reading, or Writing through strategic ESL scheduling, targeted small group instruction, and consistent use of sheltered instruction practices.

Evaluation Data Source: TELPAS results
Walkthrough observations of sheltered instruction strategies
ESL support logs
LPAC documentation

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Students will have scheduled daily ESL Support Using Imagine Learning and K-1 Summit with a Bilingual Paraprofessional.

Strategy's Expected Result/Impact: Increased exposure to academic English and language acquisition support leading to measurable TELPAS growth.

Staff Responsible for Monitoring: Campus Administration
Instructional Leadership Team
Instructional Staff
Instructional Coach
ESL Coordinator
Bilingual Paraprofessional

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	May

Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Provide Ongoing Professional Development in Sheltered Instruction Strategies (e.g., SIOP, ELPS Integration)

Strategy's Expected Result/Impact: Teachers will implement more effective language scaffolds and academic supports for EL students across content areas.

Staff Responsible for Monitoring: District Special Programs Coordinator
Campus Administration
Instructional Leadership Team
ESL Coordinator
Instructional Coach
Bilingual Paraprofessional

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

November	February	May

Strategy 3 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Conduct Quarterly TELPAS Progress Monitoring and Adjust Supports Based on Individual Data

Strategy's Expected Result/Impact: Data-driven support will ensure early interventions and targeted language development activities are used to accelerate growth.

Staff Responsible for Monitoring: Instructional Leadership Team
ESL Coordinator
ESL Teachers
Bilingual Paraprofessional
MTSS Coordinator
Guiding Coalition

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

November	February	May

Strategy 4 ☑ Targeted Support Strategy ☑ Results Driven Accountability

Use LPAC Data to Tailor Accommodations, Instructional Placement, and Parent Communication

Strategy's Expected Result/Impact: Ensures instructional equity and appropriate service delivery for every English learner.

Staff Responsible for Monitoring: Principal
LPAC Coordinator
ESL Teachers
Bilingual Paraprofessional
MTSS Coordinator

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	May

Goal Tables

RDA Strategies

Goal	Objective	Strategy	Description
2	1	1	Increase campus standard expectations to 80% Approaches / 60% Meets / 30% Masters for all core assessments.
2	1	2	Revise the RTI process to include structured data reviews every 3 weeks and clearly defined Tier 1-3 interventions.
2	2	1	PLC meetings, teachers will collaboratively unpack grade-level TEKS, internalize high-quality instructional materials, analyze common assessment and progress-monitoring data, identify gaps in student mastery, and develop targeted instructional strategies, interventions, and enrichment opportunities.
2	2	2	Facilitate weekly PLCs to analyze assessment data, adjust instruction, and plan targeted reteach sessions.
4	1	1	Schedule multiple themed events showcasing student learning and offering parent workshops on academic support strategies.
4	1	3	Collect and analyze feedback on school culture and climate from families and students in fall, winter, and spring.
5	1	1	Implement Inclusive Co-Teaching and Scheduling Models
5	1	2	Provide Professional Development on SPED Law, Compliance, and Inclusion
5	1	3	Establish Paraprofessional Training, Expectations, and Support Systems
5	1	4	Analyze SPED Student Progress Using IEP and TEKS-Based Data Every 3 Weeks
5	1	5	Facilitate Monthly Collaborative Planning Between SPED and Gen Ed Teachers
6	1	1	Students will have scheduled daily ESL Support Using Imagine Learning and K-1 Summit with a Bilingual Paraprofessional.
6	1	2	Provide Ongoing Professional Development in Sheltered Instruction Strategies (e.g., SIOP, ELPS Integration)
6	1	3	Conduct Quarterly TELPAS Progress Monitoring and Adjust Supports Based on Individual Data
6	1	4	Use LPAC Data to Tailor Accommodations, Instructional Placement, and Parent Communication

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Westwood Elementary will develop and implement a master schedule that protects teachers' legally required planning and preparation time while providing designated opportunities for collaborative PLCs, lesson internalization, assessment analysis, and instructional planning.
1	1	2	Westwood Elementary will implement a consistent, data-driven classroom observation and feedback cycle to strengthen instructional delivery and improve student achievement. Campus administrators and instructional leaders will conduct regular classroom observations focused on high-leverage instructional practices, effective implementation of high-quality instructional materials, lesson internalization, student engagement, questioning and tasks, and checks for understanding

Goal	Objective	Strategy	Description
1	2	1	Westwood Elementary will implement a structured weekly Professional Learning Community (PLC) process for 100% of grade-level teams to strengthen instructional planning and improve student achievement.
2	1	1	Increase campus standard expectations to 80% Approaches / 60% Meets / 30% Masters for all core assessments.
2	1	2	Revise the RTI process to include structured data reviews every 3 weeks and clearly defined Tier 1-3 interventions.
2	2	1	PLC meetings, teachers will collaboratively unpack grade-level TEKS, internalize high-quality instructional materials, analyze common assessment and progress-monitoring data, identify gaps in student mastery, and develop targeted instructional strategies, interventions, and enrichment opportunities.
2	2	2	Facilitate weekly PLCs to analyze assessment data, adjust instruction, and plan targeted reteach sessions.
4	1	4	Each grade level will issue positive behavior referrals weekly, with family notifications and public recognition to reinforce school values.
5	1	1	Implement Inclusive Co-Teaching and Scheduling Models
5	1	3	Establish Paraprofessional Training, Expectations, and Support Systems
5	1	4	Analyze SPED Student Progress Using IEP and TEKS-Based Data Every 3 Weeks
5	1	5	Facilitate Monthly Collaborative Planning Between SPED and Gen Ed Teachers
6	1	1	Students will have scheduled daily ESL Support Using Imagine Learning and K-1 Summit with a Bilingual Paraprofessional.
6	1	2	Provide Ongoing Professional Development in Sheltered Instruction Strategies (e.g., SIOP, ELPS Integration)
6	1	3	Conduct Quarterly TELPAS Progress Monitoring and Adjust Supports Based on Individual Data
6	1	4	Use LPAC Data to Tailor Accommodations, Instructional Placement, and Parent Communication

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
2	1	2	Revise the RTI process to include structured data reviews every 3 weeks and clearly defined Tier 1-3 interventions.
2	2	1	PLC meetings, teachers will collaboratively unpack grade-level TEKS, internalize high-quality instructional materials, analyze common assessment and progress-monitoring data, identify gaps in student mastery, and develop targeted instructional strategies, interventions, and enrichment opportunities.
2	2	2	Facilitate weekly PLCs to analyze assessment data, adjust instruction, and plan targeted reteach sessions.
4	1	4	Each grade level will issue positive behavior referrals weekly, with family notifications and public recognition to reinforce school values.
5	1	1	Implement Inclusive Co-Teaching and Scheduling Models
5	1	3	Establish Paraprofessional Training, Expectations, and Support Systems
5	1	4	Analyze SPED Student Progress Using IEP and TEKS-Based Data Every 3 Weeks

Goal	Objective	Strategy	Description
5	1	5	Facilitate Monthly Collaborative Planning Between SPED and Gen Ed Teachers
6	1	1	Students will have scheduled daily ESL Support Using Imagine Learning and K-1 Summit with a Bilingual Paraprofessional.
6	1	2	Provide Ongoing Professional Development in Sheltered Instruction Strategies (e.g., SIOP, ELPS Integration)
6	1	3	Conduct Quarterly TELPAS Progress Monitoring and Adjust Supports Based on Individual Data

State Compensatory Education

State Compensatory

Budget for Westwood Elementary

Total SCE Funds: $0.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

The SCE provides funding for ESL support at the elementary campus. Additionally, SCE funds are used to provide after-school tutorials to students who would benefit for accelerate instruction throughout the school year.

Personnel for Westwood Elementary

Name	Position	FTE
Jazmin Estrada	ESL Paraprofessional	1

Title I Summary

Title I Personnel

Name	Position	Program	FTE
Brooke Barnett	RLA Instructional Coach	Curriculum and Instruction	1
Darrian Caldwell	Title I Paraprofessional	Intervention	1
Jessica Morman	Instructional Coach	Curriculum and Instruction	0.5
Talia Hodge	Interventionist	Instruction	1

Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Campus Behavior Coordinator	10/30/2026	Tiffany Carwell	11/3/2026
Child Abuse and Neglect	Campus Counselor	10/30/2026	Tiffany Carwell	11/3/2026
Coordinated Health Program	Director of Special Programs	10/30/2026	Tiffany Carwell	11/3/2026
Decision-Making and Planning Policy Evaluation	Director of Special Programs	10/30/2026	Tiffany Carwell	11/3/2026
Disciplinary Alternative Education Program (DAEP)	High School Assistant Principal	10/30/2026	Tiffany Carwell	11/3/2026
Dyslexia Treatment Program	Director of Special Education	4/23/2025	Tiffany Carwell	4/14/2025
Title I, Part C Migrant	Director of Special Programs	--	Tiffany Carwell	4/14/2025
Pregnancy Related Services	Director of Special Programs	10/30/2026	Tiffany Carwell	11/3/2026
Post-Secondary Preparedness	CTE Director & High School Counselor	10/30/2026	Tiffany Carwell	11/3/2026
Recruiting Teachers and Paraprofessionals	District and Campus Administration	4/23/2025	Tiffany Carwell	4/14/2025
Student Welfare: Discipline/Conflict/ Violence Management	Campus Behavior Coordinator	10/30/2026	Tiffany Carwell	11/3/2026
Technology Integration	Technology Director	4/23/2025	Tiffany Carwell	4/14/2025
Title I, Part A LEA Program Plan - 13 Statutory Required Descriptions	Director of Special Programs	4/23/2025	Tiffany Carwell	4/14/2025

2024-25 Texas Academic Performance Report (TAPR)

District Name: WESTWOOD ISD

Campus Name: WESTWOOD EL

Campus Number: 001908101

2025 Campus Accountability Score: D

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2025	77%	65%	**65%**	40%	74%	79%	-	-	-	40%	20%	*	68%	57%	58%	*
	2024	74%	66%	**66%**	62%	71%	68%	-	-	-	50%	31%	*	67%	65%	64%	*
At Meets Grade Level or Above	2025	52%	31%	**31%**	16%	39%	36%	-	-	-	20%	8%	*	31%	29%	25%	*
	2024	48%	43%	**43%**	38%	29%	52%	-	-	-	17%	13%	*	46%	38%	41%	*
At Masters Grade Level	2025	23%	6%	**6%**	0%	17%	5%	-	-	-	0%	4%	*	8%	0%	3%	*
	2024	21%	9%	**9%**	0%	6%	14%	-	-	-	0%	0%	*	9%	9%	7%	*
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2025	71%	62%	**62%**	37%	73%	73%	-	-	-	60%	16%	*	65%	52%	53%	*
	2024	70%	65%	**65%**	69%	71%	64%	-	-	-	50%	31%	*	70%	59%	62%	*
At Meets Grade Level or Above	2025	46%	34%	**34%**	19%	32%	46%	-	-	-	20%	12%	*	35%	29%	24%	*
	2024	42%	36%	**36%**	23%	35%	41%	-	-	-	33%	13%	*	37%	35%	30%	*
At Masters Grade Level	2025	19%	12%	**12%**	4%	14%	15%	-	-	-	20%	4%	*	12%	10%	7%	*
	2024	15%	8%	**8%**	0%	12%	9%	-	-	-	0%	0%	*	11%	3%	9%	*
Grade 4 Reading																	
At Approaches Grade Level or Above	2025	81%	74%	**74%**	67%	75%	78%	*	-	-	60%	35%	*	71%	76%	71%	*
	2024	81%	65%	**65%**	55%	56%	73%	-	-	-	75%	28%	*	63%	69%	58%	50%
At Meets Grade Level or Above	2025	54%	43%	**43%**	39%	25%	53%	*	-	-	40%	6%	*	50%	34%	40%	*
	2024	51%	39%	**39%**	20%	41%	45%	-	-	-	38%	7%	*	38%	40%	33%	30%
At Masters Grade Level	2025	24%	10%	**10%**	0%	6%	18%	*	-	-	0%	0%	*	14%	5%	8%	*
	2024	23%	12%	**12%**	5%	4%	18%	-	-	-	25%	0%	*	13%	11%	10%	0%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2025	69%	58%	**58%**	39%	63%	63%	*	-	-	60%	24%	*	71%	44%	55%	*
	2024	69%	62%	**62%**	58%	56%	63%	-	-	-	88%	24%	*	59%	68%	58%	60%
At Meets Grade Level or Above	2025	47%	32%	**32%**	11%	31%	41%	*	-	-	40%	12%	*	38%	26%	28%	*
	2024	46%	38%	**38%**	11%	37%	45%	-	-	-	63%	10%	*	42%	29%	34%	30%
At Masters Grade Level	2025	24%	14%	**14%**	6%	19%	17%	*	-	-	0%	0%	*	21%	5%	11%	*
	2024	21%	17%	**17%**	0%	11%	24%	-	-	-	38%	3%	*	21%	9%	10%	0%
Grade 5 Reading																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2025	77%	60%	**60%**	50%	50%	70%	-	-	-	67%	14%	*	60%	61%	56%	40%
	2024	79%	66%	**66%**	60%	73%	64%	-	*	-	60%	44%	*	71%	52%	61%	83%
At Meets Grade Level or Above	2025	58%	36%	**36%**	13%	25%	52%	-	-	-	33%	7%	*	34%	43%	30%	30%
	2024	55%	40%	**40%**	30%	38%	43%	-	*	-	40%	20%	*	43%	30%	38%	33%
At Masters Grade Level	2025	30%	11%	**11%**	0%	4%	20%	-	-	-	17%	0%	*	11%	13%	9%	0%
	2024	29%	19%	**19%**	5%	15%	25%	-	*	-	20%	4%	*	20%	15%	14%	17%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2025	74%	59%	**59%**	38%	54%	68%	-	-	-	67%	14%	*	57%	65%	55%	50%
	2024	77%	43%	**43%**	40%	50%	42%	-	*	-	20%	24%	*	49%	27%	37%	67%
At Meets Grade Level or Above	2025	47%	25%	**25%**	6%	21%	32%	-	-	-	33%	7%	*	30%	9%	18%	0%
	2024	50%	21%	**21%**	15%	15%	28%	-	*	-	20%	8%	*	23%	15%	16%	17%
At Masters Grade Level	2025	22%	8%	**8%**	0%	7%	11%	-	-	-	17%	0%	*	8%	9%	5%	0%
	2024	19%	8%	**8%**	5%	4%	12%	-	*	-	20%	4%	*	7%	12%	7%	0%
Grade 5 Science																	
At Approaches Grade Level or Above	2025	65%	52%	**52%**	25%	43%	66%	-	-	-	50%	21%	*	53%	48%	46%	40%
	2024	58%	36%	**36%**	10%	46%	43%	-	*	-	20%	24%	*	39%	30%	31%	67%
At Meets Grade Level or Above	2025	31%	20%	**20%**	0%	14%	28%	-	-	-	33%	3%	*	23%	9%	17%	0%
	2024	28%	16%	**16%**	5%	0%	30%	-	*	-	20%	8%	*	17%	11%	12%	0%
At Masters Grade Level	2025	12%	4%	**4%**	0%	7%	2%	-	-	-	17%	0%	*	4%	4%	4%	0%
	2024	11%	9%	**9%**	5%	0%	18%	-	*	-	0%	0%	*	10%	7%	6%	0%
Grade 6 Reading																	
At Approaches Grade Level or Above	2025	77%	58%	**58%**	48%	74%	52%	-	*	-	*	29%	*	63%	43%	55%	*
	2024	77%	69%	**69%**	27%	75%	73%	*	*	-	*	31%	*	75%	56%	66%	67%
At Meets Grade Level or Above	2025	56%	31%	**31%**	24%	30%	36%	-	*	-	*	10%	*	34%	22%	28%	*
	2024	57%	43%	**43%**	18%	50%	43%	*	*	-	*	15%	*	50%	28%	42%	44%
At Masters Grade Level	2025	29%	12%	**12%**	5%	4%	18%	-	*	-	*	3%	*	14%	4%	8%	*
	2024	26%	10%	**10%**	0%	13%	13%	*	*	-	*	8%	*	13%	4%	9%	0%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2025	74%	68%	**68%**	76%	78%	59%	-	*	-	*	45%	*	73%	52%	66%	*
	2024	72%	73%	**73%**	55%	79%	73%	*	*	-	*	31%	*	80%	56%	69%	78%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2025	40%	27%	**27%**	19%	30%	30%	-	*	-	*	6%	*	33%	9%	23%	*
	2024	39%	38%	**38%**	9%	46%	35%	*	*	-	*	15%	*	45%	24%	36%	56%
At Masters Grade Level	2025	16%	11%	**11%**	10%	4%	16%	-	*	-	*	0%	*	13%	4%	7%	*
	2024	14%	9%	**9%**	0%	13%	8%	*	*	-	*	0%	*	11%	4%	5%	22%
All Grades All Subjects																	
At Approaches Grade Level or Above	2025	75%	59%	**62%**	47%	63%	67%	*	*	-	59%	24%	64%	64%	56%	57%	52%
	2024	75%	61%	**60%**	48%	63%	62%	*	100%	-	61%	29%	53%	63%	55%	56%	64%
At Meets Grade Level or Above	2025	50%	28%	**31%**	17%	27%	39%	*	*	-	26%	8%	39%	33%	24%	26%	8%
	2024	48%	33%	**35%**	18%	32%	40%	*	60%	-	39%	12%	37%	37%	29%	31%	33%
At Masters Grade Level	2025	21%	7%	**10%**	3%	9%	13%	*	*	-	9%	1%	18%	11%	6%	7%	0%
	2024	20%	9%	**11%**	3%	8%	16%	*	40%	-	14%	2%	23%	13%	8%	9%	5%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2025	76%	63%	**64%**	50%	67%	69%	*	*	-	60%	24%	75%	65%	62%	60%	57%
	2024	76%	65%	**66%**	53%	68%	69%	*	*	-	70%	34%	46%	69%	61%	62%	62%
At Meets Grade Level or Above	2025	54%	34%	**35%**	23%	30%	44%	*	*	-	25%	8%	33%	36%	32%	31%	14%
	2024	54%	39%	**41%**	27%	40%	46%	*	*	-	35%	13%	46%	44%	35%	38%	38%
At Masters Grade Level	2025	23%	7%	**10%**	1%	8%	15%	*	*	-	5%	2%	17%	12%	6%	7%	0%
	2024	22%	9%	**13%**	3%	10%	17%	*	*	-	13%	2%	38%	14%	10%	10%	3%
All Grades Mathematics																	
At Approaches Grade Level or Above	2025	72%	57%	**62%**	48%	66%	66%	*	*	-	60%	25%	58%	66%	52%	57%	52%
	2024	72%	60%	**60%**	54%	63%	60%	*	*	-	61%	27%	62%	63%	54%	56%	66%
At Meets Grade Level or Above	2025	45%	22%	**29%**	15%	28%	37%	*	*	-	25%	9%	42%	33%	19%	23%	5%
	2024	43%	28%	**33%**	14%	33%	38%	*	*	-	48%	11%	23%	36%	27%	29%	34%
At Masters Grade Level	2025	20%	7%	**11%**	5%	10%	14%	*	*	-	10%	1%	17%	13%	7%	7%	0%
	2024	17%	9%	**11%**	2%	10%	13%	*	*	-	17%	2%	0%	13%	7%	8%	7%
All Grades Science																	
At Approaches Grade Level or Above	2025	78%	60%	**52%**	25%	43%	66%	-	-	-	50%	21%	*	53%	48%	46%	40%
	2024	75%	58%	**36%**	10%	46%	43%	-	*	-	20%	24%	*	39%	30%	31%	67%
At Meets Grade Level or Above	2025	47%	26%	**20%**	0%	14%	28%	-	-	-	33%	3%	*	23%	9%	17%	0%
	2024	43%	32%	**16%**	5%	0%	30%	-	*	-	20%	8%	*	17%	11%	12%	0%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2025	17%	5%	**4%**	0%	7%	2%	-	-	-	17%	0%	*	4%	4%	4%	0%
	2024	16%	10%	**9%**	5%	0%	18%	-	*	-	0%	0%	*	10%	7%	6%	0%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2025	39%	20%	**20%**	4%	32%	24%	-	-	-	20%	4%	*	22%	15%	13%	*
	2024	35%	30%	**30%**	23%	24%	36%	-	-	-	17%	13%	*	30%	29%	26%	*
Reading and Mathematics Including EOC	2025	39%	20%	**20%**	4%	32%	24%	-	-	-	20%	4%	*	22%	15%	13%	*
	2024	35%	30%	**30%**	23%	24%	36%	-	-	-	17%	13%	*	30%	29%	26%	*
Reading Including EOC	2025	52%	31%	**31%**	16%	39%	36%	-	-	-	20%	8%	*	31%	29%	25%	*
	2024	48%	43%	**43%**	38%	29%	52%	-	-	-	17%	13%	*	46%	38%	41%	*
Math Including EOC	2025	46%	34%	**34%**	19%	32%	46%	-	-	-	20%	12%	*	35%	29%	24%	*
	2024	42%	36%	**36%**	23%	35%	41%	-	-	-	33%	13%	*	37%	35%	30%	*
4th Graders																	
Reading and Mathematics	2025	40%	25%	**25%**	11%	13%	35%	*	-	-	40%	6%	*	33%	16%	23%	*
	2024	38%	30%	**30%**	11%	30%	35%	-	-	-	38%	7%	*	34%	21%	24%	20%
Reading and Mathematics Including EOC	2025	40%	25%	**25%**	11%	13%	35%	*	-	-	40%	6%	*	33%	16%	23%	*
	2024	38%	30%	**30%**	11%	30%	35%	-	-	-	38%	7%	*	34%	21%	24%	20%
Reading Including EOC	2025	54%	43%	**43%**	39%	25%	53%	*	-	-	40%	6%	*	50%	34%	40%	*
	2024	51%	39%	**39%**	20%	41%	45%	-	-	-	38%	7%	*	38%	40%	33%	30%
Math Including EOC	2025	47%	32%	**32%**	11%	31%	41%	*	-	-	40%	12%	*	38%	26%	28%	*
	2024	46%	38%	**38%**	11%	37%	45%	-	-	-	63%	10%	*	42%	29%	34%	30%
5th Graders																	
Reading and Mathematics	2025	42%	19%	**19%**	0%	11%	30%	-	-	-	17%	7%	*	22%	9%	12%	0%
	2024	42%	19%	**19%**	10%	12%	28%	-	*	-	20%	8%	*	20%	15%	14%	17%
Reading and Mathematics Including EOC	2025	42%	19%	**19%**	0%	11%	30%	-	-	-	17%	7%	*	22%	9%	12%	0%
	2024	42%	19%	**19%**	10%	12%	28%	-	*	-	20%	8%	*	20%	15%	14%	17%
Reading Including EOC	2025	58%	36%	**36%**	13%	25%	52%	-	-	-	33%	7%	*	34%	43%	30%	30%
	2024	55%	40%	**40%**	30%	38%	43%	-	*	-	40%	20%	*	43%	30%	38%	33%
Math Including EOC	2025	48%	25%	**25%**	6%	21%	32%	-	-	-	33%	7%	*	30%	9%	18%	0%
	2024	51%	21%	**21%**	15%	15%	28%	-	*	-	20%	8%	*	23%	15%	16%	17%
6th Graders																	

	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	2025	37%	22%	**22%**	10%	17%	30%	-	*	-	*	6%	*	26%	9%	18%	*
	2024	36%	28%	**28%**	0%	38%	25%	*	*	-	*	15%	*	32%	20%	27%	44%
Reading and Mathematics Including EOC	2025	37%	22%	**22%**	10%	17%	30%	-	*	-	*	6%	*	26%	9%	18%	*
	2024	36%	28%	**28%**	0%	38%	25%	*	*	-	*	15%	*	32%	20%	27%	44%
Reading Including EOC	2025	56%	31%	**31%**	24%	30%	36%	-	*	-	*	10%	*	34%	22%	28%	*
	2024	57%	43%	**43%**	18%	50%	43%	*	*	-	*	15%	*	50%	28%	42%	44%
Math Including EOC	2025	41%	27%	**27%**	19%	30%	30%	-	*	-	*	6%	*	33%	9%	23%	*
	2024	40%	38%	**38%**	9%	46%	35%	*	*	-	*	15%	*	45%	24%	36%	56%
3rd - 8th Graders																	
Reading and Mathematics	2025	38%	17%	**21%**	6%	18%	30%	*	*	-	20%	6%	25%	25%	13%	16%	0%
	2024	36%	22%	**27%**	11%	26%	31%	*	*	-	30%	10%	23%	29%	22%	22%	28%
Reading and Mathematics Including EOC	2025	40%	18%	**21%**	6%	18%	30%	*	*	-	20%	6%	25%	25%	13%	16%	0%
	2024	38%	23%	**27%**	11%	26%	31%	*	*	-	30%	10%	23%	29%	22%	22%	28%
Reading Including EOC	2025	55%	34%	**35%**	23%	30%	44%	*	*	-	25%	8%	33%	36%	32%	31%	14%
	2024	54%	37%	**41%**	27%	40%	46%	*	*	-	35%	13%	46%	44%	35%	38%	38%
Math Including EOC	2025	46%	23%	**29%**	15%	28%	37%	*	*	-	25%	9%	42%	33%	19%	23%	5%
	2024	45%	29%	**33%**	14%	33%	38%	*	*	-	48%	11%	23%	36%	27%	29%	34%

* 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%	66%	**66%**	73%	47%	72%	*	-	-	80%	41%	*	74%	57%	64%	*	100%
	2024	67%	64%	**64%**	48%	59%	70%	-	-	-	88%	52%	*	70%	53%	60%	70%	---
Grade 4 Mathematics	2025	65%	53%	**53%**	20%	56%	62%	*	-	-	70%	34%	*	60%	44%	50%	*	100%
	2024	60%	66%	**66%**	61%	63%	67%	-	-	-	81%	46%	*	67%	64%	63%	75%	---
Grade 5 ELA/Reading	2025	69%	52%	**52%**	59%	43%	54%	-	-	-	58%	26%	*	52%	52%	47%	60%	86%
	2024	70%	56%	**56%**	50%	54%	57%	-	*	-	70%	37%	*	61%	44%	53%	60%	---
Grade 5 Mathematics	2025	67%	40%	**40%**	31%	50%	37%	-	-	-	33%	33%	*	39%	43%	38%	25%	43%
	2024	65%	25%	**25%**	25%	20%	28%	-	*	-	30%	28%	*	26%	23%	23%	20%	---
Grade 6 ELA/Reading	2025	64%	46%	**46%**	29%	52%	51%	-	*	-	*	30%	*	44%	55%	45%	*	90%
	2024	61%	56%	**56%**	27%	50%	61%	*	*	-	*	45%	*	66%	33%	49%	56%	---
Grade 6 Mathematics	2025	56%	77%	**77%**	76%	91%	68%	-	*	-	*	63%	*	84%	57%	77%	*	100%
	2024	48%	72%	**72%**	73%	80%	64%	*	*	-	*	85%	*	73%	68%	69%	78%	---
All Grades Both Subjects	2025	65%	51%	**55%**	49%	56%	57%	*	*	-	62%	38%	69%	57%	51%	53%	47%	87%
	2024	64%	53%	**56%**	47%	54%	58%	*	*	-	75%	45%	56%	60%	48%	53%	64%	---
All Grades ELA/Reading	2025	67%	55%	**54%**	51%	47%	59%	*	*	-	60%	31%	69%	54%	55%	52%	53%	91%
	2024	67%	55%	**59%**	44%	55%	63%	*	*	-	85%	45%	78%	65%	45%	54%	63%	---
All Grades Mathematics	2025	64%	46%	**56%**	46%	66%	55%	*	*	-	63%	45%	69%	60%	47%	55%	41%	83%
	2024	60%	51%	**54%**	49%	54%	53%	*	*	-	65%	46%	33%	54%	52%	51%	65%	---
School Progress - Accelerated Learning by Grade and Subject																		
Grade 4 ELA/Reading	2025	40%	36%	**36%**	40%	*	38%	-	-	-	*	27%	*	29%	45%	33%	*	-
	2024	38%	27%	**27%**	11%	15%	44%	-	-	-	*	29%	*	29%	20%	23%	0%	---
Grade 4 Mathematics	2025	27%	26%	**26%**	*	*	29%	-	-	-	*	17%	*	31%	21%	24%	*	-
	2024	26%	25%	**25%**	36%	9%	25%	-	-	-	*	5%	*	26%	23%	24%	20%	---
Grade 5 ELA/Reading	2025	25%	12%	**12%**	25%	15%	0%	-	-	-	*	5%	*	15%	0%	13%	17%	-
	2024	35%	8%	**8%**	13%	*	9%	-	-	-	*	15%	-	7%	10%	10%	-	---
Grade 5 Mathematics	2025	35%	11%	**11%**	14%	14%	7%	-	-	-	*	4%	*	7%	22%	13%	0%	-
	2024	41%	12%	**12%**	13%	25%	7%	-	-	-	*	13%	*	14%	8%	13%	*	---
Grade 6 ELA/Reading	2025	27%	19%	**19%**	11%	25%	18%	-	-	-	*	11%	*	23%	14%	19%	*	-
	2024	24%	25%	**25%**	0%	14%	33%	-	-	-	*	13%	*	40%	0%	11%	*	---
Grade 6 Mathematics	2025	33%	54%	**54%**	67%	62%	44%	-	-	-	*	39%	*	56%	47%	54%	*	-
	2024	27%	33%	**33%**	50%	33%	20%	-	-	-	*	13%	*	45%	20%	29%	*	---
All Grades Both Subjects	2025	33%	29%	**28%**	32%	29%	26%	-	-	-	36%	16%	57%	29%	28%	28%	18%	-
	2024	32%	24%	**22%**	21%	17%	24%	-	-	-	33%	15%	29%	26%	14%	19%	21%	---
All Grades ELA/Reading	2025	31%	27%	**21%**	23%	20%	20%	-	-	-	33%	12%	*	21%	23%	21%	22%	-
	2024	30%	20%	**21%**	9%	13%	31%	-	-	-	50%	21%	*	27%	10%	16%	11%	---
All Grades Mathematics	2025	35%	31%	**34%**	41%	35%	30%	-	-	-	38%	20%	*	35%	32%	34%	13%	-
	2024	35%	28%	**22%**	32%	21%	18%	-	-	-	17%	9%	*	25%	17%	21%	30%	---

* 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%	59%	**62%**	-	-	-	-	-	-	52%	47%	54%	100%	-	62%	52%	-
	2024	75%	61%	**60%**	-	-	-	-	-	-	64%	69%	58%	72%	-	60%	64%	-
At Meets Grade Level or Above	2025	50%	28%	**31%**	-	-	-	-	-	-	8%	6%	9%	17%	-	32%	8%	-
	2024	48%	33%	**35%**	-	-	-	-	-	-	33%	38%	21%	50%	-	35%	33%	-
At Masters Grade Level	2025	21%	7%	**10%**	-	-	-	-	-	-	0%	0%	0%	0%	-	10%	0%	-
	2024	20%	9%	**11%**	-	-	-	-	-	-	5%	0%	3%	11%	-	12%	5%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2025	76%	63%	**64%**	-	-	-	-	-	-	57%	63%	54%	*	-	64%	57%	-
	2024	76%	65%	**66%**	-	-	-	-	-	-	62%	67%	57%	67%	-	67%	62%	-
At Meets Grade Level or Above	2025	54%	34%	**35%**	-	-	-	-	-	-	14%	13%	15%	*	-	36%	14%	-
	2024	54%	39%	**41%**	-	-	-	-	-	-	38%	50%	29%	44%	-	41%	38%	-
At Masters Grade Level	2025	23%	7%	**10%**	-	-	-	-	-	-	0%	0%	0%	*	-	10%	0%	-
	2024	22%	9%	**13%**	-	-	-	-	-	-	3%	0%	7%	0%	-	13%	3%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2025	72%	57%	**62%**	-	-	-	-	-	-	52%	38%	62%	*	-	62%	52%	-
	2024	72%	60%	**60%**	-	-	-	-	-	-	66%	67%	57%	78%	-	60%	66%	-
At Meets Grade Level or Above	2025	45%	22%	**29%**	-	-	-	-	-	-	5%	0%	8%	*	-	31%	5%	-
	2024	43%	28%	**33%**	-	-	-	-	-	-	34%	33%	21%	56%	-	33%	34%	-

	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%	7%	**11%**	-	-	-	-	-	-	0%	0%	0%	*	-	12%	0%	-
	2024	17%	9%	**11%**	-	-	-	-	-	-	7%	0%	0%	22%	-	11%	7%	-
All Grades Science																		
At Approaches Grade Level or Above	2025	78%	60%	**52%**	-	-	-	-	-	-	40%	*	44%	-	-	53%	40%	-
	2024	75%	58%	**36%**	-	-	-	-	-	-	67%	*	60%	-	-	34%	67%	-
At Meets Grade Level or Above	2025	47%	26%	**20%**	-	-	-	-	-	-	0%	*	0%	-	-	22%	0%	-
	2024	43%	32%	**16%**	-	-	-	-	-	-	0%	*	0%	-	-	17%	0%	-
At Masters Grade Level	2025	17%	5%	**4%**	-	-	-	-	-	-	0%	*	0%	-	-	5%	0%	-
	2024	16%	10%	**9%**	-	-	-	-	-	-	0%	*	0%	-	-	10%	0%	-
School Progress - Annual Growth																		
All Grades Both Subjects	2025	65%	51%	**55%**	-	-	-	-	-	-	47%	31%	52%	83%	-	56%	47%	-
	2024	64%	53%	**56%**	-	-	-	-	-	-	64%	*	63%	67%	-	56%	64%	-
All Grades ELA/Reading	2025	67%	55%	**54%**	-	-	-	-	-	-	53%	*	58%	*	-	54%	53%	-
	2024	67%	55%	**59%**	-	-	-	-	-	-	63%	*	69%	56%	-	59%	63%	-
All Grades Mathematics	2025	64%	46%	**56%**	-	-	-	-	-	-	41%	*	46%	*	-	57%	41%	-
	2024	60%	51%	**54%**	-	-	-	-	-	-	65%	*	58%	78%	-	52%	65%	-
School Progress - Accelerated Learning																		
All Grades Both Subjects	2025	33%	29%	**28%**	-	-	-	-	-	-	18%	*	23%	*	-	29%	18%	-
	2024	32%	24%	**22%**	-	-	-	-	-	-	21%	-	18%	25%	-	22%	21%	-
All Grades ELA/Reading	2025	31%	27%	**21%**	-	-	-	-	-	-	22%	*	29%	*	-	21%	22%	-
	2024	30%	20%	**21%**	-	-	-	-	-	-	11%	-	0%	*	-	23%	11%	-
All Grades Mathematics	2025	35%	31%	**34%**	-	-	-	-	-	-	13%	*	17%	*	-	35%	13%	-
	2024	35%	28%	**22%**	-	-	-	-	-	-	30%	-	33%	*	-	21%	30%	-

* 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%	99%	**99%**	96%	100%	99%	*	*	-	100%	98%	92%	98%	99%	99%	100%
Included in Accountability	93%	94%	**93%**	95%	94%	92%	*	*	-	87%	92%	78%	98%	82%	97%	95%
Not Included in Accountability: Mobile	4%	4%	**5%**	1%	4%	7%	*	*	-	13%	6%	14%	0%	16%	2%	0%
Not Included in Accountability: Other Exclusions	2%	1%	**0%**	0%	1%	0%	*	*	-	0%	0%	0%	0%	1%	0%	5%
Not Tested	1%	1%	**1%**	4%	0%	1%	*	*	-	0%	2%	8%	2%	1%	1%	0%
Absent	1%	1%	**1%**	2%	0%	1%	*	*	-	0%	1%	6%	1%	1%	1%	0%
Other	0%	0%	**0%**	2%	0%	0%	*	*	-	0%	1%	3%	1%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**98%**	95%	100%	98%	*	*	-	100%	98%	93%	98%	98%	98%	100%
Included in Accountability	91%	94%	**93%**	94%	95%	92%	*	*	-	87%	93%	80%	98%	83%	96%	95%
Not Included in Accountability: Mobile	4%	4%	**5%**	1%	4%	6%	*	*	-	13%	5%	13%	0%	15%	2%	0%
Not Included in Accountability: Other Exclusions	4%	1%	**0%**	0%	1%	0%	*	*	-	0%	0%	0%	0%	1%	0%	5%
Not Tested	1%	1%	**2%**	5%	0%	2%	*	*	-	0%	2%	7%	2%	2%	2%	0%
Absent	1%	1%	**2%**	4%	0%	2%	*	*	-	0%	1%	7%	2%	2%	2%	0%
Other	0%	0%	**0%**	1%	0%	0%	*	*	-	0%	1%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**99%**	98%	99%	99%	*	*	-	100%	98%	93%	99%	99%	99%	100%
Included in Accountability	94%	94%	**94%**	96%	94%	93%	*	*	-	87%	93%	80%	98%	83%	97%	95%
Not Included in Accountability: Mobile	4%	4%	**5%**	1%	4%	6%	*	*	-	13%	5%	13%	0%	15%	2%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	1%	0%	*	*	-	0%	0%	0%	0%	1%	0%	5%
Not Tested	1%	1%	**1%**	2%	1%	1%	*	*	-	0%	2%	7%	1%	1%	1%	0%
Absent	1%	1%	**0%**	0%	1%	0%	*	*	-	0%	1%	0%	0%	1%	0%	0%
Other	0%	1%	**1%**	2%	0%	1%	*	*	-	0%	1%	7%	1%	0%	1%	0%
Science																
Assessment Participant	99%	99%	**98%**	94%	100%	98%	-	-	-	100%	100%	83%	97%	100%	99%	100%
Included in Accountability	94%	94%	**91%**	94%	93%	89%	-	-	-	86%	91%	67%	97%	74%	96%	91%
Not Included in Accountability: Mobile	4%	5%	**7%**	0%	3%	9%	-	-	-	14%	9%	17%	0%	23%	2%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**1%**	0%	3%	0%	-	-	-	0%	0%	0%	0%	3%	0%	9%
Not Tested	1%	1%	**2%**	6%	0%	2%	-	-	-	0%	0%	17%	3%	0%	1%	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%	1%	**2%**	6%	0%	2%	-	-	-	0%	0%	17%	3%	0%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	99%	100%	100%	*	100%	-	100%	100%	100%	100%	99%	100%	100%
Included in Accountability	92%	94%	**95%**	94%	91%	97%	*	100%	-	100%	98%	88%	100%	87%	97%	89%
Not Included in Accountability: Mobile	4%	5%	**5%**	5%	9%	3%	*	0%	-	0%	2%	12%	0%	12%	3%	11%
Not Included in Accountability: Other Exclusions	2%	1%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	1%	0%	0%	*	0%	-	0%	0%	0%	0%	1%	0%	0%
Absent	1%	0%	**0%**	1%	0%	0%	*	0%	-	0%	0%	0%	0%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	91%	93%	**95%**	94%	91%	97%	*	*	-	100%	99%	87%	100%	87%	97%	88%
Not Included in Accountability: Mobile	4%	5%	**5%**	6%	9%	3%	*	*	-	0%	1%	13%	0%	13%	3%	12%
Not Included in Accountability: Other Exclusions	4%	1%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**99%**	99%	100%	99%	*	*	-	100%	100%	100%	100%	99%	99%	100%
Included in Accountability	93%	94%	**95%**	93%	91%	97%	*	*	-	100%	99%	87%	100%	86%	97%	88%
Not Included in Accountability: Mobile	5%	5%	**5%**	6%	9%	3%	*	*	-	0%	1%	13%	0%	12%	3%	12%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**1%**	1%	0%	1%	*	*	-	0%	0%	0%	0%	1%	1%	0%
Absent	1%	0%	**1%**	1%	0%	1%	*	*	-	0%	0%	0%	0%	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	*	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	93%	95%	**98%**	100%	93%	100%	-	*	-	100%	96%	*	100%	93%	99%	100%
Not Included in Accountability: Mobile	4%	4%	**2%**	0%	7%	0%	-	*	-	0%	4%	*	0%	7%	1%	0%

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

* 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%	94.2%	**94.0%**	94.5%	94.7%	93.5%	*	*	-	93.9%	93.3%	93.8%	96.4%
2023-24	93.6%	94.5%	**94.4%**	94.8%	95.4%	93.8%	*	*	-	93.8%	94.7%	94.1%	96.7%
Chronic Absenteeism													
2024-25	18.0%	16.4%	**16.6%**	14.6%	10.5%	21.1%	*	*	-	12.0%	21.7%	17.3%	0.0%
2023-24	19.0%	16.5%	**15.5%**	13.7%	7.0%	20.7%	*	*	-	13.3%	14.6%	15.6%	3.0%
Annual Dropout Rate (Gr 7-8)													
2023-24	0.7%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2022-23	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2023-24	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2022-23	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2024													
Graduated	90.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	91.1%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023													
Graduated	90.3%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	100.0%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	92.1%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	100.0%	-	-	-	-	-	-	-	-	-	-	-

	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%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022													
Graduated	91.8%	98.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.2%	99.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	92.2%	98.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.2%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	92.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2024	90.7%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	90.3%	99.0%	-	-	-	-	-	-	-	-	-	-	-
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%	1.0%	-	-	-	-	-	-	-	-	-	-	-
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%	81.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	84.3%	81.4%	-	-	-	-	-	-	-	-	-	-	-
Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	0.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	89.5%	81.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	88.6%	82.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2023-24	24.6%	-	-	-	-	-	-	-	-	-	-	-	-
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2023-24	11.0%	1.1%	-	-	-	-	-	-	-	-	-	-	-
2022-23	4.4%	0.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2023-24	76.9%	83.2%	-	-	-	-	-	-	-	-	-	-	-
2022-23	82.5%	79.4%	-	-	-	-	-	-	-	-	-	-	-
Texas First-DLA Graduates (Annual Rate)													
2023-24	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2022-23	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2023-24	87.8%	84.2%	-	-	-	-	-	-	-	-	-	-	-
2022-23	86.8%	80.4%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2023-24 Annual Graduates)				
Total Graduates	-	-	95	382,023
By Ethnicity:				
African American	-	-	19	48,064
Hispanic	-	-	40	200,942
White	-	-	28	101,714
American Indian	-	-	0	1,231
Asian	-	-	1	19,746
Pacific Islander	-	-	0	606
Two or More Races	-	-	7	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)	-	-	15	46,183
Foundation H.S. Program (Endorsement)	-	-	1	42,042
Foundation H.S. Program (DLA)	-	-	79	293,032
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	0	356
Special Education Graduates	-	-	18	35,935
Economically Disadvantaged Graduates	-	-	69	211,984
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	9	56,967
At-Risk Graduates	-	-	63	173,035
CTE Completers	-	-	60	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	**404**	**100.0%**	**1,387**	**5,530,499**	**404**	**100.0%**	**1,387**	**5,544,255**
Students by Grade								
Grade 3	106	26.2%	7.6%	7.3%	106	26.2%	7.6%	7.3%
Grade 4	86	21.3%	6.2%	7.3%	86	21.3%	6.2%	7.3%
Grade 5	111	27.5%	8.0%	7.3%	111	27.5%	8.0%	7.3%
Grade 6	101	25.0%	7.3%	7.3%	101	25.0%	7.3%	7.3%
Ethnic Distribution								
African American	88	21.8%	21.2%	12.8%	88	21.8%	21.2%	12.8%
Hispanic	94	23.3%	24.9%	53.5%	94	23.3%	24.9%	53.5%
White	200	49.5%	47.3%	24.4%	200	49.5%	47.3%	24.4%
American Indian	1	0.2%	0.7%	0.3%	1	0.2%	0.7%	0.3%
Asian	2	0.5%	0.4%	5.6%	2	0.5%	0.4%	5.6%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	19	4.7%	5.5%	3.3%	19	4.7%	5.5%	3.3%
Sex								
Female	204	50.5%	48.4%	48.9%	204	50.5%	48.4%	48.8%
Male	200	49.5%	51.6%	51.1%	200	49.5%	51.6%	51.2%
Other Student Cohorts								
Economically Disadvantaged	326	80.7%	80.2%	60.5%	326	80.7%	80.2%	60.4%
Non-Educationally Disadvantaged	78	19.3%	19.8%	39.5%	78	19.3%	19.8%	39.6%
Section 504 Students	31	7.7%	6.8%	6.8%	31	7.7%	6.8%	6.8%
EB Students/EL	22	5.4%	6.3%	24.3%	22	5.4%	6.3%	24.3%
Students w/ Disciplinary Placements (2023-24)	0	0.0%	2.5%	2.1%				
Students w/ Dyslexia	45	11.1%	6.1%	6.4%	45	11.1%	6.1%	6.4%
Foster Care	5	1.2%	0.6%	0.2%	5	1.2%	0.6%	0.2%
Homeless	4	1.0%	1.4%	1.4%	4	1.0%	1.4%	1.4%
Immigrant	3	0.7%	1.0%	3.5%	3	0.7%	1.0%	3.5%
Migrant	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Title I	404	100.0%	71.4%	66.6%	404	100.0%	71.4%	66.5%
Military Connected	0	0.0%	0.1%	4.1%	0	0.0%	0.1%	4.1%
At-Risk	115	28.5%	44.8%	53.5%	115	28.5%	44.8%	53.5%
Students by Instructional Program								
Bilingual/ESL Education	22	5.4%	6.1%	24.3%	22	5.4%	6.1%	24.3%
Career and Technical Education	0	0.0%	39.8%	27.7%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	93.1%	74.0%	-	-	-	-
Gifted and Talented Education	27	6.7%	5.8%	8.7%	27	6.7%	5.8%	8.7%
Special Education	114	28.2%	19.3%	15.3%	114	28.2%	19.3%	15.5%

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	**114**							
Students with Intellectual Disabilities	74	64.9%	57.3%	48.3%				
Students with Physical Disabilities	15	13.2%	12.7%	17.0%				
Students with Autism	12	10.5%	**	16.8%				
Students with Behavioral Disabilities	13	11.4%	16.5%	16.3%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.6%				
Mobility (2023-24)								
Total Mobile Students	**51**	**12.5%**	**14.2%**	**16.4%**				
African American	8	2.0%	2.9%	3.3%				
Hispanic	12	2.9%	3.5%	8.9%				
White	28	6.8%	6.4%	2.9%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	3	0.7%	1.5%	0.6%				
Special Ed Students who are Mobile	6	6.3%	10.9%	17.3%				
Count and Percent of EB Students/EL who are Mobile	5	14.7%	21.9%	17.9%				
Count and Percent of Econ Dis Students who are Mobile	26	8.3%	11.1%	19.0%				
Student Attrition (2023-24)								
Total Student Attrition	**43**	**14.8%**	**15.7%**	**18.0%**				

	Non-Special Education Rates			Special Education Rates		
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade						
Grade 3	0.0%	0.0%	0.6%	0.0%	0.0%	0.6%
Grade 4	4.1%	4.1%	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 3	17.2	17.2	20.1
Grade 4	21.0	21.0	20.0
Grade 5	17.5	17.5	21.3
Grade 6	24.8	24.8	19.8

	Campus			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	**42.5**	**100.0%**	**100.0%**	**100.0%**
Professional Staff	32.7	77.0%	57.2%	63.8%
Teachers	28.6	67.3%	45.1%	48.3%
Professional Support	2.0	4.7%	7.0%	10.8%
Campus Administration (School Leadership)	2.1	4.9%	4.4%	3.4%
Educational Aides	9.8	23.0%	18.0%	10.7%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	0.0	4,125.0
Part-time Librarians	0.0	n/a	0.0	583.0
Full-time Counselors	1.0	n/a	4.0	13,704.0
Part-time Counselors	0.0	n/a	0.0	1,298.0
Total Minority Staff	**11.8**	**27.9%**	**32.7%**	**55.3%**
Teachers by Ethnicity				
African American	6.0	20.9%	18.3%	12.8%
Hispanic	0.0	0.0%	6.4%	31.0%
White	21.6	75.6%	73.4%	52.2%
American Indian	1.0	3.5%	0.9%	0.3%
Asian	0.0	0.0%	0.0%	2.2%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.9%	1.3%
Teachers by Sex				
Males	5.0	17.4%	27.5%	24.6%
Females	23.6	82.6%	72.5%	75.4%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	5.5%	2.4%
Bachelors	22.6	79.0%	72.7%	71.4%
Masters	6.0	21.0%	21.8%	25.4%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience				
Beginning Teachers	1.0	3.5%	11.9%	7.3%
1-5 Years Experience	5.0	17.5%	36.6%	28.3%
6-10 Years Experience	4.1	14.5%	11.8%	19.7%
11-20 Years Experience	10.9	38.0%	24.4%	27.6%
21-30 Years Experience	2.6	9.1%	9.2%	14.1%
Over 30 Years Experience	5.0	17.5%	6.1%	3.0%
Number of Students per Teacher	14.1	n/a	12.7	15.0

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	1.0	3.3	6.0
Average Years Experience of Principals with District	1.0	2.8	5.1
Average Years Experience of Assistant Principals	2.0	2.3	5.1
Average Years Experience of Assistant Principals with District	2.0	2.3	4.3
Average Years Experience of Teachers	15.7	10.2	11.2
Average Years Experience of Teachers with District	6.9	4.3	7.0
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	$43,150	$42,073	$55,689
1-5 Years Experience	$47,468	$45,400	$59,266
6-10 Years Experience	$52,497	$53,694	$62,607
11-20 Years Experience	$65,353	$65,459	$66,353
21-30 Years Experience	$64,114	$65,432	$70,976
Over 30 Years Experience	$64,381	$61,681	$75,042
Average Actual Salaries (regular duties only)			
Teachers	$59,308	$53,705	$63,751
Professional Support	$67,073	$69,981	$75,909
Campus Administration (School Leadership)	$77,407	$66,705	$88,786
Instructional Staff Percent	n/a	59.0%	64.8%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,637.7

	Campus			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served)				
Bilingual/ESL Education	0.0	0.0%	0.0%	6.3%
Career and Technical Education	0.0	0.0%	12.7%	5.5%
Compensatory Education	1.0	3.5%	5.5%	2.6%
Gifted and Talented Education	0.0	0.0%	0.0%	1.6%
Regular Education	24.7	86.3%	69.1%	69.0%
Special Education	2.9	10.2%	7.4%	11.4%
Other	0.0	0.0%	5.2%	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.)