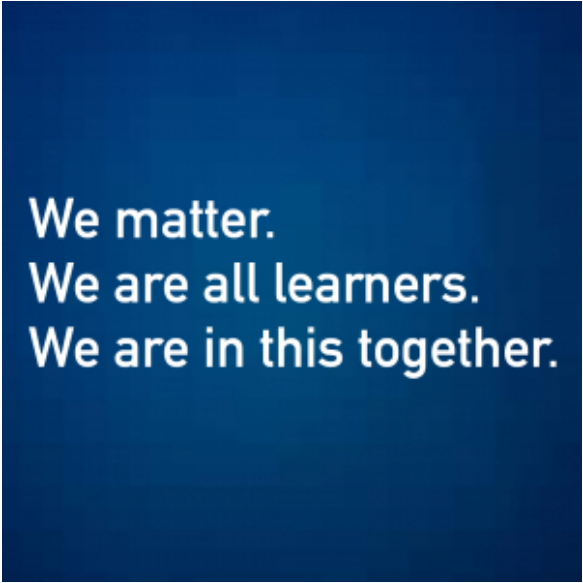# Grapevine-Colleyville ISD

Silver Lake Elementary

2025-2026 Campus Improvement Plan

We matter.
We are all learners.
We are in this together.

Mission Statement

Silver Lake aims to be "THE place to be" for reinventing education. We do this by fostering a/an:

Learner-centered platform where students receive personalized instruction based on their needs

Appreciation for diversity where all students, parents and staff are treated with respect

Knowledgeable staff that is constantly developing their skills to meet the needs of students

Environment that is safe, fun, and nurturing

Vision

Silver Lake aims to be **"THE PLACE TO BE"** for redefining education.

Value Statement

At Silver Lake we value and believe that it is our role as a community to bring learning to life for our students by creating experiences that allow students to take ownership of their learning. These shared classroom experiences are the foundation for making connections to previous learning and paving the way so that new learning is sparked.

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Priority Problem Statements

Problem Statement 1: Parents and community should feel that the school system is here to meet their needs to help support their students.

Root Cause 1: They are unaware of how to engage with our campus, and what to ask for.

Problem Statement 1 Areas: Family and Community Engagement - School Processes & Programs

Problem Statement 2: Teachers want to be able to provide unique experiences for students to be able to reach all students on campus.

Root Cause 2: Silver Lake has many emergent bilingual and at risk students that need high engagement strategies to learn and perform.

Problem Statement 2 Areas: Staff Quality, Recruitment, and Retention - Student Learning

Problem Statement 3: Silver Lake students and families require supplemental support beyond the district program.

Root Cause 3: 59% of Silver Lake students are identified as Economically Disadvantaged as compared to 27% for the district. 43.4% of Silver Lake students are identified as Emergent Bilingual as compared to 12% for the district.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Campus math performance, as measured by the STAAR with all grade levels combined, is lower than the district performance at all performance levels - Approaches or Higher 73% as compared to 84%, Meets or Higher 52% as compared to 62%, Masters 18% as compared to 31%.

Root Cause 4: Silver Lake students need personalized interventions, language supports, and learning acceleration in order to close the gap with their district peers in mathematics.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Campus reading performance, as measured by the STAAR with all grade levels combined, is lower than the district performance at all performance levels - Approaches or Higher 78% as compared to 89%, Meets or Higher 56% as compared to 74%, Masters 23% as compared to 40%.

Root Cause 5: Silver Lake students need personalized interventions, language supports, and learning acceleration in order to close the gap with their district peers in reading.

Problem Statement 5 Areas: Student Learning

Goals

Goal 1: Student Achievement and Post Secondary Readiness

Performance Objective 1: Academic Growth & Development: By 2028, all student groups will meet or exceed the State's rigorous Long Term Closing the Gaps Targets in Reading and Mathematics.

HB3 Goal

Evaluation Data Sources: Universal Screeners, STAAR, STAAR EOC, Accelerated Math Student Performance, STAAR Iterims, Local TEKS Checks

Strategy 1 Details	Reviews			
Strategy 1: All teachers will lead and collaborate with the campus principal in Professional Learning Community meetings designed to address curriculum needs, requirements, and common language around instructional content.	**Formative**			**Summative**
	Sept	Feb	Apr	June
Strategy's Expected Result/Impact: Enhancement in tier 1 instruction, resulting in students performing on grade level according to Universal Screener Data. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Campus Coach **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: Campus administration will meet with each classroom teacher 3 times during the school year, following universal screener assessment windows, to discuss classroom data and instruction.	**Formative**			**Summative**
	Sept	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Feedback and improvement on implementation of curriculum and resources needed for student success will increase collective efficacy and student performance. This is a contributing factor in a 10% increase in STAAR Reading and Math results. **Staff Responsible for Monitoring:** Principal, Assistant Principal, and Learning Liaison. **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
Strategy 3: Silver Lake will collaborate with district curriculum directors to provide content knowledge and expertise on upcoming district benchmarks to enhance tier 1 instruction during PLC meetings.	**Formative**			**Summative**
	Sept	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase on universal screeners and a minimum of a 10% increase on those that achieve the "Meets" category on STAAR for Math and Reading. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Campus Coach **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
Strategy 4: Silver Lake teachers will attend and apply training on I-Ready assessments and resources to ensure that differentiated instruction is provided for each child at the correct level.	**Formative**			**Summative**
	Sept	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Silver Lake will improve student performance as demonstrated through the I-Ready Typical and Stretch growth goals. **Staff Responsible for Monitoring:** Principal, Learning Liaison **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 5 Details	**Reviews**			
Strategy 5: Silver Lake students needing additional assistance in mathematics will be supported by a Student Math Learning Support Specialist.	**Formative**			**Summative**
	Sept	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: The Student Math Learning Support Specialist will use data to inform and implement small group interventions including identifying students, selecting materials, progress monitoring, and communicating with Tier 1 teachers. **Staff Responsible for Monitoring:** Principal **Title I:** 2.51 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Heidi Nesta - 211 - ESEA Title I, Part A - $75,000				

Strategy 6 Details	**Reviews**			
Strategy 6: Additional time on task will be provided to students to ensure progress towards rigorous state standards while completing unfinished learning from previous years.	**Formative**			**Summative**
	Sept	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: The gap between the academic performance of Silver Lake students and the district overall will lessen as measured by the state assessments. **Staff Responsible for Monitoring:** Principal **Title I:** 2.51 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Tutoring Extra Duty Pay - 211 - ESEA Title I, Part A - $37,500, Supplies - 211 - ESEA Title I, Part A - $1,800				

No Progress   Accomplished   Continue/Modify   Discontinue

Goal 1: Student Achievement and Post Secondary Readiness

Performance Objective 2: 1.2 College, Career, and Military Readiness: By 2028, 93% of annual graduates will demonstrate at least one college, career, and military ready criteria as measured by the State Accountability System [TEA HB3 Board Goals].

HB3 Goal

Evaluation Data Sources: College Career Military Readiness Indicators
"School Quality Status" Indicator Domain III State Accountability System

Strategy 1 Details	Reviews			
Strategy 1: Silver Lake teachers will use Capturing Kids' Hearts techniques to build confidence and community within their classroom.	**Formative**			**Summative**
	Sept	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Silver Lake students will increase their performance on I-Ready with an increase in student engagement. **Staff Responsible for Monitoring:** Principal, Assistant Principal, School Counselor **Title I:** 2.51, 2.52, 2.53 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	No Progress			
◯ No Progress ◯ Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 1: Student Achievement and Post Secondary Readiness

Performance Objective 3: Safety & Well-Being: By 2028, all classrooms will consistently reflect district research-based initiatives designed to preserve instructional time, encourage productive choices, and characterized by multi-tiered systems of support.

    Evaluation Data Sources: Student and Staff Attendance will reflect a desire to never miss an opportunity for learning. Behaviors that result in removal from the classroom will diminish as staff members gain expertise in a consistent discipline management plan.

Strategy 1 Details	Reviews			
Strategy 1: Silver Lake will utilize a STAR incentive system to recognize students that exhibit the CHAMPS behaviors as outlined in our district PBIS plan.	**Formative**			**Summative**

Strategy's Expected Result/Impact: A decrease of tier 2 and 3 supports for behavior.
    Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor
 	
    TEA Priorities:
Recruit, support, retain teachers and principals, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction
	Sept	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: Silver Lake will CHAMPS team will continue to assess, monitor, and train campus needs and reinforce expectations for staff and students.	**Formative**			**Summative**

Strategy's Expected Result/Impact: Areas for improvement are identified and enhance to support overall student well being.
    Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction
	Sept	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Silver Lake teachers will use the Capturing Kids' Hearts trainings and processes to increase student responsibility and wellness in the classroom.	**Formative**			**Summative**
Strategy's Expected Result/Impact: A decrease in the number of office and counselor referrals. **Staff Responsible for Monitoring:** Assistant Principal, Counselor	Sept	Feb	Apr	June

○ No Progress   ○ Accomplished   → Continue/Modify   ✗ Discontinue

Goal 1: Student Achievement and Post Secondary Readiness

Performance Objective 4: Student Involvement: Maintain, Grow, and Create co-curricular and extracurricular programming to ensure all students participate in at least one school-sponsored activity annually.

    Evaluation Data Sources: GCISD Quality Cup, Student Schedules and Rosters

Strategy 1 Details	Reviews			
Strategy 1: All students will participate in 4 campus wide learning experiences at Silver Lake.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Student, teacher, and family engagement.	**Sept**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Principal, Learning Liaison, Assistant Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Silver Lake students in grades 3 through 5 will have an opportunity to participate in the theater club and be able to perform in January.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Student and family engagement.	**Sept**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Principal, specials teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments				

Strategy 3 Details	Reviews			
Strategy 3: Specials teachers will provide free after school club opportunities that enhance growth in the area of fine arts and athletics.	**Formative**			**Summative**
	Sept	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Silver Lake with gather baseline participation data for future goal setting and opportunities for students. **Staff Responsible for Monitoring:** Principal, specials teachers. **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
Strategy 4: The Student Council club will be utilized to encourage student voice and leadership.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Student feedback and voice for campus committees and strategic planning.	**Sept**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Principal, Librarian, Counselor **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments				

○ No Progress   ◯ Accomplished   → Continue/Modify   ✖ Discontinue

Goal 1: Student Achievement and Post Secondary Readiness

Performance Objective 5: Address the needs of students for programs such as suicide prevention, violence prevention, dating violence (SB 9), and conflict resolution, as well as, programs designed for encouraging attendance, lowering drop out rates, reducing instructional time lost to discipline, and reducing the gap whenever disciplinary action by demographic group is disproportionate [TEA Requirement].

Evaluation Data Sources: Improved school cultures as evidenced by improved attendance, reduced instructional time lost to discipline, application of routes to gain assistance, and improved conflict resolution.

Strategy 1 Details				Reviews			
Strategy 1: Silver Lake will hold a "Star Student Breakfast" each six weeks to highlight and celebrate students who demonstrate the character qualities taught within the counselor curriculum.				**Formative**			**Summative**
				Sept	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Awareness of the character traits, engagement of parents, and confident students. **Staff Responsible for Monitoring:** Principal and Counselor							

Strategy 2 Details				Reviews			
Strategy 2: All teachers and campus grade level teams will track their student attendance data and compete for prizes and recognition.				**Formative**			**Summative**
				Sept	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Silver Lake will reach 97% attendance rate for the 25-26 school year. **Staff Responsible for Monitoring:** Principal, Assistant Principal **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction							

○ No Progress ◯ Accomplished → Continue/Modify ✕ Discontinue

Goal 2: Faculty and Staff Recruitment, Retention, and Capacity Building

Performance Objective 1: Recruitment: Establish metrics to connect recruitment strategies to the hiring of new and returning staff members while maintaining annual recognition as a top employer.

    Evaluation Data Sources: District approved climate and culture survey.

Strategy 1 Details	Reviews			

Strategy 1: Silver Lake will utilize staff mentors for teachers in their first and second year of teaching to support the onboarding and familiarity with our campus.
     Strategy's Expected Result/Impact: Silver Lake will retain experienced staff, and enhance the instructional program for students.
     Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Coach
	Formative			**Summative**

	Sept	**Feb**	**Apr**	**June**
	No Progress			

	No Progress		Accomplished		Continue/Modify		Discontinue

Goal 2: Faculty and Staff Recruitment, Retention, and Capacity Building

Performance Objective 2: Employee Retention and Employee Satisfaction: Establish metrics and baseline data in order to connect retention and satisfaction strategies to staff members returning in subsequent years.

Strategy 1 Details	Reviews			
Strategy 1: The Silver Lake "Engage" team will collect information on staff unity building activities, and implement to build a sense of belonging amongst staff.	**Formative**			**Summative**
	Sept	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Maintain and retain our staff for the upcoming school year. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Engage Team Members **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: Silver Lake Elementary staff will continue reviewing and training on Educators Thriving to enhance staff wellness.	**Formative**			**Summative**
	Sept	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in teacher attendance and improve upon staff culture and climate as reported in the principal and district-provided surveys. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

⬤ No Progress ⭕ Accomplished ➡️ Continue/Modify ❌ Discontinue

Goal 2: Faculty and Staff Recruitment, Retention, and Capacity Building

Performance Objective 3: Instruction is provided by highly qualified teachers who receive ongoing, high-quality professional development and steps are taken to attract highly qualified teachers to high-need schools [Title I requirement]. To address any identified dis-proportionality, provide support at campuses where our low-income or minority students are served at disproportionate rates by ineffective, out of field, or inexperienced teachers [Equity Plan Requirement when TEA Identified].

Strategy 1 Details	Reviews			
Strategy 1: Silver Lake Elementary administration and staff will utilize "Get Better Faster" coaching to continue building upon instructional delivery strategies.	**Formative**			**Summative**
	Sept	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Teachers receiving on time feedback and support to improve student performance on Universal Screeners and STAAR.
    Staff Responsible for Monitoring: Principal, Assistant Principal, Learning Liaison
 	
    TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Silver Lake staff will utilize instructional planning and strategies as learning in Get Your Teach On professional development to increase student engagement and performance.	**Formative**			**Summative**
	Sept	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: An increase in universal screener data and STAAR scores.
    Staff Responsible for Monitoring: Principal, Learning Liaison
 	
    TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
Strategy 3: Dual Language and Bilingual teachers will participate in campus Emergent Bilingual professional development to properly support the bilingual students of Silver Lake Elementary.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will make progress in English on their Universal Screeners and STAAR results. **Staff Responsible for Monitoring:** Principal, Director of World Languages, Campus Coach **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Sept	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Silver Lake Educational staff members will implement strategies learned at the Get Your Teach On conference to grow immersive classroom experiences and strategies for student engagement.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Shared learning experiences and professional development that impacts student engagement and performance. **Staff Responsible for Monitoring:** Principal, Assistant Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** - 211 - ESEA Title I, Part A	Sept	Feb	Apr	June

Strategy 5 Details	Reviews			
Strategy 5: Teachers in STAAR grades will be able to attend the Lead4ward Rockin' Review to align teaching to state standards and assessments.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved performance on STAAR Exams. **Staff Responsible for Monitoring:** Principal, Learning Liaison **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Title 1 - 211 - ESEA Title I, Part A - $1,785	Sept	Feb	Apr	June

No Progress   Accomplished   Continue/Modify   Discontinue

Goal 3: Parents, Families, and Community Satisfaction and Engagement

Performance Objective 1: Parents and Families Satisfaction and Engagement: Establish metrics and baseline data to connect engagement strategies to improve parent and family satisfaction.

Strategy 1 Details	Reviews			
Strategy 1: The Bilingual Parent Liaison will continue to grow the family engagement programming by providing resources and potential campus support for families.	**Formative**			**Summative**
	Sept	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Families engaging student success and familiarity with the campus to properly advocate for their child's needs. **Staff Responsible for Monitoring:** Principal, Bilingual Parent Liaison **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: Silver Lake will employ a Bilingual Parent Liaison to assist in parent, family, and community engagement.	**Formative**			**Summative**
Strategy's Expected Result/Impact: An increase in community awareness and support for campus needs.	**Sept**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Principal **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - 211 - ESEA Title I, Part A				

Strategy 3 Details	Reviews			
Strategy 3: Silver Lake will support parent and family programming and engagement with appropriate tools and supplies for our family engagement room and events.	**Formative**			**Summative**
	Sept	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Impactful family engagement events and classes. **Staff Responsible for Monitoring:** Principal, Bilingual Parent Liaison, Administrative Assistant **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning **Funding Sources:** Title 1 Supplies - 289 - Title IV - $2,940				

○ No Progress   ◯ Accomplished   → Continue/Modify   ✕ Discontinue

Goal 3: Parents, Families, and Community Satisfaction and Engagement

Performance Objective 2: Community Engagement and Partnerships: Increase awareness of engagement and partnership opportunities between the district/campuses and our community.

Strategy 1 Details		Reviews			
Strategy 1: The Bilingual Parent Liaison will work with the district Family Engagement Specialist to meet with community members outside of the campus to establish relationships and partnerships to help meet the needs of our families and students.		**Formative**			**Summative**
		Sept	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Two way partnerships and support from the local community. **Staff Responsible for Monitoring:** Principal, Bilingual Parent Liaison					
○ No Progress ○ Accomplished → Continue/Modify ✗ Discontinue					

Goal 3: Parents, Families, and Community Satisfaction and Engagement

Performance Objective 3: Corporate and Business Based Partnerships: Increase awareness of engagement and partnership opportunities between the district/ campuses and our business community.

Strategy 1 Details	Reviews			
Strategy 1: The school counselor will plan for and provide a career day centered on businesses and community members.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Opportunity for partnerships and awareness of our campus and community. **Staff Responsible for Monitoring:** Principal, Counselor	**Sept**	**Feb**	**Apr**	**June**

⬤ No Progress   ⬤ Accomplished   ➡ Continue/Modify   ✕ Discontinue

Goal 3: Parents, Families, and Community Satisfaction and Engagement

Performance Objective 4: Campus and District programming will encourage parental involvement at each campus [TEA Requirement].

Strategy 1 Details	Reviews			
Strategy 1: Parents will join the Experience Design and Engage committees to provide input and support to our campus programming.	**Formative**			**Summative**
Strategy's Expected Result/Impact: An increase in parent engagement and partnership. **Staff Responsible for Monitoring:** Principal, Experience Design Team **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture	**Sept**	**Feb**	**Apr**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Silver Lake Elementary will utilize a Bilingual Campus Parent Liaison to increase parent and family engagement.	**Formative**			**Summative**
Strategy's Expected Result/Impact: A Title I, Part A Parent and Family Engagement (PFE) Liaison is the designated individual based at a school whose primary function is to connect the home and school in a positive, respectful, and welcoming manner. PFE Liaisons play a dual role of ambassadorship. They represent the school through thoughtful, meaningful, and culturally appropriate communications. They also represent the parent/family by understanding the many challenges that occur in the community. The PFE Liaison works to bridge the gap between home and school by helping parents get the information and support they need to ensure their child's academic and social success. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Improve low-performing schools **Funding Sources:** Itzy Burgos - 289 - Title IV - $26,100	**Sept**	**Feb**	**Apr**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Silver Lake Administration will meet with PTA twice per month to review and plan for upcoming school events in increase and enhance family engagement activities and events.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in attendance at school events, PTA memberships, and collaborative partnerships with families. **Staff Responsible for Monitoring:** Principal, Administrative Assistant, and Assistant Principal	**Sept**	**Feb**	**Apr**	**June**
	No Progress			

No Progress   Accomplished   → Continue/Modify   ✕ Discontinue

Goal 3: Parents, Families, and Community Satisfaction and Engagement

Performance Objective 5: Campus and District programming will include goals and activities for a coordinated health program at the campus based on student fitness assessment data, student academic performance data, student attendance rates, the percentage of students who are economically disadvantaged, meeting requirements for physical activity, and other indicators recommended by the GCISD school health advisory council [TEA Requirement].

Evaluation Data Sources: Title 2, Chapter 28, Section 28.004 of the Texas Education Code requires school districts to establish School Health Advisory Council to assist the district in ensuring that local community values are reflected in the district's health education instruction.

Strategy 1 Details		Reviews			
Strategy 1: Silver Lake's school nurse will work with local dentistry to provide an informational session on dental hygiene with students.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will build upon opportunities and understanding of healthcare and hygiene habits. **Staff Responsible for Monitoring:** Counselor, School Nurse **ESF Levers:** Lever 3: Positive School Culture		**Sept**	**Feb**	**Apr**	**June**

Strategy 2 Details		Reviews			
Strategy 2: Silver Lake will partner with a local church to provide weekend snacks for students who qualify.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased attendance rates and health of students. **Staff Responsible for Monitoring:** Counselor **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction		**Sept**	**Feb**	**Apr**	**June**

No Progress   Accomplished   Continue/Modify   Discontinue

Goal 4: Strong Financial Stewardship and Internal System Efficiency

Performance Objective 1: Transparent Financial Stewardship: GCISD stakeholders will have multiple routes to provide feedback, as well as, an enhanced view of the alignment between financial actions and advancement towards the performance expectations held by the community for the District.

Strategy 1 Details	Reviews			
Strategy 1: The Campus Excellence Committee will discuss the campus budget and finances to provide input and feedback on financial actions that support academic learning.	**Formative**			**Summative**
	Sept	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: 100% of expenditures will align to campus goals. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments				
○ No Progress ○ Accomplished → Continue/Modify ✕ Discontinue				

Goal 4: Strong Financial Stewardship and Internal System Efficiency

Performance Objective 2: Effective and Efficient District Operations: GCISD campuses, departments, and programs will benefit from clear financial processes allowing timely access to quality resources in order to achieve their core purposes and goals.

Strategy 1 Details	Reviews			
Strategy 1: Silver Lake will review current and potential instructional resources to properly equip teachers with materials that meet the expectations of the district and the needs of the students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Providing proper learning materials to support curriculum and instruction. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments	**Sept**	**Feb**	**Apr**	**June**
No Progress	Accomplished	Continue/Modify	Discontinue	

Goal 4: Strong Financial Stewardship and Internal System Efficiency

Performance Objective 3: Long-range facility management plan: GCISD will have a district-wide plan that forms the basis for capital investment decisions and provides a sequence of planning processes to guide future capital measures.

    Evaluation Data Sources: Alignment of Resources to Demographic Projections and District Programs, Ability to forecast future financial needs

Strategy 1 Details			Reviews			
Strategy 1: Silver Lake staff will be able to attend training that supports Experience Design.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Investment and sustainability of the Experience Design program. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			**Sept**	**Feb**	**Apr**	**June**
⬤ No Progress　　　◯ Accomplished　　　➡ Continue/Modify　　　✖ Discontinue						

Goal 4: Strong Financial Stewardship and Internal System Efficiency

Performance Objective 4: Federal Grants will be administered according to the individual program guidelines, as well as, financial regulations such as EDGAR, in order to achieve the intent and purpose of each grant program [Federal Grant Required Assurances] as evidenced by annual compliance documentation.

Evaluation Data Sources: Federal Funds Requests, Procurement Records, Quote Forms

Strategy 1 Details	Reviews			
Strategy 1: Silver Lake will utilize title 1, funds for House Bill 1416 tutoring of students in need of additional academic supports.	**Formative**			**Summative**
	Sept	Feb	Apr	June
Strategy's Expected Result/Impact: Improvement in STAAR scores for Reading and Math. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** - 211 - ESEA Title I, Part A, - 282 - ESSER III/ARP				
No Progress Accomplished Continue/Modify Discontinue				

Title I Personnel

Name	Position	Program	FTE
Heidi Nesta	Student Math Learning Support Specialist		1
Itzy Burgos	Bilingual Campus Parent Liaison		1
Jannet Manga de Ocha	Instructional Paraprofessional		1

Campus Funding Summary

211 - ESEA Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	5	Heidi Nesta		$75,000.00
1	1	6	Tutoring Extra Duty Pay		$37,500.00
1	1	6	Supplies		$1,800.00
2	3	4			$0.00
2	3	5	Title 1		$1,785.00
3	1	2			$0.00
4	4	1			$0.00
				Sub-Total	$116,085.00
289 - Title IV					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	3	Title 1 Supplies		$2,940.00
3	4	2	Itzy Burgos		$26,100.00
				Sub-Total	$29,040.00
282 - ESSER III/ARP					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	4	1			$0.00
				Sub-Total	$0.00

Addendums

Part (i): Description of State Accountability System

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system. The Texas accountability minimum size criteria are 10 assessments or students for the all student group or any subgroup for every indicator.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students

State & District ESSA Goals											
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)											
Reading/ELA Baseline Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
2022-23 through 2026-27	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
2027-28 through 2031-32	53%	43%	48%	67%	53%	78%	54%	63%	44%	33%	41%
2032-33 through 2036-37	62%	54%	59%	74%	63%	82%	63%	70%	55%	47%	53%
2037-38	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics Baseline Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
2022-23 through 2026-27	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
2027-28 through 2031-32	55%	43%	50%	66%	54%	85%	58%	62%	47%	36%	50%
2032-33 through 2036-37	64%	55%	60%	73%	63%	88%	66%	70%	58%	49%	60%
2037-38	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress											
Baseline Rates											44%
2022-23 through 2026-27											44%
2027-28 through 2031-32											46%
2032-33 through 2036-37											48%
2037-38											50%
Graduation Rate: 4-Year Longitudinal Rate											
Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

Campus ESSA Goals (HS/K-12 & AEA)											
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2022-23 through 2026-27	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2027-28 through 2031-32	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
	2032-33 through 2036-37	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
	2037-38	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Mathematics	Baseline Rates	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2022-23 through 2026-27	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2027-28 through 2031-32	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
	2032-33 through 2036-37	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
	2037-38	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
EL Progress												
	Baseline Rates											34%
	2022-23 through 2026-27											34%
	2027-28 through 2031-32											36%
	2032-33 through 2036-37											38%
	2037-38											40%
Graduation Rate: 4-Year Longitudinal Rate												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

Campus ESSA Goals (Middle Schools)											
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2022-23 through 2026-27	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2027-28 through 2031-32	53%	43%	46%	66%	53%	78%	55%	63%	43%	33%	40%
	2032-33 through 2036-37	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
	2037-38	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%

Campus ESSA Goals (Middle Schools)											
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Mathematics	Baseline Rates	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2022-23 through 2026-27	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2027-28 through 2031-32	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
	2032-33 through 2036-37	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
	2037-38	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
EL Progress												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%

Campus ESSA Goals (Elementary Schools)											
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2022-23 through 2026-27	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2027-28 through 2031-32	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
	2032-33 through 2036-37	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
	2037-38	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Mathematics	Baseline Rates	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2022-23 through 2026-27	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2027-28 through 2031-32	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
	2032-33 through 2036-37	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
	2037-38	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
EL Progress												
	Baseline Rates											49%
	2022-23 through 2026-27											49%
	2027-28 through 2031-32											51%
	2032-33 through 2036-37											53%
	2037-38											55%

Part (i)(III) the indicators used to meaningfully differentiate all public schools in the State:

a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)
b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
c. Graduation Rate: Federal Graduation Status
d. ELP Indicator: English Learner Language Proficiency Status
e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12s; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including --
(aa) the specific weight of the indicators in such differentiation

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, and AEAs	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status1	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only2	30%

1 If Federal Graduation Status is not available, Academic Growth Status is used.

2 If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

(bb) the methodology by which the State differentiates all such schools. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number and is further used to differentiate all public schools. See the accountability manual for details: Chapter 4-2024 Closing the Gaps Domain

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students.Texas uses the Closing the Gaps domain to identify campuses that have consistently under-performing student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered 'consistently underperforming'. Data from 2022, 2023, and 2024 are considered consecutive years for 2024 Targeted Support and Improvement (TSI) identification. Any campus not identified for Comprehensive Support and Improvement (CSI) that has at least one consistently underperforming student group is identified for TSI. TSI identifies both Title I and non-Title I campuses. Campuses are evaluated annually for TSI identification. See the accountability manual for details: Chapter 10-2024 Identification of Schools for Improvement

(dd) the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by schooltype - elementary, middle, high school/K-12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Title I campuses that rank in their school type's bottom five percent are identified for CSI. Additionally, if any Title I or non-Title I campus does not attain a 66.7 percent six-year federal graduation rate for all students group, the campus is identified for CSI. Any Title I campus identified for Additional Targeted Support (ATS) for three consecutive years will be identified for CSI the following school year.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2023-2024 school year: Comprehensive Support and Improvement Schools, Targeted Support and Improvement Schools and Additional Targeted Support Schools.

Part (i)(VI) the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school type's bottom five percent of the Closing the Gaps domain for two consecutive years and have Closing the Gaps domain scaled score by the end of the second year that is higher than when originally identified are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate must have a four or six-year federal graduation rate of at least 66.7 percent for two consecutive years to exit CSI status. To exit ATS, the Closing the Gaps score for the consistently underperforming student group must surpass the score used in the year of ATS identification to identify the lowest performing five percent of each school type. A campus identified for TSI because of one consistently underperforming subgroup will exit the TSI status if the subgroup becomes not consistently underperforming subgroup. Consistently underperforming is defined as missing the targets in at least the same three indicators for three consecutive years.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2023-24 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																					
Grade 3																					

Texas Education Agency
2024 Federal Report Card
SILVER LAKE EL (220906110) - GRAPEVINE-COLLEYVILLE ISD - TARRANT COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	72%	84%	**79%**	*	73%	91%	-	*	*	*	66%	94%	53%	88%	62%	83%	74%	-	*	-	*
	CWD	48%	59%	**53%**	-	40%	83%	-	-	*	-	27%	100%	53%	-	25%	67%	38%	-	-	-	-
	CWOD	78%	91%	**88%**	*	85%	94%	-	*	*	*	83%	92%	-	88%	78%	88%	87%	-	*	-	*
	EL	62%	64%	**62%**	-	62%	-	-	-	-	-	61%	*	25%	78%	62%	73%	53%	-	*	-	-
	Male	70%	82%	**83%**	*	82%	93%	-	-	*	*	69%	95%	67%	88%	73%	83%	-	-	*	-	*
	Female	75%	86%	**74%**	-	65%	89%	-	*	-	-	63%	92%	38%	87%	53%	-	74%	-	-	-	-
Mathematics	All Students	68%	78%	**79%**	*	71%	95%	-	*	*	*	66%	94%	59%	86%	59%	81%	77%	-	*	-	*
	CWD	46%	53%	**59%**	-	50%	83%	-	-	*	-	36%	100%	59%	-	38%	67%	50%	-	-	-	-
	CWOD	74%	85%	**86%**	*	79%	100%	-	*	*	*	79%	92%	-	86%	68%	85%	86%	-	*	-	*
	EL	61%	55%	**59%**	-	59%	-	-	-	-	-	61%	*	38%	68%	59%	58%	60%	-	*	-	-
	Male	70%	78%	**81%**	*	72%	100%	-	-	*	*	63%	95%	67%	85%	58%	81%	-	-	*	-	*
	Female	66%	78%	**77%**	-	70%	88%	-	*	-	-	68%	91%	50%	86%	60%	-	77%	-	-	-	-
Grade 4																						
Reading	All Students	79%	88%	**73%**	*	64%	95%	-	*	-	*	63%	89%	41%	82%	64%	70%	77%	-	*	-	*
	CWD	55%	63%	**41%**	*	20%	80%	-	-	-	*	20%	71%	41%	-	14%	38%	*	-	-	-	*
	CWOD	85%	93%	**82%**	*	76%	100%	-	-	-	*	75%	95%	-	82%	77%	83%	81%	-	*	-	*
	EL	68%	55%	**64%**	-	64%	-	-	-	-	-	66%	*	14%	77%	64%	61%	67%	-	*	-	-
	Male	77%	86%	**70%**	*	57%	92%	-	-	-	*	54%	94%	38%	83%	61%	70%	-	-	*	-	*
	Female	81%	91%	**77%**	-	71%	100%	-	-	-	-	75%	82%	*	81%	67%	-	77%	-	*	-	-
Mathematics	All Students	67%	76%	**62%**	*	57%	75%	-	*	-	*	54%	75%	24%	74%	55%	56%	71%	-	*	-	*
	CWD	42%	41%	**24%**	*	10%	60%	-	-	-	*	10%	43%	24%	-	0%	15%	*	-	-	-	*
	CWOD	73%	83%	**74%**	*	70%	80%	-	*	-	*	67%	86%	-	74%	69%	73%	74%	-	*	-	*
	EL	62%	44%	**55%**	-	55%	-	-	-	-	-	55%	*	0%	69%	55%	56%	53%	-	*	-	-
	Male	69%	75%	**56%**	*	52%	62%	-	*	-	*	46%	71%	15%	73%	56%	56%	-	-	*	-	*
	Female	65%	77%	**71%**	-	63%	100%	-	-	-	-	65%	82%	*	74%	53%	-	71%	-	*	-	-
Grade 5																						
Reading	All Students	78%	87%	**74%**	*	65%	87%	-	*	-	*	67%	84%	67%	76%	50%	73%	76%	-	*	-	*
	CWD	48%	57%	**67%**	-	69%	*	-	-	-	-	73%	*	67%	-	71%	70%	60%	-	-	-	-
	CWOD	84%	93%	**76%**	*	63%	90%	-	*	-	*	65%	89%	-	76%	44%	74%	79%	-	*	-	*
	EL	70%	62%	**50%**	-	53%	*	-	-	-	-	52%	40%	71%	44%	50%	50%	50%	-	*	-	-
	Male	75%	84%	**73%**	*	67%	77%	-	-	-	*	68%	77%	70%	74%	50%	73%	-	-	-	-	*
	Female	80%	90%	**76%**	-	62%	100%	-	*	-	-	65%	100%	60%	79%	50%	-	76%	-	*	-	-
Mathematics	All Students	75%	86%	**70%**	*	63%	78%	-	*	-	*	62%	81%	47%	76%	52%	70%	70%	-	*	-	*
	CWD	52%	54%	**47%**	-	46%	*	-	-	-	-	45%	*	47%	-	57%	50%	40%	-	-	-	-
	CWOD	80%	92%	**76%**	*	69%	81%	-	*	-	*	68%	86%	-	76%	50%	76%	75%	-	*	-	*
	EL	70%	67%	**52%**	-	55%	*	-	-	-	-	52%	50%	57%	50%	52%	53%	50%	-	*	-	-
	Male	75%	84%	**70%**	*	68%	67%	-	*	-	*	68%	73%	50%	76%	53%	70%	-	-	*	-	*
	Female	75%	87%	**70%**	-	55%	91%	-	*	-	-	57%	100%	40%	75%	50%	-	70%	-	*	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	56%	69%	**38%**	*	24%	61%	-	*	-	*	22%	61%	27%	41%	6%	40%	36%	-	*	-	*
	CWD	34%	39%	**27%**	-	23%	*	-	-	-	-	18%	*	27%	-	14%	40%	0%	-	-	-	-
	CWOD	61%	75%	**41%**	*	25%	62%	-	*	-	*	24%	62%	-	41%	4%	40%	43%	-	*	-	*
	EL	43%	28%	**6%**	-	6%	*	-	-	-	-	4%	17%	14%	4%	6%	11%	0%	-	*	-	-
	Male	59%	69%	**40%**	*	32%	54%	-	*	-	*	27%	52%	40%	40%	11%	40%	-	-	-	-	*
	Female	54%	68%	**36%**	-	14%	70%	-	*	-	-	17%	80%	0%	43%	0%	-	36%	-	*	-	-
Grade 6																						
Mathematics	All Students	70%	85%	*	-	*	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-
	CWD	44%	56%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	75%	89%	*	-	*	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-
	EL	60%	53%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	70%	85%	*	-	-	*	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	Female	70%	84%	*	-	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	47%	65%	**59%**	*	49%	78%	-	*	*	*	40%	81%	29%	69%	35%	60%	58%	-	*	-	*
	CWD	25%	35%	**29%**	-	20%	50%	-	*	-	*	9%	67%	29%	-	0%	44%	13%	-	-	-	-
	CWOD	52%	73%	**69%**	*	59%	88%	-	*	*	*	54%	84%	-	69%	50%	65%	74%	-	*	-	*
	EL	34%	36%	**35%**	-	35%	-	-	-	-	-	39%	*	0%	50%	35%	36%	33%	-	*	-	-
	Male	44%	63%	**60%**	*	53%	79%	-	-	*	*	38%	79%	44%	65%	36%	60%	-	-	*	-	*
	Female	50%	67%	**58%**	-	45%	78%	-	*	-	-	42%	83%	13%	74%	33%	-	58%	-	-	-	-
Mathematics	All Students	41%	56%	**56%**	*	42%	77%	-	*	*	*	34%	81%	29%	65%	22%	67%	43%	-	*	-	*
	CWD	24%	32%	**29%**	-	20%	50%	-	*	-	*	9%	67%	29%	-	0%	56%	0%	-	-	-	-
	CWOD	44%	63%	**65%**	*	50%	88%	-	*	*	*	46%	84%	-	65%	32%	70%	59%	-	*	-	*
	EL	32%	26%	**22%**	-	22%	-	-	-	-	-	17%	*	0%	32%	22%	33%	13%	-	*	-	-
	Male	44%	62%	**67%**	*	50%	93%	-	-	*	*	38%	90%	56%	70%	33%	67%	-	-	*	-	*
	Female	37%	50%	**43%**	-	35%	50%	-	*	-	-	32%	64%	0%	59%	13%	-	43%	-	-	-	-
Grade 4																						
Reading	All Students	50%	68%	**50%**	*	43%	70%	-	*	-	*	41%	64%	24%	58%	36%	42%	61%	-	*	-	*
	CWD	24%	22%	**24%**	*	10%	60%	-	-	-	*	10%	43%	24%	-	0%	15%	*	-	-	-	*
	CWOD	56%	77%	**58%**	*	51%	73%	-	*	-	*	50%	71%	-	58%	46%	53%	63%	-	*	-	-
	EL	39%	34%	**36%**	-	36%	-	-	-	-	-	41%	*	0%	46%	36%	33%	40%	-	*	-	-
	Male	47%	63%	**42%**	*	35%	54%	-	*	-	*	31%	59%	15%	53%	33%	42%	-	-	*	-	*
	Female	53%	73%	**61%**	-	50%	100%	-	-	-	-	55%	73%	*	63%	40%	-	61%	-	*	-	-
Mathematics	All Students	44%	54%	**38%**	*	28%	60%	-	*	-	*	28%	54%	12%	46%	24%	35%	42%	-	*	-	*
	CWD	24%	17%	**12%**	*	0%	40%	-	-	-	*	0%	29%	12%	-	0%	15%	*	-	-	-	-
	CWOD	49%	62%	**46%**	*	35%	67%	-	*	-	*	36%	62%	-	46%	31%	43%	48%	-	*	-	*
	EL	38%	22%	**24%**	-	24%	-	-	-	-	-	28%	*	0%	31%	24%	22%	27%	-	*	-	-
	Male	47%	54%	**35%**	*	26%	46%	-	*	-	*	27%	47%	15%	43%	22%	35%	-	-	*	-	*
	Female	41%	53%	**42%**	-	29%	86%	-	-	-	-	30%	64%	*	48%	27%	-	42%	-	*	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Grade 5																						
Reading	All Students	53%	71%	**52%**	*	38%	70%	-	*	-	*	38%	72%	33%	56%	19%	50%	55%	-	*	-	*
	CWD	25%	32%	**33%**	-	38%	*	-	-	-	-	36%	*	33%	-	43%	30%	40%	-	-	-	-
	CWOD	59%	79%	**56%**	*	37%	76%	-	*	-	*	38%	79%	-	56%	12%	56%	57%	-	*	-	*
	EL	41%	34%	**19%**	-	20%	*	-	-	-	-	19%	20%	43%	12%	19%	17%	21%	-	*	-	-
	Male	51%	68%	**50%**	*	41%	54%	-	*	-	*	36%	64%	30%	56%	17%	50%	-	-	-	-	*
	Female	56%	74%	**55%**	-	33%	90%	-	*	-	-	39%	90%	40%	57%	21%	-	55%	-	*	-	-
Mathematics	All Students	49%	66%	**49%**	*	40%	65%	-	*	-	*	36%	69%	27%	55%	21%	43%	58%	-	*	-	*
	CWD	26%	28%	**27%**	-	23%	*	-	-	-	-	18%	*	27%	-	14%	30%	20%	-	-	-	-
	CWOD	54%	74%	**55%**	*	46%	67%	-	*	-	*	41%	71%	-	55%	23%	47%	64%	-	*	-	*
	EL	41%	34%	**21%**	-	23%	*	-	-	-	-	19%	33%	14%	23%	21%	16%	29%	-	*	-	-
	Male	50%	68%	**43%**	*	39%	50%	-	*	-	*	32%	55%	30%	47%	16%	43%	-	-	-	-	*
	Female	47%	64%	**58%**	-	40%	82%	-	*	-	-	39%	100%	20%	64%	29%	-	58%	-	*	-	-
Science	All Students	27%	40%	**15%**	*	10%	22%	-	*	-	*	7%	27%	13%	16%	3%	18%	12%	-	*	-	*
	CWD	16%	19%	**13%**	-	15%	*	-	-	-	-	18%	*	13%	-	14%	20%	0%	-	-	-	-
	CWOD	29%	44%	**16%**	*	8%	24%	-	*	-	*	3%	31%	-	16%	0%	17%	14%	-	*	-	*
	EL	15%	8%	**3%**	-	3%	*	-	-	-	-	4%	0%	14%	0%	3%	5%	0%	-	*	-	-
	Male	30%	42%	**18%**	*	14%	23%	-	*	-	*	9%	26%	20%	17%	5%	18%	-	-	-	-	*
	Female	23%	37%	**12%**	-	5%	20%	-	*	-	-	4%	30%	0%	14%	0%	-	12%	-	*	-	-
Grade 6																						
Mathematics	All Students	38%	61%	*	-	*	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-
	CWD	19%	27%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	42%	67%	*	-	*	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-
	EL	27%	23%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	40%	62%	*	-	-	*	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	Female	36%	61%	*	-	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	20%	34%	**20%**	*	14%	35%	-	*	*	*	6%	35%	6%	24%	4%	26%	13%	-	*	-	*
	CWD	6%	13%	**6%**	-	0%	17%	-	-	-	*	0%	17%	6%	-	0%	11%	0%	-	-	-	-
	CWOD	23%	40%	**24%**	*	19%	41%	-	*	*	*	8%	40%	-	24%	6%	31%	17%	-	*	-	*
	EL	13%	12%	**4%**	-	4%	-	-	-	-	-	4%	*	0%	6%	4%	0%	7%	-	*	-	-
	Male	18%	35%	**26%**	*	18%	43%	-	-	*	*	6%	42%	11%	31%	0%	26%	-	-	*	-	*
	Female	22%	33%	**13%**	-	10%	22%	-	*	-	-	5%	25%	0%	17%	7%	-	13%	-	-	-	-
Mathematics	All Students	15%	25%	**20%**	*	8%	32%	-	*	*	*	9%	32%	0%	27%	4%	19%	20%	-	*	-	*
	CWD	7%	9%	**0%**	-	0%	0%	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-	-	-	-
	CWOD	17%	29%	**27%**	*	11%	44%	-	*	*	*	13%	40%	-	27%	5%	26%	27%	-	*	-	*
	EL	10%	6%	**4%**	-	4%	-	-	-	-	-	4%	*	0%	5%	4%	0%	7%	-	*	-	-
	Male	17%	29%	**19%**	*	11%	29%	-	-	*	*	6%	30%	0%	26%	0%	19%	-	-	*	-	*
	Female	12%	20%	**20%**	-	5%	38%	-	*	-	-	11%	36%	0%	27%	7%	-	20%	-	-	-	-

Texas Education Agency
2024 Federal Report Card
SILVER LAKE EL (220906110) - GRAPEVINE-COLLEYVILLE ISD - TARRANT COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Grade 4																						
Reading	All Students	22%	40%	**20%**	*	15%	35%	-	*	-	*	13%	32%	6%	25%	6%	23%	16%	-	*	-	*
	CWD	6%	5%	**6%**	*	0%	20%	-	-	-	*	0%	14%	6%	-	0%	8%	*	-	-	-	*
	CWOD	26%	47%	**25%**	*	19%	40%	-	*	-	*	17%	38%	-	25%	8%	30%	19%	-	*	-	-
	EL	14%	10%	**6%**	-	6%	-	-	-	-	-	7%	*	0%	8%	6%	11%	0%	-	*	-	-
	Male	20%	37%	**23%**	*	17%	38%	-	*	-	*	12%	41%	8%	30%	11%	23%	-	-	*	-	*
	Female	24%	44%	**16%**	-	13%	29%	-	-	-	-	15%	18%	*	19%	0%	-	16%	-	*	-	-
Mathematics	All Students	20%	28%	**14%**	*	6%	30%	-	*	-	*	4%	29%	6%	16%	0%	14%	13%	-	*	-	*
	CWD	7%	6%	**6%**	*	0%	20%	-	-	-	*	0%	14%	6%	-	0%	8%	*	-	-	-	*
	CWOD	23%	32%	**16%**	*	8%	33%	-	*	-	*	6%	33%	-	16%	0%	17%	15%	-	*	-	*
	EL	15%	8%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-	*	-	-
	Male	22%	31%	**14%**	*	9%	23%	-	*	-	*	4%	29%	8%	17%	0%	14%	-	-	*	-	*
	Female	17%	24%	**13%**	-	4%	43%	-	-	-	-	5%	27%	*	15%	0%	-	13%	-	*	-	-
Grade 5																						
Reading	All Students	28%	45%	**25%**	*	15%	48%	-	*	-	*	16%	38%	13%	27%	9%	25%	24%	-	*	-	*
	CWD	8%	10%	**13%**	-	15%	*	-	-	-	-	18%	*	13%	-	29%	10%	20%	-	-	-	-
	CWOD	32%	53%	**27%**	*	14%	52%	-	*	-	*	15%	43%	-	27%	4%	29%	25%	-	*	-	*
	EL	17%	16%	**9%**	-	10%	*	-	-	-	-	7%	20%	29%	4%	9%	11%	7%	-	*	-	-
	Male	25%	41%	**25%**	*	19%	46%	-	*	-	*	18%	32%	10%	29%	11%	25%	-	-	-	-	*
	Female	30%	49%	**24%**	-	10%	50%	-	*	-	-	13%	50%	20%	25%	7%	-	24%	-	*	-	-
Mathematics	All Students	19%	34%	**14%**	*	6%	30%	-	*	-	*	7%	25%	0%	18%	3%	18%	9%	-	*	-	*
	CWD	7%	11%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	21%	39%	**18%**	*	9%	33%	-	*	-	*	9%	29%	-	18%	4%	24%	11%	-	*	-	*
	EL	12%	10%	**3%**	-	3%	*	-	-	-	-	0%	17%	0%	4%	3%	5%	0%	-	*	-	-
	Male	21%	39%	**18%**	*	11%	42%	-	*	-	*	9%	27%	0%	24%	5%	18%	-	-	-	-	*
	Female	17%	29%	**9%**	-	0%	18%	-	*	-	-	4%	20%	0%	11%	0%	-	9%	-	*	-	-
Science	All Students	11%	17%	**5%**	*	2%	13%	-	*	-	*	0%	12%	0%	6%	0%	7%	3%	-	*	-	*
	CWD	5%	10%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	12%	19%	**6%**	*	3%	14%	-	*	-	*	0%	14%	-	6%	0%	9%	4%	-	*	-	*
	EL	5%	1%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	*	-	-
	Male	13%	20%	**7%**	*	0%	23%	-	*	-	*	0%	13%	0%	9%	0%	7%	-	-	-	-	*
	Female	9%	14%	**3%**	-	5%	0%	-	*	-	-	0%	10%	0%	4%	0%	-	3%	-	*	-	-
Grade 6																						
Mathematics	All Students	13%	27%	*	-	*	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-
	CWD	5%	9%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	15%	30%	*	-	*	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-
	EL	7%	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	14%	30%	*	-	-	*	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	Female	12%	24%	*	-	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						

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SILVER LAKE EL (220906110) - GRAPEVINE-COLLEYVILLE ISD - TARRANT COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Grades																						
All Subjects	All Students	73%	85%	**68%**	50%	59%	83%	-	100%	*	67%	57%	82%	45%	74%	49%	67%	69%	-	46%	-	71%
	CWD	46%	54%	**45%**	*	38%	71%	-	-	*	*	33%	68%	45%	-	31%	47%	41%	-	-	-	*
	CWOD	77%	89%	**74%**	60%	66%	86%	-	100%	*	71%	64%	85%	-	74%	54%	73%	74%	-	46%	-	80%
	EL	61%	55%	**49%**	-	50%	0%	-	-	-	-	50%	44%	31%	54%	49%	50%	48%	-	55%	-	-
	Male	71%	83%	**67%**	50%	60%	78%	-	100%	*	67%	55%	79%	47%	73%	50%	67%	-	-	63%	-	71%
	Female	74%	87%	**69%**	-	58%	90%	-	100%	-	-	58%	89%	41%	74%	48%	-	69%	-	20%	-	-
Reading	All Students	74%	87%	**75%**	60%	67%	91%	-	100%	*	*	65%	89%	53%	82%	58%	75%	76%	-	50%	-	*
	CWD	44%	56%	**53%**	*	45%	77%	-	-	*	*	41%	76%	53%	-	36%	56%	47%	-	-	-	*
	CWOD	80%	91%	**82%**	*	74%	94%	-	100%	*	*	73%	92%	-	82%	65%	81%	82%	-	50%	-	*
	EL	59%	54%	**58%**	-	60%	*	-	-	-	-	59%	50%	36%	65%	58%	60%	57%	-	60%	-	-
	Male	70%	84%	**75%**	60%	67%	88%	-	*	*	*	63%	88%	56%	81%	60%	75%	-	-	*	-	*
	Female	78%	91%	**76%**	-	66%	96%	-	*	-	-	68%	91%	47%	82%	57%	-	76%	-	*	-	-
Mathematics	All Students	70%	82%	**70%**	60%	63%	83%	-	100%	*	*	60%	84%	43%	78%	55%	69%	73%	-	50%	-	*
	CWD	45%	51%	**43%**	*	36%	69%	-	-	*	*	31%	65%	43%	-	32%	41%	47%	-	-	-	*
	CWOD	75%	87%	**78%**	*	72%	87%	-	100%	*	*	70%	88%	-	78%	62%	78%	78%	-	50%	-	*
	EL	62%	56%	**55%**	-	56%	*	-	-	-	-	56%	50%	32%	62%	55%	55%	55%	-	60%	-	-
	Male	71%	82%	**69%**	60%	64%	78%	-	*	*	*	58%	80%	41%	78%	55%	69%	-	-	*	-	*
	Female	70%	83%	**73%**	-	63%	92%	-	*	-	-	63%	91%	47%	78%	55%	-	73%	-	*	-	-
Science	All Students	73%	81%	**38%**	*	24%	61%	-	*	-	*	22%	61%	27%	41%	6%	40%	36%	-	*	-	*
	CWD	49%	55%	**27%**	-	23%	*	-	-	-	-	18%	*	27%	-	14%	40%	0%	-	-	-	-
	CWOD	77%	84%	**41%**	*	25%	62%	-	*	-	*	24%	62%	-	41%	4%	40%	43%	-	*	-	*
	EL	61%	56%	**6%**	-	6%	*	-	-	-	-	4%	17%	14%	4%	6%	11%	0%	-	*	-	-
	Male	74%	81%	**40%**	*	32%	54%	-	*	-	*	27%	52%	40%	40%	11%	40%	-	-	-	-	*
	Female	72%	82%	**36%**	-	14%	70%	-	*	-	-	17%	80%	0%	43%	0%	-	36%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	66%	**45%**	25%	35%	63%	-	84%	*	56%	32%	64%	24%	51%	23%	44%	47%	-	31%	-	29%
	CWD	22%	29%	**24%**	*	19%	43%	-	-	*	*	15%	42%	24%	-	10%	28%	15%	-	-	-	*
	CWOD	51%	71%	**51%**	30%	40%	68%	-	84%	*	71%	37%	69%	-	51%	27%	49%	54%	-	31%	-	40%
	EL	31%	28%	**23%**	-	23%	0%	-	-	-	-	24%	16%	10%	27%	23%	22%	24%	-	36%	-	-
	Male	45%	64%	**44%**	25%	35%	58%	-	78%	*	56%	29%	60%	28%	49%	22%	44%	-	-	50%	-	29%
	Female	48%	68%	**47%**	-	34%	71%	-	90%	-	-	34%	72%	15%	54%	24%	-	47%	-	0%	-	-
Reading	All Students	52%	72%	**53%**	40%	42%	73%	-	100%	*	*	40%	73%	29%	61%	30%	50%	58%	-	33%	-	*
	CWD	23%	31%	**29%**	*	24%	46%	-	-	*	*	19%	47%	29%	-	14%	28%	29%	-	-	-	*
	CWOD	58%	79%	**61%**	*	48%	79%	-	100%	*	*	47%	78%	-	61%	35%	58%	64%	-	33%	-	*
	EL	34%	30%	**30%**	-	30%	*	-	-	-	-	33%	8%	14%	35%	30%	28%	32%	-	40%	-	-
	Male	48%	67%	**50%**	40%	42%	63%	-	*	*	*	34%	67%	28%	58%	28%	50%	-	-	*	-	*
	Female	57%	78%	**58%**	-	43%	88%	-	*	-	-	45%	82%	29%	64%	32%	-	58%	-	*	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	42%	61%	**48%**	20%	37%	68%	-	88%	*	*	33%	69%	22%	55%	23%	48%	48%	-	33%	-	*
	CWD	22%	26%	**22%**	*	15%	46%	-	-	*	*	9%	47%	22%	-	5%	31%	6%	-	-	-	*
	CWOD	46%	66%	**55%**	*	44%	74%	-	88%	*	*	40%	74%	-	55%	28%	53%	58%	-	33%	-	*
	EL	31%	28%	**23%**	-	23%	*	-	-	-	-	22%	29%	5%	28%	23%	22%	23%	-	40%	-	-
	Male	43%	61%	**48%**	20%	38%	65%	-	*	*	*	31%	65%	31%	53%	22%	48%	-	-	*	-	*
	Female	40%	60%	**48%**	-	35%	73%	-	*	-	-	34%	76%	6%	58%	23%	-	48%	-	*	-	-
Science	All Students	42%	58%	**15%**	*	10%	22%	-	*	-	*	7%	27%	13%	16%	3%	18%	12%	-	*	-	*
	CWD	21%	30%	**13%**	-	15%	*	-	-	-	-	18%	*	13%	-	14%	20%	0%	-	-	-	-
	CWOD	45%	61%	**16%**	*	8%	24%	-	*	-	*	3%	31%	-	16%	0%	17%	14%	-	*	-	*
	EL	24%	22%	**3%**	-	3%	*	-	-	-	-	4%	0%	14%	0%	3%	5%	0%	-	*	-	-
	Male	44%	59%	**18%**	*	14%	23%	-	*	-	*	9%	26%	20%	17%	5%	18%	-	-	-	-	*
	Female	40%	57%	**12%**	-	5%	20%	-	*	-	-	4%	30%	0%	14%	0%	-	12%	-	*	-	-

STAAR Percent at Masters Grade Level

All Grades

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Subjects	All Students	18%	33%	**17%**	0%	10%	32%	-	32%	*	11%	8%	29%	4%	20%	4%	19%	14%	-	0%	-	29%
	CWD	6%	9%	**4%**	*	3%	11%	-	-	*	*	3%	8%	4%	-	4%	5%	3%	-	-	-	*
	CWOD	21%	36%	**20%**	0%	12%	37%	-	32%	*	14%	9%	34%	-	20%	4%	24%	17%	-	0%	-	40%
	EL	9%	8%	**4%**	-	4%	0%	-	-	-	-	3%	6%	4%	4%	4%	4%	3%	-	0%	-	-
	Male	18%	32%	**19%**	0%	12%	35%	-	22%	*	11%	8%	30%	5%	24%	4%	19%	-	-	0%	-	29%
	Female	19%	34%	**14%**	-	7%	27%	-	40%	-	-	7%	28%	3%	17%	3%	-	14%	-	0%	-	-
Reading	All Students	21%	39%	**22%**	0%	14%	39%	-	25%	*	*	12%	35%	8%	26%	7%	25%	18%	-	0%	-	*
	CWD	6%	8%	**8%**	*	6%	15%	-	-	*	*	6%	12%	8%	-	9%	9%	6%	-	-	-	*
	CWOD	24%	43%	**26%**	*	17%	45%	-	25%	*	*	14%	41%	-	26%	6%	30%	21%	-	0%	-	*
	EL	10%	9%	**7%**	-	7%	*	-	-	-	-	6%	8%	9%	6%	7%	9%	5%	-	0%	-	-
	Male	18%	34%	**25%**	0%	18%	43%	-	*	*	*	13%	38%	9%	30%	9%	25%	-	-	*	-	*
	Female	24%	43%	**18%**	-	11%	35%	-	*	-	-	11%	30%	6%	21%	5%	-	18%	-	*	-	-
Mathematics	All Students	17%	30%	**16%**	0%	7%	32%	-	50%	*	*	6%	30%	2%	21%	2%	18%	15%	-	0%	-	*
	CWD	6%	9%	**2%**	*	0%	8%	-	-	*	*	0%	6%	2%	-	0%	3%	0%	-	-	-	*
	CWOD	19%	33%	**21%**	*	10%	38%	-	50%	*	*	9%	36%	-	21%	3%	23%	18%	-	0%	-	*
	EL	10%	9%	**2%**	-	2%	*	-	-	-	-	1%	7%	0%	3%	2%	2%	2%	-	0%	-	-
	Male	18%	32%	**18%**	0%	10%	33%	-	*	*	*	6%	30%	3%	23%	2%	18%	-	-	*	-	*
	Female	15%	28%	**15%**	-	5%	31%	-	*	-	-	6%	30%	0%	18%	2%	-	15%	-	*	-	-
Science	All Students	15%	25%	**5%**	*	2%	13%	-	*	-	*	0%	12%	0%	6%	0%	7%	3%	-	*	-	*
	CWD	5%	10%	**0%**	-	0%	*	-	-	-	*	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	17%	27%	**6%**	*	3%	14%	-	*	-	*	0%	14%	-	6%	0%	9%	4%	-	*	-	*
	EL	5%	5%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	*	-	-
	Male	16%	26%	**7%**	*	0%	23%	-	*	-	*	0%	13%	0%	9%	0%	7%	-	-	-	-	*
	Female	14%	24%	**3%**	-	5%	0%	-	*	-	-	0%	10%	0%	4%	0%	-	3%	-	*	-	-

- Indicates there are no students in the group.

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2023-24 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	76	*	69	89	-	*	-	*	70	70	65
CWD	70	*	70	75	-	-	-	*	67	70	77
CWOD	78	*	69	92	-	*	-	*	71	-	61
EL ✧	65	-	66	*	-	-	-	-	68	77	65
Male	79	*	73	90	-	*	-	*	72	74	69
Female	73	-	66	88	-	*	-	-	68	61	60
Mathematics											
All Students	61	*	58	62	-	*	-	*	57	51	52
CWD	51	*	42	64	-	-	-	*	42	51	48
CWOD	64	*	63	61	-	*	-	*	62	-	53
EL ✧	52	-	53	*	-	-	-	-	54	48	52
Male	64	*	64	57	-	*	-	*	62	52	57
Female	57	-	51	69	-	*	-	-	51	47	45

- Indicates there are no students in the group.

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

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2023

The six-year graduation rates for the class of 2022 will be updated in March, 2025.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ✧	Homeless ✧	Foster Care ✧
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2023.													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL ✧	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

✧ Ever in grades 9-12.

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2024 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
177	23	13%

- Indicates there are no students in the group.

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

✧ Indicates data reporting does not meet for Minimum Size.

Part (v): School Quality or Student Success (SQSS)

This section provides information on the other indicators of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	43	25	35	59	-	72	*	45	32	24	25
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL+
STAAR Performance Status											
Reading											
Interim Goals (2023-2027)	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
Target Met	Y		Y	Y					Y	Y	N
Interim Goals (2028-2032)	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
Target Met	Y		N	Y					N	N	N
Interim Goals (2033-2037)	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
Target Met	N		N	Y					N	N	N
Long-Term Goals	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Target Met	N		N	N					N	N	N
Mathematics											
Interim Goals (2023-2027)	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
Target Met	Y		N	Y					N	N	N
Interim Goals (2028-2032)	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
Target Met	N		N	Y					N	N	N
Interim Goals (2033-2037)	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
Target Met	N		N	N					N	N	N
Long-Term Goals	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
Target Met	N		N	N					N	N	N
English Learner Language Proficiency Status											
Interim Goals (2023-2027)											49%
Target Met											Y
Interim Goals (2028-2032)											51%
Target Met											Y
Interim Goals (2033-2037)											53%
Target Met											Y
Long-Term Goals											55%
Target Met											N
Federal Graduation Status											
Interim Goals (2023-2027)	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80%

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met											
Interim Goals (2028-2032)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86%
Target Met											
Interim Goals (2033-2037)	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92%
Target Met											
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met											

Blank cell indicates there are no data available in the group.

+ STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2023-24 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																	
All Subjects	All Students	**100%**	100%	100%	100%	-	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	**100%**	*	100%	100%	-	-	*	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	**100%**	100%	100%	100%	-	100%	*	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	**100%**	-	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	**100%**	100%	100%	100%	-	100%	*	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	**100%**	-	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	-	100%	-
Reading	All Students	**100%**	100%	100%	100%	-	100%	*	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	**100%**	*	100%	100%	-	-	*	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	**100%**	*	100%	100%	-	100%	*	*	100%	100%	-	100%	100%	100%	100%	-
	EL	**100%**	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	**100%**	100%	100%	100%	-	*	*	*	100%	100%	100%	100%	100%	100%	-	-
	Female	**100%**	-	100%	100%	-	*	-	-	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	**100%**	100%	100%	100%	-	100%	*	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	**100%**	*	100%	100%	-	-	*	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	**100%**	*	100%	100%	-	100%	*	*	100%	100%	-	100%	100%	100%	100%	-
	EL	**100%**	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	**100%**	100%	100%	100%	-	*	*	*	100%	100%	100%	100%	100%	100%	-	-
	Female	**100%**	-	100%	100%	-	*	-	-	100%	100%	100%	100%	100%	-	100%	-

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Science	All Students	**100%**	*	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	**100%**	-	100%	*	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	**100%**	*	100%	100%	-	*	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	**100%**	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	**100%**	*	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	**100%**	-	100%	100%	-	*	-	-	100%	100%	100%	100%	100%	-	100%	-
SAT/ACT All Subjects	All Students	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	
All Subjects	All Students	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	**0%**	*	0%	0%	-	-	*	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	**0%**	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	**0%**	-	0%	0%	-	0%	-	-	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	**0%**	0%	0%	0%	-	0%	*	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	**0%**	*	0%	0%	-	-	*	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	**0%**	*	0%	0%	-	0%	*	*	0%	0%	-	0%	0%	0%	0%	-
	EL	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	**0%**	0%	0%	0%	-	*	*	*	0%	0%	0%	0%	0%	0%	-	-
	Female	**0%**	-	0%	0%	-	*	-	-	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	**0%**	0%	0%	0%	-	0%	*	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	**0%**	*	0%	0%	-	-	*	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	**0%**	*	0%	0%	-	0%	*	*	0%	0%	-	0%	0%	0%	0%	-
	EL	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	**0%**	0%	0%	0%	-	*	*	*	0%	0%	0%	0%	0%	0%	-	-
	Female	**0%**	-	0%	0%	-	*	-	-	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	**0%**	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	**0%**	-	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	**0%**	*	0%	0%	-	*	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	**0%**	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	-	-

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Science	Female	0%	-	0%	0%	-	*	-	-	0%	0%	0%	0%	0%	-	0%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2020-21 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities												
In-School Suspensions												
	Male	6	0	4	2	0	0	0	0	0		
	Female	2	0	1	1	0	0	0	0	0		
	Total	8	0	5	3	0	0	0	0	0		
Out-of-School Suspensions												
	Male	1	0	1	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	1	0	1	0	0	0	0	0	0		
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Students With Disabilities												
In-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Out-of-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement												

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism												
	Male	37	4	21	9	-8	-8	1	2	15	13	2
	Female	45	4	35	6	-8	-8	-8	-8	21	8	1
	Total	82	8	56	15	-8	-8	1	2	36	21	3

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	-5
On the basis of race	-5
On the basis of disability	-5
On the basis of sexual orientation	-5
On the basis of religion	-5

Part (viii)(II) This section provides information from the 2020-21 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

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Preschool Programs
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	Total Students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Male	21	2	16	2	0	0	1	0	14	2
Female	21	1	15	4	0	1	0	0	15	1
Total	42	3	31	6	0	1	1	0	29	3

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Accelerated Coursework
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	Total Students		African American		Hispanic		White		Indian or Alaska Native		Asian		Pacific Islander		Two or More Races		EL		Students with Disabilities	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Advanced Placement Courses																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

Blank cell indicates the student group is not applicable to this report.

- Indicates there are no data available in the group.
-3 Indicates skip logic failure.
-5 Indicates Action Plan/Quick Plans.
-8 Indicates EDFacts missing data.
-9 Indicates not applicable / skipped.
-11 Indicates suppressed data at the campus/district level.

Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	9.0	21.4%
Teachers Teaching with Emergency or Provisional Credentials	1.0	2.5%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	3.9	9.8%

- Indicates there are no data available in the group.

Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year (2022-23).

To be updated by June 30th, 2025.

		State & Local and Federal	State & Local			Federal		
	Enrollment	Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		$292		$291	$291		$1	$1
Food services		$457		$5	$5	$333	$119	$452
Instruction		$7,615	$6,909	$132	$7,041	$428	$146	$574
Support services, general administration		$138		$138	$138			
Support services, instructional staff		$525	$493	$18	$511		$14	$14
Support services, operation and maintenance of plant		$1,074	$322	$492	$814	$232	$28	$260
Support services, pupils		$604	$478	$11	$489	$17	$98	$115
Support services, school administration		$536	$524	$12	$536		$0	$0
Support services, student transportation		$250		$246	$246		$4	$4
Total	**462**	**$11,490**	**$8,725**	**$1,345**	**$10,070**	**$1,010**	**$410**	**$1,420**

Blank cell indicates there are no data available in the group.

Due to rounding, numbers may not add up precisely to the totals.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2023-24 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	6,625	2%	12	1%	*	2%
Mathematics	6,620	2%	12	2%	*	2%
Grade 4						
Reading	6,491	2%	*	0%	-	-
Mathematics	6,491	2%	*	0%	-	-
Grade 5						
Reading	6,033	1%	12	1%	*	1%
Mathematics	6,033	2%	12	1%	*	1%
Science	6,033	2%	12	1%	*	1%
Grade 6						
Reading	5,586	1%	13	1%	-	-
Mathematics	5,586	1%	13	1%	-	-
Grade 7						
Reading	5,233	1%	9	1%	-	-
Mathematics	5,227	2%	9	2%	-	-
Grade 8						
Reading	4,985	1%	10	1%	-	-
Mathematics	4,985	1%	10	1%	-	-
Science	4,984	1%	10	1%	-	-
End of Course						
English I	5,119	1%	14	1%	-	-
English II	4,683	1%	9	1%	-	-
Algebra I	5,112	1%	14	1%	-	-
Biology	5,027	1%	14	1%	-	-
All Grades						
All Subjects	100,862	1%	193	1%	5	1%
Reading	44,764	1%	83	1%	*	1%
Mathematics	40,054	1%	74	1%	*	1%
Science	16,044	1%	36	1%	*	1%

- Indicates there are no students in the group.

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

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2022 National Assessment of Educational Progress, compared to the national average of such results.

		State Level: 2022 Percentages at NAEP Achievement Levels								
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24
		Pacific Islander	*	50	*	50	*	23	*	6
		Two or More Races	28	32	72	68	41	38	8	11
		EcoDis	54	52	46	48	18	19	3	3
		Students with Disabilities	77	73	23	27	7	10	1	2
		English Language Learners	57	67	43	33	16	10	2	1
	Mathematics	Overall	22	25	78	75	38	36	8	8
		Black	33	45	67	55	21	15	2	1
		Hispanic	27	36	73	64	27	22	3	3
		White	10	14	90	86	57	48	13	10
		American Indian	*	41	*	59	*	22	*	4
		Asian	3	9	97	91	73	63	27	24
		Pacific Islander	*	38	*	62	*	22	*	3
		Two or More Races	10	22	90	78	58	38	23	9
		EcoDis	31	38	69	62	24	20	3	2
		Students with Disabilities	51	56	49	44	18	14	2	2
		English Language Learners	31	48	69	52	26	14	3	2
Grade 8	Reading	Overall	34	30	66	70	23	31	2	4
		Black	45	47	55	53	17	16	1	1
		Hispanic	41	39	59	61	16	21	1	2
		White	24	22	76	78	30	38	2	5
		American Indian	*	45	*	55	*	18	*	2
		Asian	8	14	92	86	60	56	11	12
		Pacific Islander	*	35	*	65	*	25	*	2
		Two or More Races	28	27	72	73	32	35	5	6
		EcoDis	42	42	58	58	16	19	1	1
		Students with Disabilities	74	69	26	31	5	7	1	n/a
		English Language Learners	53	68	47	32	10	5	n/a	n/a
	Mathematics	Overall	39	38	61	62	24	26	5	7
		Black	54	62	46	38	11	9	2	1
		Hispanic	46	51	54	49	16	14	2	2
		White	28	26	72	74	36	35	8	9
		American Indian	*	55	*	45	*	13	*	2

State Level: 2022 Percentages at NAEP Achievement Levels											
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 8	Mathematics	Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	26	37	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
		Students with Disabilities	81	77	19	23	4	5	n/a	1
		English Language Learners	60	76	40	24	8	4	1	n/a

* Indicates reporting standards not met.

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

State Level: 2022 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	89%
		English Learners	95%
	Mathematics	Students with Disabilities	87%
		English Learners	95%
Grade 8	Reading	Students with Disabilities	89%
		English Learners	97%
	Mathematics	Students with Disabilities	93%
		English Learners	97%

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduated from high school in the 2021-22 school year enrolled in a Texas public postsecondary education institution in the 2022-23 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondaryeducation in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

There is no data for this campus.

Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2022-23 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	11%	16%	12%	9%	-	10%	*	17%	10%	18%	11%

- Indicates there are no students in the group.

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

Part (xv): Section 1003 Fund

This section provides a list of all the LEAs and schools that received funds under Section 1003, including the amount of funds each school received and the types of strategies implemented in each school with such funds for the 2022-23 school year.

Section 1003 Funds for the 2023-24 school year will be updated by the end of June, 2025.

There is no data for this campus.

Part (xvi): Count of 1st Year English Learners Excluded from the State Accountability

This section provides number of recently arrived English learners exempted from the ELA/Reading assessments and whose results are excluded from the 2023-24 State accountability.

There is no data for this campus.