Westwood Independent School District



Westwood High School

Accountability Rating: C

Distinction Designation:
Academic Achievement in Mathematics

2026-2027 Campus Improvement Plan

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Mission Statement

Westwood ISD...We prepare future ready students in a positive and engaging educational environment.

At WISD, we believe:

1. In academic excellence for all students
2. In developing leaders at all levels
3. Every person is a leader--they lead from where they are
4. Our students want to excel and have pride in accomplishments
5. Pride and tradition are foundational to our success
6. Students have a place to belong
7. Parental involvement is welcome and parents are encouraged to have a voice
8. Our staff has an unbelievable desire to be excellent and to improve their craft on a daily basis
9. In being the best
10. We are all part of the Panther Family

Vision

Westwood ISD...Where Panthers excel today and lead tomorrow

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

Westwood High School's needs assessment identifies opportunities to strengthen student achievement, instructional practices, campus culture, and stakeholder engagement. Key priorities include improving academic performance across all content areas, closing achievement gaps, increasing college and career readiness, and strengthening staff support and communication. The campus will focus on consistent instructional expectations, effective use of data, targeted interventions, and collaborative leadership to promote continuous improvement and student success.

Demographics

Summary

Westwood High School serves approximately 369 students in a rural community. The campus includes diverse student populations with varying academic, social, and instructional needs. Approximately 58% of students receive Special Education services, and 25% are identified as Emergent Bilingual students. The campus provides opportunities through Career and Technical Education, dual credit, fine arts, athletics, and other academic programs. Westwood High School is committed to meeting the needs of all students and preparing them for graduation and postsecondary success.

Strengths

Westwood High School benefits from a small-school environment that allows opportunities for meaningful relationships, individualized student support, and strong connections with families and the community. Students have access to multiple academic and extracurricular pathways that support college, career, and military readiness.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Student attendance, engagement, and academic achievement remain areas for continued improvement.	Differences in student needs, outside factors impacting attendance, and the need for consistent monitoring and targeted interventions.
2	Student populations, including Emergent Bilingual and Special Education students, require continued academic support to close achievement gaps.	The need for differentiated instruction, targeted resources, and consistent progress monitoring to address diverse learning needs.

★ = Priority

Student Learning

Summary

Westwood High School monitors student achievement through STAAR assessments, local benchmarks, classroom performance, grades, and college and career readiness indicators. The campus continues to focus on improving academic performance across all content areas, closing achievement gaps, increasing TSI success, and preparing students for graduation and postsecondary opportunities.

Strengths

Westwood High School offers multiple pathways for student success, including Career and Technical Education, dual credit, fine arts, athletics, and academic support programs. Teachers collaborate through PLCs to review student data, identify learning gaps, and develop instructional strategies to improve student achievement.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Student achievement across core content areas needs continued improvement to meet state and district expectations.	Learning gaps, inconsistent mastery of grade-level TEKS, and the need for targeted interventions and consistent progress monitoring.
2	Student performance on TSI assessments and college readiness indicators remains below desired accountability targets.	The need for consistent TSI preparation, early identification of students needing support, and increased opportunities for college readiness preparation.

★ = Priority

School Processes & Programs

Summary

Westwood High School provides a variety of academic, extracurricular, and support programs designed to promote student achievement and personal growth. Campus processes include curriculum alignment, PLCs, professional development, instructional monitoring, student support services, and campus-wide communication. Programs include Career and Technical Education, dual credit, fine arts, athletics, and special education services. The campus continues to strengthen systems that support effective instruction, student engagement, and overall campus success.

Strengths

Westwood High School offers diverse academic and extracurricular opportunities to meet student needs. Strengths include collaborative PLCs, dedicated staff, instructional leadership, student support services, community partnerships, and multiple pathways for college, career, and military readiness. Campus leadership works to strengthen communication, instructional practices, and consistent expectations.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Consistent implementation of instructional practices, curriculum resources, and assessment processes needs improvement.	The need for continued professional development, instructional alignment, collaboration, and consistent monitoring of classroom practices.
2	Student participation and engagement in academic support programs and extracurricular opportunities need continued growth.	The need for increased awareness, intentional scheduling, and opportunities that encourage broader student participation.

★ = Priority

Perceptions

Summary

Westwood High School values feedback from students, staff, families, and community members to support continuous campus improvement. Surveys, communication, campus involvement, and stakeholder feedback provide opportunities to evaluate school culture, climate, relationships, and overall effectiveness. The campus is committed to strengthening trust, communication, and shared responsibility.

Strengths

Westwood High School benefits from supportive community partnerships, dedicated staff, involved families, and opportunities for student participation. Campus events, extracurricular activities, and ongoing communication help build relationships and promote school pride. Staff and stakeholder feedback provides valuable insight into areas of strength and opportunities for growth.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Continued improvement is needed in strengthening campus culture, staff morale, and a positive school climate.	The need for intentional relationship-building, collaborative problem-solving, consistent accountability, and shared ownership of campus success.
2	Family and student participation in providing feedback and engaging in campus improvement efforts needs continued growth.	The need for additional opportunities to gather stakeholder input and strengthen communication and involvement.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☑ **District goals**
- ☑ **State and federal planning requirements**

Accountability Data

- ☑ **Texas Academic Performance Report (TAPR) data**
- ☑ **Student Achievement Domain**
- ☑ **Student Progress Domain**
- ☑ **Closing the Gaps Domain**
- ☑ **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- ☑ **Accountability Distinction Designations**

Student Data: Assessments

- ☑ **STAAR released test questions**
- ☑ **Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data**
- ☑ **SAT and/or ACT assessment data**
- ☑ **PSAT**
- ☑ **Local diagnostic reading assessment data**

Goals

Goal 1

Westwood High School will support the growth and development of all teachers and staff to promote continuous improvement and overall campus success.

Performance Objective 1

☑ **High Priority**

By May 2027, students taking STAAR tests will show a 10% growth in the percentage of Meets Grade Level compared to the previous year's percentages.

Evaluation Data Source: Local Assessments and STAAR data in Eduphoria.

Strategy 1

Adhere to TEKS Resource System and implement effective aligned instruction in the classroom while implementing district wide literacy strategies in all subjects/grade levels

Strategy's Expected Result/Impact: Create assessments and instruction aligned to appropriate State Standards in all subjects.

Staff Responsible for Monitoring: Administration and Classroom Teachers

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	February	May

Strategy 2

Train teachers on analyzing and breaking down the TEKS and implement strategies to deliver instruction at the necessary rigor

Strategy's Expected Result/Impact: Steady growth in formal unit assessments

Staff Responsible for Monitoring: Administration and Classroom Teachers

Formative Reviews

November	February	May

Strategy 3

3) The Daily Tutorial/Support period will be used to support students in Tier 2 Instruction (the

reteaching of essential standards that are not mastered).

Strategy's Expected Result/Impact: Measured growth of all groups on Benchmarks and Formal Assessments

Staff Responsible for Monitoring: Campus Admin and Classroom Teachers

Formative Reviews

November	February	May

Strategy 4

Implement researched based instructional and literacy strategies through regularly scheduled Collaboratives and Walk Through Feedback

Strategy's Expected Result/Impact: Students use new strategies focused on reading and writing skills.

Staff Responsible for Monitoring: Dist/Campus Admin and Classroom Teachers

Formative Reviews

November	February	May

Performance Objective 2 ☑ High Priority

Increase attendance rates to 96% for the 2025-26 school year.

Evaluation Data Source: PIEMS reports/data

Strategy 1

PEIMS monitoring to identify students with attendance issues, provide parent/student communication, as well as structured hour make-up opportunities.

Strategy's Expected Result/Impact: Prevent students from losing credit and/or Truancy issues/ charges

Staff Responsible for Monitoring: PEIMS director, Campus Admin, and campus PEIMS director

Formative Reviews

November	February	May

Strategy 2

Student incentives and awards each six weeks

Strategy's Expected Result/Impact: Increase in attendance

Staff Responsible for Monitoring: PEIMS and Admin

Formative Reviews

November	February	May

Strategy 3

Targeted efforts to support student involvement in groups and activities

Strategy's Expected Result/Impact: Increased involvement typically means increased attendance

Staff Responsible for Monitoring: Campus/District Admin and PIEMS

Formative Reviews

November	February	May

Performance Objective 3 ☑ High Priority

Students in Special Education programs will see an overall increase in passing rates in Spring STAAR scores of 10% from the previous year.

Strategy 1

Provide more ongoing teacher PD in areas of literacy strategies that will help increase reading levels.

Strategy's Expected Result/Impact: A move towards grade level reading will increase STAAR performance in all subject areas.

Staff Responsible for Monitoring: Admin, Sped Staff, Teachers, ICs, and instructional paras

Formative Reviews

November	February	May

Strategy 2

Math and English Inclusion teachers will be more involved in weekly department meetings and planning days, as well as ongoing PD for IEP support.

Strategy's Expected Result/Impact: More intentional support in classes for students that have inclusion minutes in their IEP.

Staff Responsible for Monitoring: Sped Director/Staff, Paras, Admin

Formative Reviews

November	February	May

Goal 2

Westwood High School will strengthen instructional practices through professional development, collaborative planning, and continuous improvement to increase student engagement and academic growth.

Performance Objective 1

Limit teacher/staff turnover that is due to controllable factors to 10% or below

Evaluation Data Source: Signed Contracts 2025

Strategy 1

Recruit quality educators through local and state programs and institutions, as well as utilize workforce expertise in our CTE pathways.

Strategy's Expected Result/Impact: Qualified and effective administrators are hired and retained at the campus level.

Staff Responsible for Monitoring: Campus administrators and teachers.

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

November	February	May

Strategy 2

Provide mentor opportunities to train new and/or struggling teachers and administrators.

Strategy's Expected Result/Impact: Qualified and effective administrators are hired and retained at the campus level.

Staff Responsible for Monitoring: Campus administrators and teachers.

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

November	February	May

Strategy 3

Continue as a district to be competitive in compensation schedule with local districts.

Strategy's Expected Result/Impact: Reduce turnover due to compensation only

Staff Responsible for Monitoring: District Admin

Formative Reviews

November	February	May

Strategy 4

Provide ongoing Instructional support and resources in regularly scheduled collaboratives in each department (2 X a week minimally).

Strategy's Expected Result/Impact: Reduce the attrition level amongst new to the profession teachers

Staff Responsible for Monitoring: Admin, colleagues, and ICs

Formative Reviews

November	February	May

Performance Objective 2

Build teacher capacity through continued implementation and supervision of district instructional practices in order to increase retention and limit turnover from the previous year.

Evaluation Data Source: T-TESS reports, Get Better Faster model, and staff mentoring programs

Strategy 1

Implementation of weekly walk throughs and feedback as it relates to instructional practices and student literacy.

Strategy's Expected Result/Impact: Provide staff the opportunity to share effective instructional strategies among their peers.

Staff Responsible for Monitoring: Campus and district teachers. administrators, and ICs

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

November	February	May

Strategy 2

Create and provide a structured PLC model that provides guidance for all departments' daily instructional practice and effective assessment.

Strategy's Expected Result/Impact: Campus departments provide support of new and veterans teachers.

Staff Responsible for Monitoring: Campus and district teachers and administrators.

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

November	February	May

Strategy 3

Provide all new and/or struggling teachers with trained mentors in a structured and tracked mentorship program.

Strategy's Expected Result/Impact: New teachers will provide quality education to their students.

Staff Responsible for Monitoring: Campus and district teachers, administrators, and mentors.

Formative Reviews

November	February	May

Strategy 4

Effectively implement maintain the SLO process district wide and at all subjects.

Strategy's Expected Result/Impact: Targeted growth and growth measures

Staff Responsible for Monitoring: All admin and instructional staff

Formative Reviews

November	February	May

Goal 3

Westwood High School will foster a safe, positive, and supportive learning environment that promotes positive relationships, consistent expectations, student engagement, and staff collaboration.

Performance Objective 1

By May 2027, 25% of seniors will be TSI complete.

Evaluation Data Source: TSI scores

Strategy 1

Continue to grow course offerings and student enrollment through the Dual Credit Partnership with TVCC which requires TSI completion.

Strategy's Expected Result/Impact: Graduating seniors can have as many as 36 or more college credit hours/reach more students through dual credit/continue to grow the number of student's graduating with an Associates Degree

Staff Responsible for Monitoring: Dist/Campus Admin and HS Counselor

Formative Reviews

November	February	May

Strategy 2

Offer TSI testing to all college bound Juniors in Algebra II and English III, as well as monthly testing and retesting opportunities.

Strategy's Expected Result/Impact: Increase total number of students reaching TSI passing standards.

Staff Responsible for Monitoring: counselor, campus admin

Formative Reviews

November	February	May

Strategy 3

Utilize current staff to provide TSI Math Tutorials in school and after school settings.

Strategy's Expected Result/Impact: Increase our TSI Math Passing Rate in order to create more completors

Staff Responsible for Monitoring: CTE Director, Admin, and Math Dept Head

Formative Reviews

November	February	May

Performance Objective 2

By May 2026, all seniors completing a CTE Pathway will have at least one relative Industry Based Certification.

Evaluation Data Source: CTE and TEA pathway guidelines and completion data.

Strategy 1

Continue to implement CTE strands that lead into industry based/TEA approved certification opportunities.

Strategy's Expected Result/Impact: Allow students to complete industry certifications in areas such as CNA, Tech based certs, and Vet Tech/Welding

Staff Responsible for Monitoring: Campus admin, special programs coordinator, CTE teachers

Formative Reviews

November	February	May

Performance Objective 3

The Total Dual Credit Hours in 2026 will increase over the total number of hours from Spring of 2025.

Strategy 1

A Fall and Spring Parent Meeting will be held for Dual Credit Information and Recruitment

Strategy's Expected Result/Impact: Bring more awareness to parents and students about the opportunities and benefits of dual credit hours.

Staff Responsible for Monitoring: Dual Credit Coordinator, Principal, Counselor, Asst Principal

Formative Reviews

November	February	May

Goal 4

Westwood High School will promote regular student attendance, active participation, and engagement in learning through proactive monitoring, family partnerships, and supportive interventions.

Performance Objective 1

All budgets for the 2026-2027 school year will be used effectively to support student success, with no overages.

Evaluation Data Source: Monthly budget reports.

Strategy 1

Periodic reviews of overall expenditures to ensure that funds are being properly utilized in appropriate areas.

Strategy's Expected Result/Impact: Maximizing available funds for student success

Staff Responsible for Monitoring: Asst. Sup, Principal, CTE Director, Sped Director, Special Programs coordinator

Formative Reviews

November	February	May

Performance Objective 2

Staff will receive ongoing training in timely and effective ways to request and obtain funds.

Evaluation Data Source: Travel requests, Activity Account Disbursements, department budget requests, and grant money requests

Strategy 1

Create in person training and video postings of proper district approved steps in requesting and obtaining funds as well as travel

Strategy's Expected Result/Impact: Timely requests for funds and travel by all staff

Staff Responsible for Monitoring: Admin Assistant,
campus princ, dist financial advisor, dist C&I

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

November	February	May

Goal 5

Westwood High School will prepare students for success beyond graduation by providing opportunities that support college readiness, career exploration, workforce preparation, and military readiness.

Performance Objective 1

By May 2027, 100% of all district and state safety drills will have been completed and documented, and there will be no findings from the annual Region 7 Safety Audit

Evaluation Data Source: State documentation sheets.

Strategy 1

Monthly and yearly safety procedures will be put on the campus calendar and executed and involve all staff and students

Strategy's Expected Result/Impact: Create awareness and proficiency in execution of drills

Staff Responsible for Monitoring: Asst Principal, Princ, Maintenance Director

Formative Reviews

November	February	May

Performance Objective 2

By May 2026, there will be a 10% decrease in discipline violations resulting in a loss of class time (DAEP, Suspension, or ISS).

Evaluation Data Source: Skyward entries and PIEMS data

Strategy 1

Regular admin walk-throughs in classes as well as peer observations and mentoring of struggling teachers

Strategy's Expected Result/Impact: Decrease classroom referrals

Staff Responsible for Monitoring: Classroom teachers,
Admin

Formative Reviews

November	February	May

State Compensatory Education

State Compensatory

Budget for Westwood High School

Total SCE Funds: $0.00

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

Personnel for Westwood High School

Name	Position	FTE
Isaiah Hollins	DAEP Teacher	1
Rebekah Stevens	Instructional Coach	1
Sandra Villasana	DAEP Paraprofessional	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 H S

Campus Number: 001908002

2025 Campus Accountability Score: C

Distinction Designations:

Academic Achievement in Science

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2025	69%	61%	**61%**	47%	58%	70%	-	-	-	67%	27%	*	62%	56%	60%	50%
	2024	70%	66%	**66%**	51%	67%	74%	-	-	-	60%	35%	*	66%	66%	65%	53%
At Meets Grade Level or Above	2025	49%	29%	**29%**	25%	18%	40%	-	-	-	0%	7%	*	32%	21%	26%	19%
	2024	52%	43%	**43%**	40%	30%	53%	-	-	-	50%	26%	*	45%	39%	39%	21%
At Masters Grade Level	2025	15%	4%	**4%**	0%	3%	8%	-	-	-	0%	3%	*	4%	6%	3%	6%
	2024	16%	10%	**10%**	3%	7%	16%	-	-	-	20%	6%	*	10%	11%	8%	0%
End of Course English II																	
At Approaches Grade Level or Above	2025	72%	64%	**64%**	50%	71%	69%	-	-	-	67%	29%	*	66%	61%	63%	71%
	2024	75%	67%	**67%**	71%	53%	79%	-	*	-	17%	35%	-	75%	50%	61%	10%
At Meets Grade Level or Above	2025	55%	37%	**37%**	31%	24%	54%	-	-	-	25%	13%	*	40%	32%	33%	21%
	2024	58%	46%	**46%**	39%	41%	54%	-	*	-	17%	17%	-	51%	35%	34%	10%
At Masters Grade Level	2025	8%	3%	**3%**	0%	3%	6%	-	-	-	0%	0%	*	2%	5%	1%	0%
	2024	9%	2%	**2%**	4%	0%	2%	-	*	-	0%	0%	-	1%	3%	1%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2025	78%	62%	**60%**	56%	63%	60%	-	-	-	*	35%	-	59%	64%	58%	62%
	2024	81%	73%	**69%**	59%	70%	73%	-	-	-	80%	47%	*	72%	65%	66%	67%
At Meets Grade Level or Above	2025	45%	14%	**10%**	11%	13%	7%	-	-	-	*	4%	-	12%	4%	9%	15%
	2024	43%	24%	**19%**	22%	13%	22%	-	-	-	0%	13%	*	16%	23%	17%	0%
At Masters Grade Level	2025	27%	3%	**3%**	4%	7%	0%	-	-	-	*	4%	-	3%	4%	3%	15%
	2024	24%	8%	**7%**	0%	3%	13%	-	-	-	0%	6%	*	9%	3%	6%	0%
End of Course Biology																	
At Approaches Grade Level or Above	2025	92%	89%	**89%**	70%	93%	94%	-	-	-	100%	63%	*	88%	91%	90%	92%
	2024	91%	87%	**87%**	81%	86%	91%	-	-	-	86%	68%	*	90%	82%	85%	71%
At Meets Grade Level or Above	2025	61%	47%	**47%**	30%	33%	65%	-	-	-	20%	26%	*	47%	45%	43%	31%
	2024	56%	56%	**56%**	56%	39%	66%	-	-	-	57%	16%	*	59%	50%	52%	14%
At Masters Grade Level	2025	21%	11%	**11%**	0%	7%	19%	-	-	-	0%	5%	*	14%	0%	6%	8%
	2024	19%	18%	**18%**	11%	11%	26%	-	-	-	29%	0%	*	21%	13%	15%	0%
End of Course U.S. History																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2025	95%	89%	**89%**	76%	94%	92%	-	*	-	80%	75%	*	92%	79%	89%	78%
	2024	96%	88%	**88%**	83%	71%	95%	-	-	-	100%	64%	-	88%	88%	84%	50%
At Meets Grade Level or Above	2025	68%	40%	**40%**	19%	45%	47%	-	*	-	0%	15%	*	42%	33%	39%	11%
	2024	69%	50%	**50%**	44%	33%	60%	-	-	-	56%	27%	-	52%	46%	40%	10%
At Masters Grade Level	2025	37%	9%	**9%**	5%	3%	14%	-	*	-	0%	0%	*	10%	4%	6%	0%
	2024	37%	12%	**12%**	11%	10%	14%	-	-	-	11%	9%	-	13%	12%	13%	0%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2025	89%	82%	**82%**	*	*	88%	-	-	-	*	-	-	87%	*	80%	*
	2024	88%	88%	**88%**	*	100%	71%	-	-	-	-	-	-	88%	*	89%	-
At Meets Grade Level or Above	2025	59%	41%	**41%**	*	*	50%	-	-	-	*	-	-	47%	*	60%	*
	2024	59%	47%	**47%**	*	50%	43%	-	-	-	-	-	-	50%	*	56%	-
At Masters Grade Level	2025	13%	0%	**0%**	*	*	0%	-	-	-	*	-	-	0%	*	0%	*
	2024	12%	0%	**0%**	*	0%	0%	-	-	-	-	-	-	0%	*	0%	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2025	75%	59%	**72%**	58%	76%	77%	-	*	-	72%	43%	71%	74%	68%	71%	70%
	2024	75%	61%	**74%**	68%	70%	82%	-	*	-	70%	46%	100%	77%	69%	71%	49%
At Meets Grade Level or Above	2025	50%	28%	**33%**	23%	28%	44%	-	*	-	11%	12%	43%	35%	26%	30%	21%
	2024	48%	33%	**43%**	40%	32%	51%	-	*	-	41%	19%	40%	45%	38%	37%	13%
At Masters Grade Level	2025	21%	7%	**6%**	1%	4%	9%	-	*	-	0%	3%	0%	6%	4%	4%	6%
	2024	20%	9%	**9%**	5%	5%	13%	-	*	-	14%	4%	40%	10%	8%	8%	0%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2025	76%	63%	**62%**	49%	64%	69%	-	-	-	67%	28%	*	64%	58%	61%	60%
	2024	76%	65%	**66%**	60%	61%	77%	-	*	-	44%	35%	*	70%	59%	63%	38%
At Meets Grade Level or Above	2025	54%	34%	**33%**	28%	21%	46%	-	-	-	17%	9%	*	35%	26%	30%	20%
	2024	54%	39%	**44%**	40%	35%	54%	-	*	-	38%	23%	*	48%	38%	37%	17%
At Masters Grade Level	2025	23%	7%	**4%**	0%	3%	7%	-	-	-	0%	2%	*	3%	6%	2%	3%
	2024	22%	9%	**6%**	3%	4%	9%	-	*	-	13%	4%	*	6%	7%	5%	0%
All Grades Mathematics																	
At Approaches Grade Level or Above	2025	72%	57%	**63%**	57%	68%	64%	-	-	-	63%	35%	-	63%	63%	59%	64%
	2024	72%	60%	**72%**	62%	76%	73%	-	-	-	80%	47%	*	75%	66%	68%	67%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2025	45%	22%	**14%**	11%	21%	14%	-	-	-	0%	4%	-	18%	3%	12%	21%
	2024	43%	28%	**23%**	24%	21%	25%	-	-	-	0%	13%	*	23%	22%	21%	0%
At Masters Grade Level	2025	20%	7%	**3%**	4%	6%	0%	-	-	-	0%	4%	-	2%	3%	3%	14%
	2024	17%	9%	**6%**	0%	3%	12%	-	-	-	0%	6%	*	7%	2%	5%	0%
All Grades Science																	
At Approaches Grade Level or Above	2025	78%	60%	**89%**	70%	93%	94%	-	-	-	100%	63%	*	88%	91%	90%	92%
	2024	75%	58%	**87%**	81%	86%	91%	-	-	-	86%	68%	*	90%	82%	85%	71%
At Meets Grade Level or Above	2025	47%	26%	**47%**	30%	33%	65%	-	-	-	20%	26%	*	47%	45%	43%	31%
	2024	43%	32%	**56%**	56%	39%	66%	-	-	-	57%	16%	*	59%	50%	52%	14%
At Masters Grade Level	2025	17%	5%	**11%**	0%	7%	19%	-	-	-	0%	5%	*	14%	0%	6%	8%
	2024	16%	10%	**18%**	11%	11%	26%	-	-	-	29%	0%	*	21%	13%	15%	0%
All Grades Social Studies																	
At Approaches Grade Level or Above	2025	77%	53%	**89%**	76%	94%	92%	-	*	-	80%	75%	*	92%	79%	89%	78%
	2024	78%	57%	**88%**	83%	71%	95%	-	-	-	100%	64%	-	88%	88%	84%	50%
At Meets Grade Level or Above	2025	50%	23%	**40%**	19%	45%	47%	-	*	-	0%	15%	*	42%	33%	39%	11%
	2024	51%	27%	**50%**	44%	33%	60%	-	-	-	56%	27%	-	52%	46%	40%	10%
At Masters Grade Level	2025	27%	5%	**9%**	5%	3%	14%	-	*	-	0%	0%	*	10%	4%	6%	0%
	2024	27%	6%	**12%**	11%	10%	14%	-	-	-	11%	9%	-	13%	12%	13%	0%

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

\- Indicates there are no students in the group.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)	G/T
School Progress - Annual Growth by Grade and Subject																		
End of Course English I	2025	63%	65%	**65%**	59%	67%	65%	-	-	-	*	56%	*	65%	65%	64%	71%	100%
	2024	64%	61%	**61%**	54%	62%	65%	-	-	-	57%	47%	*	60%	62%	57%	78%	---
End of Course English II	2025	65%	54%	**54%**	43%	62%	60%	-	-	-	43%	40%	*	55%	52%	53%	56%	80%
	2024	69%	62%	**62%**	66%	63%	63%	-	*	-	*	41%	-	62%	63%	58%	*	---
End of Course Algebra I	2025	74%	44%	**51%**	63%	48%	47%	-	-	-	*	47%	-	49%	58%	53%	45%	*
	2024	72%	45%	**50%**	64%	43%	48%	-	-	-	*	59%	*	44%	63%	48%	29%	---
All Grades Both Subjects	2025	65%	51%	**57%**	54%	59%	58%	-	-	-	58%	48%	*	57%	58%	57%	58%	92%
	2024	64%	53%	**59%**	60%	57%	60%	-	*	-	50%	49%	*	57%	63%	55%	61%	---
All Grades ELA/Reading	2025	67%	55%	**60%**	50%	64%	63%	-	-	-	60%	48%	*	60%	58%	59%	64%	92%
	2024	67%	55%	**62%**	59%	62%	64%	-	*	-	55%	44%	*	61%	63%	57%	79%	---
All Grades Mathematics	2025	64%	46%	**51%**	63%	48%	47%	-	-	-	*	47%	-	49%	58%	53%	45%	*
	2024	60%	51%	**50%**	64%	43%	48%	-	-	-	*	59%	*	44%	63%	48%	29%	---
School Progress - Accelerated Learning by Grade and Subject																		
End of Course English I	2025	23%	31%	**31%**	18%	36%	33%	-	-	-	*	23%	-	31%	30%	31%	33%	-
	2024	20%	20%	**20%**	13%	40%	14%	-	-	-	-	0%	-	18%	*	21%	*	---
End of Course English II	2025	29%	41%	**41%**	9%	86%	29%	-	-	-	*	20%	-	37%	50%	45%	*	-
	2024	29%	20%	**20%**	20%	13%	33%	-	-	-	*	20%	-	19%	22%	23%	*	---
End of Course Algebra I	2025	54%	50%	**50%**	55%	22%	65%	-	-	-	*	30%	-	42%	67%	47%	*	*
	2024	55%	58%	**58%**	67%	*	*	-	-	-	-	67%	-	86%	20%	50%	*	---
All Grades Both Subjects	2025	33%	29%	**41%**	27%	44%	47%	-	-	-	60%	24%	-	37%	50%	41%	42%	*
	2024	32%	24%	**28%**	32%	25%	32%	-	-	-	*	25%	-	30%	24%	27%	38%	---
All Grades ELA/Reading	2025	31%	27%	**35%**	14%	56%	32%	-	-	-	*	22%	-	33%	39%	37%	44%	-
	2024	30%	20%	**20%**	15%	23%	25%	-	-	-	*	11%	-	18%	25%	22%	33%	---
All Grades Mathematics	2025	35%	31%	**50%**	55%	22%	65%	-	-	-	*	30%	-	42%	67%	47%	*	*
	2024	35%	28%	**58%**	67%	*	*	-	-	-	-	67%	-	86%	20%	50%	*	---

* Indicates results are masked due to small numbers to protect student confidentiality.
\- Indicates there are no students in the group.
--- First reported in 2025.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2025	75%	59%	**72%**	-	-	-	-	-	-	70%	-	79%	61%	60%	72%	69%	*
	2024	75%	61%	**74%**	-	-	-	-	-	-	51%	-	43%	52%	*	77%	49%	-
At Meets Grade Level or Above	2025	50%	28%	**33%**	-	-	-	-	-	-	20%	-	21%	19%	20%	34%	20%	*
	2024	48%	33%	**43%**	-	-	-	-	-	-	12%	-	0%	14%	*	46%	13%	-
At Masters Grade Level	2025	21%	7%	**6%**	-	-	-	-	-	-	7%	-	0%	13%	0%	6%	6%	*
	2024	20%	9%	**9%**	-	-	-	-	-	-	0%	-	0%	0%	*	10%	0%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2025	76%	63%	**62%**	-	-	-	-	-	-	61%	-	64%	57%	*	63%	60%	-
	2024	76%	65%	**66%**	-	-	-	-	-	-	37%	-	*	39%	*	70%	38%	-
At Meets Grade Level or Above	2025	54%	34%	**33%**	-	-	-	-	-	-	18%	-	21%	14%	*	35%	20%	-
	2024	54%	39%	**44%**	-	-	-	-	-	-	15%	-	*	17%	*	47%	17%	-
At Masters Grade Level	2025	23%	7%	**4%**	-	-	-	-	-	-	4%	-	0%	7%	*	4%	3%	-
	2024	22%	9%	**6%**	-	-	-	-	-	-	0%	-	*	0%	*	7%	0%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2025	72%	57%	**63%**	-	-	-	-	-	-	64%	-	*	56%	*	63%	62%	*
	2024	72%	60%	**72%**	-	-	-	-	-	-	75%	-	*	86%	*	72%	67%	-
At Meets Grade Level or Above	2025	45%	22%	**14%**	-	-	-	-	-	-	18%	-	*	22%	*	13%	15%	*
	2024	43%	28%	**23%**	-	-	-	-	-	-	0%	-	*	0%	*	24%	0%	-

	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%	**3%**	-	-	-	-	-	-	18%	-	*	22%	*	1%	15%	*
	2024	17%	9%	**6%**	-	-	-	-	-	-	0%	-	*	0%	*	6%	0%	-
All Grades Science																		
At Approaches Grade Level or Above	2025	78%	60%	**89%**	-	-	-	-	-	-	92%	-	88%	100%	-	89%	92%	-
	2024	75%	58%	**87%**	-	-	-	-	-	-	83%	-	*	*	*	88%	71%	-
At Meets Grade Level or Above	2025	47%	26%	**47%**	-	-	-	-	-	-	31%	-	25%	40%	-	49%	31%	-
	2024	43%	32%	**56%**	-	-	-	-	-	-	17%	-	*	*	*	59%	14%	-
At Masters Grade Level	2025	17%	5%	**11%**	-	-	-	-	-	-	8%	-	0%	20%	-	11%	8%	-
	2024	16%	10%	**18%**	-	-	-	-	-	-	0%	-	*	*	*	20%	0%	-
All Grades Social Studies																		
At Approaches Grade Level or Above	2025	77%	53%	**89%**	-	-	-	-	-	-	75%	-	100%	*	*	90%	78%	-
	2024	78%	57%	**88%**	-	-	-	-	-	-	50%	-	-	50%	-	93%	50%	-
At Meets Grade Level or Above	2025	50%	23%	**40%**	-	-	-	-	-	-	13%	-	20%	*	*	43%	11%	-
	2024	51%	27%	**50%**	-	-	-	-	-	-	10%	-	-	10%	-	55%	10%	-
At Masters Grade Level	2025	27%	5%	**9%**	-	-	-	-	-	-	0%	-	0%	*	*	10%	0%	-
	2024	27%	6%	**12%**	-	-	-	-	-	-	0%	-	-	0%	-	14%	0%	-
School Progress - Annual Growth																		
All Grades Both Subjects	2025	65%	51%	**57%**	-	-	-	-	-	-	57%	-	56%	58%	*	57%	58%	-
	2024	64%	53%	**59%**	-	-	-	-	-	-	58%	-	*	56%	*	58%	61%	-
All Grades ELA/Reading	2025	67%	55%	**60%**	-	-	-	-	-	-	61%	-	56%	65%	*	59%	64%	-
	2024	67%	55%	**62%**	-	-	-	-	-	-	77%	-	*	78%	*	60%	79%	-

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades Mathematics	2025	64%	46%	**51%**	-	-	-	-	-	-	50%	-	-	50%	*	52%	45%	-
	2024	60%	51%	**50%**	-	-	-	-	-	-	29%	-	-	29%	-	52%	29%	-
School Progress - Accelerated Learning																		
All Grades Both Subjects	2025	33%	29%	**41%**	-	-	-	-	-	-	45%	-	*	38%	*	40%	42%	-
	2024	32%	24%	**28%**	-	-	-	-	-	-	38%	-	*	50%	-	27%	38%	-
All Grades ELA/Reading	2025	31%	27%	**35%**	-	-	-	-	-	-	50%	-	*	40%	*	33%	44%	-
	2024	30%	20%	**20%**	-	-	-	-	-	-	33%	-	*	*	-	18%	33%	-
All Grades Mathematics	2025	35%	31%	**50%**	-	-	-	-	-	-	*	-	-	*	-	51%	*	-
	2024	35%	28%	**58%**	-	-	-	-	-	-	*	-	-	*	-	60%	*	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2025 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**99%**	100%	99%	100%	-	*	-	95%	100%	100%	100%	99%	100%	100%
Included in Accountability	93%	94%	**96%**	94%	93%	99%	-	*	-	95%	98%	70%	99%	89%	97%	89%
Not Included in Accountability: Mobile	4%	4%	**2%**	6%	3%	0%	-	*	-	0%	1%	30%	0%	9%	2%	3%
Not Included in Accountability: Other Exclusions	2%	1%	**1%**	0%	3%	0%	-	*	-	0%	1%	0%	1%	1%	1%	8%
Not Tested	1%	1%	**1%**	0%	1%	0%	-	*	-	5%	0%	0%	0%	1%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	*	-	5%	0%	0%	0%	1%	0%	0%
Other	0%	0%	**0%**	0%	1%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**99%**	100%	100%	99%	-	-	-	90%	100%	100%	99%	98%	100%	100%
Included in Accountability	91%	94%	**94%**	93%	89%	99%	-	-	-	90%	98%	67%	97%	87%	95%	81%
Not Included in Accountability: Mobile	4%	4%	**3%**	7%	4%	0%	-	-	-	0%	0%	33%	0%	10%	2%	5%
Not Included in Accountability: Other Exclusions	4%	1%	**2%**	0%	7%	0%	-	-	-	0%	2%	0%	2%	1%	2%	14%
Not Tested	1%	1%	**1%**	0%	0%	1%	-	-	-	10%	0%	0%	1%	2%	0%	0%
Absent	1%	1%	**1%**	0%	0%	1%	-	-	-	10%	0%	0%	1%	2%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**99%**	100%	97%	100%	-	-	-	100%	100%	-	99%	100%	99%	100%
Included in Accountability	94%	94%	**97%**	97%	92%	100%	-	-	-	100%	100%	-	99%	91%	97%	93%
Not Included in Accountability: Mobile	4%	4%	**2%**	3%	3%	0%	-	-	-	0%	0%	-	0%	6%	1%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**1%**	0%	3%	0%	-	-	-	0%	0%	-	0%	3%	1%	7%
Not Tested	1%	1%	**1%**	0%	3%	0%	-	-	-	0%	0%	-	1%	0%	1%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	-	-	0%	0%	-	0%	0%	0%	0%
Other	0%	1%	**1%**	0%	3%	0%	-	-	-	0%	0%	-	1%	0%	1%	0%
Science																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	-	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	94%	94%	**97%**	95%	96%	98%	-	-	-	100%	95%	*	100%	88%	97%	100%
Not Included in Accountability: Mobile	4%	5%	**3%**	5%	4%	2%	-	-	-	0%	5%	*	0%	12%	3%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	**0%**	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	*	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	94%	96%	**98%**	95%	97%	100%	-	*	-	100%	100%	*	100%	92%	100%	100%
Not Included in Accountability: Mobile	4%	3%	**2%**	5%	3%	0%	-	*	-	0%	0%	*	0%	8%	0%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	94%	94%	**94%**	*	80%	100%	-	-	-	*	-	-	94%	*	83%	*
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**99%**	99%	99%	99%	-	*	-	100%	100%	100%	100%	99%	100%	100%
Included in Accountability	92%	94%	**91%**	88%	86%	98%	-	*	-	86%	96%	50%	96%	83%	94%	71%
Not Included in Accountability: Mobile	4%	5%	**6%**	11%	6%	1%	-	*	-	14%	2%	50%	2%	13%	4%	10%
Not Included in Accountability: Other Exclusions	2%	1%	**2%**	0%	7%	0%	-	*	-	0%	2%	0%	2%	3%	2%	18%
Not Tested	1%	0%	**1%**	1%	1%	1%	-	*	-	0%	0%	0%	0%	1%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**1%**	1%	1%	1%	-	*	-	0%	0%	0%	0%	1%	0%	0%
Reading																
Assessment Participant	99%	100%	**100%**	100%	99%	100%	-	*	-	100%	100%	*	100%	99%	100%	100%
Included in Accountability	91%	93%	**90%**	89%	82%	99%	-	*	-	89%	95%	*	94%	83%	93%	66%
Not Included in Accountability: Mobile	4%	5%	**6%**	11%	7%	1%	-	*	-	11%	3%	*	2%	13%	3%	11%
Not Included in Accountability: Other Exclusions	4%	1%	**3%**	0%	10%	0%	-	*	-	0%	2%	*	4%	3%	3%	23%
Not Tested	1%	0%	**0%**	0%	1%	0%	-	*	-	0%	0%	*	0%	1%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	1%	0%	-	*	-	0%	0%	*	0%	1%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**98%**	97%	100%	96%	-	-	-	100%	100%	*	98%	98%	99%	100%
Included in Accountability	93%	94%	**93%**	88%	93%	96%	-	-	-	83%	100%	*	97%	85%	96%	82%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	5%	5%	**4%**	9%	5%	0%	-	-	-	17%	0%	*	1%	10%	3%	9%
Not Included in Accountability: Other Exclusions	1%	0%	**1%**	0%	2%	0%	-	-	-	0%	0%	*	0%	2%	0%	9%
Not Tested	1%	1%	**2%**	3%	0%	4%	-	-	-	0%	0%	*	2%	2%	1%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	**2%**	3%	0%	4%	-	-	-	0%	0%	*	2%	2%	1%	0%
Science																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	-	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	93%	95%	**91%**	87%	88%	98%	-	-	-	78%	100%	*	97%	81%	93%	70%
Not Included in Accountability: Mobile	4%	4%	**8%**	13%	6%	2%	-	-	-	22%	0%	*	3%	15%	5%	10%
Not Included in Accountability: Other Exclusions	1%	1%	**2%**	0%	6%	0%	-	-	-	0%	0%	*	0%	4%	1%	20%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	-	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	94%	94%	**93%**	90%	91%	95%	-	-	-	90%	85%	*	97%	84%	93%	83%
Not Included in Accountability: Mobile	4%	4%	**5%**	10%	4%	2%	-	-	-	10%	8%	*	2%	13%	4%	8%
Not Included in Accountability: Other Exclusions	1%	1%	**2%**	0%	4%	2%	-	-	-	0%	8%	*	2%	3%	3%	8%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	85%	**85%**	*	100%	78%	-	-	-	-	-	-	89%	*	90%	-

* 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%	**94.7%**	94.5%	95.1%	94.5%	*	*	-	93.8%	93.3%	94.3%	95.7%
2023-24	93.6%	94.5%	**94.7%**	95.3%	95.0%	94.4%	*	*	-	93.7%	94.5%	94.6%	95.1%
Chronic Absenteeism													
2024-25	18.0%	16.4%	**15.5%**	12.5%	14.4%	16.8%	*	*	-	27.3%	21.6%	16.6%	2.9%
2023-24	19.0%	16.5%	**16.3%**	18.3%	13.6%	14.7%	*	*	-	32.1%	15.8%	15.4%	13.2%
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%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
2022-23	2.0%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2024													
Graduated	90.7%	98.9%	**98.9%**	95.0%	100.0%	100.0%	-	*	-	100.0%	100.0%	98.6%	100.0%
Received TxCHSE	0.3%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Continued HS	3.1%	1.1%	**1.1%**	5.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	1.4%	0.0%
Dropped Out	5.8%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Graduates and TxCHSE	91.1%	98.9%	**98.9%**	95.0%	100.0%	100.0%	-	*	-	100.0%	100.0%	98.6%	100.0%
Graduates, TxCHSE, and Continuers	94.2%	100.0%	**100.0%**	100.0%	100.0%	100.0%	-	100.0%	-	100.0%	100.0%	100.0%	100.0%
Class of 2023													
Graduated	90.3%	99.0%	**99.0%**	100.0%	100.0%	97.8%	*	-	*	100.0%	100.0%	100.0%	100.0%
Received TxCHSE	0.3%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	-	*	0.0%	0.0%	0.0%	0.0%
Continued HS	3.1%	1.0%	**1.0%**	0.0%	0.0%	2.2%	*	-	*	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%
Graduates and TxCHSE	90.6%	99.0%	**99.0%**	100.0%	100.0%	97.8%	*	-	*	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%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	92.1%	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%
Continued HS	1.0%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	-	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.5%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	-	*	0.0%	0.0%	0.0%	0.0%
Graduates and TxCHSE	92.6%	100.0%	**100.0%**	100.0%	100.0%	100.0%	*	-	*	100.0%	100.0%	100.0%	100.0%
Graduates, TxCHSE, and Continuers	93.5%	100.0%	**100.0%**	100.0%	100.0%	100.0%	*	-	*	100.0%	100.0%	100.0%	100.0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022													
Graduated	91.8%	98.1%	**98.1%**	100.0%	100.0%	98.4%	*	-	-	100.0%	100.0%	96.8%	-
Received TxCHSE	0.4%	1.0%	**1.0%**	0.0%	0.0%	1.6%	*	-	-	0.0%	0.0%	1.6%	-
Continued HS	1.0%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	-
Dropped Out	6.8%	1.0%	**1.0%**	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	1.6%	-
Graduates and TxCHSE	92.2%	99.0%	**99.0%**	100.0%	100.0%	100.0%	*	-	-	100.0%	100.0%	98.4%	-
Graduates, TxCHSE, and Continuers	93.2%	99.0%	**99.0%**	100.0%	100.0%	100.0%	*	-	-	100.0%	100.0%	98.4%	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	92.2%	98.1%	**98.1%**	100.0%	100.0%	98.4%	*	-	-	100.0%	100.0%	96.8%	-
Received TxCHSE	0.5%	1.0%	**1.0%**	0.0%	0.0%	1.6%	*	-	-	0.0%	0.0%	1.6%	-
Continued HS	0.5%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	-
Dropped Out	6.8%	1.0%	**1.0%**	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	1.6%	-
Graduates and TxCHSE	92.7%	99.0%	**99.0%**	100.0%	100.0%	100.0%	*	-	-	100.0%	100.0%	98.4%	-
Graduates, TxCHSE, and Continuers	93.2%	99.0%	**99.0%**	100.0%	100.0%	100.0%	*	-	-	100.0%	100.0%	98.4%	-
Class of 2021													
Graduated	92.7%	98.9%	**98.9%**	100.0%	94.7%	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%
Continued HS	0.5%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Dropped Out	6.3%	1.1%	**1.1%**	0.0%	5.3%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Graduates and TxCHSE	93.2%	98.9%	**98.9%**	100.0%	94.7%	100.0%	-	*	-	*	100.0%	100.0%	100.0%
Graduates, TxCHSE, and Continuers	93.7%	98.9%	**98.9%**	100.0%	94.7%	100.0%	-	*	-	*	100.0%	100.0%	100.0%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2024	90.7%	96.9%	**96.9%**	86.4%	100.0%	100.0%	-	*	-	100.0%	94.7%	95.8%	100.0%
Class of 2023	90.3%	99.0%	**99.0%**	100.0%	100.0%	97.8%	*	-	*	100.0%	100.0%	100.0%	100.0%
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%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Class of 2023	4.3%	1.0%	**1.0%**	0.0%	3.2%	0.0%	*	-	*	0.0%	9.1%	1.6%	10.0%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2024	78.5%	81.9%	**81.9%**	78.9%	89.7%	77.8%	-	*	-	62.5%	44.4%	76.5%	87.5%
Class of 2023	84.3%	81.4%	**81.4%**	73.7%	90.3%	80.0%	*	-	*	80.0%	27.3%	76.6%	90.0%
Texas First-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2024	0.1%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Class of 2023	0.0%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	-	*	0.0%	0.0%	0.0%	0.0%
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	89.5%	81.9%	**81.9%**	78.9%	89.7%	77.8%	-	*	-	62.5%	44.4%	76.5%	87.5%
Class of 2023	88.6%	82.4%	**82.4%**	73.7%	93.5%	80.0%	*	-	*	80.0%	36.4%	78.1%	100.0%
RHSP/DAP Graduates (Annual Rate)													
2023-24	24.6%	-	**-**	-	-	-	-	-	-	-	-	-	-
2022-23	38.4%	-	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2023-24	11.0%	1.1%	**1.1%**	0.0%	2.5%	0.0%	-	*	-	0.0%	0.0%	1.4%	11.1%
2022-23	4.4%	0.9%	**0.9%**	0.0%	3.2%	0.0%	*	-	*	0.0%	8.3%	1.4%	10.0%
FHSP-DLA Graduates (Annual Rate)													
2023-24	76.9%	83.2%	**83.2%**	84.2%	87.5%	78.6%	-	*	-	71.4%	50.0%	78.3%	77.8%
2022-23	82.5%	79.4%	**79.4%**	70.0%	90.3%	79.2%	*	-	*	66.7%	25.0%	73.9%	90.0%
Texas First-DLA Graduates (Annual Rate)													
2023-24	0.1%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
2022-23	0.1%	0.0%	**0.0%**	0.0%	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2023-24	87.8%	84.2%	**84.2%**	84.2%	90.0%	78.6%	-	*	-	71.4%	50.0%	79.7%	88.9%
2022-23	86.8%	80.4%	**80.4%**	70.0%	93.5%	79.2%	*	-	*	66.7%	33.3%	75.4%	100.0%

	Campus Count	Campus Percent	District Count	State Count
Graduates (2023-24 Annual Graduates)				
Total Graduates	95	100.0%	95	382,023
By Ethnicity:				
African American	19	20.0%	19	48,064
Hispanic	40	42.1%	40	200,942
White	28	29.5%	28	101,714
American Indian	0	0.0%	0	1,231
Asian	1	1.1%	1	19,746
Pacific Islander	0	0.0%	0	606
Two or More Races	7	7.4%	7	9,720
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	309
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	101
Foundation H.S. Program (No Endorsement)	15	15.8%	15	46,183
Foundation H.S. Program (Endorsement)	1	1.1%	1	42,042
Foundation H.S. Program (DLA)	79	83.2%	79	293,032
Texas First Early H.S. Completion Program (Texas First-DLA)	0	0.0%	0	356
Special Education Graduates	18	18.9%	18	35,935
Economically Disadvantaged Graduates	69	72.6%	69	211,984
Emergent Bilingual (EB)/English Learner (EL) Graduates	9	9.5%	9	56,967
At-Risk Graduates	63	66.3%	63	173,035
CTE Completers	60	63.2%	60	127,800

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2023-24	81.8%	90.5%	**90.5%**	89.5%	87.5%	92.9%	-	*	-	100.0%	88.9%	88.4%	88.9%
2022-23	76.3%	98.1%	**98.1%**	95.0%	100.0%	97.9%	*	-	*	100.0%	83.3%	97.1%	100.0%
College Ready Graduates													
College Ready (Annual Graduates)													
2023-24	70.0%	31.6%	**31.6%**	36.8%	32.5%	35.7%	-	*	-	0.0%	50.0%	29.0%	11.1%
2022-23	61.9%	33.6%	**33.6%**	15.0%	41.9%	39.6%	*	-	*	16.7%	33.3%	29.0%	20.0%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2023-24	69.5%	29.5%	**29.5%**	10.5%	35.0%	42.9%	-	*	-	0.0%	0.0%	26.1%	11.1%
2022-23	62.8%	46.7%	**46.7%**	30.0%	38.7%	58.3%	*	-	*	50.0%	8.3%	37.7%	0.0%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2023-24	63.2%	21.1%	**21.1%**	10.5%	27.5%	25.0%	-	*	-	0.0%	0.0%	17.4%	0.0%
2022-23	54.3%	27.1%	**27.1%**	10.0%	29.0%	35.4%	*	-	*	16.7%	0.0%	20.3%	0.0%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2023-24	57.4%	21.1%	**21.1%**	10.5%	27.5%	25.0%	-	*	-	0.0%	0.0%	17.4%	0.0%
2022-23	48.4%	24.3%	**24.3%**	10.0%	25.8%	31.3%	*	-	*	16.7%	0.0%	20.3%	0.0%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2023-24	21.0%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
2022-23	20.4%	2.8%	**2.8%**	0.0%	3.2%	4.2%	*	-	*	0.0%	0.0%	1.4%	0.0%
Associate Degree (Annual Graduates)													
2023-24	3.1%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
2022-23	2.5%	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)													
2023-24	25.1%	16.8%	**16.8%**	10.5%	25.0%	14.3%	-	*	-	0.0%	0.0%	11.6%	0.0%
2022-23	23.6%	21.5%	**21.5%**	5.0%	32.3%	25.0%	*	-	*	0.0%	8.3%	14.5%	0.0%
Onramps Course Credits (Annual Graduates)													
2023-24	5.7%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
2022-23	4.8%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	-	*	0.0%	0.0%	0.0%	0.0%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2023-24	6.0%	9.5%	**9.5%**	26.3%	5.0%	7.1%	-	*	-	0.0%	50.0%	11.6%	11.1%
2022-23	5.6%	3.7%	**3.7%**	5.0%	6.5%	2.1%	*	-	*	0.0%	33.3%	5.8%	20.0%
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2023-24	38.1%	86.3%	**86.3%**	84.2%	82.5%	89.3%	-	*	-	100.0%	83.3%	84.1%	88.9%

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2022-23	36.4%	92.5%	**92.5%**	90.0%	96.8%	89.6%	*	-	*	100.0%	66.7%	89.9%	90.0%
Approved Industry-Based Certification (Annual Graduates)													
2023-24	34.9%	77.9%	**77.9%**	78.9%	80.0%	71.4%	-	*	-	85.7%	50.0%	75.4%	88.9%
2022-23	33.4%	91.6%	**91.6%**	85.0%	96.8%	89.6%	*	-	*	100.0%	58.3%	88.4%	90.0%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2023-24	1.1%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
2022-23	0.8%	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)													
2023-24	2.7%	5.3%	**5.3%**	0.0%	0.0%	14.3%	-	*	-	14.3%	27.8%	5.8%	0.0%
2022-23	2.7%	0.9%	**0.9%**	5.0%	0.0%	0.0%	*	-	*	0.0%	8.3%	1.4%	0.0%
U.S. Armed Forces Enlistment (Annual Graduates)													
2023-24	0.7%	4.2%	**4.2%**	5.3%	2.5%	7.1%	-	*	-	0.0%	5.6%	4.3%	0.0%
2022-23	0.6%	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.

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2023-24	20.1%	23.2%	**23.2%**	10.5%	27.5%	32.1%	-	*	-	0.0%	0.0%	17.4%	0.0%
	2022-23	21.0%	35.5%	**35.5%**	10.0%	35.5%	50.0%	*	-	*	16.7%	8.3%	26.1%	0.0%
Mathematics	2023-24	21.3%	21.1%	**21.1%**	10.5%	27.5%	25.0%	-	*	-	0.0%	0.0%	17.4%	0.0%
	2022-23	19.9%	26.2%	**26.2%**	10.0%	29.0%	33.3%	*	-	*	16.7%	0.0%	18.8%	0.0%
Both Subjects	2023-24	12.7%	18.9%	**18.9%**	10.5%	25.0%	21.4%	-	*	-	0.0%	0.0%	14.5%	0.0%
	2022-23	12.5%	23.4%	**23.4%**	10.0%	25.8%	29.2%	*	-	*	16.7%	0.0%	18.8%	0.0%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2023-24	26.6%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
	2022-23	18.2%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	-	*	0.0%	0.0%	0.0%	0.0%
Mathematics	2023-24	29.5%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
	2022-23	20.2%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	-	*	0.0%	0.0%	0.0%	0.0%
Both Subjects	2023-24	20.2%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
	2022-23	12.5%	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	2024	25.7%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
	2023	24.2%	3.0%	**3.0%**	2.9%	4.2%	2.7%	*	*	*	0.0%	0.0%	2.4%	0.0%
English Language Arts	2024	14.6%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
	2023	13.8%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Mathematics	2024	9.6%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
	2023	7.4%	3.0%	**3.0%**	2.9%	4.2%	2.7%	*	*	*	0.0%	0.0%	2.4%	0.0%
Science	2024	10.9%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
	2023	10.3%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Social Studies	2024	13.7%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
	2023	13.1%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2024	56.9%	-	**-**	-	-	-	-	-	-	-	-	-	-
	2023	53.3%	50.0%	**50.0%**	*	*	*	-	-	-	-	-	*	-
English Language Arts	2024	48.8%	-	**-**	-	-	-	-	-	-	-	-	-	-
	2023	52.3%	-	**-**	-	-	-	-	-	-	-	-	-	-
Mathematics	2024	53.4%	-	**-**	-	-	-	-	-	-	-	-	-	-
	2023	50.1%	50.0%	**50.0%**	*	*	*	-	-	-	-	-	*	-
Science	2024	46.1%	-	**-**	-	-	-	-	-	-	-	-	-	-
	2023	44.8%	-	**-**	-	-	-	-	-	-	-	-	-	-

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2024	56.8%	-	**-**	-	-	-	-	-	-	-	-	-	-
	2023	42.0%	-	**-**	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2023-24	79.1%	53.7%	**53.7%**	57.9%	60.0%	50.0%	-	*	-	28.6%	16.7%	50.7%	44.4%
	2022-23	79.3%	60.7%	**60.7%**	45.0%	58.1%	66.7%	*	-	*	83.3%	16.7%	55.9%	30.0%
At/Above Criterion for All Examinees	2023-24	28.8%	19.6%	**19.6%**	9.1%	20.8%	28.6%	-	-	-	*	*	20.0%	*
	2022-23	28.9%	21.5%	**21.5%**	11.1%	22.2%	28.1%	-	-	*	0.0%	*	18.4%	*
Average SAT Score (Annual Graduates)														
All Subjects	2023-24	975	932	**932**	831	941	1024	-	-	-	*	*	911	*
	2022-23	978	974	**974**	912	968	1011	-	-	920	880	805	949	877
English Language Arts and Writing	2023-24	496	485	**485**	435	483	545	-	-	-	*	*	473	*
	2022-23	497	504	**504**	469	496	522	-	-	480	480	420	490	437
Mathematics	2023-24	479	447	**447**	395	458	479	-	-	-	*	*	437	*
	2022-23	482	470	**470**	443	472	489	-	-	440	400	385	459	440
Average ACT Score (Annual Graduates)														
All Subjects	2023-24	19.3	*	*	-	*	-	-	-	-	-	-	-	-
	2022-23	19.2	13.0	**13.0**	13.0	-	-	-	-	-	-	-	13.0	-
English Language Arts	2023-24	19.0	*	*	-	*	-	-	-	-	-	-	-	-
	2022-23	18.8	11.0	**11.0**	11.0	-	-	-	-	-	-	-	11.0	-
Mathematics	2023-24	19.0	*	*	-	*	-	-	-	-	-	-	-	-
	2022-23	18.9	14.0	**14.0**	14.0	-	-	-	-	-	-	-	14.0	-
Science	2023-24	19.6	*	*	-	*	-	-	-	-	-	-	-	-
	2022-23	19.5	15.0	**15.0**	15.0	-	-	-	-	-	-	-	15.0	-

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? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.
n/a Indicates data reporting is not applicable for this group.

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2023-24	45.7%	45.5%	**45.5%**	42.7%	52.6%	40.8%	*	*	-	56.0%	38.5%	45.0%	48.6%
	2022-23	45.4%	47.7%	**47.7%**	40.7%	57.7%	42.8%	*	*	*	51.7%	29.4%	44.5%	47.2%
English Language Arts	2023-24	17.8%	10.6%	**10.6%**	7.4%	15.6%	9.4%	*	*	-	10.5%	0.0%	6.9%	0.0%
	2022-23	17.4%	10.2%	**10.2%**	3.2%	13.4%	11.7%	*	*	-	4.2%	1.6%	6.3%	0.0%
Mathematics	2023-24	19.4%	24.6%	**24.6%**	23.5%	32.1%	18.0%	*	*	-	40.0%	24.2%	22.5%	22.9%
	2022-23	19.5%	23.8%	**23.8%**	17.9%	31.6%	22.3%	*	*	*	17.9%	11.3%	22.9%	29.4%
Science	2023-24	21.9%	36.6%	**36.6%**	37.0%	47.0%	29.6%	*	*	-	40.0%	29.2%	38.1%	48.6%
	2022-23	21.5%	38.6%	**38.6%**	37.5%	45.1%	32.6%	*	*	*	48.3%	29.2%	36.5%	42.9%
Social Studies	2023-24	24.5%	10.8%	**10.8%**	6.9%	15.6%	9.3%	*	*	-	10.0%	0.0%	7.5%	0.0%
	2022-23	24.0%	11.5%	**11.5%**	4.2%	15.9%	13.1%	*	*	-	3.7%	1.6%	7.5%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2022-23	47.6%	41.1%	**41.1%**	30.0%	53.8%	37.0%	-	-	-	40.0%	11.1%	42.4%	-
	2021-22	46.7%	42.7%	**42.7%**	54.5%	31.3%	41.1%	-	*	-	*	22.2%	40.0%	50.0%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2022-23	53.6%	34.2%	**34.2%**	*	38.5%	30.0%	-	-	-	*	*	29.2%	-
	2021-22	53.6%	36.8%	**36.8%**	0.0%	40.0%	57.1%	-	*	-	-	*	27.8%	*

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? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.
*** TX IHE data not yet available.

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	**405**	**100.0%**	**1,387**	**5,530,499**	**405**	**100.0%**	**1,387**	**5,544,255**
Students by Grade								
Grade 9	105	25.9%	7.6%	8.3%	105	25.9%	7.6%	8.3%
Grade 10	108	26.7%	7.8%	7.9%	108	26.7%	7.8%	7.9%
Grade 11	109	26.9%	7.9%	7.4%	109	26.9%	7.9%	7.4%
Grade 12	83	20.5%	6.0%	7.0%	83	20.5%	6.0%	7.0%
Ethnic Distribution								
African American	92	22.7%	21.2%	12.8%	92	22.7%	21.2%	12.8%
Hispanic	97	24.0%	24.9%	53.5%	97	24.0%	24.9%	53.5%
White	190	46.9%	47.3%	24.4%	190	46.9%	47.3%	24.4%
American Indian	4	1.0%	0.7%	0.3%	4	1.0%	0.7%	0.3%
Asian	3	0.7%	0.4%	5.6%	3	0.7%	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	207	51.1%	48.4%	48.9%	207	51.1%	48.4%	48.8%
Male	198	48.9%	51.6%	51.1%	198	48.9%	51.6%	51.2%
Other Student Cohorts								
Economically Disadvantaged	308	76.0%	80.2%	60.5%	308	76.0%	80.2%	60.4%
Non-Educationally Disadvantaged	97	24.0%	19.8%	39.5%	97	24.0%	19.8%	39.6%
Section 504 Students	30	7.4%	6.8%	6.8%	30	7.4%	6.8%	6.8%
EB Students/EL	32	7.9%	6.3%	24.3%	32	7.9%	6.3%	24.3%
Students w/ Disciplinary Placements (2023-24)	23	5.2%	2.5%	2.1%				
Students w/ Dyslexia	17	4.2%	6.1%	6.4%	17	4.2%	6.1%	6.4%
Foster Care	1	0.2%	0.6%	0.2%	1	0.2%	0.6%	0.2%
Homeless	8	2.0%	1.4%	1.4%	8	2.0%	1.4%	1.4%
Immigrant	4	1.0%	1.0%	3.5%	4	1.0%	1.0%	3.5%
Migrant	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Title I	8	2.0%	71.4%	66.6%	8	2.0%	71.4%	66.5%
Military Connected	1	0.2%	0.1%	4.1%	1	0.2%	0.1%	4.1%
At-Risk	260	64.2%	44.8%	53.5%	260	64.2%	44.8%	53.5%
Students by Instructional Program								
Bilingual/ESL Education	29	7.2%	6.1%	24.3%	29	7.2%	6.1%	24.3%
Career and Technical Education	377	93.1%	39.8%	27.7%	-	-	-	-
Career and Technical Education (9-12 grades only)	377	93.1%	93.1%	74.0%	-	-	-	-
Gifted and Talented Education	18	4.4%	5.8%	8.7%	18	4.4%	5.8%	8.7%
Special Education	68	16.8%	19.3%	15.3%	68	16.8%	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	**68**							
Students with Intellectual Disabilities	41	60.3%	57.3%	48.3%				
Students with Physical Disabilities	*	*	12.7%	17.0%				
Students with Autism	**	**	**	16.8%				
Students with Behavioral Disabilities	18	26.5%	16.5%	16.3%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.6%				
Mobility (2023-24)								
Total Mobile Students	**70**	**15.7%**	**14.2%**	**16.4%**				
African American	18	4.0%	2.9%	3.3%				
Hispanic	17	3.8%	3.5%	8.9%				
White	26	5.8%	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	9	2.0%	1.5%	0.6%				
Special Ed Students who are Mobile	15	19.5%	10.9%	17.3%				
Count and Percent of EB Students/EL who are Mobile	9	23.1%	21.9%	17.9%				
Count and Percent of Econ Dis Students who are Mobile	48	14.7%	11.1%	19.0%				
Student Attrition (2023-24)								
Total Student Attrition	**59**	**18.5%**	**15.7%**	**18.0%**				

	Non-Special Education Rates			Special Education Rates		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade						
Grade 9	3.2%	3.2%	7.3%	5.6%	5.6%	11.0%

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

Class Size Information	Campus	District	State
Secondary			
English/Language Arts	17.2	14.7	16.4
Foreign Languages	17.8	17.8	18.9
Mathematics	16.6	15.9	17.8

Class Size Information	Campus	District	State
Science	16.3	16.2	18.9
Social Studies	18.6	17.2	18.9

	Campus			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	**52.4**	**100.0%**	**100.0%**	**100.0%**
Professional Staff	43.5	83.1%	57.2%	63.8%
Teachers	38.5	73.5%	45.1%	48.3%
Professional Support	1.9	3.6%	7.0%	10.8%
Campus Administration (School Leadership)	3.1	5.9%	4.4%	3.4%
Educational Aides	8.9	16.9%	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	**17.0**	**32.4%**	**32.7%**	**55.3%**
Teachers by Ethnicity				
African American	8.0	20.7%	18.3%	12.8%
Hispanic	5.0	13.0%	6.4%	31.0%
White	24.7	64.2%	73.4%	52.2%
American Indian	0.0	0.0%	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	0.8	2.1%	0.9%	1.3%
Teachers by Sex				
Males	16.2	41.9%	27.5%	24.6%
Females	22.4	58.1%	72.5%	75.4%
Teachers by Highest Degree Held				
No Degree	4.6	11.9%	5.5%	2.4%
Bachelors	22.6	58.6%	72.7%	71.4%
Masters	11.3	29.4%	21.8%	25.4%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience				
Beginning Teachers	4.8	12.4%	11.9%	7.3%
1-5 Years Experience	16.4	42.6%	36.6%	28.3%
6-10 Years Experience	5.6	14.5%	11.8%	19.7%
11-20 Years Experience	6.8	17.7%	24.4%	27.6%
21-30 Years Experience	3.9	10.1%	9.2%	14.1%
Over 30 Years Experience	1.0	2.6%	6.1%	3.0%
Number of Students per Teacher	10.5	n/a	12.7	15.0

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	7.0	3.3	6.0
Average Years Experience of Principals with District	7.0	2.8	5.1
Average Years Experience of Assistant Principals	3.0	2.3	5.1
Average Years Experience of Assistant Principals with District	3.0	2.3	4.3
Average Years Experience of Teachers	8.8	10.2	11.2
Average Years Experience of Teachers with District	3.7	4.3	7.0
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	$39,292	$42,073	$55,689
1-5 Years Experience	$45,783	$45,400	$59,266
6-10 Years Experience	$55,066	$53,694	$62,607
11-20 Years Experience	$62,696	$65,459	$66,353
21-30 Years Experience	$67,892	$65,432	$70,976
Over 30 Years Experience	$37,566	$61,681	$75,042
Average Actual Salaries (regular duties only)			
Teachers	$51,342	$53,705	$63,751
Professional Support	$67,299	$69,981	$75,909
Campus Administration (School Leadership)	$97,315	$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	11.3	29.3%	12.7%	5.5%
Compensatory Education	0.0	0.0%	5.5%	2.6%
Gifted and Talented Education	0.0	0.0%	0.0%	1.6%
Regular Education	20.9	54.2%	69.1%	69.0%
Special Education	2.5	6.5%	7.4%	11.4%
Other	3.9	10.0%	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.)