Agenda of Regular Meeting

The Board of Trustees
San Elizario ISD: A Proud Community of Champions – Soaring to Excellence!

A Regular Meeting of the Board of Trustees of San Elizario ISD will be held in person on Wednesday, February 11, 2026, beginning at 5:30 PM SEISD Administration Office, 1050 Chicken Ranch Road, San Elizario, TX 79849.

Although one or more board members may participate by videoconference call, a quorum of the Board of Trustees, which includes the Presiding Officer of the Board Meeting, will be physically present at this location for purposes of this meeting and in conformance with the Texas Open Meetings Act.

Members of the public who desire to address the board regarding an item on this agenda must comply with the following registration procedures: Public comments may be submitted to acardonajr@seisd.net at any time prior to the board meeting time.

Signs, placards, or banners shall not be allowed inside the Boardroom. Additionally, any citizen wishing to distribute printed handout materials to the Board or audience must submit the materials for review by 5:00 p.m. prior to the meeting to the Superintendent's Office. The Superintendent, or their designee, shall inform the speaker if the materials have been approved for distribution prior to the meeting. All printed handout materials shall be distributed to the Board or audience before or after public comment, but not during.

Public comment shall occur at the beginning of the meeting and shall follow all other requirements and limitations under SEISD Board Policy BED (Local).

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the order shown on this meeting notice. All items on the consent agenda shall be acted upon by one vote without separate discussion, unless a Board member requests that an item be withdrawn for individual consideration.

1. **GENERAL FUNCTIONS**
   Mr. Eduardo Chavez, Board President
   A. Call Meeting to Order
   B. Roll Call
   C. Establish Quorum
   D. The Pledge of Allegiance 6
      San Elizario ISD Student
   E. Texas Pledge of Allegiance 7
      San Elizario ISD Student
   F. **San Elizario ISD Mission Statement**
      The mission of the San Elizario Independent School District is to graduate students with innovative skills for 21st-century careers by focusing on academic and social skills, fostering transformative practices, and building community support through positive relationships between home and school.

Mr. Eduardo Chavez, Board President

2. **OPEN FORUM** (three-minute limit per speaker, unless otherwise noted)
3. **DISTRICT RECOGNITIONS**
   A. Proclamation of School Breakfast Week
      Ms. Aggie Reyes, Executive Director Child Nutrition Services
   B. District Spanish Spelling Bee Winners
      Mr. Josue Palomino, Instructional Officer
   C. GT Question, Build, Explore, Create Divisional Competition Winners — Alfonso Borrego, Sr. Elementary
      Ms. Leticia De Santos, Instructional Programs Administrator
   D. San Elizario High School Career & Technical Education Recognitions
      Ms. Sandra Sanchez, CTE Administrator
      1. Business Professionals of America Regional Competition Winners
      2. Skills USA District Competition Winners
      3. HOSA - Future Health Professionals Regional Area Competition Winners
   E. Fine Arts Recognitions
      1. San Elizario High School
         Mr. Troy Enriquez, Principal, San Elizario High School
         a. Starlettes
         b. Ballet Folklorico Cuauhtli
         c. Mariachi Aguilas
      2. Ann M. Garcia - Enriquez Middle School
         Mr. Alexander Corona, Principal, Ann M. Garcia-Enriquez Middle School
         a. Folklorico
   F. Elephant Award Medal Recipient — Mr. Jeffrey Seay
      Ms. Sandra Sanchez, CTE Administrator
4. **NEW BUSINESS / BOARD ACTION ITEMS**
   A. Board of Trustees Book Study — Start with Why by Simon Sinek 8
      - Chapter 8: Start With Why, But Know How
      - Chapter 9: Know Why. Know How. Then What?

      Board of Trustees and Dr. Jeannie Meza-Chavez, Superintendent
   B. Discussion and possible Board action regarding resolution to adopt a period of prayer and reading of the Bible or other religious texts on each school day and at every campus for students and employees pursuant to Senate Bill 11 12
      Ms. Blanca Cruz, Associate Superintendent
   C. Discussion and possible Board action to approve Targeted Improvement Plans 15
      Curriculum & Instruction Team
      1. San Elizario High School
         Mr. Troy Enriquez, Principal, San Elizario High School
      2. Josefa L. Sambrano Elementary School
         Ms. Susana Frescas, Principal, Josefa L. Sambrano Elementary School
      3. Lorenzo G. Loya Primary School
         Ms. Julissa Esquivel, Principal, Lorenzo G. Loya Primary School
   D. Discussion on Campus Milestones 27
      Curriculum & Instruction Team
      1. Lorenzo G. Alarcon Elementary School

Ms. Monika Ruiz, Principal, Lorenzo G. Alarcon Elementary School
2. Alfonso Borrego, Sr Elementary School
Ms. Martha Santana-Garcia, Principal, Alfonso Borrego, Sr Elementary School
3. Ann M. Garcia-Enriquez Middle School
Ms. Alexander Corona, Principal, Ann M. Garcia-Enriquez Middle School

5. **CONSENT AGENDA** - Consider and possible Board action on

A. Financial Reports
Ms. Elizabeth Perez, Chief Financial Officer
1. Tax Report 46
2. Financial Statements 48
3. Investment Report 52
4. Budget Amendment 63

B. Consider and possible Board action to approve the Request for Proposals for Scalable Internet Service Provider ERATE FY 26 (RFP# 26-1173) 65
Mr. Vicente Rodriguez, Executive Director Technology

C. Consider and possible Board action to approve the 2026 National School Breakfast Week Official Proclamation for San Elizario Independent School District 68
Ms. Aggie Reyes, Executive Director Child Nutrition Services

D. Consider approval of minutes for the following:
Board of Trustees
1. January 14, 2026 - Regular Board Meeting 69

E. Consider disposal of surplus property declared obsolete and unnecessary by Superintendent or her Designee, to include disposal of broken furniture and technology equipment according to Administrative discretion and by any reasonable means.
1. Technology Department 78
Mr. Vicente Rodriguez, Executive Director Technology

6. **PRESENTATIONS / REPORTS / INFORMATION**

A. Presentations
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Mr. Edgar Ponce, Research & Evaluation Administrator
a. (HB 3) GPM 1.1 Progress Monitoring - Math Growth for PK4 84
b. (HB 3) GPM 1.2 Progress Monitoring - Grades K - 2nd Math Growth 88
c. Presentation — Goal Progress Monitoring 1.1 and 1.2 90

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Mr. Edgar Ponce, Research & Evaluation Administrator
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b. TAPR - San Elizario High School 179
c. TAPR - Ann M. Garcia-Enriquez Middle School 206
d. TAPR - Lorenzo G. Alarcon Elementary School 232
e. TAPR - Alfonso Borrego, Sr. Elementary School 260
f. TAPR - Josefa L. Sambrano Elementary School 288
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Mr. Edgar Ponce, Research & Evaluation Administrator
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b. Report Card - San Elizario High School 363
c. Report Card - Ann M. Garcia-Enriquez Middle School 393
d. Report Card - Lorenzo G. Alarcon Elementary School 424
e. Report Card - Alfonso Borrego, Sr. Elementary School 456
f. Report Card - Josefa L. Sambrano Elementary School 488
g. Report Card - Lorenzo G. Loya Elementary School 513

3. Child Nutrition Services - Meal Service Update 538
   Ms. Aggie Reyes, Executive Director Child Nutrition Services

C. Information

1. Board Training
   Dr. Jeannie Meza-Chavez, Superintendent
   a. 2026 Grassroots Meeting — February 10, 2026 539
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      9600 Sims Dr, El Paso, TX
      6:00 p.m. - 8:00 p.m.
   b. NSBA 2026 – April 10 to 12, 2026, San Antonio, TX 541
2. Enrollment Update 542
   Dr. Jeannie Meza-Chavez, Superintendent
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      Board of Trustees, Dr. Jeannie Meza-Chavez, and Cabinet Team Members
3. Athletic Stipends 557
   Ms. Gina Ramirez, Executive Director Human Resources
4. Health Fund Information 572
   Ms. Elizabeth Perez, Chief Financial Officer
5. CTE Courses
   Ms. Sandra Sanchez, CTE Administrator
   a. CTE Course Requests 574
   b. CCMR Student Survey 576
6. 7th and 8th Grade RLA 25 vs 26 Local Assessment Data Comparison 582
   Mr. Alexander Corona, Principal, Ann M. Garcia-Enriquez Middle School, and Mr. Edgar Ponce, Research and Evaluation Administrator

7. **EXECUTIVE SESSION**
   The Board will enter into a closed meeting to discuss personnel matters, to consult with attorney, to discuss real estate matters, to consider recommendations for hiring of personnel or termination of personnel and other personnel matters under Sec. 551.071, 551.072 and 551.074, Texas Gov. Code:
8. **THE BOARD WILL RETURN TO OPEN SESSION TO TAKE POSSIBLE ACTION ON THE MATTERS DISCUSSED IN EXECUTIVE SESSION**
9. **NEXT MEETING DATE:**
   Special Board Meeting: Wednesday, February 25, 2026
   Regular Board Meeting: Wednesday, March 4, 2026 at 5:30 p.m.
   Team of Eight Training: Thursday, March 5, 2026 at 5:30 p.m.
10. **ADJOURNMENT**

If, during the course of the meeting covered by this Notice, the Board of Trustees should determine that a closed or executive meeting or session of the Board of Trustees is required, then such closed or executive meeting or session as authorized by the Texas Open Meetings Act, Texas Government Code Section 551.001 et seq., will be held by the School Board at the date, hours, and place given in this Notice or as soon after the commencement of the meeting covered by this Notice as the School Board may conveniently meet in such closed or executive meeting or session concerning any and all purposes permitted by the Act, including, but not limited to the following sections and purposes:

Texas Government Code Section:

551-071	Private consultation with the board's attorney.
551-072	Discussing purchases, exchange, leases, or value of real property.
551-073	Discussing negotiated contracts for prospective gifts or donations.
551-074	Discussing personnel or to hear complaints against personnel
551-076	Deliberation regarding security devices
551-082	Considering discipline of a public school child, or complaint or charge against personnel
551-083	Considering the standards, guidelines, terms or conditions the board will follow, or will instruct its representative to follow, in consultation with representatives of employee groups.
551-084	Excluding witnesses from a hearing.

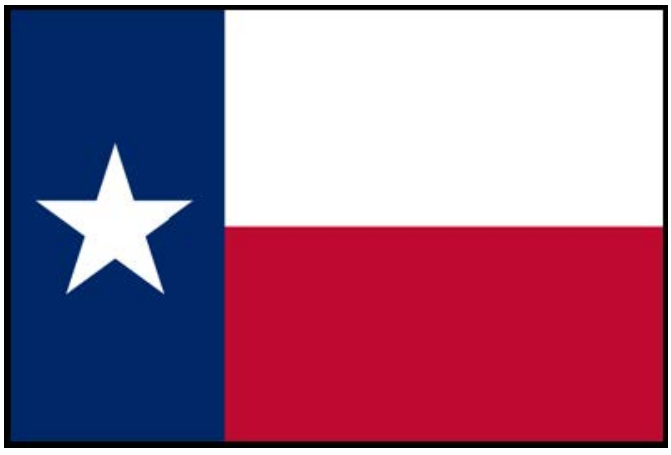
Should any final action, decision, or final vote be required in the opinion of the school Board with regard to any matter considered in such closed or executive meeting or session, then the final action, or final vote shall be either:

(a) in the open meeting covered by the Notice upon the reconvening of the public meeting; or
(b) at a subsequent public meeting of the School Board upon notice thereof; as the School Board shall determine.

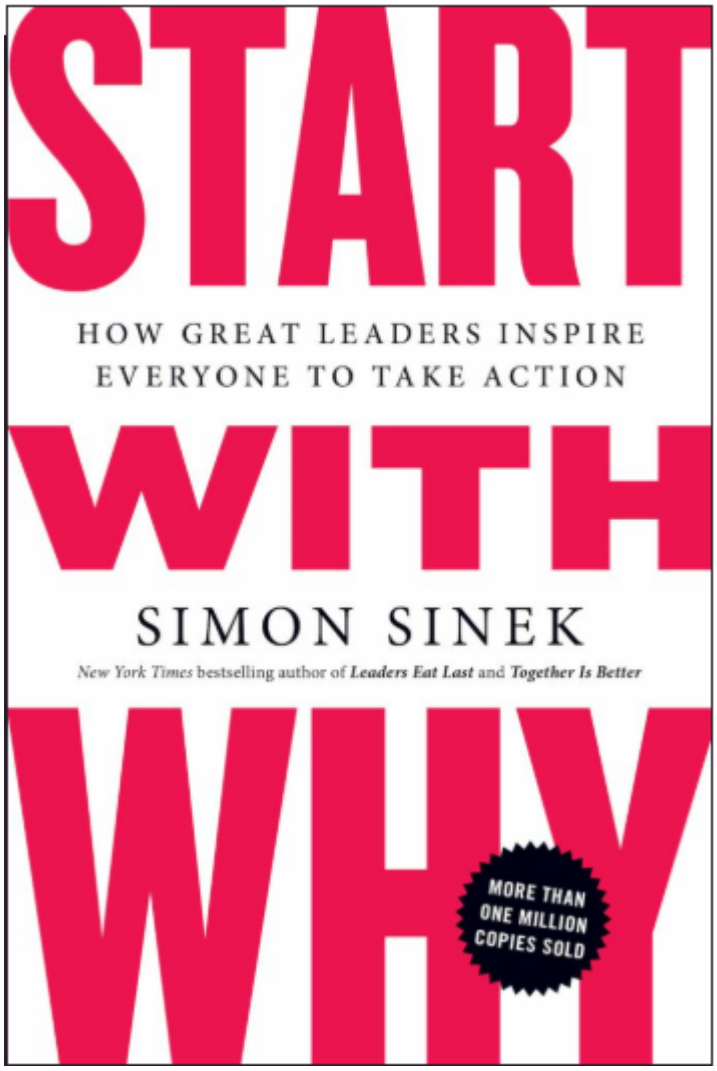


I pledge allegiance to the Flag of the United States of America, and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all.

"Honor the Texas flag; I pledge allegiance to thee, Texas, one state under God, one and indivisible."



San Elizario ISD Board of Trustees
Book Study 2025-2026



Start With WHY:
How Great Leaders Inspire Everyone to Take Action
by Simon Sinek

August 13, 2025:
The book was sent to trustees before this meeting date to begin review.

September 16, 2025:
PART 1. A World That Doesn't Start With a Why
Chapter 1: pgs. 11-15 Assume You Know
Chapter 2: pgs.16-34 Carrots & Sticks

October 8, 2025:
PART 2. An Alternative Perspective
Chapter 3: pgs. 37-51 The Golden Circle
Chapter 4: pgs. 52-64 This Is Not Opinion; This Is Biology

November 12, 2025:
Chapter 5: pgs. 65-80 Clarity, Discipline and Consistency

January 14, 2026:
PART 3. Leaders Need A Following
Chapter 6: pgs. 83-114 The Emergence of Trust
Chapter 7: pgs. 115-130 How A Tipping Point Tips

February 11, 2026:
PART 4. How to Rally Those Who Believe
Chapter 8: pgs. 133-153 Start With Why, But Know How
Chapter 9: pgs. 154-159 Know Why – Know How – Then What?

March 4, 2026:
Chapter 10: pgs. 160-171 Communication Is Not About Speaking; It's About Listening
PART 5. The Biggest Challenge is Success
Chapter 11 pgs. 175-182 When Why Goes Fuzzy

April 8, 2026:
Chapter 12 pgs. 183-206 Split Happens

May 13, 2026:
PART 6. Discover WHY pg. 207
Chapter 13: pgs. 209-221 The Origins of A Why
Chapter 14: 222-225 The New Competition

Quote Share Learning

1. Quote Share: Find at least two quotes per chapter that resonate with you
2. Record your rationale for selecting each of the two quotes

Chapter	Quote with page number	Rationale
Chapter 1		
Chapter 2		
Chapter 3		
Chapter 4		
Chapter 5		
Chapter 6		
Chapter 7		
Chapter 8		
Chapter 9		
Chapter10		

Quote Share Learning

1. Quote Share: Find at least two quotes per chapter that resonate with you
2. Record your rationale for selecting each of the two quotes

Chapter	Quote with page number	Rationale
Chapter 11		
Chapter 12		
Chapter 13		
Chapter 14		

San Elizario ISD
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San Elizario, TX 79849
Phone: 915.872.3900
Fax: 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Blanca I. Cruz, Associate Superintendent
Subject: Discussion and possible Board action regarding the consideration of Senate Bill 11
Date: February 11, 2026

HISTORY:

During the 89th Legislative Session, the State of Texas passed Senate Bill 11 (SB 11), authorizing school boards to vote on whether to establish a daily period of prayer and the reading of religious texts at district campuses. SB 11 is distinct from SB 10, which addresses posting of the Ten Commandments in schools.

RATIONALE:

The law requires school boards to take a vote between September 1, 2025, and March 1, 2026, regarding adoption of a prayer period. While the vote itself is mandatory, the law does not require districts to vote in any particular way. A record of the vote must be maintained.

Therefore, the school board has the option to approve or deny the adoption of a prayer period by March 1, 2026.

If a board approves a prayer period:

- The school board takes vote accordingly.
- Participation is strictly voluntary for students and staff.
- Parental consent is required for student participation; consent forms must also waive legal claims and release the district from liability.
- No public address system may be used for prayer or religious readings.
- The prayer period cannot replace instructional time.
- Non-participants must not be exposed to religious activity, meaning they cannot be in physical or audible proximity.
- Students who, without consent, are exposed to religious activity, may have an "injury in fact" within the meaning of the United States and Texas Constitutions, exposing the District to potential liability.
- The American Civil Liberties Union has threatened school districts that adopt the prayer period with litigation, however the law provides for the state to provide legal defense at the cost of the state.
- A board resolution is necessary (see attachment).

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If the board denies a prayer period:

- The school board takes vote accordingly.

BUDGET IMPACT:
No budget impact.

ADMINISTRATIVE RECOMMENDATION: The administrative recommendation is for the school board to take the required vote to approve or deny a prayer period.

For Approval? ☒ Yes ☐ No
If no, please check one: ☐ Presentation ☐ Report ☐ Information
Please check if applicable: ☒ Attachment Included

Resolution Regarding Senate Bill 11
Period of Prayer and Reading of the Bible or Other Religious Text

WHEREAS, under Senate Bill 11 ("SB 11") passed by the 89th Texas Legislature, a school district may adopt a policy requiring every campus of the district to provide students and employees with the opportunity to participate in a period of prayer and reading of the Bible or other religious text on each school day.

WHEREAS, under SB 11, each Board of Trustees of a school district should take a record vote between September 1, 2025, and March 1, 2026, on whether to adopt a policy requiring every campus of the district to provide a period of prayer and reading of the Bible or other religious text on each school day.

WHEREAS, the San Elizario Independent School District shall adopt a policy requiring every campus of the district to provide a period of prayer and reading of the Bible or other religious text as provided by Education Code 25.0823.

Adopted this 11th day of February 2026, by the San Elizario Independent School District Board of Trustees.

Board President's signature: _____

Board Secretary's signature: _____

SEISD Targeted Improvement Plans

February 11, 2026

The focus of the District is on Levers 4 and 5 of the TSL Plan



Texas Strategic Leadership
Strategic Priorities

Strategic Priority 1 Lever 4 Academic Experience

Effective District Framework Key Practices

Key Practice 4.2.5

Implementation Monitoring for Alignment to District Curriculum and Instruction

Approach District establishes routine monitoring systems to ensure campuses implement district adopted materials, aligned internalization and instructional planning, and required scope and sequence and aligned assessments; district uses this informationto drive Professional Learning and Job-embedded Coaching and Collaboration strategies (Essential Action 5.2)

San Elizario ISD Aligned Initiatives

Initiatives

- Instructional Framework RBIS
- Adopted Curriculum Implementation and Use
- PLC Lesson Internalization/Lesson Planning

Strategic Priority 2 Lever 5 Instructional Capacity Building

Effective District Framework Key Practices

Key Practice 5.2.4

Instructional Planning & Support

District delivers ongoing job embedded supports and calibration for instructional leaders and coaches to effectively support teachers to effectively use individual planning time and/or facilitate Professional Learning Communities to support internalizing curriculum for students (inclusive of differentiation).

San Elizario ISD Aligned Initiatives

Initiatives

Texas Instructional Leadership MIA

TSL Levers

Key Practice 4.2.5 – Implementation Monitoring for Alignment to District Curriculum and Instruction

Initiatives:

-Adopted Curriculum Implementation and Use

-PLC Lesson Internalization/Lesson Planning

Key Practice 5.2.4 – Instructional Planning & Support

Initiatives:

Coaching Observation and Feedback

Targeted Improvement Plan Submissions

1. *Lorenzo G. Loya Primary School*
2. *Josefa L. Sambrano Elementary School*
3. *San Elizario High School*

Targeted Improvement Plan - Strategies

- High Quality Instructional Materials
- Strong PLC Structure
- Coaching Teachers with Fidelity ("See it, Name it, Do it" Model and Campus Walkthrough Form)

- **Walkthrough Information**
  - Decreased from 8 to 5 (Regular Walkthrough)
  - Added 2 teachers per month under the new coaching model (Script, action step, conference).

Walkthrough Data

Start Date: 7/22/2025	
End Date: 1/29/2026	
Report Date: 1/30/2026	
IS/IO	**Obs.**
Alvarez, Anna	80
Cortez, Deborah	46
Diaz, Georgina (has been out on FMLA)	77
Duran, Cesar	86
Gomez, Marilyn (started 1-6-26)	12
Jara, Brenda	100
Morales, Erika	28
Murphy, Claudia	54
Nakay, Claudia	65
Padilla, Alyssa	54
Palomino, Josue	43
Pulido, Veronica	24
Quezada, Eva (Started 9-30-25 IS to IO)	54
Vallejo, Maribel	58

Start Date: 7/22/2025		
End Date: 1/29/2026		
Report Date: 1/30/2026		
Administrator	**WT-School Year and Intersession**	**Obs.**
Carranco, Fabiola	128	16
Chavez, Valerie	204	9
Corona, Alexander	271	14
Enriquez, Troy	84	0
Esquivel, Julissa	157	12
Frescas, Susana	220	15
Nunn, Melissa	210	3
Robles, Lorena	90	17
Ruiz, Monika	98	11
Sandate, Lydia	140	15
Santana-Garcia, Martha	140	17
Silva, Laura	137	17
Talamantes, Concepcion	105	10

Lorenzo G. Loya Primary School

- **Ongoing (2024–2027):**
  - Maintain alignment of PK3 and PK4 grade levels.
  - Develop targeted lessons and activities designed to address specific skill areas identified through data.
  - The Instructional Specialist provides teachers with effective, research-based, age-appropriate instructional materials and lesson support.
- **Weekly:** Teachers collaborate to internalize lesson plans, review center activities, and plan strategies to enhance students' academic learning experiences.
- **Scheduled PLC Cycles:** Conduct Data PLCs aligned to SLO Check-Ins and CIRCLE BOY, MOY, and EOY benchmarks.
- **Continuous:** Analyze student data to provide differentiated support for both lower- and higher-performing students.
- **BOY, MOY, EOY:** Administrators meet with teachers during SLO Check-Ins to review evidence, discuss student progress, and determine next steps to support growth for all students.
- **After Each Data Cycle:** The Reading Intervention Teacher receives DDD (Data-Driven Decision) forms to inform student regrouping for targeted small-group intervention.
- **By 2026–2027:** The campus transitions to full alignment with the TCMPC Curriculum Framework while continuing to integrate developmentally appropriate Pre-K practices.

Josefa L. Sambrano Elementary School

- **Ongoing (2024–2027):**
  - Continue using HQIM materials. Coaching will be provided to teachers based on classroom walkthrough **at least Bi-weekly.**
  - The Instructional Specialists provide teachers with effective, research-based, age-appropriate instructional materials and lesson support.
  - **Prioritizing** teachers **with higher need** under the see it, name it, doing coaching model.
  - **Analyze** student data to provide differentiated support for both lower- and higher-performing students.
- **Weekly**: Maintain a strong PLC framework for teachers with administrator presence and engagement collaborate to internalize lesson plan.
- **Scheduled** PLC Cycles: Conduct Data PLCs as per district's schedule aligned to benchmark assessment.
- **BOY, MOY, EOY**: Administrators meet with teachers to review evidence, discuss student progress, and determine next steps to support growth for all students.
- **After** Each Data Cycle: The Reading Intervention Teachers receives DDD (Data-Driven Decision) forms to inform student regrouping for targeted small-group intervention.

San Elizario High School

- **Ongoing (2024–2027):**
  - Continue using HQIM materials. Coaching will be provided to teachers based on classroom walkthrough **at least biweekly.**
  - The Instructional Specialists provide teachers with effective, research-based, age-appropriate instructional materials and lesson support.
  - **Prioritizing** teachers with higher need under the see it, name it, doing coaching model.

  - **Analyze** student data to provide differentiated support for both lower- and higher-performing students.

- **Weekly**: Maintain a strong PLC framework for teachers with administrator presence and engagement collaborate to internalize lesson plan.

- **Scheduled** PLC Cycles: Conduct Data PLCs as per district's schedule aligned to benchmark assessment.

TIP Campus Input

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Lorenzo G. Loya Primary School

-Alignment
-Lesson Planning
-Data PLC/SLO
-Differentiation
-YAG Adjustment

Josefa L. Sambrano Elementary School

- Bluebonnet Challenges
- Below Level Student Progress Monitoring
- Individual Data Talks

San Elizario High School

-HQIM
-Coaching and PLC
-Teacher support
-Student work analysis

Monitoring from Campus Principals and District Leadership

Questions/Input

Motion

Campus Milestones

February 11, 2026

Accountability Proportional Weights

2025					Dom	
Campus	AEA	%Econ Disadv	Gr 3-12 Enr.	Total Enr.	Gr 3-12 Enr.	Proportional Weight*
(071904001) San Elizario H S	N	95.1	984	984	984	44.7
(071904041) Ann M Garcia-Enriquez Middle	N	92.9	408	408	408	18.6
(071904101) L G Alarcon EL	N	87.2	297	297	297	13.5
(071904104) Alfonso Borrego Sr EL	N	88.4	510	510	510	23.2
DISTRICT TOTAL - (071904) San Elizario ISD					2,199	100.0

What is the "weight" of each campus in the overall District accountability score?

2026 Planning					Dom	
Campus	AEA	%Econ Disadv	Gr 3-12 Enr.	Total Enr.	Gr 3-12 Enr.	Proportional Weight*
(071904001) San Elizario H S	N	94.77	898	898	898	42.6
(071904041) Ann M Garcia-Enriquez Middle	N	94.92	394	394	394	18.7
(071904101) L G Alarcon EL	N	91.92	297	297	297	14.1
(071904104) Alfonso Borrego Sr EL	N	89.83	521	521	521	24.7
DISTRICT TOTAL - (071904) San Elizario ISD					2,110	100.0

The "weight" is in proportion to the campus enrollment.

Data Goals

2026 CIRCLE Targets—PK3/PK4 Loya

Grade Level/Test	2025 Overall Score	2026 Target Score
PK3 Pre-reading (Teacher Created Asses)	On track=90% (M), 90% (Dual)	PK3 will be taking the CIRCLE assessment
	Need monitoring=90% (M), 90% (Dual)	this year for the first time. They will be
	Needs support=90% (M), 90% (Dual)	assessed BOY, MOY & EOY. There will be concepts not tested or scored due to their DOB range. Target score will be determined after the MOY assessment.
PK4 Pre-reading (EOY CIRCLE)	On track=97% (M), 87% (Dual)=	Target combination score 93% EOY 2026
	Need monitoring= 0% (M), 0% (Dual)	
	Needs support=3% (M), 13% (Dual)	
PK3 Pre-math (Teacher Created Asses)	On track=90% (M), 81% (Dual)	PK3 will be taking the CIRCLE assessment
	Need monitoring= 0% (M), 0% (Dual)	this year for the first time. They will be
	Needs support=10%(M), 19% (Dual)	assessed BOY, MOY & EOY. There will be concepts not tested or scored due to their DOB range. Target score will be determined after the MOY assessment.
PK4 Pre-math (EOY CIRCLE)	On track=100% (M), 85% (Dual)	Target combination score 88% EOY 2026 This school year our dual language students will test only in English at each benchmark wave.
	Need monitoring=0% (M), 0% (Dual)	
	Needs support=0% (M), 15% (Dual)	

2026 Targets—Sambrano Grades K-2

Grade/Test	2025 Overall Score		2026 Target Score	
	ENGLISH	SPANISH	ENGLISH	SPANISH
K Reading mCLASS	WBBM— 55%	WBBM— 25%	WBBM— 20%	WBBM— 20%
	BBM— 11%	BBM— 9%	BBM— 20%	BBM— 20%
	BM— 20%	BM— 41%	BM— 40%	BM— 40%
	ABM– 14%	ABM– 25%	ABM– 20%	ABM– 20%
1st Reading mCLASS	WBBM— 47%	WBBM—46%	WBBM— 25%	WBBM— 25%
	BBM— 15%	BBM— 9%	BBM— 15%	BBM— 15%
	BM— 19%	BM— 25%	BM— 40%	BM— 40%
	ABM – 19%	ABM– 20%	ABM– 20%	ABM– 20%
2nd Reading mCLASS	WBBM— 39%	WBBM— 21%	WBBM—15%	WBBM—15%
	BBM— 18%	BBM— 16%	BBM— 25%	BBM— 25%
	BM— 23%	BM— 37%	BM— 40%	BM— 40%
	ABM– 20%	ABM– 26%	ABM– 20%	ABM– 20%
K, 1, 2 Math TBD due to new assessments				

Key: WBBM=well below benchmark; BBM=below benchmark; BM=at benchmark; ABM=above benchmark

Data Goals – Elementary Campuses

Grade Level/Test	2025 STAAR Overall Score	2026 Target STAAR Score
3rd Reading	A— 72%	A— 78%
	Me— 38%	Me— 45%
	Ma— 15%	Ma— 18%
4th Reading	A— 75%	A— 80%
	Me— 35%	Me— 42%
	Ma— 10%	Ma— 15%
5th Reading	A— 59%	A— 68%
	Me— 39%	Me— 42%
	Ma— 14%	Ma— 18%
6th Reading	A— 73%	A— 78%
	Me— 38%	Me— 45%
	Ma— 15%	Ma— 20%
3rd Math	A— 62%	A— 65%
	Me— 28%	Me— 35%
	Ma— 1%	Ma—4%
4th Math	A— 56%	A— 59%
	Me— 29%	Me—31%
	Ma— 7%	Ma—10%
5th Math	A— 68%	A— 71%
	Me— 30%	Me— 33%
	Ma— 4%	Ma—7%

Grade Level/Test	2025 STAAR Overall Score	2026 Target STAAR Score
6th Math	A— 84%	A—88%
	Me— 43%	Me—50%
	Ma— 11%	Ma—18%
5th Science	A— 43%	A— 55%
	Me— 8%	Me—20%
	Ma— 4%	Ma— 10%

Data Goals – Secondary Campuses

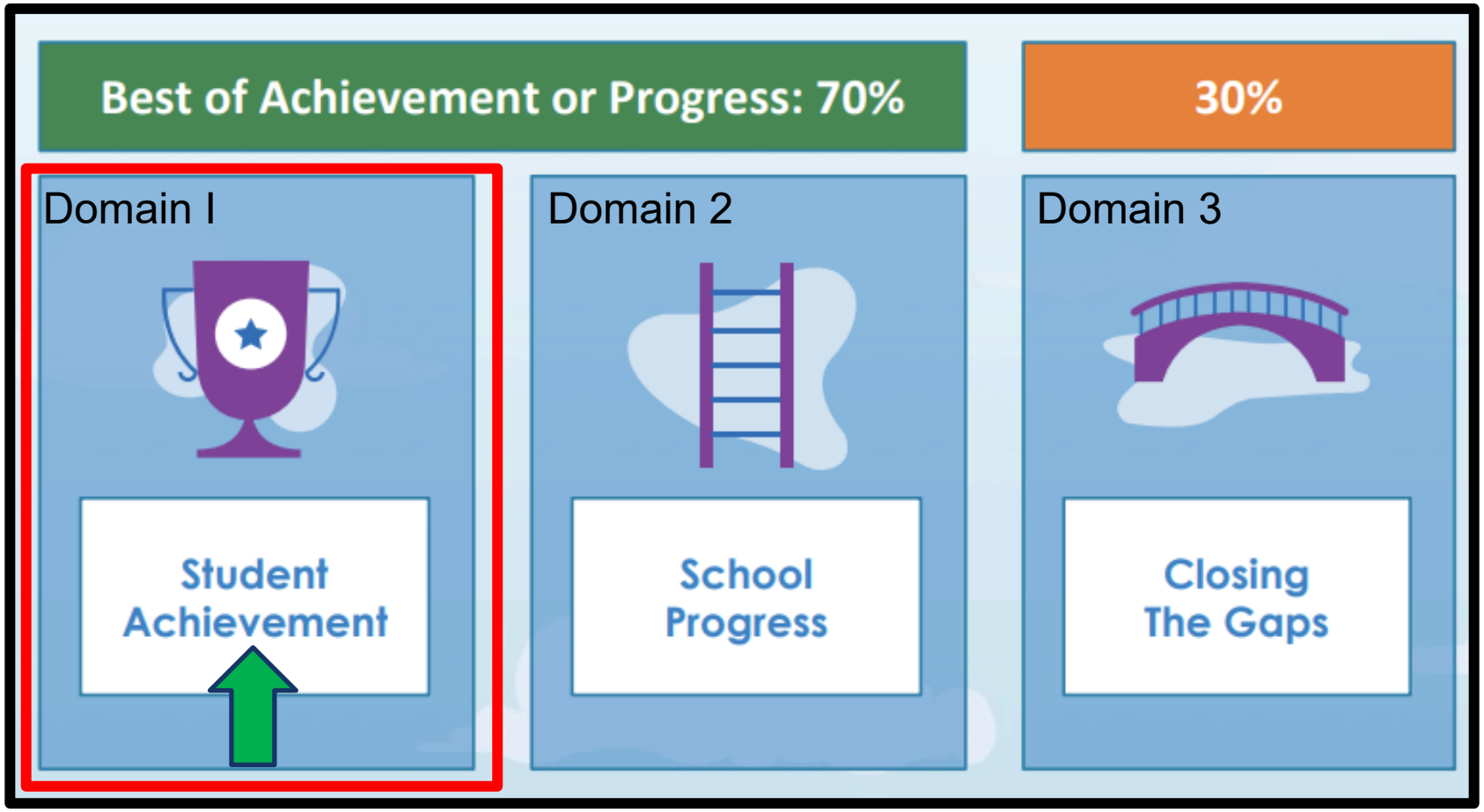
2026 STAAR Targets—Grades GEMS

Grade Level/Test	2025 STAAR Overall Score	2026 Target STAAR Score
7th Reading	A—69%	A— 75%
	Me—36%	Me— 44%
	Ma—9%	Ma— 15%
8th Reading	A— 75%	A— 81%
	Me— 42%	Me— 50%
	Ma— 17%	Ma—23
7th Math	A— 43%	A— 82%
	Me— 12%	Me— 47%
	Ma— 2%	Ma— 16%
8th Math	A— 72%	A— 77%
	Me— 41%	Me— 46%
	Ma— 9%	Ma— 14%
Algebra 1	A— 98%	A— 100%
	Me—91%	Me— 100%
	Ma— 73%	Ma— 80%
8th Science	A— 64%	A— 71%
	Me— 32%	Me— 37%
	Ma— 9%	Ma— 15%
8th Social Studies	A— 48%	A— 58%
	Me— 13%	Me— 19
	Ma— 4%	Ma— 10%

2026 STAAR Targets—Grades SEHS

Grade Level/Test	2025 STAAR Overall Score	2026 Target STAAR Score
Algebra 1	A—56	A— 70%
	Me—17	Me— 32%
	Ma— 4	Ma— 10%
Biology	A— 84	A—90
	Me— 47	Me— 60
	Ma— 6	Ma— 10
English I	A— 45	A— 51
	Me— 28	Me— 35
	Ma— 4	Ma— 10
English II	A— 52	A— 63
	Me— 33	Me— 38
	Ma— 1	Ma— 5
US History	A— 92.5	A— 93
	Me— 49	Me— 53
	Ma— 15	Ma— 18

Accountability Domains – Three Domains



The next slides will reflect information regarding the "possible outcomes" by campus for the Student Achievement (Domain I) only

Possible Outcome Based on Goals - Domain 1

Domain 1 Calculation - Elementary School							
Domain 1 - Academic Achievement							
	Reading	Math	Science	Totals	Percentages	Domain 1 - Student Achievement Scaled Score	Domain 1 - Campus Student Achievement Domain Rating
Total Tests	283	281	76	640			
Approaches GL or Above	197	192	32	421	66		
Meets GL or Above	102	93	6	201	31		
Masters GL	31	16	3	50	8		
Total Percentage Points					105		
Student Achievement Domain STAAR Component Score Total Percentage Points ÷ 3					35	60	D

Current Score – Lorenzo Alarcon Elementary

	Reading	Math	Science
Approaches GL or Above	70%	68%	42%
Meets GL or Above	36%	33%	8%
Masters GL	11%	6%	4%

What would happen if the goals for the campus were met?

Possible Outcome

	Reading	Math	Science	Totals	Percentages	Domain 1 - Student Achievement Scaled Score	Domain 1 - Campus Student Achievement Domain Rating
Total Tests	283	281	76	640			
Approaches GL or Above	215	197	42	454	71		
Meets GL or Above	122	104	15	241	38		
Masters GL	48	25	8	81	13		
Total Percentage Points					122		
Student Achievement Domain STAAR Component Score Total Percentage Points ÷ 3					41	70	C

	Reading	Math	Science
Approaches GL or Above	76%	70%	55%
Meets GL or Above	43%	37%	20%
Masters GL	17%	9%	10%

Possible Outcome Based on Goals - Domain 1

Domain 1 Calculation - Elementary School							
Domain 1 - Academic Achievement							
	Reading	Math	Science	Totals	Percentages	Domain 1 - Student Achievement Scaled Score	Domain 1 - Campus Student Achievement Domain Rating
Total Tests	496	491	120	1107			
Approaches GL or Above	323	296	60	679	61		
Meets GL or Above	194	160	17	371	34		
Masters GL	58	50	4	112	10		
Total Percentage Points					105		
Student Achievement Domain STAAR Component Score Total Percentage Points ÷ 3					35	60	D

Current Score – Alfonso Borrego Elementary

	Reading	Math	Science
Approaches GL or Above	65%	60%	50%
Meets GL or Above	39%	33%	14%
Masters GL	12%	10%	3%

What would happen if the goals for the campus were met?

	Reading	Math	Science	Totals	Percentages	Domain 1 - Student Achievement Scaled Score	Domain 1 - Campus Student Achievement Domain Rating
Total Tests	496	491	120	1107			
Approaches GL or Above	377	344	66	787	71		
Meets GL or Above	213	182	24	419	38		
Masters GL	84	44	12	140	13		
Total Percentage Points					122		
Student Achievement Domain STAAR Component Score Total Percentage Points ÷ 3					41	70	C

	Reading	Math	Science
Approaches GL or Above	76%	70%	55%
Meets GL or Above	43%	37%	20%
Masters GL	17%	9%	10%

Possible Outcome Based on Goals - Domain 1

Domain 1 Calculation - Middle School								
Domain 1 - Academic Achievement								
	Reading	Math	Science	Social Studies	Totals	Percentages	Domain 1 - Student Achievement Scaled Score	Domain 1 - Campus Student Achievement Domain Rating
Total Tests	384	384	188	183	1139			
Approaches GL or Above	288	260	126	95	769	68		
Meets GL or Above	159	161	64	28	412	36		
Masters GL	51	70	20	10	151	13		
					Total Percentage Points	117		
					Student Achievement Domain STAAR Component Score Total Percentage Points ÷ 3	39	71	C

Current Score – Ann Garcia Enriquez

	Reading	Math	Science	Social Studies
Approaches GL or Above	75%	68%	67%	52%
Meets GL or Above	41%	42%	34%	15%
Masters GL	13%	18%	11%	5%

What would happen if the goals for the campus were met?

	Reading	Math	Science	Social Studies	Totals	Percentages	Domain 1 - Student Achievement Scaled Score	Domain 1 - Campus Student Achievement Domain Rating
Total Tests	384	384	188	183	1139			
Approaches GL or Above	300	303	133	106	842	74		
Meets GL or Above	180	177	70	35	462	41		
Masters GL	73	84	28	18	203	18		
					Total Percentage Points	133		
					Student Achievement Domain STAAR Component Score Total Percentage Points ÷ 3	44	75	C

	Reading	Math	Science	Social Studies
Approaches GL or Above	78%	79%	71%	58%
Meets GL or Above	47%	46%	37%	19%
Masters GL	19%	22%	15%	10%

Possible Outcome Based on Goals - Domain 1

Domain 1 Calculation - High School (w CCMR)											
Domain 1 - Academic Achievement											
	Reading	Math	Science	Social Studies	Totals	Percentages	Senior High School - Overall Rating - Domain 1				
Total Tests	726	252	258	250	1486		Component	Component Score	Scaled Score	Weight	Weighted Points
Approaches GL or Above	398	169	227	233	1027	69	STAAR	36	62	0.4	24.8
Meets GL or Above	219	37	114	125	495	33	CCMR	77	79	0.4	31.6
Masters GL	19	11	18	39	87	6	Graduation Rate	90.8	60	0.2	12
					Total Percentage Points	108	Domain 1 - Student Achievement Scaled Score				68
					Student Achievement Domain STAAR Component Score Total Percentage Points ÷ 3	36	Domain 1 - Campus Student Achievement Domain Rating				D

Current Score – San Elizario High School

	Reading	Math	Science	Social Studies
Approaches GL or Above	55%	67%	88%	93%
Meets GL or Above	30%	15%	44%	50%
Masters GL	3%	4%	7%	16%

What would happen if the goals for the campus were met?

	Reading	Math	Science	Social Studies	Totals	Percentages	Senior High School - Overall Rating - Domain 1				
Total Tests	726	252	258	250	1486		Component	Component Score	Scaled Score	Weight	Weighted Points
Approaches GL or Above	399	176	232	233	1040	70	STAAR	40	69	0.4	27.6
Meets GL or Above	261	81	155	133	630	42	CCMR	84	86	0.4	34.4
Masters GL	36	25	26	45	132	9	Graduation Rate	90	60	0.2	12
					Total Percentage Points	121	Domain 1 - Student Achievement Scaled Score				74
					Student Achievement Domain STAAR Component Score Total Percentage Points ÷ 3	40	Domain 1 - Campus Student Achievement Domain Rating				C

	Reading	Math	Science	Social Studies
Approaches GL or Above	55%	70%	90%	93%
Meets GL or Above	36%	32%	60%	53%
Masters GL	5%	10%	10%	18%

Lorenzo G. Alarcon Elementary School

PLC expectations were established on a weekly basis to ensure consistency and improve student outcomes.

Student rotations during PLCs are aligned weekly to support instructional coherence.

Vertical alignment PLCs focused on mathematics and reading during the fall and spring semesters.

Accountability talks are conducted with fourth- through sixth-grade teachers based on STAAR progress from the prior year.
Note: 3rd grade does not have prior year STAAR data.

Data chats are held with students in collaboration with the leadership team.

The leadership team offers ongoing support to teachers through a monthly coaching model.

Alfonso Borrego Sr. Elementary School

Ensure the daily use of high-quality instructional materials (McGraw Hill, Bluebonnet, HMH, and SAVVAS) across all RLA, Science and Math classrooms.

Data-driven decision-making and targeted interventions are strengthened using AMIRA, district assessments and interim data to identify student needs and monitor progress.

Support for Special Education is focused through monthly professional development and meetings.

Weekly PLCs are implemented through a structured plan with clearly defined topics and timelines, supported by designated content-area leads to ensure focused, high impact collaboration.

Ann M. Garcia-Enriquez Middle School

PLCs engaged in strong daily collaboration during planning to ensure instructional rigor.

Writing and organizational skills are continuously promoted through AVID and Summit across grades K–12 on a weekly basis.

Student data is analyzed quarterly in PLCs for tracking progress by content area and teacher.

The leadership team provides consistent monthly coaching to support instructional practice.

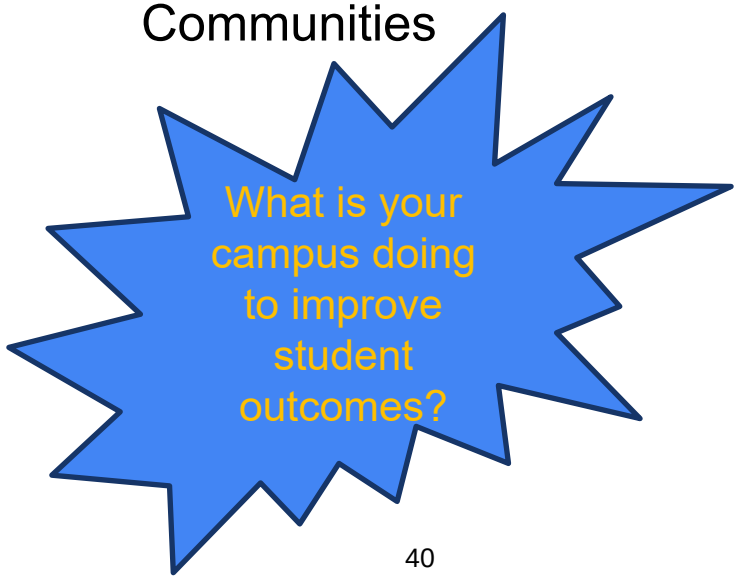
Principal's Presentation

Lorenzo G. Alarcon Elementary School

- Meetings
- Targeted/Focused Classes
- Key Conversations for alignment
- Focused one on one conversations
- Lunch and Learn Lab/student goals
- Coaching Model

Alfonso Borrego Sr. Elementary School

- High Quality Instructional Materials
- Data Driven Decisions
- SPED
- Professional Learning Communities



Ann M. Garcia-Enriquez Middle School

- TNTP and Region 19 Learning Walks
- High student frequency on Summit K-12/TELPAS Camps
- Continuously analyzing student data
- Coaching consistently on specific teacher glows and grows

Ann M. Garcia-Enriquez Middle School

Argumentative Text

- Due to incongruent MAP data used in the previous year and the decision not to utilize MAP assessments this year, a direct comparison of results is not feasible. Instead, a district assessment is currently being administered, which limits the ability to accurately gauge year-to-year performance trends.

- In PLC Eighth-grade teachers have expressed the perception that argumentative writing is not being explicitly taught. After our review of the standards indicates that multiple expectations specifically address argumentative writing across grades 3–6. In response, we will be conducting RLA learning walks at the elementary level to support teacher discovery and gather instructional evidence.

STAAR and Argumentative Text

Argumentative Text STAAR SE Data

2024-2025- 3rd Grade STAAR SEISD	% Correct
3.9.E(I) -Identifying the claim	28%
3.9.E(II) -Distinguishing fact and opinion	41%
3.9.E(III) -Identifying the intent audience or reader	67%

2024-2025- 4th Grade STAAR SEISD	% Correct
4.9.E - Did Not Get Tested	%

2024-2025- 5th Grade STAAR SEISD	% Correct
5.9.E(I) -Identifying the claim	51%
5.9.E(II) -Distinguishing fact and opinion	65%

2024-2025- 6th Grade STAAR SEISD	% Correct
6.8.E(I/II) - Analyze characteristics and structures of argumentative text – Did Not Get Tested	%

2024-2025- 7th/8th Grade STAAR	% Correct
7.8.E(I/II) - author uses various types of evidence and consideration of alternatives - Did Not Get Tested	%
8.8.E - analyze characteristics and structures of argumentative text - Did Not Get Tested	%

Based on data presented, the student expectations around the argumentative text was tested in 3rd and 5th grade 2025 STAAR yet did not get tested in 4th, 6th,7th, 8th grade.

Argumentative Text Pacing – 6th Grade

Lorenzo Alarcon Elementary



San Elizario ISD
2025 - 2026
6th RLA

SAVVAS Downloaded Student Editions by Unit

SAVVAS My Perspectives

July 2025

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August 2025

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	!	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

September 2025

S	M	T	W	T	F	S
31	1	2	3	4	5	6
7	!	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	^26	27
28	29	30				

October 2025

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	24
26	27	28	29	30	^31	

November 2025

S	M	T	W	T	F	S
						1
2	!	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

December 2025

S	M	T	W	T	F	S
30	1	2	3	4	5	6
7	!	9	10	11	12	13
14	15	16	17	18	^19	20

January 2026

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	^30	31

February 2026

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	^13	14
15	16	*17	*18	*19	*20	21
22	23	*24	*25	*26	*27	28

March 2026

S	M	T	W	T	F	S
1	2	*3	*4	*5	*6	7
8	9	*10	*11	*12	*13	14
15	16	*17	*18	*19	*20	21
22	23	*24	*25	*26	*27	28
29	30	31				

April 2026

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8		10	11
12	13	14	15	16	17	18
19	20	21	22		24	25
26	27	28	29	30		

May 2026

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	!	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

June 2026

S	M	T	W	T	F	S
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20

Info

Fiction

Drama

Annual Instructional Minutes
Required Total for Grades PPK-12: 75,600
SEISD Instructional Minutes: 76,800 (Grades PPK-11); 76,515 (Grade 12)

Early Release for Students
Sept. 26, Oct. 31, Dec. 19, Jan. 30, Feb. 13

Grading Periods

1st 9-Weeks	July 22--Sept. 26
2nd 9-Weeks	Oct. 14--Dec. 19
3rd 9-Weeks	Jan. 7--Feb. 27
4th 9-Weeks	Mar. 17--May 29

Graduation Day--May 29, 2026

Holidays / District Closure

July 1-4	Independence Day Closure
Sept. 30-Oct. 10	Fall Intersession
Nov. 11	Veterans Day
Nov. 25-28	Thanksgiving Break
Dec. 23-Jan. 2	Winter Holidays
Mar. 3-6	Spring Intersession
Mar. 10-13	Spring Break
Apr. 3	Good Friday

Inclement Weather Makeup Days (as needed)
May 11, May 18

Parent/Teacher Conferences--Fall and Spring

GEMS	Sept. 9 and Feb. 17
SEHS	Sept. 11 and Feb. 19
Alarcon/Borrego	Oct. 21 and Mar. 24
Loya/Sambrano	Oct. 23 and Mar. 26

Smart Snack Exemption Days
Oct. 31, Dec. 19, Feb. 13, Apr. 2, May 29

Student Learning Days (149 Days)
Fall Semester: 75 Spring Semester: 74

Teacher Guided Planning (PM)
Sept. 26, Jan. 30

Teacher Professional Development
July 11 (New Teacher Orientation), July 15-16 (1/2 days), July 17-18 Full Days, Oct. 31 (1/2 day), Jan. 6 (1/2 day) Feb. 13 (1/2 day)

Teacher Workdays
July 15-16 (1/2 day), Dec. 19 (1/2 day), Jan. 6 (1/2 day), June 2

Teacher PD
Teacher Work Day
Holiday/District Closure

First Semester - 75 instructional days	Second Semester - 74 instructional days
01 Foundational Reading and Writing Processes (~~15~~ 12 days)	04 Argumentative Texts (~~25~~ 19 days) embedded research
03 Informational Texts ~~(25 days)~~ embedded research (20 days)	05 Analyzing Texts Across Genres (~~20~~ 19 days)
02A Fiction and Literary/Narrative Nonfiction (20 days)	9-Day Rockin' Review RLA STAAR April 9, 2026
02B Poetry and then Drama (15 days)	06 Synthesize! Create! Innovate! (~~25~~ 21 days)

Argumentative Text Pacing – 6th Grade

Alfonso Borrego Elementary – Thematic/HMH



San Elizario ISD
2025 - 2026
6th RLA
THEMATIC

SAVVAS Downloaded Student Editions by Unit

HMH Module Breakdown

July 2025

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August 2025

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	!	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

September 2025

S	M	T	W	T	F	S
31	1	2	3	4	5	6
7	!	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	^26	27
28	29	30				

Lit NF

October 2025

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	24
26	27	28	29	30	^31	

November 2025

S	M	T	W	T	F	S
						1
2	!	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

Opinion

December 2025

S	M	T	W	T	F	S
30	1	2	3	4	5	6
7	!	9	10	11	12	13
14	15	16	17	18	^19	20

Info

January 2026

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	^30	31

February 2026

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	^13	14
15	16	*17	*18	*19	*20	21
22	23	*24	*25	*26	*27	28

March 2026

S	M	T	W	T	F	S
1	2	*3	*4	*5	*6	7
8	9	*10	*11	*12	*13	14
15	16	*17	*18	*19	*20	21
22	23	*24	*25	*26	*27	28
29	30	31				

April 2026

S	M	T	W	T	F	S
			1	2	3	4
5	6	7		9	10	11
12	13	14	15	16	17	18
19	20	21		23	24	25
26	27	28	29	30		

May 2026

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	!	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

June 2026

S	M	T	W	T	F	S
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20

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Teacher Workdays
July 15-16 (1/2 day), Dec. 19 (1/2 day), Jan. 6 (1/2 day), June 2

Teacher PD
Teacher Work Day
Holiday/District Closure

1st 9 Weeks	3rd 9 Weeks
Unit 1: Growing Up What are some of the challenges and triumphs of growing up?	Unit 4: The Power of Imagination What is the purpose of imagination?
2nd 9 Weeks	**4th 9 Weeks**
Unit 3: Technology & Society Is technology helpful or harmful to society?	Unit 5: Exploration What drives people to explore?

Questions

San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone: 915872.3900
Fax 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Elizabeth Perez, Chief Financial Officer
Subject: Financial Reports – Tax Report
Date: February 11, 2026

HISTORY: The primary source of state funding for Texas school districts is the Foundation School Program (FSP). This program ensures that all school districts, regardless of property wealth, receive "substantially equal access to similar revenue per student at similar tax effort." The District's current tax rate was approved at the September 16, 2025, Board meeting for a total rate of $0.8853. The Maintenance & Operations (M&O) rate which pays for items such as staff salaries, supplies, materials, transportation and utilities was $0.7156 while the Interest & Sinking (I&S) rate which pays for bonded debt was $0.1697.

RATIONALE The purpose of this agenda item is to report collections made for the current 2025 tax year which is based on the levy billed on October 1, 2025.

BUDGET: Collections as of December 31, 2025, are summarized below.

	M&O	I&S	Total	Collections
Current Year Levy	$2,273,280	$539,094	$2,812,374	
Current Year Collections	$824,287	$195,475	$1,019,762	$1,019,176
Current Year Levy Outstanding	$1,448.993	$343,619	$1,792,612	
Prior Year Collections				$69,490
Penalty & Interest Collections				$20,477
Total Collections				$1,109,729

ADMINSTRATIVE RECOMMENDATION: This report is for information only.

For Approval? ☐ Yes ☒ No
If no, please check one: ☐ Presentation ☐ Report ☒ Information
Please check if applicable: ☐ Attachment Included

EL PASO CONSOLIDATED TAX OFFICE
PROPERTY TAX COLLECTION ANALYSIS
9/1/2025 through 12/31/2025

JURISDICTION: 19 SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

PERIOD	CURRENT TAX YEAR ($) COLLECTED	CUMULATIVE	PRIOR YEARS ($) COLLECTED	CUMULATIVE	ALL YEARS ($) COLLECTED	CUMULATIVE	%	COLLECTION FEE ($) COLLECTED	CUMULATIVE
Sep 2025	-	-	51,076.15	51,076.15	51,076.15	51,076.15	1.82%	9,028.77	9,028.77
Oct 2025	28,774.29	28,774.29	8,712.45	59,788.60	37,486.74	88,562.89	3.15%	1,764.61	10,793.38
Nov 2025	135,401.54	164,175.83	13,113.12	72,901.72	148,514.66	237,077.55	8.43%	1,901.28	12,694.66
Dec 2025	855,586.24	1,019,762.07	17,065.33	89,967.05	872,651.57	1,109,729.12	39.46%	3,006.28	15,700.94
Jan 2026									
Feb 2026									
Mar 2026									
Apr 2026									
May 2026									
Jun 2026									
Jul 2026									
Aug 2026									

LEVY		CURRENT	PRIOR	ALL YEARS
Levy-Cert	7/25/2025	2,756,631.77	N/A	N/A
Levy-Billed	10/1/2025	2,817,941.38	635,963.53	3,453,904.91
Adjusted Levy YTD		2,812,374.21	606,636.36	3,419,010.57
Increase/Decrease		(5,567.17)	(29,327.17)	(34,894.34)
Levy Outstanding		1,792,612.14	537,145.90	2,329,758.04

REVENUE	CURRENT	PRIOR	ALL YEARS
Total Levy Collected	1,019,762.07	69,490.46	1,089,252.53
Total Penalty & Interest	-	20,476.59	20,476.59
Total Levy + P&I	1,019,762.07	89,967.05	1,109,729.12
Taxes as percent of levy	36.26%	2.47%	38.73%
P&I as percent of levy	0.00%	0.73%	0.73%
Total as percent of levy	36.26%	3.20%	39.46%
Collection Fee	-	15,700.94	15,700.94
Total Collected YTD	1,019,762.07	105,667.99	1,125,430.06

printed 1/2/2026

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MEMORANDUM

To: Members of the Board of Trustees
From: Elizabeth Perez, Chief Financial Officer
Subject: Financial Reports – Financial Statements
Date: February 11, 2026

HISTORY: The district's fiscal year runs from July 1st through June 30th. The district's fiscal accounts are audited annually, and the results will be presented at the regular meeting in February.

RATIONALE: The purpose of this agenda item is to present unaudited interim financial statements as of December 31, 2025, which are attached to this memo. Included are:

- Exhibit G-1: presents budget and actual amounts for the general fund
- Exhibit J-3: presents budget and actual amounts for the debt service fund
- Exhibit H-4: presents revenues and expenses for internal service funds

BUDGET: There is no budget impact associated with this agenda item.

ADMINSTRATIVE RECOMMENDATION: This report is for information only.

For Approval? ☐ Yes ☒ No
If no, please check one: ☐ Presentation ☒ Report ☒ Information
Please check if applicable: ☒ Attachment Included

EXHIBIT G-1

SAN ELIZARIO ISD
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET AND ACTUAL - GENERAL FUND - UNAUDITED
FOR THE ONE MONTH ENDING DECEMBER 31, 2025

Data Control Codes		Budgeted Amounts Original	Budgeted Amounts Final	Actual Amounts (GAAP BASIS)	Variance With Final Budget Positive or (Negative)
	REVENUES:				
5700	Total Local and Intermediate Sources	$ 3,093,147	$ 3,093,147	1,240,202.31	$ (1,852,945)
5800	State Program Revenues	31,231,757	31,440,069	16,408,580.92	(15,031,488)
5900	Federal Program Revenues	4,305,000	4,305,000	1,646,925.56	(2,658,074)
5020	Total Revenues	38,629,904	38,838,216	19,295,709	(19,542,507)
	EXPENDITURES:				
	Current:				
0011	Instruction	19,734,074	19,947,780	9,690,888	10,256,892
0012	Instructional Resources and Media Services	67,426	67,426	17,259	50,167
0013	Curriculum and Instructional Staff Development	859,460	859,460	375,388	484,072
0021	Instructional Leadership	744,080	774,432	380,463	393,969
0023	School Leadership	2,102,639	2,113,090	981,958	1,131,132
0031	Guidance, Counseling and Evaluation Services	1,503,569	1,502,069	604,299	897,770
0032	Social Work Services	50,039	100,039	52,232	47,807
0033	Health Services	427,494	427,494	226,223	201,271
0034	Student (Pupil) Transportation	1,421,379	1,421,379	724,139	697,240
0035	Food Services	3,310,425	3,310,425	1,567,088	1,743,337
0036	Extracurricular Activities	909,279	1,024,279	544,102	480,177
0041	General Administration	1,707,954	1,857,954	861,332	996,622
0051	Facilities Maintenance and Operations	5,317,942	5,314,942	2,111,348	3,203,594
0052	Security and Monitoring Services	608,150	1,111,663	658,443	453,220
0053	Data Processing Services	1,170,851	1,170,851	663,630	507,221
0061	Community Services	15,030	15,030	5,314	9,716
	Debt Service:				
0071	Debt Service	319,725	283,815	168,144	115,671
	Capital Outlay:				
0081	Facilities Acquisition and Construction	-	-	-	-
	Intergovernmental:				
0099	Other Intergovernmental Charges	51,700	51,700	22,075	29,625
6030	Total Expenditures	40,321,216	41,353,829	19,654,326	21,699,503
1100	Excess (Deficiency) of Revenues Over(Under) Expenditures	(1,691,312)	(2,515,613)	(358,617)	2,156,996
	OTHER FINANCING SOURCES (USES):				
7912	Sale of Real and Personal Property	25,000	25,000	9,828	(15,172)
7915	Transfers In	-	-	-	-
8911	Transfers Out (Use)	-	-	-	-
7080	Total Other Financing Sources (Uses)	25,000	25,000	9,828	(15,172)
1200	Net Changes in Fund Balances	(1,666,312)	(2,490,613)	(348,789)	2,141,823
0100	Fund Balance - July 1 (Beginning)	-	13,214,336	13,214,336	-
3000	Fund Balance - June 30 (Ending)	$ (1,666,312)	$ 10,723,723	$ 12,865,547	$ 2,141,823

EXHIBIT J-3

SAN ELIZARIO ISD
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET AND ACTUAL - DEBT SERVICE FUND - UNAUDITED
FOR THE ONE MONTH ENDING DECEMBER 31, 2025

Data Control Codes		Budgeted Amounts Original	Budgeted Amounts Final	Actual Amounts (GAAP BASIS)	Variance With Final Budget Positive or (Negative)
	REVENUES:				
5700	Total Local and Intermediate Sources	$ 527,252	$ 527,252	$ 228,323	$ (298,929)
5800	State Program Revenues	1,245,681	1,245,681	1,150,870	(94,811)
5020	Total Revenues	1,772,933	1,772,933	1,379,193	(393,740)
	EXPENDITURES:				
	Debt Service:				
0071	Debt Service	1,727,225	1,727,225	407,014	1,320,211
6030	Total Expenditures	1,727,225	1,727,225	407,014	1,320,211
1100	Excess (Deficiency) of Revenues Over(Under) Expenditures	45,708	45,708	972,179	926,471
	OTHER FINANCING SOURCES (USES):				
7915	Transfers In	-	-	$ -	-
7916	Premium or Discount on Issuance of Bonds	-	-	-	-
8949	Transfers Out (Use)	-	-	-	-
7080	Total Other Financing Sources (Uses)	-	-	-	-
1200	Net Changes in Fund Balances	45,708	45,708	972,179	926,471
0100	Fund Balance - July 1 (Beginning)	-	425,918	425,918	-
3000	Fund Balance - June 30 (Ending)	$ 45,708	$ 471,626	$ 1,398,097	$ 926,471

EXHIBIT H-4

SAN ELIZARIO ISD
COMBINING STATEMENT OF REVENUES, EXPENSES AND CHANGES IN FUND NET POSITION
INTERNAL SERVICE FUNDS - UNAUDITED
FOR THE ONE MONTH ENDING DECEMBER 31, 2025

	753 Self Insurance Health Fund	770 Self Insurance W/ Comp Fund	Total Internal Service Funds
OPERATING REVENUES:			
Local and Intermediate Sources	$ 550,716	$ 35,249	$ 585,965
Total Operating Revenues	550,716	35,249	585,965
OPERATING EXPENSES:			
Professional and Contracted Services	1,110,895	126,781	1,237,676
Other Operating Costs	164,104	-	164,104
Total Operating Expenses	1,275,000	126,781	1,401,780
Operating Income (Loss)	(724,284)	(91,532)	(815,815)
NONOPERATING REVENUES (EXPENSES):			
Earnings from Temporary Deposits & Investments	99	28,707	28,806
Total Nonoperating Revenues (Expenses)	99	28,707	28,806
Income (Loss) Before Transfers	(724,184)	(62,825)	(787,010)
Transfer In	-	-	-
Change in Net Position	(724,184)	(62,825)	(787,010)
Total Net Position - July 1 (Beginning)	(750,508)	814,651	64,143
Total Net Position - June 30 (Ending)	$ (1,474,692)	$ 751,826	$ (722,867)

San Elizario ISD
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MEMORANDUM

To: Members of the Board of Trustees
From: Elizabeth Perez, Chief Financial Officer
Subject: Financial Reports – Investment Report
Date: February 11, 2026

HISTORY: Not less than quarterly, the investment officer shall prepare and submit to the board a written report of investment transactions for all funds covered by the Public Funds Investment Act for the preceding report period in accordance with section 2256.023 of the Texas Government Code.

RATIONALE: The purpose of this agenda item is to present the investment report for the month of December 31, 2025.

BUDGET: Interest earned by fund is summarized in the investment report which is attached.

ADMINSTRATIVE RECOMMENDATION: This report is for information only.

For Approval? ☐ Yes ☒ No
If no, please check one: ☐ Presentation ☒ Report ☐ Information
Please check if applicable: ☒ Attachment Included

San Elizario I.S.D.
Statement of Interest Earned
For The One Month Ending December 31, 2025

General Fund	**$**	**205,079.90**
Interest & Sinking (Debt Service) Fund	**$**	**7,017.25**
Capital Projects Fund	**$**	**8,678.73**
Health Insurance Fund	**$**	**99.08**
Workers Compensation Fund	**$**	**28,706.76**
Total	**$**	**249,581.72**

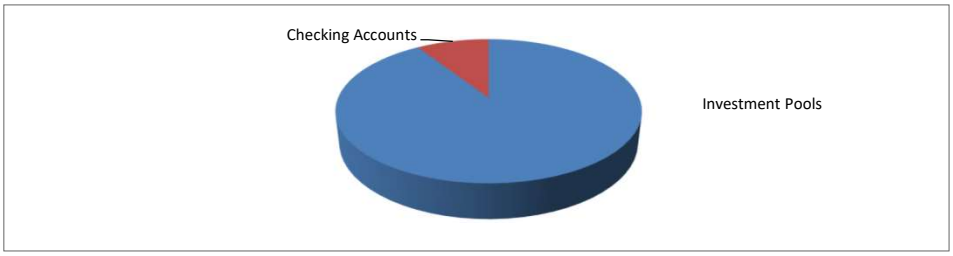
We, the undersigned Investment Officers, do hereby certify that the above investment information, is in compliance with Board Policy (CDA Local) and requirements stated in Sec. 2256.023 of the PFIA.

Elizabeth Perez

Chief Financial Officer — **January 28, 2026** **Date**

Portfolio Diversification

By Investment Type	Current Market Value	Portfolio %	Investment Maturity
Investment Pools	$ 14,878,794	90.85%	Overnight
Checking Accounts	$ 1,497,777	9.15%	Overnight
	$ 16,376,571		



General Fund

Wells Fargo- General Operating Checking Account

Beginning Date	*Ending Date*	*Maturity*	*Bank Balance*	*Earnings Allowance*	*Net Earnings Allowance*
01-Jul-25	31-Jul-25	Overnight	$ 838,994.15	1.20%	$ 886.16
01-Aug-25	31-Aug-25	Overnight	$ 607,050.05	1.20%	$ 842.36
01-Sep-25	30-Sep-25	Overnight	$ 239,186.25	1.00%	$ 689.70
01-Oct-25	31-Oct-25	Overnight	$ 813,294.44	1.00%	$ 743.11
01-Nov-25	30-Nov-25	Overnight	$ 1,143,751.69	0.80%	$ 790.98
01-Dec-25	31-Dec-25	Overnight	$ 1,244,437.27	0.60%	$ 682.71
01-Jan-26	31-Jan-26	Overnight			
01-Feb-26	28-Feb-26	Overnight			
01-Mar-26	31-Mar-26	Overnight			
01-Apr-26	30-Apr-26	Overnight			
01-May-26	31-May-26	Overnight			
01-Jun-26	30-Jun-26	Overnight			
				Net Earnings Allowance:	**$ 4,635.02**

Earnings allowance is earned based on the available bank balance and is used to offset monthly bank analyzed charges.

Wells Fargo- Food Service Checking Account

Beginning Date	*Ending Date*	*Maturity*	*Bank Balance*	*Earnings Allowance*	*Net Earnings Allowance*
01-Jul-25	31-Jul-25	Overnight	$ 132,847.70	0.00%	$ -
01-Aug-25	31-Aug-25	Overnight	$ 143,984.60	0.00%	$ -
01-Sep-25	30-Sep-25	Overnight	$ 156,125.25	0.00%	$ -
01-Oct-25	31-Oct-25	Overnight	$ 170,901.90	0.00%	$ -
01-Nov-25	30-Nov-25	Overnight	$ 190,086.11	0.00%	$ -
01-Dec-25	31-Dec-25	Overnight	$ 199,193.51	0.00%	$ -
01-Jan-26	31-Jan-26	Overnight		0.00%	$ -
01-Feb-26	28-Feb-26	Overnight		0.00%	$ -
01-Mar-26	31-Mar-26	Overnight		0.00%	$ -
01-Apr-26	30-Apr-26	Overnight		0.00%	$ -
01-May-26	31-May-26	Overnight		0.00%	$ -
01-Jun-26	30-Jun-26	Overnight		0.00%	$ -
				Net Earnings Allowance:	**$ -**

This bank balance is combined with the general operating account for the purpose of the earning allowance.

Lone Star Investment Pool- Corporate Overnight Plus Fund

Beginning Date	*Ending Date*	*Maturity*	*Bank Balance*	*Interest Rate*	*Interest Earned*
01-Jul-25	31-Jul-25	Overnight	$ 1,922,931.48	4.44%	$ 5,819.01
01-Aug-25	31-Aug-25	Overnight	$ 716,792.31	4.43%	$ 4,460.75
01-Sep-25	30-Sep-25	Overnight	$ 4,426,993.63	4.39%	$ 3,748.94
01-Oct-25	31-Oct-25	Overnight	$ 3,306,062.05	4.28%	$ 13,746.31
01-Nov-25	30-Nov-25	Overnight	$ 2,741,365.93	4.14%	$ 9,131.80
01-Dec-25	31-Dec-25	Overnight	$ 5,345,560.39	4.03%	$ 12,179.74
01-Jan-26	31-Jan-26	Overnight			
01-Feb-26	28-Feb-26	Overnight			
01-Mar-26	31-Mar-26	Overnight			
01-Apr-26	30-Apr-26	Overnight			
01-May-26	31-May-26	Overnight			
01-Jun-26	30-Jun-26	Overnight			
				Interest Earned:	**$ 49,086.55**

Lone Star Investment Pool- Corporate Overnight Fund

Beginning Date	*Ending Date*	*Maturity*	*Bank Balance*	*Interest Rate*	*Interest Earned*
01-Jul-25	31-Jul-25	Overnight	$ 217,776.80	4.42%	$ 813.98
01-Aug-25	31-Aug-25	Overnight	$ 218,598.17	4.42%	$ 817.23
01-Sep-25	30-Sep-25	Overnight	$ 219,382.50	4.37%	$ 784.33
01-Oct-25	31-Oct-25	Overnight	$ 220,177.10	4.26%	$ 794.60
01-Nov-25	30-Nov-25	Overnight	$ 220,916.97	4.09%	$ 739.87
01-Dec-25	31-Dec-25	Overnight	$ 221,659.83	3.96%	$ 742.86
01-Jan-26	31-Jan-26	Overnight			
01-Feb-26	28-Feb-26	Overnight			
01-Mar-26	31-Mar-26	Overnight			
01-Apr-26	30-Apr-26	Overnight			
01-May-26	31-May-26	Overnight			
01-Jun-26	30-Jun-26	Overnight			
				Interest Earned:	**$ 4,692.87**

Lone Star Investment Pool- Government Overnight Fund

Beginning Date	*Ending Date*	*Maturity*	*Bank Balance*	*Interest Rate*	*Interest Earned*
01-Jul-25	31-Jul-25	Overnight	$ 4,761,132.40	4.31%	$ 17,348.31
01-Aug-25	31-Aug-25	Overnight	$ 3,100,267.40	4.31%	$ 16,865.29
01-Sep-25	30-Sep-25	Overnight	$ 2,597,252.22	4.25%	$ 9,705.71
01-Oct-25	31-Oct-25	Overnight	$ 2,640,827.00	4.14%	$ 9,218.52
01-Nov-25	30-Nov-25	Overnight	$ 2,763,254.65	3.97%	$ 8,798.82
01-Dec-25	31-Dec-25	Overnight	$ 3,290,804.87	3.81%	$ 9,541.79
01-Jan-26	31-Jan-26	Overnight			
01-Feb-26	28-Feb-26	Overnight			
01-Mar-26	31-Mar-26	Overnight			
01-Apr-26	30-Apr-26	Overnight			
01-May-26	31-May-26	Overnight			
01-Jun-26	30-Jun-26	Overnight			
				Interest Earned:	**$ 71,478.44**

Texas CLASS Investment Pool- General Fund

Beginning Date	*Ending Date*	*Maturity*	*Bank Balance*	*Interest Rate*	*Interest Earned*
01-Jul-25	31-Jul-25	Overnight	$ 3,698,009.69	4.41%	$ 13,812.13
01-Aug-25	31-Aug-25	Overnight	$ 3,711,822.53	4.39%	$ 13,812.84
01-Sep-25	30-Sep-25	Overnight	$ 3,725,114.46	4.35%	$ 13,291.93
01-Oct-25	31-Oct-25	Overnight	$ 3,738,663.74	4.28%	$ 13,549.28
01-Nov-25	30-Nov-25	Overnight	$ 3,751,303.72	4.11%	$ 12,639.98
01-Dec-25	31-Dec-25	Overnight	$ 3,763,968.94	3.97%	$ 12,665.22
01-Jan-26	31-Jan-26	Overnight			
01-Feb-26	28-Feb-26	Overnight			
01-Mar-26	31-Mar-26	Overnight			
01-Apr-26	30-Apr-26	Overnight			
01-May-26	31-May-26	Overnight			
01-Jun-26	30-Jun-26	Overnight			
				Interest Earned:	**$ 79,771.38**

Wells Fargo- San Elizario High School Account

Beginning Date	*Ending Date*	*Maturity*	*Bank Balance*	*Earnings Allowance*	*Net Earnings Allowance*
01-Jul-25	31-Jul-25	Overnight	$ 14,782.53	0.68%	$ 8.55
01-Aug-25	31-Aug-25	Overnight	$ 15,560.42	0.68%	$ 8.73
01-Sep-25	30-Sep-25	Overnight	$ 17,899.36	0.64%	$ 8.78
01-Oct-25	31-Oct-25	Overnight	$ 18,729.30	0.58%	$ 8.95
01-Nov-25	30-Nov-25	Overnight	$ 19,385.43	0.48%	$ 7.55
01-Dec-25	31-Dec-25	Overnight	$ 20,237.33	0.48%	$ 8.10
01-Jan-26	31-Jan-26	Overnight			
01-Feb-26	28-Feb-26	Overnight			
01-Mar-26	31-Mar-26	Overnight			
01-Apr-26	30-Apr-26	Overnight			
01-May-26	31-May-26	Overnight			
01-Jun-26	30-Jun-26	Overnight			
				Interest Earned:	**$ 50.66**

Total General Fund Interest Earned	**$ 205,079.90**

Interest & Sinking Fund (Debt Service)

Lone Star Investment Pool- Corporate Overnight Plus Fund

Beginning Date	*Ending Date*	*Maturity*	*Bank Balance*	*Interest Rate*	*Interest Earned*
01-Jul-25	31-Jul-25	Overnight	$ 141,771.92	4.44%	$ 532.47
01-Aug-25	31-Aug-25	Overnight	$ 142,305.81	4.43%	$ 533.89
01-Sep-25	30-Sep-25	Overnight	$ 142,818.86	4.39%	$ 513.05
01-Oct-25	31-Oct-25	Overnight	$ 143,338.42	4.28%	$ 519.56
01-Nov-25	30-Nov-25	Overnight	$ 143,825.62	4.14%	$ 487.20
01-Dec-25	31-Dec-25	Overnight	$ 144,317.40	4.03%	$ 491.78
01-Jan-26	31-Jan-26	Overnight			
01-Feb-26	28-Feb-26	Overnight			
01-Mar-26	31-Mar-26	Overnight			
01-Apr-26	30-Apr-26	Overnight			
01-May-26	31-May-26	Overnight			
01-Jun-26	30-Jun-26	Overnight			
				Interest Earned:	**$ 3,077.95**

Lone Star Investment Pool- Government Overnight Fund

Beginning Date	*Ending Date*	*Maturity*	*Bank Balance*	*Interest Rate*	*Interest Earned*
01-Jul-25	31-Jul-25	Overnight	$ 163,823.95	4.31%	$ 592.59
01-Aug-25	31-Aug-25	Overnight	$ 169,462.90	4.31%	$ 608.66
01-Sep-25	30-Sep-25	Overnight	$ 177,880.42	4.25%	$ 608.36
01-Oct-25	31-Oct-25	Overnight	$ 186,226.39	4.14%	$ 644.13
01-Nov-25	30-Nov-25	Overnight	$ 213,529.07	3.97%	$ 651.18
01-Dec-25	31-Dec-25	Overnight	$ 337,067.14	3.81%	$ 834.38
01-Jan-26	31-Jan-26	Overnight			
01-Feb-26	28-Feb-26	Overnight			
01-Mar-26	31-Mar-26	Overnight			
01-Apr-26	30-Apr-26	Overnight			
01-May-26	31-May-26	Overnight			
01-Jun-26	30-Jun-26	Overnight			
				Interest Earned:	**$ 3,939.30**

Total Debt Service Fund Interest Earned	**$ 7,017.25**

Capital Projects Fund

2015 Bond Construction Fund - Government Overnight Fund

Beginning Date	*Ending Date*	*Maturity*	*Bank Balance*	*Interest Rate*	*Interest Earned*
01-Jul-25	31-Jul-25	Overnight	$ 414,582.28	4.31%	$ 1,513.14
01-Aug-25	31-Aug-25	Overnight	$ 416,099.83	4.31%	$ 1,517.55
01-Sep-25	30-Sep-25	Overnight	$ 417,553.80	4.25%	$ 1,453.97
01-Oct-25	31-Oct-25	Overnight	$ 419,022.50	4.14%	$ 1,468.70
01-Nov-25	30-Nov-25	Overnight	$ 420,388.83	3.97%	$ 1,366.33
01-Dec-25	31-Dec-25	Overnight	$ 421,747.87	3.81%	$ 1,359.04
01-Jan-26	31-Jan-26	Overnight			
01-Feb-26	28-Feb-26	Overnight			
01-Mar-26	31-Mar-26	Overnight			
01-Apr-26	30-Apr-26	Overnight			
01-May-26	31-May-26	Overnight			
01-Jun-26	30-Jun-26	Overnight			
				Interest Earned:	**$ 8,678.73**

Total Capital Projects Fund Interest Earned	**$ 8,678.73**

Health Insurance Fund

Wells Fargo- Health Insurance

Beginning Date	*Ending Date*	*Maturity*	*Bank Balance*	*Interest Rate*	*Interest Earned*
01-Jul-25	31-Jul-25	Overnight	$ 75,186.24	0.68%	$ 20.16
01-Aug-25	31-Aug-25	Overnight	$ 46,781.69	0.68%	$ 22.23
01-Sep-25	30-Sep-25	Overnight	$ 30,805.10	0.64%	$ 20.44
01-Oct-25	31-Oct-25	Overnight	$ 14,884.65	0.57%	$ 7.42
01-Nov-25	30-Nov-25	Overnight	$ 18,432.76	0.48%	$ 22.64
01-Dec-25	31-Dec-25	Overnight	$ 27,712.09	0.48%	$ 6.19
01-Jan-26	31-Jan-26	Overnight			
01-Feb-26	28-Feb-26	Overnight			
01-Mar-26	31-Mar-26	Overnight			
01-Apr-26	30-Apr-26	Overnight			
01-May-26	31-May-26	Overnight			
01-Jun-26	30-Jun-26	Overnight			
				Interest Earned:	**$ 99.08**
				Total Health Insurance Fund Interest Earned	**$ 99.08**

Workers Compensation Fund

Wells Fargo- Worker's Compensation

Beginning Date	*Ending Date*	*Maturity*	*Bank Balance*	*Interest Rate*	*Interest Earned*
01-Jul-25	31-Jul-25	Overnight	$ 19,529.14	0.68%	$ 11.76
01-Aug-25	31-Aug-25	Overnight	$ 18,657.22	0.68%	$ 11.08
01-Sep-25	30-Sep-25	Overnight	$ 17,909.80	0.64%	$ 9.58
01-Oct-25	31-Oct-25	Overnight	$ 11,620.08	0.58%	$ 7.32
01-Nov-25	30-Nov-25	Overnight	$ 10,052.10	0.48%	$ 4.27
01-Dec-25	31-Dec-25	Overnight	$ 6,196.47	0.48%	$ 3.45
01-Jan-26	31-Jan-26	Overnight			
01-Feb-26	28-Feb-26	Overnight			
01-Mar-26	31-Mar-26	Overnight			
01-Apr-26	30-Apr-26	Overnight			
01-May-26	31-May-26	Overnight			
01-Jun-26	30-Jun-26	Overnight			
				Interest Earned:	**$ 47.46**

Lone Star Investment Pool- Corporate Overnight Fund

Beginning Date	*Ending Date*	*Maturity*	*Bank Balance*	*Interest Rate*	*Interest Earned*
01-Jul-25	31-Jul-25	Overnight	$ 1,329,979.23	4.42%	$ 4,971.01
01-Aug-25	31-Aug-25	Overnight	$ 1,334,970.11	4.42%	$ 4,990.88
01-Sep-25	30-Sep-25	Overnight	$ 1,339,759.96	4.37%	$ 4,789.85
01-Oct-25	31-Oct-25	Overnight	$ 1,344,612.54	4.26%	$ 4,852.58
01-Nov-25	30-Nov-25	Overnight	$ 1,349,130.89	4.09%	$ 4,518.35
01-Dec-25	31-Dec-25	Overnight	$ 1,353,667.52	3.96%	$ 4,536.63
01-Jan-26	31-Jan-26	Overnight			
01-Feb-26	28-Feb-26	Overnight			
01-Mar-26	31-Mar-26	Overnight			
01-Apr-26	30-Apr-26	Overnight			
01-May-26	31-May-26	Overnight			
01-Jun-26	30-Jun-26	Overnight			
				Interest Earned:	**$ 28,659.30**
				Total Worker's Compensation Fund Interest Earned :	**$ 28,706.76**

Lone★Star™ Investment Pool

Distributed by FIRST PUBLIC® Member FINRA/SIPC

First Public
12007 Research Blvd.
Austin, Texas 78759
800-558-8875 • firstpublic.com

Custodian Bank: State Street Bank

Investment Managers:
American Beacon Advisors and
Mellon Investments Corp (Dreyfus)

A TASBO Strategic Partner

The Official Investment Pool of

TASA



Fund Performance Update

December 31, 2025

Comments by Mellon, Investment Manager

The US Treasury yield curve steepened in December as short rates were lower by as much as 32 basis points (bps) as yields on longer maturing bonds rose as much as 18 bps. The equity markets in the US were close to flat in December. For the year 2025, the Dow Jones Industrial Average, S&P 500, and Nasdaq-100 indexes gained 13.4%, 16.4%, and 20.4%, respectively. As expected, the Federal Open Market Committee (FOMC) reduced the federal funds rate target range by 25 bps to 3.5% to 3.75%, with two hawkish dissents and one dovish dissent. The latest SEP median projections show stronger GDP growth, lower unemployment, and inflation remaining 0.5% above the Federal Reserve's (Fed) target in 2026. The median Fed funds projections for 2026 were unchanged from September's SEP at 3.4%, though the bottom range was lowered by 50 bps. Notable was the post-meeting statement, which stated that it will consider "the extent and timing of additional adjustments" – similar verbiage was added last December, ahead of the extended pause. The statement also acknowledged that job gains have slowed during the year and that downside risks to employment have increased recently. Additionally, the Fed announced plans to purchase Treasury bills to maintain an ample supply of reserves.

Active Participants This Month

Schools and Colleges	607
Other Governmental Entities	95
Total	702

Lone Star Monthly Performance Update

The Lone Star Information Statement should be read carefully before investing. Investors should consider the investment objectives, risks, charges, and expenses associated with this or any security prior to investing. Investment in Lone Star Investment Pool is not insured or guaranteed by the Federal Deposit Insurance Corporation (FDIC) or any other government agency, and although Lone Star seeks to preserve the value of the investment at a fixed share price, it is possible to lose money by investing in Lone Star. For further information or for an Information Statement, contact First Public at 800.558.8875. The return information is net of all current operating expenses. The return represents past performance and is no indication of future results.

First Public is a registered broker dealer with the Securities and Exchange Commission, the Financial Industry Regulatory Authority, and the Municipal Securities Rulemaking Board. First Public is not acting as a municipal advisor and is not providing advice or recommending any action to any municipal entity (including governmental entities under Section 15B of the U.S. Securities Exchange Act) or any of such entity's obligated persons. First Public does not assume or owe any fiduciary duty under Section 15B of the U.S. Securities Exchange Act with respect to the information contained herein. Please consult your professional and legal advisors and fiduciaries before acting on any of this information.

Lone★Star™
Investment Pool



Government Overnight Fund

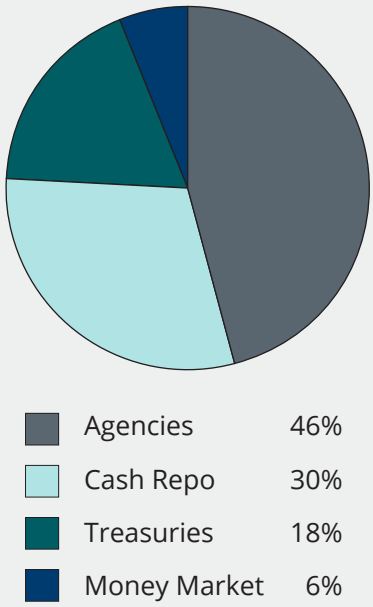
Return Information
December 31, 2025

Average Monthly Return (a)	3.81%
SEC 7-day Fund Yield (b)	3.75%
Weighted Average Maturity One (c)	28 days
Weighted Average Maturity Two (c)	93 days
Portfolio Maturing beyond One Year	6%
Net Asset Value (NAV)	$1.00
Annualized Expense Ratio	0.06%
Standard & Poor's Rating	AAAm

Inventory Position

	Book Value	Market Value
Cash/Repo	2,085,828,444.63	2,085,828,444.63
US Treasuries	1,266,976,671.94	1,267,600,505.26
Agencies	3,215,742,224.97	3,216,285,862.17
Money Market Funds	413,546,258.04	413,546,258.04
Total Assets	*6,982,093,599.58*	*6,983,261,070.10*

Investment Distribution



(a) The return information represents the average annualized rate of return on investments for the time period referenced. Return rates reflect a partial waiver of the Lone Star Investment Pool operating expense. Past performance is no guarantee of future results.

Lone★Star™
Investment Pool



Corporate Overnight Fund

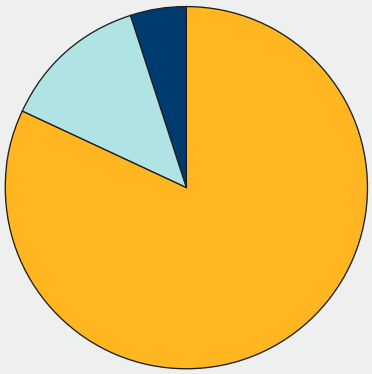
Return Information
December 31, 2025

Average Monthly Return (a)	3.96%
SEC 7-day Fund Yield (b)	3.92%
Weighted Average Maturity One (c)	42 days
Weighted Average Maturity Two (c)	65 days
Portfolio Maturing beyond One Year	0%
Net Asset Value (NAV)	$1.00
Annualized Expense Ratio	0.06%
Standard & Poor's Rating	AAAm

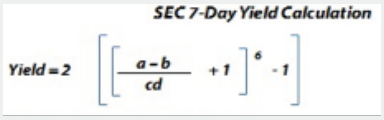
Inventory Position

	Book Value	Market Value
Cash/Repo	575,116,186.88	575,116,186.88
US Treasuries	-	-
Agencies	-	-
Commercial Paper	3,583,968,602.03	3,584,584,567.08
Money Market Funds	203,336,389.61	203,336,389.61
Total Assets	*4,362,421,178.52*	*4,363,037,143.57*

Investment Distribution



(b)



a - Dividend and interest income
b - Expenses accrued for the period
c - Average daily number of shares outstanding during the period that was entitled to dividends
d - Maximum offering price per share on the last day of the period

Lone★Star™
Investment Pool



Corporate Overnight Plus Fund

Return Information

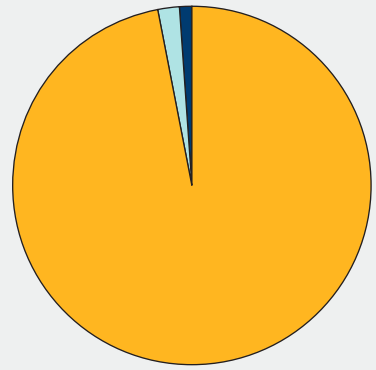
December 31, 2025

Average Monthly Return (a)	4.03%
SEC 7-day Fund Yield (b)	3.98%
Weighted Average Maturity One (c)	53 days
Weighted Average Maturity Two (c)	85 days
Portfolio Maturing beyond One Year	0%
Net Asset Value (NAV)	$1.00
Annualized Expense Ratio	0.06%
Standard & Poor's Rating	AAAf/S1+

Inventory Position

	Book Value	Market Value
Cash/Repo	76,853,138.58	76,853,138.58
US Treasuries	-	-
Agencies	-	-
Commercial Paper	10,118,350,931.26	10,120,393,893.95
Money Market Funds	241,574,308.56	241,574,308.56
Total Assets	*10,436,778,378.40*	*10,438,821,341.09*

Investment Distribution



(c) The Weighted Average Maturity One calculation uses the industry standard definition of state maturity for floating rate instruments, the number of days until the next reset date. The Weighted Average Maturity Two calculation uses the final maturity of any floating rate instruments, as opined in Texas Attorney General Opinion No. JC0359.

Texas CLASS

	Texas CLASS	
Date	Dividend Rate	Daily Yield
12/01/2025	0.000113941	4.1610%
12/02/2025	0.000113709	4.1504%
12/03/2025	0.000112443	4.1042%
12/04/2025	0.000111733	4.0782%
12/05/2025	0.000334227	4.0663%
12/06/2025	0.000000000	4.0664%
12/07/2025	0.000000000	4.0664%
12/08/2025	0.000111356	4.0646%
12/09/2025	0.000111378	4.0653%
12/10/2025	0.000111037	4.0528%
12/11/2025	0.000109703	4.0042%
12/12/2025	0.000322092	3.9188%
12/13/2025	0.000000000	3.9188%
12/14/2025	0.000000000	3.9188%
12/15/2025	0.000107436	3.9214%
12/16/2025	0.000107695	3.9309%
12/17/2025	0.000107154	3.9112%
12/18/2025	0.000106938	3.9032%
12/19/2025	0.000320166	3.8954%
12/20/2025	0.000000000	3.8954%
12/21/2025	0.000000000	3.8954%
12/22/2025	0.000106739	3.8959%
12/23/2025	0.000107020	3.9062%
12/24/2025	0.000212772	3.8831%
12/25/2025	0.000000000	3.8831%
12/26/2025	0.000320403	3.8982%
12/27/2025	0.000000000	3.8982%
12/28/2025	0.000000000	3.8982%
12/29/2025	0.000107605	3.9276%
12/30/2025	0.000107678	3.9303%
12/31/2025	0.000107643	3.9292%

Performance results are shown net of all fees and expenses and reflect the reinvestment of dividends and other earnings. Many factors affect performance including changes in market conditions and interest rates and in response to other economic, political, or financial developments. Investment involves risk including the possible loss of principal. No assurance can be given that the performance objectives of a given strategy will be achieved. **Past performance is no guarantee of future results. Any financial and/or investment decision may incur losses.**

San Elizario ISD
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MEMORANDUM

To: Members of the Board of Trustees
From: Elizabeth Perez, Chief Financial Officer
Subject: Financial Reports – Budget Amendment
Date: February 11, 2026

HISTORY: The District's 2025-2026 budget was officially approved at the June 18, 2025 special Board meeting.

RATIONALE: In accordance with CE(LOCAL), the Board shall approve amendments to the budget when a change is made increasing any one of the functional spending categories or increasing revenue object accounts and other resources. The purpose of this agenda item is to amend revenues and expenditures in the following areas:

- **San Elizario High School**
  - **Function 11 (Instruction):** To decrease function 11 by $2,160 to pay for AVID summer travel and account for costs in correct function code.
  - **Function 13 (Curriculum Development & Instructional Staff Development):** To increase function 13 by $2,160 to pay for AVID summer travel and account for costs in correct function code.

BUDGET: The proposed budget amendment can be seen in the attachment enclosed.

ADMINSTRATIVE RECOMMENDATION: The administrative recommendation is to approve the budget amendment as presented.

For Approval? ☒ Yes ☐ No
If no, please check one: ☐ Presentation ☐ Report ☐ Information
Please check if applicable: ☒ Attachment Included

SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT GENERAL FUND	2025-2026 Adopted	2025-2026 Amended	2/11/2026 San Elizario HS - AVID Travel	2025-2026 Proposed
REVENUES	**REVENUES**	**REVENUES**		**REVENUES**
5700 Local and Intermediate Sources	$ 3,093,147	$ 3,093,147		$ 3,093,147
5800 State Sources	31,231,757	31,440,069		$ 31,440,069
5900 Federal Programs	4,305,000	4,305,000		$ 4,305,000
Total Revenues	38,629,904	38,838,216		38,838,216
EXPENDITURES	**EXPENDITURES**	**EXPENDITURES**		**EXPENDITURES**
11 Instruction	19,734,074	20,007,305	(2,160)	20,005,145
12 Instructional Resources and Media Services	67,426	65,926		65,926
13 Curriculum and Instructional Staff Development	859,460	846,513	2,160	848,673
21 Instructional Leadership	744,080	774,432		774,432
23 School Leadership	2,102,639	2,132,964		2,132,964
31 Guidance, Counseling and Evaluation Services	1,503,569	1,489,259		1,489,259
32 Social Work Services	50,039	100,039		100,039
33 Health Services	427,494	427,494		427,494
34 Student (Pupil) Transportation	1,421,379	1,423,048		1,423,048
35 Food Services	3,310,425	3,311,330		3,311,330
36 Cocurricular/Extracurricular Activities	909,279	1,024,279		1,024,279
41 General Administration	1,707,954	1,872,013		1,872,013
51 Facilities Maintenance and Operations	5,317,942	5,314,942		5,314,942
52 Security and Monitoring Services	608,150	1,113,324		1,113,324
53 Data Processing Services	1,170,851	1,175,786		1,175,786
61 Community Services	15,030	15,030		15,030
71 Debt Service	319,725	283,815		283,815
81 Facilities Acquisition and Construction	0	0		0
99 Other Intergovernmental Charges	51,700	51,700		51,700
Total Expenditures	40,321,216	$ 41,429,201	$ -	$ 41,429,201
REVENUES OVER(UNDER) EXPENDITURES	$ (1,691,312)	$ (2,590,985)		$ (2,590,985)

San Elizario ISD
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MEMORANDUM

To: Members of the Board of Trustees
From: Vicente Rodriguez, Executive Director of Technology
Subject: Consider and possible Board action to approve Request for Proposals for Scalable Internet Service Provider ERATE FY 26 (RFP# 26-1173)
Date: February 11, 2026

HISTORY:

San Elizario ISD's current internet service provider provides internet connectivity at a monthly cost of $3,000 for a bandwidth speed of 10 Gbps, and the contract expires at the end of June 2026. An RFP was posted in December 2025 asking telecommunication companies to provide prices for different internet speeds and contracts. A 470 Form was also filed with ERATE requesting assistance with this service.

RATIONALE:

After analyzing all bids and scheduling a meeting to evaluate all proposals, the evaluation committee agreed to award the RFP to Charter Communications Holdings (Spectrum Enterprise). This will give the district internet bandwidth speeds of 10 Gbps for 36 months or three (3) years.

The tabulations of results for this were as follows:

Proposer	Product	Term	Monthly Recurring Charge
AT&T Holdings, Inc	10 GB (no IP address information provided)	36 months (optional two – one-year extensions)	$2,577.22
Charters Communications Holdings, LLC (Spectrum Enterprise)	10 GB + 125 IP addresses	36 months (optional two – one-year extensions)	$1,800.00

The evaluation committee consisted of the following staff members:

Vicente Rodriguez – Executive Director of Technology
Richard Sanchez – Network Administrator

San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone: 915.872.3900
Fax: 915.872.3903

Jesus Martinez – Executive Director of Support Services
Edna Garcia - Accountant

The evaluation criteria used for this request for proposals were as follows:

The purchase price	40%
The reputation of the vendor and of the vendor's goods and services	10%
The extent to which the goods or services meet the district's needs	15%
The vendor's past relationship with the district	10%
The impact on the ability of the district to comply with laws relating to historically underutilized businesses	5%
The total long-term cost to the district to acquire the goods or services	10%
The Quality of the vendor's goods or services	5%
Whether the vendor or the vendor's ultimate parent company or majority owner has its principal place of business in this state or employees at least 500 persons in this state	5%
Total	100%

BUDGET IMPACT:
Total cost: $1,800 per month for three (3) years at 10 Gbps bandwidth speed.

ADMINISTRATIVE RECOMMENDATION:

San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone: 915.872.3900
Fax: 915.872.3903

The administrative recommendation is to approve Charter Communications Holdings, LLC (Spectrum Enterprise) for the 10 GB + 125 IP addresses solution at a monthly cost of $1,800 for three years for RFP#26-1173.

For Approval? ☒ Yes ☐ No
If no, please check one: ☐ Presentation ☐ Report ☐ Information
Please check if applicable: ☐ Attachment Included



NATIONAL SCHOOL BREAKFAST WEEK OFFICIAL PROCLAMATION

WHEREAS The School Breakfast Program has served our nation admirably since it was permanently established in 1975; and

WHEREAS the School Breakfast Program is dedicated to the health and well-being of our nation's children; and

WHEREAS the School Breakfast Program joins and has been joined through the years by many other excellent child nutrition programs; and recent research shows students are receiving their healthiest meals at school; and

WHEREAS there is evidence of continued need for nutrition education and awareness of the value of school nutrition programs

NOW THEREFORE, the Board of Trustees of the San Elizario Independent School District do hereby proclaim the week of March 2-6, 2026, as NATIONAL SCHOOL BREAKFAST WEEK and encourage all residents to become aware of the benefits of the School Breakfast Program and support good nutrition habits for their children, in the hope of achieving a more healthful citizenry for today and the future.

Done this 11th day of February in the year, Two Thousand and Twenty-Six.

_____

Eduardo Chavez, Board President

_____

Sandra Licon, Board Secretary

Regular Meeting

Wednesday, January 14, 2026 5:30 PM
SEISD Administration Office, 1050 Chicken Ranch Road, San Elizario, TX 79849

1. **GENERAL FUNCTIONS**

1.A. Call Meeting to Order
Meeting was called to order at 5:30 p.m.

1.B. Roll Call

Eduardo Chavez: Present
Monica Chavez: Present
Myrna Hernandez: Present
Sandra Licon: Present
Axel Lopez: Present
Lorenzo Luevano: Present
Alexis Tellez: Present

Dr. Jeannie Meza-Chavez, Superintendent, was also in attendance.

1.C. Establish Quorum

1.D. The Pledge of Allegiance

1.E. Texas Pledge of Allegiance

1.F. **San Elizario ISD Mission Statement**
The mission of the San Elizario Independent School District is to graduate students with innovative skills for 21st-century careers by focusing on academic and social skills, fostering transformative practices, and building community support through positive relationships between home and school.

2. **OPEN FORUM** (three-minute limit per speaker, unless otherwise noted)

3. **DISTRICT RECOGNITIONS**

3.A. School Board Appreciation Month

Dr. Jeannie Meza-Chavez recognized the School Board members for their continued efforts and support.

3.A.1. Proclamation from the El Paso County Judge Samaniego and Commissioners

Dr. Jeannie Meza-Chavez dedicated the month of January as School Board Appreciation Month by reading the proclamation from the El Paso County Judge Samaniego and Commissioners

3.A.2. Proclamation from the City of San Elizario Mayor

Mayor Miguel Chacon proclaimed the Month of January as School Board Appreciation Month by reading Proclamation from the City of San Elizario.

3.B. San Elizario High School Senior Perfect Attendance Fall 2025 — Daphne Franco-Carrasco

Dr. Jeannie Meza-Chavez recognized Class of 2026 Senior Daphne Frenco-Carrasco for being the only Senior with perfect attendance for the Fall 2025 semester.

3.C. Athletic Recognitions

3.C.1. Ann M. Garcia-Enriquez Middle School

3.C.1.a. Girls Soccer East Conference Champions

Mr. Cesar Moreno recognized the Ann M. Garcia-Enriquez Middle School Girls Soccer Team for attaining the East Conference Championship.

3.C.1.b. 7th Grade Boys Basketball East Conference Champions

Mr. Cesar Moreno recognized the Ann M. Garcia-Enriquez Middle School 7th Grade Boys Basketball Team for attaining the East Conference Championship.

3.C.1.c. 8th Grade Boys Soccer East Conference Champions

Mr. Cesar Moreno recognized the Ann M. Garcia-Enriquez Middle School 8th Grade Boys Soccer Team for attaining the East Conference Championship.

3.D. Teacher of the Year and Employee of the Year Nominees

Ms. Gina Ramirez recognized all employees who were nominated as Teacher or Employee of the Year for their campus or department.

3.D.1. District Employee of the Year

3.D.2. District Rookie Teacher of the Year

3.D.3. District Elementary Teacher of the Year

3.D.4. District Secondary Teacher of the Year

4. **NEW BUSINESS / BOARD ACTION ITEMS**

4.A. Board of Trustees Book Study — Start with Why by Simon Sinek

- Chapter 6: The Emergence of Trust
- Chapter 7: How A Tipping Point Tips

Dr. Jeannie Meza-Chavez and the Board of Trustees discussed Chapter 6 and 7 of *Start with Why* by Simon Sinek

4.B. Discussion and possible Board action to set a Team of Eight Training Date

Dr. Jeannie Meza-Chavez provided recommended meeting dates and advised legal counsel was not available on Wednesday, February 18, 2026.

Motion to set Thursday, March 5, 2025 as the date for the Team of 8 training from 5:30 p.m. to 8:30 p.m. This motion, made by Sandra Licon and seconded by Myrna Hernandez, Passed.

Eduardo Chavez:	Yea
Monica Chavez:	Yea
Myrna Hernandez:	Yea
Sandra Licon:	Yea
Axel Lopez:	Yea
Lorenzo Luevano:	Yea
Alexis Tellez:	Yea

Yea: 7, Nay: 0

4.B.1. Board Meeting Calendar

4.B.2. Tentative Dates:

- Wednesday, February 4, 2026
- Wednesday, February 18, 2026
- Thursday, March 5, 2026
- Wednesday, March 25, 2026

5. **CONSENT AGENDA** - Consider and possible Board action on

Motion to approve the consent agenda as presented. This motion, made by Myrna Hernandez and seconded by Alexis Tellez, Passed.

Eduardo Chavez:	Yea

Monica Chavez: Yea
Myrna Hernandez: Yea
Sandra Licon: Yea
Axel Lopez: Yea
Lorenzo Luevano: Yea
Alexis Tellez: Yea
Yea: 7, Nay: 0

5.A. Financial Reports

5.A.1. Tax Report

5.A.2. Financial Statements

5.A.3. Investment Report

5.A.4. Budget Amendment

5.B. Consider and possible Board action on ESC 19 - 2025-2026 Continuing Education Service Agreement

5.C. Consider and possible Board action to remove the Effective Advising Framework (EAF) Stipend

5.D. Consider and possible Board action to approve the 2025-2026 Miscellaneous Pay Rates: Contracted Homebound Services

5.E. Consider approval of minutes for the following:

5.E.1. November 12, 2025 - Regular Board Meeting

5.E.2. November 19, 2025 - Special Meeting

5.F. Consider disposal of surplus property declared obsolete and unnecessary by Superintendent or her Designee, to include disposal of broken furniture and technology equipment according to Administrative discretion and by any reasonable means.

5.F.1. Technology Department

6. **PRESENTATION / REPORTS / INFORMATION**

6.A. Presentations

6.A.1. Goal Progress Monitoring

6.A.1.a. (HB3) - Goal 2 - Overall Academic Growth in RLA STAAR

Mr. Edgar Ponce presented the (HB3) - Goal 2 - Overall Academic Growth in RLA STAAR presentation.

Dr. Jeannie Meza-Chavez stated she

reviewed a letter that was sent to parents in preparation for the upcoming tests. This letter is part of the systems that have been added to improve scores.

Ms. Alexis Tellez asked if the current nine-weeks local assessment, that differs from last year, was created by teachers, district, or directly by the new curriculum.

Mr. Edgar Ponce asked if there was a particular content she would like to check on.

Mr. Alexis Tellez stated she would like to know if Alarcon and Borrego are taking the same exam or if each campus created their own assessment.

Ms. Santana stated both Borrego and Alarcon do take the same assessment for math. Borrego uses the HMH RLA curriculum, but Alarcon was going to hold off on it.

Mr. Eduardo Chavez asked how the district will make sure all students are progressing now that the district is trying a different approach to reach our goal by averaging all students together.

Dr. Jeannie Meza-Chavez stated data will still be presented by grade level and subject tested to measure progress.

Ms. Blanca Cruz stated the district score shows a combination of all students. When the data is analyzed, the data is analyzed by grade level, teacher intervention, and by individual student.

Dr. Jeannie Meza-Chavez stated academic teams have been having honest conversations on scores and needs. These conversations and expectations have been trickled down into PLCs so teachers can identify the data.

Ms. Monike Ruiz stated when campus level assessment results are looked at, they filter it down to the

students not showing progress on a certain standard.

Dr. Jeannie Meza-Chavez stated during her observations, teachers have visuals to identify their assigned student progress.

Ms. Blanca Cruz stated that they will present the targeted improvement plans for Loya, Sambrano and the High School. These plans will help determine which goals are needed for the district to only reach the set goals but to set a goal that will get us to next letter grade.

Mr. Eduardo Chavez stated he would like to refocus the board on student outcomes so that set goals help the district improve test scores and not only reach goals but to move the needle to the next letter grade.

Ms. Blanca Cruz stated that when there is a new curriculum, like in math, the expectation and hope is that students do well. The aim is for growth to show this year and for greater growth next school year.

Dr. Jeannie Meza-Chavez stated that systems have been added as to when students are being pulled out for non-instructional events.

Ms. Alexis Tellez asked if the interim test will be based on previous STAAR Test questions or curriculum questions.

Mr. Edgar Ponce stated the interim test will be aligned with STAAR test questions.

Ms. Blanca Cruz stated the test is adaptive, so it levels based on how the student tests.

Ms. Alexis Tellez stated it will be hard to compare apples to apples because tests are leveled per individual. Two students might be taking the test at the same time, but if one is scoring higher, the test will keep on providing harder

questions and vice-versa.

Ms. Blanca Cruz stated once the scores are brought to the board an explanation will be given on how the test measures student progress.

No more questions.

6.A.1.a.1. PowerPoint Presentation

6.B. Reports

6.B.1. Career and Technical Education Program Evaluation for School Year 2024-2025

Myrna Hernandez asked if the survey included a question where students could provide their opinion on which CTE Courses they would like.

Ms. Blanca Cruz stated this evaluation is based on the 2024-2025 CTE program. This evaluation does not include student survey information regarding CTE Courses.

Dr. Jeannie Meza-Chavez stated student survey information can be presented at the February meeting.

6.B.2. San Elizario Early College High School Update

6.B.3. Meal Service Update

6.B.3.a. November 2025

6.B.3.b. December 2025

6.B.4. Enrollment Update

Mr. Lorenzo Luevano stated a discussion regarding enrollment is needed due to its continuing decline and for the district to be financially responsible.

Mr. Eduardo Chavez stated there have been talks about that and administration is working on options.

Dr. Jeannie Meza-Chavez stated administration needs clarification on the direction the board would like to take to avoid public disagreement. The information can be brought forward but a recommendation will not be brought

forward if the board is not comfortable of being informed about it or comfortable in making a decision. As a first step, it would be helpful if the district had a community and discussed declining enrollment. Ask the community for their input, by having a meeting at each school or a big community meeting to make an attempt to communicate with community members. The decision that the board will need to make will probably not be a popular one; definitely needed to sustain the district in the future.

Mr. Eduardo Chavez asked for an item to be added to the next agenda so that the board of trustees and administration can be well informed. The discussion for a decision should be objective before having a community meeting.

Dr. Jeannie Meza-Chavez asked if there is anything in particular that cabinet would need to bring forward.

Mr. Eduardo Chavez stated he had asked for information regarding consolidating campuses and a possible bond to achieve this.

Dr. Jeannie Meza-Chavez stated cabinet will discuss it during the upcoming cabinet meeting.

6.C. Information

6.C.1. Board Training

6.C.1.a. Far West Texas School Boards Association Meetings

- Coffee Chat — January 12, 2026 | 5:30 PM — Starlight Event Center Sunset Room

7. **EXECUTIVE SESSION**
The Board entered into a closed meeting at **7:13 p.m.** to consult with attorney, to discuss real estate matters, to discuss personnel reassignments, to discuss personnel promotions, to consider recommendations of employment contracts, and to consider recommendations for hiring of personnel or termination of personnel under Sec. 551.071, 551.074, and 551.076 Texas Gov. Code:

8. **THE BOARD WILL RETURN TO OPEN SESSION TO TAKE POSSIBLE ACTION ON THE MATTERS DISCUSSED IN EXECUTIVE SESSION**

The Board returned to open session at **8:54 p.m.** to take possible action on the matters discussed in Executive Session.

8.A. Possible Board action on matters discussed in Closed Session

No action matters were discussed in closed session.

9. **NEXT MEETING DATE:**
Regular Board Meeting: Wednesday, February 11, 2026, at 5:30 p.m.

10. **ADJOURNMENT**

Motion to adjourn meeting at **8:55 p.m.** This motion, made by Myrna Hernandez and seconded by Monica Chavez, Passed.

Eduardo Chavez:	Yea
Monica Chavez:	Yea
Myrna Hernandez:	Yea
Sandra Licon:	Yea
Axel Lopez:	Yea
Lorenzo Luevano:	Yea
Alexis Tellez:	Yea

Yea: 7, Nay: 0, Absent: 0

_____
Board President

_____
Board Secretary

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MEMORANDUM

To: Members of the Board of Trustees
From: Vicente Rodriguez, Executive Director of Technology
Subject: January 2026 Technology Fixed Asset Discard
Date: February 11, 2026

HISTORY:
Campus and Departments periodically replace obsolete or non-repairable technology items. To aid the campuses and departments in removing these items to maximize space, the Technology Department will submit monthly disposal lists for approval.

RATIONALE:
The District Technology Department has reviewed the items on the attached lists and concurs with campus/department(s) administration to dispose of or sell the listed items.

BUDGET:
There is no budget impact.

ADMINISTRATIVE RECOMMENDATION:
For the Board to declare the fixed assets listed as surplus and authorize the administration to sell or dispose of items by any reasonable means.

For Approval? ☒ Yes ☐ No
If no, please check one: ☐ Presentation ☐ Report ☐ Information
Please check if applicable: ☒ Attachment Included

San Elizario High School

IN Rm 605

Fixed Asset Discard List

Campus (Please Check Appropriate Campus)

[X] SE High School [ ] Middle School

[ ] Other: _____

[ ] Excell [ ] Loya

[ ] Borrego [ ] Sambrano

	Room#	Description	Serial Number	Barcode	Qty	Comments/Reasons
1	SEHS Librar	DELL Black Laptop	D6L5LG3	3600006153	1	Discard/ Wear N Tear
2	Technology	DELL Silver Laptop	2BCMKS3	2600008192	1	Discard/ Wear N Tear
3		DELL Black Laptop	79J3PG3	3600005110	1	Discard/ Wear N Tear
4		DELL Black Laptop	GDGS403	3600003197	1	Discard/ Wear N Tear
5		DELL Black Laptop	DG5HML3	3600006843	1	Discard/ Wear N Tear
6		DELL Black Laptop	303HML3	3600006792	1	Discard/ Wear N Tear
7		DELL Black Laptop	HFGS403	3600003262	1	Discard/ Wear N Tear
8		DELL Black Laptop	H8J3PG3	3600005161	1	Discard/ Wear N Tear
9		DELL Black Laptop	603HML3	3600006829	1	Discard/ Wear N Tear
10		DELL Black Laptop	5MK3PG3	3600005217	1	Discard/ Wear N Tear
11		DELL Black Laptop	FRFS403	3600003269	1	Discard/ Wear N Tear
12		DELL Black Laptop	D1J3PG3	3600005174	1	Discard/ Wear N Tear
13		DELL Black Laptop	D6K3PG3	3600005019	1	Discard/ Wear N Tear
14		DELL Black Laptop	2FFR303	3600003339	1	Discard/ Wear N Tear
15		DELL Black Laptop	JOJ3PG3	3600005236	1	Discard/ Wear N Tear
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12/18/2025 Warehouse needs to take out device barcodes from technology system of SEHS Inventory in Frontline.

Date: 1-8-26 LH

1/13/26 V. Chavez

IV Rm 605



Fixed Asset Discard List

Campus (Please Check Appropriate Campus)

[X] SE High School [ ] Middle School

[ ] Other: _____

[ ] Excell [ ] Loya

[ ] Borrego [ ] Sambrano

	Room#	Description	Serial Number	Barcode	Qty	Comments/Reasons
1	SEHS Librar	DELL Silver Laptop	4WHVY44	3600009005	1	Discard/ Wear N Tear
2	Tecnnology	DELL Silver Laptop	FGFMKS3	2600008458	1	Discard/ Wear N Tear
3		DELL Black Laptop	HLK3PG3	3600005187	1	Discard/ Wear N Tear
4		DELL Black Laptop	8MM3PG3	3600005218	1	Discard/ Wear N Tear
5		DELL Silver Laptop	86BVY44	3600009019	1	Discard/ Wear N Tear
6		DELL Chromebook	B5DLZK3	3600006397	1	Discard/ Wear N Tear
7		DELL Black Laptop	GNJHML3	3600006836	1	Discard/ Wear N Tear
8		DELL Black Laptop	8BGS403	3600003193	1	Discard/ Wear N Tear
9		DELL Black Laptop	CGGS403	3600003383	1	Discard/ Wear N Tear
10		DELL Chromebook	260BZK3	3600006395	1	Discard/ Wear N Tear
11		DELL Black Laptop	GPJHML3	3600006842	1	Discard/ Wear N Tear
12		DELL Black Laptop	2NFS403	3600003298	1	Discard/ Wear N Tear
13		DELL Silver Laptop	DBDMKS3	2600008277	1	Discard/ Wear N Tear
14		DELL Black Laptop	J8J3PG3	3600005197	1	Discard/ Wear N Tear
15		DELL Chromebook	SLR0AYBHR	3600001422	1	Discard/ Wear N Tear
16		DELL Black Laptop	32J3PG3	3600005155	1	Discard/ Wear N Tear
17		DELL Black Laptop	31G3403	3600003260	1	Discard/ Wear N Tear
18		DELL Silver Laptop	95GMKS3	2600008455	1	Discard/ Wear N Tear
19		DELL Black Laptop	CSFS403	3600003440	1	Discard/ Wear N Tear
20		DELL Silver Laptop	G8CMKS3	2600008397	1	Discard/ Wear N Tear
21		DELL Silver Laptop	6FBVY44	3600009053	1	Discard/ Wear N Tear
22		DELL Silver Laptop	1HFMKS3	2600008227	1	Discard/ Wear N Tear
23		DELL Silver Laptop	3YHVY44	3600009085	1	Discard/ Wear N Tear
24		DELL Silver Laptop	2KGMKS3	2600008440	1	Discard/ Wear N Tear
25		DELL Black Laptop	103HML3	3600006880	1	Discard/ Wear N Tear
26		DELL Black Laptop	DF5HML3	3600006702	1	Discard/ Wear N Tear
27		DELL Black Laptop	59J3PG3	3600005188	1	Discard/ Wear N Tear
28		DELL Black Laptop	CFFR303	3600003344	1	Discard/ Wear N Tear
29		DELL Black Laptop	6BJ3PG3	3600005100	1	Discard/ Wear N Tear
30		DELL Black Laptop	HKM2PG3	3600005080	1	Discard/ Wear N Tear

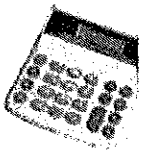
12/18/205 Warehouse needs to take out device barcodes from technology system of SEHS Inventory in Frontline

Date: 1/8/26 LWH

1/13/26 V. Chavez

Human Resources

Fixed Asset Discard List



☑ Other: HR

☐ Excell ☐ Loya

Campus (Please Check Appropriate Campus)

☐ SE High School ☐ Middle School ☐ Alarcon ☐ Borrego ☐ Sambrano

	Room#	Description	Tag Number/Serial	Qty	Comments/Reasons
1	HR	Cann Camera	1305284350	1	
2	HR	Computer	2400005812	1	
3	HR	Computer	2400002198	1	
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Date: 1/27/24

Authorized Campus Signature

Page_____ of_____

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MEMORANDUM

To: Members of the Board of Trustees
From: Edgar Ponce, Administrator – Research and Evaluation
Subject: (HB 3) GPM 1.1 Progress Monitoring—Math Growth for PK4
Date: February 11, 2026

HISTORY:

As part of the HB 3 progress monitoring requirements, the Board of Trustees has approved Student Outcome Goals and Goal Progress Measures. This report aims to provide feedback on Goal Progress Measure (GPM) 1.1, which focuses on the progress of all Pre-K students in meeting mathematics skill benchmarks.

RATIONALE:

Goal Progress Measure (GPM) 1.1 (District; 1-year Goal)

- The Overall Measure of Math Growth for all Pre-K students (English) will increase from 97% at Wave 2 in January of 2025 (MOY) to ≥ 98% in January of 2026 (MOY) as measured by the CIRCLE School Average Growth Report.

- The Overall Measure of Math Growth for all Pre-K students (Spanish) will increase from 91% at Wave 2 in January of 2025 (MOY) to ≥ 93% in January of 2026 (MOY) as measured by the CIRCLE School Average Growth Report.

The CIRCLE Progress Monitoring System is a web-based prekindergarten assessment system used by PK4 teachers to determine students' knowledge in critical developmental areas. This tool prompts teachers to focus on lessons that target students' least-developed skills. The assessments are conducted three times per year and are sensitive to growth in children's skills over time.

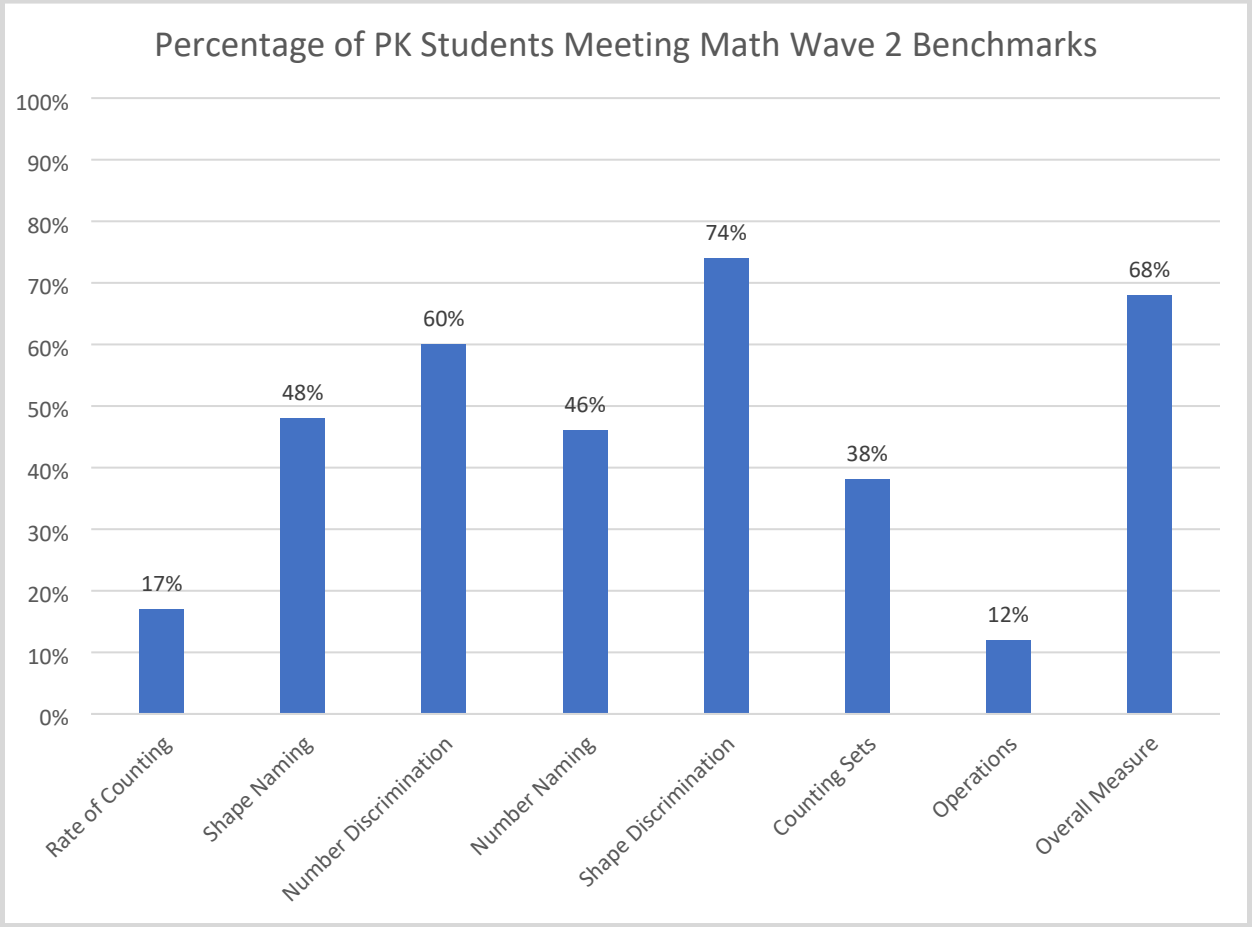
In this report, two parameters will be examined related to PK4 performance in math:

- Meeting Wave 2 math targets based on the CIRCLE assessment;
- Comparison of Math Growth from Wave 1 to Wave 2

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Meeting Wave 2 math targets in the CIRCLE assessment

Pre-K students were tested with the CIRCLE assessment in Mathematics during January 2026 for Wave 2, the middle-of-year assessment. The graph below represents the Wave 2 percentages "on track" for Mathematics, the percentage of all Pre-K students meeting the benchmarks in that specific math skill set. The final data piece reports the average of all Math skill sets. This graph is based on the CIRCLE Progress Monitoring School Benchmark Growth Report.



The GPM 1.1 target to reach by January 2026 was ≥ 98%, meeting math (English) benchmarks at Wave 2. Overall, **68%** of PK students met their math benchmarks at Wave 2.

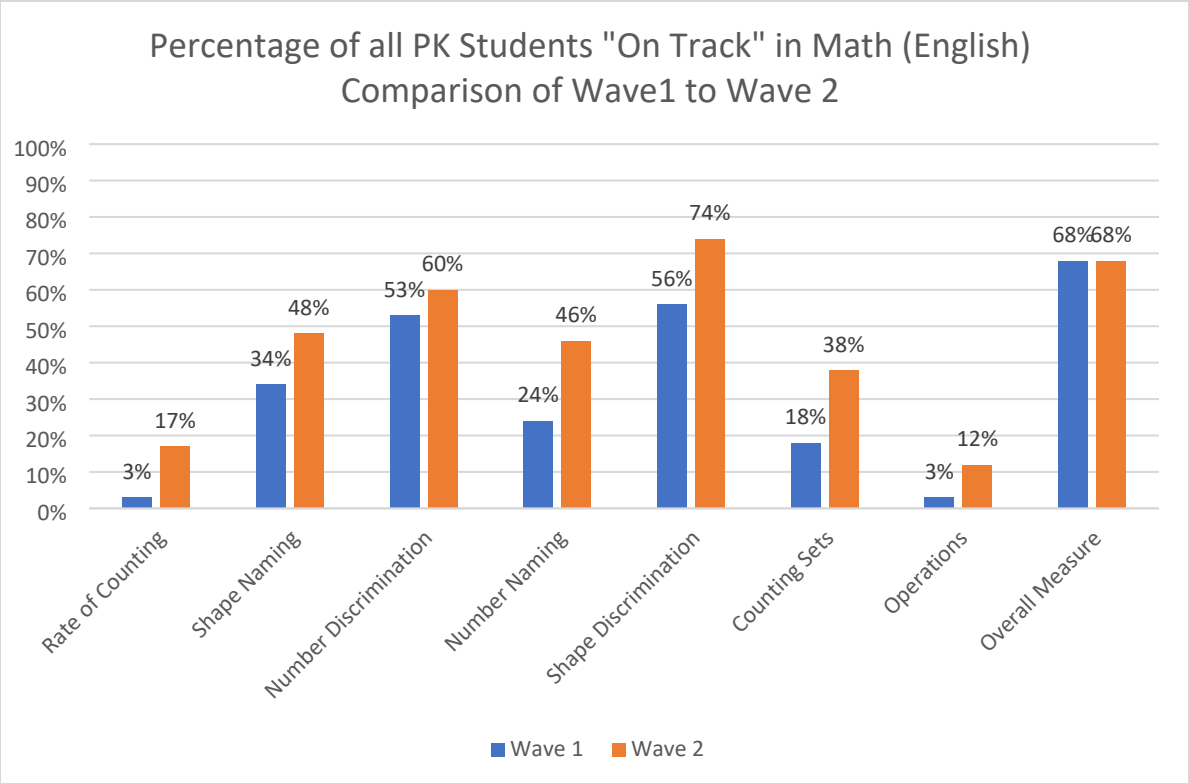
Status: 30% below the target.

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The GPM 1.1 target to reach by January 2026 was ≥ 93%, meeting math (Spanish) benchmarks at Wave 2. Students did not take a Spanish test which offers no information on this area for Wave 2.

Comparison of math growth from Wave 1 to Wave 2 in the CIRCLE assessment

Beyond determining whether the Wave 2 target was met, we will also look at our Pre-K students' Math skills growth from Wave 1 to Wave 2. Wave 1 is the beginning of the year assessment, which was given in September 2025.



Looking at each math skill (English) in the graph above, it is evident that our Pre-K students improved significantly from the beginning to the middle of the year. Our Pre-K students are progressing well in their Mathematics skills this year.

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There was no Spanish Math test given; therefore, there is no data to report.

BUDGET IMPACT:
There is no impact on the budget for this item.

ADMINISTRATIVE RECOMMENDATION:
It is recommended that the Board review the progress of GPM 1.1 as presented.

For Approval? ☐ Yes ☒ No
If no, please check one: ☒ Presentation ☒ Report ☐ Information
Please check if applicable: ☐ Attachment Included

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MEMORANDUM

To: Members of the Board of Trustees
From: Edgar Ponce; Planning & Instruction
Subject: (HB 3) GPM 1.2 Progress Monitoring—Grades K-2 Math Growth
Date: February 11, 2026

HISTORY:

The Board of Trustees has approved Student Outcome Goals and Goal Progress Measures as part of HB 3 progress monitoring requirements. This report aims to provide feedback on HB 3 Goal Progress Measure (GPM) 1.2, which focuses on math growth for students in grades K-2.

RATIONALE:

Goal Progress Measure (GPM) 1.2 (District; 1-year Goal)
The iReady MOY Math (English/Spanish) assessment will help identify what percent of students are at grade level based on the recommended composite score. K $\geq$ 362, 1st $\geq$ 402, 2nd $\geq$ 428

In this report, two parameters will be examined related to grades K-2 growth:

- Examining math growth from BOY to MOY based on iReady data

Examining math growth from BOY to MOY based on the iReady assessment

In addition to comparing the K-2 math growth average to the GPM 1.2 target, we will also examine this grade band to look for growth in math from BOY to MOY using the iReady assessments. This will help ascertain the level of math growth of our K-2 students from the beginning of the year to the middle of the year. In this instance, we are identifying the percent of students tested that are performing at grade level based on national average.

Multi		Overall Grade-Level Placement						Students Assessed/Total
Grade K	MOY		4%	14%	82%	0%	0%	125/132
	BOY		2%	2%	96%	0%	0%	
Grade 1	MOY		2%	3%	78%	17%	0%	166/179
	BOY		1%	1%	77%	21%	0%	
Grade 2	MOY		3%	7%	56%	34%	0%	166/181
	BOY		1%	4%	49%	47%	0%	

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Overall, the previous graph shows that during the MOY assessment students at grade level (green) has increased and the number of students below grade level (Yellow and Red) has decreased.

BUDGET IMPACT:
There is no impact on the budget for this item.

ADMINISTRATIVE RECOMMENDATION:
It is recommended that the Board review the progress of GPM 1.2 as presented.

For Approval? ☐ Yes ☒ No
If no, please check one: ☒ Presentation ☒ Report ☐ Information
Please check if applicable: ☐ Attachment Included

SEISD Board Progress Monitoring Goal 1.1 and 1.2

February 11, 2026



Previous Goal

Goal Progress Measure (GPM) 1.1 (District; 1-year Goal)

- The Overall Measure of Math Growth for all Pre-K students (English) will increase from 91% at Wave 3 in January of 2024 (MOY) to ≥ 93% in January of 2025 (MOY) as measured by the CIRCLE School Average Growth Report.

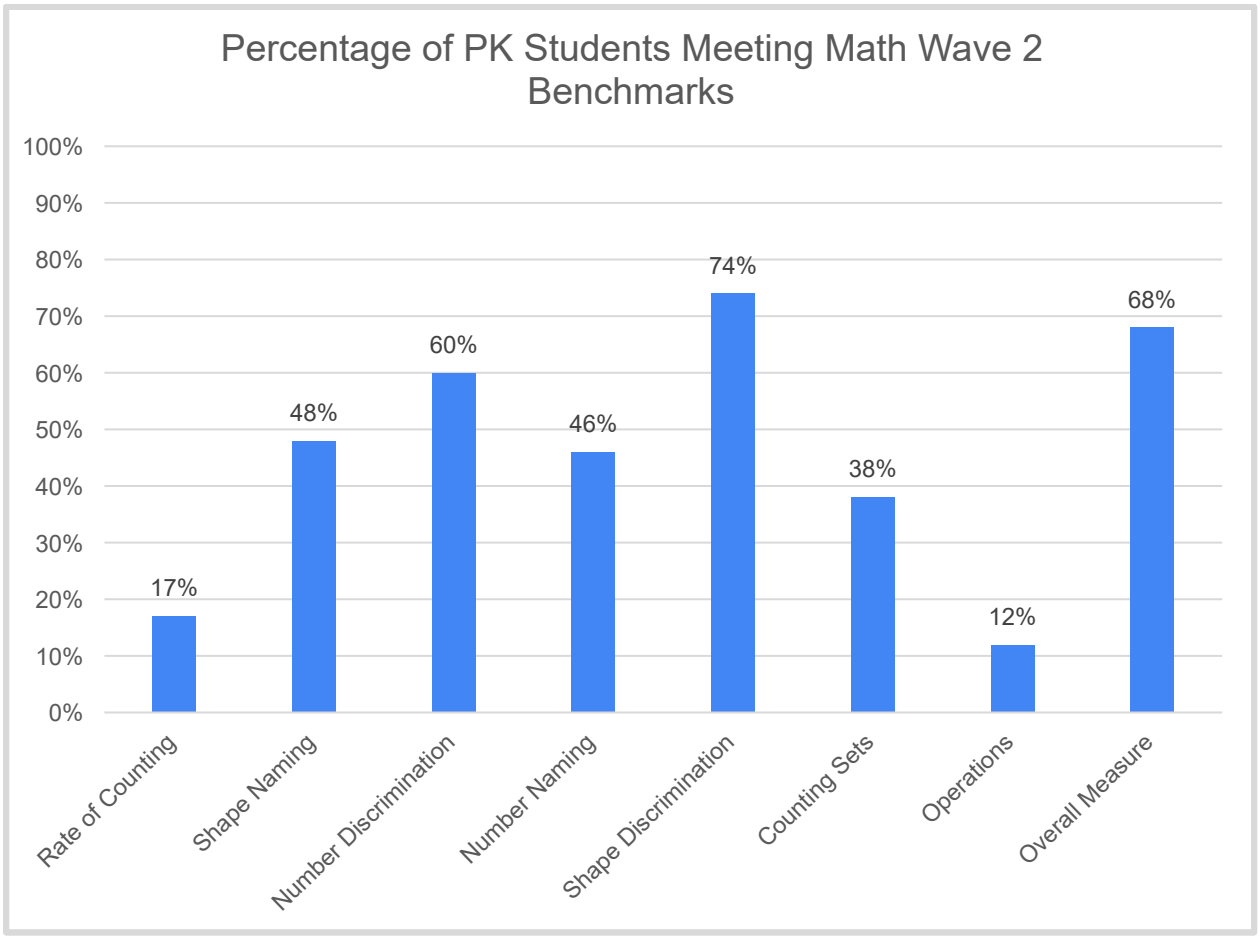
- The Overall Measure of Math Growth for all Pre-K students (Spanish) will increase from 83% at Wave 3 in January of 2024 (MOY) to ≥ 87% in January of 2025 (MOY) as measured by the CIRCLE School Average Growth Report.

New Goal

Goal Progress Measure (GPM) 1.1 (District; 1-year Goal)

- The Overall Measure of Math Growth for all Pre-K students (English) will increase from 97% at Wave 2 in January of 2025 (MOY) to ≥ 98% in January of 2026 (MOY) as measured by the CIRCLE School Average Growth Report.

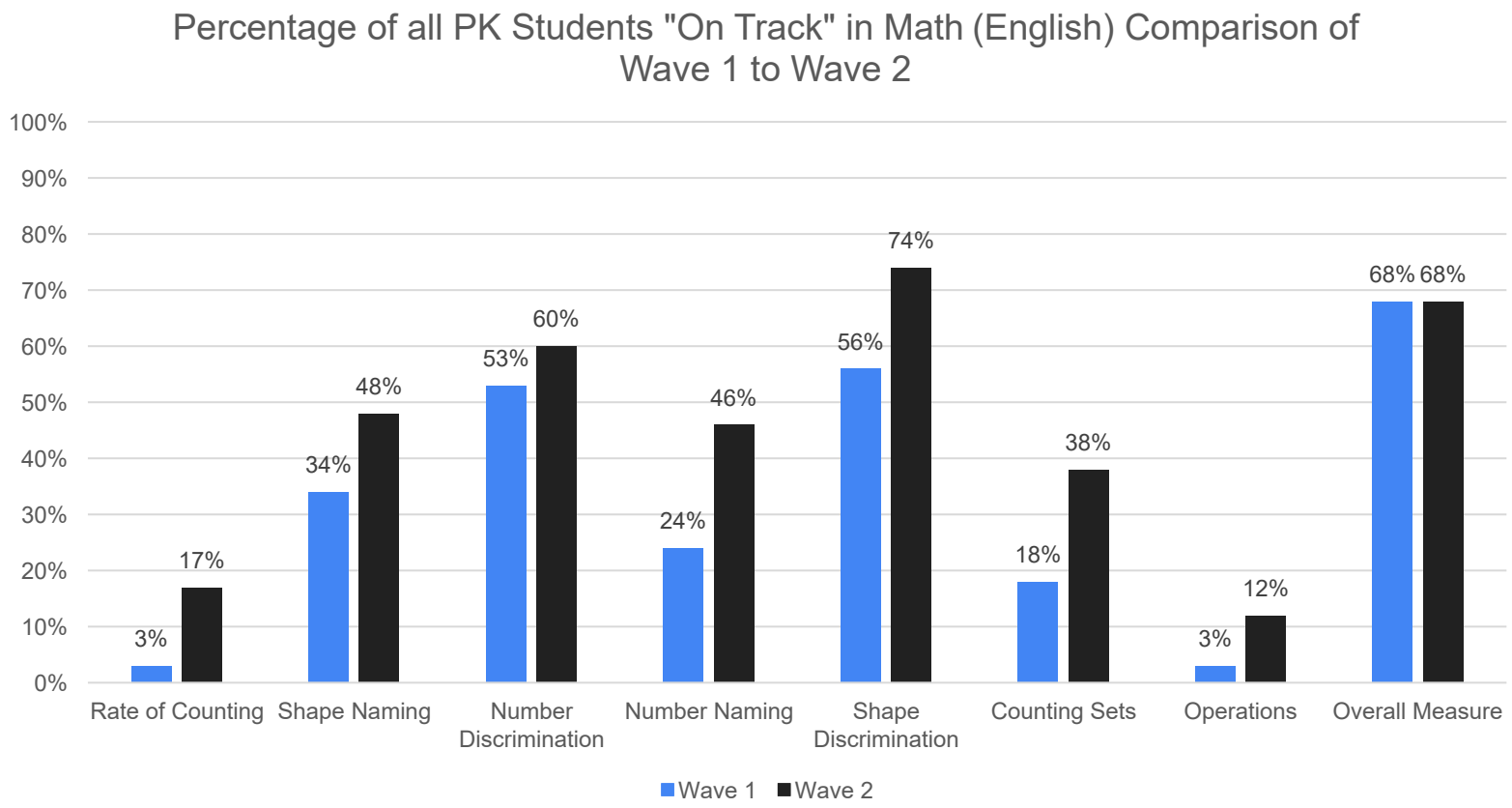
- The Overall Measure of Math Growth for all Pre-K students (Spanish) will increase from 91% at Wave 2 in January of 2025 (MOY) to ≥ 93% in January of 2026 (MOY) as measured by the CIRCLE School Average Growth Report.



The GPM 1.1 target to reach by January 2026 was ≥ 98%, meeting math (English) benchmarks at Wave 2. Overall, **68%** of PK students met their math benchmarks at Wave 2.

Status: 30% below the target.

Looking at each math skill (English) in the graph above, it is evident that our Pre-K students improved significantly from the beginning to the middle of the year. Our Pre-K students are progressing well in their Mathematics skills this year.



Previous Goal

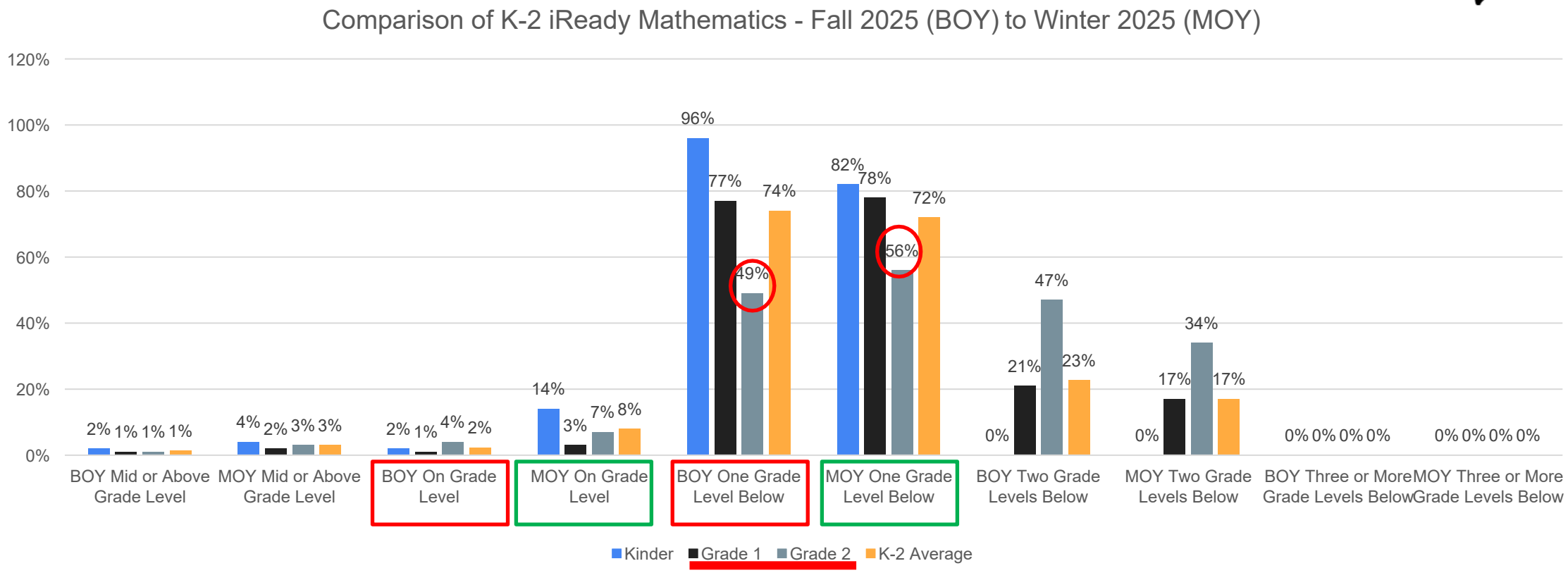
Goal Progress Measure (GPM) 1.2 (District; 1-year Goal)

- The Growth Percentile of all students in grades K-2 on the MAP Mathematics assessment will increase from the 32nd percentile in January of 2024 (MOY) to ≥ 38th percentile in January of 2025 (MOY) as measured by the MAP School Profile Report.

New Goal

Goal Progress Measure (GPM) 1.2 (District; 1-year Goal)

- The iReady MOY Math (English/Spanish) assessment will help identify what percent of students are at grade level based on the recommended composite score. K ≥ 362, 1st ≥ 402, 2nd ≥ 428



Looking at each math skill (English) in the graph above, it is evident that our Pre-K students improved significantly from the beginning to the middle of the year. There are some areas that will have extra attention and conversations for the second semester.

Questions

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MEMORANDUM

To: Members of the Board of Trustees
From: Edgar Ponce Administrator Research and Evaluation
Subject: 2024-2025 TAPR Reports
Date: February 11, 2026

HISTORY:

The Texas Education Agency releases an annual report for the district and each campus. This report is called the TAPR, or Texas Academic Performance Report. These 2024-2025 school year reports were recently released and are included in the February 2026 Board Book for your review. These reports have been posted on our district website for public review and will be included in a public hearing as required by the Texas Education Code.

RATIONALE:

The Texas Academic Performance Reports (TAPR) pull together a wide range of information on students' performance in each school and district in Texas every year. Performance is shown disaggregated by student groups, including ethnicity and socioeconomic status. The reports also provide extensive information on school and district staff, programs, and student demographics. A glossary is included, further explaining the TAPR report's different parts.

BUDGET: There is not an impact to the budget for this item.

ADMINISTRATIVE RECOMMENDATION:

It is recommended that the Board review the 2024-2025 TAPR Reports.

For Approval? ☐ Yes ☒ No
If no, please check one: ☐ Presentation ☒ Report ☐ Information
Please check if applicable: ☒ Attachment Included

2024–25 Texas Academic Performance Report (TAPR) Glossary

Cover Page

2025 Accountability Rating: The overall rating earned by the district or campus for 2025.

2025 Special Education Determination Status (district TAPR only): This label represents an integrated determination level status based on an evaluation of each local educational agency's (LEA) Results Driven Accountability (RDA) indicators in the special education program area and four Federally Required Elements (FREs), which include the State Performance Plan (SPP) compliance indicators 9, 10, 11, 12, and 13; data integrity; uncorrected noncompliance; and financial audit findings. Each LEA receives one of four special education determination levels (DLs):
Meets Requirements
Needs Assistance
Needs Intervention Needs
Substantial Intervention

2025 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration) *(districts serving grades 10–12):* Senate Bill 1843 requires that each school year, each school district and open-enrollment charter school provide students in grades 10–12 the opportunity to take the ASVAB and consult with a military recruiter. *(Data source: PEIMS ArmedServicesVocAptBattery E1625)*

Performance

STAAR: A comprehensive testing program for public school students in grades 3–8 or high school courses with end-of-course (EOC) assessments. The STAAR program is designed to measure to what extent a student has learned, understood, and is able to apply the concepts and skills expected at each grade level or after completing each course for which an EOC assessment exists. Each STAAR assessment is linked directly to the Texas Essential Knowledge and Skills (TEKS). The TEKS are the state-mandated content standards that describe what a student should know and be able to do upon completion of a course. For more information on the TEKS, see the *Texas Essential Knowledge and Skills* website at http://tea.texas.gov/curriculum/teks/.

Other Important Information:

STAAR (with and without accommodations) and STAAR Alternate 2. The TAPR and the Texas Performance Reporting System (TPRS) include performance on STAAR and STAAR Alternate 2.

Spanish STAAR. All STAAR assessments in grades 3, 4, and 5 are available in both English and Spanish. The TAPR and the TPRS include performance on the Spanish STAAR.

Rounding of STAAR results. STAAR performance shown on the TAPR and TPRS is rounded to whole numbers. For example, 49.877% is rounded to 50%; 49.4999% is rounded to 49%; and 59.5% is rounded to 60%.

Masking. STAAR performance rates are masked when necessary to comply with FERPA. For more information, see the Explanation of Masking at https://rptsvr1.tea.texas.gov/perfreport/tapr/2025/masking.html.

2024–25 Texas Academic Performance Report (TAPR) Glossary

STAAR Performance (2024–25)

The STAAR Performance section displays performance results by grade, subject and performance level for students in the accountability subset, which are students enrolled in the same district/campus on both the snapshot date (PEIMS Fall Snapshot) and the testing date. The STAAR Performance–All Students section of the TPRS displays STAAR performance by grade, subject, and performance level and includes all students tested, regardless of whether they were in the accountability subset.

STAAR Subjects by Grade:

Grade 3 – Reading Language Arts (RLA) and Mathematics

Grade 4 – Reading Language Arts (RLA), and Mathematics

Grade 5 – Reading Language Arts (RLA), Mathematics, and Science

Grade 6 – Reading Language Arts (RLA) and Mathematics

Grade 7 – Reading Language Arts (RLA) and Mathematics

Grade 8 – Reading Language Arts (RLA), Mathematics, Science, and Social Studies

STAAR End-of-Course (EOC) Subjects:

English I

English II

Algebra I

Biology

U.S. History

Accelerated Testers:

SAT/ACT

Percentage at Approaches Grade Level or Above. The percentage of assessments that met or exceeded the Approaches Grade Level standard.

Percentage at Meets Grade Level or Above. The percentage of assessments that met or exceeded the Meets Grade Level standard.

Percentage at Masters Grade Level. The percentage of assessments that met the Masters Grade Level standard.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Both Reading and Mathematics. The percentage of students who took both the reading and mathematics STAAR and met or exceeded the Meets Grade Level standard on both assessments (excluding EOC assessments).

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Both Reading and Mathematics Including EOC. The percentage of students who took both the reading and

mathematics STAAR or EOC and met or exceeded the Meets Grade Level standard on both assessments.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Reading Including EOC. The percentage of students who took the reading STAAR or the English I or II EOC and met or exceeded the Meets Grade Level standard.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Mathematics Including EOC. The percentage of students who took the mathematics STAAR or the Algebra I EOC and met or exceeded the Meets Grade Level standard.

Progress (Annual Growth, Accelerated Learning and STAAR Progress Measure)

School Progress Domain— Annual Growth is the percentage of students who grew academically by at least one school year. For STAAR assessments (with or without accommodations), annual growth is measured by a transition table. Individual student growth is calculated as the change between Low Did Not Meet Grade Level, High Did Not Meet Grade Level, Low Approaches Grade Level, High Approaches Grade Level, Meets Grade Level, and Masters Grade Level performance from the prior year to the current year.

School Progress Domain—Accelerated Learning is the percentage of students who earned Did Not Meet Grade Level in the prior year and were accelerated to Approaches Grade Level or above in the current year.

The above measures were used to determine the Annual Growth and Accelerated Learning in the Bilingual Education/ESL report.

Bilingual Education/ESL

Bilingual Education (BE): Dual-language program that enables emergent bilingual (EB) students/English learners (ELs) to become proficient in listening, speaking, reading, and writing in the English language through the development of literacy and academic skills in the primary language and English. This category includes the following:

- *BE Trans Early Exit*. Bilingual program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than two or later than five years after the student enrolls in school.
- *BE Trans Late Exit*. Bilingual program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school.
- *BE Dual Two-Way*. Bilingual/biliteracy program model in which students identified as EB students/ELs are integrated with non-EB/non-EL students and are served in both English and another language and are prepared to meet reclassification criteria in order to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school. This model provides ongoing instruction in literacy and academic content in English and

another language with at least half of the instruction delivered in the non-English program language for the duration of the program.

- *BE Dual One-Way*. Bilingual/biliteracy program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria in order to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school. This model provides ongoing instruction in literacy and academic content in the students' primary language as well as English, with at least half of the instruction delivered in the students' primary language for the duration of the program.

English as a Second Language (ESL): An English acquisition program that enables emergent bilingual (EB) students/English learners (ELs) to become proficient in listening, speaking, reading, and writing in the English language through the integrated use of second language acquisition methods. This category includes the following:

- *ESL Content-Based*. An English acquisition program that serves students identified as EB students/ELs through English instruction by a teacher appropriately certified in ESL under TEC, §29.061(c), through English language arts and reading, mathematics, science, and social studies.
- *ESL Pull-Out*. An English program that serves students identified as EB students/ELs through English instruction provided by an appropriately certified ESL teacher under the TEC, §29.061(c), through English language arts and reading. Instruction shall be provided by the ESL teacher in a pull-out or inclusionary delivery model.

Alternative Language Program (ALP): An alternative language program provided to emergent bilingual (EB) students/English learners (ELs) for whom the local education agency (LEA) does not have the appropriately certified teachers for the required bilingual education or English as a second language (ESL) program for the current school year. This category includes the following:

- *ALP Bilingual (Exception)*. An alternative language program to the required bilingual education (BE) program approved by the TEA for the current school year due to the LEA's submission of a bilingual education exception application.
- *ALP ESL (Waiver)*. An alternative language program to the required English as a second language (ESL) program approved by the TEA for the current school year due to the LEA's submission of an ESL waiver application.

Emergent Bilingual (EB) Students/English Learner (EL): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. As a result of the 87th Texas Legislature, the term "emergent bilingual student" replaced the term of "limited English proficient (LEP) student" used in the Texas Education Code (TEC), Chapter 29, Subchapter B, and thus, will be changing the term of "English learner (EL)" used in 19 TAC Chapter 89, Subchapter BB. These terms describe the same group of Texas students. In the revised Texas Education Data Standards (TEDS), the terms of "emergent bilingual" and "English learner" have been bridged as EB/EL. The term "English learner" is still used in federal regulations and guidance. This category includes:

- *EB/EL with Parental Denial.* Students identified as emergent bilingual (EB) students/English learners (ELs) whose parents have denied all bilingual and ESL program services.
- *Never EB/EL.* Students who have never been identified as EB students/ELs (non-EB/non-EL students).

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- *Total EB/EL (Current).* Students currently identified as EB students/ELs, including those served in a standard or alternative bilingual or ESL program as well as those with a parental denial of services.
- *Monitored & Former EB/EL.* Students who were once identified as EB students/ELs but have reclassified as English proficient, including students within their four years of state and federal monitoring and those beyond monitoring years.

STAAR Participation (2024–25)

This Texas Academic Performance Report (TAPR) provides the State Assessment participation rate as used in State Accountability. This participation rate includes students who are considered participants for state reporting purposes but are excluded from the federal participation rate. The report details the participation rate by All Tests, Reading, Mathematics, Science, Social Studies, and Accelerated Testers and which assessments and students are included or excluded from accountability.

Assessment Participants

- STAAR Assessments:
  - Includes STAAR and STAAR Alternate 2 assessments with a score code of "S."
- STAAR Alternate 2 Assessments:
  - Includes assessments with a score code of "N."
- STAAR Reading Language Arts (RLA) Assessments:
  - Includes STAAR and STAAR Alternate 2 assessments with a score code of "A" or "O," provided a TELPAS or TELPAS Alternate assessment has a score code of "S."
- STAAR Mathematics Assessments:
  - Includes assessments with a score code of "A" or "O," provided a TELPAS or TELPAS Alternate assessment has a score code of "S" for year 1 asylees/ refugees or students with interrupted formal education (SIFEs).
- Accelerated Testers:
  - This includes Evidence-Based Reading and Writing (EBRW) SAT, English Language Arts (ELA) ACT, ACT science, and mathematics SAT and ACT results for students who complete a STAAR End-of-Course (EOC) assessment at the Approaches Grade Level or above in Algebra I, English II, and/or Biology before grade 9.

Included in Accountability:

- This represents the state assessment participation rate used in state accountability measures.
- Includes all of the participants listed above, except for students classified as "Mobile" or under "Other Exclusions."

Not Included in Accountability:

- *Mobile:* Refers to the percentage of assessments excluded from the "Included in Accountability" rate because the students enrolled in the district or campus after the Texas Student Data System (TSDS) Public Education Information Management System (PEIMS) fall snapshot date.
- *Other Exclusions:* Refers to the percentage of assessments excluded from the "Included in Accountability" rate for the following reasons:

- STAAR Assessments (STAAR and STAAR Alternate 2) with score codes "A" or "O" that do NOT have a corresponding TELPAS or TELPAS Alternate assessment with a score code of "S."
- STAAR Alternate 2 assessments with a score code of "N."
- Answer documents of students who are an Emergent Bilingual/English learner (EB/EL) who has been in school in the U.S. for one year.
- Other exclusions specified in the 2025 Accountability Manual — Appendix G.

Not Tested

- Assessments that are not considered in the participation rate include:
  - Absent: Assessments with a score code of "A."
  - Other: Assessments with a score code of "O."
  - Accelerated Testers: Accelerated testers who did not take an SAT/ACT assessment.

The denominator for participation is the sum of these five categories: Included in Accountability, Mobile, Other Exclusions, and Not Tested (Absent and Other). *STAAR Participation Rate* is rounded to a whole number. For example, 94.49% is rounded to 94%. Small values may show as zero: 0.4% is rounded to 0%, and 0.6% is rounded to 1%.

Attendance, Graduation, and Dropout Rates (2024–25)

Attendance Rate: The percentage of days that students were present based on student attendance for the entire school year. Only students in grades 1–12 are included in the calculation.

Attendance is calculated as follows:

$$\frac{\textbf{total number of days that students in grades 1–12 were present during the 2023–24 school year}}{\textbf{total number of days that students in grades 1–12 were in membership during the 2023–24 school year}}$$

(Data source: PEIMS 42400)

Chronic Absenteeism: The unduplicated number of K–12 students enrolled for at least 10 days and absent for 10 percent or more days. Chronic Absenteeism is calculated as follows:

$$\frac{\textbf{total number of K–12 students enrolled for at least 10 days and absent for 10 percent or more days during the 2023–24 school year}}{\textbf{total number of K–12 students enrolled for at least 10 days during the 2023–24 school year}}$$

(Data source: PEIMS 42400)

Annual Dropout Rate: The percentage of students who drop out of school during a school year. Annual dropout rates are shown for districts and campuses that serve grades 7–8 and/or 9–12. State law prohibits including a student who meets any of the following criteria from campus and district annual dropout rate calculations:

- Is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate
- Was previously reported to the state as a dropout (previous dropout exclusions do not apply to completion measure calculations for AEA campuses)
- Was in attendance but not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds)
- Was initially enrolled in a school in the United States in any grade 7 through 12 as an unschooled refugee or asylee as defined by TEC §39.027(a-1)
- Attends a district exclusively as a function of having been detained at a county detention facility and is not otherwise a student of the district in which the facility is located or is being provided services by an open-enrollment charter school exclusively as the result of having been detained at the facility
- Is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult
- Is a student who has suffered a condition, injury, or illness that requires substantial medical care and leaves the student unable to attend school and assigned to a medical or residential treatment facility
- Is a student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district
- Is at least 18 years of age as of September 1 and has satisfied the credit requirements for high school graduation; has not completed his or her individualized education program (IEP); and is enrolled and receiving IEP services
- Is a student who (a) is at least 18 years of age and under 26 years of age; (b) has not been previously reported as a dropout; and (c) has not been enrolled in school during the previous nine months before enrolling in a high school equivalency program, a dropout recovery school, or an adult education program provided under a high school diploma and industry certification charter school program (previous dropout/previous dropout exclusions do not apply to completion measure calculations for AEA campuses)

Annual Dropout Rate (Gr 7–8). This includes only grades 7 and 8. It is calculated as follows:

$$\frac{\textbf{number of dropouts in grades 7 and 8 during the 2023–24 school year}}{\textbf{number of students in grades 7 and 8 in attendance at any time during the 2023–24 school year}}$$

Annual Dropout Rate (Gr 9–12). This includes grades 9 through 12. It is calculated as follows:

$$\frac{\textbf{number of dropouts in grades 9–12 during the 2023–24 school year}}{\textbf{number of students in grades 9–12 in attendance at any time during the 2023–24 school year}}$$

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Both annual dropout rates appear on campus, district, region, and state TAPRs. The state and region annual dropout rates that are reported on district and campus TAPRs, however, are calculated without the exclusions required for campus and district calculations.

Note that with all annual dropout rate calculations, a cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effect of mobility by including in the denominator every student ever reported in attendance at the district or campus throughout the school year, regardless of length of enrollment. For a more complete description of dropout rates and exclusions, see the Secondary School Completion and Dropouts in Texas Public Schools reports, available on the TEA website at Completion, Graduation, and Dropout | Texas Education Agency.

For detailed information on data sources, see Appendix H in the *2025 Accountability Manual*. *(Data source: PEIMS 40203, 40110, 42400, and 42500)*

Longitudinal Rates: The status of a group (cohort) of students after four years in high school (*4-Year Longitudinal Rate*), after five years in high school (*5-Year Extended Longitudinal Rate*), or after six years in high school (*6-Year Extended Longitudinal Rate*).

For the *4-Year Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2020–21. They are followed through their expected graduation with the Class of 2024.

For the *5-Year Extended Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2019–20. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2023.

For the *6-Year Extended Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2018–19. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2022.

Additional Information on Cohorts:

A student transfers into a campus, district, or state cohort when he or she moves into the cohort from another high school in Texas, from another district in Texas, or from out of state.

A student transfers out of a campus or district cohort when he or she moves to another public high school in Texas or moves to another district in Texas. Note that these students are transferred into the cohort of the high school or district to which they moved. There are also students who move out of state or out of the country and students who transfer to private schools or who are home-schooled. These types of transfer students cannot be tracked and are not included in longitudinal rate calculations.

A student does not change cohorts if he or she repeats or skips a grade. A student who begins with the 2020–21 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2020–21 but takes 5 years to graduate (i.e., graduates in May 2025) is still part of the 2024 cohort; he or she is not switched to the 2025 cohort. This student would be considered a continuing student and counted as part of the Continued HS number for the Class of 2024. This is also true for the five-year and six-year extended longitudinal cohorts.

There are four student outcomes used in computing each longitudinal rate:

4-Year Longitudinal Rate

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(1) *Graduated:* The percentage who received their high school diploma in four years or fewer by August 31, 2024 for the 2024 cohort.

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2024}}{\textbf{number of students in the 2024 cohort*}}$$

(2) *Received TxCHSE:* For the 2024 cohort, the percentage who received a Texas high school equivalency certificate by August 31, 2024. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a TxCHSE by August 31, 2024}}{\textbf{number of students in the 2024 cohort*}}$$

(3) *Continued High School:* The percentage of the 2024 cohort still enrolled as students in the fall after his or her anticipated graduation. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who were enrolled in the fall of the 2024–25 school year}}{\textbf{number of students in the 2024 cohort*}}$$

(4) *Dropped Out:* The percentage of the 2024 cohort who dropped out and did not return by the fall of the 2024–25 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who dropped out before fall of the 2024–25 school year}}{\textbf{number of students in the 2024 cohort*}}$$

(5) *Graduates & TxCHSE:* The percentage of graduates and TxCHSE recipients in the 2024 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the 2024 cohort who received a high school diploma by August 31, 2024 plus number of students from the cohort who received a TxCHSE by August 31, 2024}}{\textbf{number of students in the 2024 cohort*}}$$

(6) *Graduates, TxCHSE & Continuers:* The percentage of graduates, TxCHSE recipients, and continuers in the 2024 cohort. It is calculated as follows:

$$\frac{\begin{array}{c}\textbf{number of students from the cohort who received a high school diploma by August 31, 2024}\\ \textbf{plus}\\ \textbf{number of students from the cohort who received a TxCHSE by August 31, 2024}\\ \textbf{plus}\\ \textbf{number of students from the cohort who were enrolled in the fall of the 2024–25 school year}\end{array}}{\textbf{number of students in the 2024 cohort*}}$$

The graduation rate calculation is modified to credit AEA campuses for graduates, continuing students (continuers), TxCHSE recipients, and previous dropouts who complete. The completion rate component includes the four-year rates.

5-Year Extended Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma by August 31, 2024, for the 2023 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2024}}{\textbf{number of students in the 2023 cohort*}}$$

(2) *Received TxCHSE:* For the 2023 cohort, the percentage who received a TxCHSE certificate by August 31, 2024. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a TxCHSE by August 31, 2024}}{\textbf{number of students in the 2023 cohort*}}$$

(3) *Continued High School:* The percentage of the 2023 cohort still enrolled as students in the fall of the **2024–25** school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who were enrolled in the fall of the 2024–25 school year}}{\textbf{number of students in the 2023 cohort*}}$$

(4) *Dropped Out:* The percentage of the 2023 cohort who dropped out and did not return by the fall of the **2024–25** school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who dropped out before fall of the 2024–25 school year}}{\textbf{number of students in the 2023 cohort*}}$$

(5) *Graduates & TxCHSE:* The percentage of graduates and TxCHSE recipients in the 2023 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2024 plus number of students from the cohort who received a TxCHSE by August 31, 2024}}{\text{number of students in the 2023 cohort*}}$$

(6) *Graduates, TxCHSE & Continuers:* The percentage of graduates, TxCHSE recipients, and continuers in the 2023 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2024 plus number of students from the cohort who received a TxCHSE by August 31, 2024 plus number of students from the cohort who were enrolled in the fall of the 2024–25 school year}}{\text{number of students in the 2023 cohort*}}$$

The graduation rate calculation is modified to credit AEA campuses for graduates, continuing students (continuers), TxCHSE recipients, and previous dropouts who complete. The completion rate component includes the five-year rates.

6-year Extended Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma by August 31, 2024, for the 2022 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2024}}{\text{number of students in the 2022 cohort*}}$$

(2) *Received TxCHSE:* For the 2022 cohort, the percentage who received a TxCHSE certificate by August 31, 2024. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a TxCHSE by August 31, 2024}}{\text{number of students in the 2022 cohort*}}$$

(3) *Continued High School:* The percentage of the 2022 cohort still enrolled as students in the fall of the **2024–25** school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2024–25 school year}}{\text{number of students in the 2022 cohort*}}$$

(4) *Dropped Out:* The percentage of the 2022 cohort who dropped out and did not return by the fall of the **2024–25** school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who dropped out before fall of the 2024–25 school year}}{\textbf{number of students in the 2022 cohort*}}$$

(5) *Graduates & TxCHSE.* The percentage of graduates and TxCHSE recipients in the 2022 cohort. It is calculated as follows:

$$\frac{\begin{array}{c}\textbf{number of students from the cohort who received a high school diploma by August 31, 2024}\\ \textbf{plus}\\ \textbf{number of students from the cohort who received a TxCHSE by August 31, 2024}\end{array}}{\textbf{number of students in the 2022 cohort*}}$$

(6) *Graduates, TxCHSE & Continuers.* The percentage of graduates, TxCHSE recipients, and continuers in the 2022 cohort. It is calculated as follows:

$$\frac{\begin{array}{c}\textbf{number of students from the cohort who received a high school diploma by August 31, 2024}\\ \textbf{plus}\\ \textbf{number of students from the cohort who received a TxCHSE by August 31, 2024}\\ \textbf{plus}\\ \textbf{number of students from the cohort who were enrolled in the fall of the 2024–25 school year}\end{array}}{\textbf{number of students in the 2022 cohort*}}$$

The graduation rate calculation is modified to credit AEA campuses for graduates, continuing students (continuers), TxCHSE recipients, and previous dropouts who complete. The completion rate component includes the six-year rates.

* The cohort in the denominator of the formulas shown above includes those students who graduated, continued in school, received a TxCHSE, or dropped out. It does not include data errors or leavers with the leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, 88, 89 or 90. See *Annual Dropout Rate* for a list of all the exclusions mandated by state statute for districts and campuses.

The graduation, continuation, TxCHSE recipient, and dropout rates sum to 100% (some totals may not equal exactly 100% due to rounding). Students served through special education who graduate with an individualized education program (IEP) are included as graduates.

Additional Information about Federal Graduation Rates

In addition to the detailed breakdown of the four-, five- and six-year longitudinal rates, the district and campus reports show federal graduation rates for the following:

(1) *4-Year Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2020–21. They are followed through their expected graduation with the Class of 2024. It is calculated as follows:

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$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2024}}{\text{number of students in the 2024 cohort **}}$$

(2) *5-Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2019–20. They are followed for five years to see if they graduated within a year after their expected graduation with the Class of 2023. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2024}}{\text{number of students in the 2023 cohort**}}$$

(3) 6-*Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2018–19. They are followed for six years to see if they graduated within two years after their expected graduation with the Class of 2022. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2024}}{\text{number of students in the 2022 cohort**}}$$

** The cohort in the denominator above includes those students who graduated, continued in school, received a TxCHSE, or dropped out. It does not include data errors or leavers with leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, or 90. Students with leaver codes 88 and 89 are included in the federal rates.

A student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district is excluded from district and campus graduation rates calculated for federal accountability purposes. Students served by special education who graduate with an individualized education program (IEP) are included as graduates.

For further information on these rates, see the Secondary School Completion and Dropouts in Texas Public Schools document located on the Completion, Graduation, and Dropout Reports website. *(Data source: PEIMS 40203 and Texas Certificate of High School Equivalency Information File)*

Graduation Program: The percentage of students who graduated under one of the following programs:

RHSP/DAP Graduates (Longitudinal Rate) (Class of 2024) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

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$$\frac{\textbf{number of graduates in the Class of 2024 who complete a 4-year RHSP or DAP}}{\textbf{number of graduates in the Class of 2024 with reported graduation plans (excludes graduates with FHSP graduation plans)}}$$

FHSP-E Graduates (Longitudinal Rate) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program with an endorsement.

$$\frac{\textbf{number of graduates in the Class of 2024 who complete a 4-year FHSP-E}}{\textbf{number of graduates in the Class of 2024 with reported FHSP graduation plans}}$$

FHSP-DLA Graduates (Longitudinal Rate) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

$$\frac{\textbf{number of graduates in the Class of 2024 who complete a 4-year FHSP-DLA}}{\textbf{number of graduates in the Class of 2024 with reported FHSP graduation plans}}$$

RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Longitudinal Rate) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, the Foundation High School Program with an endorsement or at the distinguished level of achievement, or the Texas First Early High School Completion Program.

$$\frac{\textbf{number of graduates in the Class of 2024 who complete a 4-year RHSP or DAP or FHSP-E or FHSP-DLA or Texas First-DLA}}{\textbf{number of graduates in the Class of 2024 with reported graduation plans}}$$

RHSP/DAP Graduates (Annual Rate) (2023-24) The percentage of graduates who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

$$\frac{\textbf{number of graduates in SY 2023-24 reported with graduation codes for RHSP or DAP}}{\textbf{number of graduates in SY 2023-24 with reported graduation plans (excludes graduates with FHSP graduation plans)}}$$

FHSP-E Graduates (Annual Rate) (2023–24) The percentage of graduates who satisfied the course requirements for the Foundation High School Program with an endorsement.

$$\frac{\textbf{number of graduates in SY 2023–24 who earn an FHSP-E}}{\textbf{number of graduates in SY 2023–24 with reported FHSP graduation plans}}$$

FHSP-DLA Graduates (Annual Rate) (2023–24) The percentage of graduates who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

$$\frac{\textbf{number of graduates in SY 2023–24 who earn an FHSP-DLA}}{\textbf{number of graduates in SY 2023–24 with reported FHSP graduation plans}}$$

Texas First-DLA Graduates (Annual Rate) (2023-24) The percentage of graduates who satisfied the requirements for the Texas First Early High School Completion Program. Graduates under this program are considered to have earned a diploma with a distinguished level of achievement under Texas Education Code §28.025.

$$\frac{\textbf{number of graduates in SY 2023–24 who earn a Texas First-DLA}}{\textbf{number of graduates in SY 2023–24 with reported graduation plans}}$$

RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate) (2023–24) The percentage of graduates who satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, the Foundation High School Program with an endorsement or at the distinguished level of achievement, or the Texas First Early High School Completion Program.

$$\frac{\textbf{number of graduates in SY 2023–24 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA or Texas First-DLA}}{\textbf{number of graduates in SY 2023–24 with reported graduation plans}}$$

RHSP graduates have graduation type codes of 19, 22, 25, 28, or 31; DAP graduates have graduation type codes of 20, 23, 26, 29, or 32; FHSP graduates are students with graduation type codes of 34, 35, 54, 55, 56, or 57. FHSP graduates with code type 35 are eligible for endorsements starting with the Class of 2020. Texas First-DLA graduates have graduation type code 40. See the Texas Education Data Standards for more information. *(Data source: PEIMS 40203)*

For additional information about graduation programs please see https://tea.texas.gov/Academics/Graduation_Information/State_Graduation_Requirements.

Graduation Profile

Annual Graduates: The count and percentage of students who graduate at some time during the school year. It includes summer graduates and is reported by districts in the fall of the following school year. It includes all students in grade 12 who graduated, as well as graduates from other grades. Students served by special education who graduate are included in the totals. Counts of students graduating under the following graduation types in 2023–24 are also shown:

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- Minimum High School Program (MHSP)
- Recommended High School Program (RHSP)
- Distinguished Achievement Program (DAP)
- Foundation High School Program (FHSP)
- Texas First Early High School Completion Program (Texas First-DLA)

(Data source: PEIMS 40203)

Special Education: The count and percentage of graduates served by special education programs. *(Data source: PEIMS 41163)*

Economically Disadvantaged: The count and percentage of graduates eligible for free or reduced-price lunch or eligible for other public assistance. *(Data source: PEIMS 40100 and STAAR*)

number of graduates in the 2023–24 school year eligible for free or reduced-price lunch or other public assistance

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total number of graduates in the 2023-24 school year

Emergent Bilingual (EB)/English Learner (EL): The count and percentage of graduates whose primary language is other than English and who are in the process of acquiring English. The terms "Emergent Bilingual," "English learner" and "Limited English Proficient" (LEP) are used interchangeably. *(Data source: PEIMS 40110)*

At-Risk: The count and percentage of graduates identified as being at risk of dropping out of school as defined by TEC §29.081(d) and (d-1). *(Data source: PEIMS 40100)*

number of graduates in the 2023–24 school year considered as at risk

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total number of graduates in the 2023-24 school year

CTE Completers: The count and percentage of graduates who completed and passed three or more Career and Technical Education (CTE) courses for a total of four or more credits within a program of study, including one level three or level four course from within the same program of study. (*Data source: PEIMS Course Completion Records)*

College, Career, or Military* Readiness (CCMR) (2024–25)

Annual graduates demonstrate college, career, or military readiness in any one of the following ways:

College Readiness

1) **Texas Success Initiative (TSI) Criteria:** Meet Texas Success Initiative (TSI) Criteria in RLA and Mathematics. A student meeting the TSI college readiness standards in both RLA and mathematics; specifically, meeting the college-ready criteria on the TSIA1 and/or TSIA2 assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014 and TEC §51.338, in both RLA and mathematics. The

criteria for successful completion of a college prep course should be in alignment between an LEA and the partnering IHE(s). In accordance with TEC §51.338(e), upon successful completion of a college prep course, students earn a TSI exemption from the partnering IHE(s) in that content area. Students should only be reported as successfully completing a course if they have met TSI exemption requirements. The assessment results considered include TSIA1 and/or TSIA2 assessments through October 2024, SAT and ACT results through the July 2024 administration, and course completion data via TSDS PEIMS. See Appendix H for additional information. A student must meet the TSI requirement for both RLA and mathematics but does not necessarily need to meet them on the same assessment. For example, a student may meet the TSI criteria for college readiness in RLA on the SAT and complete and earn credit for a college prep course in mathematics. *(Data source: PEIMS 43415, THECB, College Board, and ACT, Inc.)*

2) **Earn Dual Course Credits:** A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. *(Data source: PEIMS 43415)*

3) **Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination:** A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB. *(Data source: College Board or IB)*

4) **Earn an Associate Degree:** A graduate earning an associate degree by August 31 immediately following high school graduation. *(Data source: PEIMS 40100)*

5) **Earn OnRamps Course Credits:** A graduate completing an OnRamps dual enrollment course and qualifying for at least three hours of university or college credit in any subject area. *(Data source: OnRamps program)*

6) **Graduates under an Advanced Diploma Plan and Identified as a current Special Education Student:** A graduate who is identified as receiving special education services during the year of graduation and whose graduation plan type is identified as a Recommended High School Plan (RHSP), Distinguished Achievement Plan (DAP), Foundation High School Plan with an Endorsement (FHSP-E), Foundation High School Plan with a Distinguished Level of Achievement (FHSP-DLA), or Texas First Early High School Completion Program (Texas First-DLA) (*Data source: PEIMS 40203 and 40110)*

Career/Military Readiness

7) **Earn an Industry-Based Certification (IBC):** A graduate earning an IBC under 19 TAC, §74.1003 and earned credit in a level 2 course or higher in an aligned Program of Study applies to the 2024 graduates. Alignment is determined by the IBC Crosswalk, which maps approved IBCs to their corresponding Programs of Study. The student must have earned the IBC associated with the Program of Study and also met the phase-in requirement. See Appendix J for a complete list of approved IBCs. The sunsetting IBC limit applied within the Student Achievement and School Progress, Part B: Relative Performance domains is not applied within Closing the Gaps. For prior graduating class IBC requirements please refer to "Chapter 2—Student Achievement Domain". *(Data source: PEIMS 40100)*

8) **Graduate with Completed IEP and Workforce Readiness:** A graduate receiving a graduation type code of 04, 05, 54, or 55 which indicates the student has completed his/her IEP and has either demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services. *(Data source: PEIMS 40203)*

9) **Graduate with Level I or Level II Certificate:** A graduate earning a level I or level II certificate in any workforce education area. *(Data source: THECB)*

10) **Enlist in the Armed Forces** A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, Marines, Space Force, Texas National Guard or Reserves for their respective services. *(Data source: Department of Defense (DoD) Form 4 Submission).*

College, Career, or Military Ready Graduates

College, Career, or Military Ready (Student Achievement): The percentage of annual graduates who demonstrated college, career, or military readiness by meeting at least one of the nine criteria described in *College, Career, or Military Readiness.*

Only College Ready: The percentage of annual graduates who demonstrated only college readiness by meeting college ready criteria 1, 2, 3, 4, 5 or 6 but did not meet any of the career and military ready criteria 7, 8, 9 or 10 described in *College, Career, or Military Readiness.*

Only Career/Military Ready: The percentage of annual graduates who demonstrated only career or military readiness by meeting career or military ready criteria 7, 8, 9 or 10 but did not meet any of the college ready criteria 1, 2, 3, 4, 5 or 6 described in *College, Career, or Military Readiness.*

College Ready Graduates

College Ready: The percentage of annual graduates who demonstrated college readiness by meeting criteria 1, 2, 3, 4, 5, or 6 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met career or military ready criteria 7, 8, 9 or 10. *(Data source: PEIMS 43415, 40100, 40203, and 40110, THECB, College Board, ACT, IB and OnRamps)*

TSI Criteria Graduates: The percentage of annual graduates who met or exceeded the college-ready criteria on the Texas Success Initiative Assessment (TSIA1 and/or TSIA2), the SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. The criteria for each are as follows:

2024–25 Texas Academic Performance Report (TAPR) Glossary

TSI Criteria						
TSIA1 and/or TSIA2		**SAT**		**ACT**		**College Prep Course**
>= ELAR criteria shown below	**or**	>=480 on the Evidence-Based Reading and Writing (EBRW)	**or**	**Before Feb 15, 2023** >=19 on English and >= 23 Composite **After Feb 15, 2023** English + Reading Combined score >=40	**or**	Complete and earn credit for ELA college prep course
>= Mathematics criteria shown below	**or**	>=530 on Mathematics	**or**	**Before Feb 15, 2023** >=19 on Mathematics and >=23 Composite **After Feb 15, 2023** Mathematics score >=22	**or**	Complete and earn credit for mathematics college prep course

2024–25 Texas Academic Performance Report (TAPR) Glossary

Subject	Assessment Version	Score Requirements for CCMR				
English Language Arts and Reading (ELAR)	TSIA1	Score ≥ 351 on Reading				
	TSIA2	Score ≥ 945 on the ELAR College Readiness Classification (CRC)	AND		Score ≥ 5 on the essay	
		OR				
		Score < 945 on the ELAR CRC	AND	Score ≥ 5 on the diagnostic	AND	Score ≥ 5 on the essay
	Combination	Score ≥ 945 on the ELAR CRC on the TSIA2	AND		Score ≥ 5 on the TSIA1 essay	
		OR				
		Score < 945 on the ELAR CRC on the TSIA2	AND	Score ≥ 5 on the diagnostic on the TSIA2	AND	Score ≥ 5 on the TSIA1 essay
Mathematics	TSIA1	Score ≥ 350 on Mathematics				
	TSIA2	Score ≥ 950 on the Mathematics CRC				
		OR				
		Score < 950 on the Mathematics CRC	AND	Score = 6 on the diagnostic		

The percentages are calculated as follows:

English Language Arts.

$$\frac{\textbf{number of 2023-24 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA}}{\textbf{number of 2023-24 annual graduates}}$$

Mathematics.

$$\frac{\textbf{number of 2023-24 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in mathematics}}{\textbf{number of 2023-24 annual graduates}}$$

Both Subjects.

number of 2023-24 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in both ELA and mathematics

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number of 2023-24 annual graduates

Any Subject.

number of 2023-24 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA or mathematics

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number of 2023-24 annual graduates

AP/IB Criteria Met in Any Subject: The percentage of annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination. *(Data source: College Board and IB)*

number of 2023-24 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination

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number of 2023-24 annual graduates

Associate Degree: The percentage of annual graduates who earned an associate degree by August 31 immediately following high school graduation. *(Data source: PEIMS 40100)*

number of 2023-24 annual graduates who earned an associate degree by August 31 immediately following high school graduation.

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number of 2023-24 annual graduates

Dual Course Credits: A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. *(Data source: PEIMS 43415)*

number of 2023-24 annual graduates who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics

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Number of 2023-24 annual graduates

OnRamps Course Credits: The percentage of annual graduates who completed an OnRamps dual enrollment course and qualified for at least three hours of university or college credit in any subject area *(Data source: OnRamps program)*

number of 2023-24 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation

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number of 2023-24 annual graduates

2024–25 Texas Academic Performance Report (TAPR) Glossary

Graduates Under an Advanced Diploma Plan and be Identified as a Current Special Education Student: The percentage of annual graduates under an advanced diploma plan and identified as a current special education student *(Data source: PEIMS 40203 and 42401)*

$$\frac{\text{number of 2023-24 annual graduates who graduated under an advanced diploma plan and were identified as a current special education student}}{\text{number of 2023-24 annual graduates}}$$

Career/Military Ready Graduates

Career or Military Ready Graduates: The percentage of annual graduates who demonstrated career or military readiness by meeting criteria 7, 8, 9 or 10 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met college ready criteria 1, 2, 3, 4, 5 or 6.

Approved Industry-Based Certification: The percentage of annual graduates who earned an approved industry-based certification and earned credit in a level 2 course or higher in an aligned Program of Study. For additional information, see Chapter 2 of the *2025 Accountability Manual*. *(Data source: PEIMS 48011)*

$$\frac{\text{number of 2023-24 annual graduates who earned an approved industry-based certification}}{\text{number of 2023-24 annual graduates}}$$

Graduates with Level I or Level II Certificate: The percentage of annual graduates who earned a level I or level II certificate *(Data source: THECB)*

$$\frac{\text{number of 2023-24 annual graduates who earned a level I or level II certificate}}{\text{number of 2023-24 annual graduates}}$$

Graduates with Completed IEP and Workforce Readiness: The percentage of annual graduates who received a graduation type code of 04, 05, 54, or 55. For additional information, see Chapter 2 of the 2025 Accountability Manual. *(Data source: PEIMS 40203)*

$$\frac{\text{number of 2023-24 annual graduates who received a graduation type code of 04, 05, 54, or 55}}{\text{number of 2023-24 annual graduates}}$$

U.S. Armed Forces Enlistment (Annual Graduates): The percentage of annual graduates who enlist in the U.S. Army, Navy, Air Force, Coast Guard, Marines, Space Force, Texas National Guard, or Reserves for their respective services. (Data source: Department of Defense (DoD) Form 4 Submission).

$$\frac{\text{number of 2023-24 annual graduates enlisting in the U.S. Armed Forces or Texas National Guard by December 31 immediately following high school graduation}}{\text{number of 2023-24 annual graduates}}$$

2024–25 Texas Academic Performance Report (TAPR) Glossary

CCMR-related Indicators (2024–25)

TSIA Results (Graduates >= Criterion) (Annual Graduates): The percentage of annual graduates who met the TSI criteria on the TSIA1 and/or TSIA2 *(Data source: THECB and PEIMS 40203)*

English Language Arts.

$$\frac{\text{number of 2023-24 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in ELA}}{\text{number of 2023-24 annual graduates}}$$

Mathematics.

$$\frac{\text{number of 2023-24 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in mathematics}}{\text{number of 2023-24 annual graduates}}$$

Both Subjects.

$$\frac{\text{number of 2023-24 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in both ELA and mathematics}}{\text{number of 2023-24 annual graduates}}$$

Completed and Received Credit for College Prep Courses (Annual Graduates): The percentage of annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in either ELA or mathematics or both. *(Data source: PEIMS 43415)*

English Language Arts.

$$\frac{\text{number of 2023-24 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA}}{\text{number of 2023-24 annual graduates}}$$

Mathematics.

$$\frac{\text{number of 2023-24 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in mathematics}}{\text{number of 2023-24 annual graduates}}$$

Both Subjects.

$$\frac{\text{number of 2023-24 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA and mathematics}}{\text{number of 2023-24 annual graduates}}$$

AP/IB Results (Participation) (Grades 11–12): The percentage of students in grades 11 and 12 who took the College Board's Advanced Placement (AP) examinations or the International Baccalaureate's (IB) examinations. *(Data source: College Board and IB)*

2024–25 Texas Academic Performance Report (TAPR) Glossary

All Subjects.

$$\frac{\text{number of students in grades 11 \& 12 in the 2023-24 school year who took at least one AP or IB examination}}{\text{total students enrolled in grades 11 \& 12}}$$

English Language Arts.

$$\frac{\text{number of students in grades 11 \& 12 in the 2023-24 school year who took at least one AP or IB examination in ELA}}{\text{total students enrolled in grades 11 \& 12}}$$

Mathematics.

$$\frac{\text{number of students in grade 11 \& 12 in the 2023-24 school year who took at least one AP or IB examination in mathematics}}{\text{total students enrolled in grades 11 \& 12}}$$

Science.

$$\frac{\text{number of students in grade 11 \& 12 in the 2023-24 school year who took at least one AP or IB examination in science}}{\text{total students enrolled in grades 11 \& 12}}$$

Social Studies.

$$\frac{\text{number of students in grade 11 \& 12 in the 2023-24 school year who took at least one AP or IB examination in social studies}}{\text{total students enrolled in grades 11 \& 12}}$$

(Data source: College Board, IB, and PEIMS 40110)

AP/IB Results (Examinees >= Criterion) (Grades 11–12): The percentage of students with at least one AP or IB examination in grades 11 and 12 at or above the criterion score. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. *(Data source: College Board and IB)*

All Subjects.

$$\frac{\text{number of 11th and 12th graders in the 2023-24 school year with at least one AP or IB score at or above criterion}}{\text{number of 11th and 12th graders with at least one AP or IB examination}}$$

English Language Arts.

$$\frac{\text{number of 11th and 12th graders in the 2023-24 school year with at least one AP or IB score at or above criterion in ELA}}{\text{number of 11th and 12th graders with at least one AP or IB examination in ELA}}$$

Mathematics.

$$\frac{\text{number of 11th and 12th graders in the 2023-24 school year with at least one AP or IB score at or above criterion in mathematics}}{\text{number of 11th and 12th graders with at least one AP or IB examination in mathematics}}$$

Science.

$$\frac{\text{number of 11th and 12th graders in the 2023-24 school year with at least one AP or IB score at or above criterion in science}}{\text{number of 11th and 12th graders with at least one AP or IB examination in science}}$$

Social Studies.

$$\frac{\text{number of 11th and 12th graders in the 2023-24 school year with at least one AP or IB score at or above criterion in social studies}}{\text{number of 11th and 12th graders with at least one AP or IB examination in social studies}}$$

(Data source: The College Board, The International Baccalaureate Organization, and PEIMS 40110)

AP/IB Results (11th & 12th Graders >= Criterion): The percentage of students enrolled in grades 11 and 12 with at least one AP or IB score at or above the criterion score. This denominator includes students enrolled in grades 11 and 12 who did not take AP or IB examination. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. *(Data source: College Board and IB)*

All Subjects.

$$\frac{\text{number of 11th and 12th graders in the 2023-24 school year with at least one AP or IB score at or above criterion}}{\text{total students enrolled in 11th and 12th grades}}$$

SAT/ACT Results (Annual Graduates): Participation and performance of annual graduates from all Texas public schools on the College Board's SAT and ACT, Inc.'s ACT assessment. ACT and SAT scores are based on each student's highest section scores across all exams taken, and the SAT total and ACT composite scores are calculated using the highest section scores.

(1) *Tested:* The percentage of graduates who took either college admissions assessment:

$$\frac{\text{number of 2023-24 graduates who took either the SAT or the ACT}}{\text{number of 2023-24 graduates reported}}$$

(2) *At/Above Criterion for All Graduates:* The percentage of graduates who scored at or above the criterion score of 480 on the SAT evidence-based reading and writing *or* 19 on ACT English section and 23 on the ACT composite (before February 15, 2023) *and* 530 on SAT mathematics *or* 19 on ACT Mathematics section and 23 on the ACT composite (before February 15, 2023). After February 15, 2023, the percentage of graduates who scored at or above the criterion score of 40 on ACT English and Reading Combined *and* at or above 22 on ACT Mathematics:

$$\frac{\text{number of 2023-24 graduating examinees who scored at or above the criterion score on either the SAT or the ACT}}{\text{number of 2023-24 graduates reported}}$$

Average SAT Score (Annual Graduates): Performance of annual graduates from all Texas public schools on the College Board's SAT assessment. If a student takes the SAT more than once, the best result by subject area is selected, and the SAT total is calculated as the sum of the highest section scores.

(1) *All Subjects:* The average score for the SAT evidence-based reading and writing and mathematics combined. The maximum score is 1600.

$$\frac{\text{sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2023-24 graduates who took the SAT}}{\text{number of 2023-24 graduates who took the SAT}}$$

(2) *English Language Arts and Writing:* The average score for the SAT evidence-based reading and writing. The maximum score is 800.

$$\frac{\text{sum of SAT evidence-based reading and writing scores of all 2023-24 graduates who took the SAT}}{\text{number of 2023-24 graduates who took the SAT}}$$

(3) *Mathematics:* The average score for the SAT mathematics. The maximum score is 800.

$$\frac{\text{sum of SAT mathematics scores of all 2023-24 graduates who took the SAT}}{\text{number of 2023-24 graduates who took the SAT}}$$

(Data source: College Board and PEIMS 40203)

Average ACT Score (Annual Graduates): Performance of annual graduates from all Texas public schools on the ACT Inc.'s ACT assessment. If a student takes the ACT more than once, the best result by subject area is selected, and the ACT composite scores is calculated as the average of the highest section scores.

(1) *All Subjects:* The average score for the ACT composite. The maximum score is 36.

$$\frac{\text{sum of ACT composite scores of all 2023-24 graduates who took the ACT}}{\text{number of 2023-24 graduates who took the ACT}}$$

(2) *English Language Arts:* The average score for the ACT English and reading combined. The maximum score is 36.

$$\frac{\text{sum of ACT English and reading combined scores of all 2023-24 graduates who took the ACT}}{\text{number of 2023-24 graduates who took the ACT}}$$

(3) *Mathematics:* The average score for the mathematics ACT. The maximum score is 36.

$$\frac{\text{sum of ACT mathematics scores of all 2023-24 graduates who took the ACT}}{\text{number of 2023-24 graduates who took the ACT}}$$

(4) *Science:* The average score for the science ACT. The maximum score is 36.

$$\frac{\text{sum of ACT science scores of all 2023-24 graduates who took the ACT}}{\text{number of 2023-24 graduates who took the ACT}}$$

Other Postsecondary Indicators (2024–25)

Advanced/Dual-Credit Course Completion (Grades 9–12): The percentage of students who completed and received credit for at least one advanced or dual-credit course. Decisions about awarding high school credit for college courses are described in Texas Administrative Code §74.25.

Appendix A lists all courses identified as advanced courses. Courses for which a student can earn dual credit are not listed because they vary from campus to campus.

Course completion information is reported by districts through the PEIMS after the close of the school year. For example, the values, expressed as percentages for grades 9–12, are calculated as follows: *(Data source: PEIMS 43415)*

Any Subject.

$$\frac{\text{number of students in grades 9–12 in 2023-24 who received credit for at least one advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one course in 2023-24}}$$

English Language Arts.

$$\frac{\text{number of students in grades 9–12 in 2023-24 who received credit for at least one ELA advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one ELA course in 2023-24}}$$

Mathematics.

$$\frac{\text{number of students in grades 9–12 in 2023-24 who received credit for at least one mathematics advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one mathematics course in 2023-24}}$$

Science.

$$\frac{\text{number of students in grades 9–12 in 2023-24 who received credit for at least one science advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one science course in 2023-24}}$$

Social Studies.

$$\frac{\text{number of students in grades 9–12 in 2023-24 who received credit for at least one social studies advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one social studies course in 2023-24}}$$

(Data source: PEIMS 43415)

Graduates Enrolled in Texas Institution of Higher Education (TX IHE): The percentage of students who enrolled and began instruction at an institution of higher education in Texas for the school year following high school graduation.

$$\frac{\text{number of graduates during the 2022-23 school year who attended a public or independent college or university in Texas in the following academic year}}{\text{number of graduates during the 2022-23 school year}}$$

Students who enrolled in out-of-state colleges or universities or any non-public career school are not included. Students who attend public community colleges in Texas are included.
(Data source: THECB)

Additional reports showing students enrolled in Texas public colleges and universities are available on the Texas Higher Education Coordinating Board (THECB) site at http://www.txhighereddata.org/generatelinks.cfm?Section=HS2Col.

For more information on the data used in this indicator, contact the Texas Higher Education Coordinating Board at (512) 427-6153. *(Data source: THECB)*

Student Information (2024–25)

Please note, the Enrollment section of this report was added beginning with 2019–20. The definitions below describe the nuances between Membership and Enrollment. If comparing the data shown from this year's report to reports prior to 2019–2020, use the data displayed under Membership.

Enrollment: Students reported as enrolled as of the last Friday in October

Membership: Membership differs from enrollment, as it does not include those students who are served for less than two hours per day. A student is in membership if he/she is enrolled and is either

- scheduled to attend at least two hours of instruction each school day or
- participating in an alternative attendance accounting program.

For example, the count of *Total Students* excludes students who attend a non-public school but receive some services, such as speech therapy—for less than two hours per day—from their local school district.

Total Students: The total number of public school students who were reported at any grade from early childhood education through grade 12. *(Data source: PEIMS Student Entity)*

Students by Grade: The count of students in each grade divided by the total number of students. *(Data source: PEIMS StudentSchoolAssociation Entity)*

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Ethnic Distribution: The number and percentage of students who are identified as belonging to one of the following groups: African American, Hispanic, white, American Indian, Asian, Pacific Islander, and two or more races. *(Data source: PEIMS StudentEducationOrganizationAssociation Entity)*

Male/Female: The number and percentage of students who are identified as male or female. *(Data source: PEIMS StudentEducationOrganizationAssociation Entity)*

Economically Disadvantaged: The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance.

$$\frac{\textbf{number of students eligible for free or reduced-price lunch or other public assistance}}{\textbf{total number of students}}$$

(Data source: PEIMS StudentEducationOrganizationAssociation Entity and TEA Student Assessment Division)

Non-Educationally Disadvantaged: Those students not eligible to participate in free or reduced-price lunch or to receive any other public assistance. This is the complementary count and percentage to Economically Disadvantaged.

Section 504 Students: The count and percentage of students identified as receiving section 504 services. *(Data source: PEIMS StudentEducationOrganizationAssociation Entity)*

Emergent bilingual students/English learner (EB/EL) : The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms "English Learner" (EL) and "Emergent Bilingual" (EB) are used interchangeably.

The percentage of EB/ELs is calculated by dividing the number of EB/ELs by the total number of students in the district or campus. Not all students identified as EB/ELs receive bilingual or English as a second language instruction. *(Data source: TELPAS file)*

Students with Disciplinary Placements: The count and percentage of students placed in alternative education programs under Chapter 37 of the Texas Education Code (Discipline; Law and Order). Districts report the disciplinary actions taken toward students who are removed from the classroom for at least one day. Although students can have multiple removals throughout the year, this measure counts students only once and includes only those whose removal results in a placement in a disciplinary alternative education program or juvenile justice alternative education program. It is calculated as follows:

$$\frac{\textbf{number of students with one or more disciplinary placements}}{\textbf{number of students who were in attendance at any time during the school year}}$$

For 2024–25, the following 19 disciplinary action codes are included as disciplinary placements: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60, and 61. *(Data source: PEIMS DisciplineAction Entity)*

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Students with Dyslexia: The count and percentage of students identified with Dyslexia. *(Data source: PEIMS StudentEducationOrganizationAssociation Entity)*

Foster Care: The count and percentage of students identified as in the conservatorship of the Department of Family and Protective Services (DFPS). *(Data source: PEIMS StudentEducationOrganizationAssociation Entity)*

Homeless: The count and percentage of students meeting the criteria defined by 42 U.S.C. Section 11434(a), the term "homeless children and youths" —

(A) individuals who lack a fixed, regular, and adequate nighttime residence [within the meaning of section 11302(a)(1)]; and

(B) includes —

(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters;

(ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings [within the meaning of section 11302(a)(2) (C)];

(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

(iv) migratory children (as such term is defined in section 6399 of title 20) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

(Data source: PEIMS StudentEducationOrganizationAssociation Entity)

Immigrant: The count and percentage of students identified under the definition found under Title III of the No Child Left Behind Act of 2001 (NCLB), where the term 'immigrant children and youth' is defined as, "individuals who are aged 3 through 21; were not born in any state; and have not been attending one or more schools in any one or more states for more than 3 full academic years." The term 'State' means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico. *(Data source: PEIMS StudentEducationOrganizationAssociation Entity)*

Migratory: The count and percentage of students that meet the following criteria: Student is (ages 3-21), or the student's parent, spouse, or guardian is a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, spouse, or guardian in order to obtain, temporary or seasonal employment in agricultural or fishing work: 1) has moved from one school district to another; or 2) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity. *(Data source: PEIMS StudentEducationOrganizationAssociation Entity)*

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Title I: The count and percentage of students participating in a program authorized under Elementary and Secondary Education Act (ESEA), Title I, Part A of the Improving America's Schools Act. *(Data source: PEIMS StudentTitleIPartAProgramAssociation Entity)*

Military Connected: The count and percentage of students who are dependents of an active duty or former member of the United States military, the Texas National Guard, or a reserve force of the United States military, or who are dependents of a member of the United States military, the Texas National Guard, or a reserve force of the United States military who was killed in the line of duty. *(Data source: PEIMS StudentEducationOrganizationAssociation Entity)*

At-Risk: The count and percentage of students identified as being at risk of dropping out of school as defined by TEC §29.081(d) and (d-1).

$$\frac{\textbf{number of students in the 2024–25 school year considered as at risk}}{\textbf{total number of students}}$$

(Data source: PEIMS StudentEducationOrganizationAssociation Entity)

Student by Instructional Program:
The count and percentage of students served in programs and/or courses for special education, career and technical education, career and technical education (grades 9– 12 only), bilingual/ESL education, or gifted and talented education. The percentages do not total to 100 because students may participate in more than one of these programs. (Data source: TSDS PEIMS StudentSchoolAssociation Entity, StudentSpecialEducationProgramAssociation Entity and StudentCTEProgramAssociation Entity)

Students with Disabilities by Type of Primary Disability: The count of students disaggregated by primary disability. The TAPR and Texas Performance Reporting System (TPRS) uses five categories of primary disability: Students with Intellectual Disabilities, Students with Physical Disabilities, Students with Autism, Students with Behavioral Disabilities, and Students with Non-Categorical Early Childhood. Additional information is provided below.

Students with Intellectual Disabilities (PEIMS disability codes 06, 08, 12, 13)

- 06—Intellectual Disability (ID)
- 08—Specific Learning Disability (LD)
- 12—Developmental Delay (DD)
- 13—Traumatic Brain Injury (TBI)

Students with Physical Disabilities (PEIMS disability codes 01, 03, 04, 05, 09)

- 01—Orthopedic Impairment (OI)
- 03—Deaf and Hard of Hearing (DHH)
- 04—Visual Impairment (VI)

- 05—Deaf-Blindness (DB)
- 09—Speech or Language Impairment

Students with Autism (PEIMS disability code 10)

- 10—Autism (AU)

Students with Behavioral Disabilities (PEIMS disability codes 02 and 07)

- 02—Other Health Impairment (OHI)
- 07—Emotional Disturbance (ED)

Students with Noncategorical Early Childhood (PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

(Data source: PEIMS StudentSpecialEducationProgramAssociation Entity)

Mobility: The count and percentage of students who have been in membership for less than 83 percent of the school year (i.e., missed six or more weeks).

$$\frac{\textbf{number of mobile students in 2023–24}}{\textbf{number of students who were in membership at any time during the 2023–24 school year}}$$

This rate is calculated at the state, region, district, and campus level and is disaggregated by race/ethnicity, economically disadvantaged status, special education status, and emergent bilingual students/English learner status. The mobility rates shown are based on the count of mobile students identified at the campus level. The district mobility rate reflects school-to-school mobility within the same district or from outside the district. The region mobility rate reflects school-to-school mobility within the same region or from outside the region. *(Data source: PEIMS BasicReportingPeriodAttendanceExtension Entity)*

Attrition Rate: The percentage of students enrolled in fall 2022-23 who did not return to the same campus in the fall of 2023-24. This calculation is adjusted to account for the grade levels available to students at each campus as well as additional factors. For instance, students were excluded from the calculation if the campus in which they were enrolled in 2022-23 did not offer the next grade they were expected to move into in 2023-24 or if they were at a campus in 2022-23 that was no longer active in 2023-24. Students who were retained in grade, including those in Grade 12, remained in the calculation.

Some campuses may not receive an attrition rate because all of their students are excluded from the attrition denominator due to their subsequent grade level not being offered at that campus in 2023-24. Examples of such campuses are campuses that serve single grade levels or campuses that changed the grades offered in 2023-24. Attrition Rate is calculated as follows:

$$\frac{\textbf{number of students enrolled in fall 2023 – number of students who returned in fall 2024}}{\textbf{number of students enrolled in fall 2023}}$$

Aggregations of campus denominators and numerators are created for district, region and state levels, and rates for each of those levels are calculated from these sums.

Retention Rates by Grade*:* The percentage of students in Texas public schools who enrolled in fall 2024 in the same grade in which they were reported for the last six-week period of the prior school year (2023–24).

$$\frac{\textbf{number of students enrolled in the same grade from one school year to the next}}{\textbf{number of students enrolled from one school year who return the next year or who graduate}}$$

Special education retention rates are calculated and reported separately because local retention practices differ for students served by special education.

The TAPR and TPRS show retention rates only for grades K–9. Retention rates for all grades can be found in Grade-Level Retention in Texas Public Schools available from TEA*. (Data source: PEIMS StudentSchoolAssociation Entity)*

Data Quality *(not on campus profile)*: The percentage of errors made by the district in the PEIMS Student Leaver Data.

Percent of Underreported Students. Underreported students are 7th–12th graders who were enrolled at any time during the prior year, who are not accounted for through district records or TEA processing in the current year, and for whom the district did not submit a leaver record. A district is required to submit a leaver record for any student served in grades 7–12 the previous year unless the student received a Texas high school equivalency certificate (TxCHSE) certificate by August 31, is a previous Texas public school graduate, moved to and enrolled in another Texas public school district, or returned to the district by the end of the school start window. (For 2023–24 the end of the school-start window was September 27, 2024)

$$\frac{\textbf{number of underreported students}}{\textbf{number of students in grades 7–12 who were served in the district in the 2023–24 school year}}$$

(Data source: Texas High School Equivalency Certificate Information File; PEIMS StudentEducationOrganizationAssociation Entity, StudentSchoolAssociation Entity, BasicReportingPeriodAttendance Entity, and SpecialProgramsReportingPeriodAttendanceExtension)

Class Size Averages by Grade and Subject: The average class size by grade (elementary) or selected subjects (secondary classes).

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For secondary classes, averages are determined by totaling the number of students served (in a subject at the campus) and dividing that sum by the count of classes for that subject.

For elementary classes, the average is determined based on the instructional model. If an elementary teacher teaches all subjects to the same group of fourth graders all day, the class size average is simply the number of fourth grade students served by that teacher. If an elementary teacher teaches a single subject to five different sections of fourth graders each day, however, the average is calculated the same way as for secondary subjects. For example, one fourth grade science teacher teaches five science classes each day with 18, 20, 19, 21, and 22 students in each class. The total of 100 students divided by the five classes produces an average class size of 20 students for that teacher.

The following rules apply to the average class sizes:

- Classes identified as serving regular, compensatory/remedial, gifted and talented, career and technical, and honors students are included in the calculation.
- English language arts (ELA), mathematics, science, social studies, languages other than English, computer science, and career and technical education are included in the calculation, as are self-contained classrooms.
- Classes where the number of students served is reported as zero are not included.
- Service codes with the "SR" prefix are not included.
- Teacher roles coded as "teacher" and/or "substitute teacher" are included.
- Only class settings coded as "regular class" are included.
- Missing partial FTE counts are not included.
- Elementary classes in which the number of students exceeds 100 are not included.
- Mixed grade-level class averages are not included.

(Data source: PEIMS StaffEducationOrganizationAssignmentAssociation Entity and StaffSectionAssociation Entity)

Staff Information (2024–25)

Total Staff: The total count of staff which includes professional staff (teachers, professional support, administrators), educational aides, and (on the district profile) auxiliary staff. *(Data source: PEIMS Staff Entity, StaffEducationOrganizationEmploymentAssociation Entity, StaffEducationOrganizationAssignmentAssociation Entity, and StaffSectionAssociation Entity)*

Professional Staff: The full-time equivalent (FTE) count of teachers, professional support staff, campus administrators, and on the district profile, central office administrators. Staff are grouped according to roles as reported in PEIMS. Each type of professional staff is shown as a percentage of the total staff FTE. See Appendix B for all PEIMS Role IDs. *(Data source: PEIMS Staff Entity, StaffEducationOrganizationEmploymentAssociation Entity, StaffEducationOrganizationAssignmentAssociation Entity, and StaffSectionAssociation Entity)*

Educational Aides: The count and percentage of paraprofessional staff who are reported with a role of 033 (Educational Aide) or 036 (Certified Interpreter). The FTE counts of educational aides are expressed

as a percentage of the total staff FTEs. See Appendix B for all PEIMS Role IDs. *(Data source: PEIMS StaffEducationOrganizationAssignmentAssociation Entity and StaffSectionAssociation Entity)*

Auxiliary Staff *(not on campus profile)*: The count of full-time equivalent (FTE) staff reported in PEIMS employment and payroll records who are not reported in the PEIMS StaffEducationOrganizationAssignmentAssociation or StaffSectionAssociation Entities. The auxiliary staff (and educational aide who performs routine classroom tasks under the general supervision of a certified teacher or teaching team) are expressed as a percentage of total staff. For auxiliary staff, the FTE is the value of the percentage of day worked. *(Data source: PEIMS PayrollExt Entity and StaffEducationOrganizationEmploymentAssociation Entity)*

Librarians and Counselors (Headcount): The headcount of librarians and counselors is based on full-time equivalent (FTE) for full-time and part-time headcounts. Librarians and counselors are considered part-time when the FTE count is less than or equal to .85 (For example, if an FTE count is less than or equal to .85, the part-time headcount is equal to 1). Counselor includes PEIMS Staff Classifications 008 and 117. Librarian includes PEIMS Staff Classifications 013.

Librarians and counselors are headcounts, not sums of FTEs. The district headcount is not a sum of the campus headcount. For example, a counselor spends 50 percent of their time at the elementary (0.50 FTE) and 50 percent of their time at the high school (0.50 FTE). On each of the campus reports, this counselor will be reflected as 1.0 part-time counselor. On the district report, the counselor will be reflected as 1.0 full-time counselor since the FTE count is greater than .85 (0.50 FTE plus 0.50 FTE=1.0 FTE). See Appendix B for PEIMS Staff Classifications (Professional Support Staff). *(Data source: PEIMS Staff Entity, StaffEducationOrganizationEmploymentAssociation Entity, StaffEducationOrganizationAssignmentAssociation Entity, and StaffSectionAssociation Entity)*

Total Minority Staff: The total count of minority staff is the sum of the FTE counts for all non-white staff groups (African American, Hispanic, American Indian, Asian, Pacific Islander, and Two or More Races). The minority staff FTE count is expressed as a percentage of the total staff FTE. *(Data source: PEIMS Staff Entity, StaffEducationOrganizationEmploymentAssociation Entity, StaffEducationOrganizationAssignmentAssociation Entity, and StaffSectionAssociation Entity)*

Teachers by Ethnicity and Sex: The counts of teacher FTEs by ethnic group and by sex. Counts are also expressed as a percentage of the total teacher FTEs. *(Data source: PEIMS PEIMS Staff Entity, StaffEducationOrganizationEmploymentAssociation Entity, StaffEducationOrganizationAssignmentAssociation Entity, and StaffSectionAssociation Entity)*

Teachers by Highest Degree Held: The distribution of degrees held by teachers. The FTE counts of teachers with no degree, a bachelor's degree, a master's degree, or a doctorate are expressed as a percentage of the total teacher FTEs. *(Data source: PEIMS Staff Entity, StaffEducationOrganizationEmploymentAssociation Entity, StaffEducationOrganizationAssignmentAssociation Entity, and StaffSectionAssociation Entity)*

Teachers by Years of Experience: The FTE count of teachers by total years of experience for the individual, not necessarily years of experience in the district or campus. Teacher counts within each range of experience are expressed as a percentage of total teacher FTEs. Teachers are reported with zero years of experience (first year teachers), 1–5 years, 6–10 years, 11–20 years, 21–30 years, and over 30 years. *(Data source: PEIMS PEIMS Staff Entity, StaffEducationOrganizationEmploymentAssociation*

Entity, StaffEducationOrganizationAssignmentAssociation Entity, and StaffSectionAssociation Entity)

Number of Students per Teacher: The total number of students divided by the total teacher FTE count. *(Data source: PEIMS Staff Entity, StaffEducationOrganizationEmploymentAssociation Entity, StaffEducationOrganizationAssignmentAssociation Entity, and StaffSectionAssociation Entity)*

Experience of Campus Leadership: The average years of experience for principals and assistant principals.

Average Years as Principal: The number of completed years of experience as a principal, regardless of district or interruption in service. These amounts are added together and divided by the number of all principals reported for the campus.

Average Years as Principal with District: The number of years a principal is employed in the district regardless of any interruption in service. The amounts are added together and divided by the number of principals reported for the district.

Average Years as Assistant Principal: The number of completed years of experience as assistant principal, regardless of district or interruption of service. The amounts are added together and divided by the number of assistant principals reported for the campus.

Average Years as Assistant Principal with District: The number of years employed as assistant principal in the district regardless of any interruption in service. These amounts are added together and divided by the number of assistant principals reported for the district.

(Data source: PEIMS StaffEducationOrganizationEmploymentAssociation Entity)

Average Years Experience of Teachers: The average number of completed years of professional experience, regardless of district. Weighted averages are calculated by multiplying each teacher's FTE coefficient (1 for a full-time teacher, .75 for a three-quarter-time teacher, and .5 for a half-time teacher, for example) by his or her years of experience. These amounts are added together and divided by the sum of all teachers' FTE coefficients. *(Data source: PEIMS PEIMS Staff Entity, StaffEducationOrganizationEmploymentAssociation Entity, StaffEducationOrganizationAssignmentAssociation Entity, and StaffSectionAssociation Entity)*

Average Years Experience of Teachers with District: The average number of years employed in the district regardless of any interruption in service. Weighted averages are calculated by multiplying each teacher's FTE coefficient by his or her years of experience in the district. These amounts are added together and divided by the sum of all teacher's coefficients. *(Data source: PEIMS StaffEducationOrganizationEmploymentAssociation Entity)*

Average Teacher Salary by Years of Experience (regular duties only): Total pay for all teachers in each category divided by the total teacher FTE count in that category. For the purpose of this calculation, the total actual salary amount is pay for regular duties only and does not include supplemental pay. For teachers who also have non-teaching roles, only the portion of time and pay dedicated to classroom responsibilities is factored into the average teacher salary calculation. Teachers are reported with zero years of experience (first year teacher), 1–5 years, 6–10 years, 11–20 years, 21–30 years, and over 30 years. *(Data source: PEIMS PayrollExt Entity)*

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Average Actual Salaries (regular duties only): For each category, the total salary for that category divided by the total FTE count for that category. Only payment for regular duties is included in the total salary; supplemental payments for extra duties (e.g., coaching, band and orchestra assignments, club sponsorships) are not included. See Appendix B for lists of the PEIMS staff classifications included in each category.

Teachers. Teachers, special duty teachers, and substitute teachers. Substitute teachers are either temporarily hired to replace a teacher or hired permanently on an as-needed basis. The District Teacher Salary Report and Graph also uses this definition in creating counts for various salary ranges.

Professional Support. Therapists, nurses, librarians, counselors, and other campus professional personnel.

Campus Administration (School Leadership). Principals, assistant principals, and other administrators reported with a specific school ID.

Central Administration (not on campus profile). Superintendents, presidents, chief executive officers, chief administrative officers, business managers, athletic directors, and other administrators reported with a central office ID and not a specific school ID.

Instructional Staff Percent *(district profile only)*: The percentage of the district's FTEs whose job function was to provide classroom instruction directly to students during the 2024–25 school year. The instructional staff percent is a district-level measure and is calculated as follows:

$$\frac{\textbf{total number of hours for district staff who were reported under expenditure object codes 6112, 6119, and 6129, and function codes 11, 12, 13, and 31}}{\textbf{total number of hours worked by all district employees}}$$

Contact the Division of Financial Compliance at (512) 463-9095 for further details about this measure. *(Data source: PEIMS Staff Entity, StaffEducationOrganizationEmploymentAssociation Entity, StaffEducationOrganizationAssignmentAssociation Entity, and StaffSectionAssociation Entity)*

Turnover Rate for Teachers *(not on campus profile)*: The percentage of teachers from the fall of 2023–24 who were not employed in the district in the fall of 2024–25. It is calculated as the total FTE count of teachers from the fall of 2023–24 who were not employed in the district in the fall of 2024–25, divided by the total teacher FTE count for the fall of 2023–24. Teachers include PEIMS Staff Classifications (Role IDs) 087 and 047. Staff who remained employed in the district but not as teachers also count toward teacher turnover. *(Data source: PEIMS 2023-2024 PEIMS 30040 and 30090, 2024-2025 PEIMS Staff Entity StaffEducationOrganizationAssignmentAssociation Entity, and StaffSectionAssociation Entity)*

Staff Exclusions *(not on campus profile):* The counts of individuals who serve public school students but are not included in the FTE totals for any of the other employee statistics. There are two types of these entries: individuals participating in a shared services arrangement and individuals on contract with the district to provide instructional services.

Shared Services Arrangement (SSA) Staff are staff who work in schools located in districts other than their employing district or whose assigned organization (in PEIMS) shows a code of 751, indicating that

they are employed by the fiscal agent of an SSA. Only the portion of a person's total FTE amount associated with the school in another district (or with the 751 organization code) is counted as SSA. SSA staff are grouped into three categories: Professional Staff (which includes teachers, administrators, and professional support); Educational Aides; and Auxiliary Staff. Note that SSA Auxiliary Staff are identified by the type of fund from which they are paid.

Contracted Instructional Staff (District and Campus Profiles) refers to counts of instructors for whom the district has entered into a contractual agreement with some outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They are never employees of the reporting school district. *(Data source: PEIMS ContractedInstructionalStaffFTEExt Entity and PayrollExt Entity)*

Contracted Instructional Staff: The count of individuals who are not regular classroom teachers who have signed a contract with a district, nor are they shared services arrangement employees. Rather, these are instructors for whom the district has entered into a contractual agreement with an outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They include, but are not limited to, speech therapists, occupational therapists, and any other professional contracted staff working in a classroom on a dedicated basis. *(Data source: PEIMS ContractedInstructionalStaffFTEExt Entity)*

Teacher Incentive Allotment (TIA): The headcount of teachers who received incentive allotment per House Bill 3 and TEC Sec. 48.112 and average TIA payout by categories of Recognized, Exemplary and Master for the 2024-25 school year. *(Data source: Division of District Talent Systems)*

Teachers by Program *(population served):* The FTE count of teachers categorized by the type of student populations served: regular, special, compensatory, bilingual/ESL, gifted and talented education students, and other populations. Teacher FTE values are allocated across population types for teachers who serve multiple population types. Percentages are expressed as a percentage of total teacher FTEs. *(Data source: PEIMS Staff Entity, StaffEducationOrganizationEmploymentAssociation Entity, StaffEducationOrganizationAssignmentAssociation Entity, and StaffSectionAssociation Entity)*

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Appendix A
Advanced Academic Courses

- All courses shown were for the 2024–25 school year.
- An "A" prefix indicates a College Board Advanced Placement course.
- An "I" prefix indicates an International Baccalaureate course.
- Dual credit courses are not specifically shown on this list.

English Language Arts

Course Code	Abbreviated Course Title
03231900	ADV BROADCAST JOURNALISM I
03231901	ADV BROADCAST JOURNALISM II
03231902	ADV BROADCAST JOURNALISM III
03230180	ADV JOURNALISM: LIT MAG II
03230190	ADV JOURNALISM: LIT MAG III
03230170	ADV JOURNALISM: LIT MAGAZINE I
03230140	ADV JOURNALISM: NEWSPAPER I
03230150	ADV JOURNALISM: NEWSPAPER II
03230160	ADV JOURNALISM: NEWSPAPER III
03230110	ADV JOURNALISM: YEARBOOK I
03230120	ADV JOURNALISM: YEARBOOK II
03230130	ADV JOURNALISM: YEARBOOK III
A3220100	AP ENGLISH LANGUAGE AND COMP
A3220200	AP ENGLISH LITERATURE AND COMP
03240600	DEBATE I (DEBATE 1)
03240700	DEBATE II (DEBATE 2)
03240800	DEBATE III (DEBATE 3)
I3220900	IB LITERATURE & PERF STD LEVEL
I3220600	IB LNG A: LANG & LIT HIGH LEVL
I3220500	IB LNG A: LANG & LIT STD LEVEL
I3220800	IB LNG A: LITERATURE HIGH LEVL
I3220700	IB LNG A: LITERATURE STD LEVEL
I3366020	IB PHILOSOPHY HIGHER LEVEL
I3366010	IB PHILOSOPHY STANDARD LEVEL
03221800	INDEP STUDY/ENGLISH (1ST TIME)
03231000	INDEP STUDY/JOURNALISM (1ST)
03231011	INDEP STUDY/JOURNALISM (2ND)
03231022	INDEP STUDY/JOURNALISM (3RD)
03241200	INDEP STUDY/SPEECH (1ST TIME)
03241210	INDEP STUDY/SPEECH (2ND TIME)
03241220	INDEP STUDY/SPEECH (3RD TIME)
03240200	ORAL INTERPRETATION I
03240300	ORAL INTERPRETATION II

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Course Code	Abbreviated Course Title
03240400	ORAL INTERPRETATION III
03230800	PHOTOJOURNALISM (PHOTJOUR)
03241100	PUBLIC SPEAKING III (PUBSPKG3)
03221100	RESEARCH/TECHNICAL WRITING

Mathematics

Course Code	Abbreviated Course Title
03102510	ADVANCED QUANT REASONING
A3100101	AP CALCULUS AB
A3100102	AP CALCULUS BC
A3100100	AP PRECALCULUS
A3100200	AP STATISTICS (APSTATS)
12701410	APPLIED MATH FOR TECH PROFNALS
03102520	DISCRETE MATH FOR PRBLM SOLVNG
I3100600	IB MATH ANALYS & APRCH HGH LVL
I3100500	IB MATH ANALYS & APRCH STD LVL
I3100800	IB MATH APPS & INTERPT HGH LVL
I3100700	IB MATH APS & INTERPT STD LVL
03102500	INDEP STUDY IN MATH (1ST TIME)
03102501	INDEP STUDY IN MATH (2ND TIME)
03102502	INDEP STUDY IN MATH (3RD TIME)
IHE11100	MATH-INST OF HIGHER EDU ENDRSD
03101100	PRECALCULUS (PRE CALC)

Science

Course Code	Abbreviated Course Title
A3010200	AP BIOLOGY
A3040000	AP CHEMISTRY
A3020000	AP ENVIRONMENTAL SCIENCE
A3050003	AP PHYSICS 1: ALGEBRA BASED
A3050004	AP PHYSICS 2: ALGEBRA BASED
A3050005	AP PHYSICS C: ELECTR&MAGNETISM
A3050006	AP PHYSICS C: MECHANICS
I3010202	IB BIOLOGY HIGHER LEVEL
I3010201	IB BIOLOGY STANDARD LEVEL
I3040003	IB CHEMISTRY HIGHER LEVEL
I3040002	IB CHEMISTRY STANDARD LEVEL
I3030002	IB DESIGN TECHNOLOGY HIGHR LVL
I3030001	IB DESIGN TECHNOLOGY STD LEVEL
I3020000	IB ENVIRN SYS & SOC STND LEVL
I3050003	IB PHYSICS HIGHER LEVEL
I3050002	IB PHYSICS STANDARD LEVEL
I3060002	IB SPRTS EXERS&HLTH SCI HGH LV
I3060001	IB SPRTS EXERS&HLTH SCI ST LVL

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Social Studies

Course Code	Abbreviated Course Title
A3330200	AP COMPARATIVE GOVT & POLITICS
A3340200	AP EUROPEAN HISTORY
A3360200	AP HUMAN GEOGRAPHY (ELECTIVE)
A3360100	AP HUMAN GEOGRAPHY (WRLD GEOG)
A3220300	AP INTERNATIONAL ENGL LANGUAGE
A3310200	AP MACROECONOMICS
A3310100	AP MICROECONOMICS
A3350100	AP PSYCHOLOGY
A3330100	AP U.S. GOVERNMENT & POLITICS
A3340100	AP UNITED STATES HISTORY
A3370100	AP WORLD HISTORY
03310301	ECONOMICS ADV STUDIES, 1ST TME
03310321	ECONOMICS ADV STUDIES, 2ND TME
I3303200	IB ECONOMICS HIGHER LEVEL
I3303100	IB ECONOMICS STANDARD LEVEL
I3302200	IB GEOGRAPHY HIGHER LEVEL
I3302100	IB GEOGRAPHY STANDARD LEVEL
I3302600	IB GLOBAL POLITICS HIGHER LVL
I3302500	IB GLOBAL POLITICS STAND LEVEL
I3301200	IB HIST AFRICA&MIDEAST HGHR LV
I3301400	IB HIST ASIA&OCEANIA HIGHR LVL
I3301300	IB HIST OF AMERICAS HIGHER LVL
I3301500	IB HIST OF EUROPE HIGHER LEVEL
I3301100	IB HISTORY STANDARD LEVEL
I3304200	IB PSYCHOLOGY HIGHER LEVEL
I3304100	IB PSYCHOLOGY STANDARD LEVEL
I3302400	IB SOC & CULTRL ANTHRO HGH LVL
I3302300	IB SOC & CULTRL ANTHRO STD LVL
03380003	SOC STUD RESEARCH METH (1ST)
03380023	SOC STUD RESEARCH METH (2ND)
03380033	SOC STUD RESEARCH METH (3RD)
03380043	SOC STUD RESEARCH METH (4TH)
03380031	SOC STUDIES ADV STUDY-3RD TIME
03380041	SOC STUDIES ADV STUDY-4TH TIME
03380001	SOCIAL STD ADV STDYS (1ST TME)
03380021	SOCIAL STD ADV STDYS (2ND TME)

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Foreign Language

Course Code	Abbreviated Course Title
03980910	AMER SIGN LNG ADV STD 1ST TIME
03980920	AMER SIGN LNG ADV STD 2ND TIME
03980930	AMER SIGN LNG ADV STD 3RD TIME
A3400400	AP LANG & CULTURE - ITALIAN
A3120400	AP LANG & CULTURE - JAPANESE
A3440100	AP LANG & CULTURE - SPANISH
A3410100	AP LANGUAGE & CULTURE - FRENCH
A3420100	AP LANGUAGE & CULTURE - GERMAN
A3490400	AP LANGUAGE &CULTURE - CHINESE
A3430100	AP LATIN
A3440200	AP LITER & CULTURE - SPANISH
03430910	CLS LNG SEM, ADV 1ST TME LATIN
03430920	CLS LNG SEM, ADV 2ND TME LATIN
03430930	CLS LNG SEM, ADV 3RD TME LATIN
I3520500	IB LANG B MODERN LANG HL-HINDI
I3520400	IB LANG B MODERN LANG SL-HINDI
I3996100	IB LANG B, MODRN LANG HL OTHER
I3996000	IB LANG B, MODRN LANG SL OTHER
I3110300	IB LANGUAGE AB INITIO STD LEVL
I3430500	IB LNG B CLASSIC LANG HL-LATIN
I3430400	IB LNG B CLASSIC LANG SL-LATIN
I3410500	IB LNG B MODERN LANG HL-FRENCH
I3420500	IB LNG B MODERN LANG HL-GERMAN
I3480500	IB LNG B MODERN LANG HL-HEBREW
I3410400	IB LNG B MODERN LANG SL-FRENCH
I3420400	IB LNG B MODERN LANG SL-GERMAN
I3480400	IB LNG B MODERN LANG SL-HEBREW
I3110500	IB LNG B MODRN LANG HL- ARABIC
I3490500	IB LNG B MODRN LANG HL-CHINESE
I3450500	IB LNG B MODRN LANG HL-RUSSIAN
I3440500	IB LNG B MODRN LANG HL-SPANISH
I3110400	IB LNG B MODRN LANG SL- ARABIC
I3490400	IB LNG B MODRN LANG SL-CHINESE
I3450400	IB LNG B MODRN LANG SL-RUSSIAN
I3440400	IB LNG B MODRN LANG SL-SPANISH
I3120500	IB LNG B MODRN LNG HL-JAPANESE
I3120400	IB LNG B MODRN LNG SL-JAPANESE
03110300	LANG O/T ENGLISH III - ARABIC
03420300	LANG O/T ENGLISH III - GERMAN
03980300	LANG O/T ENGLISH III - ASL
03490300	LANG O/T ENGLISH III - CHINESE
03410300	LANG O/T ENGLISH III - FRENCH
03450300	LANG O/T ENGLISH III - RUSSIAN
03440300	LANG O/T ENGLISH III - SPANISH

2024–25 Texas Academic Performance Report (TAPR) Glossary

Course Code	Abbreviated Course Title
03400300	LANG O/T ENGLISH III- ITALIAN
03120300	LANG O/T ENGLISH III- JAPANESE
03470300	LANG O/T ENGLISH III PORTUGUES
03110400	LANG O/T ENGLISH IV - ARABIC
03980400	LANG O/T ENGLISH IV - ASL
03490400	LANG O/T ENGLISH IV - CHINESE
03410400	LANG O/T ENGLISH IV - FRENCH
03420400	LANG O/T ENGLISH IV - GERMAN
03400400	LANG O/T ENGLISH IV - ITALIAN
03120400	LANG O/T ENGLISH IV - JAPANESE
03450400	LANG O/T ENGLISH IV - RUSSIAN
03440400	LANG O/T ENGLISH IV - SPANISH
03470400	LANG O/T ENGLISH IV PORTUGUESE
03110500	LANG O/T ENGLISH V - ARABIC
03490500	LANG O/T ENGLISH V - CHINESE
03410500	LANG O/T ENGLISH V - FRENCH
03420500	LANG O/T ENGLISH V - GERMAN
03400500	LANG O/T ENGLISH V - ITALIAN
03450500	LANG O/T ENGLISH V - RUSSIAN
03440500	LANG O/T ENGLISH V - SPANISH
03470500	LANG O/T ENGLISH V PORTUGUESE
03110600	LANG O/T ENGLISH VI - ARABIC
03490600	LANG O/T ENGLISH VI - CHINESE
03410600	LANG O/T ENGLISH VI - FRENCH
03420600	LANG O/T ENGLISH VI - GERMAN
03400600	LANG O/T ENGLISH VI - ITALIAN
03120600	LANG O/T ENGLISH VI - JAPANESE
03450600	LANG O/T ENGLISH VI - RUSSIAN
03440600	LANG O/T ENGLISH VI - SPANISH
03470600	LANG O/T ENGLISH VI PORTUGUESE
03410700	LANG O/T ENGLISH VII - FRENCH
03420700	LANG O/T ENGLISH VII - GERMAN
03440700	LANG O/T ENGLISH VII - SPANISH
03110700	LANG O/T ENGLISH VII-ARABIC
03490700	LANG O/T ENGLISH VII-CHINESE
03400700	LANG O/T ENGLISH VII-ITALIAN
03120700	LANG O/T ENGLISH VII-JAPANESE
03470700	LANG O/T ENGLISH VII-PORTUGUES
03450700	LANG O/T ENGLISH VII-RUSSIAN
03120500	LANG O/T ENGLISH V-JAPANESE
11403100	LANG OTH ENG/LVLIII/KOR
11401300	LANG OTH ENG/LVLIII/TURK
11403200	LANG OTH ENG/LVLIV/KOR
11401400	LANG OTH ENG/LVLIV/TURK
11403300	LANG OTH ENG/LVLV/KOR

2024–25 Texas Academic Performance Report (TAPR) Glossary

Course Code	Abbreviated Course Title
11401500	LANG OTH ENG/LVLV/TURK
11403400	LANG OTH ENG/LVLVI/KOR
11401600	LANG OTH ENG/LVLVI/TURK
11403500	LANG OTH ENG/LVLVII/KOR
11401700	LANG OTH ENG/LVLVII/TURK
03520300	LANG OTH THN ENG LVL III HINDI
03520700	LANG OTH THN ENG LVL VII HINDI
03520500	LANG OTHR THAN ENG LVL V HINDI
03520400	LANG OTHR THN ENG LVL IV HINDI
03520600	LANG OTHR THN ENG LVL VI HINDI
03510300	LNG OTH THN EN LVL III VIETNAM
03510700	LNG OTH THN EN LVL VII VIETNAM
03510400	LNG OTH THN ENG LVL IV VIETNAM
03510500	LNG OTH THN ENG LVL V VIETNAM
03510600	LNG OTH THN ENG LVL VI VIETNAM
03530300	LOE, LEVEL III - URDU
03530400	LOE, LEVEL IV - URDU
03530500	LOE, LEVEL V - URDU
03530600	LOE, LEVEL VI - URDU
03530700	LOE, LEVEL VII - URDU
03430300	LOTE CLASSIC LNG LVL III LATIN
03430700	LOTE CLASSIC LNG LVL VII LATIN
03430400	LOTE CLASSIC LNG, LVL IV LATIN
03430500	LOTE CLASSIC LNG, LVL V LATIN
03430600	LOTE CLASSIC LNG, LVL VI LATIN
03993400	OTHER FOREIGN LANG LEVEL III
03996000	OTHER FOREIGN LANGUAGES IV
03996100	OTHER FOREIGN LANGUAGES V
03996200	OTHER FOREIGN LANGUAGES VI
03996300	OTHER FOREIGN LANGUAGES VII
03110910	SEM LOT, ADV 1ST TIME, ARABIC
03490910	SEM LOT, ADV 1ST TIME, CHINESE
03410910	SEM LOT, ADV 1ST TIME, FRENCH
03420910	SEM LOT, ADV 1ST TIME, GERMAN
03520910	SEM LOT, ADV 1ST TIME, HINDI
03400910	SEM LOT, ADV 1ST TIME, ITALIAN
11403610	SEM LOT, ADV 1ST TIME, KOREAN
03470910	SEM LOT, ADV 1ST TIME, PORTUGE
03450910	SEM LOT, ADV 1ST TIME, RUSSIAN
03440910	SEM LOT, ADV 1ST TIME, SPANISH
11401910	SEM LOT, ADV 1ST TIME, TURKISH
03530910	SEM LOT, ADV 1ST TIME, URDU
03510910	SEM LOT, ADV 1ST TIME, VIETNAM
03120910	SEM LOT, ADV 1ST TME, JAPANESE
03110920	SEM LOT, ADV 2ND TIME, ARABIC

2024–25 Texas Academic Performance Report (TAPR) Glossary

Course Code	Abbreviated Course Title
03490920	SEM LOT, ADV 2ND TIME, CHINESE
03410920	SEM LOT, ADV 2ND TIME, FRENCH
03420920	SEM LOT, ADV 2ND TIME, GERMAN
03520920	SEM LOT, ADV 2ND TIME, HINDI
03400920	SEM LOT, ADV 2ND TIME, ITALIAN
11403620	SEM LOT, ADV 2ND TIME, KOREAN
03470920	SEM LOT, ADV 2ND TIME, PORTUGE
03450920	SEM LOT, ADV 2ND TIME, RUSSIAN
03440920	SEM LOT, ADV 2ND TIME, SPANISH
11401920	SEM LOT, ADV 2ND TIME, TURKISH
03530920	SEM LOT, ADV 2ND TIME, URDU
03510920	SEM LOT, ADV 2ND TIME, VIETNAM
03120920	SEM LOT, ADV 2ND TME, JAPANESE
03110930	SEM LOT, ADV 3RD TIME, ARABIC
03490930	SEM LOT, ADV 3RD TIME, CHINESE
03410930	SEM LOT, ADV 3RD TIME, FRENCH
03420930	SEM LOT, ADV 3RD TIME, GERMAN
03520930	SEM LOT, ADV 3RD TIME, HINDI
03400930	SEM LOT, ADV 3RD TIME, ITALIAN
11403630	SEM LOT, ADV 3RD TIME, KOREAN
03470930	SEM LOT, ADV 3RD TIME, PORTUGE
03450930	SEM LOT, ADV 3RD TIME, RUSSIAN
03440930	SEM LOT, ADV 3RD TIME, SPANISH
03530930	SEM LOT, ADV 3RD TIME, URDU
03510930	SEM LOT, ADV 3RD TIME, VIETNAM
03120930	SEM LOT, ADV 3RD TME, JAPANESE
11401930	SEM LOT, ADV 3TD TIME, TURKISH
03440330	SPANISH FOR SPAN SPEAKERS LVL3
03440440	SPANISH FOR SPAN SPEAKERS LVL4

2024–25 Texas Academic Performance Report (TAPR) Glossary

Appendix B

PEIMS Staff Classifications

(In Alphabetical Order by Label)

CENTRAL ADMINISTRATORS

004.....Assistant/Associate/Deputy Superintendent
027.....Superintendent/CAO/CEO/President
061.....Asst/Assoc/Deputy Exec Director
062.....Component/Department Director
063.....Coordinator/Manager/Supervisor

CAMPUS ADMINISTRATORS

003.....Assistant Principal
020.....Principal

EITHER CENTRAL OR CAMPUS ADMINISTRATORS*

012.....Instructional Officer
028.....Teacher Supervisor
040.....Athletic Director
043.....Business Manager
044.....Tax Assessor and/or Collector
045.....Director - Personnel/Human Resources
055.....Registrar
060.....Executive Director
120..... Instructional Coach

PROFESSIONAL SUPPORT STAFF

002 .....Art Therapist
005 .....Psychological Associate
006.....Audiologist
007.....Corrective Therapist
008.....Counselor
011 .....Educational Diagnostician
013.....Librarian
015.....Music Therapist
016.....Occupational Therapist
017.....Certified Orientation & Mobility Specialist
018.....Physical Therapist
019 .....Physician
021.....Recreational Therapist
022.....School Nurse
023.....LSSP/Psychologist
024.....Social Worker
026.....Speech Therapist/Speech-Lang Pathologist
030.....Visiting Teacher/Truant Officer
032.....Work-Based Learning Site Coordinator
041.....Teacher Facilitator
042.....Teacher Appraiser
054.....Department Head
056.....Athletic Trainer
058.....Other Campus Professional Personnel

2024–25 Texas Academic Performance Report (TAPR) Glossary

064.....Specialist/Consultant
065.....Field Service Agent
079.....Other ESC Professional Personnel
080.....Other Non-Campus Professional Personnel
100..... Instructional Materials Coordinator
101..... Legal Services
102 .....Communications Professional
103 .....Research/Evaluation Professional
104 .....Internal Auditor
105 .....Security
106 .....District/Campus Information Technology Professional
107 .....Food Service Professional
108 .....Transportation
109 .....Athletics
110 .....Custodial
111 .....Maintenance
112 .....Business Services Professional
113 .....Other District Exempt Professional Auxiliary
114 .....Other Campus Exempt Professional Auxiliary
115.....Psychiatric Nurse
116.....Licensed Clinical Social Worker
117.....Licensed Professional Counselor
118.....Licensed Marriage & Family Therapist
119.....Family and Community Liaison
121.....Chaplain

TEACHERS

087.....Teacher
047.....Substitute Teacher

EDUCATIONAL AIDES

033.....Educational Aide
036.....Certified Interpreter

AUXILIARY STAFF

Employment record, but no responsibility records.

* Administrators reported with these roles are categorized as central office or campus, depending on the organization ID reported for them.

2024-25 Texas Academic Performance Report (TAPR)

District Name: SAN ELIZARIO ISD

District Number: 071904

2025 District Accountability Score: D

2025 Special Education Determination Status:

Needs Assistance

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	School Year	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2025	77%	79%	**64%**	-	64%	60%	-	-	-	-	30%	86%	62%	75%	61%	61%
	2024	74%	76%	**64%**	-	63%	*	-	-	-	-	38%	80%	64%	62%	63%	58%
At Meets Grade Level or Above	2025	52%	52%	**31%**	-	32%	0%	-	-	-	-	15%	71%	33%	25%	29%	29%
	2024	48%	47%	**37%**	-	38%	*	-	-	-	-	16%	0%	39%	31%	37%	34%
At Masters Grade Level	2025	23%	21%	**6%**	-	6%	0%	-	-	-	-	4%	14%	6%	6%	4%	5%
	2024	21%	19%	**10%**	-	10%	*	-	-	-	-	0%	0%	11%	5%	9%	8%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2025	71%	74%	**55%**	-	57%	0%	-	-	-	-	24%	100%	55%	55%	53%	53%
	2024	70%	71%	**51%**	-	51%	*	-	-	-	-	32%	20%	53%	41%	50%	47%
At Meets Grade Level or Above	2025	46%	45%	**25%**	-	26%	0%	-	-	-	-	9%	43%	26%	19%	23%	26%
	2024	42%	40%	**22%**	-	22%	*	-	-	-	-	20%	20%	21%	23%	22%	18%
At Masters Grade Level	2025	19%	16%	**3%**	-	3%	0%	-	-	-	-	0%	29%	4%	0%	3%	2%
	2024	15%	12%	**6%**	-	6%	*	-	-	-	-	8%	0%	6%	5%	6%	7%
Grade 4 Reading																	
At Approaches Grade Level or Above	2025	81%	83%	**69%**	-	69%	-	-	-	-	-	31%	87%	71%	63%	68%	68%
	2024	81%	81%	**71%**	-	71%	*	-	-	-	-	50%	86%	70%	73%	70%	66%
At Meets Grade Level or Above	2025	54%	57%	**35%**	-	35%	-	-	-	-	-	8%	20%	39%	22%	35%	37%
	2024	51%	52%	**43%**	-	43%	*	-	-	-	-	25%	71%	43%	42%	42%	42%
At Masters Grade Level	2025	24%	23%	**8%**	-	8%	-	-	-	-	-	0%	7%	10%	4%	8%	7%
	2024	23%	22%	**15%**	-	15%	*	-	-	-	-	0%	29%	16%	12%	14%	14%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2025	69%	74%	**55%**	-	55%	-	-	-	-	-	30%	67%	57%	48%	55%	53%
	2024	69%	71%	**62%**	-	62%	*	-	-	-	-	53%	71%	62%	62%	61%	63%
At Meets Grade Level or Above	2025	47%	50%	**30%**	-	30%	-	-	-	-	-	16%	27%	30%	30%	32%	27%
	2024	46%	46%	**33%**	-	33%	*	-	-	-	-	33%	43%	33%	35%	32%	31%
At Masters Grade Level	2025	24%	23%	**9%**	-	9%	-	-	-	-	-	3%	0%	11%	6%	10%	9%
	2024	21%	19%	**8%**	-	8%	*	-	-	-	-	5%	29%	9%	4%	7%	7%
Grade 5 Reading																	

	School Year	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2025	77%	81%	**65%**	*	65%	*	-	-	-	-	33%	64%	65%	67%	65%	61%
	2024	79%	81%	**69%**	-	69%	-	-	-	-	-	51%	67%	71%	64%	69%	63%
At Meets Grade Level or Above	2025	58%	61%	**46%**	*	47%	*	-	-	-	-	14%	36%	47%	43%	44%	43%
	2024	55%	55%	**34%**	-	34%	-	-	-	-	-	23%	17%	38%	24%	33%	24%
At Masters Grade Level	2025	30%	30%	**16%**	*	16%	*	-	-	-	-	0%	18%	17%	10%	16%	16%
	2024	29%	27%	**11%**	-	11%	-	-	-	-	-	6%	0%	12%	7%	11%	7%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2025	74%	79%	**61%**	*	62%	*	-	-	-	-	43%	64%	64%	55%	60%	61%
	2024	77%	80%	**78%**	-	78%	-	-	-	-	-	74%	83%	80%	69%	77%	71%
At Meets Grade Level or Above	2025	47%	50%	**28%**	*	29%	*	-	-	-	-	9%	27%	29%	27%	29%	30%
	2024	50%	51%	**42%**	-	42%	-	-	-	-	-	40%	67%	43%	38%	42%	36%
At Masters Grade Level	2025	22%	21%	**6%**	*	6%	*	-	-	-	-	0%	0%	7%	2%	6%	4%
	2024	19%	17%	**7%**	-	7%	-	-	-	-	-	9%	0%	7%	7%	7%	4%
Grade 5 Science																	
At Approaches Grade Level or Above	2025	65%	67%	**47%**	*	47%	*	-	-	-	-	19%	64%	48%	42%	45%	50%
	2024	58%	57%	**46%**	-	46%	-	-	-	-	-	40%	60%	48%	40%	46%	41%
At Meets Grade Level or Above	2025	31%	28%	**12%**	*	12%	*	-	-	-	-	9%	9%	13%	8%	12%	13%
	2024	28%	24%	**17%**	-	17%	-	-	-	-	-	17%	20%	18%	13%	17%	15%
At Masters Grade Level	2025	12%	10%	**4%**	*	4%	*	-	-	-	-	2%	9%	4%	2%	3%	3%
	2024	11%	8%	**3%**	-	3%	-	-	-	-	-	3%	20%	4%	0%	3%	2%
Grade 6 Reading																	
At Approaches Grade Level or Above	2025	77%	77%	**68%**	-	68%	-	-	-	-	-	53%	75%	70%	63%	66%	60%
	2024	77%	77%	**72%**	-	72%	-	-	-	-	-	38%	88%	72%	70%	71%	64%
At Meets Grade Level or Above	2025	56%	55%	**40%**	-	40%	-	-	-	-	-	17%	38%	44%	26%	38%	32%
	2024	57%	55%	**47%**	-	47%	-	-	-	-	-	15%	63%	48%	46%	47%	36%
At Masters Grade Level	2025	29%	26%	**16%**	-	16%	-	-	-	-	-	7%	13%	18%	9%	14%	10%
	2024	26%	22%	**15%**	-	15%	-	-	-	-	-	5%	38%	17%	10%	14%	9%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2025	74%	76%	**83%**	-	83%	-	-	-	-	-	70%	100%	83%	83%	82%	80%
	2024	72%	74%	**81%**	-	81%	-	-	-	-	-	59%	100%	80%	82%	80%	77%

	School Year	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2025	40%	38%	**49%**	-	49%	-	-	-	-	-	40%	75%	52%	37%	47%	45%
	2024	39%	39%	**41%**	-	41%	-	-	-	-	-	23%	75%	37%	50%	39%	34%
At Masters Grade Level	2025	16%	13%	**16%**	-	16%	-	-	-	-	-	3%	38%	18%	11%	18%	13%
	2024	14%	11%	**10%**	-	10%	-	-	-	-	-	5%	25%	11%	8%	9%	10%
Grade 7 Reading																	
At Approaches Grade Level or Above	2025	76%	78%	**71%**	-	71%	-	-	-	-	-	45%	91%	71%	73%	71%	64%
	2024	74%	73%	**58%**	-	59%	*	-	-	-	-	25%	*	59%	55%	57%	52%
At Meets Grade Level or Above	2025	54%	54%	**38%**	-	38%	-	-	-	-	-	9%	36%	41%	31%	37%	29%
	2024	54%	50%	**30%**	-	30%	*	-	-	-	-	7%	*	32%	21%	27%	24%
At Masters Grade Level	2025	27%	25%	**9%**	-	9%	-	-	-	-	-	0%	9%	10%	6%	9%	5%
	2024	29%	23%	**9%**	-	9%	*	-	-	-	-	0%	*	11%	2%	6%	7%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2025	55%	52%	**44%**	-	44%	-	-	-	-	-	38%	57%	45%	41%	44%	35%
	2024	56%	54%	**46%**	-	46%	*	-	-	-	-	17%	*	48%	40%	44%	43%
At Meets Grade Level or Above	2025	33%	26%	**15%**	-	15%	-	-	-	-	-	12%	29%	14%	18%	14%	9%
	2024	34%	30%	**23%**	-	23%	*	-	-	-	-	10%	*	22%	26%	22%	21%
At Masters Grade Level	2025	11%	5%	**2%**	-	2%	-	-	-	-	-	0%	0%	2%	3%	2%	0%
	2024	11%	8%	**3%**	-	3%	*	-	-	-	-	0%	*	3%	2%	2%	2%
Grade 8 Reading																	
At Approaches Grade Level or Above	2025	82%	83%	**79%**	-	79%	*	-	-	-	-	50%	*	81%	73%	77%	72%
	2024	81%	81%	**77%**	*	77%	*	-	-	-	-	42%	80%	81%	59%	76%	72%
At Meets Grade Level or Above	2025	58%	58%	**45%**	-	45%	*	-	-	-	-	9%	*	48%	35%	40%	33%
	2024	56%	55%	**42%**	*	42%	*	-	-	-	-	29%	40%	46%	23%	41%	36%
At Masters Grade Level	2025	32%	29%	**18%**	-	18%	*	-	-	-	-	0%	*	21%	8%	15%	11%
	2024	29%	25%	**9%**	*	9%	*	-	-	-	-	0%	20%	10%	5%	9%	8%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2025	71%	73%	**76%**	-	76%	*	-	-	-	-	50%	83%	77%	72%	74%	73%
	2024	72%	73%	**53%**	*	53%	-	-	-	-	-	41%	*	54%	50%	53%	54%
At Meets Grade Level or Above	2025	47%	46%	**46%**	-	46%	*	-	-	-	-	17%	83%	49%	37%	44%	41%
	2024	43%	39%	**12%**	*	12%	-	-	-	-	-	16%	*	14%	3%	12%	11%

	School Year	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2025	18%	14%	**11%**	-	11%	*	-	-	-	-	7%	33%	13%	5%	9%	10%
	2024	16%	10%	**1%**	*	1%	-	-	-	-	-	3%	*	1%	0%	1%	0%
Grade 8 Science																	
At Approaches Grade Level or Above	2025	74%	77%	**67%**	-	67%	*	-	-	-	-	34%	*	66%	71%	64%	59%
	2024	70%	71%	**60%**	*	60%	*	-	-	-	-	31%	40%	62%	49%	58%	57%
At Meets Grade Level or Above	2025	48%	49%	**34%**	-	34%	*	-	-	-	-	9%	*	36%	29%	32%	29%
	2024	44%	41%	**25%**	*	25%	*	-	-	-	-	19%	40%	27%	15%	25%	21%
At Masters Grade Level	2025	19%	15%	**11%**	-	11%	*	-	-	-	-	6%	*	11%	8%	10%	9%
	2024	17%	13%	**5%**	*	6%	*	-	-	-	-	3%	20%	7%	0%	5%	4%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2025	58%	58%	**52%**	-	52%	*	-	-	-	-	29%	*	53%	50%	48%	46%
	2024	60%	59%	**38%**	*	38%	*	-	-	-	-	22%	40%	41%	23%	37%	33%
At Meets Grade Level or Above	2025	32%	28%	**15%**	-	15%	*	-	-	-	-	10%	*	15%	15%	13%	9%
	2024	33%	27%	**10%**	*	10%	*	-	-	-	-	13%	0%	12%	3%	9%	6%
At Masters Grade Level	2025	17%	13%	**5%**	-	6%	*	-	-	-	-	6%	*	4%	9%	4%	2%
	2024	17%	12%	**3%**	*	3%	*	-	-	-	-	3%	0%	4%	0%	3%	1%
End of Course English I																	
At Approaches Grade Level or Above	2025	69%	68%	**54%**	*	54%	*	-	-	-	-	25%	63%	56%	49%	53%	49%
	2024	70%	69%	**51%**	-	51%	*	-	-	-	-	23%	*	55%	39%	49%	45%
At Meets Grade Level or Above	2025	49%	46%	**28%**	*	28%	*	-	-	-	-	8%	25%	30%	22%	27%	23%
	2024	52%	49%	**35%**	-	35%	*	-	-	-	-	14%	*	38%	25%	33%	28%
At Masters Grade Level	2025	15%	11%	**4%**	*	4%	*	-	-	-	-	0%	13%	4%	4%	4%	2%
	2024	16%	13%	**6%**	-	6%	*	-	-	-	-	3%	*	7%	2%	4%	3%
End of Course English II																	
At Approaches Grade Level or Above	2025	72%	72%	**56%**	*	56%	-	-	-	-	-	28%	*	58%	46%	54%	48%
	2024	75%	75%	**63%**	-	63%	*	-	-	-	-	29%	*	66%	53%	61%	55%
At Meets Grade Level or Above	2025	55%	53%	**32%**	*	32%	-	-	-	-	-	8%	*	36%	18%	31%	26%
	2024	58%	56%	**38%**	-	38%	*	-	-	-	-	16%	*	41%	30%	37%	29%

	School Year	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2025	8%	6%	**1%**	*	1%	-	-	-	-	-	2%	*	2%	0%	1%	1%
	2024	9%	6%	**3%**	-	3%	*	-	-	-	-	4%	*	2%	4%	3%	1%
End of Course Algebra I																	
At Approaches Grade Level or Above	2025	78%	85%	**73%**	*	73%	-	-	-	-	-	60%	67%	73%	71%	72%	71%
	2024	81%	87%	**71%**	-	71%	*	-	-	-	-	59%	80%	73%	66%	70%	68%
At Meets Grade Level or Above	2025	45%	52%	**31%**	*	31%	-	-	-	-	-	22%	33%	30%	35%	29%	30%
	2024	43%	49%	**22%**	-	22%	*	-	-	-	-	12%	60%	24%	16%	22%	21%
At Masters Grade Level	2025	27%	30%	**20%**	*	20%	-	-	-	-	-	12%	33%	19%	23%	19%	18%
	2024	24%	25%	**12%**	-	12%	*	-	-	-	-	6%	40%	14%	8%	12%	11%
End of Course Biology																	
At Approaches Grade Level or Above	2025	92%	92%	**88%**	*	88%	*	-	-	-	-	67%	100%	91%	79%	88%	86%
	2024	91%	92%	**84%**	*	84%	*	-	-	-	-	70%	*	84%	84%	83%	82%
At Meets Grade Level or Above	2025	61%	58%	**44%**	*	44%	*	-	-	-	-	19%	50%	47%	36%	43%	42%
	2024	56%	54%	**35%**	*	35%	*	-	-	-	-	23%	*	38%	28%	32%	28%
At Masters Grade Level	2025	21%	14%	**7%**	*	7%	*	-	-	-	-	7%	17%	8%	5%	7%	6%
	2024	19%	13%	**5%**	*	6%	*	-	-	-	-	6%	*	6%	3%	5%	4%
End of Course U.S. History																	
At Approaches Grade Level or Above	2025	95%	96%	**93%**	-	93%	*	-	-	-	-	89%	-	94%	91%	93%	92%
	2024	96%	96%	**93%**	*	93%	-	-	-	-	-	78%	*	94%	90%	92%	88%
At Meets Grade Level or Above	2025	68%	68%	**50%**	-	50%	*	-	-	-	-	27%	-	54%	34%	50%	42%
	2024	69%	67%	**53%**	*	52%	-	-	-	-	-	28%	*	59%	36%	50%	36%
At Masters Grade Level	2025	37%	34%	**16%**	-	15%	*	-	-	-	-	14%	-	17%	9%	16%	10%
	2024	37%	33%	**18%**	*	18%	-	-	-	-	-	6%	*	24%	3%	16%	8%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2025	89%	80%	**84%**	-	84%	-	-	-	-	-	-	-	88%	*	88%	60%
	2024	88%	78%	*	-	*	-	-	-	-	-	-	-	-	*	*	-
At Meets Grade Level or Above	2025	59%	35%	**21%**	-	21%	-	-	-	-	-	-	-	25%	*	24%	20%
	2024	59%	38%	*	-	*	-	-	-	-	-	-	-	-	*	*	-

	School Year	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2025	13%	2%	**0%**	-	0%	-	-	-	-	-	-	-	0%	*	0%	0%
	2024	12%	2%	*	-	*	-	-	-	-	-	-	-	-	*	*	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2025	75%	77%	**66%**	43%	66%	44%	-	-	-	-	41%	77%	67%	63%	65%	62%
	2024	75%	75%	**65%**	50%	65%	63%	-	-	-	-	43%	71%	67%	60%	64%	60%
At Meets Grade Level or Above	2025	50%	50%	**34%**	0%	34%	28%	-	-	-	-	14%	38%	36%	27%	33%	30%
	2024	48%	47%	**33%**	33%	33%	25%	-	-	-	-	20%	40%	34%	27%	32%	27%
At Masters Grade Level	2025	21%	19%	**9%**	0%	9%	4%	-	-	-	-	3%	13%	10%	7%	9%	7%
	2024	20%	17%	**8%**	0%	8%	0%	-	-	-	-	4%	15%	9%	4%	7%	6%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2025	76%	77%	**64%**	*	64%	60%	-	-	-	-	34%	79%	65%	61%	62%	58%
	2024	76%	76%	**64%**	*	64%	57%	-	-	-	-	36%	77%	66%	57%	63%	57%
At Meets Grade Level or Above	2025	54%	54%	**36%**	*	36%	20%	-	-	-	-	11%	36%	39%	27%	34%	30%
	2024	54%	52%	**38%**	*	38%	29%	-	-	-	-	18%	38%	41%	30%	37%	31%
At Masters Grade Level	2025	23%	20%	**8%**	*	8%	0%	-	-	-	-	1%	12%	9%	5%	8%	6%
	2024	22%	18%	**9%**	*	9%	0%	-	-	-	-	2%	15%	10%	5%	8%	6%
All Grades Mathematics																	
At Approaches Grade Level or Above	2025	72%	76%	**65%**	*	66%	13%	-	-	-	-	44%	75%	66%	62%	64%	62%
	2024	72%	74%	**64%**	*	64%	50%	-	-	-	-	49%	73%	65%	60%	63%	61%
At Meets Grade Level or Above	2025	45%	46%	**32%**	*	32%	13%	-	-	-	-	17%	42%	33%	30%	31%	30%
	2024	43%	42%	**28%**	*	28%	17%	-	-	-	-	22%	51%	28%	28%	27%	24%
At Masters Grade Level	2025	20%	19%	**10%**	*	11%	0%	-	-	-	-	4%	15%	11%	8%	10%	9%
	2024	17%	15%	**7%**	*	7%	0%	-	-	-	-	5%	16%	8%	5%	7%	7%
All Grades Science																	
At Approaches Grade Level or Above	2025	78%	80%	**69%**	*	69%	*	-	-	-	-	41%	81%	70%	65%	68%	68%
	2024	75%	75%	**67%**	*	67%	*	-	-	-	-	50%	54%	68%	63%	66%	64%
At Meets Grade Level or Above	2025	47%	46%	**31%**	*	31%	*	-	-	-	-	13%	33%	33%	26%	31%	30%
	2024	43%	41%	**27%**	*	27%	*	-	-	-	-	20%	31%	29%	21%	26%	23%

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At Masters Grade Level	2025	17%	13%	**7%**	*	7%	*	-	-	-	-	5%	14%	8%	5%	7%	6%
	2024	16%	12%	**5%**	*	5%	*	-	-	-	-	4%	15%	6%	1%	4%	4%
All Grades Social Studies																	
At Approaches Grade Level or Above	2025	77%	79%	**76%**	-	76%	*	-	-	-	-	62%	*	77%	72%	75%	73%
	2024	78%	79%	**69%**	*	69%	*	-	-	-	-	42%	50%	69%	66%	68%	60%
At Meets Grade Level or Above	2025	50%	50%	**35%**	-	35%	*	-	-	-	-	19%	*	38%	25%	35%	28%
	2024	51%	49%	**34%**	*	34%	*	-	-	-	-	18%	0%	37%	24%	32%	21%
At Masters Grade Level	2025	27%	24%	**11%**	-	11%	*	-	-	-	-	10%	*	12%	9%	11%	7%
	2024	27%	23%	**12%**	*	12%	*	-	-	-	-	4%	0%	15%	2%	10%	5%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2025	39%	37%	**18%**	-	19%	0%	-	-	-	-	7%	29%	20%	10%	16%	17%
	2024	35%	33%	**19%**	-	19%	*	-	-	-	-	14%	0%	19%	18%	19%	17%
Reading and Mathematics Including EOC	2025	39%	37%	**18%**	-	19%	0%	-	-	-	-	7%	29%	20%	10%	16%	17%
	2024	35%	33%	**19%**	-	19%	*	-	-	-	-	14%	0%	19%	18%	19%	17%
Reading Including EOC	2025	52%	52%	**31%**	-	32%	0%	-	-	-	-	15%	71%	33%	25%	29%	29%
	2024	48%	47%	**37%**	-	38%	*	-	-	-	-	16%	0%	39%	31%	37%	34%
Math Including EOC	2025	46%	45%	**25%**	-	26%	0%	-	-	-	-	9%	43%	26%	19%	23%	26%
	2024	42%	40%	**22%**	-	22%	*	-	-	-	-	20%	20%	21%	23%	22%	18%
4th Graders																	
Reading and Mathematics	2025	40%	42%	**20%**	-	20%	-	-	-	-	-	8%	7%	21%	17%	21%	20%
	2024	38%	38%	**25%**	-	25%	*	-	-	-	-	25%	43%	25%	23%	25%	23%
Reading and Mathematics Including EOC	2025	40%	42%	**20%**	-	20%	-	-	-	-	-	8%	7%	21%	17%	21%	20%
	2024	38%	38%	**25%**	-	25%	*	-	-	-	-	25%	43%	25%	23%	25%	23%
Reading Including EOC	2025	54%	57%	**35%**	-	35%	-	-	-	-	-	8%	20%	39%	22%	35%	37%
	2024	51%	52%	**43%**	-	43%	*	-	-	-	-	25%	71%	43%	42%	42%	42%
Math Including EOC	2025	47%	50%	**30%**	-	30%	-	-	-	-	-	16%	27%	30%	30%	32%	27%
	2024	46%	46%	**33%**	-	33%	*	-	-	-	-	33%	43%	33%	35%	32%	31%
5th Graders																	
Reading and Mathematics	2025	42%	44%	**25%**	*	25%	*	-	-	-	-	5%	27%	25%	24%	25%	25%
	2024	42%	41%	**28%**	-	28%	-	-	-	-	-	23%	17%	30%	24%	28%	20%

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Reading and Mathematics Including EOC	2025	42%	44%	**25%**	*	25%	*	-	-	-	-	5%	27%	25%	24%	25%	25%
	2024	42%	41%	**28%**	-	28%	-	-	-	-	-	23%	17%	30%	24%	28%	20%
Reading Including EOC	2025	58%	61%	**46%**	*	47%	*	-	-	-	-	14%	36%	47%	43%	44%	43%
	2024	55%	55%	**34%**	-	34%	-	-	-	-	-	23%	17%	38%	24%	33%	24%
Math Including EOC	2025	48%	50%	**28%**	*	29%	*	-	-	-	-	9%	27%	29%	27%	29%	30%
	2024	51%	51%	**42%**	-	42%	-	-	-	-	-	40%	67%	43%	38%	42%	36%
6th Graders																	
Reading and Mathematics	2025	37%	33%	**32%**	-	32%	-	-	-	-	-	17%	38%	36%	17%	30%	27%
	2024	36%	34%	**32%**	-	32%	-	-	-	-	-	13%	63%	32%	32%	31%	25%
Reading and Mathematics Including EOC	2025	37%	33%	**32%**	-	32%	-	-	-	-	-	17%	38%	36%	17%	30%	27%
	2024	36%	34%	**32%**	-	32%	-	-	-	-	-	13%	63%	32%	32%	31%	25%
Reading Including EOC	2025	56%	55%	**40%**	-	40%	-	-	-	-	-	17%	38%	44%	26%	38%	32%
	2024	57%	55%	**47%**	-	47%	-	-	-	-	-	15%	63%	48%	46%	47%	36%
Math Including EOC	2025	41%	38%	**49%**	-	49%	-	-	-	-	-	40%	75%	52%	37%	47%	45%
	2024	40%	39%	**41%**	-	41%	-	-	-	-	-	23%	75%	37%	50%	39%	34%
7th Graders																	
Reading and Mathematics	2025	36%	36%	**26%**	-	26%	-	-	-	-	-	6%	27%	28%	21%	25%	19%
	2024	35%	28%	**15%**	-	15%	*	-	-	-	-	4%	*	17%	9%	14%	13%
Reading and Mathematics Including EOC	2025	38%	36%	**26%**	-	26%	-	-	-	-	-	6%	27%	28%	21%	25%	19%
	2024	36%	29%	**15%**	-	15%	*	-	-	-	-	4%	*	17%	9%	14%	13%
Reading Including EOC	2025	54%	54%	**38%**	-	38%	-	-	-	-	-	9%	36%	41%	31%	37%	29%
	2024	54%	50%	**30%**	-	30%	*	-	-	-	-	7%	*	32%	21%	27%	24%
Math Including EOC	2025	43%	42%	**34%**	-	34%	-	-	-	-	-	12%	55%	35%	31%	32%	28%
	2024	40%	34%	**23%**	-	23%	*	-	-	-	-	10%	*	22%	26%	22%	21%
8th Graders																	
Reading and Mathematics	2025	30%	27%	**16%**	-	15%	*	-	-	-	-	7%	*	16%	15%	13%	9%
	2024	28%	22%	**6%**	*	6%	-	-	-	-	-	17%	*	7%	0%	6%	6%
Reading and Mathematics Including EOC	2025	44%	44%	**35%**	-	35%	*	-	-	-	-	6%	*	38%	28%	31%	29%
	2024	41%	41%	**27%**	*	27%	*	-	-	-	-	19%	40%	29%	18%	28%	25%
Reading Including EOC	2025	59%	58%	**45%**	-	45%	*	-	-	-	-	9%	*	48%	35%	40%	33%
	2024	57%	55%	**42%**	*	42%	*	-	-	-	-	29%	40%	46%	23%	41%	36%

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Math Including EOC	2025	51%	56%	**50%**	-	50%	*	-	-	-	-	22%	*	52%	45%	47%	46%
	2024	49%	52%	**36%**	*	36%	*	-	-	-	-	18%	60%	40%	21%	36%	34%
3rd - 8th Graders																	
Reading and Mathematics	2025	38%	37%	**23%**	*	23%	13%	-	-	-	-	8%	24%	25%	18%	22%	20%
	2024	36%	34%	**21%**	*	22%	*	-	-	-	-	16%	31%	22%	19%	21%	17%
Reading and Mathematics Including EOC	2025	40%	39%	**26%**	*	26%	13%	-	-	-	-	8%	25%	28%	20%	25%	23%
	2024	38%	36%	**24%**	*	24%	20%	-	-	-	-	17%	34%	25%	21%	24%	20%
Reading Including EOC	2025	55%	56%	**39%**	*	39%	13%	-	-	-	-	12%	38%	42%	31%	37%	34%
	2024	54%	52%	**39%**	*	39%	20%	-	-	-	-	19%	40%	41%	32%	38%	33%
Math Including EOC	2025	46%	47%	**36%**	*	36%	13%	-	-	-	-	17%	45%	37%	32%	35%	34%
	2024	45%	44%	**33%**	*	33%	20%	-	-	-	-	24%	54%	33%	33%	32%	29%

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

	School Year	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)	G/T
School Progress - Annual Growth by Grade and Subject																		
Grade 4 ELA/Reading	2025	70%	73%	**59%**	-	59%	-	-	-	-	-	43%	57%	61%	55%	59%	61%	75%
	2024	67%	66%	**68%**	-	68%	*	-	-	-	-	60%	86%	68%	68%	68%	66%	---
Grade 4 Mathematics	2025	65%	70%	**61%**	-	61%	-	-	-	-	-	49%	63%	60%	65%	62%	60%	88%
	2024	60%	61%	**49%**	-	49%	*	-	-	-	-	49%	50%	50%	47%	48%	47%	---
Grade 5 ELA/Reading	2025	69%	73%	**60%**	*	61%	*	-	-	-	-	36%	45%	60%	62%	59%	59%	86%
	2024	70%	70%	**67%**	-	67%	-	-	-	-	-	59%	42%	67%	68%	67%	62%	---
Grade 5 Mathematics	2025	67%	70%	**56%**	*	57%	*	-	-	-	-	54%	32%	55%	61%	57%	58%	76%
	2024	65%	66%	**61%**	-	61%	-	-	-	-	-	74%	75%	61%	64%	62%	60%	---
Grade 6 ELA/Reading	2025	64%	61%	**61%**	-	61%	-	-	-	-	-	55%	81%	63%	55%	59%	54%	98%
	2024	61%	56%	**62%**	-	62%	-	-	-	-	-	51%	81%	63%	58%	61%	57%	---
Grade 6 Mathematics	2025	56%	52%	**74%**	-	74%	-	-	-	-	-	63%	88%	74%	73%	72%	75%	92%
	2024	48%	45%	**58%**	-	58%	-	-	-	-	-	41%	94%	55%	67%	57%	58%	---
Grade 7 ELA/Reading	2025	64%	66%	**49%**	-	49%	-	-	-	-	-	48%	27%	50%	49%	50%	48%	59%
	2024	66%	64%	**42%**	-	42%	*	-	-	-	-	35%	*	42%	44%	42%	39%	---
Grade 7 Mathematics	2025	50%	46%	**32%**	-	32%	-	-	-	-	-	38%	29%	30%	38%	32%	26%	42%
	2024	49%	47%	**33%**	-	33%	*	-	-	-	-	14%	*	32%	35%	34%	30%	---
Grade 8 ELA/Reading	2025	72%	75%	**79%**	-	78%	*	-	-	-	-	63%	*	80%	74%	78%	74%	100%
	2024	69%	69%	**67%**	*	67%	*	-	-	-	-	47%	90%	69%	58%	67%	65%	---
Grade 8 Mathematics	2025	68%	66%	**74%**	-	75%	*	-	-	-	-	65%	75%	75%	71%	72%	73%	87%
	2024	66%	70%	**66%**	*	66%	-	-	-	-	-	60%	*	68%	61%	65%	68%	---
End of Course English I	2025	63%	62%	**55%**	*	56%	*	-	-	-	-	23%	58%	57%	51%	54%	50%	93%
	2024	64%	62%	**54%**	-	54%	*	-	-	-	-	46%	*	55%	51%	54%	51%	---
End of Course English II	2025	65%	66%	**58%**	*	58%	-	-	-	-	-	30%	*	58%	56%	57%	58%	55%
	2024	69%	72%	**59%**	-	59%	*	-	-	-	-	46%	-	61%	54%	58%	54%	---
End of Course Algebra I	2025	74%	81%	**75%**	*	75%	-	-	-	-	-	75%	60%	74%	78%	74%	76%	92%
	2024	72%	78%	**49%**	-	49%	*	-	-	-	-	49%	80%	48%	53%	50%	50%	---
All Grades Both Subjects	2025	65%	68%	**62%**	30%	62%	57%	-	-	-	-	49%	55%	62%	61%	61%	60%	82%
	2024	64%	64%	**56%**	*	56%	23%	-	-	-	-	49%	73%	56%	56%	56%	54%	---
All Grades ELA/Reading	2025	67%	68%	**60%**	*	60%	*	-	-	-	-	42%	54%	61%	57%	59%	58%	80%
	2024	67%	66%	**60%**	*	60%	17%	-	-	-	-	50%	69%	60%	57%	59%	56%	---
All Grades Mathematics	2025	64%	67%	**63%**	*	63%	*	-	-	-	-	57%	57%	63%	65%	63%	62%	85%
	2024	60%	61%	**52%**	*	52%	30%	-	-	-	-	49%	78%	51%	54%	52%	51%	---
School Progress - Accelerated Learning by Grade and Subject																		
Grade 4 ELA/Reading	2025	40%	45%	**39%**	-	39%	-	-	-	-	-	13%	80%	37%	43%	36%	39%	-
	2024	38%	40%	**39%**	-	39%	-	-	-	-	-	18%	*	32%	56%	36%	33%	---
Grade 4 Mathematics	2025	27%	35%	**26%**	-	26%	-	-	-	-	-	12%	38%	27%	24%	25%	29%	-
	2024	26%	29%	**29%**	-	29%	-	-	-	-	-	24%	*	30%	29%	29%	29%	---

	School Year	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)	G/T
Grade 5 ELA/Reading	2025	25%	32%	**29%**	-	29%	-	-	-	-	-	9%	*	30%	29%	29%	31%	*
	2024	35%	40%	**29%**	-	29%	-	-	-	-	-	23%	*	29%	28%	30%	29%	---
Grade 5 Mathematics	2025	35%	44%	**37%**	*	38%	-	-	-	-	-	33%	*	38%	35%	36%	38%	*
	2024	41%	48%	**47%**	-	47%	-	-	-	-	-	63%	*	49%	45%	48%	42%	---
Grade 6 ELA/Reading	2025	27%	26%	**30%**	-	30%	-	-	-	-	-	31%	*	29%	36%	28%	26%	-
	2024	24%	22%	**25%**	-	25%	-	-	-	-	-	16%	*	25%	24%	23%	21%	---
Grade 6 Mathematics	2025	33%	38%	**44%**	-	44%	-	-	-	-	-	30%	*	45%	40%	42%	47%	-
	2024	27%	31%	**26%**	-	26%	-	-	-	-	-	10%	-	12%	58%	26%	24%	---
Grade 7 ELA/Reading	2025	25%	30%	**22%**	-	22%	-	-	-	-	-	30%	*	23%	20%	22%	21%	*
	2024	23%	27%	**13%**	-	14%	*	-	-	-	-	11%	-	11%	18%	13%	11%	---
Grade 7 Mathematics	2025	16%	20%	**17%**	-	17%	-	-	-	-	-	25%	-	15%	21%	17%	12%	-
	2024	14%	16%	**2%**	-	2%	-	-	-	-	-	0%	*	0%	7%	2%	0%	---
Grade 8 ELA/Reading	2025	40%	45%	**52%**	-	53%	*	-	-	-	-	38%	-	57%	38%	51%	49%	*
	2024	34%	37%	**40%**	*	41%	-	-	-	-	-	17%	*	46%	26%	40%	36%	---
Grade 8 Mathematics	2025	42%	46%	**59%**	-	60%	*	-	-	-	-	40%	*	57%	62%	57%	56%	-
	2024	44%	51%	**47%**	-	47%	-	-	-	-	-	27%	*	47%	45%	47%	51%	---
End of Course English I	2025	23%	24%	**9%**	*	9%	-	-	-	-	-	0%	*	6%	13%	9%	5%	-
	2024	20%	17%	**9%**	-	9%	-	-	-	-	-	9%	-	7%	15%	6%	4%	---
End of Course English II	2025	29%	33%	**22%**	-	22%	-	-	-	-	-	7%	*	26%	10%	22%	17%	*
	2024	29%	33%	**21%**	-	21%	-	-	-	-	-	5%	-	25%	13%	21%	23%	---
End of Course Algebra I	2025	54%	71%	**52%**	-	52%	-	-	-	-	-	44%	*	55%	38%	54%	53%	*
	2024	55%	73%	**39%**	-	39%	-	-	-	-	-	27%	*	36%	50%	38%	36%	---
All Grades Both Subjects	2025	33%	40%	**35%**	*	35%	*	-	-	-	-	24%	39%	36%	33%	34%	33%	86%
	2024	32%	37%	**30%**	*	30%	*	-	-	-	-	20%	36%	29%	31%	29%	28%	---
All Grades ELA/Reading	2025	31%	34%	**30%**	*	30%	*	-	-	-	-	18%	43%	31%	27%	29%	28%	80%
	2024	30%	31%	**26%**	*	26%	*	-	-	-	-	14%	43%	26%	26%	25%	23%	---
All Grades Mathematics	2025	35%	46%	**41%**	*	41%	*	-	-	-	-	31%	36%	42%	38%	40%	41%	*
	2024	35%	43%	**35%**	-	35%	-	-	-	-	-	29%	29%	34%	39%	35%	35%	---

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

	School Year	State	Region 19	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2025	75%	77%	**66%**	58%	61%	-	-	58%	-	58%	-	58%	-	63%	75%	59%	97%
	2024	75%	75%	**65%**	58%	65%	-	-	53%	57%	57%	-	57%	-	66%	76%	59%	94%
At Meets Grade Level or Above	2025	50%	50%	**34%**	28%	28%	-	-	28%	-	21%	-	21%	-	33%	42%	25%	77%
	2024	48%	47%	**33%**	26%	29%	-	-	26%	22%	21%	-	21%	-	37%	45%	25%	70%
At Masters Grade Level	2025	21%	19%	**9%**	6%	9%	-	-	6%	-	4%	-	4%	-	7%	13%	5%	26%
	2024	20%	17%	**8%**	7%	7%	-	-	8%	3%	3%	-	3%	-	7%	13%	5%	25%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2025	76%	77%	**64%**	60%	45%	-	-	64%	-	48%	-	48%	-	60%	79%	54%	100%
	2024	76%	76%	**64%**	60%	63%	-	-	58%	58%	51%	-	51%	-	65%	80%	56%	95%
At Meets Grade Level or Above	2025	54%	54%	**36%**	32%	19%	-	-	36%	-	17%	-	17%	-	32%	48%	25%	88%
	2024	54%	52%	**38%**	31%	31%	-	-	34%	16%	25%	-	25%	-	41%	55%	29%	79%
At Masters Grade Level	2025	23%	20%	**8%**	9%	7%	-	-	9%	-	2%	-	2%	-	4%	14%	4%	26%
	2024	22%	18%	**9%**	9%	8%	-	-	11%	5%	2%	-	2%	-	6%	15%	5%	24%
All Grades Mathematics																		
At Approaches Grade Level or Above	2025	72%	76%	**65%**	59%	77%	-	-	54%	-	60%	-	60%	-	64%	71%	60%	93%
	2024	72%	74%	**64%**	61%	78%	-	-	48%	61%	57%	-	57%	-	68%	72%	60%	84%
At Meets Grade Level or Above	2025	45%	46%	**32%**	28%	37%	-	-	26%	-	21%	-	21%	-	37%	37%	27%	63%
	2024	43%	42%	**28%**	24%	34%	-	-	17%	26%	16%	-	16%	-	39%	36%	24%	47%
At Masters Grade Level	2025	20%	19%	**10%**	5%	11%	-	-	4%	-	9%	-	9%	-	12%	13%	7%	29%
	2024	17%	15%	**7%**	5%	8%	-	-	4%	2%	5%	-	5%	-	11%	9%	6%	25%
All Grades Science																		

	School Year	State	Region 19	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Approaches Grade Level or Above	2025	78%	80%	**69%**	50%	-	-	-	50%	-	71%	-	71%	-	65%	71%	64%	98%
	2024	75%	75%	**67%**	39%	22%	-	-	-	50%	69%	-	69%	-	72%	72%	63%	100%
At Meets Grade Level or Above	2025	47%	46%	**31%**	10%	-	-	-	10%	-	26%	-	26%	-	32%	33%	23%	82%
	2024	43%	41%	**27%**	14%	0%	-	-	-	23%	21%	-	21%	-	32%	36%	22%	69%
At Masters Grade Level	2025	17%	13%	**7%**	2%	-	-	-	2%	-	5%	-	5%	-	7%	10%	4%	18%
	2024	16%	12%	**5%**	2%	0%	-	-	-	3%	3%	-	3%	-	3%	8%	3%	15%
All Grades Social Studies																		
At Approaches Grade Level or Above	2025	77%	79%	**76%**	-	-	-	-	-	-	69%	-	69%	-	71%	77%	69%	95%
	2024	78%	79%	**69%**	-	-	-	-	-	-	59%	-	59%	-	58%	77%	59%	96%
At Meets Grade Level or Above	2025	50%	50%	**35%**	-	-	-	-	-	-	22%	-	22%	-	19%	44%	22%	68%
	2024	51%	49%	**34%**	-	-	-	-	-	-	17%	-	17%	-	25%	50%	19%	69%
At Masters Grade Level	2025	27%	24%	**11%**	-	-	-	-	-	-	4%	-	4%	-	10%	15%	4%	29%
	2024	27%	23%	**12%**	-	-	-	-	-	-	1%	-	1%	-	11%	23%	3%	29%
School Progress - Annual Growth																		
All Grades Both Subjects	2025	65%	68%	**62%**	60%	60%	-	-	60%	-	54%	-	54%	-	62%	65%	57%	78%
	2024	64%	64%	**56%**	55%	57%	-	-	54%	54%	49%	-	49%	-	60%	62%	53%	69%
All Grades ELA/Reading	2025	67%	68%	**60%**	56%	45%	-	-	61%	-	53%	-	53%	-	60%	65%	55%	78%
	2024	67%	66%	**60%**	59%	56%	-	-	65%	57%	50%	-	50%	-	63%	69%	55%	73%
All Grades Mathematics	2025	64%	67%	**63%**	64%	76%	-	-	59%	-	56%	-	56%	-	64%	65%	61%	78%
	2024	60%	61%	**52%**	52%	58%	-	-	42%	52%	47%	-	47%	-	57%	54%	51%	59%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2025	33%	40%	**35%**	34%	32%	-	-	34%	-	31%	-	31%	-	36%	42%	33%	89%
	2024	32%	37%	**30%**	29%	26%	-	-	31%	33%	28%	-	28%	-	23%	38%	28%	*

	School Year	State	Region 19	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades ELA/Reading	2025	31%	34%	**30%**	32%	22%	-	-	37%	-	24%	-	24%	-	29%	45%	28%	-
	2024	30%	31%	**26%**	26%	20%	-	-	33%	28%	21%	-	21%	-	22%	39%	23%	*
All Grades Mathematics	2025	35%	46%	**41%**	35%	45%	-	-	32%	-	44%	-	44%	-	46%	40%	40%	89%
	2024	35%	43%	**35%**	34%	34%	-	-	29%	39%	38%	-	38%	-	24%	37%	34%	*

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

	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2025 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**99%**	100%	99%	100%	-	-	-	-	99%	100%	99%	99%	99%	99%
Included in Accountability	93%	92%	**91%**	100%	91%	93%	-	-	-	-	95%	94%	94%	83%	92%	90%
Not Included in Accountability: Mobile	4%	3%	**3%**	0%	3%	7%	-	-	-	-	1%	5%	1%	8%	2%	2%
Not Included in Accountability: Other Exclusions	2%	4%	**5%**	0%	5%	0%	-	-	-	-	2%	1%	4%	8%	5%	7%
Not Tested	1%	1%	**1%**	0%	1%	0%	-	-	-	-	1%	0%	1%	1%	1%	1%
Absent	1%	0%	**1%**	0%	1%	0%	-	-	-	-	1%	0%	1%	1%	1%	1%
Other	0%	0%	**0%**	0%	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	*	100%	100%	-	-	-	-	99%	100%	100%	100%	100%	100%
Included in Accountability	91%	90%	**88%**	*	88%	91%	-	-	-	-	94%	93%	90%	83%	89%	86%
Not Included in Accountability: Mobile	4%	3%	**2%**	*	2%	9%	-	-	-	-	1%	6%	1%	8%	2%	2%
Not Included in Accountability: Other Exclusions	4%	7%	**9%**	*	9%	0%	-	-	-	-	5%	1%	9%	10%	9%	12%
Not Tested	1%	1%	**0%**	*	0%	0%	-	-	-	-	1%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	*	0%	0%	-	-	-	-	1%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	*	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	**98%**	*	98%	100%	-	-	-	-	98%	100%	98%	99%	98%	99%
Included in Accountability	94%	94%	**93%**	*	93%	89%	-	-	-	-	95%	95%	97%	83%	94%	93%
Not Included in Accountability: Mobile	4%	3%	**3%**	*	3%	11%	-	-	-	-	2%	5%	1%	9%	2%	3%
Not Included in Accountability: Other Exclusions	1%	2%	**2%**	*	2%	0%	-	-	-	-	1%	0%	0%	6%	2%	2%
Not Tested	1%	0%	**2%**	*	2%	0%	-	-	-	-	2%	0%	2%	1%	2%	1%
Absent	1%	0%	**1%**	*	1%	0%	-	-	-	-	2%	0%	1%	1%	1%	1%
Other	0%	0%	**1%**	*	1%	0%	-	-	-	-	0%	0%	1%	0%	1%	0%
Science																
Assessment Participant	99%	99%	**99%**	*	99%	*	-	-	-	-	98%	100%	99%	98%	99%	99%
Included in Accountability	94%	93%	**94%**	*	94%	*	-	-	-	-	98%	100%	99%	81%	94%	93%
Not Included in Accountability: Mobile	4%	3%	**3%**	*	3%	*	-	-	-	-	0%	0%	0%	8%	2%	3%
Not Included in Accountability: Other Exclusions	1%	3%	**2%**	*	3%	*	-	-	-	-	1%	0%	0%	9%	3%	3%
Not Tested	1%	1%	**1%**	*	1%	*	-	-	-	-	2%	0%	1%	2%	1%	1%

	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	**1%**	*	1%	*	-	-	-	-	2%	0%	1%	2%	1%	1%
Other	0%	0%	**0%**	*	0%	*	-	-	-	-	0%	0%	0%	1%	0%	0%
Social Studies																
Assessment Participant	99%	99%	**98%**	-	98%	*	-	-	-	-	99%	100%	99%	97%	99%	98%
Included in Accountability	94%	95%	**94%**	-	94%	*	-	-	-	-	97%	80%	98%	84%	95%	94%
Not Included in Accountability: Mobile	4%	3%	**3%**	-	3%	*	-	-	-	-	0%	20%	1%	10%	2%	3%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	-	1%	*	-	-	-	-	1%	0%	0%	3%	1%	1%
Not Tested	1%	1%	**2%**	-	2%	*	-	-	-	-	1%	0%	1%	3%	1%	2%
Absent	1%	1%	**2%**	-	2%	*	-	-	-	-	1%	0%	1%	3%	1%	2%
Other	0%	0%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	94%	96%	**54%**	-	54%	-	-	-	-	-	-	-	53%	60%	53%	45%
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**98%**	100%	98%	100%	-	-	-	-	97%	99%	99%	95%	98%	98%
Included in Accountability	92%	91%	**89%**	60%	89%	100%	-	-	-	-	91%	95%	95%	74%	89%	88%
Not Included in Accountability: Mobile	4%	3%	**4%**	40%	4%	0%	-	-	-	-	3%	2%	1%	12%	4%	3%
Not Included in Accountability: Other Exclusions	2%	4%	**5%**	0%	5%	0%	-	-	-	-	3%	2%	3%	9%	5%	7%
Not Tested	1%	1%	**2%**	0%	2%	0%	-	-	-	-	3%	1%	1%	5%	2%	2%
Absent	1%	1%	**2%**	0%	2%	0%	-	-	-	-	3%	0%	0%	5%	2%	2%
Other	0%	0%	**0%**	0%	0%	0%	-	-	-	-	0%	1%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**98%**	*	98%	100%	-	-	-	-	97%	100%	100%	94%	98%	98%
Included in Accountability	91%	89%	**86%**	*	86%	100%	-	-	-	-	89%	93%	91%	72%	86%	83%
Not Included in Accountability: Mobile	4%	3%	**4%**	*	4%	0%	-	-	-	-	2%	2%	1%	11%	4%	3%
Not Included in Accountability: Other Exclusions	4%	7%	**9%**	*	9%	0%	-	-	-	-	6%	5%	8%	11%	9%	12%
Not Tested	1%	1%	**2%**	*	2%	0%	-	-	-	-	3%	0%	0%	6%	2%	2%
Absent	1%	1%	**2%**	*	2%	0%	-	-	-	-	2%	0%	0%	6%	2%	2%
Other	0%	0%	**0%**	*	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**98%**	*	98%	100%	162	-	-	-	98%	100%	99%	96%	98%	99%
Included in Accountability	93%	93%	**92%**	*	92%	100%	-	-	-	-	95%	97%	98%	76%	92%	92%

	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	5%	4%	**5%**	*	5%	0%	-	-	-	-	3%	3%	1%	14%	4%	4%
Not Included in Accountability: Other Exclusions	1%	2%	**2%**	*	2%	0%	-	-	-	-	0%	0%	0%	7%	2%	3%
Not Tested	1%	1%	**2%**	*	2%	0%	-	-	-	-	2%	0%	1%	4%	2%	1%
Absent	1%	1%	**1%**	*	1%	0%	-	-	-	-	1%	0%	0%	4%	1%	1%
Other	0%	0%	**0%**	*	0%	0%	-	-	-	-	1%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**97%**	*	97%	*	-	-	-	-	94%	93%	99%	94%	97%	97%
Included in Accountability	93%	92%	**91%**	*	91%	*	-	-	-	-	92%	93%	98%	74%	91%	91%
Not Included in Accountability: Mobile	4%	3%	**4%**	*	4%	*	-	-	-	-	2%	0%	1%	11%	4%	4%
Not Included in Accountability: Other Exclusions	1%	4%	**2%**	*	2%	*	-	-	-	-	0%	0%	0%	8%	2%	3%
Not Tested	1%	1%	**3%**	*	3%	*	-	-	-	-	6%	7%	1%	6%	3%	3%
Absent	1%	1%	**2%**	*	2%	*	-	-	-	-	5%	0%	0%	6%	2%	2%
Other	0%	0%	**1%**	*	1%	*	-	-	-	-	1%	7%	1%	0%	1%	1%
Social Studies																
Assessment Participant	99%	99%	**97%**	*	97%	*	-	-	-	-	93%	100%	98%	93%	97%	97%
Included in Accountability	94%	94%	**93%**	*	93%	*	-	-	-	-	88%	100%	98%	79%	93%	92%
Not Included in Accountability: Mobile	4%	3%	**3%**	*	3%	*	-	-	-	-	5%	0%	1%	9%	3%	3%
Not Included in Accountability: Other Exclusions	1%	2%	**1%**	*	1%	*	-	-	-	-	0%	0%	0%	5%	1%	2%
Not Tested	1%	1%	**3%**	*	3%	*	-	-	-	-	7%	0%	2%	7%	3%	3%
Absent	1%	1%	**3%**	*	3%	*	-	-	-	-	7%	0%	2%	7%	3%	3%
Other	0%	0%	**0%**	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	97%	*	-	*	-	-	-	-	-	-	-	-	*	*	-

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

	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2023-24	93.6%	93.0%	**92.8%**	*	92.8%	93.0%	-	-	*	-	91.8%	92.7%	92.9%
2022-23	93.3%	92.6%	**91.8%**	*	91.8%	91.7%	-	-	-	-	90.5%	91.7%	92.2%
Chronic Absenteeism													
2023-24	19.0%	21.1%	**24.6%**	40.0%	24.6%	16.7%	-	-	*	-	28.8%	25.1%	24.0%
2022-23	20.3%	23.3%	**30.2%**	*	30.1%	40.0%	-	-	-	-	35.6%	30.1%	28.8%
Annual Dropout Rate (Gr 7-8)													
2023-24	0.7%	0.5%	**0.4%**	*	0.4%	*	-	-	-	-	1.5%	0.5%	0.3%
2022-23	0.8%	1.5%	**0.6%**	*	0.6%	*	-	-	-	-	0.0%	0.6%	0.5%
Annual Dropout Rate (Gr 9-12)													
2023-24	1.9%	1.8%	**2.0%**	*	2.1%	*	-	-	*	-	3.0%	2.2%	2.4%
2022-23	2.0%	3.2%	**2.2%**	*	2.2%	*	-	-	-	-	3.2%	1.8%	3.3%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2024													
Graduated	90.7%	86.8%	**86.3%**	*	86.3%	-	-	-	-	-	83.3%	85.7%	82.4%
Received TxCHSE	0.3%	0.7%	**1.7%**	*	1.7%	-	-	-	-	-	0.0%	1.8%	0.9%
Continued HS	3.1%	4.8%	**2.1%**	*	2.1%	-	-	-	-	-	3.3%	2.2%	3.7%
Dropped Out	5.8%	7.6%	**10.0%**	*	10.0%	-	-	-	-	-	13.3%	10.3%	13.0%
Graduates and TxCHSE	91.1%	87.6%	**88.0%**	*	87.9%	-	-	-	-	-	83.3%	87.4%	83.3%
Graduates, TxCHSE, and Continuers	94.2%	92.4%	**90.0%**	100.0%	90.0%	-	-	-	-	-	86.7%	89.7%	87.0%
Class of 2023													
Graduated	90.3%	87.0%	**89.1%**	-	89.1%	-	-	-	-	-	80.0%	90.1%	83.2%
Received TxCHSE	0.3%	0.6%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
Continued HS	3.1%	4.6%	**1.3%**	-	1.3%	-	-	-	-	-	5.0%	1.5%	2.1%
Dropped Out	6.3%	7.8%	**9.6%**	-	9.6%	-	-	-	-	-	15.0%	8.4%	14.7%
Graduates and TxCHSE	90.6%	87.6%	**89.1%**	-	89.1%	-	-	-	-	-	80.0%	90.1%	83.2%
Graduates, TxCHSE, and Continuers	93.7%	92.2%	**90.4%**	-	90.4%	-	-	-	-	-	85.0%	91.6%	85.3%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	92.1%	90.0%	**90.8%**	-	90.8%	-	-	-	-	-	81.8%	92.1%	87.1%
Received TxCHSE	0.4%	1.0%	**0.4%**	-	0.4%	-	-	-	-	-	0.0%	0.5%	1.1%
Continued HS	1.0%	1.0%	**0.4%**	-	0.4%	-	-	-	-	-	4.5%	0.5%	0.0%
Dropped Out	6.5%	8.0%	**8.3%**	-	8.3%	-	-	-	-	-	13.6%	6.9%	11.8%
Graduates and TxCHSE	92.6%	91.0%	**91.3%**	-	91.3%	-	-	-	-	-	81.8%	92.6%	88.2%

	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.5%	92.0%	**91.7%**	-	91.7%	-	-	-	-	-	86.4%	93.1%	88.2%
Class of 2022													
Graduated	91.8%	90.1%	**86.0%**	-	86.0%	*	-	-	-	-	74.2%	84.6%	82.6%
Received TxCHSE	0.4%	0.9%	**0.7%**	-	0.7%	*	-	-	-	-	0.0%	0.8%	0.9%
Continued HS	1.0%	1.2%	**0.7%**	-	0.7%	*	-	-	-	-	6.5%	0.8%	0.9%
Dropped Out	6.8%	7.8%	**12.5%**	-	12.6%	*	-	-	-	-	19.4%	13.7%	15.6%
Graduates and TxCHSE	92.2%	91.1%	**86.7%**	-	86.7%	*	-	-	-	-	74.2%	85.5%	83.5%
Graduates, TxCHSE, and Continuers	93.2%	92.2%	**87.5%**	-	87.4%	*	-	-	-	-	80.6%	86.3%	84.4%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	92.2%	90.8%	**86.7%**	-	86.6%	*	-	-	-	-	80.0%	85.4%	84.3%
Received TxCHSE	0.5%	1.2%	**1.4%**	-	1.4%	*	-	-	-	-	0.0%	1.3%	1.9%
Continued HS	0.5%	0.5%	**0.4%**	-	0.4%	*	-	-	-	-	0.0%	0.4%	0.0%
Dropped Out	6.8%	7.5%	**11.5%**	-	11.6%	*	-	-	-	-	20.0%	12.9%	13.9%
Graduates and TxCHSE	92.7%	92.0%	**88.1%**	-	88.1%	*	-	-	-	-	80.0%	86.7%	86.1%
Graduates, TxCHSE, and Continuers	93.2%	92.5%	**88.5%**	-	88.4%	*	-	-	-	-	80.0%	87.1%	86.1%
Class of 2021													
Graduated	92.7%	90.7%	**90.0%**	*	89.9%	*	-	-	-	-	87.5%	89.3%	87.8%
Received TxCHSE	0.5%	1.1%	**0.4%**	*	0.4%	*	-	-	-	-	0.0%	0.5%	0.0%
Continued HS	0.5%	0.6%	**0.0%**	*	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Dropped Out	6.3%	7.6%	**9.6%**	*	9.7%	*	-	-	-	-	12.5%	10.2%	12.2%
Graduates and TxCHSE	93.2%	91.8%	**90.4%**	*	90.3%	*	-	-	-	-	87.5%	89.8%	87.8%
Graduates, TxCHSE, and Continuers	93.7%	92.4%	**90.4%**	*	90.3%	*	-	-	-	-	87.5%	89.8%	87.8%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2024	90.7%	86.8%	**83.5%**	*	83.5%	-	-	-	-	-	80.6%	83.4%	78.1%
Class of 2023	90.3%	87.0%	**87.3%**	-	87.3%	-	-	-	-	-	73.9%	88.0%	81.8%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2024	44.9%	*	*	-	*	-	-	-	-	-	-	*	*
Class of 2023	72.3%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2024	11.0%	3.6%	**3.4%**	*	3.4%	-	-	-	-	-	12.0%	3.7%	3.4%
Class of 2023	4.3%	4.9%	**0.5%**	-	0.5%	-	-	-	-	-	0.0%	0.5%	1.3%
FHSP-DLA Graduates (Longitudinal Rate)													

	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2024	78.5%	90.3%	**86.0%**	*	85.9%	-	-	-	-	-	56.0%	85.3%	81.8%
Class of 2023	84.3%	91.3%	**82.4%**	-	82.4%	-	-	-	-	-	62.5%	82.4%	74.7%
Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	0.1%	0.1%	**0.0%**	*	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
Class of 2023	0.0%	0.0%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	89.5%	93.9%	**89.4%**	*	89.4%	-	-	-	-	-	68.0%	89.0%	85.4%
Class of 2023	88.6%	96.2%	**82.8%**	-	82.8%	-	-	-	-	-	62.5%	83.0%	75.9%
RHSP/DAP Graduates (Annual Rate)													
2023-24	24.6%	*	*	-	*	-	-	-	-	-	-	*	*
2022-23	38.4%	100.0%	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2023-24	11.0%	3.7%	**5.0%**	*	5.1%	-	-	-	-	-	14.8%	5.0%	5.3%
2022-23	4.4%	5.6%	**1.4%**	-	1.4%	-	-	-	-	-	0.0%	1.1%	2.4%
FHSP-DLA Graduates (Annual Rate)													
2023-24	76.9%	88.4%	**84.4%**	*	84.3%	-	-	-	-	-	51.9%	84.0%	81.1%
2022-23	82.5%	88.9%	**77.8%**	-	77.8%	-	-	-	-	-	55.0%	77.9%	69.0%
Texas First-DLA Graduates (Annual Rate)													
2023-24	0.1%	0.0%	**0.0%**	*	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
2022-23	0.1%	0.1%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2023-24	87.8%	92.1%	**89.5%**	*	89.4%	-	-	-	-	-	66.7%	89.1%	86.5%
2022-23	86.8%	94.6%	**79.2%**	-	79.2%	-	-	-	-	-	55.0%	78.9%	71.4%

	District Count	District Percent	State Count	State Percent
Graduates (2023-24 Annual Graduates)				
Total Graduates	219	100.0%	382,023	100.0%
By Ethnicity:				
African American	1	0.5%	48,064	12.6%
Hispanic	218	99.5%	200,942	52.6%
White	0	0.0%	101,714	26.6%
American Indian	0	0.0%	1,231	0.3%
Asian	0	0.0%	19,746	5.2%
Pacific Islander	0	0.0%	606	0.2%
Two or More Races	0	0.0%	9,720	2.5%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	309	0.1%
Recommended H.S. Program/Distinguished Achievement Program	1	0.5%	101	0.0%
Foundation H.S. Program (No Endorsement)	23	10.5%	46,183	12.1%
Foundation H.S. Program (Endorsement)	11	5.0%	42,042	11.0%
Foundation H.S. Program (DLA)	184	84.0%	293,032	76.7%
Texas First Early H.S. Completion Program (Texas First-DLA)	0	0.0%	356	0.1%
Special Education Graduates	27	12.3%	35,935	9.4%
Economically Disadvantaged Graduates	201	91.8%	211,984	55.5%
Emergent Bilingual (EB)/English Learner (EL) Graduates	96	43.8%	56,967	14.9%
At-Risk Graduates	166	75.8%	173,035	45.3%
CTE Completers	108	49.3%	127,800	33.5%

Academic Year	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2023-24	81.8%	83.7%	**77.2%**	*	77.1%	-	-	-	-	-	74.1%	76.6%	68.8%
2022-23	76.3%	81.7%	**53.7%**	-	53.7%	-	-	-	-	-	70.0%	51.1%	34.5%
College Ready Graduates													
College Ready (Annual Graduates)													
2023-24	70.0%	76.6%	**73.1%**	*	72.9%	-	-	-	-	-	70.4%	72.6%	64.6%
2022-23	61.9%	71.5%	**39.8%**	-	39.8%	-	-	-	-	-	55.0%	39.5%	25.0%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2023-24	69.5%	73.0%	**67.6%**	*	67.4%	-	-	-	-	-	29.6%	66.7%	57.3%
2022-23	62.8%	70.1%	**42.6%**	-	42.6%	-	-	-	-	-	10.0%	40.5%	25.0%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2023-24	63.2%	70.1%	**84.9%**	*	84.9%	-	-	-	-	-	63.0%	85.1%	82.3%
2022-23	54.3%	62.1%	**27.8%**	-	27.8%	-	-	-	-	-	15.0%	28.4%	17.9%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2023-24	57.4%	59.5%	**63.5%**	*	63.3%	-	-	-	-	-	29.6%	62.7%	54.2%
2022-23	48.4%	53.0%	**21.3%**	-	21.3%	-	-	-	-	-	0.0%	22.1%	8.3%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2023-24	21.0%	21.6%	**10.0%**	*	10.1%	-	-	-	-	-	0.0%	10.0%	10.4%
2022-23	20.4%	20.4%	**15.7%**	-	15.7%	-	-	-	-	-	0.0%	16.3%	8.3%
Associate Degree (Annual Graduates)													
2023-24	3.1%	7.5%	**0.0%**	*	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
2022-23	2.5%	6.6%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2023-24	25.1%	29.3%	**12.3%**	*	12.4%	-	-	-	-	-	0.0%	9.5%	3.1%
2022-23	23.6%	27.7%	**12.5%**	-	12.5%	-	-	-	-	-	0.0%	11.6%	0.0%
Onramps Course Credits (Annual Graduates)													
2023-24	5.7%	8.8%	**0.0%**	*	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
2022-23	4.8%	8.4%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2023-24	6.0%	6.3%	**8.2%**	*	8.3%	-	-	-	-	-	66.7%	8.5%	11.5%
2022-23	5.6%	6.0%	**5.1%**	-	5.1%	-	-	-	-	-	55.0%	4.2%	8.3%
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2023-24	38.1%	35.1%	**28.8%**	*	28.9%	-	-	-	-	-	33.3%	27.9%	21.9%

Academic Year	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2022-23	36.4%	37.3%	**27.3%**	-	27.3%	-	-	-	-	-	30.0%	24.2%	22.6%
Approved Industry-Based Certification (Annual Graduates)													
2023-24	34.9%	32.7%	**27.9%**	*	28.0%	-	-	-	-	-	25.9%	26.9%	21.9%
2022-23	33.4%	35.2%	**25.0%**	-	25.0%	-	-	-	-	-	15.0%	22.1%	22.6%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2023-24	1.1%	0.4%	**0.0%**	*	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
2022-23	0.8%	0.2%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2023-24	2.7%	2.1%	**0.9%**	*	0.9%	-	-	-	-	-	7.4%	1.0%	0.0%
2022-23	2.7%	2.2%	**1.4%**	-	1.4%	-	-	-	-	-	15.0%	1.1%	0.0%
U.S. Armed Forces Enlistment (Annual Graduates)													
2023-24	0.7%	0.8%	**0.0%**	*	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
2022-23	0.6%	0.3%	**1.4%**	-	1.4%	-	-	-	-	-	0.0%	1.6%	1.2%

- Indicates there are no students in the group.

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

	Academic Year	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2023-24	20.1%	29.2%	**19.6%**	*	19.3%	-	-	-	-	-	0.0%	18.4%	6.3%
	2022-23	21.0%	32.4%	**25.9%**	-	25.9%	-	-	-	-	-	5.0%	25.3%	2.4%
Mathematics	2023-24	21.3%	23.2%	**12.8%**	*	12.4%	-	-	-	-	-	0.0%	11.9%	6.3%
	2022-23	19.9%	20.4%	**9.3%**	-	9.3%	-	-	-	-	-	5.0%	9.5%	4.8%
Both Subjects	2023-24	12.7%	15.7%	**9.6%**	*	9.2%	-	-	-	-	-	0.0%	9.0%	2.1%
	2022-23	12.5%	15.3%	**6.0%**	-	6.0%	-	-	-	-	-	0.0%	6.3%	0.0%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2023-24	26.6%	34.6%	**51.6%**	*	51.8%	-	-	-	-	-	29.6%	53.2%	54.2%
	2022-23	18.2%	30.4%	**14.4%**	-	14.4%	-	-	-	-	-	5.0%	13.7%	21.4%
Mathematics	2023-24	29.5%	46.4%	**79.0%**	*	78.9%	-	-	-	-	-	63.0%	80.1%	81.3%
	2022-23	20.2%	38.1%	**12.0%**	-	12.0%	-	-	-	-	-	10.0%	11.6%	14.3%
Both Subjects	2023-24	20.2%	28.7%	**48.4%**	*	48.6%	-	-	-	-	-	29.6%	50.2%	51.0%
	2022-23	12.5%	24.1%	**6.9%**	-	6.9%	-	-	-	-	-	0.0%	6.8%	8.3%
AP/IB-Results (Participation) (Grades 11-12)														
All Subjects	2024	25.7%	29.9%	**17.8%**	*	17.9%	-	-	-	*	-	6.4%	17.1%	12.7%
	2023	24.2%	29.7%	**22.1%**	*	22.1%	-	-	-	-	-	3.7%	21.8%	13.5%
English Language Arts	2024	14.6%	14.9%	**8.0%**	*	8.1%	-	-	-	*	-	2.1%	7.2%	3.6%
	2023	13.8%	14.4%	**6.0%**	*	6.0%	-	-	-	-	-	0.0%	6.2%	3.1%
Mathematics	2024	9.6%	7.8%	**2.0%**	*	2.0%	-	-	-	*	-	0.0%	1.9%	0.9%
	2023	7.4%	6.2%	**3.6%**	*	3.6%	-	-	-	-	-	0.0%	3.5%	1.6%
Science	2024	10.9%	8.4%	**0.7%**	*	0.7%	-	-	-	*	-	0.0%	0.7%	0.5%
	2023	10.3%	8.9%	**5.8%**	*	5.8%	-	-	-	-	-	0.0%	6.2%	2.1%
Social Studies	2024	13.7%	11.8%	**9.6%**	*	9.6%	-	-	-	*	-	4.3%	8.9%	5.9%
	2023	13.1%	11.5%	**13.2%**	*	13.2%	-	-	-	-	-	1.9%	12.7%	8.9%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2024	56.9%	37.9%	**20.0%**	-	20.0%	-	-	-	-	-	*	18.3%	32.1%
	2023	53.3%	34.2%	**10.1%**	-	10.1%	-	-	-	-	-	*	11.4%	11.5%
English Language Arts	2024	48.8%	33.4%	**5.6%**	-	5.6%	-	-	-	-	-	*	0.0%	0.0%
	2023	52.3%	34.1%	**7.4%**	-	7.4%	-	-	-	-	-	-	8.0%	0.0%
Mathematics	2024	53.4%	27.7%	**0.0%**	-	0.0%	-	-	-	-	-	-	0.0%	*
	2023	50.1%	19.9%	**0.0%**	-	0.0%	-	-	-	-	-	-	0.0%	*
Science	2024	46.1%	11.8%	*	-	*	-	-	-	-	-	-	*	*
	2023	44.8%	11.0%	**15.4%**	-	15.4%	-	-	-	-	-	-	16.0%	*

	Academic Year	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2024	56.8%	29.5%	**4.7%**	-	4.7%	-	-	-	-	-	*	5.4%	7.7%
	2023	42.0%	16.9%	**1.7%**	-	1.7%	-	-	-	-	-	*	2.0%	0.0%
SAT/ACT Results (Annual Graduates)														
Tested	2023-24	79.1%	94.7%	**93.2%**	*	92.7%	-	-	-	?	-	88.9%	92.6%	93.8%
	2022-23	79.3%	94.1%	**90.7%**	-	90.7%	-	-	-	-	-	65.0%	91.6%	91.8%
At/Above Criterion for All Examinees	2023-24	28.8%	15.2%	**4.9%**	*	4.5%	-	-	-	*	-	0.0%	3.2%	0.0%
	2022-23	28.9%	17.5%	**8.7%**	-	8.7%	-	-	-	-	-	0.0%	8.6%	0.0%
Average SAT Score (Annual Graduates)														
All Subjects	2023-24	975	902	**830**	*	829	-	-	-	*	-	725	823	790
	2022-23	978	917	**848**	-	848	-	-	-	-	-	731	844	777
English Language Arts and Writing	2023-24	496	461	**425**	*	424	-	-	-	*	-	368	421	403
	2022-23	497	465	**425**	-	425	-	-	-	-	-	366	423	382
Mathematics	2023-24	479	441	**406**	*	405	-	-	-	*	-	357	403	387
	2022-23	482	453	**423**	-	423	-	-	-	-	-	365	421	395
Average ACT Score (Annual Graduates)														
All Subjects	2023-24	19.3	20.3	*	-	*	-	-	-	-	-	-	*	-
	2022-23	19.2	18.4	**16.5**	-	16.5	-	-	-	-	-	13.0	16.0	14.5
English Language Arts	2023-24	19.0	20.3	*	-	*	-	-	-	-	-	-	*	-
	2022-23	18.8	18.0	**16.1**	-	16.1	-	-	-	-	-	10.5	15.5	13.5
Mathematics	2023-24	19.0	19.4	*	-	*	-	-	-	-	-	-	*	-
	2022-23	18.9	18.2	**16.1**	-	16.1	-	-	-	-	-	15.0	15.7	15.0
Science	2023-24	19.6	20.6	*	-	*	-	-	-	-	-	-	*	-
	2022-23	19.5	18.9	**17.6**	-	17.6	-	-	-	-	-	17.0	17.1	15.5

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

	Academic Year	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2023-24	45.7%	47.9%	**49.1%**	*	49.2%	*	-	-	*	-	21.4%	49.6%	41.6%
	2022-23	45.4%	47.2%	**43.9%**	*	43.9%	*	-	-	-	-	17.7%	44.6%	37.4%
English Language Arts	2023-24	17.8%	16.9%	**12.7%**	*	12.7%	*	-	-	-	-	5.0%	12.0%	6.6%
	2022-23	17.4%	15.9%	**12.1%**	*	12.2%	*	-	-	-	-	1.0%	11.8%	9.9%
Mathematics	2023-24	19.4%	17.4%	**17.4%**	*	17.4%	*	-	-	-	-	9.6%	17.4%	10.6%
	2022-23	19.5%	16.8%	**15.7%**	*	15.7%	*	-	-	-	-	5.8%	16.0%	10.7%
Science	2023-24	21.9%	23.2%	**14.5%**	*	14.4%	*	-	-	-	-	8.4%	14.0%	9.2%
	2022-23	21.5%	23.5%	**11.6%**	*	11.6%	*	-	-	-	-	1.9%	11.9%	6.5%
Social Studies	2023-24	24.5%	25.8%	**19.7%**	*	19.7%	*	-	-	*	-	5.1%	19.6%	12.6%
	2022-23	24.0%	25.2%	**16.6%**	*	16.6%	*	-	-	-	-	2.9%	15.7%	10.6%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2022-23	***	***	***	***	***	***	***	***	***	***	***	***	***
	2021-22	47.6%	55.5%	**37.6%**	-	37.6%	-	-	-	-	-	11.5%	34.9%	32.2%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2022-23	***	***	***	***	***	***	***	***	***	***	***	***	***
	2021-22	53.6%	42.0%	**18.9%**	-	18.9%	-	-	-	-	-	0.0%	19.2%	10.3%

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*** TX IHE data not yet available.

	Membership				Enrollment			
	District		State		District		State	
Student Information	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Total Students	**2,922**	**100.0%**	**5,530,499**	**100.0%**	**2,927**	**100.0%**	**5,544,255**	**100.0%**
Students by Grade								
Early Childhood Education	3	0.1%	18,464	0.3%	7	0.2%	26,099	0.5%
Pre-Kindergarten	166	5.7%	249,407	4.5%	166	5.7%	249,875	4.5%
Pre-Kindergarten: 3-year Old	65	2.2%	43,727	0.8%	65	2.2%	43,914	0.8%
Pre-Kindergarten: 4-year Old	101	3.5%	205,680	3.7%	101	3.5%	205,961	3.7%
Kindergarten	165	5.6%	359,286	6.5%	165	5.6%	359,871	6.5%
Grade 1	190	6.5%	377,900	6.8%	190	6.5%	378,335	6.8%
Grade 2	199	6.8%	389,823	7.0%	199	6.8%	390,170	7.0%
Grade 3	205	7.0%	406,424	7.3%	205	7.0%	406,747	7.3%
Grade 4	200	6.8%	405,454	7.3%	200	6.8%	405,715	7.3%
Grade 5	205	7.0%	404,900	7.3%	205	7.0%	405,128	7.3%
Grade 6	197	6.7%	404,802	7.3%	197	6.7%	404,988	7.3%
Grade 7	210	7.2%	407,375	7.4%	210	7.2%	407,512	7.4%
Grade 8	198	6.8%	410,722	7.4%	198	6.8%	410,871	7.4%
Grade 9	233	8.0%	459,854	8.3%	233	8.0%	460,045	8.3%
Grade 10	298	10.2%	439,300	7.9%	298	10.2%	439,519	7.9%
Grade 11	234	8.0%	410,245	7.4%	234	8.0%	410,503	7.4%
Grade 12	219	7.5%	386,543	7.0%	220	7.5%	388,877	7.0%
Ethnic Distribution								
African American	4	0.1%	706,216	12.8%	4	0.1%	707,648	12.8%
Hispanic	2,894	99.0%	2,961,084	53.5%	2,899	99.0%	2,967,187	53.5%
White	20	0.7%	1,347,596	24.4%	20	0.7%	1,352,852	24.4%
American Indian	2	0.1%	18,175	0.3%	2	0.1%	18,224	0.3%
Asian	0	0.0%	307,983	5.6%	0	0.0%	308,431	5.6%
Pacific Islander	0	0.0%	8,729	0.2%	0	0.0%	8,744	0.2%
Two or More Races	2	0.1%	180,716	3.3%	2	0.1%	181,169	3.3%
Sex								
Female	1,423	48.7%	2,702,798	48.9%	1,426	48.7%	2,707,618	48.8%
Male	1,499	51.3%	2,827,701	51.1%	1,501	51.3%	2,836,637	51.2%
Other Student Cohorts								
Economically Disadvantaged	2,654	90.8%	3,346,090	60.5%	2,658	90.8%	3,349,612	60.4%
Non-Educationally Disadvantaged	268	9.2%	2,184,409	39.5%	269	9.2%	2,194,643	39.6%
Section 504 Students	132	4.5%	375,297	6.8%	132	4.5%	375,601	6.8%
EB Students/EL	1,778	60.8%	1,343,669	24.3%	1,779	60.8%	1,345,042	24.3%
Students w/ Disciplinary Placements (2023-24)	87	2.7%	122,515	2.1%				
Students w/ Dyslexia	80	2.7%	356,584	6.4%	80	2.7%	356,830	6.4%

	Membership				Enrollment			
	District		State		District		State	
Student Information	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Foster Care	0	0.0%	11,656	0.2%	0	0.0%	11,713	0.2%
Homeless	79	2.7%	77,954	1.4%	80	2.7%	78,060	1.4%
Immigrant	71	2.4%	193,676	3.5%	71	2.4%	193,831	3.5%
Migrant	12	0.4%	13,377	0.2%	12	0.4%	13,426	0.2%
Title I	2,922	100.0%	3,683,060	66.6%	2,927	100.0%	3,689,382	66.5%
Military Connected	85	2.9%	229,259	4.1%	85	2.9%	229,370	4.1%
At-Risk	2,319	79.4%	2,960,262	53.5%	2,320	79.3%	2,963,913	53.5%
Students by Instructional Program								
Bilingual/ESL Education	1,538	52.6%	1,344,546	24.3%	1,539	52.6%	1,345,594	24.3%
Career and Technical Education	870	29.8%	1,531,679	27.7%	-	-	-	-
Career and Technical Education (9-12 grades only)	803	81.6%	1,254,694	74.0%	-	-	-	-
Gifted and Talented Education	182	6.2%	483,301	8.7%	182	6.2%	483,373	8.7%
Special Education	478	16.4%	846,876	15.3%	481	16.4%	856,651	15.5%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	**477**		**843,012**					
Students with Intellectual Disabilities	246	51.6%	407,120	48.3%				
Students with Physical Disabilities	126	26.4%	143,568	17.0%				
Students with Autism	40	8.4%	141,526	16.8%				
Students with Behavioral Disabilities	56	11.7%	137,182	16.3%				
Students with Non-Categorical Early Childhood	9	1.9%	13,616	1.6%				
Mobility (2023-24)								
Total Mobile Students	**323**	**11.3%**	**882,523**	**16.4%**				
African American	2	0.1%	180,657	3.3%				
Hispanic	320	11.2%	481,794	8.9%				
White	0	0.0%	157,650	2.9%				
American Indian	0	0.0%	3,546	0.1%				
Asian	0	0.0%	27,084	0.5%				
Pacific Islander	1	0.0%	1,905	0.0%				
Two or More Races	0	0.0%	29,887	0.6%				
Special Ed Students who are Mobile	43	9.0%	149,136	17.3%				
Count and Percent of EB Students/EL who are Mobile	206	11.3%	233,506	17.9%				
Count and Percent of Econ Dis Students who are Mobile	284	10.7%	645,101	19.0%				
Student Attrition (2023-24)								
Total Student Attrition	**244**	**11.9%**	**765,408**	**18.0%**				

	Non-Special Education Rates		Special Education Rates	
Student Information	**District**	**State**	**District**	**State**
Retention Rates by Grade				
Kindergarten	0.0%	1.3%	4.3%	3.6%
Grade 1	1.2%	1.9%	8.3%	3.0%
Grade 2	4.2%	1.1%	6.3%	1.4%
Grade 3	1.3%	0.6%	6.0%	0.6%
Grade 4	0.0%	0.4%	0.0%	0.4%
Grade 5	0.0%	0.3%	0.0%	0.4%
Grade 6	0.0%	0.3%	0.0%	0.4%
Grade 7	0.6%	0.4%	0.0%	0.5%
Grade 8	0.0%	0.4%	0.0%	0.5%
Grade 9	2.2%	7.3%	0.0%	11.0%

	District		State	
	Count	**Percent**	**Count**	**Percent**
Data Quality				
Underreported Students	3	0.2%	11,417	0.4%

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

Class Size Information	District	State
Elementary		
Kindergarten	19.7	18.9
Grade 1	23.3	19.2
Grade 2	22.7	19.4
Grade 3	16.2	20.1
Grade 4	15.3	20.0
Grade 5	18.1	21.3
Grade 6	21.0	19.8
Secondary		
English/Language Arts	17.5	16.4
Foreign Languages	20.3	18.9
Mathematics	20.1	17.8
Science	23.6	18.9
Social Studies	23.6	18.9

	District		State	
Staff Information	**Count**	**Percent**	**Count**	**Percent**
Total Staff	**470.9**	**100.0%**	**764,857.7**	**100.0%**
Professional Staff	232.9	49.5%	487,682.3	63.8%
Teachers	164.7	35.0%	369,689.2	48.3%
Professional Support	40.6	8.6%	82,751.4	10.8%
Campus Administration (School Leadership)	20.1	4.3%	25,687.5	3.4%
Central Administration	7.5	1.6%	9,554.2	1.2%
Educational Aides	45.1	9.6%	81,972.7	10.7%
Auxiliary Staff	192.8	41.0%	195,202.8	25.5%
Librarians and Counselors (Headcount)				
Full-time Librarians	1.0	n/a	4,125.0	n/a
Part-time Librarians	2.0	n/a	583.0	n/a
Full-time Counselors	8.0	n/a	13,704.0	n/a
Part-time Counselors	2.0	n/a	1,298.0	n/a
Total Minority Staff	**460.2**	**97.7%**	**423,307.3**	**55.3%**
Teachers by Ethnicity				
African American	1.7	1.0%	47,165.6	12.8%
Hispanic	156.2	94.9%	114,597.9	31.0%
White	5.8	3.5%	193,115.3	52.2%
American Indian	0.0	0.0%	1,235.8	0.3%
Asian	0.0	0.0%	8,295.0	2.2%
Pacific Islander	0.0	0.0%	466.9	0.1%
Two or More Races	1.0	0.6%	4,812.6	1.3%
Teachers by Sex				
Males	43.4	26.4%	90,958.2	24.6%
Females	121.3	73.6%	278,731.0	75.4%
Teachers by Highest Degree Held				
No Degree	4.5	2.7%	8,698.9	2.4%
Bachelors	114.8	69.7%	264,052.9	71.4%
Masters	44.6	27.1%	93,864.5	25.4%
Doctorate	0.8	0.5%	3,072.9	0.8%
Teachers by Years of Experience				
Beginning Teachers	2.5	1.5%	26,999.3	7.3%
1-5 Years Experience	35.9	21.8%	104,446.4	28.3%
6-10 Years Experience	37.7	22.9%	72,857.4	19.7%
11-20 Years Experience	62.1	37.7%	101,940.9	27.6%
21-30 Years Experience	23.9	14.5%	52,207.3	14.1%
Over 30 Years Experience	2.5	1.5%	11,237.9	3.0%
Number of Students per Teacher	17.7	n/a	15.0	n/a

Staff Information	District	State
Experience of Campus Leadership		
Average Years Experience of Principals	3.7	6.0
Average Years Experience of Principals with District	3.2	5.1
Average Years Experience of Assistant Principals	3.4	5.1
Average Years Experience of Assistant Principals with District	2.4	4.3
Average Years Experience of Teachers	12.5	11.2
Average Years Experience of Teachers with District	9.3	7.0
Average Teacher Salary by Years of Experience (regular duties only)		
Beginning Teachers	$69,767	$55,689
1-5 Years Experience	$73,895	$59,266
6-10 Years Experience	$75,323	$62,607
11-20 Years Experience	$77,864	$66,353
21-30 Years Experience	$84,241	$70,976
Over 30 Years Experience	$84,098	$75,042
Average Actual Salaries (regular duties only)		
Teachers	$77,316	$63,751
Professional Support	$85,008	$75,909
Campus Administration (School Leadership)	$89,590	$88,786
Central Administration	$114,833	$118,447
Instructional Staff Percent	51.7%	64.8%
Turnover Rate for Teachers	7.6%	18.8%
Staff Exclusions		
Shared Services Arrangement Staff: Professional Staff	0.0	1,167.5
Educational Aides	0.0	197.4
Auxiliary Staff	0.0	398.6
Contracted Instructional Staff	0.0	1,637.7

	District		State	
Designation	**Headcount**	**Average Payout**	**Headcount**	**Average Payout**
Teacher Incentive Allotment				
Recognized	5	$7,240	12,718	$5,567
Exemplary	5	$14,550	16,951	$11,062
Master	*	*	10,103	$20,910

	District		State	
Program Information	**Count**	**Percent**	**Count**	**Percent**
Teachers by Program (population served)				
Bilingual/ESL Education	42.0	25.5%	23,158.4	6.3%
Career and Technical Education	9.9	6.0%	20,492.0	5.5%
Compensatory Education	0.0	0.0%	9,612.7	2.6%
Gifted and Talented Education	0.2	0.1%	5,840.0	1.6%
Regular Education	83.3	50.6%	255,127.2	69.0%
Special Education	24.2	14.7%	42,195.7	11.4%
Other	5.0	3.1%	13,272.1	3.6%

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

Link to: PEIMS Financial Standard Reports 2023-24 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

2024-25 Texas Academic Performance Report (TAPR)

District Name: SAN ELIZARIO ISD

Campus Name: SAN ELIZARIO H S

Campus Number: 071904001

2025 Campus Accountability Score: D

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2025	69%	54%	**54%**	*	54%	*	-	-	-	-	25%	63%	56%	49%	53%	49%
	2024	70%	51%	**51%**	-	51%	*	-	-	-	-	23%	*	55%	39%	49%	45%
At Meets Grade Level or Above	2025	49%	28%	**28%**	*	28%	*	-	-	-	-	8%	25%	30%	22%	27%	23%
	2024	52%	35%	**35%**	-	35%	*	-	-	-	-	14%	*	38%	25%	33%	28%
At Masters Grade Level	2025	15%	4%	**4%**	*	4%	*	-	-	-	-	0%	13%	4%	4%	4%	2%
	2024	16%	6%	**6%**	-	6%	*	-	-	-	-	3%	*	7%	2%	4%	3%
End of Course English II																	
At Approaches Grade Level or Above	2025	72%	56%	**56%**	*	56%	-	-	-	-	-	28%	*	58%	46%	54%	48%
	2024	75%	63%	**63%**	-	63%	*	-	-	-	-	29%	*	66%	53%	61%	55%
At Meets Grade Level or Above	2025	55%	32%	**32%**	*	32%	-	-	-	-	-	8%	*	36%	18%	31%	26%
	2024	58%	38%	**38%**	-	38%	*	-	-	-	-	16%	*	41%	30%	37%	29%
At Masters Grade Level	2025	8%	1%	**1%**	*	1%	-	-	-	-	-	2%	*	2%	0%	1%	1%
	2024	9%	3%	**3%**	-	3%	*	-	-	-	-	4%	*	2%	4%	3%	1%
End of Course Algebra I																	
At Approaches Grade Level or Above	2025	78%	73%	**66%**	*	66%	-	-	-	-	-	58%	*	66%	64%	65%	65%
	2024	81%	71%	**65%**	-	65%	*	-	-	-	-	58%	*	65%	63%	64%	61%
At Meets Grade Level or Above	2025	45%	31%	**14%**	*	14%	-	-	-	-	-	19%	*	12%	20%	13%	14%
	2024	43%	22%	**7%**	-	7%	*	-	-	-	-	10%	*	6%	8%	6%	6%
At Masters Grade Level	2025	27%	20%	**5%**	*	5%	-	-	-	-	-	8%	*	4%	7%	5%	5%
	2024	24%	12%	**1%**	-	1%	*	-	-	-	-	4%	*	1%	1%	1%	1%
End of Course Biology																	
At Approaches Grade Level or Above	2025	92%	88%	**88%**	*	88%	*	-	-	-	-	67%	100%	91%	79%	88%	86%
	2024	91%	84%	**84%**	*	84%	*	-	-	-	-	70%	*	84%	84%	83%	82%
At Meets Grade Level or Above	2025	61%	44%	**44%**	*	44%	*	-	-	-	-	19%	50%	47%	36%	43%	42%
	2024	56%	35%	**35%**	*	35%	*	-	-	-	-	23%	*	38%	28%	32%	28%
At Masters Grade Level	2025	21%	7%	**7%**	*	7%	*	-	-	-	-	7%	17%	8%	5%	7%	6%
	2024	19%	5%	**5%**	*	6%	*	-	-	-	-	6%	*	6%	3%	5%	4%
End of Course U.S. History																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2025	95%	93%	**93%**	-	93%	*	-	-	-	-	89%	-	94%	91%	93%	92%
	2024	96%	93%	**93%**	*	93%	-	-	-	-	-	78%	*	94%	90%	92%	88%
At Meets Grade Level or Above	2025	68%	50%	**50%**	-	50%	*	-	-	-	-	27%	-	54%	34%	50%	42%
	2024	69%	53%	**53%**	*	52%	-	-	-	-	-	28%	*	59%	36%	50%	36%
At Masters Grade Level	2025	37%	16%	**16%**	-	15%	*	-	-	-	-	14%	-	17%	9%	16%	10%
	2024	37%	18%	**18%**	*	18%	-	-	-	-	-	6%	*	24%	3%	16%	8%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2025	89%	84%	**84%**	-	84%	-	-	-	-	-	-	-	88%	*	88%	60%
	2024	88%	*	*	-	*	-	-	-	-	-	-	-	-	*	*	-
At Meets Grade Level or Above	2025	59%	21%	**21%**	-	21%	-	-	-	-	-	-	-	25%	*	24%	20%
	2024	59%	*	*	-	*	-	-	-	-	-	-	-	-	*	*	-
At Masters Grade Level	2025	13%	0%	**0%**	-	0%	-	-	-	-	-	-	-	0%	*	0%	0%
	2024	12%	*	*	-	*	-	-	-	-	-	-	-	-	*	*	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2025	75%	66%	**69%**	*	69%	*	-	-	-	-	49%	70%	71%	63%	68%	64%
	2024	75%	65%	**69%**	*	69%	*	-	-	-	-	46%	50%	71%	64%	68%	63%
At Meets Grade Level or Above	2025	50%	34%	**33%**	*	33%	*	-	-	-	-	15%	30%	36%	25%	32%	29%
	2024	48%	33%	**34%**	*	33%	*	-	-	-	-	17%	20%	36%	26%	31%	25%
At Masters Grade Level	2025	21%	9%	**6%**	*	6%	*	-	-	-	-	5%	10%	6%	4%	6%	4%
	2024	20%	8%	**6%**	*	6%	*	-	-	-	-	4%	0%	8%	3%	5%	3%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2025	76%	64%	**55%**	*	55%	*	-	-	-	-	26%	60%	57%	48%	54%	48%
	2024	76%	64%	**56%**	-	56%	*	-	-	-	-	25%	*	60%	46%	55%	49%
At Meets Grade Level or Above	2025	54%	36%	**30%**	*	30%	*	-	-	-	-	8%	30%	33%	20%	29%	25%
	2024	54%	38%	**37%**	-	36%	*	-	-	-	-	15%	*	40%	28%	34%	28%
At Masters Grade Level	2025	23%	8%	**3%**	*	3%	*	-	-	-	-	1%	10%	3%	2%	3%	2%
	2024	22%	9%	**4%**	-	4%	*	-	-	-	-	3%	*	5%	3%	4%	2%
All Grades Mathematics																	
At Approaches Grade Level or Above	2025	72%	65%	**67%**	*	67%	-	-	-	-	-	58%	*	68%	64%	67%	65%
	2024	72%	64%	**65%**	-	65%	*	-	-	-	-	58%	*	65%	64%	64%	61%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2025	45%	32%	**15%**	*	15%	-	-	-	-	-	19%	*	13%	19%	14%	15%
	2024	43%	28%	**7%**	-	7%	*	-	-	-	-	10%	*	6%	8%	6%	6%
At Masters Grade Level	2025	20%	10%	**4%**	*	4%	-	-	-	-	-	8%	*	4%	7%	5%	5%
	2024	17%	7%	**1%**	-	1%	*	-	-	-	-	4%	*	1%	1%	1%	1%
All Grades Science																	
At Approaches Grade Level or Above	2025	78%	69%	**88%**	*	88%	*	-	-	-	-	67%	100%	91%	79%	88%	86%
	2024	75%	67%	**84%**	*	84%	*	-	-	-	-	70%	*	84%	84%	83%	82%
At Meets Grade Level or Above	2025	47%	31%	**44%**	*	44%	*	-	-	-	-	19%	50%	47%	36%	43%	42%
	2024	43%	27%	**35%**	*	35%	*	-	-	-	-	23%	*	38%	28%	32%	28%
At Masters Grade Level	2025	17%	7%	**7%**	*	7%	*	-	-	-	-	7%	17%	8%	5%	7%	6%
	2024	16%	5%	**5%**	*	6%	*	-	-	-	-	6%	*	6%	3%	5%	4%
All Grades Social Studies																	
At Approaches Grade Level or Above	2025	77%	76%	**93%**	-	93%	*	-	-	-	-	89%	-	94%	91%	93%	92%
	2024	78%	69%	**93%**	*	93%	-	-	-	-	-	78%	*	94%	90%	92%	88%
At Meets Grade Level or Above	2025	50%	35%	**50%**	-	50%	*	-	-	-	-	27%	-	54%	34%	50%	42%
	2024	51%	34%	**53%**	*	52%	-	-	-	-	-	28%	*	59%	36%	50%	36%
At Masters Grade Level	2025	27%	11%	**16%**	-	15%	*	-	-	-	-	14%	-	17%	9%	16%	10%
	2024	27%	12%	**18%**	*	18%	-	-	-	-	-	6%	*	24%	3%	16%	8%

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)	G/T
School Progress - Annual Growth by Grade and Subject																		
End of Course English I	2025	63%	55%	**55%**	*	56%	*	-	-	-	-	23%	58%	57%	51%	54%	50%	93%
	2024	64%	54%	**54%**	-	54%	*	-	-	-	-	46%	*	55%	51%	54%	51%	---
End of Course English II	2025	65%	58%	**58%**	*	58%	-	-	-	-	-	30%	*	58%	56%	57%	58%	55%
	2024	69%	59%	**59%**	-	59%	*	-	-	-	-	46%	-	61%	54%	58%	54%	---
End of Course Algebra I	2025	74%	75%	**65%**	*	65%	-	-	-	-	-	73%	*	63%	68%	64%	67%	*
	2024	72%	49%	**34%**	-	34%	*	-	-	-	-	47%	*	31%	46%	35%	35%	---
All Grades Both Subjects	2025	65%	62%	**59%**	*	59%	*	-	-	-	-	41%	55%	59%	57%	58%	58%	67%
	2024	64%	56%	**50%**	-	50%	*	-	-	-	-	46%	*	50%	51%	50%	48%	---
All Grades ELA/Reading	2025	67%	60%	**57%**	*	57%	*	-	-	-	-	27%	63%	58%	53%	56%	55%	68%
	2024	67%	60%	**56%**	-	57%	*	-	-	-	-	46%	*	57%	53%	56%	53%	---
All Grades Mathematics	2025	64%	63%	**65%**	*	65%	-	-	-	-	-	73%	*	63%	68%	64%	67%	*
	2024	60%	52%	**34%**	-	34%	*	-	-	-	-	47%	*	31%	46%	35%	35%	---
School Progress - Accelerated Learning by Grade and Subject																		
End of Course English I	2025	23%	9%	**9%**	*	9%	-	-	-	-	-	0%	*	6%	13%	9%	5%	-
	2024	20%	9%	**9%**	-	9%	-	-	-	-	-	9%	-	7%	15%	6%	4%	---
End of Course English II	2025	29%	22%	**22%**	-	22%	-	-	-	-	-	7%	*	26%	10%	22%	17%	*
	2024	29%	21%	**21%**	-	21%	-	-	-	-	-	5%	-	25%	13%	21%	23%	---
End of Course Algebra I	2025	54%	52%	**44%**	-	44%	-	-	-	-	-	41%	*	46%	33%	45%	43%	-
	2024	55%	39%	**34%**	-	34%	-	-	-	-	-	27%	*	29%	50%	33%	32%	---
All Grades Both Subjects	2025	33%	35%	**26%**	*	26%	-	-	-	-	-	15%	20%	28%	17%	25%	21%	*
	2024	32%	30%	**21%**	-	21%	-	-	-	-	-	12%	*	20%	23%	20%	19%	---
All Grades ELA/Reading	2025	31%	30%	**18%**	*	18%	-	-	-	-	-	4%	*	20%	11%	17%	13%	*
	2024	30%	26%	**16%**	-	16%	-	-	-	-	-	7%	-	16%	14%	15%	15%	---
All Grades Mathematics	2025	35%	41%	**44%**	-	44%	-	-	-	-	-	41%	*	46%	33%	45%	43%	-
	2024	35%	35%	**34%**	-	34%	-	-	-	-	-	27%	*	29%	50%	33%	32%	---

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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2025	75%	66%	**69%**	-	-	-	-	-	-	59%	-	59%	-	66%	80%	60%	99%
	2024	75%	65%	**69%**	-	-	-	-	-	-	61%	-	61%	-	67%	82%	62%	95%
At Meets Grade Level or Above	2025	50%	34%	**33%**	-	-	-	-	-	-	19%	-	19%	-	31%	42%	22%	82%
	2024	48%	33%	**34%**	-	-	-	-	-	-	21%	-	21%	-	33%	50%	23%	72%
At Masters Grade Level	2025	21%	9%	**6%**	-	-	-	-	-	-	2%	-	2%	-	5%	8%	3%	20%
	2024	20%	8%	**6%**	-	-	-	-	-	-	1%	-	1%	-	5%	12%	2%	25%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2025	76%	64%	**55%**	-	-	-	-	-	-	40%	-	40%	-	55%	74%	43%	100%
	2024	76%	64%	**56%**	-	-	-	-	-	-	47%	-	47%	-	51%	73%	48%	94%
At Meets Grade Level or Above	2025	54%	36%	**30%**	-	-	-	-	-	-	15%	-	15%	-	31%	45%	18%	90%
	2024	54%	38%	**37%**	-	-	-	-	-	-	24%	-	24%	-	34%	59%	26%	77%
At Masters Grade Level	2025	23%	8%	**3%**	-	-	-	-	-	-	1%	-	1%	-	0%	5%	1%	13%
	2024	22%	9%	**4%**	-	-	-	-	-	-	1%	-	1%	-	3%	10%	1%	20%
All Grades Mathematics																		
At Approaches Grade Level or Above	2025	72%	65%	**67%**	-	-	-	-	-	-	63%	-	63%	-	62%	69%	63%	96%
	2024	72%	64%	**65%**	-	-	-	-	-	-	61%	-	61%	-	59%	76%	61%	70%
At Meets Grade Level or Above	2025	45%	32%	**15%**	-	-	-	-	-	-	11%	-	11%	-	18%	15%	13%	30%
	2024	43%	28%	**7%**	-	-	-	-	-	-	4%	-	4%	-	11%	11%	5%	10%

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2025	20%	10%	**4%**	-	-	-	-	-	-	4%	-	4%	-	9%	4%	5%	4%
	2024	17%	7%	**1%**	-	-	-	-	-	-	0%	-	0%	-	3%	1%	1%	10%
All Grades Science																		
At Approaches Grade Level or Above	2025	78%	69%	**88%**	-	-	-	-	-	-	84%	-	84%	-	84%	93%	84%	100%
	2024	75%	67%	**84%**	-	-	-	-	-	-	79%	-	79%	-	91%	89%	81%	100%
At Meets Grade Level or Above	2025	47%	31%	**44%**	-	-	-	-	-	-	30%	-	30%	-	44%	46%	33%	100%
	2024	43%	27%	**35%**	-	-	-	-	-	-	23%	-	23%	-	42%	51%	26%	76%
At Masters Grade Level	2025	17%	7%	**7%**	-	-	-	-	-	-	2%	-	2%	-	9%	12%	4%	16%
	2024	16%	5%	**5%**	-	-	-	-	-	-	3%	-	3%	-	5%	9%	3%	18%
All Grades Social Studies																		
At Approaches Grade Level or Above	2025	77%	76%	**93%**	-	-	-	-	-	-	90%	-	90%	-	94%	94%	90%	100%
	2024	78%	69%	**93%**	-	-	-	-	-	-	88%	-	88%	-	88%	100%	88%	98%
At Meets Grade Level or Above	2025	50%	35%	**50%**	-	-	-	-	-	-	33%	-	33%	-	35%	60%	33%	84%
	2024	51%	34%	**53%**	-	-	-	-	-	-	30%	-	30%	-	46%	75%	33%	76%
At Masters Grade Level	2025	27%	11%	**16%**	-	-	-	-	-	-	5%	-	5%	-	18%	18%	6%	38%
	2024	27%	12%	**18%**	-	-	-	-	-	-	3%	-	3%	-	19%	32%	6%	34%
School Progress - Annual Growth																		
All Grades Both Subjects	2025	65%	62%	**59%**	-	-	-	-	-	-	52%	-	52%	-	64%	60%	54%	77%
	2024	64%	56%	**50%**	-	-	-	-	-	-	45%	-	45%	-	48%	56%	46%	69%
All Grades ELA/Reading	2025	67%	60%	**57%**	-	-	-	-	-	-	48%	-	48%	-	60%	61%	51%	74%
	2024	67%	60%	**56%**	-	-	-	-	-	-	49%	-	49%	-	59%	65%	50%	75%

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades Mathematics	2025	64%	63%	**65%**	-	-	-	-	-	-	62%	-	62%	-	74%	56%	64%	100%
	2024	60%	52%	**34%**	-	-	-	-	-	-	37%	-	37%	-	25%	34%	35%	29%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2025	33%	35%	**26%**	-	-	-	-	-	-	18%	-	18%	-	26%	47%	20%	*
	2024	32%	30%	**21%**	-	-	-	-	-	-	21%	-	21%	-	9%	27%	19%	*
All Grades ELA/Reading	2025	31%	30%	**18%**	-	-	-	-	-	-	12%	-	12%	-	18%	50%	13%	-
	2024	30%	26%	**16%**	-	-	-	-	-	-	15%	-	15%	-	11%	19%	15%	*
All Grades Mathematics	2025	35%	41%	**44%**	-	-	-	-	-	-	38%	-	38%	-	42%	43%	39%	*
	2024	35%	35%	**34%**	-	-	-	-	-	-	38%	-	38%	-	0%	40%	32%	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2025 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**99%**	*	99%	*	-	-	-	-	99%	100%	98%	99%	99%	99%
Included in Accountability	93%	91%	**85%**	*	85%	*	-	-	-	-	93%	87%	87%	80%	86%	83%
Not Included in Accountability: Mobile	4%	3%	**2%**	*	2%	*	-	-	-	-	0%	9%	1%	4%	1%	1%
Not Included in Accountability: Other Exclusions	2%	5%	**12%**	*	12%	*	-	-	-	-	5%	4%	11%	15%	12%	15%
Not Tested	1%	1%	**1%**	*	1%	*	-	-	-	-	1%	0%	2%	1%	1%	1%
Absent	1%	1%	**1%**	*	1%	*	-	-	-	-	1%	0%	0%	1%	1%	0%
Other	0%	0%	**1%**	*	1%	*	-	-	-	-	0%	0%	1%	0%	1%	0%
Reading																
Assessment Participant	99%	100%	**100%**	*	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	91%	88%	**80%**	*	80%	*	-	-	-	-	90%	83%	80%	79%	80%	76%
Not Included in Accountability: Mobile	4%	2%	**1%**	*	1%	*	-	-	-	-	0%	8%	0%	4%	0%	1%
Not Included in Accountability: Other Exclusions	4%	9%	**19%**	*	19%	*	-	-	-	-	10%	8%	20%	17%	19%	24%
Not Tested	1%	0%	**0%**	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	98%	**93%**	*	93%	-	-	-	-	-	96%	*	92%	96%	93%	96%
Included in Accountability	94%	93%	**88%**	*	87%	-	-	-	-	-	96%	*	91%	77%	88%	89%
Not Included in Accountability: Mobile	4%	3%	**1%**	*	1%	-	-	-	-	-	0%	*	0%	3%	0%	1%
Not Included in Accountability: Other Exclusions	1%	2%	**5%**	*	5%	-	-	-	-	-	0%	*	0%	17%	4%	6%
Not Tested	1%	2%	**7%**	*	7%	-	-	-	-	-	4%	*	8%	4%	7%	4%
Absent	1%	1%	**2%**	*	2%	-	-	-	-	-	4%	*	1%	3%	2%	1%
Other	0%	1%	**5%**	*	5%	-	-	-	-	-	0%	*	7%	1%	5%	2%
Science																
Assessment Participant	99%	99%	**99%**	*	99%	*	-	-	-	-	96%	100%	99%	98%	99%	99%
Included in Accountability	94%	94%	**92%**	*	92%	*	-	-	-	-	96%	100%	98%	78%	93%	92%
Not Included in Accountability: Mobile	4%	3%	**2%**	*	2%	*	-	-	-	-	0%	0%	1%	5%	1%	1%
Not Included in Accountability: Other Exclusions	1%	2%	**5%**	*	5%	*	-	-	-	-	0%	0%	0%	15%	4%	6%
Not Tested	1%	1%	**1%**	*	1%	*	-	-	-	-	4%	0%	1%	2%	1%	1%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	**1%**	*	1%	*	-	-	-	-	4%	0%	1%	1%	1%	1%
Other	0%	0%	**0%**	*	0%	*	-	-	-	-	0%	0%	0%	1%	0%	0%
Social Studies																
Assessment Participant	99%	98%	**100%**	-	100%	*	-	-	-	-	100%	*	100%	100%	100%	99%
Included in Accountability	94%	94%	**97%**	-	97%	*	-	-	-	-	100%	*	98%	91%	99%	97%
Not Included in Accountability: Mobile	4%	3%	**3%**	-	3%	*	-	-	-	-	0%	*	1%	9%	1%	2%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Not Tested	1%	2%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	1%
Absent	1%	2%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	1%
Other	0%	0%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	94%	54%	**54%**	-	54%	-	-	-	-	-	-	-	53%	60%	53%	45%
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	**95%**	*	95%	*	-	-	-	-	91%	100%	99%	87%	95%	96%
Included in Accountability	92%	89%	**82%**	*	82%	*	-	-	-	-	82%	91%	89%	67%	82%	80%
Not Included in Accountability: Mobile	4%	4%	**4%**	*	4%	*	-	-	-	-	2%	0%	0%	11%	4%	4%
Not Included in Accountability: Other Exclusions	2%	5%	**9%**	*	9%	*	-	-	-	-	7%	9%	9%	10%	10%	13%
Not Tested	1%	2%	**5%**	*	5%	*	-	-	-	-	9%	0%	1%	13%	5%	4%
Absent	1%	2%	**5%**	*	5%	*	-	-	-	-	8%	0%	1%	13%	4%	4%
Other	0%	0%	**0%**	*	0%	*	-	-	-	-	1%	0%	1%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	**96%**	*	96%	*	-	-	-	-	93%	100%	99%	88%	96%	96%
Included in Accountability	91%	86%	**76%**	*	76%	*	-	-	-	-	79%	80%	81%	63%	75%	72%
Not Included in Accountability: Mobile	4%	4%	**3%**	*	3%	*	-	-	-	-	1%	0%	0%	10%	3%	3%
Not Included in Accountability: Other Exclusions	4%	9%	**17%**	*	17%	*	-	-	-	-	13%	20%	18%	14%	17%	21%
Not Tested	1%	2%	**4%**	*	4%	*	-	-	-	-	7%	0%	1%	12%	4%	4%
Absent	1%	2%	**4%**	*	4%	*	-	-	-	-	6%	0%	0%	12%	4%	4%
Other	0%	0%	**0%**	*	0%	*	-	-	-	-	1%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	98%	**93%**	-	93%	*189	-	-	-	-	91%	*	98%	85%	94%	96%
Included in Accountability	93%	92%	**86%**	-	86%	*	-	-	-	-	89%	*	98%	64%	87%	88%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	5%	5%	**6%**	-	6%	*	-	-	-	-	2%	*	0%	15%	5%	5%
Not Included in Accountability: Other Exclusions	1%	2%	**2%**	-	2%	*	-	-	-	-	0%	*	0%	6%	2%	3%
Not Tested	1%	2%	**7%**	-	7%	*	-	-	-	-	9%	*	2%	15%	6%	4%
Absent	1%	1%	**6%**	-	6%	*	-	-	-	-	7%	*	1%	15%	5%	4%
Other	0%	0%	**1%**	-	1%	*	-	-	-	-	2%	*	1%	0%	1%	0%
Science																
Assessment Participant	99%	97%	**95%**	*	95%	*	-	-	-	-	87%	*	99%	88%	95%	96%
Included in Accountability	93%	91%	**89%**	*	89%	*	-	-	-	-	85%	*	98%	70%	89%	90%
Not Included in Accountability: Mobile	4%	4%	**4%**	*	4%	*	-	-	-	-	2%	*	0%	12%	4%	4%
Not Included in Accountability: Other Exclusions	1%	2%	**2%**	*	2%	*	-	-	-	-	0%	*	0%	7%	2%	3%
Not Tested	1%	3%	**5%**	*	5%	*	-	-	-	-	13%	*	1%	12%	5%	4%
Absent	1%	2%	**4%**	*	4%	*	-	-	-	-	11%	*	0%	12%	4%	4%
Other	0%	1%	**1%**	*	1%	*	-	-	-	-	2%	*	1%	0%	1%	0%
Social Studies																
Assessment Participant	99%	97%	**94%**	*	94%	-	-	-	-	-	83%	*	97%	88%	94%	94%
Included in Accountability	94%	93%	**92%**	*	92%	-	-	-	-	-	75%	*	96%	82%	92%	91%
Not Included in Accountability: Mobile	4%	3%	**3%**	*	3%	-	-	-	-	-	8%	*	1%	6%	2%	3%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	*	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Not Tested	1%	3%	**6%**	*	6%	-	-	-	-	-	17%	*	3%	12%	6%	6%
Absent	1%	3%	**6%**	*	6%	-	-	-	-	-	17%	*	3%	12%	6%	6%
Other	0%	0%	**0%**	*	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	*	*	-	*	-	-	-	-	-	-	-	-	*	*	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2023-24	93.6%	92.8%	**90.6%**	*	90.6%	*	-	-	*	-	88.8%	90.5%	90.5%
2022-23	93.3%	91.8%	**90.3%**	*	90.3%	*	-	-	-	-	89.3%	90.2%	90.6%
Chronic Absenteeism													
2023-24	19.0%	24.6%	**34.5%**	*	34.4%	*	-	-	*	-	42.6%	35.3%	34.5%
2022-23	20.3%	30.2%	**36.3%**	*	36.4%	*	-	-	-	-	46.0%	35.7%	36.6%
Annual Dropout Rate (Gr 7-8)													
2023-24	0.7%	0.4%	**-**	-	-	-	-	-	-	-	-	-	-
2022-23	0.8%	0.6%	**-**	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2023-24	1.9%	2.0%	**2.0%**	*	2.1%	*	-	-	*	-	3.0%	2.2%	2.4%
2022-23	2.0%	2.2%	**2.2%**	*	2.2%	*	-	-	-	-	3.2%	1.8%	3.3%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2024													
Graduated	90.7%	86.3%	**86.3%**	*	86.3%	-	-	-	-	-	83.3%	85.7%	82.4%
Received TxCHSE	0.3%	1.7%	**1.7%**	*	1.7%	-	-	-	-	-	0.0%	1.8%	0.9%
Continued HS	3.1%	2.1%	**2.1%**	*	2.1%	-	-	-	-	-	3.3%	2.2%	3.7%
Dropped Out	5.8%	10.0%	**10.0%**	*	10.0%	-	-	-	-	-	13.3%	10.3%	13.0%
Graduates and TxCHSE	91.1%	88.0%	**88.0%**	*	87.9%	-	-	-	-	-	83.3%	87.4%	83.3%
Graduates, TxCHSE, and Continuers	94.2%	90.0%	**90.0%**	100.0%	90.0%	-	-	-	-	-	86.7%	89.7%	87.0%
Class of 2023													
Graduated	90.3%	89.1%	**89.1%**	-	89.1%	-	-	-	-	-	80.0%	90.1%	83.2%
Received TxCHSE	0.3%	0.0%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
Continued HS	3.1%	1.3%	**1.3%**	-	1.3%	-	-	-	-	-	5.0%	1.5%	2.1%
Dropped Out	6.3%	9.6%	**9.6%**	-	9.6%	-	-	-	-	-	15.0%	8.4%	14.7%
Graduates and TxCHSE	90.6%	89.1%	**89.1%**	-	89.1%	-	-	-	-	-	80.0%	90.1%	83.2%
Graduates, TxCHSE, and Continuers	93.7%	90.4%	**90.4%**	-	90.4%	-	-	-	-	-	85.0%	91.6%	85.3%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	92.1%	90.8%	**90.8%**	-	90.8%	-	-	-	-	-	81.8%	92.1%	87.1%
Received TxCHSE	0.4%	0.4%	**0.4%**	-	0.4%	-	-	-	-	-	0.0%	0.5%	1.1%
Continued HS	1.0%	0.4%	**0.4%**	-	0.4%	-	-	-	-	-	4.5%	0.5%	0.0%
Dropped Out	6.5%	8.3%	**8.3%**	-	8.3%	-	-	-	-	-	13.6%	6.9%	11.8%
Graduates and TxCHSE	92.6%	91.3%	**91.3%**	-	91.3%	-	-	-	-	-	81.8%	92.6%	88.2%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.5%	91.7%	**91.7%**	-	91.7%	-	-	-	-	-	86.4%	93.1%	88.2%
Class of 2022													
Graduated	91.8%	86.0%	**86.0%**	-	86.0%	*	-	-	-	-	74.2%	84.6%	82.6%
Received TxCHSE	0.4%	0.7%	**0.7%**	-	0.7%	*	-	-	-	-	0.0%	0.8%	0.9%
Continued HS	1.0%	0.7%	**0.7%**	-	0.7%	*	-	-	-	-	6.5%	0.8%	0.9%
Dropped Out	6.8%	12.5%	**12.5%**	-	12.6%	*	-	-	-	-	19.4%	13.7%	15.6%
Graduates and TxCHSE	92.2%	86.7%	**86.7%**	-	86.7%	*	-	-	-	-	74.2%	85.5%	83.5%
Graduates, TxCHSE, and Continuers	93.2%	87.5%	**87.5%**	-	87.4%	*	-	-	-	-	80.6%	86.3%	84.4%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	92.2%	86.7%	**86.7%**	-	86.6%	*	-	-	-	-	80.0%	85.4%	84.3%
Received TxCHSE	0.5%	1.4%	**1.4%**	-	1.4%	*	-	-	-	-	0.0%	1.3%	1.9%
Continued HS	0.5%	0.4%	**0.4%**	-	0.4%	*	-	-	-	-	0.0%	0.4%	0.0%
Dropped Out	6.8%	11.5%	**11.5%**	-	11.6%	*	-	-	-	-	20.0%	12.9%	13.9%
Graduates and TxCHSE	92.7%	88.1%	**88.1%**	-	88.1%	*	-	-	-	-	80.0%	86.7%	86.1%
Graduates, TxCHSE, and Continuers	93.2%	88.5%	**88.5%**	-	88.4%	*	-	-	-	-	80.0%	87.1%	86.1%
Class of 2021													
Graduated	92.7%	90.0%	**90.0%**	*	89.9%	*	-	-	-	-	87.5%	89.3%	87.8%
Received TxCHSE	0.5%	0.4%	**0.4%**	*	0.4%	*	-	-	-	-	0.0%	0.5%	0.0%
Continued HS	0.5%	0.0%	**0.0%**	*	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Dropped Out	6.3%	9.6%	**9.6%**	*	9.7%	*	-	-	-	-	12.5%	10.2%	12.2%
Graduates and TxCHSE	93.2%	90.4%	**90.4%**	*	90.3%	*	-	-	-	-	87.5%	89.8%	87.8%
Graduates, TxCHSE, and Continuers	93.7%	90.4%	**90.4%**	*	90.3%	*	-	-	-	-	87.5%	89.8%	87.8%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2024	90.7%	83.5%	**83.5%**	*	83.5%	-	-	-	-	-	80.6%	83.4%	78.1%
Class of 2023	90.3%	87.3%	**87.3%**	-	87.3%	-	-	-	-	-	73.9%	88.0%	81.8%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2024	44.9%	*	*	-	*	-	-	-	-	-	-	*	*
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2024	11.0%	3.4%	**3.4%**	*	3.4%	-	-	-	-	-	12.0%	3.7%	3.4%
Class of 2023	4.3%	0.5%	**0.5%**	-	0.5%	-	-	-	-	-	0.0%	0.5%	1.3%
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2024	78.5%	86.0%	**86.0%**	*	85.9%	-	-	-	-	-	56.0%	85.3%	81.8%
Class of 2023	84.3%	82.4%	**82.4%**	-	82.4%	-	-	-	-	-	62.5%	82.4%	74.7%
Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	0.1%	0.0%	**0.0%**	*	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
Class of 2023	0.0%	0.0%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	89.5%	89.4%	**89.4%**	*	89.4%	-	-	-	-	-	68.0%	89.0%	85.4%
Class of 2023	88.6%	82.8%	**82.8%**	-	82.8%	-	-	-	-	-	62.5%	83.0%	75.9%
RHSP/DAP Graduates (Annual Rate)													
2023-24	24.6%	*	*	-	*	-	-	-	-	-	-	*	*
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2023-24	11.0%	5.0%	**5.0%**	*	5.1%	-	-	-	-	-	14.8%	5.0%	5.3%
2022-23	4.4%	1.4%	**1.4%**	-	1.4%	-	-	-	-	-	0.0%	1.1%	2.4%
FHSP-DLA Graduates (Annual Rate)													
2023-24	76.9%	84.4%	**84.4%**	*	84.3%	-	-	-	-	-	51.9%	84.0%	81.1%
2022-23	82.5%	77.8%	**77.8%**	-	77.8%	-	-	-	-	-	55.0%	77.9%	69.0%
Texas First-DLA Graduates (Annual Rate)													
2023-24	0.1%	0.0%	**0.0%**	*	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
2022-23	0.1%	0.0%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2023-24	87.8%	89.5%	**89.5%**	*	89.4%	-	-	-	-	-	66.7%	89.1%	86.5%
2022-23	86.8%	79.2%	**79.2%**	-	79.2%	-	-	-	-	-	55.0%	78.9%	71.4%

	Campus Count	Campus Percent	District Count	State Count
Graduates (2023-24 Annual Graduates)				
Total Graduates	219	100.0%	219	382,023
By Ethnicity:				
African American	1	0.5%	1	48,064
Hispanic	218	99.5%	218	200,942
White	0	0.0%	0	101,714
American Indian	0	0.0%	0	1,231
Asian	0	0.0%	0	19,746
Pacific Islander	0	0.0%	0	606
Two or More Races	0	0.0%	0	9,720
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	309
Recommended H.S. Program/Distinguished Achievement Program	1	0.5%	1	101
Foundation H.S. Program (No Endorsement)	23	10.5%	23	46,183
Foundation H.S. Program (Endorsement)	11	5.0%	11	42,042
Foundation H.S. Program (DLA)	184	84.0%	184	293,032
Texas First Early H.S. Completion Program (Texas First-DLA)	0	0.0%	0	356
Special Education Graduates	27	12.3%	27	35,935
Economically Disadvantaged Graduates	201	91.8%	201	211,984
Emergent Bilingual (EB)/English Learner (EL) Graduates	96	43.8%	96	56,967
At-Risk Graduates	166	75.8%	166	173,035
CTE Completers	108	49.3%	108	127,800

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2023-24	81.8%	77.2%	**77.2%**	*	77.1%	-	-	-	-	-	74.1%	76.6%	68.8%
2022-23	76.3%	53.7%	**53.7%**	-	53.7%	-	-	-	-	-	70.0%	51.1%	34.5%
College Ready Graduates													
College Ready (Annual Graduates)													
2023-24	70.0%	73.1%	**73.1%**	*	72.9%	-	-	-	-	-	70.4%	72.6%	64.6%
2022-23	61.9%	39.8%	**39.8%**	-	39.8%	-	-	-	-	-	55.0%	39.5%	25.0%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2023-24	69.5%	67.6%	**67.6%**	*	67.4%	-	-	-	-	-	29.6%	66.7%	57.3%
2022-23	62.8%	42.6%	**42.6%**	-	42.6%	-	-	-	-	-	10.0%	40.5%	25.0%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2023-24	63.2%	84.9%	**84.9%**	*	84.9%	-	-	-	-	-	63.0%	85.1%	82.3%
2022-23	54.3%	27.8%	**27.8%**	-	27.8%	-	-	-	-	-	15.0%	28.4%	17.9%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2023-24	57.4%	63.5%	**63.5%**	*	63.3%	-	-	-	-	-	29.6%	62.7%	54.2%
2022-23	48.4%	21.3%	**21.3%**	-	21.3%	-	-	-	-	-	0.0%	22.1%	8.3%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2023-24	21.0%	10.0%	**10.0%**	*	10.1%	-	-	-	-	-	0.0%	10.0%	10.4%
2022-23	20.4%	15.7%	**15.7%**	-	15.7%	-	-	-	-	-	0.0%	16.3%	8.3%
Associate Degree (Annual Graduates)													
2023-24	3.1%	0.0%	**0.0%**	*	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
2022-23	2.5%	0.0%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2023-24	25.1%	12.3%	**12.3%**	*	12.4%	-	-	-	-	-	0.0%	9.5%	3.1%
2022-23	23.6%	12.5%	**12.5%**	-	12.5%	-	-	-	-	-	0.0%	11.6%	0.0%
Onramps Course Credits (Annual Graduates)													
2023-24	5.7%	0.0%	**0.0%**	*	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
2022-23	4.8%	0.0%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2023-24	6.0%	8.2%	**8.2%**	*	8.3%	-	-	-	-	-	66.7%	8.5%	11.5%
2022-23	5.6%	5.1%	**5.1%**	-	5.1%	-	-	-	-	-	55.0%	4.2%	8.3%
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2023-24	38.1%	28.8%	**28.8%**	*	28.9%	-	-	-	-	-	33.3%	27.9%	21.9%

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2022-23	36.4%	27.3%	**27.3%**	-	27.3%	-	-	-	-	-	30.0%	24.2%	22.6%
Approved Industry-Based Certification (Annual Graduates)													
2023-24	34.9%	27.9%	**27.9%**	*	28.0%	-	-	-	-	-	25.9%	26.9%	21.9%
2022-23	33.4%	25.0%	**25.0%**	-	25.0%	-	-	-	-	-	15.0%	22.1%	22.6%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2023-24	1.1%	0.0%	**0.0%**	*	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
2022-23	0.8%	0.0%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2023-24	2.7%	0.9%	**0.9%**	*	0.9%	-	-	-	-	-	7.4%	1.0%	0.0%
2022-23	2.7%	1.4%	**1.4%**	-	1.4%	-	-	-	-	-	15.0%	1.1%	0.0%
U.S. Armed Forces Enlistment (Annual Graduates)													
2023-24	0.7%	0.0%	**0.0%**	*	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
2022-23	0.6%	1.4%	**1.4%**	-	1.4%	-	-	-	-	-	0.0%	1.6%	1.2%

- Indicates there are no students in the group.

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

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

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2023-24	20.1%	19.6%	**19.6%**	*	19.3%	-	-	-	-	-	0.0%	18.4%	6.3%
	2022-23	21.0%	25.9%	**25.9%**	-	25.9%	-	-	-	-	-	5.0%	25.3%	2.4%
Mathematics	2023-24	21.3%	12.8%	**12.8%**	*	12.4%	-	-	-	-	-	0.0%	11.9%	6.3%
	2022-23	19.9%	9.3%	**9.3%**	-	9.3%	-	-	-	-	-	5.0%	9.5%	4.8%
Both Subjects	2023-24	12.7%	9.6%	**9.6%**	*	9.2%	-	-	-	-	-	0.0%	9.0%	2.1%
	2022-23	12.5%	6.0%	**6.0%**	-	6.0%	-	-	-	-	-	0.0%	6.3%	0.0%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2023-24	26.6%	51.6%	**51.6%**	*	51.8%	-	-	-	-	-	29.6%	53.2%	54.2%
	2022-23	18.2%	14.4%	**14.4%**	-	14.4%	-	-	-	-	-	5.0%	13.7%	21.4%
Mathematics	2023-24	29.5%	79.0%	**79.0%**	*	78.9%	-	-	-	-	-	63.0%	80.1%	81.3%
	2022-23	20.2%	12.0%	**12.0%**	-	12.0%	-	-	-	-	-	10.0%	11.6%	14.3%
Both Subjects	2023-24	20.2%	48.4%	**48.4%**	*	48.6%	-	-	-	-	-	29.6%	50.2%	51.0%
	2022-23	12.5%	6.9%	**6.9%**	-	6.9%	-	-	-	-	-	0.0%	6.8%	8.3%
AP/IB-Results (Participation) (Grades 11-12)														
All Subjects	2024	25.7%	17.8%	**17.8%**	*	17.9%	-	-	-	*	-	6.4%	17.1%	12.7%
	2023	24.2%	22.1%	**22.1%**	*	22.1%	-	-	-	-	-	3.7%	21.8%	13.5%
English Language Arts	2024	14.6%	8.0%	**8.0%**	*	8.1%	-	-	-	*	-	2.1%	7.2%	3.6%
	2023	13.8%	6.0%	**6.0%**	*	6.0%	-	-	-	-	-	0.0%	6.2%	3.1%
Mathematics	2024	9.6%	2.0%	**2.0%**	*	2.0%	-	-	-	*	-	0.0%	1.9%	0.9%
	2023	7.4%	3.6%	**3.6%**	*	3.6%	-	-	-	-	-	0.0%	3.5%	1.6%
Science	2024	10.9%	0.7%	**0.7%**	*	0.7%	-	-	-	*	-	0.0%	0.7%	0.5%
	2023	10.3%	5.8%	**5.8%**	*	5.8%	-	-	-	-	-	0.0%	6.2%	2.1%
Social Studies	2024	13.7%	9.6%	**9.6%**	*	9.6%	-	-	-	*	-	4.3%	8.9%	5.9%
	2023	13.1%	13.2%	**13.2%**	*	13.2%	-	-	-	-	-	1.9%	12.7%	8.9%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2024	56.9%	20.0%	**20.0%**	-	20.0%	-	-	-	-	-	*	18.3%	32.1%
	2023	53.3%	10.1%	**10.1%**	-	10.1%	-	-	-	-	-	*	11.4%	11.5%
English Language Arts	2024	48.8%	5.6%	**5.6%**	-	5.6%	-	-	-	-	-	*	0.0%	0.0%
	2023	52.3%	7.4%	**7.4%**	-	7.4%	-	-	-	-	-	-	8.0%	0.0%
Mathematics	2024	53.4%	0.0%	**0.0%**	-	0.0%	-	-	-	-	-	-	0.0%	*
	2023	50.1%	0.0%	**0.0%**	-	0.0%	-	-	-	-	-	-	0.0%	*
Science	2024	46.1%	*	*	-	*	-	-	-	-	-	-	*	*
	2023	44.8%	15.4%	**15.4%**	-	15.4%	-	-	-	-	-	-	16.0%	*

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2024	56.8%	4.7%	**4.7%**	-	4.7%	-	-	-	-	-	*	5.4%	7.7%
	2023	42.0%	1.7%	**1.7%**	-	1.7%	-	-	-	-	-	*	2.0%	0.0%
SAT/ACT Results (Annual Graduates)														
Tested	2023-24	79.1%	93.2%	**93.2%**	*	92.7%	-	-	-	?	-	88.9%	92.6%	93.8%
	2022-23	79.3%	90.7%	**90.7%**	-	90.7%	-	-	-	-	-	65.0%	91.6%	91.8%
At/Above Criterion for All Examinees	2023-24	28.8%	4.9%	**4.9%**	*	4.5%	-	-	-	*	-	0.0%	3.2%	0.0%
	2022-23	28.9%	8.7%	**8.7%**	-	8.7%	-	-	-	-	-	0.0%	8.6%	0.0%
Average SAT Score (Annual Graduates)														
All Subjects	2023-24	975	830	**830**	*	829	-	-	-	*	-	725	823	790
	2022-23	978	848	**848**	-	848	-	-	-	-	-	731	844	777
English Language Arts and Writing	2023-24	496	425	**425**	*	424	-	-	-	*	-	368	421	403
	2022-23	497	425	**425**	-	425	-	-	-	-	-	366	423	382
Mathematics	2023-24	479	406	**406**	*	405	-	-	-	*	-	357	403	387
	2022-23	482	423	**423**	-	423	-	-	-	-	-	365	421	395
Average ACT Score (Annual Graduates)														
All Subjects	2023-24	19.3	*	*	-	*	-	-	-	-	-	-	*	-
	2022-23	19.2	16.5	**16.5**	-	16.5	-	-	-	-	-	13.0	16.0	14.5
English Language Arts	2023-24	19.0	*	*	-	*	-	-	-	-	-	-	*	-
	2022-23	18.8	16.1	**16.1**	-	16.1	-	-	-	-	-	10.5	15.5	13.5
Mathematics	2023-24	19.0	*	*	-	*	-	-	-	-	-	-	*	-
	2022-23	18.9	16.1	**16.1**	-	16.1	-	-	-	-	-	15.0	15.7	15.0
Science	2023-24	19.6	*	*	-	*	-	-	-	-	-	-	*	-
	2022-23	19.5	17.6	**17.6**	-	17.6	-	-	-	-	-	17.0	17.1	15.5

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

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2023-24	45.7%	49.1%	**49.1%**	*	49.2%	*	-	-	*	-	21.4%	49.6%	41.6%
	2022-23	45.4%	43.9%	**43.9%**	*	43.9%	*	-	-	-	-	17.7%	44.6%	37.4%
English Language Arts	2023-24	17.8%	12.7%	**12.7%**	*	12.7%	*	-	-	-	-	5.0%	12.0%	6.6%
	2022-23	17.4%	12.1%	**12.1%**	*	12.2%	*	-	-	-	-	1.0%	11.8%	9.9%
Mathematics	2023-24	19.4%	17.4%	**17.4%**	*	17.4%	*	-	-	-	-	9.6%	17.4%	10.6%
	2022-23	19.5%	15.7%	**15.7%**	*	15.7%	*	-	-	-	-	5.8%	16.0%	10.7%
Science	2023-24	21.9%	14.5%	**14.5%**	*	14.4%	*	-	-	-	-	8.4%	14.0%	9.2%
	2022-23	21.5%	11.6%	**11.6%**	*	11.6%	*	-	-	-	-	1.9%	11.9%	6.5%
Social Studies	2023-24	24.5%	19.7%	**19.7%**	*	19.7%	*	-	-	*	-	5.1%	19.6%	12.6%
	2022-23	24.0%	16.6%	**16.6%**	*	16.6%	*	-	-	-	-	2.9%	15.7%	10.6%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2022-23	***	***	***	***	***	***	***	***	***	***	***	***	***
	2021-22	47.6%	37.6%	**37.6%**	-	37.6%	-	-	-	-	-	11.5%	34.9%	32.2%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2022-23	***	***	***	***	***	***	***	***	***	***	***	***	***
	2021-22	53.6%	18.9%	**18.9%**	-	18.9%	-	-	-	-	-	0.0%	19.2%	10.3%

- Indicates there are no students in the group.
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? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.
*** TX IHE data not yet available.

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	**984**	**100.0%**	**2,922**	**5,530,499**	**985**	**100.0%**	**2,927**	**5,544,255**
Students by Grade								
Grade 9	233	23.7%	8.0%	8.3%	233	23.7%	8.0%	8.3%
Grade 10	298	30.3%	10.2%	7.9%	298	30.3%	10.2%	7.9%
Grade 11	234	23.8%	8.0%	7.4%	234	23.8%	8.0%	7.4%
Grade 12	219	22.3%	7.5%	7.0%	220	22.3%	7.5%	7.0%
Ethnic Distribution								
African American	3	0.3%	0.1%	12.8%	3	0.3%	0.1%	12.8%
Hispanic	978	99.4%	99.0%	53.5%	979	99.4%	99.0%	53.5%
White	3	0.3%	0.7%	24.4%	3	0.3%	0.7%	24.4%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	0	0.0%	0.0%	5.6%	0	0.0%	0.0%	5.6%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.1%	3.3%	0	0.0%	0.1%	3.3%
Sex								
Female	485	49.3%	48.7%	48.9%	486	49.3%	48.7%	48.8%
Male	499	50.7%	51.3%	51.1%	499	50.7%	51.3%	51.2%
Other Student Cohorts								
Economically Disadvantaged	936	95.1%	90.8%	60.5%	936	95.0%	90.8%	60.4%
Non-Educationally Disadvantaged	48	4.9%	9.2%	39.5%	49	5.0%	9.2%	39.6%
Section 504 Students	66	6.7%	4.5%	6.8%	66	6.7%	4.5%	6.8%
EB Students/EL	569	57.8%	60.8%	24.3%	570	57.9%	60.8%	24.3%
Students w/ Disciplinary Placements (2023-24)	46	4.2%	2.7%	2.1%				
Students w/ Dyslexia	12	1.2%	2.7%	6.4%	12	1.2%	2.7%	6.4%
Foster Care	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Homeless	18	1.8%	2.7%	1.4%	19	1.9%	2.7%	1.4%
Immigrant	33	3.4%	2.4%	3.5%	33	3.4%	2.4%	3.5%
Migrant	4	0.4%	0.4%	0.2%	4	0.4%	0.4%	0.2%
Title I	984	100.0%	100.0%	66.6%	985	100.0%	100.0%	66.5%
Military Connected	30	3.0%	2.9%	4.1%	30	3.0%	2.9%	4.1%
At-Risk	779	79.2%	79.4%	53.5%	780	79.2%	79.3%	53.5%
Students by Instructional Program								
Bilingual/ESL Education	471	47.9%	52.6%	24.3%	472	47.9%	52.6%	24.3%
Career and Technical Education	803	81.6%	29.8%	27.7%	-	-	-	-
Career and Technical Education (9-12 grades only)	803	81.6%	81.6%	74.0%	-	-	-	-
Gifted and Talented Education	83	8.4%	6.2%	8.7%	83	8.4%	6.2%	8.7%
Special Education	125	12.7%	16.4%	15.3%	125	12.7%	16.4%	15.5%

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	**124**							
Students with Intellectual Disabilities	84	67.7%	51.6%	48.3%				
Students with Physical Disabilities	9	7.3%	26.4%	17.0%				
Students with Autism	11	8.9%	8.4%	16.8%				
Students with Behavioral Disabilities	20	16.1%	11.7%	16.3%				
Students with Non-Categorical Early Childhood	0	0.0%	1.9%	1.6%				
Mobility (2023-24)								
Total Mobile Students	**115**	**10.6%**	**11.3%**	**16.4%**				
African American	1	0.1%	0.1%	3.3%				
Hispanic	113	10.4%	11.2%	8.9%				
White	0	0.0%	0.0%	2.9%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.5%				
Pacific Islander	1	0.1%	0.0%	0.0%				
Two or More Races	0	0.0%	0.0%	0.6%				
Special Ed Students who are Mobile	14	10.2%	9.0%	17.3%				
Count and Percent of EB Students/EL who are Mobile	71	11.2%	11.3%	17.9%				
Count and Percent of Econ Dis Students who are Mobile	96	9.6%	10.7%	19.0%				
Student Attrition (2023-24)								
Total Student Attrition	**109**	**13.3%**	**11.9%**	**18.0%**				

	Non-Special Education Rates			Special Education Rates		
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade						
Grade 9	2.2%	2.2%	7.3%	0.0%	0.0%	11.0%

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

Class Size Information	Campus	District	State
Secondary			
English/Language Arts	21.0	17.5	16.4
Foreign Languages	21.2	20.3	18.9
Mathematics	19.6	20.1	17.8

Class Size Information	Campus	District	State
Science	23.6	23.6	18.9
Social Studies	24.3	23.6	18.9

	Campus			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	**74.3**	**100.0%**	**100.0%**	**100.0%**
Professional Staff	67.5	90.8%	49.5%	63.8%
Teachers	54.4	73.2%	35.0%	48.3%
Professional Support	6.8	9.2%	8.6%	10.8%
Campus Administration (School Leadership)	6.3	8.4%	4.3%	3.4%
Educational Aides	6.8	9.2%	9.6%	10.7%
Librarians and Counselors (Headcount)				
Full-time Librarians	1.0	n/a	1.0	4,125.0
Part-time Librarians	0.0	n/a	2.0	583.0
Full-time Counselors	3.0	n/a	8.0	13,704.0
Part-time Counselors	0.0	n/a	2.0	1,298.0
Total Minority Staff	**68.0**	**91.5%**	**97.7%**	**55.3%**
Teachers by Ethnicity				
African American	0.8	1.5%	1.0%	12.8%
Hispanic	49.3	90.6%	94.9%	31.0%
White	3.3	6.1%	3.5%	52.2%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	2.2%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	1.0	1.8%	0.6%	1.3%
Teachers by Sex				
Males	25.5	46.8%	26.4%	24.6%
Females	29.0	53.2%	73.6%	75.4%
Teachers by Highest Degree Held				
No Degree	4.5	8.2%	2.7%	2.4%
Bachelors	30.2	55.5%	69.7%	71.4%
Masters	18.9	34.8%	27.1%	25.4%
Doctorate	0.8	1.5%	0.5%	0.8%
Teachers by Years of Experience				
Beginning Teachers	0.0	0.0%	1.5%	7.3%
1-5 Years Experience	13.0	23.8%	21.8%	28.3%
6-10 Years Experience	11.5	21.2%	22.9%	19.7%
11-20 Years Experience	18.3	33.5%	37.7%	27.6%
21-30 Years Experience	10.9	20.0%	14.5%	14.1%
Over 30 Years Experience	0.8	1.5%	1.5%	3.0%
Number of Students per Teacher	18.1	n/a	17.7	15.0

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	5.0	3.7	6.0
Average Years Experience of Principals with District	2.0	3.2	5.1
Average Years Experience of Assistant Principals	3.7	3.4	5.1
Average Years Experience of Assistant Principals with District	1.3	2.4	4.3
Average Years Experience of Teachers	12.8	12.5	11.2
Average Years Experience of Teachers with District	7.9	9.3	7.0
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	-	$69,767	$55,689
1-5 Years Experience	$75,552	$73,895	$59,266
6-10 Years Experience	$76,640	$75,323	$62,607
11-20 Years Experience	$78,663	$77,864	$66,353
21-30 Years Experience	$84,424	$84,241	$70,976
Over 30 Years Experience	$92,596	$84,098	$75,042
Average Actual Salaries (regular duties only)			
Teachers	$78,857	$77,316	$63,751
Professional Support	$77,283	$85,008	$75,909
Campus Administration (School Leadership)	$83,782	$89,590	$88,786
Instructional Staff Percent	n/a	51.7%	64.8%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,637.7

	Campus			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served)				
Bilingual/ESL Education	0.1	0.2%	25.5%	6.3%
Career and Technical Education	8.5	15.6%	6.0%	5.5%
Compensatory Education	0.0	0.0%	0.0%	2.6%
Gifted and Talented Education	0.0	0.0%	0.1%	1.6%
Regular Education	35.3	64.9%	50.6%	69.0%
Special Education	6.8	12.5%	14.7%	11.4%
Other	3.7	6.8%	3.1%	3.6%

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

Link to: PEIMS Financial Standard Reports 2023-24 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

2024-25 Texas Academic Performance Report (TAPR)

District Name: SAN ELIZARIO ISD

Campus Name: ANN M GARCIA-ENRIQUEZ MIDDLE

Campus Number: 071904041

2025 Campus Accountability Score: B

Distinction Designations:

Top 25 Percent: Comparative Closing the Gaps

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 7 Reading																	
At Approaches Grade Level or Above	2025	76%	71%	**71%**	-	71%	-	-	-	-	-	45%	91%	71%	73%	71%	64%
	2024	74%	58%	**58%**	-	59%	*	-	-	-	-	25%	*	59%	55%	57%	52%
At Meets Grade Level or Above	2025	54%	38%	**38%**	-	38%	-	-	-	-	-	9%	36%	41%	31%	37%	29%
	2024	54%	30%	**30%**	-	30%	*	-	-	-	-	7%	*	32%	21%	27%	24%
At Masters Grade Level	2025	27%	9%	**9%**	-	9%	-	-	-	-	-	0%	9%	10%	6%	9%	5%
	2024	29%	9%	**9%**	-	9%	*	-	-	-	-	0%	*	11%	2%	6%	7%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2025	55%	44%	**44%**	-	44%	-	-	-	-	-	38%	57%	45%	41%	44%	35%
	2024	56%	46%	**46%**	-	46%	*	-	-	-	-	17%	*	48%	40%	44%	43%
At Meets Grade Level or Above	2025	33%	15%	**15%**	-	15%	-	-	-	-	-	12%	29%	14%	18%	14%	9%
	2024	34%	23%	**23%**	-	23%	*	-	-	-	-	10%	*	22%	26%	22%	21%
At Masters Grade Level	2025	11%	2%	**2%**	-	2%	-	-	-	-	-	0%	0%	2%	3%	2%	0%
	2024	11%	3%	**3%**	-	3%	*	-	-	-	-	0%	*	3%	2%	2%	2%
Grade 8 Reading																	
At Approaches Grade Level or Above	2025	82%	79%	**79%**	-	79%	*	-	-	-	-	50%	*	81%	73%	77%	72%
	2024	81%	77%	**77%**	*	77%	*	-	-	-	-	42%	80%	81%	59%	76%	72%
At Meets Grade Level or Above	2025	58%	45%	**45%**	-	45%	*	-	-	-	-	9%	*	48%	35%	40%	33%
	2024	56%	42%	**42%**	*	42%	*	-	-	-	-	29%	40%	46%	23%	41%	36%
At Masters Grade Level	2025	32%	18%	**18%**	-	18%	*	-	-	-	-	0%	*	21%	8%	15%	11%
	2024	29%	9%	**9%**	*	9%	*	-	-	-	-	0%	20%	10%	5%	9%	8%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2025	71%	76%	**76%**	-	76%	*	-	-	-	-	50%	83%	77%	72%	74%	73%
	2024	72%	53%	**53%**	*	53%	-	-	-	-	-	41%	*	54%	50%	53%	54%
At Meets Grade Level or Above	2025	47%	46%	**46%**	-	46%	*	-	-	-	-	17%	83%	49%	37%	44%	41%
	2024	43%	12%	**12%**	*	12%	-	-	-	-	-	16%	*	14%	3%	12%	11%
At Masters Grade Level	2025	18%	11%	**11%**	-	11%	*	-	-	-	-	7%	33%	13%	5%	9%	10%
	2024	16%	1%	**1%**	*	1%	-	-	-	-	-	3%	*	1%	0%	1%	0%
Grade 8 Science																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2025	74%	67%	**67%**	-	67%	*	-	-	-	-	34%	*	66%	71%	64%	59%
	2024	70%	60%	**60%**	*	60%	*	-	-	-	-	31%	40%	62%	49%	58%	57%
At Meets Grade Level or Above	2025	48%	34%	**34%**	-	34%	*	-	-	-	-	9%	*	36%	29%	32%	29%
	2024	44%	25%	**25%**	*	25%	*	-	-	-	-	19%	40%	27%	15%	25%	21%
At Masters Grade Level	2025	19%	11%	**11%**	-	11%	*	-	-	-	-	6%	*	11%	8%	10%	9%
	2024	17%	5%	**5%**	*	6%	*	-	-	-	-	3%	20%	7%	0%	5%	4%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2025	58%	52%	**52%**	-	52%	*	-	-	-	-	29%	*	53%	50%	48%	46%
	2024	60%	38%	**38%**	*	38%	*	-	-	-	-	22%	40%	41%	23%	37%	33%
At Meets Grade Level or Above	2025	32%	15%	**15%**	-	15%	*	-	-	-	-	10%	*	15%	15%	13%	9%
	2024	33%	10%	**10%**	*	10%	*	-	-	-	-	13%	0%	12%	3%	9%	6%
At Masters Grade Level	2025	17%	5%	**5%**	-	6%	*	-	-	-	-	6%	*	4%	9%	4%	2%
	2024	17%	3%	**3%**	*	3%	*	-	-	-	-	3%	0%	4%	0%	3%	1%
End of Course Algebra I																	
At Approaches Grade Level or Above	2025	78%	73%	**98%**	-	98%	-	-	-	-	-	*	*	98%	100%	98%	98%
	2024	81%	71%	**98%**	-	98%	*	-	-	-	-	*	*	100%	89%	98%	98%
At Meets Grade Level or Above	2025	45%	31%	**91%**	-	91%	-	-	-	-	-	*	*	89%	100%	91%	93%
	2024	43%	22%	**89%**	-	89%	*	-	-	-	-	*	*	91%	78%	92%	93%
At Masters Grade Level	2025	27%	20%	**73%**	-	73%	-	-	-	-	-	*	*	68%	92%	75%	72%
	2024	24%	12%	**61%**	-	62%	*	-	-	-	-	*	*	62%	56%	63%	57%
All Grades All Subjects																	
At Approaches Grade Level or Above	2025	75%	66%	**68%**	-	68%	50%	-	-	-	-	42%	84%	68%	66%	65%	61%
	2024	75%	65%	**58%**	*	58%	50%	-	-	-	-	30%	68%	61%	48%	56%	54%
At Meets Grade Level or Above	2025	50%	34%	**36%**	-	36%	50%	-	-	-	-	12%	50%	38%	31%	34%	29%
	2024	48%	33%	**28%**	*	28%	25%	-	-	-	-	16%	36%	30%	18%	27%	24%
At Masters Grade Level	2025	21%	9%	**13%**	-	13%	0%	-	-	-	-	4%	18%	14%	11%	12%	10%
	2024	20%	8%	**8%**	*	8%	0%	-	-	-	-	2%	14%	9%	4%	8%	6%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2025	76%	64%	**75%**	-	75%	*	-	-	-	-	48%	93%	76%	73%	74%	68%
	2024	76%	64%	**68%**	*	68%	*	-	-	-	-	34%	89%	71%	57%	67%	63%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2025	54%	36%	**41%**	-	41%	*	-	-	-	-	9%	40%	44%	33%	39%	31%
	2024	54%	38%	**36%**	*	36%	*	-	-	-	-	19%	33%	40%	22%	34%	31%
At Masters Grade Level	2025	23%	8%	**13%**	-	13%	*	-	-	-	-	0%	13%	15%	7%	12%	8%
	2024	22%	9%	**9%**	*	9%	*	-	-	-	-	0%	11%	10%	3%	8%	7%
All Grades Mathematics																	
At Approaches Grade Level or Above	2025	72%	65%	**68%**	-	68%	*	-	-	-	-	45%	73%	69%	63%	66%	62%
	2024	72%	64%	**57%**	*	57%	*	-	-	-	-	31%	78%	59%	49%	56%	55%
At Meets Grade Level or Above	2025	45%	32%	**42%**	-	42%	*	-	-	-	-	17%	60%	43%	38%	39%	37%
	2024	43%	28%	**30%**	*	30%	*	-	-	-	-	15%	56%	32%	23%	29%	28%
At Masters Grade Level	2025	20%	10%	**18%**	-	18%	*	-	-	-	-	6%	27%	19%	16%	17%	16%
	2024	17%	7%	**11%**	*	12%	*	-	-	-	-	3%	22%	13%	7%	11%	10%
All Grades Science																	
At Approaches Grade Level or Above	2025	78%	69%	**67%**	-	67%	*	-	-	-	-	34%	*	66%	71%	64%	59%
	2024	75%	67%	**60%**	*	60%	*	-	-	-	-	31%	40%	62%	49%	58%	57%
At Meets Grade Level or Above	2025	47%	31%	**34%**	-	34%	*	-	-	-	-	9%	*	36%	29%	32%	29%
	2024	43%	27%	**25%**	*	25%	*	-	-	-	-	19%	40%	27%	15%	25%	21%
At Masters Grade Level	2025	17%	7%	**11%**	-	11%	*	-	-	-	-	6%	*	11%	8%	10%	9%
	2024	16%	5%	**5%**	*	6%	*	-	-	-	-	3%	20%	7%	0%	5%	4%
All Grades Social Studies																	
At Approaches Grade Level or Above	2025	77%	76%	**52%**	-	52%	*	-	-	-	-	29%	*	53%	50%	48%	46%
	2024	78%	69%	**38%**	*	38%	*	-	-	-	-	22%	40%	41%	23%	37%	33%
At Meets Grade Level or Above	2025	50%	35%	**15%**	-	15%	*	-	-	-	-	10%	*	15%	15%	13%	9%
	2024	51%	34%	**10%**	*	10%	*	-	-	-	-	13%	0%	12%	3%	9%	6%
At Masters Grade Level	2025	27%	11%	**5%**	-	6%	*	-	-	-	-	6%	*	4%	9%	4%	2%
	2024	27%	12%	**3%**	*	3%	*	-	-	-	-	3%	0%	4%	0%	3%	1%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
7th Graders																	
Reading and Mathematics	2025	36%	26%	**26%**	-	26%	-	-	-	-	-	6%	27%	28%	21%	25%	19%
	2024	35%	15%	**15%**	-	15%	*	-	-	-	-	4%	*	17%	9%	14%	13%
Reading and Mathematics Including EOC	2025	38%	26%	**26%**	-	26%	-	-	-	-	-	6%	27%	28%	21%	25%	19%
	2024	36%	15%	**15%**	-	15%	*	-	-	-	-	4%	*	17%	9%	14%	13%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading Including EOC	2025	54%	38%	**38%**	-	38%	-	-	-	-	-	9%	36%	41%	31%	37%	29%
	2024	54%	30%	**30%**	-	30%	*	-	-	-	-	7%	*	32%	21%	27%	24%
Math Including EOC	2025	43%	34%	**34%**	-	34%	-	-	-	-	-	12%	55%	35%	31%	32%	28%
	2024	40%	23%	**23%**	-	23%	*	-	-	-	-	10%	*	22%	26%	22%	21%
8th Graders																	
Reading and Mathematics	2025	30%	16%	**16%**	-	15%	*	-	-	-	-	7%	*	16%	15%	13%	9%
	2024	28%	6%	**6%**	*	6%	-	-	-	-	-	17%	*	7%	0%	6%	6%
Reading and Mathematics Including EOC	2025	44%	35%	**35%**	-	35%	*	-	-	-	-	6%	*	38%	28%	31%	29%
	2024	41%	27%	**27%**	*	27%	*	-	-	-	-	19%	40%	29%	18%	28%	25%
Reading Including EOC	2025	59%	45%	**45%**	-	45%	*	-	-	-	-	9%	*	48%	35%	40%	33%
	2024	57%	42%	**42%**	*	42%	*	-	-	-	-	29%	40%	46%	23%	41%	36%
Math Including EOC	2025	51%	50%	**50%**	-	50%	*	-	-	-	-	22%	*	52%	45%	47%	46%
	2024	49%	36%	**36%**	*	36%	*	-	-	-	-	18%	60%	40%	21%	36%	34%
3rd - 8th Graders																	
Reading and Mathematics	2025	38%	23%	**22%**	-	22%	*	-	-	-	-	6%	31%	23%	18%	20%	15%
	2024	36%	21%	**11%**	*	11%	*	-	-	-	-	10%	17%	12%	5%	10%	10%
Reading and Mathematics Including EOC	2025	40%	26%	**31%**	-	30%	*	-	-	-	-	6%	33%	33%	24%	28%	24%
	2024	38%	24%	**21%**	*	21%	*	-	-	-	-	12%	33%	23%	13%	21%	19%
Reading Including EOC	2025	55%	39%	**41%**	-	41%	*	-	-	-	-	9%	40%	44%	33%	39%	31%
	2024	54%	39%	**36%**	*	36%	*	-	-	-	-	19%	33%	40%	22%	34%	31%
Math Including EOC	2025	46%	36%	**42%**	-	42%	*	-	-	-	-	17%	60%	43%	38%	39%	37%
	2024	45%	33%	**30%**	*	30%	*	-	-	-	-	15%	56%	32%	23%	29%	28%

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)	G/T
School Progress - Annual Growth by Grade and Subject																		
Grade 7 ELA/Reading	2025	64%	49%	**49%**	-	49%	-	-	-	-	-	48%	27%	50%	49%	50%	48%	59%
	2024	66%	42%	**42%**	-	42%	*	-	-	-	-	35%	*	42%	44%	42%	39%	---
Grade 7 Mathematics	2025	50%	32%	**32%**	-	32%	-	-	-	-	-	38%	29%	30%	38%	32%	26%	42%
	2024	49%	33%	**33%**	-	33%	*	-	-	-	-	14%	*	32%	35%	34%	30%	---
Grade 8 ELA/Reading	2025	72%	79%	**79%**	-	78%	*	-	-	-	-	63%	*	80%	74%	78%	74%	100%
	2024	69%	67%	**67%**	*	67%	*	-	-	-	-	47%	90%	69%	58%	67%	65%	---
Grade 8 Mathematics	2025	68%	74%	**74%**	-	75%	*	-	-	-	-	65%	75%	75%	71%	72%	73%	87%
	2024	66%	66%	**66%**	*	66%	-	-	-	-	-	60%	*	68%	61%	65%	68%	---
End of Course Algebra I	2025	74%	75%	**96%**	-	96%	-	-	-	-	-	*	*	95%	100%	96%	98%	93%
	2024	72%	49%	**95%**	-	94%	*	-	-	-	-	*	*	96%	83%	97%	95%	---
All Grades Both Subjects	2025	65%	62%	**63%**	-	63%	*	-	-	-	-	54%	47%	63%	61%	62%	59%	83%
	2024	64%	56%	**55%**	*	55%	25%	-	-	-	-	40%	81%	56%	50%	55%	54%	---
All Grades ELA/Reading	2025	67%	60%	**64%**	-	63%	*	-	-	-	-	55%	37%	64%	61%	63%	60%	81%
	2024	67%	60%	**55%**	*	56%	*	-	-	-	-	41%	67%	57%	51%	55%	53%	---
All Grades Mathematics	2025	64%	63%	**62%**	-	62%	*	-	-	-	-	52%	57%	62%	62%	60%	58%	84%
	2024	60%	52%	**55%**	*	55%	*	-	-	-	-	39%	94%	56%	50%	56%	55%	---
School Progress - Accelerated Learning by Grade and Subject																		
Grade 7 ELA/Reading	2025	25%	22%	**22%**	-	22%	-	-	-	-	-	30%	*	23%	20%	22%	21%	*
	2024	23%	13%	**13%**	-	14%	*	-	-	-	-	11%	-	11%	18%	13%	11%	---
Grade 7 Mathematics	2025	16%	17%	**17%**	-	17%	-	-	-	-	-	25%	-	15%	21%	17%	12%	-
	2024	14%	2%	**2%**	-	2%	-	-	-	-	-	0%	*	0%	7%	2%	0%	---
Grade 8 ELA/Reading	2025	40%	52%	**52%**	-	53%	*	-	-	-	-	38%	-	57%	38%	51%	49%	*
	2024	34%	40%	**40%**	*	41%	-	-	-	-	-	17%	*	46%	26%	40%	36%	---
Grade 8 Mathematics	2025	42%	59%	**59%**	-	60%	*	-	-	-	-	40%	*	57%	62%	57%	56%	-
	2024	44%	47%	**47%**	-	47%	-	-	-	-	-	27%	*	47%	45%	47%	51%	---
End of Course Algebra I	2025	54%	52%	**100%**	-	100%	-	-	-	-	-	*	-	100%	*	100%	100%	*
	2024	55%	39%	*	-	*	-	-	-	-	-	-	*	*	-	*	*	---
All Grades Both Subjects	2025	33%	35%	**45%**	-	45%	*	-	-	-	-	35%	*	46%	41%	44%	41%	*
	2024	32%	30%	**32%**	*	32%	*	-	-	-	-	16%	57%	34%	26%	32%	32%	---
All Grades ELA/Reading	2025	31%	30%	**39%**	-	40%	*	-	-	-	-	34%	*	42%	31%	39%	36%	*
	2024	30%	26%	**28%**	*	29%	*	-	-	-	-	14%	*	31%	22%	29%	25%	---
All Grades Mathematics	2025	35%	41%	**50%**	-	50%	*	-	-	-	-	36%	*	50%	50%	49%	46%	*
	2024	35%	35%	**35%**	-	35%	-	-	-	-	-	19%	*	36%	29%	34%	37%	---

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

\- Indicates there are no students in the group.

--- First reported in 2025.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2025	75%	66%	**68%**	-	-	-	-	-	-	56%	-	56%	-	58%	81%	56%	94%
	2024	75%	65%	**58%**	-	-	-	-	-	-	51%	-	51%	-	55%	67%	52%	93%
At Meets Grade Level or Above	2025	50%	34%	**36%**	-	-	-	-	-	-	22%	-	22%	-	29%	51%	23%	71%
	2024	48%	33%	**28%**	-	-	-	-	-	-	21%	-	21%	-	28%	36%	22%	63%
At Masters Grade Level	2025	21%	9%	**13%**	-	-	-	-	-	-	7%	-	7%	-	8%	19%	7%	33%
	2024	20%	8%	**8%**	-	-	-	-	-	-	5%	-	5%	-	6%	12%	6%	24%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2025	76%	64%	**75%**	-	-	-	-	-	-	63%	-	63%	-	66%	91%	63%	100%
	2024	76%	64%	**68%**	-	-	-	-	-	-	59%	-	59%	-	65%	83%	61%	100%
At Meets Grade Level or Above	2025	54%	36%	**41%**	-	-	-	-	-	-	22%	-	22%	-	28%	63%	23%	88%
	2024	54%	38%	**36%**	-	-	-	-	-	-	26%	-	26%	-	36%	49%	28%	83%
At Masters Grade Level	2025	23%	8%	**13%**	-	-	-	-	-	-	4%	-	4%	-	6%	23%	4%	40%
	2024	22%	9%	**9%**	-	-	-	-	-	-	5%	-	5%	-	5%	12%	5%	39%
All Grades Mathematics																		
At Approaches Grade Level or Above	2025	72%	65%	**68%**	-	-	-	-	-	-	58%	-	58%	-	58%	80%	58%	93%
	2024	72%	64%	**57%**	-	-	-	-	-	-	53%	-	53%	-	54%	61%	54%	89%
At Meets Grade Level or Above	2025	45%	32%	**42%**	-	-	-	-	-	-	29%	-	29%	-	45%	52%	31%	78%
	2024	43%	28%	**30%**	-	-	-	-	-	-	24%	-	24%	-	33%	34%	26%	67%

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2025	20%	10%	**18%**	-	-	-	-	-	-	12%	-	12%	-	15%	21%	12%	45%
	2024	17%	7%	**11%**	-	-	-	-	-	-	9%	-	9%	-	11%	14%	9%	28%
All Grades Science																		
At Approaches Grade Level or Above	2025	78%	69%	**67%**	-	-	-	-	-	-	54%	-	54%	-	57%	83%	54%	95%
	2024	75%	67%	**60%**	-	-	-	-	-	-	53%	-	53%	-	61%	67%	55%	100%
At Meets Grade Level or Above	2025	47%	31%	**34%**	-	-	-	-	-	-	22%	-	22%	-	21%	44%	22%	73%
	2024	43%	27%	**25%**	-	-	-	-	-	-	19%	-	19%	-	26%	33%	21%	56%
At Masters Grade Level	2025	17%	7%	**11%**	-	-	-	-	-	-	8%	-	8%	-	0%	13%	7%	23%
	2024	16%	5%	**5%**	-	-	-	-	-	-	4%	-	4%	-	3%	11%	3%	11%
All Grades Social Studies																		
At Approaches Grade Level or Above	2025	77%	76%	**52%**	-	-	-	-	-	-	42%	-	42%	-	43%	61%	42%	82%
	2024	78%	69%	**38%**	-	-	-	-	-	-	30%	-	30%	-	37%	49%	32%	78%
At Meets Grade Level or Above	2025	50%	35%	**15%**	-	-	-	-	-	-	8%	-	8%	-	0%	27%	7%	27%
	2024	51%	34%	**10%**	-	-	-	-	-	-	5%	-	5%	-	11%	19%	6%	22%
At Masters Grade Level	2025	27%	11%	**5%**	-	-	-	-	-	-	2%	-	2%	-	0%	12%	2%	9%
	2024	27%	12%	**3%**	-	-	-	-	-	-	0%	-	0%	-	5%	11%	1%	0%
School Progress - Annual Growth																		
All Grades Both Subjects	2025	65%	62%	**63%**	-	-	-	-	-	-	56%	-	56%	-	61%	70%	57%	79%
	2024	64%	56%	**55%**	-	-	-	-	-	-	52%	-	52%	-	58%	59%	53%	69%
All Grades ELA/Reading	2025	67%	60%	**64%**	-	-	-	-	-	-	57%	-	57%	-	61%	70%	58%	79%
	2024	67%	60%	**55%**	-	-	-	-	-	-	51%	-	51%	-	56%	62%	52%	69%

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades Mathematics	2025	64%	63%	**62%**	-	-	-	-	-	-	54%	-	54%	-	61%	70%	55%	80%
	2024	60%	52%	**55%**	-	-	-	-	-	-	53%	-	53%	-	60%	55%	54%	69%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2025	33%	35%	**45%**	-	-	-	-	-	-	40%	-	40%	-	42%	61%	41%	*
	2024	32%	30%	**32%**	-	-	-	-	-	-	32%	-	32%	-	24%	33%	31%	*
All Grades ELA/Reading	2025	31%	30%	**39%**	-	-	-	-	-	-	36%	-	36%	-	40%	58%	36%	-
	2024	30%	26%	**28%**	-	-	-	-	-	-	26%	-	26%	-	13%	47%	25%	*
All Grades Mathematics	2025	35%	41%	**50%**	-	-	-	-	-	-	46%	-	46%	-	44%	63%	45%	*
	2024	35%	35%	**35%**	-	-	-	-	-	-	38%	-	38%	-	32%	25%	37%	*

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2025 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**99%**	-	99%	100%	-	-	-	-	99%	100%	100%	98%	99%	99%
Included in Accountability	93%	91%	**93%**	-	93%	100%	-	-	-	-	94%	100%	99%	79%	93%	92%
Not Included in Accountability: Mobile	4%	3%	**3%**	-	3%	0%	-	-	-	-	2%	0%	0%	10%	3%	3%
Not Included in Accountability: Other Exclusions	2%	5%	**3%**	-	3%	0%	-	-	-	-	3%	0%	0%	8%	3%	4%
Not Tested	1%	1%	**1%**	-	1%	0%	-	-	-	-	1%	0%	0%	2%	1%	1%
Absent	1%	1%	**1%**	-	1%	0%	-	-	-	-	1%	0%	0%	2%	1%	1%
Other	0%	0%	**0%**	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**100%**	-	100%	*	-	-	-	-	99%	100%	100%	99%	99%	100%
Included in Accountability	91%	88%	**93%**	-	93%	*	-	-	-	-	93%	100%	99%	80%	93%	92%
Not Included in Accountability: Mobile	4%	2%	**3%**	-	3%	*	-	-	-	-	3%	0%	0%	9%	3%	3%
Not Included in Accountability: Other Exclusions	4%	9%	**3%**	-	3%	*	-	-	-	-	3%	0%	0%	10%	3%	5%
Not Tested	1%	0%	**0%**	-	0%	*	-	-	-	-	1%	0%	0%	1%	1%	0%
Absent	1%	0%	**0%**	-	0%	*	-	-	-	-	1%	0%	0%	1%	1%	0%
Other	0%	0%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	98%	**100%**	-	100%	*	-	-	-	-	100%	100%	100%	98%	100%	100%
Included in Accountability	94%	93%	**94%**	-	94%	*	-	-	-	-	94%	100%	99%	80%	93%	93%
Not Included in Accountability: Mobile	4%	3%	**3%**	-	3%	*	-	-	-	-	3%	0%	0%	10%	3%	3%
Not Included in Accountability: Other Exclusions	1%	2%	**3%**	-	3%	*	-	-	-	-	3%	0%	0%	8%	3%	4%
Not Tested	1%	2%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	2%	0%	0%
Absent	1%	1%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	2%	0%	0%
Other	0%	1%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**100%**	-	99%	*	-	-	-	-	100%	*	100%	98%	99%	99%
Included in Accountability	94%	94%	**94%**	-	94%	*	-	-	-	-	97%	*	100%	80%	93%	92%
Not Included in Accountability: Mobile	4%	3%	**4%**	-	4%	*	-	-	-	-	0%	*	0%	12%	4%	4%
Not Included in Accountability: Other Exclusions	1%	2%	**2%**	-	2%	*	-	-	-	-	3%	*	0%	7%	2%	3%
Not Tested	1%	1%	**1%**	-	1%	*	-	-	-	-	0%	*	0%	2%	1%	1%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	**1%**	-	1%	*	-	-	-	-	0%	*	0%	2%	1%	1%
Other	0%	0%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	98%	**97%**	-	97%	*	-	-	-	-	97%	*	98%	95%	97%	96%
Included in Accountability	94%	94%	**92%**	-	91%	*	-	-	-	-	94%	*	98%	77%	91%	89%
Not Included in Accountability: Mobile	4%	3%	**4%**	-	4%	*	-	-	-	-	0%	*	0%	12%	4%	4%
Not Included in Accountability: Other Exclusions	1%	1%	**2%**	-	2%	*	-	-	-	-	3%	*	0%	7%	2%	3%
Not Tested	1%	2%	**3%**	-	3%	*	-	-	-	-	3%	*	2%	5%	3%	4%
Absent	1%	2%	**3%**	-	3%	*	-	-	-	-	3%	*	2%	5%	3%	4%
Other	0%	0%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	**100%**	*	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	89%	**92%**	*	92%	100%	-	-	-	-	95%	93%	99%	73%	93%	92%
Not Included in Accountability: Mobile	4%	4%	**4%**	*	4%	0%	-	-	-	-	3%	7%	0%	13%	3%	2%
Not Included in Accountability: Other Exclusions	2%	5%	**4%**	*	4%	0%	-	-	-	-	2%	0%	0%	13%	3%	5%
Not Tested	1%	2%	**0%**	*	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%
Absent	1%	2%	**0%**	*	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	*	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	**100%**	*	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	91%	86%	**92%**	*	92%	*	-	-	-	-	92%	90%	99%	74%	93%	92%
Not Included in Accountability: Mobile	4%	4%	**4%**	*	4%	*	-	-	-	-	3%	10%	0%	13%	3%	2%
Not Included in Accountability: Other Exclusions	4%	9%	**4%**	*	4%	*	-	-	-	-	5%	0%	1%	14%	4%	6%
Not Tested	1%	2%	**0%**	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Absent	1%	2%	**0%**	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	98%	**100%**	*	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	92%	**92%**	*	92%	*	-	-	-	-	97%	90%	100%	73%	93%	93%
Not Included in Accountability: Mobile	5%	5%	**4%**	*	4%	*	-	-	-	-	3%	10%	0%	14%	4%	2%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	2%	**4%**	*	4%	*	-	-	-	-	0%	0%	0%	13%	3%	5%
Not Tested	1%	2%	**0%**	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	97%	**99%**	*	99%	*	-	-	-	-	100%	100%	99%	98%	99%	98%
Included in Accountability	93%	91%	**92%**	*	92%	*	-	-	-	-	97%	100%	99%	72%	93%	92%
Not Included in Accountability: Mobile	4%	4%	**3%**	*	3%	*	-	-	-	-	3%	0%	0%	13%	3%	2%
Not Included in Accountability: Other Exclusions	1%	2%	**3%**	*	3%	*	-	-	-	-	0%	0%	0%	13%	2%	4%
Not Tested	1%	3%	**1%**	*	1%	*	-	-	-	-	0%	0%	1%	2%	1%	2%
Absent	1%	2%	**0%**	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Other	0%	1%	**1%**	*	1%	*	-	-	-	-	0%	0%	1%	2%	1%	2%
Social Studies																
Assessment Participant	99%	97%	**100%**	*	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	93%	**94%**	*	94%	*	-	-	-	-	97%	100%	100%	74%	95%	93%
Not Included in Accountability: Mobile	4%	3%	**3%**	*	3%	*	-	-	-	-	3%	0%	0%	13%	3%	2%
Not Included in Accountability: Other Exclusions	1%	1%	**3%**	*	3%	*	-	-	-	-	0%	0%	0%	13%	2%	4%
Not Tested	1%	3%	**0%**	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Absent	1%	3%	**0%**	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2023-24	93.6%	92.8%	**93.8%**	*	93.8%	*	-	-	-	-	91.4%	93.7%	93.8%
2022-23	93.3%	91.8%	**92.7%**	*	92.7%	*	-	-	-	-	90.1%	92.6%	93.3%
Chronic Absenteeism													
2023-24	19.0%	24.6%	**20.4%**	*	20.6%	*	-	-	-	-	32.4%	20.9%	20.6%
2022-23	20.3%	30.2%	**24.4%**	*	24.3%	*	-	-	-	-	32.5%	23.8%	22.0%
Annual Dropout Rate (Gr 7-8)													
2023-24	0.7%	0.4%	**0.4%**	*	0.4%	*	-	-	-	-	1.5%	0.5%	0.3%
2022-23	0.8%	0.6%	**0.6%**	*	0.6%	*	-	-	-	-	0.0%	0.6%	0.5%
Annual Dropout Rate (Gr 9-12)													
2023-24	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2022-23	2.0%	2.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2024													
Graduated	90.7%	86.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	10.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	91.1%	88.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	90.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023													
Graduated	90.3%	89.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	9.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	89.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	90.4%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	92.1%	90.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.5%	8.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	91.3%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.5%	91.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022													
Graduated	91.8%	86.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	12.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	86.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.2%	87.5%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	92.2%	86.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	11.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	88.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.2%	88.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	92.7%	90.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	9.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	90.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2024	90.7%	83.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	90.3%	87.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2024	44.9%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2024	11.0%	3.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	4.3%	0.5%	-	-	220	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2024	78.5%	86.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	84.3%	82.4%	-	-	-	-	-	-	-	-	-	-	-
Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	0.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	89.5%	89.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	88.6%	82.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2023-24	24.6%	*	-	-	-	-	-	-	-	-	-	-	-
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2023-24	11.0%	5.0%	-	-	-	-	-	-	-	-	-	-	-
2022-23	4.4%	1.4%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2023-24	76.9%	84.4%	-	-	-	-	-	-	-	-	-	-	-
2022-23	82.5%	77.8%	-	-	-	-	-	-	-	-	-	-	-
Texas First-DLA Graduates (Annual Rate)													
2023-24	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2022-23	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2023-24	87.8%	89.5%	-	-	-	-	-	-	-	-	-	-	-
2022-23	86.8%	79.2%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2023-24 Annual Graduates)				
Total Graduates	-	-	219	382,023
By Ethnicity:				
African American	-	-	1	48,064
Hispanic	-	-	218	200,942
White	-	-	0	101,714
American Indian	-	-	0	1,231
Asian	-	-	0	19,746
Pacific Islander	-	-	0	606
Two or More Races	-	-	0	9,720
By Graduation Type:				
Minimum H.S. Program	-	-	0	309
Recommended H.S. Program/Distinguished Achievement Program	-	-	1	101
Foundation H.S. Program (No Endorsement)	-	-	23	46,183
Foundation H.S. Program (Endorsement)	-	-	11	42,042
Foundation H.S. Program (DLA)	-	-	184	293,032
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	0	356
Special Education Graduates	-	-	27	35,935
Economically Disadvantaged Graduates	-	-	201	211,984
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	96	56,967
At-Risk Graduates	-	-	166	173,035
CTE Completers	-	-	108	127,800

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	**408**	**100.0%**	**2,922**	**5,530,499**	**408**	**100.0%**	**2,927**	**5,544,255**
Students by Grade								
Grade 7	210	51.5%	7.2%	7.4%	210	51.5%	7.2%	7.4%
Grade 8	198	48.5%	6.8%	7.4%	198	48.5%	6.8%	7.4%
Ethnic Distribution								
African American	0	0.0%	0.1%	12.8%	0	0.0%	0.1%	12.8%
Hispanic	405	99.3%	99.0%	53.5%	405	99.3%	99.0%	53.5%
White	3	0.7%	0.7%	24.4%	3	0.7%	0.7%	24.4%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	0	0.0%	0.0%	5.6%	0	0.0%	0.0%	5.6%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.1%	3.3%	0	0.0%	0.1%	3.3%
Sex								
Female	197	48.3%	48.7%	48.9%	197	48.3%	48.7%	48.8%
Male	211	51.7%	51.3%	51.1%	211	51.7%	51.3%	51.2%
Other Student Cohorts								
Economically Disadvantaged	379	92.9%	90.8%	60.5%	379	92.9%	90.8%	60.4%
Non-Educationally Disadvantaged	29	7.1%	9.2%	39.5%	29	7.1%	9.2%	39.6%
Section 504 Students	30	7.4%	4.5%	6.8%	30	7.4%	4.5%	6.8%
EB Students/EL	246	60.3%	60.8%	24.3%	246	60.3%	60.8%	24.3%
Students w/ Disciplinary Placements (2023-24)	33	7.3%	2.7%	2.1%				
Students w/ Dyslexia	20	4.9%	2.7%	6.4%	20	4.9%	2.7%	6.4%
Foster Care	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Homeless	12	2.9%	2.7%	1.4%	12	2.9%	2.7%	1.4%
Immigrant	9	2.2%	2.4%	3.5%	9	2.2%	2.4%	3.5%
Migrant	4	1.0%	0.4%	0.2%	4	1.0%	0.4%	0.2%
Title I	408	100.0%	100.0%	66.6%	408	100.0%	100.0%	66.5%
Military Connected	11	2.7%	2.9%	4.1%	11	2.7%	2.9%	4.1%
At-Risk	318	77.9%	79.4%	53.5%	318	77.9%	79.3%	53.5%
Students by Instructional Program								
Bilingual/ESL Education	213	52.2%	52.6%	24.3%	213	52.2%	52.6%	24.3%
Career and Technical Education	67	16.4%	29.8%	27.7%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	81.6%	74.0%	-	-	-	-
Gifted and Talented Education	42	10.3%	6.2%	8.7%	42	10.3%	6.2%	8.7%
Special Education	67	16.4%	16.4%	15.3%	67	16.4%	16.4%	15.5%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	**67**							

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students with Intellectual Disabilities	49	73.1%	51.6%	48.3%				
Students with Physical Disabilities	*	*	26.4%	17.0%				
Students with Autism	*	*	8.4%	16.8%				
Students with Behavioral Disabilities	12	17.9%	11.7%	16.3%				
Students with Non-Categorical Early Childhood	0	0.0%	1.9%	1.6%				
Mobility (2023-24)								
Total Mobile Students	**55**	**12.1%**	**11.3%**	**16.4%**				
African American	0	0.0%	0.1%	3.3%				
Hispanic	55	12.1%	11.2%	8.9%				
White	0	0.0%	0.0%	2.9%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.0%	0.6%				
Special Ed Students who are Mobile	8	11.8%	9.0%	17.3%				
Count and Percent of EB Students/EL who are Mobile	38	11.8%	11.3%	17.9%				
Count and Percent of Econ Dis Students who are Mobile	48	11.4%	10.7%	19.0%				
Student Attrition (2023-24)								
Total Student Attrition	**22**	**10.9%**	**11.9%**	**18.0%**				

	Non-Special Education Rates			Special Education Rates		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade						
Grade 7	0.6%	0.6%	0.4%	0.0%	0.0%	0.5%
Grade 8	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%

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

Class Size Information	Campus	District	State
Secondary			
English/Language Arts	227	17.5	16.4
Foreign Languages		20.3	18.9
Mathematics		20.1	17.8

Class Size Information	Campus	District	State
Science	23.6	23.6	18.9
Social Studies	22.3	23.6	18.9

	Campus			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	**40.3**	**100.0%**	**100.0%**	**100.0%**
Professional Staff	32.8	81.5%	49.5%	63.8%
Teachers	26.7	66.2%	35.0%	48.3%
Professional Support	2.3	5.7%	8.6%	10.8%
Campus Administration (School Leadership)	3.8	9.5%	4.3%	3.4%
Educational Aides	7.5	18.5%	9.6%	10.7%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	1.0	4,125.0
Part-time Librarians	1.0	n/a	2.0	583.0
Full-time Counselors	1.0	n/a	8.0	13,704.0
Part-time Counselors	1.0	n/a	2.0	1,298.0
Total Minority Staff	**40.3**	**100.0%**	**97.7%**	**55.3%**
Teachers by Ethnicity				
African American	0.8	3.1%	1.0%	12.8%
Hispanic	25.9	96.9%	94.9%	31.0%
White	0.0	0.0%	3.5%	52.2%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	2.2%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.6%	1.3%
Teachers by Sex				
Males	7.6	28.4%	26.4%	24.6%
Females	19.1	71.6%	73.6%	75.4%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	2.7%	2.4%
Bachelors	20.5	76.7%	69.7%	71.4%
Masters	6.2	23.3%	27.1%	25.4%
Doctorate	0.0	0.0%	0.5%	0.8%
Teachers by Years of Experience				
Beginning Teachers	0.0	0.0%	1.5%	7.3%
1-5 Years Experience	6.7	25.0%	21.8%	28.3%
6-10 Years Experience	8.0	30.0%	22.9%	19.7%
11-20 Years Experience	7.0	26.4%	37.7%	27.6%
21-30 Years Experience	5.0	18.6%	14.5%	14.1%
Over 30 Years Experience	0.0	0.0%	1.5%	3.0%
Number of Students per Teacher	15.3	n/a	17.7	15.0

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	5.0	3.7	6.0
Average Years Experience of Principals with District	5.0	3.2	5.1
Average Years Experience of Assistant Principals	5.0	3.4	5.1
Average Years Experience of Assistant Principals with District	5.0	2.4	4.3
Average Years Experience of Teachers	12.2	12.5	11.2
Average Years Experience of Teachers with District	11.1	9.3	7.0
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	-	$69,767	$55,689
1-5 Years Experience	$74,059	$73,895	$59,266
6-10 Years Experience	$74,708	$75,323	$62,607
11-20 Years Experience	$80,304	$77,864	$66,353
21-30 Years Experience	$84,603	$84,241	$70,976
Over 30 Years Experience	-	$84,098	$75,042
Average Actual Salaries (regular duties only)			
Teachers	$77,868	$77,316	$63,751
Professional Support	$90,214	$85,008	$75,909
Campus Administration (School Leadership)	$87,224	$89,590	$88,786
Instructional Staff Percent	n/a	51.7%	64.8%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,637.7

	Campus			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served)				
Bilingual/ESL Education	1.2	4.6%	25.5%	6.3%
Career and Technical Education	1.4	5.3%	6.0%	5.5%
Compensatory Education	0.0	0.0%	0.0%	2.6%
Gifted and Talented Education	0.2	0.8%	0.1%	1.6%
Regular Education	19.2	71.9%	50.6%	69.0%
Special Education	3.3	12.4%	14.7%	11.4%
Other	1.4	5.1%	3.1%	3.6%

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

Link to: PEIMS Financial Standard Reports 2023-24 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

2024-25 Texas Academic Performance Report (TAPR)

District Name: SAN ELIZARIO ISD

Campus Name: L G ALARCON EL

Campus Number: 071904101

2025 Campus Accountability Score: D

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2025	77%	64%	**72%**	-	74%	*	-	-	-	-	39%	*	70%	89%	72%	73%
	2024	74%	64%	**61%**	-	61%	-	-	-	-	-	43%	*	65%	40%	61%	57%
At Meets Grade Level or Above	2025	52%	31%	**31%**	-	32%	*	-	-	-	-	6%	*	32%	22%	30%	38%
	2024	48%	37%	**41%**	-	41%	-	-	-	-	-	21%	*	43%	30%	41%	39%
At Masters Grade Level	2025	23%	6%	**3%**	-	3%	*	-	-	-	-	6%	*	4%	0%	2%	3%
	2024	21%	10%	**3%**	-	3%	-	-	-	-	-	0%	*	4%	0%	3%	4%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2025	71%	55%	**63%**	-	66%	*	-	-	-	-	18%	*	64%	56%	61%	67%
	2024	70%	51%	**55%**	-	55%	-	-	-	-	-	43%	*	57%	40%	54%	51%
At Meets Grade Level or Above	2025	46%	25%	**30%**	-	31%	*	-	-	-	-	0%	*	31%	22%	27%	38%
	2024	42%	22%	**30%**	-	30%	-	-	-	-	-	29%	*	28%	40%	29%	24%
At Masters Grade Level	2025	19%	3%	**2%**	-	2%	*	-	-	-	-	0%	*	2%	0%	2%	3%
	2024	15%	6%	**8%**	-	8%	-	-	-	-	-	14%	*	7%	10%	8%	8%
Grade 4 Reading																	
At Approaches Grade Level or Above	2025	81%	69%	**75%**	-	75%	-	-	-	-	-	57%	89%	83%	50%	75%	69%
	2024	81%	71%	**68%**	-	68%	*	-	-	-	-	38%	*	71%	54%	66%	64%
At Meets Grade Level or Above	2025	54%	35%	**34%**	-	34%	-	-	-	-	-	14%	11%	42%	13%	34%	33%
	2024	51%	43%	**40%**	-	41%	*	-	-	-	-	6%	*	44%	23%	38%	40%
At Masters Grade Level	2025	24%	8%	**9%**	-	9%	-	-	-	-	-	0%	11%	10%	6%	9%	8%
	2024	23%	15%	**13%**	-	13%	*	-	-	-	-	0%	*	14%	8%	12%	11%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2025	69%	55%	**56%**	-	56%	-	-	-	-	-	43%	78%	63%	38%	55%	53%
	2024	69%	62%	**67%**	-	66%	*	-	-	-	-	50%	*	71%	46%	66%	70%
At Meets Grade Level or Above	2025	47%	30%	**28%**	-	28%	-	-	-	-	-	14%	44%	31%	19%	30%	24%
	2024	46%	33%	**26%**	-	27%	*	-	-	-	-	19%	*	29%	15%	26%	28%
At Masters Grade Level	2025	24%	9%	**5%**	-	5%	-	-	-	-	-	14%	0%	6%	0%	5%	6%
	2024	21%	8%	**8%**	-	8%	*	-	-	-	-	0%	*	10%	0%	9%	8%
Grade 5 Reading																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2025	77%	65%	**60%**	-	60%	-	-	-	-	-	25%	57%	63%	46%	58%	54%
	2024	79%	69%	**73%**	-	73%	-	-	-	-	-	44%	*	73%	71%	73%	67%
At Meets Grade Level or Above	2025	58%	46%	**39%**	-	39%	-	-	-	-	-	6%	43%	44%	15%	36%	35%
	2024	55%	34%	**38%**	-	38%	-	-	-	-	-	22%	*	41%	29%	36%	31%
At Masters Grade Level	2025	30%	16%	**14%**	-	14%	-	-	-	-	-	0%	29%	17%	0%	14%	14%
	2024	29%	11%	**12%**	-	12%	-	-	-	-	-	22%	*	13%	12%	12%	10%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2025	74%	61%	**68%**	-	68%	-	-	-	-	-	63%	71%	70%	54%	67%	65%
	2024	77%	78%	**84%**	-	84%	-	-	-	-	-	78%	*	88%	71%	82%	78%
At Meets Grade Level or Above	2025	47%	28%	**30%**	-	30%	-	-	-	-	-	6%	29%	33%	15%	29%	32%
	2024	50%	42%	**48%**	-	48%	-	-	-	-	-	56%	*	48%	47%	48%	47%
At Masters Grade Level	2025	22%	6%	**4%**	-	4%	-	-	-	-	-	0%	0%	5%	0%	3%	4%
	2024	19%	7%	**5%**	-	5%	-	-	-	-	-	11%	*	5%	6%	6%	4%
Grade 5 Science																	
At Approaches Grade Level or Above	2025	65%	47%	**42%**	-	42%	-	-	-	-	-	0%	86%	45%	25%	40%	45%
	2024	58%	46%	**36%**	-	36%	-	-	-	-	-	33%	*	39%	24%	35%	31%
At Meets Grade Level or Above	2025	31%	12%	**8%**	-	8%	-	-	-	-	-	0%	0%	9%	0%	7%	7%
	2024	28%	17%	**8%**	-	8%	-	-	-	-	-	11%	*	9%	6%	9%	4%
At Masters Grade Level	2025	12%	4%	**4%**	-	4%	-	-	-	-	-	0%	0%	5%	0%	3%	4%
	2024	11%	3%	**1%**	-	1%	-	-	-	-	-	0%	*	2%	0%	2%	0%
Grade 6 Reading																	
At Approaches Grade Level or Above	2025	77%	68%	**73%**	-	73%	-	-	-	-	-	50%	*	80%	50%	71%	67%
	2024	77%	72%	**66%**	-	66%	-	-	-	-	-	23%	*	69%	54%	66%	57%
At Meets Grade Level or Above	2025	56%	40%	**39%**	-	39%	-	-	-	-	-	13%	*	44%	22%	38%	33%
	2024	57%	47%	**45%**	-	45%	-	-	-	-	-	8%	*	45%	46%	44%	29%
At Masters Grade Level	2025	29%	16%	**16%**	-	16%	-	-	-	-	-	13%	*	19%	6%	15%	11%
	2024	26%	15%	**19%**	-	19%	-	-	-	-	-	0%	*	19%	15%	18%	9%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2025	74%	83%	**84%**	-	84%	-	-	-	-	-	75%	*	88%	72%	83%	83%
	2024	72%	81%	**81%**	-	81%	-	-	-	-	-	58%	*	80%	85%	81%	75%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2025	40%	49%	**43%**	-	43%	-	-	-	-	-	25%	*	48%	28%	42%	40%
	2024	39%	41%	**33%**	-	33%	-	-	-	-	-	8%	*	33%	31%	32%	18%
At Masters Grade Level	2025	16%	16%	**12%**	-	12%	-	-	-	-	-	0%	*	12%	11%	14%	11%
	2024	14%	10%	**6%**	-	6%	-	-	-	-	-	0%	*	8%	0%	5%	2%
All Grades All Subjects																	
At Approaches Grade Level or Above	2025	75%	66%	**66%**	-	66%	17%	-	-	-	-	36%	82%	69%	52%	64%	63%
	2024	75%	65%	**66%**	-	66%	*	-	-	-	-	45%	70%	69%	54%	65%	61%
At Meets Grade Level or Above	2025	50%	34%	**31%**	-	32%	0%	-	-	-	-	7%	33%	35%	18%	30%	31%
	2024	48%	33%	**34%**	-	35%	*	-	-	-	-	19%	20%	36%	29%	34%	29%
At Masters Grade Level	2025	21%	9%	**8%**	-	8%	0%	-	-	-	-	3%	12%	9%	3%	8%	7%
	2024	20%	8%	**9%**	-	9%	*	-	-	-	-	4%	10%	9%	6%	9%	6%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2025	76%	64%	**70%**	-	70%	*	-	-	-	-	39%	82%	73%	55%	69%	65%
	2024	76%	64%	**67%**	-	67%	*	-	-	-	-	37%	89%	69%	57%	67%	61%
At Meets Grade Level or Above	2025	54%	36%	**36%**	-	36%	*	-	-	-	-	8%	36%	41%	18%	35%	35%
	2024	54%	38%	**41%**	-	41%	*	-	-	-	-	13%	22%	43%	32%	40%	34%
At Masters Grade Level	2025	23%	8%	**11%**	-	11%	*	-	-	-	-	4%	18%	13%	4%	10%	9%
	2024	22%	9%	**12%**	-	12%	*	-	-	-	-	4%	11%	13%	9%	12%	9%
All Grades Mathematics																	
At Approaches Grade Level or Above	2025	72%	65%	**68%**	-	69%	*	-	-	-	-	46%	82%	72%	55%	67%	67%
	2024	72%	64%	**72%**	-	72%	*	-	-	-	-	55%	67%	74%	62%	72%	68%
At Meets Grade Level or Above	2025	45%	32%	**33%**	-	33%	*	-	-	-	-	8%	41%	36%	21%	32%	33%
	2024	43%	28%	**34%**	-	34%	*	-	-	-	-	25%	22%	34%	34%	34%	29%
At Masters Grade Level	2025	20%	10%	**6%**	-	6%	*	-	-	-	-	2%	9%	6%	4%	6%	6%
	2024	17%	7%	**7%**	-	7%	*	-	-	-	-	6%	11%	8%	4%	7%	5%
All Grades Science																	
At Approaches Grade Level or Above	2025	78%	69%	**42%**	-	42%	-	-	-	-	-	0%	86%	45%	25%	40%	45%
	2024	75%	67%	**36%**	-	36%	-	-	-	-	-	33%	*	39%	24%	35%	31%
At Meets Grade Level or Above	2025	47%	31%	**8%**	-	8%	-	-	-	-	-	0%	0%	9%	0%	7%	7%
	2024	43%	27%	**8%**	-	8%	-	-	-	-	-	11%	*	9%	6%	9%	4%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2025	17%	7%	**4%**	-	4%	-	-	-	-	-	0%	0%	5%	0%	3%	4%
	2024	16%	5%	**1%**	-	1%	-	-	-	-	-	0%	*	2%	0%	2%	0%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2025	39%	18%	**20%**	-	21%	*	-	-	-	-	0%	*	22%	11%	18%	26%
	2024	35%	19%	**25%**	-	25%	-	-	-	-	-	21%	*	24%	30%	24%	22%
Reading and Mathematics Including EOC	2025	39%	18%	**20%**	-	21%	*	-	-	-	-	0%	*	22%	11%	18%	26%
	2024	35%	19%	**25%**	-	25%	-	-	-	-	-	21%	*	24%	30%	24%	22%
Reading Including EOC	2025	52%	31%	**31%**	-	32%	*	-	-	-	-	6%	*	32%	22%	30%	38%
	2024	48%	37%	**41%**	-	41%	-	-	-	-	-	21%	*	43%	30%	41%	39%
Math Including EOC	2025	46%	25%	**30%**	-	31%	*	-	-	-	-	0%	*	31%	22%	27%	38%
	2024	42%	22%	**30%**	-	30%	-	-	-	-	-	29%	*	28%	40%	29%	24%
4th Graders																	
Reading and Mathematics	2025	40%	20%	**19%**	-	19%	-	-	-	-	-	14%	11%	21%	13%	20%	18%
	2024	38%	25%	**21%**	-	21%	*	-	-	-	-	6%	*	24%	8%	21%	21%
Reading and Mathematics Including EOC	2025	40%	20%	**19%**	-	19%	-	-	-	-	-	14%	11%	21%	13%	20%	18%
	2024	38%	25%	**21%**	-	21%	*	-	-	-	-	6%	*	24%	8%	21%	21%
Reading Including EOC	2025	54%	35%	**34%**	-	34%	-	-	-	-	-	14%	11%	42%	13%	34%	33%
	2024	51%	43%	**40%**	-	41%	*	-	-	-	-	6%	*	44%	23%	38%	40%
Math Including EOC	2025	47%	30%	**28%**	-	28%	-	-	-	-	-	14%	44%	31%	19%	30%	24%
	2024	46%	33%	**26%**	-	27%	*	-	-	-	-	19%	*	29%	15%	26%	28%
5th Graders																	
Reading and Mathematics	2025	42%	25%	**23%**	-	23%	-	-	-	-	-	0%	29%	25%	15%	22%	23%
	2024	42%	28%	**32%**	-	32%	-	-	-	-	-	22%	*	32%	29%	30%	27%
Reading and Mathematics Including EOC	2025	42%	25%	**23%**	-	23%	-	-	-	-	-	0%	29%	25%	15%	22%	23%
	2024	42%	28%	**32%**	-	32%	-	-	-	-	-	22%	*	32%	29%	30%	27%
Reading Including EOC	2025	58%	46%	**39%**	-	39%	-	-	-	-	-	6%	43%	44%	15%	36%	35%
	2024	55%	34%	**38%**	-	38%	-	-	-	-	-	22%	*	41%	29%	36%	31%
Math Including EOC	2025	48%	28%	**30%**	-	30%	-	-	-	-	-	6%	29%	33%	15%	29%	32%
	2024	51%	42%	**48%**	-	48%	-	-	-	-	-	56%	*	48%	47%	48%	47%
6th Graders																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics	2025	37%	32%	**29%**	-	29%	-	-	-	-	-	13%	*	33%	17%	26%	26%
	2024	36%	32%	**29%**	-	29%	-	-	-	-	-	0%	*	29%	31%	28%	15%
Reading and Mathematics Including EOC	2025	37%	32%	**29%**	-	29%	-	-	-	-	-	13%	*	33%	17%	26%	26%
	2024	36%	32%	**29%**	-	29%	-	-	-	-	-	0%	*	29%	31%	28%	15%
Reading Including EOC	2025	56%	40%	**39%**	-	39%	-	-	-	-	-	13%	*	44%	22%	38%	33%
	2024	57%	47%	**45%**	-	45%	-	-	-	-	-	8%	*	45%	46%	44%	29%
Math Including EOC	2025	41%	49%	**43%**	-	43%	-	-	-	-	-	25%	*	48%	28%	42%	40%
	2024	40%	41%	**33%**	-	33%	-	-	-	-	-	8%	*	33%	31%	32%	18%
3rd - 8th Graders																	
Reading and Mathematics	2025	38%	23%	**23%**	-	23%	*	-	-	-	-	4%	23%	25%	14%	22%	23%
	2024	36%	21%	**27%**	-	27%	*	-	-	-	-	12%	11%	27%	25%	26%	21%
Reading and Mathematics Including EOC	2025	40%	26%	**23%**	-	23%	*	-	-	-	-	4%	23%	25%	14%	22%	23%
	2024	38%	24%	**27%**	-	27%	*	-	-	-	-	12%	11%	27%	25%	26%	21%
Reading Including EOC	2025	55%	39%	**36%**	-	36%	*	-	-	-	-	8%	36%	41%	18%	35%	35%
	2024	54%	39%	**41%**	-	41%	*	-	-	-	-	13%	22%	43%	32%	40%	34%
Math Including EOC	2025	46%	36%	**33%**	-	33%	*	-	-	-	-	8%	41%	36%	21%	32%	33%
	2024	45%	33%	**34%**	-	34%	*	-	-	-	-	25%	22%	34%	34%	34%	29%

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)	G/T
School Progress - Annual Growth by Grade and Subject																		
Grade 4 ELA/Reading	2025	70%	59%	**67%**	-	67%	-	-	-	-	-	64%	44%	70%	60%	69%	65%	*
	2024	67%	68%	**68%**	-	68%	*	-	-	-	-	57%	*	72%	50%	67%	68%	---
Grade 4 Mathematics	2025	65%	61%	**53%**	-	53%	-	-	-	-	-	50%	56%	51%	60%	55%	50%	*
	2024	60%	49%	**49%**	-	49%	*	-	-	-	-	50%	*	53%	33%	50%	52%	---
Grade 5 ELA/Reading	2025	69%	60%	**54%**	-	54%	-	-	-	-	-	22%	50%	55%	46%	53%	48%	100%
	2024	70%	67%	**68%**	-	68%	-	-	-	-	-	72%	*	71%	59%	68%	65%	---
Grade 5 Mathematics	2025	67%	56%	**55%**	-	55%	-	-	-	-	-	50%	36%	55%	54%	55%	52%	67%
	2024	65%	61%	**63%**	-	63%	-	-	-	-	-	72%	*	56%	84%	63%	66%	---
Grade 6 ELA/Reading	2025	64%	61%	**60%**	-	60%	-	-	-	-	-	50%	*	63%	50%	56%	55%	95%
	2024	61%	62%	**57%**	-	57%	-	-	-	-	-	42%	*	56%	62%	56%	49%	---
Grade 6 Mathematics	2025	56%	74%	**68%**	-	68%	-	-	-	-	-	44%	*	66%	72%	65%	71%	90%
	2024	48%	58%	**57%**	-	57%	-	-	-	-	-	25%	*	54%	73%	56%	52%	---
All Grades Both Subjects	2025	65%	62%	**59%**	-	59%	-	-	-	-	-	44%	55%	60%	58%	59%	57%	88%
	2024	64%	56%	**60%**	-	60%	*	-	-	-	-	51%	54%	60%	62%	60%	58%	---
All Grades ELA/Reading	2025	67%	60%	**60%**	-	60%	-	-	-	-	-	39%	55%	62%	52%	59%	56%	97%
	2024	67%	60%	**64%**	-	64%	*	-	-	-	-	56%	67%	66%	57%	63%	60%	---
All Grades Mathematics	2025	64%	63%	**59%**	-	59%	-	-	-	-	-	48%	55%	58%	63%	58%	57%	79%
	2024	60%	52%	**56%**	-	56%	*	-	-	-	-	47%	42%	54%	66%	57%	56%	---
School Progress - Accelerated Learning by Grade and Subject																		
Grade 4 ELA/Reading	2025	40%	39%	**52%**	-	52%	-	-	-	-	-	40%	*	56%	44%	52%	45%	-
	2024	38%	39%	**36%**	-	36%	-	-	-	-	-	25%	-	33%	43%	33%	32%	---
Grade 4 Mathematics	2025	27%	26%	**18%**	-	18%	-	-	-	-	-	*	*	22%	10%	17%	20%	-
	2024	26%	29%	**35%**	-	35%	-	-	-	-	-	25%	-	46%	*	35%	36%	---
Grade 5 ELA/Reading	2025	25%	29%	**11%**	-	11%	-	-	-	-	-	0%	*	10%	14%	12%	13%	-
	2024	35%	29%	**28%**	-	28%	-	-	-	-	-	29%	*	30%	20%	30%	25%	---
Grade 5 Mathematics	2025	35%	37%	**41%**	-	41%	-	-	-	-	-	40%	-	48%	25%	39%	40%	-
	2024	41%	47%	**53%**	-	53%	-	-	-	-	-	*	*	55%	50%	50%	47%	---
Grade 6 ELA/Reading	2025	27%	30%	**35%**	-	35%	-	-	-	-	-	40%	*	40%	20%	29%	31%	-
	2024	24%	25%	**9%**	-	9%	-	-	-	-	-	0%	-	6%	17%	9%	10%	---
Grade 6 Mathematics	2025	33%	44%	**54%**	-	54%	-	-	-	-	-	*	*	63%	40%	50%	58%	-
	2024	27%	26%	**30%**	-	30%	-	-	-	-	-	*	-	21%	50%	30%	28%	---
All Grades Both Subjects	2025	33%	35%	**33%**	-	33%	-	-	-	-	-	24%	50%	37%	25%	31%	32%	-
	2024	32%	30%	**31%**	-	31%	-	-	-	-	-	23%	*	30%	33%	31%	28%	---
All Grades ELA/Reading	2025	31%	30%	**32%**	-	32%	-	-	-	-	-	19%	*	33%	29%	30%	30%	-
	2024	30%	26%	**25%**	-	25%	-	-	-	-	-	17%	*	24%	28%	25%	22%	---
All Grades Mathematics	2025	35%	41%	**34%**	-	34%	-	-	-	-	-	31%	*	40%	22%	33%	35%	-
	2024	35%	35%	**39%**	-	39%	-	239	-	-	-	31%	*	39%	39%	38%	36%	---

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

\- Indicates there are no students in the group.

--- First reported in 2025.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2025	75%	66%	**66%**	60%	68%	-	-	58%	-	-	-	-	-	74%	72%	61%	100%
	2024	75%	65%	**66%**	58%	58%	-	-	57%	-	-	-	-	-	79%	77%	61%	*
At Meets Grade Level or Above	2025	50%	34%	**31%**	27%	27%	-	-	28%	-	-	-	-	-	40%	34%	28%	78%
	2024	48%	33%	**34%**	24%	21%	-	-	28%	-	-	-	-	-	50%	48%	28%	*
At Masters Grade Level	2025	21%	9%	**8%**	6%	10%	-	-	5%	-	-	-	-	-	12%	9%	6%	30%
	2024	20%	8%	**9%**	4%	3%	-	-	6%	-	-	-	-	-	13%	14%	6%	*
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2025	76%	64%	**70%**	60%	56%	-	-	61%	-	-	-	-	-	81%	81%	63%	100%
	2024	76%	64%	**67%**	58%	58%	-	-	59%	-	-	-	-	-	76%	82%	61%	*
At Meets Grade Level or Above	2025	54%	36%	**36%**	32%	22%	-	-	35%	-	-	-	-	-	38%	40%	31%	91%
	2024	54%	38%	**41%**	30%	24%	-	-	37%	-	-	-	-	-	53%	59%	34%	*
At Masters Grade Level	2025	23%	8%	**11%**	9%	7%	-	-	9%	-	-	-	-	-	13%	15%	8%	36%
	2024	22%	9%	**12%**	6%	6%	-	-	7%	-	-	-	-	-	18%	21%	8%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2025	72%	65%	**68%**	64%	80%	-	-	59%	-	-	-	-	-	75%	72%	65%	100%
	2024	72%	64%	**72%**	65%	74%	-	-	55%	-	-	-	-	-	85%	82%	68%	*
At Meets Grade Level or Above	2025	45%	32%	**33%**	29%	33%	-	-	28%	-	-	-	-	-	50%	33%	32%	60%
	2024	43%	28%	**34%**	24%	28%	-	-	20%	-	-	-	-	-	55%	48%	29%	*

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2025	20%	10%	**6%**	4%	13%	-	-	2%	-	-	-	-	-	13%	5%	5%	20%
	2024	17%	7%	**7%**	3%	2%	-	-	5%	-	-	-	-	-	12%	11%	5%	*
All Grades Science																		
At Approaches Grade Level or Above	2025	78%	69%	**42%**	45%	-	-	-	45%	-	-	-	-	-	44%	35%	43%	*
	2024	75%	67%	**36%**	23%	23%	-	-	-	-	-	-	-	-	67%	46%	31%	-
At Meets Grade Level or Above	2025	47%	31%	**8%**	6%	-	-	-	6%	-	-	-	-	-	11%	10%	4%	*
	2024	43%	27%	**8%**	0%	0%	-	-	-	-	-	-	-	-	22%	17%	4%	-
At Masters Grade Level	2025	17%	7%	**4%**	2%	-	-	-	2%	-	-	-	-	-	11%	5%	2%	*
	2024	16%	5%	**1%**	0%	0%	-	-	-	-	-	-	-	-	0%	4%	0%	-
School Progress - Annual Growth																		
All Grades Both Subjects	2025	65%	62%	**59%**	55%	59%	-	-	54%	-	-	-	-	-	58%	68%	55%	76%
	2024	64%	56%	**60%**	56%	55%	-	-	58%	-	-	-	-	-	70%	65%	58%	*
All Grades ELA/Reading	2025	67%	60%	**60%**	52%	45%	-	-	56%	-	-	-	-	-	61%	72%	53%	95%
	2024	67%	60%	**64%**	57%	54%	-	-	66%	-	-	-	-	-	72%	73%	60%	*
All Grades Mathematics	2025	64%	63%	**59%**	58%	74%	-	-	51%	-	-	-	-	-	55%	63%	57%	55%
	2024	60%	52%	**56%**	54%	56%	-	-	50%	-	-	-	-	-	67%	57%	56%	*
School Progress - Accelerated Learning																		
All Grades Both Subjects	2025	33%	35%	**33%**	31%	38%	-	-	29%	-	-	-	-	-	40%	38%	32%	-
	2024	32%	30%	**31%**	28%	25%	-	-	39%	-	-	-	-	-	27%	44%	28%	-
All Grades ELA/Reading	2025	31%	30%	**32%**	29%	27%	-	-	30%	-	-	-	-	-	33%	45%	30%	-
	2024	30%	26%	**25%**	21%	16%	-	-	36%	-	-	-	-	-	29%	38%	22%	-
All Grades Mathematics	2025	35%	41%	**34%**	34%	55%	-	-	29%	-	-	-	-	-	*	31%	35%	-
	2024	35%	35%	**39%**	38%	35%	-	-	44%	-	-	-	-	-	*	50%	36%	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2025 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**99%**	-	99%	100%	-	-	-	-	99%	100%	99%	99%	99%	99%
Included in Accountability	93%	91%	**95%**	-	95%	100%	-	-	-	-	94%	96%	98%	83%	96%	97%
Not Included in Accountability: Mobile	4%	3%	**4%**	-	4%	0%	-	-	-	-	5%	4%	1%	15%	3%	2%
Not Included in Accountability: Other Exclusions	2%	5%	**0%**	-	0%	0%	-	-	-	-	0%	0%	0%	1%	0%	0%
Not Tested	1%	1%	**1%**	-	1%	0%	-	-	-	-	1%	0%	1%	1%	1%	1%
Absent	1%	1%	**0%**	-	0%	0%	-	-	-	-	1%	0%	0%	1%	1%	1%
Other	0%	0%	**0%**	-	0%	0%	-	-	-	-	0%	0%	1%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**100%**	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	91%	88%	**95%**	-	95%	*	-	-	-	-	96%	96%	99%	82%	96%	97%
Not Included in Accountability: Mobile	4%	2%	**4%**	-	4%	*	-	-	-	-	4%	4%	0%	16%	3%	2%
Not Included in Accountability: Other Exclusions	4%	9%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	1%	0%	0%
Not Tested	1%	0%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	98%	**99%**	-	99%	*	-	-	-	-	98%	100%	99%	100%	99%	99%
Included in Accountability	94%	93%	**94%**	-	94%	*	-	-	-	-	92%	96%	98%	82%	95%	96%
Not Included in Accountability: Mobile	4%	3%	**4%**	-	4%	*	-	-	-	-	6%	4%	1%	16%	3%	2%
Not Included in Accountability: Other Exclusions	1%	2%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	1%	0%	0%
Not Tested	1%	2%	**1%**	-	1%	*	-	-	-	-	2%	0%	1%	0%	1%	1%
Absent	1%	1%	**1%**	-	1%	*	-	-	-	-	2%	0%	1%	0%	1%	1%
Other	0%	1%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**97%**	-	97%	-	-	-	-	-	100%	100%	98%	93%	99%	98%
Included in Accountability	94%	94%	**96%**	-	96%	-	-	-	-	-	94%	100%	98%	86%	97%	97%
Not Included in Accountability: Mobile	4%	3%	**1%**	-	1%	-	-	-	-	-	6%	0%	0%	7%	1%	2%
Not Included in Accountability: Other Exclusions	1%	2%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**3%**	-	3%	-	-	-	-	-	0%	0%	2%	7%	1%	2%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	**1%**	-	1%	-	-	-	-	-	0%	0%	0%	7%	1%	2%
Other	0%	0%	**1%**	-	1%	-	-	-	-	-	0%	0%	2%	0%	0%	0%
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	**100%**	-	100%	*	-	-	-	-	99%	100%	99%	100%	100%	100%
Included in Accountability	92%	89%	**93%**	-	93%	*	-	-	-	-	96%	95%	96%	81%	94%	93%
Not Included in Accountability: Mobile	4%	4%	**5%**	-	5%	*	-	-	-	-	3%	0%	3%	12%	4%	5%
Not Included in Accountability: Other Exclusions	2%	5%	**2%**	-	2%	*	-	-	-	-	0%	5%	0%	7%	2%	2%
Not Tested	1%	2%	**0%**	-	0%	*	-	-	-	-	1%	0%	1%	0%	0%	0%
Absent	1%	2%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	*	-	-	-	-	1%	0%	1%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	**100%**	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	91%	86%	**93%**	-	93%	*	-	-	-	-	96%	90%	96%	80%	94%	93%
Not Included in Accountability: Mobile	4%	4%	**5%**	-	5%	*	-	-	-	-	4%	0%	3%	14%	4%	5%
Not Included in Accountability: Other Exclusions	4%	9%	**2%**	-	2%	*	-	-	-	-	0%	10%	0%	6%	1%	2%
Not Tested	1%	2%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Absent	1%	2%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	98%	**99%**	-	99%	*	-	-	-	-	98%	100%	99%	100%	100%	100%
Included in Accountability	93%	92%	**93%**	-	93%	*	-	-	-	-	94%	100%	96%	80%	94%	93%
Not Included in Accountability: Mobile	5%	5%	**5%**	-	5%	*	-	-	-	-	4%	0%	3%	14%	4%	5%
Not Included in Accountability: Other Exclusions	1%	2%	**1%**	-	1%	*	-	-	-	-	0%	0%	0%	6%	1%	2%
Not Tested	1%	2%	**1%**	-	1%	*	-	-	-	-	2%	0%	1%	0%	0%	0%
Absent	1%	1%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	**1%**	-	1%	*	-	-	-	-	2%	0%	1%	0%	0%	0%
Science																
Assessment Participant	99%	97%	**100%**	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	93%	91%	**95%**	-	95%	-	-	-	-	-	100%	*	97%	89%	94%	92%
Not Included in Accountability: Mobile	4%	4%	**3%**	-	3%	-	-	-	-	-	0%	*	3%	0%	3%	4%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	2%	**3%**	-	3%	-	-	-	-	-	0%	*	0%	11%	3%	4%
Not Tested	1%	3%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Absent	1%	2%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	1%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2023-24	93.6%	92.8%	**95.6%**	-	95.6%	*	-	-	-	-	95.0%	95.5%	95.3%
2022-23	93.3%	91.8%	**94.0%**	-	94.0%	*	-	-	-	-	92.0%	93.9%	93.7%
Chronic Absenteeism													
2023-24	19.0%	24.6%	**9.8%**	-	9.8%	*	-	-	-	-	11.7%	9.8%	11.3%
2022-23	20.3%	30.2%	**18.3%**	-	18.1%	*	-	-	-	-	23.5%	19.0%	19.6%
Annual Dropout Rate (Gr 7-8)													
2023-24	0.7%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2022-23	0.8%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2023-24	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2022-23	2.0%	2.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2024													
Graduated	90.7%	86.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	10.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	91.1%	88.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	90.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023													
Graduated	90.3%	89.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	9.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	89.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	90.4%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	92.1%	90.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.5%	8.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	91.3%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.5%	91.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022													
Graduated	91.8%	86.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	12.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	86.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.2%	87.5%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	92.2%	86.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	11.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	88.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.2%	88.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	92.7%	90.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	9.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	90.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2024	90.7%	83.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	90.3%	87.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2024	44.9%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2024	11.0%	3.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	4.3%	0.5%	-	-	248	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2024	78.5%	86.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	84.3%	82.4%	-	-	-	-	-	-	-	-	-	-	-
Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	0.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	89.5%	89.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	88.6%	82.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2023-24	24.6%	*	-	-	-	-	-	-	-	-	-	-	-
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2023-24	11.0%	5.0%	-	-	-	-	-	-	-	-	-	-	-
2022-23	4.4%	1.4%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2023-24	76.9%	84.4%	-	-	-	-	-	-	-	-	-	-	-
2022-23	82.5%	77.8%	-	-	-	-	-	-	-	-	-	-	-
Texas First-DLA Graduates (Annual Rate)													
2023-24	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2022-23	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2023-24	87.8%	89.5%	-	-	-	-	-	-	-	-	-	-	-
2022-23	86.8%	79.2%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2023-24 Annual Graduates)				
Total Graduates	-	-	219	382,023
By Ethnicity:				
African American	-	-	1	48,064
Hispanic	-	-	218	200,942
White	-	-	0	101,714
American Indian	-	-	0	1,231
Asian	-	-	0	19,746
Pacific Islander	-	-	0	606
Two or More Races	-	-	0	9,720
By Graduation Type:				
Minimum H.S. Program	-	-	0	309
Recommended H.S. Program/Distinguished Achievement Program	-	-	1	101
Foundation H.S. Program (No Endorsement)	-	-	23	46,183
Foundation H.S. Program (Endorsement)	-	-	11	42,042
Foundation H.S. Program (DLA)	-	-	184	293,032
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	0	356
Special Education Graduates	-	-	27	35,935
Economically Disadvantaged Graduates	-	-	201	211,984
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	96	56,967
At-Risk Graduates	-	-	166	173,035
CTE Completers	-	-	108	127,800

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	**297**	**100.0%**	**2,922**	**5,530,499**	**297**	**100.0%**	**2,927**	**5,544,255**
Students by Grade								
Grade 3	69	23.2%	7.0%	7.3%	69	23.2%	7.0%	7.3%
Grade 4	67	22.6%	6.8%	7.3%	67	22.6%	6.8%	7.3%
Grade 5	80	26.9%	7.0%	7.3%	80	26.9%	7.0%	7.3%
Grade 6	81	27.3%	6.7%	7.3%	81	27.3%	6.7%	7.3%
Ethnic Distribution								
African American	0	0.0%	0.1%	12.8%	0	0.0%	0.1%	12.8%
Hispanic	293	98.7%	99.0%	53.5%	293	98.7%	99.0%	53.5%
White	3	1.0%	0.7%	24.4%	3	1.0%	0.7%	24.4%
American Indian	1	0.3%	0.1%	0.3%	1	0.3%	0.1%	0.3%
Asian	0	0.0%	0.0%	5.6%	0	0.0%	0.0%	5.6%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.1%	3.3%	0	0.0%	0.1%	3.3%
Sex								
Female	154	51.9%	48.7%	48.9%	154	51.9%	48.7%	48.8%
Male	143	48.1%	51.3%	51.1%	143	48.1%	51.3%	51.2%
Other Student Cohorts								
Economically Disadvantaged	259	87.2%	90.8%	60.5%	259	87.2%	90.8%	60.4%
Non-Educationally Disadvantaged	38	12.8%	9.2%	39.5%	38	12.8%	9.2%	39.6%
Section 504 Students	14	4.7%	4.5%	6.8%	14	4.7%	4.5%	6.8%
EB Students/EL	197	66.3%	60.8%	24.3%	197	66.3%	60.8%	24.3%
Students w/ Disciplinary Placements (2023-24)	5	1.5%	2.7%	2.1%				
Students w/ Dyslexia	19	6.4%	2.7%	6.4%	19	6.4%	2.7%	6.4%
Foster Care	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Homeless	14	4.7%	2.7%	1.4%	14	4.7%	2.7%	1.4%
Immigrant	3	1.0%	2.4%	3.5%	3	1.0%	2.4%	3.5%
Migrant	2	0.7%	0.4%	0.2%	2	0.7%	0.4%	0.2%
Title I	297	100.0%	100.0%	66.6%	297	100.0%	100.0%	66.5%
Military Connected	9	3.0%	2.9%	4.1%	9	3.0%	2.9%	4.1%
At-Risk	233	78.5%	79.4%	53.5%	233	78.5%	79.3%	53.5%
Students by Instructional Program								
Bilingual/ESL Education	165	55.6%	52.6%	24.3%	165	55.6%	52.6%	24.3%
Career and Technical Education	0	0.0%	29.8%	27.7%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	81.6%	74.0%	-	-	-	-
Gifted and Talented Education	9	3.0%	6.2%	8.7%	9	3.0%	6.2%	8.7%
Special Education	54	18.2%	16.4%	15.3%	54	18.2%	16.4%	15.5%

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	**54**							
Students with Intellectual Disabilities	30	55.6%	51.6%	48.3%				
Students with Physical Disabilities	15	27.8%	26.4%	17.0%				
Students with Autism	0	0.0%	8.4%	16.8%				
Students with Behavioral Disabilities	9	16.7%	11.7%	16.3%				
Students with Non-Categorical Early Childhood	0	0.0%	1.9%	1.6%				
Mobility (2023-24)								
Total Mobile Students	**39**	**12.0%**	**11.3%**	**16.4%**				
African American	0	0.0%	0.1%	3.3%				
Hispanic	39	12.0%	11.2%	8.9%				
White	0	0.0%	0.0%	2.9%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.0%	0.6%				
Special Ed Students who are Mobile	6	10.0%	9.0%	17.3%				
Count and Percent of EB Students/EL who are Mobile	25	10.8%	11.3%	17.9%				
Count and Percent of Econ Dis Students who are Mobile	35	11.5%	10.7%	19.0%				
Student Attrition (2023-24)								
Total Student Attrition	**18**	**8.2%**	**11.9%**	**18.0%**				

	Non-Special Education Rates			Special Education Rates		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade						
Grade 3	3.9%	1.3%	0.6%	13.3%	6.0%	0.6%
Grade 4	0.0%	0.0%	0.4%	0.0%	0.0%	0.4%
Grade 5	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%
Grade 6	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%

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

Class Size Information	Campus	District	State
Elementary			
Grade 3	14.5	16.2	20.1
Grade 4	13.0	15.3	20.0
Grade 5	15.0	18.1	21.3
Grade 6	18.0	21.0	19.8

	Campus			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	**24.0**	**100.0%**	**100.0%**	**100.0%**
Professional Staff	19.8	82.7%	49.5%	63.8%
Teachers	17.9	74.8%	35.0%	48.3%
Professional Support	?	1.9%	8.6%	10.8%
Campus Administration (School Leadership)	1.4	6.0%	4.3%	3.4%
Educational Aides	4.1	17.3%	9.6%	10.7%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	1.0	4,125.0
Part-time Librarians	0.0	n/a	2.0	583.0
Full-time Counselors	0.0	n/a	8.0	13,704.0
Part-time Counselors	1.0	n/a	2.0	1,298.0
Total Minority Staff	**24.0**	**100.0%**	**97.7%**	**55.3%**
Teachers by Ethnicity				
African American	0.0	0.0%	1.0%	12.8%
Hispanic	17.9	100.0%	94.9%	31.0%
White	0.0	0.0%	3.5%	52.2%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	2.2%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.6%	1.3%
Teachers by Sex				
Males	3.1	17.2%	26.4%	24.6%
Females	14.9	82.8%	73.6%	75.4%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	2.7%	2.4%
Bachelors	16.3	90.8%	69.7%	71.4%
Masters	1.7	9.2%	27.1%	25.4%
Doctorate	0.0	0.0%	0.5%	0.8%
Teachers by Years of Experience				
Beginning Teachers	0.0	0.0%	1.5%	7.3%
1-5 Years Experience	2.5	13.9%	21.8%	28.3%
6-10 Years Experience	4.1	22.8%	22.9%	19.7%
11-20 Years Experience	9.7	54.1%	37.7%	27.6%
21-30 Years Experience	0.8	4.6%	14.5%	14.1%
Over 30 Years Experience	0.8	4.6%	1.5%	3.0%
Number of Students per Teacher	16.6	n/a	17.7	15.0

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	1.0	3.7	6.0
Average Years Experience of Principals with District	1.0	3.2	5.1
Average Years Experience of Assistant Principals	4.0	3.4	5.1
Average Years Experience of Assistant Principals with District	4.0	2.4	4.3
Average Years Experience of Teachers	13.8	12.5	11.2
Average Years Experience of Teachers with District	10.4	9.3	7.0
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	-	$69,767	$55,689
1-5 Years Experience	$71,531	$73,895	$59,266
6-10 Years Experience	$74,619	$75,323	$62,607
11-20 Years Experience	$76,988	$77,864	$66,353
21-30 Years Experience	$86,387	$84,241	$70,976
Over 30 Years Experience	$88,183	$84,098	$75,042
Average Actual Salaries (regular duties only)			
Teachers	$76,644	$77,316	$63,751
Professional Support	?	$85,008	$75,909
Campus Administration (School Leadership)	$149,460	$89,590	$88,786
Instructional Staff Percent	n/a	51.7%	64.8%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,637.7

	Campus			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served)				
Bilingual/ESL Education	7.3	40.8%	25.5%	6.3%
Career and Technical Education	0.0	0.0%	6.0%	5.5%
Compensatory Education	0.0	0.0%	0.0%	2.6%
Gifted and Talented Education	0.0	0.0%	0.1%	1.6%
Regular Education	8.1	45.1%	50.6%	69.0%
Special Education	2.5	14.1%	14.7%	11.4%
Other	0.0	0.0%	3.1%	3.6%

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

Link to: PEIMS Financial Standard Reports 2023-24 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

2024-25 Texas Academic Performance Report (TAPR)

District Name: SAN ELIZARIO ISD

Campus Name: ALFONSO BORREGO SR EL

Campus Number: 071904104

2025 Campus Accountability Score: C

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2025	77%	64%	**60%**	-	60%	*	-	-	-	-	22%	*	59%	70%	56%	56%
	2024	74%	64%	**65%**	-	65%	*	-	-	-	-	36%	*	64%	69%	65%	60%
At Meets Grade Level or Above	2025	52%	31%	**31%**	-	32%	*	-	-	-	-	19%	*	32%	26%	28%	26%
	2024	48%	37%	**36%**	-	36%	*	-	-	-	-	14%	*	38%	31%	36%	32%
At Masters Grade Level	2025	23%	6%	**7%**	-	8%	*	-	-	-	-	4%	*	7%	9%	6%	6%
	2024	21%	10%	**13%**	-	13%	*	-	-	-	-	0%	*	15%	7%	13%	11%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2025	71%	55%	**51%**	-	52%	*	-	-	-	-	22%	*	50%	55%	49%	46%
	2024	70%	51%	**48%**	-	48%	*	-	-	-	-	28%	*	50%	41%	47%	43%
At Meets Grade Level or Above	2025	46%	25%	**23%**	-	23%	*	-	-	-	-	11%	*	23%	18%	21%	20%
	2024	42%	22%	**18%**	-	18%	*	-	-	-	-	17%	*	18%	17%	18%	14%
At Masters Grade Level	2025	19%	3%	**4%**	-	4%	*	-	-	-	-	0%	*	5%	0%	3%	1%
	2024	15%	6%	**5%**	-	5%	*	-	-	-	-	6%	*	5%	3%	5%	6%
Grade 4 Reading																	
At Approaches Grade Level or Above	2025	81%	69%	**66%**	-	66%	-	-	-	-	-	25%	83%	65%	68%	64%	68%
	2024	81%	71%	**73%**	-	73%	-	-	-	-	-	61%	*	70%	79%	72%	68%
At Meets Grade Level or Above	2025	54%	35%	**34%**	-	34%	-	-	-	-	-	6%	33%	38%	24%	35%	39%
	2024	51%	43%	**46%**	-	46%	-	-	-	-	-	39%	*	44%	49%	45%	44%
At Masters Grade Level	2025	24%	8%	**8%**	-	8%	-	-	-	-	-	0%	0%	10%	3%	8%	7%
	2024	23%	15%	**16%**	-	16%	-	-	-	-	-	0%	*	18%	13%	16%	16%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2025	69%	55%	**54%**	-	54%	-	-	-	-	-	27%	50%	54%	51%	55%	53%
	2024	69%	62%	**60%**	-	60%	-	-	-	-	-	57%	*	57%	67%	60%	60%
At Meets Grade Level or Above	2025	47%	30%	**31%**	-	31%	-	-	-	-	-	17%	0%	30%	32%	32%	29%
	2024	46%	33%	**38%**	-	38%	-	-	-	-	-	43%	*	36%	41%	37%	34%
At Masters Grade Level	2025	24%	9%	**11%**	-	11%	-	-	-	-	-	0%	0%	13%	5%	12%	12%
	2024	21%	8%	**8%**	-	8%	-	-	-	-	-	9%	*	9%	5%	6%	6%
Grade 5 Reading																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2025	77%	65%	**69%**	*	70%	*	-	-	-	-	38%	*	66%	77%	70%	66%
	2024	79%	69%	**67%**	-	67%	-	-	-	-	-	54%	*	70%	61%	67%	59%
At Meets Grade Level or Above	2025	58%	46%	**51%**	*	52%	*	-	-	-	-	19%	*	50%	54%	50%	49%
	2024	55%	34%	**32%**	-	32%	-	-	-	-	-	23%	*	35%	21%	31%	20%
At Masters Grade Level	2025	30%	16%	**17%**	*	17%	*	-	-	-	-	0%	*	17%	14%	18%	18%
	2024	29%	11%	**10%**	-	10%	-	-	-	-	-	0%	*	12%	4%	11%	4%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2025	74%	61%	**58%**	*	59%	*	-	-	-	-	33%	*	58%	57%	56%	58%
	2024	77%	78%	**74%**	-	74%	-	-	-	-	-	73%	*	76%	68%	74%	66%
At Meets Grade Level or Above	2025	47%	28%	**28%**	*	28%	*	-	-	-	-	11%	*	26%	31%	30%	29%
	2024	50%	42%	**38%**	-	38%	-	-	-	-	-	35%	*	40%	32%	38%	28%
At Masters Grade Level	2025	22%	6%	**8%**	*	8%	*	-	-	-	-	0%	*	10%	3%	9%	5%
	2024	19%	7%	**7%**	-	7%	-	-	-	-	-	8%	*	7%	7%	8%	4%
Grade 5 Science																	
At Approaches Grade Level or Above	2025	65%	47%	**50%**	*	51%	*	-	-	-	-	31%	*	51%	49%	49%	54%
	2024	58%	46%	**53%**	-	53%	-	-	-	-	-	42%	*	54%	50%	53%	49%
At Meets Grade Level or Above	2025	31%	12%	**14%**	*	14%	*	-	-	-	-	15%	*	15%	11%	15%	16%
	2024	28%	17%	**22%**	-	22%	-	-	-	-	-	19%	*	24%	18%	23%	22%
At Masters Grade Level	2025	12%	4%	**3%**	*	3%	*	-	-	-	-	4%	*	4%	3%	4%	3%
	2024	11%	3%	**4%**	-	4%	-	-	-	-	-	4%	*	5%	0%	4%	3%
Grade 6 Reading																	
At Approaches Grade Level or Above	2025	77%	68%	**65%**	-	65%	-	-	-	-	-	55%	60%	64%	70%	63%	55%
	2024	77%	72%	**75%**	-	75%	-	-	-	-	-	44%	86%	75%	76%	74%	70%
At Meets Grade Level or Above	2025	56%	40%	**41%**	-	41%	-	-	-	-	-	18%	40%	45%	30%	38%	31%
	2024	57%	47%	**49%**	-	49%	-	-	-	-	-	19%	71%	51%	46%	49%	42%
At Masters Grade Level	2025	29%	16%	**16%**	-	16%	-	-	-	-	-	5%	0%	18%	11%	14%	9%
	2024	26%	15%	**12%**	-	12%	-	-	-	-	-	7%	43%	14%	8%	11%	9%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2025	74%	83%	**81%**	-	81%	-	-	-	-	-	68%	100%	79%	89%	81%	78%
	2024	72%	81%	**81%**	-	81%	-	-	-	-	-	59%	100%	80%	81%	79%	78%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2025	40%	49%	**52%**	-	52%	-	-	-	-	-	45%	80%	55%	41%	51%	49%
	2024	39%	41%	**46%**	-	46%	-	-	-	-	-	30%	86%	41%	57%	45%	44%
At Masters Grade Level	2025	16%	16%	**20%**	-	20%	-	-	-	-	-	5%	40%	22%	11%	21%	14%
	2024	14%	10%	**13%**	-	13%	-	-	-	-	-	7%	29%	14%	11%	12%	16%
All Grades All Subjects																	
At Approaches Grade Level or Above	2025	75%	66%	**61%**	*	62%	29%	-	-	-	-	34%	69%	60%	64%	60%	59%
	2024	75%	65%	**66%**	-	66%	*	-	-	-	-	49%	78%	66%	67%	66%	61%
At Meets Grade Level or Above	2025	50%	34%	**34%**	*	34%	0%	-	-	-	-	17%	36%	35%	30%	33%	32%
	2024	48%	33%	**36%**	-	36%	*	-	-	-	-	25%	59%	36%	36%	36%	31%
At Masters Grade Level	2025	21%	9%	**10%**	*	10%	0%	-	-	-	-	2%	12%	11%	6%	10%	8%
	2024	20%	8%	**10%**	-	10%	*	-	-	-	-	4%	22%	11%	7%	9%	8%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2025	76%	64%	**65%**	*	65%	*	-	-	-	-	34%	74%	63%	71%	63%	61%
	2024	76%	64%	**70%**	-	70%	*	-	-	-	-	47%	76%	69%	72%	70%	64%
At Meets Grade Level or Above	2025	54%	36%	**39%**	*	39%	*	-	-	-	-	15%	37%	41%	34%	37%	36%
	2024	54%	38%	**41%**	-	41%	*	-	-	-	-	22%	53%	42%	38%	40%	35%
At Masters Grade Level	2025	23%	8%	**12%**	*	12%	*	-	-	-	-	2%	5%	13%	9%	11%	10%
	2024	22%	9%	**13%**	-	13%	*	-	-	-	-	2%	24%	15%	8%	12%	10%
All Grades Mathematics																	
At Approaches Grade Level or Above	2025	72%	65%	**60%**	*	61%	*	-	-	-	-	36%	74%	60%	62%	60%	59%
	2024	72%	64%	**65%**	-	65%	*	-	-	-	-	52%	76%	65%	65%	64%	62%
At Meets Grade Level or Above	2025	45%	32%	**33%**	*	33%	*	-	-	-	-	20%	37%	33%	31%	33%	31%
	2024	43%	28%	**34%**	-	34%	*	-	-	-	-	29%	71%	33%	38%	34%	30%
At Masters Grade Level	2025	20%	10%	**10%**	*	10%	*	-	-	-	-	1%	16%	12%	5%	11%	8%
	2024	17%	7%	**8%**	-	8%	*	-	-	-	-	7%	18%	9%	7%	8%	8%
All Grades Science																	
At Approaches Grade Level or Above	2025	78%	69%	**50%**	*	51%	*	-	-	-	-	31%	*	51%	49%	49%	54%
	2024	75%	67%	**53%**	-	53%	-	-	-	-	-	42%	*	54%	50%	53%	49%
At Meets Grade Level or Above	2025	47%	31%	**14%**	*	14%	*	-	-	-	-	15%	*	15%	11%	15%	16%
	2024	43%	27%	**22%**	-	22%	-	-	-	-	-	19%	*	24%	18%	23%	22%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2025	17%	7%	**3%**	*	3%	*	-	-	-	-	4%	*	4%	3%	4%	3%
	2024	16%	5%	**4%**	-	4%	-	-	-	-	-	4%	*	5%	0%	4%	3%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2025	39%	18%	**17%**	-	17%	*	-	-	-	-	7%	*	18%	9%	14%	13%
	2024	35%	19%	**16%**	-	16%	*	-	-	-	-	11%	*	17%	14%	17%	13%
Reading and Mathematics Including EOC	2025	39%	18%	**17%**	-	17%	*	-	-	-	-	7%	*	18%	9%	14%	13%
	2024	35%	19%	**16%**	-	16%	*	-	-	-	-	11%	*	17%	14%	17%	13%
Reading Including EOC	2025	52%	31%	**31%**	-	32%	*	-	-	-	-	19%	*	32%	26%	28%	26%
	2024	48%	37%	**36%**	-	36%	*	-	-	-	-	14%	*	38%	31%	36%	32%
Math Including EOC	2025	46%	25%	**23%**	-	23%	*	-	-	-	-	11%	*	23%	18%	21%	20%
	2024	42%	22%	**18%**	-	18%	*	-	-	-	-	17%	*	18%	17%	18%	14%
4th Graders																	
Reading and Mathematics	2025	40%	20%	**20%**	-	20%	-	-	-	-	-	7%	0%	21%	16%	21%	22%
	2024	38%	25%	**28%**	-	28%	-	-	-	-	-	39%	*	27%	28%	28%	25%
Reading and Mathematics Including EOC	2025	40%	20%	**20%**	-	20%	-	-	-	-	-	7%	0%	21%	16%	21%	22%
	2024	38%	25%	**28%**	-	28%	-	-	-	-	-	39%	*	27%	28%	28%	25%
Reading Including EOC	2025	54%	35%	**34%**	-	34%	-	-	-	-	-	6%	33%	38%	24%	35%	39%
	2024	51%	43%	**46%**	-	46%	-	-	-	-	-	39%	*	44%	49%	45%	44%
Math Including EOC	2025	47%	30%	**31%**	-	31%	-	-	-	-	-	17%	0%	30%	32%	32%	29%
	2024	46%	33%	**38%**	-	38%	-	-	-	-	-	43%	*	36%	41%	37%	34%
5th Graders																	
Reading and Mathematics	2025	42%	25%	**26%**	*	27%	*	-	-	-	-	8%	*	26%	29%	28%	27%
	2024	42%	28%	**26%**	-	26%	-	-	-	-	-	23%	*	28%	21%	27%	16%
Reading and Mathematics Including EOC	2025	42%	25%	**26%**	*	27%	*	-	-	-	-	8%	*	26%	29%	28%	27%
	2024	42%	28%	**26%**	-	26%	-	-	-	-	-	23%	*	28%	21%	27%	16%
Reading Including EOC	2025	58%	46%	**51%**	*	52%	*	-	-	-	-	19%	*	50%	54%	50%	49%
	2024	55%	34%	**32%**	-	32%	-	-	-	-	-	23%	*	35%	21%	31%	20%
Math Including EOC	2025	48%	28%	**28%**	*	28%	*	-	-	-	-	11%	*	26%	31%	30%	29%
	2024	51%	42%	**38%**	-	38%	-	-	-	-	-	35%	*	40%	32%	38%	28%
6th Graders																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics	2025	37%	32%	**34%**	-	34%	-	-	-	-	-	18%	40%	39%	19%	33%	28%
	2024	36%	32%	**34%**	-	34%	-	-	-	-	-	19%	71%	34%	32%	33%	32%
Reading and Mathematics Including EOC	2025	37%	32%	**34%**	-	34%	-	-	-	-	-	18%	40%	39%	19%	33%	28%
	2024	36%	32%	**34%**	-	34%	-	-	-	-	-	19%	71%	34%	32%	33%	32%
Reading Including EOC	2025	56%	40%	**41%**	-	41%	-	-	-	-	-	18%	40%	45%	30%	38%	31%
	2024	57%	47%	**49%**	-	49%	-	-	-	-	-	19%	71%	51%	46%	49%	42%
Math Including EOC	2025	41%	49%	**52%**	-	52%	-	-	-	-	-	45%	80%	55%	41%	51%	49%
	2024	40%	41%	**46%**	-	46%	-	-	-	-	-	30%	86%	41%	57%	45%	44%
3rd - 8th Graders																	
Reading and Mathematics	2025	38%	23%	**24%**	*	24%	*	-	-	-	-	10%	21%	25%	19%	24%	22%
	2024	36%	21%	**26%**	-	26%	*	-	-	-	-	21%	47%	26%	25%	26%	21%
Reading and Mathematics Including EOC	2025	40%	26%	**24%**	*	24%	*	-	-	-	-	10%	21%	25%	19%	24%	22%
	2024	38%	24%	**26%**	-	26%	*	-	-	-	-	21%	47%	26%	25%	26%	21%
Reading Including EOC	2025	55%	39%	**39%**	*	39%	*	-	-	-	-	15%	37%	41%	34%	37%	36%
	2024	54%	39%	**41%**	-	41%	*	-	-	-	-	22%	53%	42%	38%	40%	35%
Math Including EOC	2025	46%	36%	**33%**	*	33%	*	-	-	-	-	20%	37%	33%	31%	33%	31%
	2024	45%	33%	**34%**	-	34%	*	-	-	-	-	29%	71%	33%	38%	34%	30%

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)	G/T
School Progress - Annual Growth by Grade and Subject																		
Grade 4 ELA/Reading	2025	70%	59%	**55%**	-	55%	-	-	-	-	-	38%	75%	56%	55%	55%	59%	60%
	2024	67%	68%	**67%**	-	67%	-	-	-	-	-	60%	*	64%	74%	67%	64%	---
Grade 4 Mathematics	2025	65%	61%	**66%**	-	66%	-	-	-	-	-	48%	75%	65%	67%	66%	65%	100%
	2024	60%	49%	**50%**	-	50%	-	-	-	-	-	50%	*	49%	51%	48%	45%	---
Grade 5 ELA/Reading	2025	69%	60%	**64%**	*	65%	*	-	-	-	-	45%	*	63%	68%	63%	67%	80%
	2024	70%	67%	**67%**	-	67%	-	-	-	-	-	54%	*	65%	73%	66%	60%	---
Grade 5 Mathematics	2025	67%	56%	**57%**	*	58%	*	-	-	-	-	57%	*	54%	64%	58%	63%	80%
	2024	65%	61%	**60%**	-	60%	-	-	-	-	-	75%	*	63%	50%	61%	56%	---
Grade 6 ELA/Reading	2025	64%	61%	**63%**	-	63%	-	-	-	-	-	57%	70%	64%	59%	61%	53%	100%
	2024	61%	62%	**65%**	-	65%	-	-	-	-	-	56%	86%	69%	57%	64%	62%	---
Grade 6 Mathematics	2025	56%	74%	**78%**	-	78%	-	-	-	-	-	70%	80%	80%	72%	77%	78%	94%
	2024	48%	58%	**59%**	-	59%	-	-	-	-	-	48%	93%	55%	65%	57%	62%	---
All Grades Both Subjects	2025	65%	62%	**64%**	*	64%	*	-	-	-	-	52%	64%	64%	64%	63%	64%	88%
	2024	64%	56%	**61%**	-	61%	-	-	-	-	-	57%	80%	61%	62%	60%	58%	---
All Grades ELA/Reading	2025	67%	60%	**61%**	*	61%	*	-	-	-	-	46%	64%	61%	61%	59%	60%	86%
	2024	67%	60%	**66%**	-	66%	-	-	-	-	-	56%	73%	66%	68%	66%	62%	---
All Grades Mathematics	2025	64%	63%	**67%**	*	67%	*	-	-	-	-	58%	63%	67%	67%	67%	69%	89%
	2024	60%	52%	**56%**	-	56%	-	-	-	-	-	58%	87%	56%	56%	55%	54%	---
School Progress - Accelerated Learning by Grade and Subject																		
Grade 4 ELA/Reading	2025	40%	39%	**31%**	-	31%	-	-	-	-	-	6%	*	27%	42%	28%	35%	-
	2024	38%	39%	**40%**	-	40%	-	-	-	-	-	13%	*	29%	64%	36%	32%	---
Grade 4 Mathematics	2025	27%	26%	**30%**	-	30%	-	-	-	-	-	14%	40%	29%	32%	29%	34%	-
	2024	26%	29%	**28%**	-	28%	-	-	-	-	-	25%	*	23%	40%	27%	29%	---
Grade 5 ELA/Reading	2025	25%	29%	**45%**	-	45%	-	-	-	-	-	18%	-	46%	43%	45%	48%	*
	2024	35%	29%	**29%**	-	29%	-	-	-	-	-	20%	-	28%	31%	30%	31%	---
Grade 5 Mathematics	2025	35%	37%	**35%**	*	35%	-	-	-	-	-	29%	*	32%	40%	33%	38%	*
	2024	41%	47%	**45%**	-	45%	-	-	-	-	-	60%	-	46%	42%	47%	40%	---
Grade 6 ELA/Reading	2025	27%	30%	**28%**	-	28%	-	-	-	-	-	27%	*	22%	44%	27%	23%	-
	2024	24%	25%	**34%**	-	34%	-	-	-	-	-	24%	*	38%	27%	32%	29%	---
Grade 6 Mathematics	2025	33%	44%	**39%**	-	39%	-	-	-	-	-	25%	-	39%	40%	38%	42%	-
	2024	27%	26%	**22%**	-	22%	-	-	-	-	-	17%	-	0%	67%	22%	19%	---
All Grades Both Subjects	2025	33%	35%	**34%**	*	34%	-	-	-	-	-	18%	46%	32%	39%	32%	36%	*
	2024	32%	30%	**34%**	-	34%	-	-	-	-	-	29%	*	30%	43%	34%	31%	---
All Grades ELA/Reading	2025	31%	30%	**34%**	-	34%	-	-	-	-	-	15%	50%	31%	43%	32%	35%	*
	2024	30%	26%	**34%**	-	34%	-	-	-	-	-	20%	*	31%	40%	33%	30%	---
All Grades Mathematics	2025	35%	41%	**33%**	*	34%	-	-	-	-	-	21%	43%	32%	36%	32%	37%	*
	2024	35%	35%	**34%**	-	34%	-	267	-	-	-	41%	*	29%	46%	35%	31%	---

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

\- Indicates there are no students in the group.

--- First reported in 2025.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2025	75%	66%	**61%**	57%	55%	-	-	58%	-	-	-	-	-	55%	65%	57%	94%
	2024	75%	65%	**66%**	59%	76%	-	-	52%	57%	-	-	-	-	77%	76%	61%	100%
At Meets Grade Level or Above	2025	50%	34%	**34%**	28%	28%	-	-	28%	-	-	-	-	-	35%	37%	29%	69%
	2024	48%	33%	**36%**	28%	41%	-	-	25%	22%	-	-	-	-	52%	45%	31%	67%
At Masters Grade Level	2025	21%	9%	**10%**	7%	8%	-	-	7%	-	-	-	-	-	7%	14%	7%	29%
	2024	20%	8%	**10%**	8%	13%	-	-	9%	3%	-	-	-	-	9%	13%	8%	17%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2025	76%	64%	**65%**	60%	36%	-	-	66%	-	-	-	-	-	52%	73%	59%	100%
	2024	76%	64%	**70%**	61%	70%	-	-	58%	58%	-	-	-	-	80%	83%	64%	*
At Meets Grade Level or Above	2025	54%	36%	**39%**	33%	16%	-	-	37%	-	-	-	-	-	35%	45%	33%	81%
	2024	54%	38%	**41%**	31%	40%	-	-	34%	16%	-	-	-	-	52%	53%	34%	*
At Masters Grade Level	2025	23%	8%	**12%**	9%	6%	-	-	10%	-	-	-	-	-	2%	16%	8%	38%
	2024	22%	9%	**13%**	11%	10%	-	-	14%	5%	-	-	-	-	5%	19%	10%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2025	72%	65%	**60%**	56%	74%	-	-	51%	-	-	-	-	-	63%	64%	57%	86%
	2024	72%	64%	**65%**	58%	82%	-	-	45%	61%	-	-	-	-	82%	72%	61%	*
At Meets Grade Level or Above	2025	45%	32%	**33%**	27%	40%	-	-	25%	-	-	-	-	-	37%	35%	29%	71%
	2024	43%	28%	**34%**	25%	43%	-	-	16%	26%	-	-	-	-	59%	43%	30%	*

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2025	20%	10%	**10%**	6%	10%	-	-	5%	-	-	-	-	-	11%	15%	7%	29%
	2024	17%	7%	**8%**	7%	16%	-	-	4%	2%	-	-	-	-	16%	8%	8%	*
All Grades Science																		
At Approaches Grade Level or Above	2025	78%	69%	**50%**	54%	-	-	-	54%	-	-	-	-	-	38%	41%	51%	100%
	2024	75%	67%	**53%**	49%	*	-	-	-	50%	-	-	-	-	45%	61%	49%	-
At Meets Grade Level or Above	2025	47%	31%	**14%**	13%	-	-	-	13%	-	-	-	-	-	31%	10%	16%	17%
	2024	43%	27%	**22%**	23%	*	-	-	-	23%	-	-	-	-	18%	22%	22%	-
At Masters Grade Level	2025	17%	7%	**3%**	2%	-	-	-	2%	-	-	-	-	-	8%	5%	3%	0%
	2024	16%	5%	**4%**	3%	*	-	-	-	3%	-	-	-	-	0%	6%	3%	-
School Progress - Annual Growth																		
All Grades Both Subjects	2025	65%	62%	**64%**	63%	62%	-	-	64%	-	-	-	-	-	63%	63%	63%	77%
	2024	64%	56%	**61%**	55%	60%	-	-	51%	54%	-	-	-	-	74%	67%	58%	58%
All Grades ELA/Reading	2025	67%	60%	**61%**	58%	45%	-	-	63%	-	-	-	-	-	55%	63%	58%	79%
	2024	67%	60%	**66%**	60%	58%	-	-	63%	57%	-	-	-	-	77%	75%	62%	*
All Grades Mathematics	2025	64%	63%	**67%**	68%	78%	-	-	64%	-	-	-	-	-	69%	63%	68%	76%
	2024	60%	52%	**56%**	51%	62%	-	-	39%	52%	-	-	-	-	70%	60%	54%	*
School Progress - Accelerated Learning																		
All Grades Both Subjects	2025	33%	35%	**34%**	35%	29%	-	-	37%	-	-	-	-	-	50%	27%	36%	*
	2024	32%	30%	**34%**	30%	29%	-	-	27%	33%	-	-	-	-	35%	46%	31%	-
All Grades ELA/Reading	2025	31%	30%	**34%**	35%	19%	-	-	41%	-	-	-	-	-	40%	30%	35%	-
	2024	30%	26%	**34%**	28%	27%	-	-	29%	28%	-	-	-	-	43%	48%	30%	-
All Grades Mathematics	2025	35%	41%	**33%**	35%	41%	-	-	33%	-	-	-	-	-	60%	24%	36%	*
	2024	35%	35%	**34%**	33%	31%	-	-	25%	39%	-	-	-	-	17%	43%	31%	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2025 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**99%**	*	99%	100%	-	-	-	-	99%	100%	99%	100%	100%	99%
Included in Accountability	93%	91%	**94%**	*	95%	78%	-	-	-	-	95%	91%	97%	88%	96%	95%
Not Included in Accountability: Mobile	4%	3%	**5%**	*	4%	22%	-	-	-	-	3%	9%	2%	11%	3%	4%
Not Included in Accountability: Other Exclusions	2%	5%	**0%**	*	0%	0%	-	-	-	-	0%	0%	0%	1%	0%	1%
Not Tested	1%	1%	**1%**	*	1%	0%	-	-	-	-	1%	0%	1%	0%	0%	1%
Absent	1%	1%	**1%**	*	1%	0%	-	-	-	-	1%	0%	1%	0%	0%	1%
Other	0%	0%	**0%**	*	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**100%**	*	100%	*	-	-	-	-	99%	100%	100%	100%	100%	100%
Included in Accountability	91%	88%	**95%**	*	95%	*	-	-	-	-	96%	90%	97%	88%	96%	95%
Not Included in Accountability: Mobile	4%	2%	**4%**	*	4%	*	-	-	-	-	3%	10%	2%	11%	3%	4%
Not Included in Accountability: Other Exclusions	4%	9%	**1%**	*	1%	*	-	-	-	-	1%	0%	1%	1%	0%	1%
Not Tested	1%	0%	**0%**	*	0%	*	-	-	-	-	1%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	*	0%	*	-	-	-	-	1%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	98%	**99%**	*	99%	*	-	-	-	-	98%	100%	99%	99%	99%	99%
Included in Accountability	94%	93%	**94%**	*	94%	*	-	-	-	-	94%	90%	96%	88%	96%	95%
Not Included in Accountability: Mobile	4%	3%	**5%**	*	5%	*	-	-	-	-	4%	10%	3%	11%	3%	4%
Not Included in Accountability: Other Exclusions	1%	2%	**0%**	*	0%	*	-	-	-	-	0%	0%	0%	1%	0%	0%
Not Tested	1%	2%	**1%**	*	1%	*	-	-	-	-	2%	0%	1%	1%	1%	1%
Absent	1%	1%	**1%**	*	1%	*	-	-	-	-	2%	0%	1%	1%	1%	1%
Other	0%	1%	**0%**	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**99%**	*	99%	*	-	-	-	-	100%	*	99%	100%	100%	99%
Included in Accountability	94%	94%	**95%**	*	95%	*	-	-	-	-	100%	*	99%	88%	96%	93%
Not Included in Accountability: Mobile	4%	3%	**4%**	*	4%	*	-	-	-	-	0%	*	0%	13%	4%	6%
Not Included in Accountability: Other Exclusions	1%	2%	**0%**	*	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	**1%**	*	1%	*	-	-	-	-	0%	*	1%	0%	0%	1%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	**1%**	*	1%	*	-	-	-	-	0%	*	1%	0%	0%	1%
Other	0%	0%	**0%**	*	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	**99%**	*	99%	*	-	-	-	-	100%	97%	99%	100%	99%	99%
Included in Accountability	92%	89%	**94%**	*	94%	*	-	-	-	-	96%	97%	98%	85%	94%	93%
Not Included in Accountability: Mobile	4%	4%	**5%**	*	5%	*	-	-	-	-	4%	0%	1%	12%	5%	5%
Not Included in Accountability: Other Exclusions	2%	5%	**1%**	*	1%	*	-	-	-	-	0%	0%	0%	3%	1%	1%
Not Tested	1%	2%	**1%**	*	1%	*	-	-	-	-	0%	3%	1%	0%	1%	1%
Absent	1%	2%	**0%**	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	*	0%	*	-	-	-	-	0%	3%	1%	0%	0%	1%
Reading																
Assessment Participant	99%	98%	**100%**	*	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	91%	86%	**94%**	*	95%	*	-	-	-	-	97%	100%	98%	86%	94%	94%
Not Included in Accountability: Mobile	4%	4%	**4%**	*	4%	*	-	-	-	-	3%	0%	1%	11%	5%	4%
Not Included in Accountability: Other Exclusions	4%	9%	**1%**	*	1%	*	-	-	-	-	0%	0%	0%	3%	1%	1%
Not Tested	1%	2%	**0%**	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Absent	1%	2%	**0%**	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	98%	**99%**	*	99%	*	-	-	-	-	100%	100%	99%	100%	99%	99%
Included in Accountability	93%	92%	**94%**	*	94%	*	-	-	-	-	96%	100%	98%	85%	94%	93%
Not Included in Accountability: Mobile	5%	5%	**5%**	*	5%	*	-	-	-	-	4%	0%	1%	12%	5%	4%
Not Included in Accountability: Other Exclusions	1%	2%	**1%**	*	1%	*	-	-	-	-	0%	0%	0%	3%	1%	1%
Not Tested	1%	2%	**1%**	*	1%	*	-	-	-	-	0%	0%	1%	0%	1%	1%
Absent	1%	1%	**0%**	*	0%	*	-	-	-	-	0%	0%	1%	0%	0%	0%
Other	0%	0%	**0%**	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	97%	**98%**	-	98%	-	-	-	-	-	100%	*	98%	100%	98%	98%
Included in Accountability	93%	91%	**92%**	-	92%	-	-	-	-	-	96%	*	96%	82%	92%	90%
Not Included in Accountability: Mobile	4%	4%	**5%**	-	5%	-	-	-	-	-	4%	*	1%	15%	5%	6%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	2%	**1%**	-	1%	-	-	-	-	-	0%	*	0%	3%	1%	1%
Not Tested	1%	3%	**2%**	-	2%	-	-	-	-	-	0%	*	2%	0%	2%	3%
Absent	1%	2%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	1%	**2%**	-	2%	-	-	-	-	-	0%	*	2%	0%	2%	3%

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

- Indicates there are no students in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2023-24	93.6%	92.8%	**94.3%**	*	94.3%	*	-	-	-	-	92.5%	94.1%	94.2%
2022-23	93.3%	91.8%	**92.9%**	-	92.9%	*	-	-	-	-	90.9%	92.7%	92.8%
Chronic Absenteeism													
2023-24	19.0%	24.6%	**17.3%**	*	17.2%	*	-	-	-	-	23.6%	17.7%	17.8%
2022-23	20.3%	30.2%	**26.7%**	-	26.7%	*	-	-	-	-	36.7%	27.8%	26.2%
Annual Dropout Rate (Gr 7-8)													
2023-24	0.7%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2022-23	0.8%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2023-24	1.9%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2022-23	2.0%	2.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2024													
Graduated	90.7%	86.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	10.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	91.1%	88.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	90.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023													
Graduated	90.3%	89.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	9.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	89.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	90.4%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	92.1%	90.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.5%	8.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	91.3%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.5%	91.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022													
Graduated	91.8%	86.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	12.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	86.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.2%	87.5%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	92.2%	86.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	11.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	88.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.2%	88.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	92.7%	90.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	9.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	90.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2024	90.7%	83.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	90.3%	87.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2024	44.9%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2024	11.0%	3.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	4.3%	0.5%	-	-	276	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2024	78.5%	86.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	84.3%	82.4%	-	-	-	-	-	-	-	-	-	-	-
Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	0.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	89.5%	89.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	88.6%	82.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2023-24	24.6%	*	-	-	-	-	-	-	-	-	-	-	-
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2023-24	11.0%	5.0%	-	-	-	-	-	-	-	-	-	-	-
2022-23	4.4%	1.4%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2023-24	76.9%	84.4%	-	-	-	-	-	-	-	-	-	-	-
2022-23	82.5%	77.8%	-	-	-	-	-	-	-	-	-	-	-
Texas First-DLA Graduates (Annual Rate)													
2023-24	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2022-23	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2023-24	87.8%	89.5%	-	-	-	-	-	-	-	-	-	-	-
2022-23	86.8%	79.2%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2023-24 Annual Graduates)				
Total Graduates	-	-	219	382,023
By Ethnicity:				
African American	-	-	1	48,064
Hispanic	-	-	218	200,942
White	-	-	0	101,714
American Indian	-	-	0	1,231
Asian	-	-	0	19,746
Pacific Islander	-	-	0	606
Two or More Races	-	-	0	9,720
By Graduation Type:				
Minimum H.S. Program	-	-	0	309
Recommended H.S. Program/Distinguished Achievement Program	-	-	1	101
Foundation H.S. Program (No Endorsement)	-	-	23	46,183
Foundation H.S. Program (Endorsement)	-	-	11	42,042
Foundation H.S. Program (DLA)	-	-	184	293,032
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	0	356
Special Education Graduates	-	-	27	35,935
Economically Disadvantaged Graduates	-	-	201	211,984
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	96	56,967
At-Risk Graduates	-	-	166	173,035
CTE Completers	-	-	108	127,800

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	**510**	**100.0%**	**2,922**	**5,530,499**	**510**	**100.0%**	**2,927**	**5,544,255**
Students by Grade								
Grade 3	136	26.7%	7.0%	7.3%	136	26.7%	7.0%	7.3%
Grade 4	133	26.1%	6.8%	7.3%	133	26.1%	6.8%	7.3%
Grade 5	125	24.5%	7.0%	7.3%	125	24.5%	7.0%	7.3%
Grade 6	116	22.7%	6.7%	7.3%	116	22.7%	6.7%	7.3%
Ethnic Distribution								
African American	1	0.2%	0.1%	12.8%	1	0.2%	0.1%	12.8%
Hispanic	505	99.0%	99.0%	53.5%	505	99.0%	99.0%	53.5%
White	4	0.8%	0.7%	24.4%	4	0.8%	0.7%	24.4%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	0	0.0%	0.0%	5.6%	0	0.0%	0.0%	5.6%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.1%	3.3%	0	0.0%	0.1%	3.3%
Sex								
Female	235	46.1%	48.7%	48.9%	235	46.1%	48.7%	48.8%
Male	275	53.9%	51.3%	51.1%	275	53.9%	51.3%	51.2%
Other Student Cohorts								
Economically Disadvantaged	451	88.4%	90.8%	60.5%	451	88.4%	90.8%	60.4%
Non-Educationally Disadvantaged	59	11.6%	9.2%	39.5%	59	11.6%	9.2%	39.6%
Section 504 Students	19	3.7%	4.5%	6.8%	19	3.7%	4.5%	6.8%
EB Students/EL	316	62.0%	60.8%	24.3%	316	62.0%	60.8%	24.3%
Students w/ Disciplinary Placements (2023-24)	3	0.6%	2.7%	2.1%				
Students w/ Dyslexia	28	5.5%	2.7%	6.4%	28	5.5%	2.7%	6.4%
Foster Care	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Homeless	14	2.7%	2.7%	1.4%	14	2.7%	2.7%	1.4%
Immigrant	9	1.8%	2.4%	3.5%	9	1.8%	2.4%	3.5%
Migrant	1	0.2%	0.4%	0.2%	1	0.2%	0.4%	0.2%
Title I	510	100.0%	100.0%	66.6%	510	100.0%	100.0%	66.5%
Military Connected	14	2.7%	2.9%	4.1%	14	2.7%	2.9%	4.1%
At-Risk	405	79.4%	79.4%	53.5%	405	79.4%	79.3%	53.5%
Students by Instructional Program								
Bilingual/ESL Education	273	53.5%	52.6%	24.3%	273	53.5%	52.6%	24.3%
Career and Technical Education	0	0.0%	29.8%	27.7%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	81.6%	74.0%	-	-	-	-
Gifted and Talented Education	33	6.5%	6.2%	8.7%	33	6.5%	6.2%	8.7%
Special Education	110	21.6%	16.4%	15.3%	110	21.6%	16.4%	15.5%

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	**110**							
Students with Intellectual Disabilities	73	66.4%	51.6%	48.3%				
Students with Physical Disabilities	16	14.5%	26.4%	17.0%				
Students with Autism	12	10.9%	8.4%	16.8%				
Students with Behavioral Disabilities	9	8.2%	11.7%	16.3%				
Students with Non-Categorical Early Childhood	0	0.0%	1.9%	1.6%				
Mobility (2023-24)								
Total Mobile Students	**63**	**11.8%**	**11.3%**	**16.4%**				
African American	1	0.2%	0.1%	3.3%				
Hispanic	62	11.6%	11.2%	8.9%				
White	0	0.0%	0.0%	2.9%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.0%	0.6%				
Special Ed Students who are Mobile	11	8.9%	9.0%	17.3%				
Count and Percent of EB Students/EL who are Mobile	44	12.4%	11.3%	17.9%				
Count and Percent of Econ Dis Students who are Mobile	60	12.0%	10.7%	19.0%				
Student Attrition (2023-24)								
Total Student Attrition	**44**	**11.5%**	**11.9%**	**18.0%**				

	Non-Special Education Rates			Special Education Rates		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade						
Grade 3	0.0%	1.3%	0.6%	2.9%	6.0%	0.6%
Grade 4	0.0%	0.0%	0.4%	0.0%	0.0%	0.4%
Grade 5	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%
Grade 6	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%

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

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Class Size Information	Campus	District	State
Elementary			
Grade 3	17.3	16.2	20.1
Grade 4	17.0	15.3	20.0
Grade 5	22.6	18.1	21.3
Grade 6	24.0	21.0	19.8

	Campus			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	**37.3**	**100.0%**	**100.0%**	**100.0%**
Professional Staff	31.5	84.4%	49.5%	63.8%
Teachers	27.7	74.3%	35.0%	48.3%
Professional Support	0.9	2.4%	8.6%	10.8%
Campus Administration (School Leadership)	2.9	7.8%	4.3%	3.4%
Educational Aides	5.8	15.6%	9.6%	10.7%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	1.0	4,125.0
Part-time Librarians	0.0	n/a	2.0	583.0
Full-time Counselors	1.0	n/a	8.0	13,704.0
Part-time Counselors	0.0	n/a	2.0	1,298.0
Total Minority Staff	**36.5**	**97.8%**	**97.7%**	**55.3%**
Teachers by Ethnicity				
African American	0.0	0.0%	1.0%	12.8%
Hispanic	26.9	97.0%	94.9%	31.0%
White	0.8	3.0%	3.5%	52.2%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	2.2%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.6%	1.3%
Teachers by Sex				
Males	4.0	14.3%	26.4%	24.6%
Females	23.7	85.7%	73.6%	75.4%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	2.7%	2.4%
Bachelors	17.4	62.8%	69.7%	71.4%
Masters	10.3	37.2%	27.1%	25.4%
Doctorate	0.0	0.0%	0.5%	0.8%
Teachers by Years of Experience				
Beginning Teachers	1.7	6.0%	1.5%	7.3%
1-5 Years Experience	6.3	22.9%	21.8%	28.3%
6-10 Years Experience	5.8	20.9%	22.9%	19.7%
11-20 Years Experience	10.8	38.9%	37.7%	27.6%
21-30 Years Experience	3.1	11.3%	14.5%	14.1%
Over 30 Years Experience	0.0	0.0%	1.5%	3.0%
Number of Students per Teacher	18.4	n/a	17.7	15.0

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	2.0	3.7	6.0
Average Years Experience of Principals with District	2.0	3.2	5.1
Average Years Experience of Assistant Principals	3.0	3.4	5.1
Average Years Experience of Assistant Principals with District	3.0	2.4	4.3
Average Years Experience of Teachers	11.8	12.5	11.2
Average Years Experience of Teachers with District	9.2	9.3	7.0
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	$69,058	$69,767	$55,689
1-5 Years Experience	$72,336	$73,895	$59,266
6-10 Years Experience	$75,142	$75,323	$62,607
11-20 Years Experience	$78,250	$77,864	$66,353
21-30 Years Experience	$83,055	$84,241	$70,976
Over 30 Years Experience	-	$84,098	$75,042
Average Actual Salaries (regular duties only)			
Teachers	$76,240	$77,316	$63,751
Professional Support	$74,318	$85,008	$75,909
Campus Administration (School Leadership)	$81,623	$89,590	$88,786
Instructional Staff Percent	n/a	51.7%	64.8%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,637.7

	Campus			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served)				
Bilingual/ESL Education	12.8	46.1%	25.5%	6.3%
Career and Technical Education	0.0	0.0%	6.0%	5.5%
Compensatory Education	0.0	0.0%	0.0%	2.6%
Gifted and Talented Education	0.0	0.0%	0.1%	1.6%
Regular Education	9.0	32.6%	50.6%	69.0%
Special Education	5.9	21.4%	14.7%	11.4%
Other	0.0	0.0%	3.1%	3.6%

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

Link to: PEIMS Financial Standard Reports 2023-24 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

2024-25 Texas Academic Performance Report (TAPR)

District Name: SAN ELIZARIO ISD

Campus Name: JOSEFA L SAMBRANO EL

Campus Number: 071904103

2025 Campus Accountability Score: D

This school is paired with 071904000, SAN ELIZARIO ISD

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This campus is not rated on STAAR Performance (TAPR).

This campus is not rated on STAAR Progress (TAPR).

This campus is not rated on Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR).

This campus is not rated on STAAR Participation (TAPR).

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2023-24	93.6%	92.8%	**93.1%**	-	93.1%	93.2%	-	-	-	-	93.2%	93.0%	93.5%
2022-23	93.3%	91.8%	**91.6%**	-	91.6%	90.5%	-	-	-	-	91.3%	91.4%	91.8%
Chronic Absenteeism													
2023-24	19.0%	24.6%	**24.4%**	-	24.5%	18.2%	-	-	-	-	24.1%	25.4%	22.7%
2022-23	20.3%	30.2%	**35.2%**	-	35.1%	42.9%	-	-	-	-	29.8%	35.7%	32.6%
Annual Dropout Rate (Gr 7-8)													
2023-24	0.7%	0.4%	**-**	-	-	-	-	-	-	-	-	-	-
2022-23	0.8%	0.6%	**-**	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2023-24	1.9%	2.0%	**-**	-	-	-	-	-	-	-	-	-	-
2022-23	2.0%	2.2%	**-**	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2024													
Graduated	90.7%	86.3%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	1.7%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	2.1%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	10.0%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	91.1%	88.0%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	90.0%	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2023													
Graduated	90.3%	89.1%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	1.3%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	9.6%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	89.1%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	90.4%	**-**	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	92.1%	90.8%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.4%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.5%	8.3%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	91.3%	**-**	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.5%	91.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022													
Graduated	91.8%	86.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	12.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	86.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.2%	87.5%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	92.2%	86.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	11.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	88.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.2%	88.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	92.7%	90.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	9.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	90.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2024	90.7%	83.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	90.3%	87.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2024	44.9%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2024	11.0%	3.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	4.3%	0.5%	-	-	295	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2024	78.5%	86.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	84.3%	82.4%	-	-	-	-	-	-	-	-	-	-	-
Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	0.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	89.5%	89.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	88.6%	82.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2023-24	24.6%	*	-	-	-	-	-	-	-	-	-	-	-
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2023-24	11.0%	5.0%	-	-	-	-	-	-	-	-	-	-	-
2022-23	4.4%	1.4%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2023-24	76.9%	84.4%	-	-	-	-	-	-	-	-	-	-	-
2022-23	82.5%	77.8%	-	-	-	-	-	-	-	-	-	-	-
Texas First-DLA Graduates (Annual Rate)													
2023-24	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2022-23	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2023-24	87.8%	89.5%	-	-	-	-	-	-	-	-	-	-	-
2022-23	86.8%	79.2%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2023-24 Annual Graduates)				
Total Graduates	-	-	219	382,023
By Ethnicity:				
African American	-	-	1	48,064
Hispanic	-	-	218	200,942
White	-	-	0	101,714
American Indian	-	-	0	1,231
Asian	-	-	0	19,746
Pacific Islander	-	-	0	606
Two or More Races	-	-	0	9,720
By Graduation Type:				
Minimum H.S. Program	-	-	0	309
Recommended H.S. Program/Distinguished Achievement Program	-	-	1	101
Foundation H.S. Program (No Endorsement)	-	-	23	46,183
Foundation H.S. Program (Endorsement)	-	-	11	42,042
Foundation H.S. Program (DLA)	-	-	184	293,032
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	0	356
Special Education Graduates	-	-	27	35,935
Economically Disadvantaged Graduates	-	-	201	211,984
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	96	56,967
At-Risk Graduates	-	-	166	173,035
CTE Completers	-	-	108	127,800

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	**554**	**100.0%**	**2,922**	**5,530,499**	**554**	**100.0%**	**2,927**	**5,544,255**
Students by Grade								
Kindergarten	165	29.8%	5.6%	6.5%	165	29.8%	5.6%	6.5%
Grade 1	190	34.3%	6.5%	6.8%	190	34.3%	6.5%	6.8%
Grade 2	199	35.9%	6.8%	7.0%	199	35.9%	6.8%	7.0%
Ethnic Distribution								
African American	0	0.0%	0.1%	12.8%	0	0.0%	0.1%	12.8%
Hispanic	549	99.1%	99.0%	53.5%	549	99.1%	99.0%	53.5%
White	3	0.5%	0.7%	24.4%	3	0.5%	0.7%	24.4%
American Indian	1	0.2%	0.1%	0.3%	1	0.2%	0.1%	0.3%
Asian	0	0.0%	0.0%	5.6%	0	0.0%	0.0%	5.6%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	1	0.2%	0.1%	3.3%	1	0.2%	0.1%	3.3%
Sex								
Female	266	48.0%	48.7%	48.9%	266	48.0%	48.7%	48.8%
Male	288	52.0%	51.3%	51.1%	288	52.0%	51.3%	51.2%
Other Student Cohorts								
Economically Disadvantaged	483	87.2%	90.8%	60.5%	483	87.2%	90.8%	60.4%
Non-Educationally Disadvantaged	71	12.8%	9.2%	39.5%	71	12.8%	9.2%	39.6%
Section 504 Students	3	0.5%	4.5%	6.8%	3	0.5%	4.5%	6.8%
EB Students/EL	337	60.8%	60.8%	24.3%	337	60.8%	60.8%	24.3%
Students w/ Disciplinary Placements (2023-24)	0	0.0%	2.7%	2.1%				
Students w/ Dyslexia	1	0.2%	2.7%	6.4%	1	0.2%	2.7%	6.4%
Foster Care	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Homeless	14	2.5%	2.7%	1.4%	14	2.5%	2.7%	1.4%
Immigrant	13	2.3%	2.4%	3.5%	13	2.3%	2.4%	3.5%
Migrant	1	0.2%	0.4%	0.2%	1	0.2%	0.4%	0.2%
Title I	554	100.0%	100.0%	66.6%	554	100.0%	100.0%	66.5%
Military Connected	18	3.2%	2.9%	4.1%	18	3.2%	2.9%	4.1%
At-Risk	469	84.7%	79.4%	53.5%	469	84.7%	79.3%	53.5%
Students by Instructional Program								
Bilingual/ESL Education	318	57.4%	52.6%	24.3%	318	57.4%	52.6%	24.3%
Career and Technical Education	0	0.0%	29.8%	27.7%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	81.6%	74.0%	-	-	-	-
Gifted and Talented Education	15	2.7%	6.2%	8.7%	15	2.7%	6.2%	8.7%
Special Education	103	18.6%	16.4%	15.3%	103	18.6%	16.4%	15.5%
Students with Disabilities by Type of Primary Disability								

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students with Disabilities	**103**							
Students with Intellectual Disabilities	10	9.7%	51.6%	48.3%				
Students with Physical Disabilities	75	72.8%	26.4%	17.0%				
Students with Autism	9	8.7%	8.4%	16.8%				
Students with Behavioral Disabilities	**	**	11.7%	16.3%				
Students with Non-Categorical Early Childhood	*	*	1.9%	1.6%				
Mobility (2023-24)								
Total Mobile Students	**51**	**11.3%**	**11.3%**	**16.4%**				
African American	0	0.0%	0.1%	3.3%				
Hispanic	51	11.3%	11.2%	8.9%				
White	0	0.0%	0.0%	2.9%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.0%	0.6%				
Special Ed Students who are Mobile	4	4.6%	9.0%	17.3%				
Count and Percent of EB Students/EL who are Mobile	28	9.9%	11.3%	17.9%				
Count and Percent of Econ Dis Students who are Mobile	45	10.6%	10.7%	19.0%				
Student Attrition (2023-24)								
Total Student Attrition	**51**	**12.8%**	**11.9%**	**18.0%**				

	Non-Special Education Rates			Special Education Rates		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade						
Kindergarten	0.0%	0.0%	1.3%	4.3%	4.3%	3.6%
Grade 1	1.2%	1.2%	1.9%	8.3%	8.3%	3.0%
Grade 2	4.2%	4.2%	1.1%	6.3%	6.3%	1.4%

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

Class Size Information	Campus	District	State
Elementary			
Kindergarten	19.7	19.7	18.9
Grade 1	23.3	23.3	19.2
Grade 2	22.7	22.7	19.4

	Campus			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	**40.2**	**100.0%**	**100.0%**	**100.0%**
Professional Staff	31.3	77.7%	49.5%	63.8%
Teachers	25.7	63.9%	35.0%	48.3%
Professional Support	1.7	4.3%	8.6%	10.8%
Campus Administration (School Leadership)	3.8	9.5%	4.3%	3.4%
Educational Aides	9.0	22.3%	9.6%	10.7%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	1.0	4,125.0
Part-time Librarians	1.0	n/a	2.0	583.0
Full-time Counselors	1.0	n/a	8.0	13,704.0
Part-time Counselors	0.0	n/a	2.0	1,298.0
Total Minority Staff	**39.4**	**97.9%**	**97.7%**	**55.3%**
Teachers by Ethnicity				
African American	0.0	0.0%	1.0%	12.8%
Hispanic	24.9	96.8%	94.9%	31.0%
White	0.8	3.2%	3.5%	52.2%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	2.2%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.6%	1.3%
Teachers by Sex				
Males	2.5	9.7%	26.4%	24.6%
Females	23.2	90.3%	73.6%	75.4%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	2.7%	2.4%
Bachelors	19.9	77.4%	69.7%	71.4%
Masters	5.8	22.6%	27.1%	25.4%
Doctorate	0.0	0.0%	0.5%	0.8%
Teachers by Years of Experience				
Beginning Teachers	0.8	3.2%	1.5%	7.3%
1-5 Years Experience	5.0	19.4%	21.8%	28.3%
6-10 Years Experience	5.8	22.6%	22.9%	19.7%
11-20 Years Experience	10.8	41.9%	37.7%	27.6%
21-30 Years Experience	3.3	12.9%	14.5%	14.1%
Over 30 Years Experience	0.0	0.0%	1.5%	3.0%
Number of Students per Teacher	21.6	n/a	17.7	15.0

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	1.0	3.7	6.0
Average Years Experience of Principals with District	1.0	3.2	5.1
Average Years Experience of Assistant Principals	1.0	3.4	5.1
Average Years Experience of Assistant Principals with District	1.0	2.4	4.3
Average Years Experience of Teachers	12.1	12.5	11.2
Average Years Experience of Teachers with District	9.2	9.3	7.0
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	$71,186	$69,767	$55,689
1-5 Years Experience	$72,299	$73,895	$59,266
6-10 Years Experience	$74,323	$75,323	$62,607
11-20 Years Experience	$75,902	$77,864	$66,353
21-30 Years Experience	$83,472	$84,241	$70,976
Over 30 Years Experience	-	$84,098	$75,042
Average Actual Salaries (regular duties only)			
Teachers	$75,673	$77,316	$63,751
Professional Support	$78,926	$85,008	$75,909
Campus Administration (School Leadership)	$85,926	$89,590	$88,786
Instructional Staff Percent	n/a	51.7%	64.8%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,637.7

	Campus			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served)				
Bilingual/ESL Education	14.3	55.7%	25.5%	6.3%
Career and Technical Education	0.0	0.0%	6.0%	5.5%
Compensatory Education	0.0	0.0%	0.0%	2.6%
Gifted and Talented Education	0.0	0.0%	0.1%	1.6%
Regular Education	8.9	34.6%	50.6%	69.0%
Special Education	2.5	9.7%	14.7%	11.4%
Other	0.0	0.0%	3.1%	3.6%

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

Link to: PEIMS Financial Standard Reports 2023-24 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

2024-25 Texas Academic Performance Report (TAPR)

District Name: SAN ELIZARIO ISD

Campus Name: LORENZO LOYA PRI

Campus Number: 071904102

2025 Campus Accountability Score: D

This school is paired with 071904000, SAN ELIZARIO ISD

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This campus is not rated on STAAR Performance (TAPR).

This campus is not rated on STAAR Progress (TAPR).

This campus is not rated on Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR).

This campus is not rated on STAAR Participation (TAPR).

There is no data for this campus.

	Campus Count	Campus Percent	District Count	State Count
Graduates (2023-24 Annual Graduates)				
Total Graduates	-	-	219	382,023
By Ethnicity:				
African American	-	-	1	48,064
Hispanic	-	-	218	200,942
White	-	-	0	101,714
American Indian	-	-	0	1,231
Asian	-	-	0	19,746
Pacific Islander	-	-	0	606
Two or More Races	-	-	0	9,720
By Graduation Type:				
Minimum H.S. Program	-	-	0	309
Recommended H.S. Program/Distinguished Achievement Program	-	-	1	101
Foundation H.S. Program (No Endorsement)	-	-	23	46,183
Foundation H.S. Program (Endorsement)	-	-	11	42,042
Foundation H.S. Program (DLA)	-	-	184	293,032
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	0	356
Special Education Graduates	-	-	27	35,935
Economically Disadvantaged Graduates	-	-	201	211,984
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	96	56,967
At-Risk Graduates	-	-	166	173,035
CTE Completers	-	-	108	127,800

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	**169**	**100.0%**	**2,922**	**5,530,499**	**173**	**100.0%**	**2,927**	**5,544,255**
Students by Grade								
Early Childhood Education	3	1.8%	0.1%	0.3%	7	4.0%	0.2%	0.5%
Pre-Kindergarten	166	98.2%	5.7%	4.5%	166	96.0%	5.7%	4.5%
Ethnic Distribution								
African American	0	0.0%	0.1%	12.8%	0	0.0%	0.1%	12.8%
Hispanic	164	97.0%	99.0%	53.5%	168	97.1%	99.0%	53.5%
White	4	2.4%	0.7%	24.4%	4	2.3%	0.7%	24.4%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	0	0.0%	0.0%	5.6%	0	0.0%	0.0%	5.6%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	1	0.6%	0.1%	3.3%	1	0.6%	0.1%	3.3%
Sex								
Female	86	50.9%	48.7%	48.9%	88	50.9%	48.7%	48.8%
Male	83	49.1%	51.3%	51.1%	85	49.1%	51.3%	51.2%
Other Student Cohorts								
Economically Disadvantaged	146	86.4%	90.8%	60.5%	150	86.7%	90.8%	60.4%
Non-Educationally Disadvantaged	23	13.6%	9.2%	39.5%	23	13.3%	9.2%	39.6%
Section 504 Students	0	0.0%	4.5%	6.8%	0	0.0%	4.5%	6.8%
EB Students/EL	113	66.9%	60.8%	24.3%	113	65.3%	60.8%	24.3%
Students w/ Disciplinary Placements (2023-24)	0	0.0%	2.7%	2.1%				
Students w/ Dyslexia	0	0.0%	2.7%	6.4%	0	0.0%	2.7%	6.4%
Foster Care	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Homeless	7	4.1%	2.7%	1.4%	7	4.0%	2.7%	1.4%
Immigrant	4	2.4%	2.4%	3.5%	4	2.3%	2.4%	3.5%
Migrant	0	0.0%	0.4%	0.2%	0	0.0%	0.4%	0.2%
Title I	169	100.0%	100.0%	66.6%	173	100.0%	100.0%	66.5%
Military Connected	3	1.8%	2.9%	4.1%	3	1.7%	2.9%	4.1%
At-Risk	115	68.0%	79.4%	53.5%	115	66.5%	79.3%	53.5%
Students by Instructional Program								
Bilingual/ESL Education	98	58.0%	52.6%	24.3%	98	56.6%	52.6%	24.3%
Career and Technical Education	0	0.0%	29.8%	27.7%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	81.6%	74.0%	-	-	-	-
Gifted and Talented Education	0	0.0%	6.2%	8.7%	0	0.0%	6.2%	8.7%
Special Education	19	11.2%	16.4%	15.3%	22	12.7%	16.4%	15.5%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	**19**							

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students with Intellectual Disabilities	0	0.0%	51.6%	48.3%				
Students with Physical Disabilities	9	47.4%	26.4%	17.0%				
Students with Autism	*	*	8.4%	16.8%				
Students with Behavioral Disabilities	0	0.0%	11.7%	16.3%				
Students with Non-Categorical Early Childhood	**	**	1.9%	1.6%				
Mobility (2023-24)								
Total Mobile Students	**-**	**-**	**11.3%**	**16.4%**				
African American	-	-	0.1%	3.3%				
Hispanic	-	-	11.2%	8.9%				
White	-	-	0.0%	2.9%				
American Indian	-	-	0.0%	0.1%				
Asian	-	-	0.0%	0.5%				
Pacific Islander	-	-	0.0%	0.0%				
Two or More Races	-	-	0.0%	0.6%				
Special Ed Students who are Mobile	-	-	9.0%	17.3%				
Count and Percent of EB Students/EL who are Mobile	-	-	11.3%	17.9%				
Count and Percent of Econ Dis Students who are Mobile	-	-	10.7%	19.0%				
Student Attrition (2023-24)								
Total Student Attrition	**0**	**0.0%**	**11.9%**	**18.0%**				

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

	Campus			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	**26.4**	**100.0%**	**100.0%**	**100.0%**
Professional Staff	14.5	54.9%	49.5%	63.8%
Teachers	10.8	40.8%	35.0%	48.3%
Professional Support	1.8	6.8%	8.6%	10.8%
Campus Administration (School Leadership)	1.9	7.2%	4.3%	3.4%
Educational Aides	11.9	45.1%	9.6%	10.7%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	1.0	4,125.0
Part-time Librarians	0.0	n/a	2.0	583.0
Full-time Counselors	1.0	n/a	8.0	13,704.0
Part-time Counselors	0.0	n/a	2.0	1,298.0
Total Minority Staff	**25.6**	**96.9%**	**97.7%**	**55.3%**
Teachers by Ethnicity				
African American	0.0	0.0%	1.0%	12.8%
Hispanic	9.9	92.3%	94.9%	31.0%
White	0.8	7.7%	3.5%	52.2%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	2.2%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.6%	1.3%
Teachers by Sex				
Males	0.8	7.7%	26.4%	24.6%
Females	9.9	92.3%	73.6%	75.4%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	2.7%	2.4%
Bachelors	9.1	84.6%	69.7%	71.4%
Masters	1.7	15.4%	27.1%	25.4%
Doctorate	0.0	0.0%	0.5%	0.8%
Teachers by Years of Experience				
Beginning Teachers	0.0	0.0%	1.5%	7.3%
1-5 Years Experience	2.5	23.1%	21.8%	28.3%
6-10 Years Experience	1.7	15.3%	22.9%	19.7%
11-20 Years Experience	5.0	46.2%	37.7%	27.6%
21-30 Years Experience	0.8	7.7%	14.5%	14.1%
Over 30 Years Experience	0.8	7.7%	1.5%	3.0%
Number of Students per Teacher	15.7	n/a	17.7	15.0

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	8.0	3.7	6.0
Average Years Experience of Principals with District	8.0	3.2	5.1
Average Years Experience of Assistant Principals	0.0	3.4	5.1
Average Years Experience of Assistant Principals with District	0.0	2.4	4.3
Average Years Experience of Teachers	13.2	12.5	11.2
Average Years Experience of Teachers with District	10.5	9.3	7.0
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	-	$69,767	$55,689
1-5 Years Experience	$74,350	$73,895	$59,266
6-10 Years Experience	$74,338	$75,323	$62,607
11-20 Years Experience	$76,147	$77,864	$66,353
21-30 Years Experience	$85,081	$84,241	$70,976
Over 30 Years Experience	$71,522	$84,098	$75,042
Average Actual Salaries (regular duties only)			
Teachers	$75,786	$77,316	$63,751
Professional Support	$75,452	$85,008	$75,909
Campus Administration (School Leadership)	$87,488	$89,590	$88,786
Instructional Staff Percent	n/a	51.7%	64.8%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,637.7

	Campus			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served)				
Bilingual/ESL Education	6.2	58.0%	25.5%	6.3%
Career and Technical Education	0.0	0.0%	6.0%	5.5%
Compensatory Education	0.0	0.0%	0.0%	2.6%
Gifted and Talented Education	0.0	0.0%	0.1%	1.6%
Regular Education	2.8	25.9%	50.6%	69.0%
Special Education	1.7	16.1%	14.7%	11.4%
Other	0.0	0.0%	3.1%	3.6%

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

Link to: PEIMS Financial Standard Reports 2023-24 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

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MEMORANDUM

To: Members of the Board of Trustees
From: Edgar Ponce Administrator Research and Evaluation
Subject: 2024-2025 Federal Report Cards
Date: February 11, 2026

HISTORY:

The Federal Report Cards, as required under the Every Student Succeeds Act of 2015 (ESSA), are released annually. These report cards are on the Texas Education Agency and our district websites

RATIONALE:

Information on these report cards includes:

Part (i): General Description of the Texas State Accountability System
(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;

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

(III) the indicators used to meaningfully differentiate all public schools in the State;

(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;
(bb) the methodology by which the State differentiates all such schools;
(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students; and
(dd) the methodology by which the State identifies a school for comprehensive support and improvement;

(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;

(VI) the exit criteria established by the State, including the length of years established.

Part (ii): Student Achievement by Proficiency Level

This section provides 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

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for the 2024-25 school year. These results include all students tested, regardless of whether they were in the accountability subset.

Part (iii)(I): Academic Growth
This section provides information on students' academic growth for mathematics and reading/ELA for public elementary and secondary schools without a graduation rate for the 2024-25 school year. These results include all students tested, regardless of whether they were in the accountability subset.

Part (iii)(II): Graduation Rate
This section provides information on high school graduation rates for the class of 2024.

Part (iv): English Language Proficiency
This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2025 Texas English Language Proficiency Assessment System (TELPAS) data.

Part (v): School Quality or Student Success (SQSS)
This section provides information on school quality or student success, which is college, career, and military readiness (CCMR) for high schools and the 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.

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. (Not applicable to district and state report cards)

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 2024-25 school year.

Part (viii): Civil Rights Data

Part (viii)(I): The section provides information from the 2021-22 Civil Right Data Collection (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.

Part (viii)(II): This section provides information from the 2021-22 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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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.

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.
Per-pupil Expenditure for the 2025 fiscal year will be updated by June 30th, 2026.

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 2024-25 school year.

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 2024 National Assessment of Educational Progress, compared to the national average of such results.

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 2022-23 school year enrolled in the 2023-24 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas.

Part (xiv): Additional Information – Chronic Absenteeism
This section provides information on Chronic Absenteeism per EDFacts definition: percent of the unduplicated number of K – 12 students enrolled in a school for at least ten days and absent for 10% or more days during the 2023-24 school year.

Part (xv): Section 1003 Fund
This section provides a list of all the local educational agencies 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 2023-24 school year. Section 1003 Funds for the 2024-25 school year will be updated by June 30th, 2026.

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Part (xvi): Counts of First Year English Learners Excluded from State Accountability
This section provides number of recently arrived English learners exempted from one administration of the reading/language arts assessments and whose results are excluded from the 2024-25 State accountability.

BUDGET:

There is no budget for this item.

ADMINISTRATIVE RECOMMENDATION:
It is recommended that the Board review the 2024-2025 Federal Report Cards as presented.

For Approval? ☐ Yes ☒ No
If no, please check one: ☐ Presentation ☒ Report ☒ Information
Please check if applicable: ☒ Attachment Included

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 and 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 and 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%
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 4-2025 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 2023, 2024, and 2025 are considered consecutive years for 2025 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 10-2025 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 school type - 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 2024-2025 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 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 2024-25 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	Region 19	District	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																						
Reading	All Students	76%	78%	**64%**	-	64%	60%	-	-	-	-	62%	81%	33%	74%	60%	68%	60%	-	*	-	*
	CWD	53%	54%	**33%**	-	32%	*	-	-	-	-	29%	*	33%	-	23%	29%	36%	-	*	-	*
	CWOD	82%	84%	**74%**	-	74%	*	-	-	-	-	72%	83%	-	74%	71%	78%	68%	-	*	-	-
	EL	64%	68%	**60%**	-	60%	*	-	-	-	-	60%	60%	23%	71%	60%	63%	57%	-	*	-	*
	Male	74%	77%	**68%**	-	68%	*	-	-	-	-	66%	76%	29%	78%	63%	68%	-	-	-	-	-
	Female	78%	79%	**60%**	-	60%	*	-	-	-	-	57%	90%	36%	68%	57%	-	60%	-	*	-	*
Mathematics	All Students	70%	73%	**54%**	-	56%	0%	-	-	-	-	52%	67%	25%	63%	51%	67%	40%	-	*	-	*
	CWD	48%	51%	**25%**	-	26%	*	-	-	-	-	20%	*	25%	-	14%	35%	16%	-	*	-	*
	CWOD	75%	78%	**63%**	-	64%	*	-	-	-	-	63%	65%	-	63%	62%	75%	49%	-	*	-	-
	EL	63%	67%	**51%**	-	52%	*	-	-	-	-	51%	50%	14%	62%	51%	62%	39%	-	*	-	*
	Male	72%	75%	**67%**	-	67%	*	-	-	-	-	66%	71%	35%	75%	62%	67%	-	-	-	-	-
	Female	67%	70%	**40%**	-	42%	*	-	-	-	-	38%	60%	16%	49%	39%	-	40%	-	*	-	*
Grade 4																						
Reading	All Students	79%	82%	**69%**	-	69%	*	-	-	-	-	67%	81%	31%	78%	65%	64%	75%	*	60%	-	*
	CWD	55%	56%	**31%**	-	31%	-	-	-	-	-	30%	33%	31%	-	30%	37%	11%	-	*	-	*
	CWOD	86%	89%	**78%**	-	78%	*	-	-	-	-	75%	95%	-	78%	72%	74%	81%	*	*	-	-
	EL	68%	72%	**65%**	-	66%	*	-	-	-	-	63%	80%	30%	72%	65%	62%	70%	*	*	-	-
	Male	77%	80%	**64%**	-	65%	*	-	-	-	-	62%	88%	37%	74%	62%	64%	-	-	*	-	*
	Female	82%	84%	**75%**	-	75%	-	-	-	-	-	74%	79%	11%	81%	70%	-	75%	*	*	-	-
Mathematics	All Students	68%	73%	**54%**	-	54%	*	-	-	-	-	54%	50%	29%	59%	50%	54%	54%	*	40%	-	*
	CWD	44%	47%	**29%**	-	29%	-	-	-	-	-	25%	43%	29%	-	32%	30%	22%	-	*	-	*
	CWOD	74%	80%	**59%**	-	60%	*	-	-	-	-	60%	52%	-	59%	54%	62%	57%	*	*	-	-
	EL	61%	67%	**50%**	-	51%	*	-	-	-	-	52%	40%	32%	54%	50%	51%	50%	*	*	-	-
	Male	70%	75%	**54%**	-	54%	*	-	-	-	-	53%	56%	30%	62%	51%	54%	-	-	*	-	*
	Female	65%	71%	**54%**	-	54%	-	-	-	-	-	55%	47%	22%	57%	50%	-	54%	*	*	-	-
Grade 5																						
Reading	All Students	76%	80%	**65%**	*	65%	*	-	-	-	-	65%	67%	33%	74%	58%	58%	72%	*	43%	-	-
	CWD	45%	47%	**33%**	*	31%	-	-	-	-	-	32%	*	33%	-	26%	28%	39%	-	*	-	-
	CWOD	84%	88%	**74%**	-	74%	*	-	-	-	-	75%	68%	-	74%	66%	68%	79%	*	*	-	-
	EL	66%	71%	**58%**	-	59%	*	-	-	-	-	60%	46%	26%	66%	58%	55%	62%	*	33%	-	-
	Male	73%	77%	**58%**	*	58%	*	-	333	-	-	59%	43%	28%	68%	55%	58%	-	*	20%	-	-
	Female	80%	84%	**72%**	-	72%	-	-	-	-	-	72%	72%	39%	79%	62%	-	72%	-	*	-	-

		State	Region 19	District	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	73%	78%	**61%**	*	62%	*	-	-	-	-	60%	67%	43%	66%	58%	58%	65%	*	57%	-	-
	CWD	47%	51%	**43%**	*	44%	-	-	-	-	-	43%	*	43%	-	46%	42%	44%	-	*	-	-
	CWOD	79%	84%	**66%**	-	67%	*	-	-	-	-	66%	68%	-	66%	61%	63%	69%	*	*	-	-
	EL	65%	71%	**58%**	-	58%	*	-	-	-	-	58%	54%	46%	61%	58%	58%	58%	*	50%	-	-
	Male	73%	78%	**58%**	*	59%	*	-	-	-	-	58%	43%	42%	63%	58%	58%	-	*	40%	-	-
	Female	72%	78%	**65%**	-	65%	-	-	-	-	-	63%	72%	44%	69%	58%	-	65%	-	*	-	-
Science	All Students	63%	65%	**47%**	*	48%	*	-	-	-	-	46%	54%	19%	55%	47%	54%	41%	*	29%	-	-
	CWD	40%	39%	**19%**	*	19%	-	-	-	-	-	17%	*	19%	-	26%	24%	11%	-	*	-	-
	CWOD	69%	71%	**55%**	-	55%	*	-	-	-	-	54%	55%	-	55%	52%	64%	47%	*	*	-	-
	EL	49%	51%	**47%**	-	47%	*	-	-	-	-	45%	62%	26%	52%	47%	54%	38%	*	33%	-	-
	Male	66%	68%	**54%**	*	55%	*	-	-	-	-	54%	43%	24%	64%	54%	54%	-	*	40%	-	-
	Female	61%	63%	**41%**	-	41%	-	-	-	-	-	38%	56%	11%	47%	38%	-	41%	-	*	-	-
Grade 6																						
Reading	All Students	76%	76%	**68%**	-	68%	-	-	-	-	-	66%	78%	53%	70%	53%	66%	70%	*	64%	-	*
	CWD	46%	44%	**53%**	-	53%	-	-	-	-	-	52%	*	53%	-	50%	45%	70%	*	*	-	-
	CWOD	82%	82%	**70%**	-	70%	-	-	-	-	-	69%	79%	-	70%	53%	71%	70%	*	63%	-	*
	EL	56%	53%	**53%**	-	53%	-	-	-	-	-	50%	71%	50%	53%	53%	46%	58%	*	43%	-	-
	Male	72%	72%	**66%**	-	66%	-	-	-	-	-	66%	56%	45%	71%	46%	66%	-	*	*	-	*
	Female	80%	79%	**70%**	-	70%	-	-	-	-	-	66%	84%	70%	70%	58%	-	70%	-	71%	-	-
Mathematics	All Students	72%	75%	**81%**	-	81%	-	-	-	-	-	82%	79%	69%	84%	77%	84%	78%	*	73%	-	*
	CWD	50%	51%	**69%**	-	69%	-	-	-	-	-	67%	80%	69%	-	77%	68%	70%	*	*	-	-
	CWOD	78%	80%	**84%**	-	84%	-	-	-	-	-	84%	79%	-	84%	77%	89%	79%	*	63%	-	*
	EL	60%	63%	**77%**	-	77%	-	-	-	-	-	77%	79%	77%	77%	77%	78%	77%	*	71%	-	-
	Male	74%	77%	**84%**	-	84%	-	-	-	-	-	85%	80%	68%	89%	78%	84%	-	*	*	-	*
	Female	71%	73%	**78%**	-	78%	-	-	-	-	-	78%	79%	70%	79%	77%	-	78%	-	57%	-	-
Grade 7																						
Reading	All Students	74%	75%	**70%**	-	70%	-	-	-	-	-	69%	89%	47%	74%	56%	69%	71%	*	60%	-	-
	CWD	41%	41%	**47%**	-	47%	-	-	-	-	-	49%	*	47%	-	38%	43%	50%	*	*	-	-
	CWOD	81%	81%	**74%**	-	74%	-	-	-	-	-	73%	100%	-	74%	62%	75%	74%	*	*	-	-
	EL	56%	58%	**56%**	-	56%	-	-	-	-	-	56%	*	38%	62%	56%	53%	59%	*	*	-	-
	Male	70%	71%	**69%**	-	69%	-	-	-	-	-	66%	100%	43%	75%	53%	69%	-	*	-	-	-
	Female	79%	79%	**71%**	-	71%	-	-	-	-	-	71%	*	50%	74%	59%	-	71%	*	60%	-	-
Mathematics	All Students	53%	50%	**44%**	-	44%	-	-	-	-	-	44%	60%	38%	46%	35%	49%	39%	*	60%	-	-
	CWD	31%	34%	**38%**	-	38%	-	-	-	-	-	39%	*	38%	-	33%	48%	25%	*	*	-	-
	CWOD	58%	54%	**46%**	-	46%	-	-	-	-	-	45%	*	-	46%	35%	50%	42%	*	*	-	-
	EL	39%	44%	**35%**	-	35%	-	-	-	-	-	34%	*	33%	35%	35%	39%	31%	*	*	-	-
	Male	55%	52%	**49%**	-	49%	-	-	-	-	-	48%	*	48%	50%	39%	49%	-	*	-	-	-
	Female	51%	47%	**39%**	-	39%	-	-	-	-	-	39%	*	25%	42%	31%	-	39%	*	60%	-	-
Grade 8																						

		State	Region 19	District	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	80%	81%	**74%**	-	75%	*	-	-	-	-	72%	95%	48%	80%	63%	72%	78%	*	50%	-	*
	CWD	49%	50%	**48%**	-	48%	-	-	-	-	-	48%	*	48%	-	35%	45%	55%	-	*	-	-
	CWOD	85%	86%	**80%**	-	80%	*	-	-	-	-	77%	100%	-	80%	69%	78%	81%	*	71%	-	*
	EL	62%	64%	**63%**	-	63%	*	-	-	-	-	61%	*	35%	69%	63%	64%	61%	*	43%	-	-
	Male	76%	77%	**72%**	-	72%	*	-	-	-	-	69%	100%	45%	78%	64%	72%	-	*	50%	-	*
	Female	85%	85%	**78%**	-	78%	-	-	-	-	-	76%	90%	55%	81%	61%	-	78%	-	*	-	*
Mathematics	All Students	69%	71%	**72%**	-	72%	*	-	-	-	-	70%	93%	48%	77%	64%	71%	74%	-	43%	-	*
	CWD	42%	44%	**48%**	-	48%	-	-	-	-	-	45%	*	48%	-	36%	50%	45%	-	*	-	-
	CWOD	74%	76%	**77%**	-	77%	*	-	-	-	-	75%	92%	-	77%	71%	76%	79%	-	*	-	*
	EL	56%	58%	**64%**	-	64%	*	-	-	-	-	63%	*	36%	71%	64%	66%	61%	-	40%	-	-
	Male	68%	70%	**71%**	-	71%	*	-	-	-	-	68%	100%	50%	76%	66%	71%	-	-	*	-	*
	Female	71%	72%	**74%**	-	74%	-	-	-	-	-	72%	83%	45%	79%	61%	-	74%	-	*	-	*
Science	All Students	72%	75%	**65%**	-	65%	*	-	-	-	-	62%	90%	33%	71%	51%	66%	63%	*	60%	-	*
	CWD	43%	44%	**33%**	-	33%	-	-	-	-	-	29%	*	33%	-	13%	36%	27%	-	*	-	-
	CWOD	77%	80%	**71%**	-	71%	*	-	-	-	-	69%	89%	-	71%	60%	74%	68%	*	86%	-	*
	EL	54%	60%	**51%**	-	52%	*	-	-	-	-	50%	*	13%	60%	51%	54%	47%	*	43%	-	-
	Male	73%	75%	**66%**	-	66%	*	-	-	-	-	63%	100%	36%	74%	54%	66%	-	*	67%	-	*
	Female	71%	75%	**63%**	-	63%	-	-	-	-	-	61%	80%	27%	68%	47%	-	63%	-	*	-	*
End of Course																						
English I	All Students	66%	64%	**50%**	*	50%	*	-	-	-	-	49%	71%	23%	56%	38%	44%	58%	*	9%	-	*
	CWD	35%	34%	**23%**	-	23%	-	-	-	-	-	23%	-	23%	-	20%	29%	14%	*	*	-	-
	CWOD	72%	68%	**56%**	*	56%	*	-	-	-	-	55%	71%	-	56%	42%	48%	64%	*	10%	-	*
	EL	45%	46%	**38%**	-	38%	-	-	-	-	-	37%	63%	20%	42%	38%	34%	42%	*	9%	-	*
	Male	61%	60%	**44%**	*	44%	*	-	-	-	-	42%	86%	29%	48%	34%	44%	-	*	*	-	*
	Female	72%	69%	**58%**	-	58%	*	-	-	-	-	58%	60%	14%	64%	42%	-	58%	*	14%	-	*
English II	All Students	70%	69%	**54%**	*	54%	-	-	-	-	-	52%	83%	26%	59%	40%	45%	64%	*	22%	-	*
	CWD	36%	33%	**26%**	-	26%	-	-	-	-	-	25%	*	26%	-	20%	26%	27%	-	-	-	*
	CWOD	76%	74%	**59%**	*	59%	-	-	-	-	-	57%	88%	-	59%	45%	50%	69%	*	22%	-	*
	EL	47%	51%	**40%**	-	40%	-	-	-	-	-	39%	71%	20%	45%	40%	32%	52%	*	22%	-	*
	Male	66%	66%	**45%**	*	45%	-	-	-	-	-	43%	80%	26%	50%	32%	45%	-	*	*	-	*
	Female	75%	74%	**64%**	-	64%	-	-	-	-	-	63%	88%	27%	69%	52%	-	64%	-	14%	-	*
Algebra I	All Students	76%	83%	**72%**	*	72%	-	-	-	-	-	71%	85%	58%	74%	68%	68%	77%	*	42%	-	*
	CWD	52%	62%	**58%**	-	58%	-	-	-	-	-	58%	-	58%	-	58%	59%	50%	*	*	-	-
	CWOD	80%	86%	**74%**	*	74%	-	-	-	-	-	73%	85%	-	74%	70%	70%	79%	*	45%	-	*
	EL	68%	77%	**68%**	-	68%	-	-	-	-	-	67%	71%	58%	70%	68%	65%	71%	*	36%	-	*
	Male	73%	81%	**68%**	*	68%	-	-	-	-	-	67%	100%	59%	70%	65%	68%	-	*	50%	-	*
	Female	79%	86%	**77%**	-	77%	-	-	-	-	-	76%	79%	50%	79%	71%	-	77%	*	33%	-	*

		State	Region 19	District	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
Biology	All Students	91%	91%	**87%**	*	87%	*	-	-	-	-	86%	92%	67%	90%	82%	84%	89%	*	50%	-	*
	CWD	76%	76%	**67%**	-	67%	-	-	-	-	-	67%	-	67%	-	63%	70%	53%	*	-	-	-
	CWOD	93%	93%	**90%**	*	90%	*	-	-	-	-	90%	92%	-	90%	86%	88%	92%	*	56%	-	*
	EL	82%	84%	**82%**	-	82%	-	-	-	-	-	82%	86%	63%	86%	82%	81%	83%	*	50%	-	*
	Male	89%	89%	**84%**	*	84%	-	-	-	-	-	84%	*	70%	88%	81%	84%	-	*	*	-	*
	Female	92%	92%	**89%**	-	89%	*	-	-	-	-	89%	90%	53%	92%	83%	-	89%	*	50%	-	*
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	50%	51%	**31%**	-	32%	0%	-	-	-	-	29%	48%	14%	37%	28%	35%	28%	-	*	-	*
	CWD	27%	27%	**14%**	-	15%	*	-	-	-	-	11%	*	14%	-	3%	21%	8%	-	*	-	*
	CWOD	57%	57%	**37%**	-	37%	*	-	-	-	-	35%	48%	-	37%	36%	39%	34%	-	*	-	-
	EL	36%	36%	**28%**	-	29%	*	-	-	-	-	28%	40%	3%	36%	28%	31%	25%	-	*	-	*
	Male	48%	49%	**35%**	-	35%	*	-	-	-	-	34%	41%	21%	39%	31%	35%	-	-	-	-	-
	Female	53%	54%	**28%**	-	29%	*	-	-	-	-	24%	60%	8%	34%	25%	-	28%	-	*	-	*
Mathematics	All Students	45%	44%	**24%**	-	25%	0%	-	-	-	-	23%	33%	8%	29%	25%	34%	12%	-	*	-	*
	CWD	27%	26%	**8%**	-	9%	*	-	-	-	-	9%	*	8%	-	3%	9%	8%	-	*	-	*
	CWOD	50%	49%	**29%**	-	29%	*	-	-	-	-	27%	39%	-	29%	31%	41%	14%	-	*	-	-
	EL	37%	37%	**25%**	-	25%	*	-	-	-	-	24%	40%	3%	31%	25%	38%	11%	-	*	-	*
	Male	49%	49%	**34%**	-	35%	*	-	-	-	-	34%	35%	9%	41%	38%	34%	-	-	-	-	-
	Female	41%	39%	**12%**	-	13%	*	-	-	-	-	10%	30%	8%	14%	11%	-	12%	-	*	-	*
Grade 4																						
Reading	All Students	53%	57%	**34%**	-	34%	*	-	-	-	-	34%	37%	8%	40%	33%	27%	42%	*	0%	-	*
	CWD	26%	28%	**8%**	-	8%	-	-	-	-	-	9%	0%	8%	-	9%	10%	0%	-	*	-	*
	CWOD	60%	64%	**40%**	-	40%	*	-	-	-	-	39%	48%	-	40%	37%	33%	47%	*	*	-	-
	EL	40%	43%	**33%**	-	33%	*	-	-	-	-	33%	27%	9%	37%	33%	27%	40%	*	*	-	-
	Male	50%	53%	**27%**	-	27%	*	-	-	-	-	27%	25%	10%	33%	27%	27%	-	-	*	-	*
	Female	57%	60%	**42%**	-	42%	-	-	-	-	-	42%	42%	0%	47%	40%	-	42%	*	*	-	-
Mathematics	All Students	46%	49%	**29%**	-	29%	*	-	-	-	-	31%	21%	16%	32%	25%	27%	32%	*	20%	-	*
	CWD	25%	28%	**16%**	-	16%	-	-	-	-	-	19%	0%	16%	-	14%	20%	0%	-	*	-	*
	CWOD	51%	55%	**32%**	-	33%	*	-	-	-	-	33%	29%	-	32%	27%	30%	35%	*	*	-	-
	EL	37%	41%	**25%**	-	25%	*	-	-	-	-	26%	13%	14%	27%	25%	26%	23%	*	*	-	-
	Male	50%	53%	**27%**	-	28%	*	-	-	-	-	28%	22%	20%	30%	26%	27%	-	-	*	-	*
	Female	42%	45%	**32%**	-	32%	-	-	-	-	-	34%	21%	0%	35%	23%	-	32%	*	*	-	-
Grade 5																						
Reading	All Students	57%	60%	**47%**	*	47%	*	-	-	-	-	45%	58%	14%	55%	40%	39%	53%	*	29%	-	-
	CWD	26%	26%	**14%**	*	14%	-	-	-	-	-	12%	*	14%	-	15%	16%	11%	-	*	-	-
	CWOD	65%	68%	**55%**	-	56%	*	-	-	-	-	55%	59%	-	55%	46%	47%	62%	*	*	-	-
	EL	41%	45%	**40%**	-	40%	*	-	-	-	-	39%	46%	15%	46%	40%	36%	43%	*	17%	-	-
	Male	53%	56%	**39%**	*	40%	*	-	-	-	-	39%	43%	16%	47%	36%	39%	-	*	20%	-	-
	Female	61%	64%	**53%**	-	53%	-	-	-	-	-	51%	61%	11%	62%	43%	-	53%	-	*	-	-

		State	Region 19	District	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	46%	49%	**29%**	*	29%	*	-	-	-	-	30%	21%	9%	34%	26%	30%	28%	*	29%	-	-
	CWD	23%	23%	**9%**	*	9%	-	-	-	-	-	10%	*	9%	-	14%	15%	0%	-	*	-	-
	CWOD	52%	55%	**34%**	-	34%	*	-	-	-	-	36%	23%	-	34%	30%	35%	33%	*	*	-	-
	EL	36%	39%	**26%**	-	27%	*	-	-	-	-	26%	23%	14%	30%	26%	29%	23%	*	17%	-	-
	Male	48%	51%	**30%**	*	31%	*	-	-	-	-	30%	29%	15%	35%	29%	30%	-	*	20%	-	-
	Female	44%	47%	**28%**	-	28%	-	-	-	-	-	30%	17%	0%	33%	23%	-	28%	-	*	-	-
Science	All Students	30%	27%	**12%**	*	12%	*	-	-	-	-	12%	8%	9%	13%	11%	16%	8%	*	14%	-	-
	CWD	17%	15%	**9%**	*	10%	-	-	-	-	-	10%	*	9%	-	15%	16%	0%	-	*	-	-
	CWOD	33%	30%	**13%**	-	13%	*	-	-	-	-	13%	9%	-	13%	10%	17%	9%	*	*	-	-
	EL	16%	14%	**11%**	-	11%	*	-	-	-	-	10%	15%	15%	10%	11%	14%	7%	*	17%	-	-
	Male	33%	31%	**16%**	*	17%	*	-	-	-	-	15%	29%	16%	17%	14%	16%	-	*	20%	-	-
	Female	27%	24%	**8%**	-	8%	-	-	-	-	-	9%	0%	0%	9%	7%	-	8%	-	*	-	-
Grade 6																						
Reading	All Students	55%	54%	**39%**	-	39%	-	-	-	-	-	37%	48%	17%	43%	24%	34%	44%	*	18%	-	*
	CWD	24%	23%	**17%**	-	17%	-	-	-	-	-	15%	*	17%	-	18%	15%	20%	*	*	-	-
	CWOD	62%	60%	**43%**	-	43%	-	-	-	-	-	42%	50%	-	43%	25%	39%	47%	*	13%	-	*
	EL	30%	25%	**24%**	-	24%	-	-	-	-	-	20%	50%	18%	25%	24%	13%	33%	*	14%	-	-
	Male	50%	50%	**34%**	-	34%	-	-	-	-	-	35%	22%	15%	39%	13%	34%	-	*	*	-	*
	Female	59%	58%	**44%**	-	44%	-	-	-	-	-	40%	58%	20%	47%	33%	-	44%	-	29%	-	-
Mathematics	All Students	38%	37%	**47%**	-	47%	-	-	-	-	-	46%	52%	38%	49%	40%	51%	43%	*	36%	-	*
	CWD	19%	16%	**38%**	-	38%	-	-	-	-	-	37%	40%	38%	-	45%	36%	40%	*	*	-	-
	CWOD	43%	41%	**49%**	-	49%	-	-	-	-	-	48%	54%	-	49%	39%	55%	44%	*	25%	-	*
	EL	22%	21%	**40%**	-	40%	-	-	-	-	-	37%	64%	45%	39%	40%	35%	44%	*	43%	-	-
	Male	41%	40%	**51%**	-	51%	-	-	-	-	-	51%	50%	36%	55%	35%	51%	-	*	*	-	*
	Female	36%	34%	**43%**	-	43%	-	-	-	-	-	41%	53%	40%	44%	44%	-	43%	-	29%	-	-
Grade 7																						
Reading	All Students	52%	52%	**37%**	-	37%	-	-	-	-	-	36%	56%	8%	42%	21%	36%	37%	*	20%	-	-
	CWD	21%	19%	**8%**	-	8%	-	-	-	-	-	9%	*	8%	-	7%	10%	6%	*	*	-	-
	CWOD	58%	57%	**42%**	-	42%	-	-	-	-	-	41%	63%	-	42%	25%	43%	42%	*	*	-	-
	EL	30%	29%	**21%**	-	21%	-	-	-	-	-	21%	*	7%	25%	21%	20%	22%	*	*	-	-
	Male	47%	48%	**36%**	-	36%	-	-	-	-	-	35%	57%	10%	43%	20%	36%	-	*	-	-	-
	Female	58%	56%	**37%**	-	37%	-	-	-	-	-	37%	*	6%	42%	22%	-	37%	*	20%	-	-
Mathematics	All Students	32%	25%	**15%**	-	15%	-	-	-	-	-	14%	40%	14%	16%	10%	20%	10%	*	0%	-	-
	CWD	17%	19%	**14%**	-	14%	-	-	-	-	-	14%	*	14%	-	13%	24%	0%	*	*	-	-
	CWOD	36%	26%	**16%**	-	16%	-	-	-	-	-	14%	*	-	16%	9%	19%	13%	*	*	-	-
	EL	19%	19%	**10%**	-	10%	-	-	-	-	-	9%	*	13%	9%	10%	14%	7%	*	*	-	-
	Male	35%	28%	**20%**	-	20%	-	-	-	-	-	19%	*	24%	19%	14%	20%	-	*	-	-	-
	Female	30%	22%	**10%**	-	10%	-	-	-	-	-	10%	*	0%	13%	7%	-	10%	*	0%	-	-
Grade 8																						

		State	Region 19	District	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	57%	56%	**43%**	-	43%	*	-	-	-	-	39%	80%	9%	49%	23%	34%	53%	*	30%	-	*
	CWD	23%	23%	**9%**	-	9%	-	-	-	-	-	6%	*	9%	-	0%	9%	9%	-	*	-	-
	CWOD	63%	61%	**49%**	-	49%	*	-	-	-	-	45%	83%	-	49%	28%	40%	59%	*	43%	-	*
	EL	32%	31%	**23%**	-	23%	*	-	-	-	-	23%	*	0%	28%	23%	20%	27%	*	14%	-	-
	Male	51%	50%	**34%**	-	34%	*	-	-	-	-	28%	90%	9%	40%	20%	34%	-	*	17%	-	*
	Female	63%	63%	**53%**	-	53%	-	-	-	-	-	51%	70%	9%	59%	27%	-	53%	-	*	-	*
Mathematics	All Students	45%	44%	**43%**	-	43%	*	-	-	-	-	40%	71%	16%	48%	29%	42%	43%	-	43%	-	*
	CWD	22%	21%	**16%**	-	16%	-	-	-	-	-	10%	*	16%	-	5%	20%	9%	-	*	-	-
	CWOD	50%	48%	**48%**	-	48%	*	-	-	-	-	46%	67%	-	48%	35%	48%	49%	-	*	-	*
	EL	30%	29%	**29%**	-	29%	*	-	-	-	-	29%	*	5%	35%	29%	28%	30%	-	40%	-	-
	Male	45%	45%	**42%**	-	42%	*	-	-	-	-	39%	75%	20%	48%	28%	42%	-	-	*	-	*
	Female	46%	44%	**43%**	-	43%	-	-	-	-	-	41%	67%	9%	49%	30%	-	43%	-	*	-	*
Science	All Students	47%	47%	**33%**	-	32%	*	-	-	-	-	31%	50%	9%	37%	20%	35%	30%	*	50%	-	*
	CWD	22%	21%	**9%**	-	9%	-	-	-	-	-	3%	*	9%	-	0%	9%	9%	-	*	-	-
	CWOD	51%	51%	**37%**	-	37%	*	-	-	-	-	36%	44%	-	37%	25%	41%	33%	*	71%	-	*
	EL	25%	28%	**20%**	-	20%	*	-	-	-	-	21%	*	0%	25%	20%	24%	14%	*	43%	-	-
	Male	49%	50%	**35%**	-	35%	*	-	-	-	-	32%	60%	9%	41%	24%	35%	-	*	67%	-	*
	Female	45%	45%	**30%**	-	30%	-	-	-	-	-	29%	40%	9%	33%	14%	-	30%	-	*	-	*
End of Course																						
English I	All Students	47%	44%	**27%**	*	27%	*	-	-	-	-	26%	53%	8%	31%	14%	20%	36%	*	0%	-	*
	CWD	18%	16%	**8%**	-	8%	-	-	-	-	-	8%	-	8%	-	5%	12%	0%	*	*	-	-
	CWOD	53%	48%	**31%**	*	31%	*	-	-	-	-	30%	53%	-	31%	16%	22%	41%	*	0%	-	*
	EL	23%	22%	**14%**	-	14%	-	-	-	-	-	13%	50%	5%	16%	14%	12%	17%	*	0%	-	*
	Male	42%	39%	**20%**	*	21%	*	-	-	-	-	20%	43%	12%	22%	12%	20%	-	*	*	-	*
	Female	54%	48%	**36%**	-	35%	*	-	-	-	-	34%	60%	0%	41%	17%	-	36%	*	0%	-	*
English II	All Students	53%	51%	**32%**	*	32%	-	-	-	-	-	31%	56%	8%	37%	20%	25%	41%	*	11%	-	*
	CWD	20%	16%	**8%**	-	8%	-	-	-	-	-	8%	*	8%	-	9%	8%	9%	-	-	-	*
	CWOD	58%	56%	**37%**	*	37%	-	-	-	-	-	35%	63%	-	37%	23%	29%	46%	*	11%	-	*
	EL	25%	26%	**20%**	-	20%	-	-	-	-	-	20%	29%	9%	23%	20%	14%	29%	*	11%	-	*
	Male	48%	48%	**25%**	*	25%	-	-	-	-	-	24%	40%	8%	29%	14%	25%	-	*	*	-	*
	Female	59%	55%	**41%**	-	41%	-	-	-	-	-	39%	75%	9%	46%	29%	-	41%	-	0%	-	*
Algebra I	All Students	43%	51%	**31%**	*	31%	-	-	-	-	-	28%	70%	22%	32%	25%	28%	34%	*	25%	-	*
	CWD	19%	25%	**22%**	-	22%	-	-	-	-	-	22%	-	22%	-	15%	32%	0%	*	*	-	-
	CWOD	47%	54%	**32%**	*	33%	-	-	-	-	-	29%	70%	-	32%	27%	27%	39%	*	27%	-	*
	EL	30%	38%	**25%**	-	25%	-	-	-	-	-	25%	43%	15%	27%	25%	24%	26%	*	18%	-	*
	Male	42%	49%	**28%**	*	28%	-	-	-	-	-	26%	83%	32%	27%	24%	28%	-	*	33%	-	*
	Female	45%	53%	**34%**	-	34%	-	-	-	-	-	31%	64%	0%	39%	26%	-	34%	*	17%	-	*

		State	Region 19	District	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
Biology	All Students	59%	56%	**43%**	*	43%	*	-	-	-	-	41%	85%	19%	48%	32%	41%	45%	*	10%	-	*
	CWD	30%	27%	**19%**	-	19%	-	-	-	-	-	19%	-	19%	-	17%	23%	7%	*	-	-	-
	CWOD	64%	59%	**48%**	*	48%	*	-	-	-	-	46%	85%	-	48%	35%	46%	50%	*	11%	-	*
	EL	35%	35%	**32%**	-	32%	-	-	-	-	-	30%	86%	17%	35%	32%	32%	32%	*	10%	-	*
	Male	58%	55%	**41%**	*	42%	-	-	-	-	-	40%	*	23%	46%	32%	41%	-	*	*	-	*
	Female	61%	56%	**45%**	-	45%	*	-	-	-	-	43%	80%	7%	50%	32%	-	45%	*	17%	-	*
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	22%	21%	**6%**	-	6%	0%	-	-	-	-	4%	19%	4%	7%	5%	4%	8%	-	*	-	*
	CWD	7%	7%	**4%**	-	4%	*	-	-	-	-	4%	*	4%	-	3%	4%	4%	-	*	-	*
	CWOD	26%	25%	**7%**	-	7%	*	-	-	-	-	4%	22%	-	7%	5%	5%	10%	-	*	-	-
	EL	13%	12%	**5%**	-	5%	*	-	-	-	-	5%	0%	3%	5%	5%	3%	6%	-	*	-	*
	Male	20%	18%	**4%**	-	5%	*	-	-	-	-	3%	12%	4%	5%	3%	4%	-	-	-	-	-
	Female	24%	24%	**8%**	-	9%	*	-	-	-	-	6%	30%	4%	10%	6%	-	8%	-	*	-	*
Mathematics	All Students	19%	15%	**3%**	-	3%	0%	-	-	-	-	3%	4%	0%	4%	2%	5%	0%	-	*	-	*
	CWD	8%	7%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	*
	CWOD	22%	18%	**4%**	-	4%	*	-	-	-	-	4%	4%	-	4%	2%	7%	0%	-	*	-	-
	EL	12%	10%	**2%**	-	2%	*	-	-	-	-	2%	0%	0%	2%	2%	3%	0%	-	*	-	*
	Male	22%	19%	**5%**	-	5%	*	-	-	-	-	5%	6%	0%	7%	3%	5%	-	-	-	-	-
	Female	15%	12%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	-	0%	-	*	-	*
Grade 4																						
Reading	All Students	23%	23%	**8%**	-	8%	*	-	-	-	-	8%	7%	0%	10%	7%	5%	13%	*	0%	-	*
	CWD	6%	6%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-	*	-	*
	CWOD	28%	27%	**10%**	-	10%	*	-	-	-	-	10%	10%	-	10%	8%	6%	14%	*	*	-	-
	EL	13%	12%	**7%**	-	7%	*	-	-	-	-	7%	0%	0%	8%	7%	4%	10%	*	*	-	-
	Male	20%	20%	**5%**	-	5%	*	-	-	-	-	4%	13%	0%	6%	4%	5%	-	-	*	-	*
	Female	26%	25%	**13%**	-	13%	-	-	-	-	-	14%	5%	0%	14%	10%	-	13%	*	*	-	-
Mathematics	All Students	23%	23%	**10%**	-	10%	*	-	-	-	-	10%	7%	3%	11%	9%	9%	11%	*	0%	-	*
	CWD	9%	8%	**3%**	-	3%	-	-	-	-	-	3%	0%	3%	-	5%	3%	0%	-	*	-	*
	CWOD	27%	26%	**11%**	-	11%	*	-	-	-	-	12%	10%	-	11%	10%	11%	12%	*	*	-	-
	EL	16%	16%	**9%**	-	9%	*	-	-	-	-	10%	0%	5%	10%	9%	9%	8%	*	*	-	-
	Male	27%	26%	**9%**	-	9%	*	-	-	-	-	10%	0%	3%	11%	9%	9%	-	-	*	-	*
	Female	19%	19%	**11%**	-	11%	-	-	-	-	-	11%	11%	0%	12%	8%	-	11%	*	*	-	-
Grade 5																						
Reading	All Students	29%	29%	**16%**	*	16%	*	-	-	-	-	17%	8%	0%	20%	12%	13%	19%	*	0%	-	-
	CWD	7%	6%	**0%**	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	35%	34%	**20%**	-	21%	*	-	-	-	-	22%	9%	-	20%	15%	18%	23%	*	*	-	-
	EL	15%	15%	**12%**	-	12%	*	-	-	-	-	12%	8%	0%	15%	12%	8%	17%	*	0%	-	-
	Male	26%	26%	**13%**	*	13%	*	-	-	-	-	13%	14%	0%	18%	8%	13%	-	*	0%	-	-
	Female	32%	32%	**19%**	-	19%	-	-	-	-	-	22%	6%	0%	23%	17%	-	19%	-	*	-	-

		State	Region 19	District	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	21%	20%	**6%**	*	7%	*	-	-	-	-	7%	4%	0%	8%	2%	8%	5%	*	0%	-	-
	CWD	7%	7%	**0%**	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	25%	23%	**8%**	-	8%	*	-	-	-	-	9%	5%	-	8%	3%	11%	6%	*	*	-	-
	EL	13%	12%	**2%**	-	2%	*	-	-	-	-	2%	8%	0%	3%	2%	4%	0%	*	0%	-	-
	Male	24%	23%	**8%**	*	8%	*	-	-	-	-	8%	14%	0%	11%	4%	8%	-	*	0%	-	-
	Female	19%	17%	**5%**	-	5%	-	-	-	-	-	6%	0%	0%	6%	0%	-	5%	-	*	-	-
Science	All Students	12%	10%	**4%**	*	4%	*	-	-	-	-	4%	4%	2%	4%	2%	7%	1%	*	0%	-	-
	CWD	5%	4%	**2%**	*	2%	-	-	-	-	-	2%	*	2%	-	4%	4%	0%	-	*	-	-
	CWOD	14%	11%	**4%**	-	4%	*	-	-	-	-	4%	5%	-	4%	2%	8%	1%	*	*	-	-
	EL	4%	3%	**2%**	-	2%	*	-	-	-	-	2%	8%	4%	2%	2%	4%	0%	*	0%	-	-
	Male	13%	11%	**7%**	*	7%	*	-	-	-	-	7%	14%	4%	8%	4%	7%	-	*	0%	-	-
	Female	11%	8%	**1%**	-	1%	-	-	-	-	-	1%	0%	0%	1%	0%	-	1%	-	*	-	-
Grade 6																						
Reading	All Students	28%	25%	**15%**	-	15%	-	-	-	-	-	14%	19%	7%	16%	7%	12%	18%	*	0%	-	*
	CWD	7%	6%	**7%**	-	7%	-	-	-	-	-	4%	*	7%	-	5%	5%	10%	*	*	-	-
	CWOD	33%	29%	**16%**	-	16%	-	-	-	-	-	16%	17%	-	16%	7%	14%	19%	*	0%	-	*
	EL	9%	6%	**7%**	-	7%	-	-	-	-	-	5%	21%	5%	7%	7%	2%	11%	*	0%	-	-
	Male	24%	22%	**12%**	-	12%	-	-	-	-	-	11%	22%	5%	14%	2%	12%	-	*	*	-	*
	Female	32%	29%	**18%**	-	18%	-	-	-	-	-	18%	16%	10%	19%	11%	-	18%	-	0%	-	-
Mathematics	All Students	16%	13%	**16%**	-	16%	-	-	-	-	-	18%	3%	3%	18%	11%	16%	16%	*	0%	-	*
	CWD	5%	5%	**3%**	-	3%	-	-	-	-	-	4%	0%	3%	-	0%	5%	0%	*	*	-	-
	CWOD	18%	14%	**18%**	-	18%	-	-	-	-	-	21%	4%	-	18%	14%	19%	18%	*	0%	-	*
	EL	6%	5%	**11%**	-	11%	-	-	-	-	-	13%	0%	0%	14%	11%	7%	14%	*	0%	-	-
	Male	17%	14%	**16%**	-	16%	-	-	-	-	-	16%	10%	5%	19%	7%	16%	-	*	*	-	*
	Female	14%	11%	**16%**	-	16%	-	-	-	-	-	20%	0%	0%	18%	14%	-	16%	-	0%	-	-
Grade 7																						
Reading	All Students	26%	24%	**9%**	-	9%	-	-	-	-	-	9%	11%	0%	10%	2%	9%	9%	*	0%	-	-
	CWD	6%	4%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	*	*	-	-
	CWOD	30%	27%	**10%**	-	10%	-	-	-	-	-	10%	13%	-	10%	3%	11%	10%	*	*	-	-
	EL	9%	8%	**2%**	-	2%	-	-	-	-	-	2%	*	0%	3%	2%	2%	3%	*	*	-	-
	Male	23%	21%	**9%**	-	9%	-	-	-	-	-	8%	14%	0%	11%	2%	9%	-	*	-	-	-
	Female	30%	27%	**9%**	-	9%	-	-	-	-	-	9%	*	0%	10%	3%	-	9%	*	0%	-	-
Mathematics	All Students	11%	5%	**2%**	-	2%	-	-	-	-	-	2%	0%	0%	2%	0%	3%	1%	*	0%	-	-
	CWD	5%	6%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	*	*	-	-
	CWOD	12%	4%	**2%**	-	2%	-	-	-	-	-	3%	*	-	2%	0%	3%	2%	*	*	-	-
	EL	4%	3%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	*	*	-	-
	Male	12%	5%	**3%**	-	3%	-	-	-	-	-	3%	*	0%	3%	0%	3%	-	*	-	-	-
	Female	9%	4%	**1%**	-	1%	-	-	-	-	-	1%	*	0%	2%	0%	-	1%	*	0%	-	-
Grade 8																						

		State	Region 19	District	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	31%	28%	**17%**	-	17%	*	-	-	-	-	14%	40%	0%	20%	6%	12%	22%	*	10%	-	*
	CWD	7%	6%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	35%	31%	**20%**	-	20%	*	-	-	-	-	17%	44%	-	20%	7%	15%	25%	*	14%	-	*
	EL	10%	8%	**6%**	-	6%	*	-	-	-	-	6%	*	0%	7%	6%	4%	8%	*	0%	-	-
	Male	26%	22%	**12%**	-	12%	*	-	-	-	-	9%	40%	0%	15%	4%	12%	-	*	0%	-	*
	Female	36%	33%	**22%**	-	22%	-	-	-	-	-	20%	40%	0%	25%	8%	-	22%	-	*	-	*
Mathematics	All Students	18%	14%	**10%**	-	10%	*	-	-	-	-	8%	36%	6%	11%	4%	13%	7%	-	0%	-	*
	CWD	7%	5%	**6%**	-	6%	-	-	-	-	-	3%	*	6%	-	0%	10%	0%	-	*	-	-
	CWOD	20%	15%	**11%**	-	11%	*	-	-	-	-	9%	33%	-	11%	5%	13%	9%	-	*	-	*
	EL	8%	6%	**4%**	-	4%	*	-	-	-	-	4%	*	0%	5%	4%	5%	2%	-	0%	-	-
	Male	18%	16%	**13%**	-	13%	*	-	-	-	-	10%	50%	10%	13%	5%	13%	-	-	*	-	*
	Female	17%	12%	**7%**	-	7%	-	-	-	-	-	7%	17%	0%	9%	2%	-	7%	-	*	-	*
Science	All Students	18%	15%	**10%**	-	10%	*	-	-	-	-	9%	15%	6%	11%	7%	12%	8%	*	10%	-	*
	CWD	6%	5%	**6%**	-	6%	-	-	-	-	-	3%	*	6%	-	0%	9%	0%	-	*	-	-
	CWOD	20%	16%	**11%**	-	11%	*	-	-	-	-	11%	11%	-	11%	8%	13%	9%	*	14%	-	*
	EL	5%	4%	**7%**	-	7%	*	-	-	-	-	7%	*	0%	8%	7%	9%	2%	*	14%	-	-
	Male	20%	17%	**12%**	-	12%	*	-	-	-	-	11%	20%	9%	13%	9%	12%	-	*	17%	-	*
	Female	16%	12%	**8%**	-	8%	-	-	-	-	-	8%	10%	0%	9%	2%	-	8%	-	*	-	*
End of Course																						
English I	All Students	14%	11%	**4%**	*	4%	*	-	-	-	-	4%	12%	0%	5%	1%	3%	5%	*	0%	-	*
	CWD	4%	3%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	*	*	-	-
	CWOD	16%	12%	**5%**	*	5%	*	-	-	-	-	4%	12%	-	5%	1%	4%	6%	*	0%	-	*
	EL	2%	2%	**1%**	-	1%	-	-	-	-	-	1%	0%	0%	1%	1%	2%	0%	*	0%	-	*
	Male	11%	9%	**3%**	*	3%	*	-	-	-	-	2%	29%	0%	4%	2%	3%	-	*	*	-	*
	Female	17%	13%	**5%**	-	5%	*	-	-	-	-	5%	0%	0%	6%	0%	-	5%	*	0%	-	*
English II	All Students	8%	6%	**1%**	*	1%	-	-	-	-	-	1%	0%	2%	1%	0%	1%	2%	*	0%	-	*
	CWD	3%	2%	**2%**	-	2%	-	-	-	-	-	2%	*	2%	-	0%	3%	0%	-	-	-	*
	CWOD	9%	6%	**1%**	*	1%	-	-	-	-	-	1%	0%	-	1%	0%	1%	2%	*	0%	-	*
	EL	1%	1%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	*	0%	-	*
	Male	7%	5%	**1%**	*	1%	-	-	-	-	-	1%	0%	3%	1%	0%	1%	-	*	*	-	*
	Female	9%	6%	**2%**	-	2%	-	-	-	-	-	2%	0%	0%	2%	0%	-	2%	-	0%	-	*
Algebra I	All Students	26%	29%	**19%**	*	19%	-	-	-	-	-	18%	35%	12%	20%	15%	19%	19%	*	25%	-	*
	CWD	8%	10%	**12%**	-	12%	-	-	-	-	-	12%	-	12%	-	10%	18%	0%	*	*	-	-
	CWOD	29%	31%	**20%**	*	20%	-	-	-	-	-	19%	35%	-	20%	16%	19%	21%	*	27%	-	*
	EL	14%	17%	**15%**	-	15%	-	-	-	-	-	15%	14%	10%	16%	15%	17%	13%	*	18%	-	*
	Male	25%	28%	**19%**	*	19%	-	-	-	-	-	17%	67%	18%	19%	17%	19%	-	*	33%	-	*
	Female	27%	29%	**19%**	-	19%	-	-	-	-	-	19%	21%	0%	21%	13%	-	19%	*	17%	-	*

		State	Region 19	District	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
Biology	All Students	20%	13%	**6%**	*	7%	*	-	-	-	-	6%	8%	7%	6%	3%	8%	5%	*	0%	-	*
	CWD	6%	5%	**7%**	-	7%	-	-	-	-	-	7%	-	7%	-	6%	10%	0%	*	-	-	-
	CWOD	22%	14%	**6%**	*	6%	*	-	-	-	-	6%	8%	-	6%	3%	8%	5%	*	0%	-	*
	EL	6%	4%	**3%**	-	3%	-	-	-	-	-	3%	0%	6%	3%	3%	6%	0%	*	0%	-	*
	Male	20%	15%	**8%**	*	8%	-	-	-	-	-	8%	*	10%	8%	6%	8%	-	*	*	-	*
	Female	19%	12%	**5%**	-	5%	*	-	-	-	-	5%	0%	0%	5%	0%	-	5%	*	0%	-	*
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	75%	**64%**	43%	64%	38%	-	-	-	-	63%	76%	39%	69%	56%	62%	65%	72%	47%	-	71%
	CWD	46%	48%	**39%**	*	39%	*	-	-	-	-	38%	58%	39%	-	35%	41%	35%	71%	35%	-	60%
	CWOD	79%	80%	**69%**	*	70%	40%	-	-	-	-	68%	79%	-	69%	61%	68%	70%	72%	51%	-	74%
	EL	59%	62%	**56%**	-	56%	8%	-	-	-	-	55%	65%	35%	61%	56%	55%	56%	68%	38%	-	13%
	Male	71%	74%	**62%**	43%	63%	29%	-	-	-	-	61%	79%	41%	68%	55%	62%	-	81%	49%	-	87%
	Female	75%	77%	**65%**	-	65%	50%	-	-	-	-	64%	74%	35%	70%	56%	-	65%	63%	46%	-	50%
Reading	All Students	74%	74%	**62%**	*	62%	55%	-	-	-	-	60%	80%	34%	68%	51%	58%	67%	71%	42%	-	69%
	CWD	45%	45%	**34%**	*	34%	*	-	-	-	-	33%	50%	34%	-	28%	34%	36%	*	21%	-	*
	CWOD	80%	80%	**68%**	*	68%	56%	-	-	-	-	67%	84%	-	68%	57%	64%	72%	73%	48%	-	70%
	EL	57%	58%	**51%**	-	51%	20%	-	-	-	-	50%	67%	28%	57%	51%	47%	56%	67%	29%	-	*
	Male	70%	71%	**58%**	*	58%	33%	-	-	-	-	56%	80%	34%	64%	47%	58%	-	86%	38%	-	83%
	Female	79%	78%	**67%**	-	67%	80%	-	-	-	-	66%	80%	36%	72%	56%	-	67%	57%	45%	-	57%
Mathematics	All Students	70%	75%	**64%**	*	64%	11%	-	-	-	-	63%	71%	44%	69%	58%	65%	62%	58%	53%	-	70%
	CWD	45%	50%	**44%**	*	44%	*	-	-	-	-	42%	62%	44%	-	42%	47%	37%	*	50%	-	*
	CWOD	76%	80%	**69%**	*	69%	14%	-	-	-	-	68%	73%	-	69%	62%	70%	67%	56%	54%	-	75%
	EL	60%	66%	**58%**	-	59%	0%	-	-	-	-	58%	60%	42%	62%	58%	60%	56%	55%	46%	-	*
	Male	71%	75%	**65%**	*	66%	20%	-	-	-	-	64%	75%	47%	70%	60%	65%	-	67%	59%	-	83%
	Female	70%	74%	**62%**	-	63%	*	-	-	-	-	62%	69%	37%	67%	56%	-	62%	50%	46%	-	*
Science	All Students	76%	78%	**68%**	*	69%	*	-	-	-	-	68%	77%	40%	74%	63%	70%	66%	100%	50%	-	67%
	CWD	52%	52%	**40%**	*	41%	-	-	-	-	-	39%	*	40%	-	38%	45%	31%	*	29%	-	-
	CWOD	81%	83%	**74%**	*	75%	*	-	-	-	-	74%	77%	-	74%	69%	77%	72%	100%	55%	-	67%
	EL	63%	68%	**63%**	-	63%	*	-	-	-	-	62%	74%	38%	69%	63%	65%	59%	100%	45%	-	*
	Male	77%	79%	**70%**	*	71%	*	-	-	-	-	69%	84%	45%	77%	65%	70%	-	*	53%	-	*
	Female	76%	78%	**66%**	-	66%	*	-	-	-	-	66%	73%	31%	72%	59%	-	66%	*	42%	-	*
SAT/ACT All Subjects	All Students	89%	80%	**84%**	-	84%	-	-	-	-	-	88%	*	-	84%	*	*	80%	-	-	-	-
	CWD	70%	48%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	90%	80%	**84%**	-	84%	-	-	-	-	-	88%	*	-	84%	*	*	80%	-	-	-	-
	EL	63%	52%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	90%	82%	*	-	*	-	-	-	-	-	*	*	-	*	-	*	-	-	-	-	-
	Female	89%	78%	**80%**	-	80%	-	-	-	-	-	86%	*	-	80%	*	-	80%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						

		State	Region 19	District	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	48%	48%	**33%**	0%	33%	21%	-	-	-	-	32%	47%	13%	37%	24%	31%	35%	41%	22%	-	32%
	CWD	23%	22%	**13%**	*	13%	*	-	-	-	-	12%	24%	13%	-	11%	17%	7%	29%	24%	-	0%
	CWOD	53%	53%	**37%**	*	37%	25%	-	-	-	-	36%	50%	-	37%	27%	35%	39%	44%	21%	-	39%
	EL	30%	31%	**24%**	-	24%	0%	-	-	-	-	23%	37%	11%	27%	24%	23%	25%	32%	18%	-	0%
	Male	47%	47%	**31%**	0%	32%	21%	-	-	-	-	30%	47%	17%	35%	23%	31%	-	44%	26%	-	27%
	Female	49%	49%	**35%**	-	35%	20%	-	-	-	-	33%	46%	7%	39%	25%	-	35%	38%	18%	-	36%
Reading	All Students	53%	52%	**35%**	*	35%	18%	-	-	-	-	33%	53%	10%	40%	24%	29%	41%	50%	15%	-	46%
	CWD	23%	22%	**10%**	*	11%	*	-	-	-	-	10%	25%	10%	-	8%	12%	8%	*	14%	-	*
	CWOD	59%	58%	**40%**	*	40%	22%	-	-	-	-	39%	57%	-	40%	28%	34%	47%	55%	15%	-	60%
	EL	31%	31%	**24%**	-	24%	0%	-	-	-	-	23%	38%	8%	28%	24%	20%	28%	42%	8%	-	*
	Male	48%	48%	**29%**	*	30%	17%	-	-	-	-	28%	46%	12%	34%	20%	29%	-	57%	13%	-	33%
	Female	58%	57%	**41%**	-	41%	20%	-	-	-	-	39%	59%	8%	47%	28%	-	41%	43%	16%	-	57%
Mathematics	All Students	43%	44%	**31%**	*	31%	11%	-	-	-	-	30%	41%	17%	35%	26%	33%	29%	25%	29%	-	20%
	CWD	22%	23%	**17%**	*	17%	*	-	-	-	-	17%	19%	17%	-	15%	23%	7%	*	36%	-	*
	CWOD	48%	49%	**35%**	*	35%	14%	-	-	-	-	33%	45%	-	35%	28%	36%	33%	22%	26%	-	25%
	EL	30%	33%	**26%**	-	26%	0%	-	-	-	-	25%	37%	15%	28%	26%	28%	23%	18%	27%	-	*
	Male	45%	46%	**33%**	*	34%	20%	-	-	-	-	32%	46%	23%	36%	28%	33%	-	33%	36%	-	17%
	Female	42%	42%	**29%**	-	29%	*	-	-	-	-	27%	38%	7%	33%	23%	-	29%	17%	21%	-	*
Science	All Students	46%	45%	**31%**	*	31%	*	-	-	-	-	30%	41%	13%	35%	22%	33%	29%	50%	27%	-	17%
	CWD	22%	20%	**13%**	*	13%	-	-	-	-	-	11%	*	13%	-	12%	17%	5%	*	14%	-	-
	CWOD	50%	49%	**35%**	*	35%	*	-	-	-	-	34%	40%	-	35%	25%	37%	33%	60%	30%	-	17%
	EL	26%	27%	**22%**	-	22%	*	-	-	-	-	21%	35%	12%	25%	22%	25%	19%	40%	23%	-	*
	Male	47%	46%	**33%**	*	33%	*	-	-	-	-	31%	58%	17%	37%	25%	33%	-	*	33%	-	*
	Female	45%	43%	**29%**	-	29%	*	-	-	-	-	28%	32%	5%	33%	19%	-	29%	*	17%	-	*
SAT/ACT All Subjects	All Students	59%	35%	**21%**	-	21%	-	-	-	-	-	24%	*	-	21%	*	*	7%	-	-	-	-
	CWD	38%	19%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	59%	35%	**21%**	-	21%	-	-	-	-	-	24%	*	-	21%	*	*	7%	-	-	-	-
	EL	15%	9%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	63%	39%	*	-	*	-	-	-	-	-	*	*	-	*	-	*	-	-	-	-	-
	Female	54%	31%	**7%**	-	7%	-	-	-	-	-	7%	*	-	7%	*	-	7%	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	20%	18%	**9%**	0%	9%	0%	-	-	-	-	8%	13%	3%	10%	5%	9%	9%	22%	4%	-	4%
	CWD	6%	6%	**3%**	*	3%	*	-	-	-	-	3%	7%	3%	-	2%	4%	1%	29%	0%	-	0%
	CWOD	23%	20%	**10%**	*	10%	0%	-	-	-	-	10%	13%	-	10%	6%	10%	10%	20%	5%	-	4%
	EL	9%	8%	**5%**	-	5%	0%	-	-	-	-	5%	4%	2%	6%	5%	5%	5%	11%	3%	-	0%
	Male	20%	17%	**9%**	0%	9%	0%	-	-	-	-	8%	18%	4%	10%	5%	9%	-	31%	5%	-	7%
	Female	21%	18%	**9%**	-	9%	0%	-	-	-	-	9%	9%	1%	10%	5%	-	9%	13%	3%	-	0%

		State	Region 19	District	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	22%	19%	**8%**	*	8%	0%	-	-	-	-	8%	15%	1%	10%	4%	6%	11%	21%	2%	-	8%
	CWD	6%	5%	**1%**	*	1%	*	-	-	-	-	1%	5%	1%	-	1%	1%	2%	*	0%	-	*
	CWOD	25%	22%	**10%**	*	10%	0%	-	-	-	-	9%	16%	-	10%	5%	8%	12%	18%	2%	-	10%
	EL	8%	7%	**4%**	-	4%	0%	-	-	-	-	4%	5%	1%	5%	4%	3%	6%	8%	0%	-	*
	Male	19%	16%	**6%**	*	6%	0%	-	-	-	-	5%	18%	1%	8%	3%	6%	-	29%	0%	-	17%
	Female	25%	22%	**11%**	-	11%	0%	-	-	-	-	10%	13%	2%	12%	6%	-	11%	14%	3%	-	0%
Mathematics	All Students	19%	18%	**10%**	*	10%	0%	-	-	-	-	10%	12%	4%	12%	7%	11%	9%	17%	6%	-	0%
	CWD	7%	7%	**4%**	*	4%	*	-	-	-	-	3%	5%	4%	-	3%	6%	0%	*	0%	-	*
	CWOD	22%	20%	**12%**	*	12%	0%	-	-	-	-	12%	13%	-	12%	8%	13%	11%	11%	9%	-	0%
	EL	11%	11%	**7%**	-	7%	0%	-	-	-	-	7%	3%	3%	8%	7%	8%	6%	9%	5%	-	*
	Male	21%	20%	**11%**	*	11%	0%	-	-	-	-	11%	18%	6%	13%	8%	11%	-	33%	9%	-	0%
	Female	18%	16%	**9%**	-	9%	*	-	-	-	-	9%	7%	0%	11%	6%	-	9%	0%	4%	-	*
Science	All Students	17%	13%	**7%**	*	7%	*	-	-	-	-	7%	9%	5%	7%	4%	9%	4%	33%	4%	-	0%
	CWD	5%	4%	**5%**	*	5%	-	-	-	-	-	4%	*	5%	-	4%	8%	0%	*	0%	-	-
	CWOD	19%	14%	**7%**	*	7%	*	-	-	-	-	7%	8%	-	7%	4%	9%	5%	40%	5%	-	0%
	EL	5%	4%	**4%**	-	4%	*	-	-	-	-	4%	4%	4%	4%	4%	6%	1%	20%	5%	-	*
	Male	18%	14%	**9%**	*	9%	*	-	-	-	-	8%	21%	8%	9%	6%	9%	-	*	7%	-	*
	Female	15%	11%	**4%**	-	4%	*	-	-	-	-	5%	3%	0%	5%	1%	-	4%	*	0%	-	*
SAT/ACT All Subjects	All Students	13%	2%	**0%**	-	0%	-	-	-	-	-	0%	*	-	0%	*	*	0%	-	-	-	-
	CWD	9%	0%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	13%	2%	**0%**	-	0%	-	-	-	-	-	0%	*	-	0%	*	*	0%	-	-	-	-
	EL	1%	0%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	17%	3%	*	-	*	-	-	-	-	-	*	*	-	*	-	*	-	-	-	-	-
	Female	10%	2%	**0%**	-	0%	-	-	-	-	-	0%	*	-	0%	*	-	0%	-	-	-	-

- Indicates there are no students in the group.

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

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 2024-25 school year. These results nclude 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	62	*	62	*	-	-	-	-	61	45	57
CWD	45	*	45	-	-	-	-	-	45	45	42
CWOD	66	*	66	*	-	-	-	-	65	-	61
EL ✧	57	-	57	*	-	-	-	-	57	42	57
Male	58	*	58	*	-	-	-	-	56	44	54
Female	67	-	67	*	-	-	-	-	67	48	61
Mathematics											
All Students	67	*	67	*	-	-	-	-	66	61	65
CWD	61	*	61	-	-	-	-	-	61	61	60
CWOD	68	*	68	*	-	-	-	-	67	-	66
EL ✧	65	-	65	*	-	-	-	-	64	60	65
Male	67	*	67	*	-	-	-	-	67	64	66
Female	67	-	67	-	-	-	-	-	66	57	63

- 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 six-year graduation rates for the class of 2022

The six-year graduation rates for the class of 2023 will be updated in March, 2026.

	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													
6-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2022													
All Students	86.4%	-	86.3%	*	-	-	-	-	85.4%	80.0%	84.5%	75.0%	*
CWD	80.0%	-	80.0%	-	-	-	-	-	80.0%	80.0%	85.0%	*	-
CWOD	87.1%	-	87.1%	*	-	-	-	-	86.0%	-	84.4%	70.0%	*
EL ✧	84.5%	-	84.5%	-	-	-	-	-	83.8%	85.0%	84.5%	85.7%	*
Male	84.1%	-	84.1%	-	-	-	-	-	84.3%	77.3%	82.2%	66.7%	*
Female	89.1%	-	89.0%	*	-	-	-	-	86.8%	87.5%	89.2%	83.3%	*

- 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 2025 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
1,668	259	16%

- 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	35	14	35	20	-	-	-	-	34	18	28
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	75%	*	75%	-	-	-	-	-	74%	68%	67%

- 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)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N		N	N					Y	N	Y
Interim Goals (2028-2032)	53%	43%	48%	67%	53%	78%	54%	63%	44%	33%	41%
Target Met	N		N	N					N	N	N
Interim Goals (2033-2037)	62%	54%	59%	74%	63%	82%	63%	70%	55%	47%	53%
Target Met	N		N	N					N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N	N					N	N	N
Mathematics											
Interim Goals (2023-2027)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N		N						N	N	N
Interim Goals (2028-2032)	55%	43%	50%	66%	54%	85%	58%	62%	47%	36%	50%
Target Met	N		N						N	N	N
Interim Goals (2033-2037)	64%	55%	60%	73%	63%	88%	66%	70%	58%	49%	60%
Target Met	N		N						N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N						N	N	N
English Learner Language Proficiency Status											
Interim Goals (2023-2027)											44%
Target Met											Y
Interim Goals (2028-2032)											46%
Target Met											N
Interim Goals (2033-2037)											48%
Target Met											N
Long-Term Goals											50%
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%
Target Met	N		N						N	Y	N

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
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	N		N						N	N	N
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	N		N						N	N	N
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met	N		N						N	N	N

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 2024-25 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		District	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	**99%**	100%	99%	100%	-	-	-	-	99%	98%	99%	99%	99%	99%	99%	100%
	CWD	**99%**	*	99%	*	-	-	-	-	99%	98%	99%	-	99%	99%	98%	100%
	CWOD	**99%**	*	99%	100%	-	-	-	-	99%	98%	-	99%	99%	99%	99%	100%
	EL	**99%**	-	99%	100%	-	-	-	-	99%	98%	99%	99%	99%	99%	99%	100%
	Male	**99%**	100%	99%	100%	-	-	-	-	100%	97%	99%	99%	99%	99%	-	100%
	Female	**99%**	-	99%	100%	-	-	-	-	99%	98%	98%	99%	99%	-	99%	100%
Reading	All Students	**100%**	*	100%	100%	-	-	-	-	100%	99%	99%	100%	100%	100%	100%	100%
	CWD	**99%**	*	99%	*	-	-	-	-	100%	95%	99%	-	100%	100%	99%	*
	CWOD	**100%**	*	100%	100%	-	-	-	-	100%	99%	-	100%	100%	100%	100%	100%
	EL	**100%**	-	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%
	Male	**100%**	*	100%	100%	-	-	-	-	100%	99%	100%	100%	100%	100%	-	100%
	Female	**100%**	-	100%	100%	-	-	-	-	100%	99%	99%	100%	100%	-	100%	100%
Mathematics	All Students	**98%**	*	98%	100%	-	-	-	-	98%	97%	98%	98%	99%	99%	97%	100%
	CWD	**98%**	*	98%	*	-	-	-	-	98%	100%	98%	-	98%	98%	98%	*
	CWOD	**98%**	*	98%	100%	-	-	-	-	98%	97%	-	98%	99%	99%	97%	100%
	EL	**99%**	-	99%	100%	-	-	-	-	99%	97%	98%	99%	99%	99%	99%	100%
	Male	**99%**	*	99%	100%	-	-	-	-	99%	97%	98%	99%	99%	99%	-	100%
	Female	**97%**	-	97%	*	-	-	-	-	97%	98%	98%	97%	99%	-	97%	100%
Science	All Students	**99%**	*	99%	*	-	-	-	-	99%	97%	98%	99%	99%	99%	98%	100%
	CWD	**98%**	*	98%	-	-	-	-	-	98%	*	98%	-	99%	100%	95%	*
	CWOD	**99%**	*	99%	*	-	-	-	-	99%	96%	-	99%	99%	99%	99%	100%
	EL	**99%**	-	99%	*	-	-	-	-	99%	96%	99%	99%	99%	99%	99%	100%
	Male	**99%**	*	99%	*	-	-	-	-	100%	95%	100%	99%	99%	99%	-	*
	Female	**98%**	-	98%	*	-	-	-	-	98%	97%	95%	99%	99%	-	98%	*
SAT/ACT All Subjects	All Students	**54%**	-	54%	-	-	-	-	-	53%	*	-	54%	40%	44%	58%	-
	CWD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	**54%**	-	54%	-	-	-	-	-	53%	*	-	54%	40%	44%	58%	-
	EL	**40%**	-	40%	-	-	-	-	-	40%	-	-	40%	40%	*	*	-
	Male	**44%**	-	44%	-	-	-	-	-	43%	*	-	44%	*	44%	-	-
	Female	**58%**	-	58%	-	350	-	-	-	56%	*	-	58%	*	-	58%	-
Non-Participation Rate																	

		District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All Students	**1%**	0%	1%	0%	-	-	-	-	1%	2%	1%	1%	1%	1%	1%	0%
	CWD	**1%**	*	1%	*	-	-	-	-	1%	2%	1%	-	1%	1%	2%	0%
	CWOD	**1%**	*	1%	0%	-	-	-	-	1%	2%	-	1%	1%	1%	1%	0%
	EL	**1%**	-	1%	0%	-	-	-	-	1%	2%	1%	1%	1%	1%	1%	0%
	Male	**1%**	0%	1%	0%	-	-	-	-	0%	3%	1%	1%	1%	1%	-	0%
	Female	**1%**	-	1%	0%	-	-	-	-	1%	2%	2%	1%	1%	-	1%	0%
Reading	All Students	**0%**	*	0%	0%	-	-	-	-	0%	1%	1%	0%	0%	0%	0%	0%
	CWD	**1%**	*	1%	*	-	-	-	-	0%	5%	1%	-	0%	0%	1%	*
	CWOD	**0%**	*	0%	0%	-	-	-	-	0%	1%	-	0%	0%	0%	0%	0%
	EL	**0%**	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%
	Male	**0%**	*	0%	0%	-	-	-	-	0%	1%	0%	0%	0%	0%	-	0%
	Female	**0%**	-	0%	0%	-	-	-	-	0%	1%	1%	0%	0%	-	0%	0%
Mathematics	All Students	**2%**	*	2%	0%	-	-	-	-	2%	3%	2%	2%	1%	1%	3%	0%
	CWD	**2%**	*	2%	*	-	-	-	-	2%	0%	2%	-	2%	2%	2%	*
	CWOD	**2%**	*	2%	0%	-	-	-	-	2%	3%	-	2%	1%	1%	3%	0%
	EL	**1%**	-	1%	0%	-	-	-	-	1%	3%	2%	1%	1%	1%	1%	0%
	Male	**1%**	*	1%	0%	-	-	-	-	1%	3%	2%	1%	1%	1%	-	0%
	Female	**3%**	-	3%	*	-	-	-	-	3%	2%	2%	3%	1%	-	3%	0%
Science	All Students	**1%**	*	1%	*	-	-	-	-	1%	3%	2%	1%	1%	1%	2%	0%
	CWD	**2%**	*	2%	-	-	-	-	-	2%	*	2%	-	1%	0%	5%	*
	CWOD	**1%**	*	1%	*	-	-	-	-	1%	4%	-	1%	1%	1%	1%	0%
	EL	**1%**	-	1%	*	-	-	-	-	1%	4%	1%	1%	1%	1%	1%	0%
	Male	**1%**	*	1%	*	-	-	-	-	0%	5%	0%	1%	1%	1%	-	*
	Female	**2%**	-	2%	*	-	-	-	-	2%	3%	5%	1%	1%	-	2%	*
SAT/ACT All Subjects	All Students	**46%**	-	46%	-	-	-	-	-	47%	*	-	46%	60%	56%	42%	-
	CWD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	**46%**	-	46%	-	-	-	-	-	47%	*	-	46%	60%	56%	42%	-
	EL	**60%**	-	60%	-	-	-	-	-	60%	-	-	60%	60%	*	*	-
	Male	**56%**	-	56%	-	-	-	-	-	57%	*	-	56%	*	56%	-	-
	Female	**42%**	-	42%	-	-	-	-	-	44%	*	-	42%	*	-	42%	-

- 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 2021-22 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). Note: Chronic absenteeism figures are based on the 2020-21 CRDC surveys and will be updated as new data becomes available.

Campus Level of School Quality, Climate, and Safety

Part (viii)(II) This section provides information from the 2021-22 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.

Campus Level of Preschool Programs and Accelerated Coursework

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		High-Poverty Schools		Low-Poverty Schools	
	Number	Percent	Number	Percent	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	13.1	7.4%	12.3	7.5%		
Teachers Teaching with Emergency or Provisional Credentials	5.3	3.2%	5.3	3.5%		
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	14.1	8.6%	12.7	8.3%		

- 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 (2023-24).

Per-pupil Expenditure for the 2025 fiscal year will be updated by June 30th, 2026.

		State & Local and Federal	State & Local			Federal		
	Enrollment	Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		$884		$811	$811		$73	$73
Food services		$1,139	$966	$164	$1,130	$8	$1	$9
Instruction		$7,415	$5,717	$81	$5,797	$1,402	$216	$1,618
Support services, general administration		$124		$124	$124		$0	$0
Support services, instructional staff		$986	$337	$2	$338	$446	$201	$648
Support services, operation and maintenance of plant		$2,259	$883	$1,290	$2,172	$41	$46	$87
Support services, pupils		$736	$502	$3	$506	$168	$62	$230
Support services, school administration		$745	$442	$0	$442	$304		$304
Support services, student transportation		$444		$438	$438		$6	$6
Total	**3,009**	**$14,734**	**$8,845**	**$2,913**	**$11,758**	**$2,370**	**$606**	**$2,975**
Campus Level PPE Summary Report **Note: Downloadable PDF and Excel files are available.**								

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 2024-25 school year.

	State Number of ALT2	State Rate of ALT2	Region 19 Number of ALT2	Region 19 Rate of ALT2	District Number of ALT2	District Rate of ALT2
Grade 3						
Reading	7,517	2%	185	2%	*	0%
Mathematics	7,510	2%	185	2%	*	0%
Grade 4						
Reading	6,669	2%	184	2%	*	0%
Mathematics	6,666	2%	185	2%	*	0%
Grade 5						
Reading	6,321	2%	146	1%	*	1%
Mathematics	6,324	2%	146	1%	*	1%
Science	6,315	2%	146	1%	*	1%
Grade 6						
Reading	5,876	1%	136	1%	*	2%
Mathematics	5,877	1%	136	1%	*	2%
Grade 7						
Reading	5,387	1%	135	1%	*	1%
Mathematics	5,385	2%	135	3%	*	1%
Grade 8						
Reading	4,906	1%	122	1%	*	1%
Mathematics	4,907	1%	122	1%	*	2%
Science	4,904	1%	122	1%	*	2%
End of Course						
English I	4,932	1%	108	1%	*	1%
English II	4,732	1%	100	1%	*	1%
Algebra I	4,932	1%	106	1%	*	1%
Biology	4,992	1%	110	1%	*	1%
All Grades						
All Subjects	104,161	1%	2,511	1%	44	1%
Reading	46,349	1%	1,118	1%	19	1%
Mathematics	41,601	1%	1,015	1%	16	1%
Science	16,211	1%	378	1%	9	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 2024 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2024 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	43	40	57	60	28	31	7	8
		Black	53	56	47	44	17	17	2	3
		Hispanic	51	52	49	48	20	21	4	4
		White	28	30	72	70	42	39	11	11
		American Indian	*	61	*	39	*	14	*	2
		Asian	14	21	86	79	61	53	24	21
		Pacific Islander	*	47	*	53	*	22	*	5
		Two or More Races	41	36	59	64	29	35	11	10
		EcoDis	53	53	47	47	18	19	3	4
		Students with Disabilities	76	74	24	26	8	9	1	2
		English Language Learners	60	71	40	29	13	8	2	1
	Mathematics	Overall	21	24	79	76	43	39	9	9
		Black	27	41	73	59	27	19	3	2
		Hispanic	27	34	73	66	34	27	4	4
		White	9	14	91	86	60	51	15	12
		American Indian	*	45	*	55	*	19	*	2
		Asian	4	10	96	90	78	66	33	25
		Pacific Islander	*	43	*	57	*	20	*	2
		Two or More Races	13	20	87	80	55	43	13	11
		EcoDis	27	35	73	65	32	25	4	3
		Students with Disabilities	53	55	47	45	16	15	2	2
		English Language Learners	31	48	69	52	30	16	4	2
Grade 8	Reading	Overall	39	33	61	67	25	30	3	4
		Black	48	48	52	52	18	16	1	1
		Hispanic	48	45	52	55	16	19	1	2
		White	24	23	76	77	37	37	5	5
		American Indian	*	44	*	56	*	18	*	2
		Asian	12	16	88	84	63	55	17	13
		Pacific Islander	*	41	*	59	*	24	*	4
		Two or More Races	27	30	73	70	36	35	2	5

State Level: 2024 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	Reading	EcoDis	50	46	50	54	14	18	1	1
		Students with Disabilities	75	69	25	31	3	7	*	1
		English Language Learners	57	70	43	30	9	5	*	*
	Mathematics	Overall	44	39	56	61	24	28	6	8
		Black	60	62	40	38	12	10	2	2
		Hispanic	52	54	48	46	17	15	2	3
		White	28	26	72	74	35	38	8	10
		American Indian	*	60	*	40	*	11	*	2
		Asian	12	15	88	85	57	59	32	31
		Pacific Islander	*	56	*	44	*	16	*	4
		Two or More Races	37	36	63	64	37	31	17	10
		EcoDis	54	55	46	45	14	14	2	3
		Students with Disabilities	80	77	20	23	4	6	1	1
		English Language Learners	62	77	38	23	10	5	2	1

* Indicates reporting standards not met.

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

State Level: 2024 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	80%
		English Learners	90%
	Mathematics	Students with Disabilities	86%
		English Learners	94%
Grade 8	Reading	Students with Disabilities	82%
		English Learners	96%
	Mathematics	Students with Disabilities	81%
		English Learners	96%

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 2022-23 school year enrolled in a Texas public postsecondary education institution in the 2023-24 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (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
In-State Public Institutions	42%	-	42%	-	-	-	-	-	44%	*	32%
In-State Private Institutions	*	-	*	-	-	-	-	-	*	-	*
Out-of-State Institutions	3%	-	3%	-	-	-	-	-	*	*	*

- Indicates there are no students in the group.

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

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 2023-24 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	25%	40%	25%	17%	*	-	*	-	25%	29%	24%

- 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 2023-24 school year.

Section 1003 Funds for the 2024-25 school year will be updated by the end of June, 2026.

There is no data for this district.

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 2024-25 State accountability.

There is no data for this district.

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 and 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 and 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%
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 4-2025 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 2023, 2024, and 2025 are considered consecutive years for 2025 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 10-2025 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 school type - 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 2024-2025 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 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 2024-25 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																						
End of Course																						
English I	All Students	66%	50%	**50%**	*	50%	*	-	-	-	-	49%	71%	23%	56%	38%	44%	58%	*	9%	-	*
	CWD	35%	23%	**23%**	-	23%	-	-	-	-	-	23%	-	23%	-	20%	29%	14%	*	*	-	-
	CWOD	72%	56%	**56%**	*	56%	*	-	-	-	-	55%	71%	-	56%	42%	48%	64%	*	10%	-	*
	EL	45%	38%	**38%**	-	38%	-	-	-	-	-	37%	63%	20%	42%	38%	34%	42%	*	9%	-	*
	Male	61%	44%	**44%**	*	44%	*	-	-	-	-	42%	86%	29%	48%	34%	44%	-	*	*	-	*
	Female	72%	58%	**58%**	-	58%	*	-	-	-	-	58%	60%	14%	64%	42%	-	58%	*	14%	-	*
English II	All Students	70%	54%	**54%**	*	54%	-	-	-	-	-	52%	83%	26%	59%	40%	45%	64%	*	22%	-	*
	CWD	36%	26%	**26%**	-	26%	-	-	-	-	-	25%	*	26%	-	20%	26%	27%	-	-	-	*
	CWOD	76%	59%	**59%**	*	59%	-	-	-	-	-	57%	88%	-	59%	45%	50%	69%	*	22%	-	*
	EL	47%	40%	**40%**	-	40%	-	-	-	-	-	39%	71%	20%	45%	40%	32%	52%	*	22%	-	*
	Male	66%	45%	**45%**	*	45%	-	-	-	-	-	43%	80%	26%	50%	32%	45%	-	*	*	-	*
	Female	75%	64%	**64%**	-	64%	-	-	-	-	-	63%	88%	27%	69%	52%	-	64%	-	14%	-	*
Algebra I	All Students	76%	72%	**65%**	*	65%	-	-	-	-	-	64%	70%	56%	67%	62%	61%	69%	*	22%	-	*
	CWD	52%	58%	**56%**	-	56%	-	-	-	-	-	56%	-	56%	-	56%	56%	50%	*	*	-	-
	CWOD	80%	74%	**67%**	*	67%	-	-	-	-	-	66%	70%	-	67%	64%	63%	72%	*	25%	-	*
	EL	68%	68%	**62%**	-	62%	-	-	-	-	-	62%	71%	56%	64%	62%	59%	66%	*	22%	-	*
	Male	73%	68%	**61%**	*	61%	-	-	-	-	-	61%	*	56%	63%	59%	61%	-	*	*	-	*
	Female	79%	77%	**69%**	-	69%	-	-	-	-	-	69%	67%	50%	72%	66%	-	69%	*	20%	-	*
Biology	All Students	91%	87%	**87%**	*	87%	*	-	-	-	-	86%	92%	67%	90%	82%	84%	89%	*	50%	-	*
	CWD	76%	67%	**67%**	-	67%	-	-	-	-	-	67%	-	67%	-	63%	70%	53%	*	-	-	-
	CWOD	93%	90%	**90%**	*	90%	*	-	-	-	-	90%	92%	-	90%	86%	88%	92%	*	56%	-	*
	EL	82%	82%	**82%**	-	82%	-	-	-	-	-	82%	86%	63%	86%	82%	81%	83%	*	50%	-	*
	Male	89%	84%	**84%**	*	84%	-	-	-	-	-	84%	*	70%	88%	81%	84%	-	*	*	-	*
	Female	92%	89%	**89%**	-	89%	*	-	-	-	-	89%	90%	53%	92%	83%	-	89%	*	50%	-	*
STAAR Percent at Meets Grade Level or Above																						
End of Course																						
English I	All Students	47%	27%	**27%**	*	27%	*	-	-	-	-	26%	53%	8%	31%	14%	20%	36%	*	0%	-	*
	CWD	18%	8%	**8%**	-	8%	-	-	-	-	-	8%	-	8%	-	5%	12%	0%	*	*	-	-
	CWOD	53%	31%	**31%**	*	31%	*	-	-	-	-	30%	53%	-	31%	16%	22%	41%	*	0%	-	*
	EL	23%	14%	**14%**	-	14%	-	-	-	-	-	13%	50%	5%	16%	14%	12%	17%	*	0%	-	*
	Male	42%	20%	**20%**	*	21%	*	-	-	-	-	20%	43%	12%	22%	12%	20%	-	*	*	-	*
	Female	54%	36%	**36%**	-	35%	*	-	-	-	-	34%	60%	0%	41%	17%	-	36%	*	0%	-	*

		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
English II	All Students	53%	32%	**32%**	*	32%	-	-	-	-	-	31%	56%	8%	37%	20%	25%	41%	*	11%	-	*
	CWD	20%	8%	**8%**	-	8%	-	-	-	-	-	8%	*	8%	-	9%	8%	9%	-	-	-	*
	CWOD	58%	37%	**37%**	*	37%	-	-	-	-	-	35%	63%	-	37%	23%	29%	46%	*	11%	-	*
	EL	25%	20%	**20%**	-	20%	-	-	-	-	-	20%	29%	9%	23%	20%	14%	29%	*	11%	-	*
	Male	48%	25%	**25%**	*	25%	-	-	-	-	-	24%	40%	8%	29%	14%	25%	-	*	*	-	*
	Female	59%	41%	**41%**	-	41%	-	-	-	-	-	39%	75%	9%	46%	29%	-	41%	-	0%	-	*
Algebra I	All Students	43%	31%	**15%**	*	15%	-	-	-	-	-	13%	50%	19%	14%	13%	14%	15%	*	0%	-	*
	CWD	19%	22%	**19%**	-	19%	-	-	-	-	-	19%	-	19%	-	13%	28%	0%	*	*	-	-
	CWOD	47%	32%	**14%**	*	14%	-	-	-	-	-	12%	50%	-	14%	13%	11%	18%	*	0%	-	*
	EL	30%	25%	**13%**	-	13%	-	-	-	-	-	12%	43%	13%	13%	13%	13%	14%	*	0%	-	*
	Male	42%	28%	**14%**	*	15%	-	-	-	-	-	14%	*	28%	11%	13%	14%	-	*	*	-	*
	Female	45%	34%	**15%**	-	15%	-	-	-	-	-	13%	44%	0%	18%	14%	-	15%	*	0%	-	*
Biology	All Students	59%	43%	**43%**	*	43%	*	-	-	-	-	41%	85%	19%	48%	32%	41%	45%	*	10%	-	*
	CWD	30%	19%	**19%**	-	19%	-	-	-	-	-	19%	-	19%	-	17%	23%	7%	*	-	-	-
	CWOD	64%	48%	**48%**	*	48%	*	-	-	-	-	46%	85%	-	48%	35%	46%	50%	*	11%	-	*
	EL	35%	32%	**32%**	-	32%	-	-	-	-	-	30%	86%	17%	35%	32%	32%	32%	*	10%	-	*
	Male	58%	41%	**41%**	*	42%	-	-	-	-	-	40%	*	23%	46%	32%	41%	-	*	*	-	*
	Female	61%	45%	**45%**	-	45%	*	-	-	-	-	43%	80%	7%	50%	32%	-	45%	*	17%	-	*
STAAR Percent at Masters Grade Level																						
End of Course																						
English I	All Students	14%	4%	**4%**	*	4%	*	-	-	-	-	4%	12%	0%	5%	1%	3%	5%	*	0%	-	*
	CWD	4%	0%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	*	*	-	-
	CWOD	16%	5%	**5%**	*	5%	*	-	-	-	-	4%	12%	-	5%	1%	4%	6%	*	0%	-	*
	EL	2%	1%	**1%**	-	1%	-	-	-	-	-	1%	0%	0%	1%	1%	2%	0%	*	0%	-	*
	Male	11%	3%	**3%**	*	3%	*	-	-	-	-	2%	29%	0%	4%	2%	3%	-	*	*	-	*
	Female	17%	5%	**5%**	-	5%	*	-	-	-	-	5%	0%	0%	6%	0%	-	5%	*	0%	-	*
English II	All Students	8%	1%	**1%**	*	1%	-	-	-	-	-	1%	0%	2%	1%	0%	1%	2%	*	0%	-	*
	CWD	3%	2%	**2%**	-	2%	-	-	-	-	-	2%	*	2%	-	0%	3%	0%	-	-	-	*
	CWOD	9%	1%	**1%**	*	1%	-	-	-	-	-	1%	0%	-	1%	0%	1%	2%	*	0%	-	*
	EL	1%	0%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	*	0%	-	*
	Male	7%	1%	**1%**	*	1%	-	-	-	-	-	1%	0%	3%	1%	0%	1%	-	*	*	-	*
	Female	9%	2%	**2%**	-	2%	-	-	-	-	-	2%	0%	0%	2%	0%	-	2%	-	0%	-	*
Algebra I	All Students	26%	19%	**5%**	*	5%	-	-	-	-	-	5%	10%	8%	4%	5%	7%	2%	*	0%	-	*
	CWD	8%	12%	**8%**	-	8%	-	-	-	-	-	8%	-	8%	-	8%	13%	0%	*	*	-	-
	CWOD	29%	20%	**4%**	*	4%	-	-	-	-	-	4%	10%	-	4%	4%	5%	2%	*	0%	-	*
	EL	14%	15%	**5%**	-	5%	-	-	-	-	-	4%	14%	8%	4%	5%	7%	1%	*	0%	-	*
	Male	25%	19%	**7%**	*	7%	-	-	-	-	-	7%	*	13%	5%	7%	7%	-	*	*	-	*
	Female	27%	19%	**2%**	-	2%	-	-	-	-	-	1%	11%	0%	2%	1%	-	2%	*	0%	-	*

		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
Biology	All Students	20%	6%	**6%**	*	7%	*	-	-	-	-	6%	8%	7%	6%	3%	8%	5%	*	0%	-	*
	CWD	6%	7%	**7%**	-	7%	-	-	-	-	-	7%	-	7%	-	6%	10%	0%	*	-	-	-
	CWOD	22%	6%	**6%**	*	6%	*	-	-	-	-	6%	8%	-	6%	3%	8%	5%	*	0%	-	*
	EL	6%	3%	**3%**	-	3%	-	-	-	-	-	3%	0%	6%	3%	3%	6%	0%	*	0%	-	*
	Male	20%	8%	**8%**	*	8%	-	-	-	-	-	8%	*	10%	8%	6%	8%	-	*	*	-	*
	Female	19%	5%	**5%**	-	5%	*	-	-	-	-	5%	0%	0%	5%	0%	-	5%	*	0%	-	*
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	64%	**62%**	*	62%	*	-	-	-	-	61%	78%	40%	67%	52%	56%	69%	67%	27%	-	64%
	CWD	46%	39%	**40%**	-	40%	-	-	-	-	-	40%	*	40%	-	37%	43%	36%	*	*	-	*
	CWOD	79%	69%	**67%**	*	67%	*	-	-	-	-	66%	79%	-	67%	56%	60%	74%	67%	29%	-	62%
	EL	59%	56%	**52%**	-	52%	-	-	-	-	-	52%	72%	37%	56%	52%	48%	58%	60%	27%	-	17%
	Male	71%	62%	**56%**	*	57%	*	-	-	-	-	56%	86%	43%	60%	48%	56%	-	*	29%	-	88%
	Female	75%	65%	**69%**	-	69%	*	-	-	-	-	69%	74%	36%	74%	58%	-	69%	63%	25%	-	33%
Reading	All Students	74%	62%	**52%**	*	52%	*	-	-	-	-	51%	77%	25%	57%	39%	44%	61%	40%	15%	-	71%
	CWD	45%	34%	**25%**	-	25%	-	-	-	-	-	24%	*	25%	-	20%	27%	20%	*	*	-	*
	CWOD	80%	68%	**57%**	*	57%	*	-	-	-	-	56%	79%	-	57%	43%	49%	67%	*	16%	-	67%
	EL	57%	51%	**39%**	-	39%	-	-	-	-	-	38%	67%	20%	43%	39%	33%	47%	*	15%	-	*
	Male	70%	58%	**44%**	*	45%	*	-	-	-	-	43%	82%	27%	49%	33%	44%	-	*	17%	-	*
	Female	79%	67%	**61%**	-	61%	*	-	-	-	-	60%	72%	20%	67%	47%	-	61%	*	14%	-	*
Mathematics	All Students	70%	64%	**65%**	*	64%	-	-	-	-	-	65%	62%	56%	66%	62%	62%	66%	*	22%	-	*
	CWD	45%	44%	**56%**	-	56%	-	-	-	-	-	56%	-	56%	-	56%	56%	50%	*	*	-	-
	CWOD	76%	69%	**66%**	*	66%	-	-	-	-	-	66%	62%	-	66%	63%	64%	68%	*	25%	-	*
	EL	60%	58%	**62%**	-	62%	-	-	-	-	-	61%	71%	56%	63%	62%	59%	65%	*	22%	-	*
	Male	71%	65%	**62%**	*	62%	-	-	-	-	-	62%	*	56%	64%	59%	62%	-	*	*	-	*
	Female	70%	62%	**66%**	-	66%	-	-	-	-	-	66%	60%	50%	68%	65%	-	66%	*	20%	-	*
Science	All Students	76%	68%	**87%**	*	87%	*	-	-	-	-	86%	92%	67%	90%	82%	84%	89%	*	50%	-	*
	CWD	52%	40%	**67%**	-	67%	-	-	-	-	-	67%	-	67%	-	63%	70%	53%	*	-	-	-
	CWOD	81%	74%	**90%**	*	90%	*	-	-	-	-	90%	92%	-	90%	86%	88%	92%	*	56%	-	*
	EL	63%	63%	**82%**	-	82%	-	-	-	-	-	82%	86%	63%	86%	82%	81%	83%	*	50%	-	*
	Male	77%	70%	**84%**	*	84%	-	-	-	-	-	84%	*	70%	88%	81%	84%	-	*	*	-	*
	Female	76%	66%	**89%**	-	89%	*	-	-	-	-	89%	90%	53%	92%	83%	-	89%	*	50%	-	*
SAT/ACT All Subjects	All Students	89%	84%	**84%**	-	84%	-	-	-	-	-	88%	*	-	84%	*	*	80%	-	-	-	-
	CWD	70%	-	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	90%	84%	**84%**	-	84%	-	-	-	-	-	88%	*	-	84%	*	*	80%	-	-	-	-
	EL	63%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	90%	*	*	-	*	-	-	-	-	-	*	*	-	*	-	*	-	-	-	-	-
	Female	89%	80%	**80%**	-	80%	-	-	-	-	-	86%	*	-	80%	*	-	80%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
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	48%	33%	**30%**	*	30%	*	-	-	-	-	28%	58%	13%	33%	19%	25%	35%	33%	5%	-	29%
	CWD	23%	13%	**13%**	-	13%	-	-	-	-	-	13%	*	13%	-	10%	17%	4%	*	*	-	*
	CWOD	53%	37%	**33%**	*	33%	*	-	-	-	-	31%	60%	-	33%	21%	27%	39%	44%	6%	-	31%
	EL	30%	24%	**19%**	-	19%	-	-	-	-	-	18%	52%	10%	21%	19%	17%	23%	20%	5%	-	0%
	Male	47%	31%	**25%**	*	25%	*	-	-	-	-	24%	50%	17%	27%	17%	25%	-	*	7%	-	25%
	Female	49%	35%	**35%**	-	35%	*	-	-	-	-	33%	63%	4%	39%	23%	-	35%	38%	4%	-	33%
Reading	All Students	53%	35%	**30%**	*	30%	*	-	-	-	-	28%	54%	8%	34%	17%	22%	38%	40%	5%	-	43%
	CWD	23%	10%	**8%**	-	8%	-	-	-	-	-	8%	*	8%	-	7%	10%	5%	*	*	-	*
	CWOD	59%	40%	**34%**	*	34%	*	-	-	-	-	32%	58%	-	34%	19%	25%	43%	*	5%	-	50%
	EL	31%	24%	**17%**	-	17%	-	-	-	-	-	16%	40%	7%	19%	17%	13%	23%	*	5%	-	*
	Male	48%	29%	**22%**	*	23%	*	-	-	-	-	22%	41%	10%	25%	13%	22%	-	*	17%	-	*
	Female	58%	41%	**38%**	-	38%	*	-	-	-	-	37%	67%	5%	43%	23%	-	38%	*	0%	-	*
Mathematics	All Students	43%	31%	**15%**	*	15%	-	-	-	-	-	14%	38%	19%	14%	13%	16%	13%	*	0%	-	*
	CWD	22%	17%	**19%**	-	19%	-	-	-	-	-	19%	-	19%	-	13%	28%	0%	*	*	-	-
	CWOD	48%	35%	**14%**	*	14%	-	-	-	-	-	13%	38%	-	14%	13%	13%	15%	*	0%	-	*
	EL	30%	26%	**13%**	-	13%	-	-	-	-	-	12%	43%	13%	13%	13%	13%	14%	*	0%	-	*
	Male	45%	33%	**16%**	*	16%	-	-	-	-	-	16%	*	28%	13%	13%	16%	-	*	*	-	*
	Female	42%	29%	**13%**	-	13%	-	-	-	-	-	11%	40%	0%	15%	14%	-	13%	*	0%	-	*
Science	All Students	46%	31%	**43%**	*	43%	*	-	-	-	-	41%	85%	19%	48%	32%	41%	45%	*	10%	-	*
	CWD	22%	13%	**19%**	-	19%	-	-	-	-	-	19%	-	19%	-	17%	23%	7%	*	-	-	-
	CWOD	50%	35%	**48%**	*	48%	*	-	-	-	-	46%	85%	-	48%	35%	46%	50%	*	11%	-	*
	EL	26%	22%	**32%**	-	32%	-	-	-	-	-	30%	86%	17%	35%	32%	32%	32%	*	10%	-	*
	Male	47%	33%	**41%**	*	42%	-	-	-	-	-	40%	*	23%	46%	32%	41%	-	*	*	-	*
	Female	45%	29%	**45%**	-	45%	*	-	-	-	-	43%	80%	7%	50%	32%	-	45%	*	17%	-	*
SAT/ACT All Subjects	All Students	59%	21%	**21%**	-	21%	-	-	-	-	-	24%	*	-	21%	*	*	7%	-	-	-	-
	CWD	38%	-	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	59%	21%	**21%**	-	21%	-	-	-	-	-	24%	*	-	21%	*	*	7%	-	-	-	-
	EL	15%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	63%	*	*	-	*	-	-	-	-	-	*	*	-	*	-	*	-	-	-	-	-
	Female	54%	7%	**7%**	-	7%	-	-	-	-	-	7%	*	-	7%	*	-	7%	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	20%	9%	**4%**	*	4%	*	-	-	-	-	4%	7%	4%	4%	2%	4%	3%	17%	0%	-	0%
	CWD	6%	3%	**4%**	-	4%	-	-	-	-	-	4%	*	4%	-	3%	6%	0%	*	*	-	*
	CWOD	23%	10%	**4%**	*	4%	*	-	-	-	-	4%	7%	-	4%	2%	4%	4%	22%	0%	-	0%
	EL	9%	5%	**2%**	-	2%	-	-	-	-	-	2%	3%	3%	2%	2%	3%	0%	0%	0%	-	0%
	Male	20%	9%	**4%**	*	4%	*	-	-	-	-	4%	14%	6%	4%	3%	4%	-	*	0%	-	0%
	Female	21%	9%	**3%**	-	3%	*	-	-	-	-	3%	3%	0%	4%	0%	-	3%	25%	0%	-	0%

		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	22%	8%	**3%**	*	3%	*	-	-	-	-	3%	6%	1%	3%	1%	2%	4%	20%	0%	-	0%
	CWD	6%	1%	**1%**	-	1%	-	-	-	-	-	1%	*	1%	-	0%	1%	0%	*	*	-	*
	CWOD	25%	10%	**3%**	*	3%	*	-	-	-	-	3%	6%	-	3%	1%	2%	4%	*	0%	-	0%
	EL	8%	4%	**1%**	-	1%	-	-	-	-	-	1%	0%	0%	1%	1%	1%	0%	*	0%	-	*
	Male	19%	6%	**2%**	*	2%	*	-	-	-	-	2%	12%	1%	2%	1%	2%	-	*	0%	-	*
	Female	25%	11%	**4%**	-	4%	*	-	-	-	-	4%	0%	0%	4%	0%	-	4%	*	0%	-	*
Mathematics	All Students	19%	10%	**4%**	*	4%	-	-	-	-	-	4%	8%	8%	4%	5%	7%	2%	*	0%	-	*
	CWD	7%	4%	**8%**	-	8%	-	-	-	-	-	8%	-	8%	-	8%	13%	0%	*	*	-	-
	CWOD	22%	12%	**4%**	*	4%	-	-	-	-	-	3%	8%	-	4%	4%	5%	2%	*	0%	-	*
	EL	11%	7%	**5%**	-	5%	-	-	-	-	-	4%	14%	8%	4%	5%	7%	1%	*	0%	-	*
	Male	21%	11%	**7%**	*	7%	-	-	-	-	-	7%	*	13%	5%	7%	7%	-	*	*	-	*
	Female	18%	9%	**2%**	-	2%	-	-	-	-	-	1%	10%	0%	2%	1%	-	2%	*	0%	-	*
Science	All Students	17%	7%	**6%**	*	7%	*	-	-	-	-	6%	8%	7%	6%	3%	8%	5%	*	0%	-	*
	CWD	5%	5%	**7%**	-	7%	-	-	-	-	-	7%	-	7%	-	6%	10%	0%	*	-	-	-
	CWOD	19%	7%	**6%**	*	6%	*	-	-	-	-	6%	8%	-	6%	3%	8%	5%	*	0%	-	*
	EL	5%	4%	**3%**	-	3%	-	-	-	-	-	3%	0%	6%	3%	3%	6%	0%	*	0%	-	*
	Male	18%	9%	**8%**	*	8%	-	-	-	-	-	8%	*	10%	8%	6%	8%	-	*	*	-	*
	Female	15%	4%	**5%**	-	5%	*	-	-	-	-	5%	0%	0%	5%	0%	-	5%	*	0%	-	*
SAT/ACT All Subjects	All Students	13%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	-	0%	*	*	0%	-	-	-	-
	CWD	9%	-	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	13%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	-	0%	*	*	0%	-	-	-	-
	EL	1%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	17%	*	*	-	*	-	-	-	-	-	*	*	-	*	-	*	-	-	-	-	-
	Female	10%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	-	0%	*	-	0%	-	-	-	-

- Indicates there are no students in the group.

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

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 2024-25 school year. These results nclude 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	58	*	58	*	-	-	-	-	57	28	52
CWD	28	-	28	-	-	-	-	-	28	28	27
CWOD	63	*	63	*	-	-	-	-	62	-	57
EL ✧	52	-	52	-	-	-	-	-	51	27	52
Male	54	*	55	-	-	-	-	-	53	35	49
Female	61	-	61	*	-	-	-	-	61	16	55
Mathematics											
All Students	70	*	70	-	-	-	-	-	70	79	69
CWD	79	-	79	-	-	-	-	-	79	79	82
CWOD	68	*	68	-	-	-	-	-	67	-	65
EL ✧	69	-	69	-	-	-	-	-	69	82	69
Male	66	*	67	-	-	-	-	-	66	87	69
Female	74	-	74	-	-	-	-	-	75	64	69

- 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 six-year graduation rates for the class of 2022

The six-year graduation rates for the class of 2023 will be updated in March, 2026.

	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													
6-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2022													
All Students	86.4%	-	86.3%	*	-	-	-	-	85.4%	80.0%	84.5%	75.0%	*
CWD	80.0%	-	80.0%	-	-	-	-	-	80.0%	80.0%	85.0%	*	-
CWOD	87.1%	-	87.1%	*	-	-	-	-	86.0%	-	84.4%	70.0%	*
EL ✧	84.5%	-	84.5%	-	-	-	-	-	83.8%	85.0%	84.5%	85.7%	*
Male	84.1%	-	84.1%	-	-	-	-	-	84.3%	77.3%	82.2%	66.7%	*
Female	89.1%	-	89.0%	*	-	-	-	-	86.8%	87.5%	89.2%	83.3%	*

- 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 2025 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
557	90	16%

- 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	32	*	32	*	-	-	-	-	31	19	24
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	75%	*	75%	-	-	-	-	-	74%	68%	67%

- 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)	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
Target Met	N		N						N	N	Y
Interim Goals (2028-2032)	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
Target Met	N		N						N	N	N
Interim Goals (2033-2037)	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
Target Met	N		N						N	N	N
Long-Term Goals	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Target Met	N		N						N	N	N
Mathematics											
Interim Goals (2023-2027)	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
Target Met	N		N						N	Y	N
Interim Goals (2028-2032)	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
Target Met	N		N						N	N	N
Interim Goals (2033-2037)	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
Target Met	N		N						N	N	N
Long-Term Goals	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
Target Met	N		N						N	N	N
English Learner Language Proficiency Status											
Interim Goals (2023-2027)											34%
Target Met											Y
Interim Goals (2028-2032)											36%
Target Met											Y
Interim Goals (2033-2037)											48%
Target Met											Y
Long-Term Goals											40%
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%
Target Met	N		N						N	Y	N

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
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	N		N						N	N	N
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	N		N						N	N	N
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met	N		N						N	N	N

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 2024-25 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	**98%**	*	98%	*	-	-	-	-	98%	99%	98%	98%	99%	99%	97%	100%
	CWD	**98%**	-	98%	-	-	-	-	-	98%	*	98%	-	99%	100%	95%	*
	CWOD	**98%**	*	98%	*	-	-	-	-	98%	98%	-	98%	99%	99%	98%	100%
	EL	**99%**	-	99%	-	-	-	-	-	99%	100%	99%	99%	99%	100%	99%	100%
	Male	**99%**	*	99%	*	-	-	-	-	99%	96%	100%	99%	100%	99%	-	100%
	Female	**97%**	-	97%	*	-	-	-	-	97%	100%	95%	98%	99%	-	97%	100%
Reading	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%	100%
	Male	**100%**	*	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	-	*
	Female	**100%**	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	-	100%	*
Mathematics	All Students	**93%**	*	93%	-	-	-	-	-	93%	92%	96%	92%	97%	97%	89%	*
	CWD	**96%**	-	96%	-	-	-	-	-	96%	-	96%	-	98%	100%	89%	*
	CWOD	**92%**	*	92%	-	-	-	-	-	92%	92%	-	92%	97%	96%	89%	*
	EL	**97%**	-	97%	-	-	-	-	-	97%	100%	98%	97%	97%	98%	95%	*
	Male	**97%**	*	97%	-	-	-	-	-	97%	*	100%	96%	98%	97%	-	*
	Female	**89%**	-	89%	-	-	-	-	-	88%	100%	89%	89%	95%	-	89%	*
Science	All Students	**99%**	*	99%	*	-	-	-	-	99%	100%	96%	99%	99%	100%	97%	*
	CWD	**96%**	-	96%	-	-	-	-	-	96%	-	96%	-	97%	100%	87%	*
	CWOD	**99%**	*	99%	*	-	-	-	-	99%	100%	-	99%	100%	100%	98%	*
	EL	**99%**	-	99%	-	-	-	-	-	99%	100%	97%	100%	99%	100%	99%	*
	Male	**100%**	*	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%	-	*
	Female	**97%**	-	97%	*	-	-	-	-	97%	100%	87%	98%	99%	-	97%	*
SAT/ACT All Subjects	All Students	**54%**	-	54%	-	-	-	-	-	53%	*	-	54%	40%	44%	58%	-
	CWD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	**54%**	-	54%	-	-	-	-	-	53%	*	-	54%	40%	44%	58%	-
	EL	**40%**	-	40%	-	-	-	-	-	40%	-	-	40%	40%	*	*	-
	Male	**44%**	-	44%	-	-	-	-	-	43%	*	-	44%	*	44%	-	-
	Female	**58%**	-	58%	-	379	-	-	-	56%	*	-	58%	*	-	58%	-
Non-Participation Rate																	

		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
All Subjects	All Students	**2%**	*	2%	*	-	-	-	-	2%	1%	2%	2%	1%	1%	3%	0%
	CWD	**2%**	-	2%	-	-	-	-	-	2%	*	2%	-	1%	0%	5%	*
	CWOD	**2%**	*	2%	*	-	-	-	-	2%	2%	-	2%	1%	1%	2%	0%
	EL	**1%**	-	1%	-	-	-	-	-	1%	0%	1%	1%	1%	0%	1%	0%
	Male	**1%**	*	1%	*	-	-	-	-	1%	4%	0%	1%	0%	1%	-	0%
	Female	**3%**	-	3%	*	-	-	-	-	3%	0%	5%	2%	1%	-	3%	0%
Reading	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%	0%
	Male	**0%**	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	-	*
	Female	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	-	0%	*
Mathematics	All Students	**7%**	*	7%	-	-	-	-	-	7%	8%	4%	8%	3%	3%	11%	*
	CWD	**4%**	-	4%	-	-	-	-	-	4%	-	4%	-	2%	0%	11%	*
	CWOD	**8%**	*	8%	-	-	-	-	-	8%	8%	-	8%	3%	4%	11%	*
	EL	**3%**	-	3%	-	-	-	-	-	3%	0%	2%	3%	3%	2%	5%	*
	Male	**3%**	*	3%	-	-	-	-	-	3%	*	0%	4%	2%	3%	-	*
	Female	**11%**	-	11%	-	-	-	-	-	12%	0%	11%	11%	5%	-	11%	*
Science	All Students	**1%**	*	1%	*	-	-	-	-	1%	0%	4%	1%	1%	0%	3%	*
	CWD	**4%**	-	4%	-	-	-	-	-	4%	-	4%	-	3%	0%	13%	*
	CWOD	**1%**	*	1%	*	-	-	-	-	1%	0%	-	1%	0%	0%	2%	*
	EL	**1%**	-	1%	-	-	-	-	-	1%	0%	3%	0%	1%	0%	1%	*
	Male	**0%**	*	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	-	*
	Female	**3%**	-	3%	*	-	-	-	-	3%	0%	13%	2%	1%	-	3%	*
SAT/ACT All Subjects	All Students	**46%**	-	46%	-	-	-	-	-	47%	*	-	46%	60%	56%	42%	-
	CWD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	**46%**	-	46%	-	-	-	-	-	47%	*	-	46%	60%	56%	42%	-
	EL	**60%**	-	60%	-	-	-	-	-	60%	-	-	60%	60%	*	*	-
	Male	**56%**	-	56%	-	-	-	-	-	57%	*	-	56%	*	56%	-	-
	Female	**42%**	-	42%	-	-	-	-	-	44%	*	-	42%	*	-	42%	-

- 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 2021-22 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). Note: Chronic absenteeism figures are based on the 2020-21 CRDC surveys and will be updated as new data becomes available.

		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	79	1	78	0	0	0	0	0	45		
	Female	29	0	29	0	0	0	0	0	13		
	Total	108	1	107	0	0	0	0	0	58		
Out-of-School Suspensions												
	Male	41	1	40	0	0	0	0	0	27		
	Female	17	0	17	0	0	0	0	0	9		
	Total	58	1	57	0	0	0	0	0	36		
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		
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												

		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	14	0	14	0	0	0	0	0	11		7
	Female	9	0	9	0	0	0	0	0	5		4
	Total	23	0	23	0	0	0	0	0	16		11
Out-of-School Suspensions												
	Male	8	0	8	0	0	0	0	0	7		5
	Female	5	0	5	0	0	0	0	0	3		3
	Total	13	0	13	0	0	0	0	0	10		8
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	1	0	1	0	0	0	0	0	1		0
	Female	1	0	1	0	0	0	0	0	1		0
	Total	2	0	2	0	0	0	0	0	2		0
Referrals to Law Enforcement												
	Male	1	0	1	0	0	0	0	0	1		0
	Female	1	0	1	0	0	0	0	0	1		0
	Total	2	0	2	0	0	0	0	0	2		0
All Students												
Chronic Absenteeism												
	Male	69	-8	69	-8	-8	-8	-8	-8	34	11	4
	Female	45	-8	45	-8	-8	-8	-8	-8	15	3	2
	Total	114	-8	114	-8	-8	-8	-8	-8	49	14	6

	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	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

Part (viii)(II) This section provides information from the 2021-22 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.

Preschool Programs

	Total Students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

Accelerated Coursework

	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	104	19	0	0	104	19	0	-	0	-	0	-	0	-	0	-	36	13	1	1
Female	141	29	0	0	141	29	0	-	0	-	0	-	0	-	0	-	43	22	2	5
Total	245	24	0	0	245	24	0	-	0	-	0	-	0	-	0	-	79	17	3	3
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	47	9	0	0	47	9	0	-	0	-	0	-	0	-	0	-	8	3	1	1
Female	78	16	1	100	77	16	0	-	0	-	0	-	0	-	0	-	19	10	2	5
Total	125	12	1	50	124	12	0	-	0	-	0	-	0	-	0	-	27	6	3	3

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.

High Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	2.7	4.7%
Teachers Teaching with Emergency or Provisional Credentials	3.7	6.8%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	4.8	8.8%

- 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 (2023-24).

Per-pupil Expenditure for the 2025 fiscal year will be updated by June 30th, 2026.

		State & Local and Federal	State & Local			Federal		
	Enrollment	Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		$884		$811	$811		$73	$73
Food services		$983	$811	$164	$975	$7	$1	$8
Instruction		$7,570	$5,874	$81	$5,955	$1,400	$216	$1,616
Support services, general administration		$124		$124	$124		$0	$0
Support services, instructional staff		$845	$357	$2	$359	$285	$201	$486
Support services, operation and maintenance of plant		$2,271	$893	$1,290	$2,183	$42	$46	$88
Support services, pupils		$741	$501	$3	$504	$174	$62	$236
Support services, school administration		$559	$425	$0	$425	$134		$134
Support services, student transportation		$444		$438	$438		$6	$6
Total	**1,018**	**$14,421**	**$8,861**	**$2,913**	**$11,774**	**$2,042**	**$605**	**$2,647**

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 2024-25 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	7,517	2%	*	0%	-	-
Mathematics	7,510	2%	*	0%	-	-
Grade 4						
Reading	6,669	2%	*	0%	-	-
Mathematics	6,666	2%	*	0%	-	-
Grade 5						
Reading	6,321	2%	*	1%	-	-
Mathematics	6,324	2%	*	1%	-	-
Science	6,315	2%	*	1%	-	-
Grade 6						
Reading	5,876	1%	*	2%	-	-
Mathematics	5,877	1%	*	2%	-	-
Grade 7						
Reading	5,387	1%	*	1%	-	-
Mathematics	5,385	2%	*	1%	-	-
Grade 8						
Reading	4,906	1%	*	1%	-	-
Mathematics	4,907	1%	*	2%	-	-
Science	4,904	1%	*	2%	-	-
End of Course						
English I	4,932	1%	*	1%	*	1%
English II	4,732	1%	*	1%	*	1%
Algebra I	4,932	1%	*	1%	*	1%
Biology	4,992	1%	*	1%	*	1%
All Grades						
All Subjects	104,161	1%	44	1%	12	1%
Reading	46,349	1%	19	1%	6	1%
Mathematics	41,601	1%	16	1%	*	1%
Science	16,211	1%	9	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 2024 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2024 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	43	40	57	60	28	31	7	8
		Black	53	56	47	44	17	17	2	3
		Hispanic	51	52	49	48	20	21	4	4
		White	28	30	72	70	42	39	11	11
		American Indian	*	61	*	39	*	14	*	2
		Asian	14	21	86	79	61	53	24	21
		Pacific Islander	*	47	*	53	*	22	*	5
		Two or More Races	41	36	59	64	29	35	11	10
		EcoDis	53	53	47	47	18	19	3	4
		Students with Disabilities	76	74	24	26	8	9	1	2
		English Language Learners	60	71	40	29	13	8	2	1
	Mathematics	Overall	21	24	79	76	43	39	9	9
		Black	27	41	73	59	27	19	3	2
		Hispanic	27	34	73	66	34	27	4	4
		White	9	14	91	86	60	51	15	12
		American Indian	*	45	*	55	*	19	*	2
		Asian	4	10	96	90	78	66	33	25
		Pacific Islander	*	43	*	57	*	20	*	2
		Two or More Races	13	20	87	80	55	43	13	11
		EcoDis	27	35	73	65	32	25	4	3
		Students with Disabilities	53	55	47	45	16	15	2	2
		English Language Learners	31	48	69	52	30	16	4	2
Grade 8	Reading	Overall	39	33	61	67	25	30	3	4
		Black	48	48	52	52	18	16	1	1
		Hispanic	48	45	52	55	16	19	1	2
		White	24	23	76	77	37	37	5	5
		American Indian	*	44	*	56	*	18	*	2
		Asian	12	16	88	84	63	55	17	13
		Pacific Islander	*	41	*	59	*	24	*	4
		Two or More Races	27	30	73	70	36	35	2	5

State Level: 2024 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	Reading	EcoDis	50	46	50	54	14	18	1	1
		Students with Disabilities	75	69	25	31	3	7	*	1
		English Language Learners	57	70	43	30	9	5	*	*
	Mathematics	Overall	44	39	56	61	24	28	6	8
		Black	60	62	40	38	12	10	2	2
		Hispanic	52	54	48	46	17	15	2	3
		White	28	26	72	74	35	38	8	10
		American Indian	*	60	*	40	*	11	*	2
		Asian	12	15	88	85	57	59	32	31
		Pacific Islander	*	56	*	44	*	16	*	4
		Two or More Races	37	36	63	64	37	31	17	10
		EcoDis	54	55	46	45	14	14	2	3
		Students with Disabilities	80	77	20	23	4	6	1	1
		English Language Learners	62	77	38	23	10	5	2	1

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

State Level: 2024 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	80%
		English Learners	90%
	Mathematics	Students with Disabilities	86%
		English Learners	94%
Grade 8	Reading	Students with Disabilities	82%
		English Learners	96%
	Mathematics	Students with Disabilities	81%
		English Learners	96%

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 2022-23 school year enrolled in a Texas public postsecondary education institution in the 2023-24 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (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
In-State Public Institutions	42%	-	42%	-	-	-	-	-	44%	*	32%
In-State Private Institutions	*	-	*	-	-	-	-	-	*	-	*
Out-of-State Institutions	3%	-	3%	-	-	-	-	-	*	*	*

- Indicates there are no students in the group.

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

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 2023-24 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	35%	*	34%	*	-	-	*	-	35%	43%	35%

- 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 2023-24 school year.

Section 1003 Funds for the 2024-25 school year will be updated by the end of June, 2026.

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 2024-25 State accountability.

There is no data for this campus.

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 and 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 and 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%
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 4-2025 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 2023, 2024, and 2025 are considered consecutive years for 2025 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 10-2025 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 school type - 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 2024-2025 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 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 2024-25 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 7																						
Reading	All Students	74%	70%	**70%**	-	70%	-	-	-	-	-	69%	89%	47%	74%	56%	69%	71%	*	60%	-	-
	CWD	41%	47%	**47%**	-	47%	-	-	-	-	-	49%	*	47%	-	38%	43%	50%	*	*	-	-
	CWOD	81%	74%	**74%**	-	74%	-	-	-	-	-	73%	100%	-	74%	62%	75%	74%	*	*	-	-
	EL	56%	56%	**56%**	-	56%	-	-	-	-	-	56%	*	38%	62%	56%	53%	59%	*	*	-	-
	Male	70%	69%	**69%**	-	69%	-	-	-	-	-	66%	100%	43%	75%	53%	69%	-	*	-	-	-
	Female	79%	71%	**71%**	-	71%	-	-	-	-	-	71%	*	50%	74%	59%	-	71%	*	60%	-	-
Mathematics	All Students	53%	44%	**44%**	-	44%	-	-	-	-	-	44%	60%	38%	46%	35%	49%	39%	*	60%	-	-
	CWD	31%	38%	**38%**	-	38%	-	-	-	-	-	39%	*	38%	-	33%	48%	25%	*	*	-	-
	CWOD	58%	46%	**46%**	-	46%	-	-	-	-	-	45%	*	-	46%	35%	50%	42%	*	*	-	-
	EL	39%	35%	**35%**	-	35%	-	-	-	-	-	34%	*	33%	35%	35%	39%	31%	*	*	-	-
	Male	55%	49%	**49%**	-	49%	-	-	-	-	-	48%	*	48%	50%	39%	49%	-	*	-	-	-
	Female	51%	39%	**39%**	-	39%	-	-	-	-	-	39%	*	25%	42%	31%	-	39%	*	60%	-	-
Grade 8																						
Reading	All Students	80%	74%	**74%**	-	75%	*	-	-	-	-	72%	95%	48%	80%	63%	72%	78%	*	50%	-	*
	CWD	49%	48%	**48%**	-	48%	-	-	-	-	-	48%	*	48%	-	35%	45%	55%	-	*	-	-
	CWOD	85%	80%	**80%**	-	80%	*	-	-	-	-	77%	100%	-	80%	69%	78%	81%	*	71%	-	*
	EL	62%	63%	**63%**	-	63%	*	-	-	-	-	61%	*	35%	69%	63%	64%	61%	*	43%	-	-
	Male	76%	72%	**72%**	-	72%	*	-	-	-	-	69%	100%	45%	78%	64%	72%	-	*	50%	-	*
	Female	85%	78%	**78%**	-	78%	-	-	-	-	-	76%	90%	55%	81%	61%	-	78%	-	*	-	*
Mathematics	All Students	69%	72%	**72%**	-	72%	*	-	-	-	-	70%	93%	48%	77%	64%	71%	74%	-	43%	-	*
	CWD	42%	48%	**48%**	-	48%	-	-	-	-	-	45%	*	48%	-	36%	50%	45%	-	*	-	-
	CWOD	74%	77%	**77%**	-	77%	*	-	-	-	-	75%	92%	-	77%	71%	76%	79%	-	*	-	*
	EL	56%	64%	**64%**	-	64%	*	-	-	-	-	63%	*	36%	71%	64%	66%	61%	-	40%	-	-
	Male	68%	71%	**71%**	-	71%	*	-	-	-	-	68%	100%	50%	76%	66%	71%	-	-	*	-	*
	Female	71%	74%	**74%**	-	74%	-	-	-	-	-	72%	83%	45%	79%	61%	-	74%	-	*	-	*
Science	All Students	72%	65%	**65%**	-	65%	*	-	-	-	-	62%	90%	33%	71%	51%	66%	63%	*	60%	-	*
	CWD	43%	33%	**33%**	-	33%	-	-	-	-	-	29%	*	33%	-	13%	36%	27%	-	*	-	-
	CWOD	77%	71%	**71%**	-	71%	*	-	-	-	-	69%	89%	-	71%	60%	74%	68%	*	86%	-	*
	EL	54%	51%	**51%**	-	52%	*	-	-	-	-	50%	*	13%	60%	51%	54%	47%	*	43%	-	-
	Male	73%	66%	**66%**	-	66%	*	-	-	-	-	63%	100%	36%	74%	54%	66%	-	*	67%	-	*
	Female	71%	63%	**63%**	-	63%	-	-	-	399	-	61%	80%	27%	68%	47%	-	63%	-	*	-	*
End of Course																						

		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
Algebra I	All Students	76%	72%	**98%**	-	98%	-	-	-	-	-	98%	100%	*	98%	97%	97%	100%	*	*	-	*
	CWD	52%	58%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD	80%	74%	**98%**	-	98%	-	-	-	-	-	98%	100%	-	98%	97%	97%	100%	*	*	-	*
	EL	68%	68%	**97%**	-	97%	-	-	-	-	-	97%	-	*	97%	97%	95%	100%	*	*	-	-
	Male	73%	68%	**97%**	-	97%	-	-	-	-	-	96%	100%	*	97%	95%	97%	-	*	*	-	-
	Female	79%	77%	**100%**	-	100%	-	-	-	-	-	100%	100%	-	100%	100%	-	100%	-	*	-	*
STAAR Percent at Meets Grade Level or Above																						
Grade 7																						
Reading	All Students	52%	37%	**37%**	-	37%	-	-	-	-	-	36%	56%	8%	42%	21%	36%	37%	*	20%	-	-
	CWD	21%	8%	**8%**	-	8%	-	-	-	-	-	9%	*	8%	-	7%	10%	6%	*	*	-	-
	CWOD	58%	42%	**42%**	-	42%	-	-	-	-	-	41%	63%	-	42%	25%	43%	42%	*	*	-	-
	EL	30%	21%	**21%**	-	21%	-	-	-	-	-	21%	*	7%	25%	21%	20%	22%	*	*	-	-
	Male	47%	36%	**36%**	-	36%	-	-	-	-	-	35%	57%	10%	43%	20%	36%	-	*	-	-	-
	Female	58%	37%	**37%**	-	37%	-	-	-	-	-	37%	*	6%	42%	22%	-	37%	*	20%	-	-
Mathematics	All Students	32%	15%	**15%**	-	15%	-	-	-	-	-	14%	40%	14%	16%	10%	20%	10%	*	0%	-	-
	CWD	17%	14%	**14%**	-	14%	-	-	-	-	-	14%	*	14%	-	13%	24%	0%	*	*	-	-
	CWOD	36%	16%	**16%**	-	16%	-	-	-	-	-	14%	*	-	16%	9%	19%	13%	*	*	-	-
	EL	19%	10%	**10%**	-	10%	-	-	-	-	-	9%	*	13%	9%	10%	14%	7%	*	*	-	-
	Male	35%	20%	**20%**	-	20%	-	-	-	-	-	19%	*	24%	19%	14%	20%	-	*	-	-	-
	Female	30%	10%	**10%**	-	10%	-	-	-	-	-	10%	*	0%	13%	7%	-	10%	*	0%	-	-
Grade 8																						
Reading	All Students	57%	43%	**43%**	-	43%	*	-	-	-	-	39%	80%	9%	49%	23%	34%	53%	*	30%	-	*
	CWD	23%	9%	**9%**	-	9%	-	-	-	-	-	6%	*	9%	-	0%	9%	9%	-	*	-	-
	CWOD	63%	49%	**49%**	-	49%	*	-	-	-	-	45%	83%	-	49%	28%	40%	59%	*	43%	-	*
	EL	32%	23%	**23%**	-	23%	*	-	-	-	-	23%	*	0%	28%	23%	20%	27%	*	14%	-	-
	Male	51%	34%	**34%**	-	34%	*	-	-	-	-	28%	90%	9%	40%	20%	34%	-	*	17%	-	*
	Female	63%	53%	**53%**	-	53%	-	-	-	-	-	51%	70%	9%	59%	27%	-	53%	-	*	-	*
Mathematics	All Students	45%	43%	**43%**	-	43%	*	-	-	-	-	40%	71%	16%	48%	29%	42%	43%	-	43%	-	*
	CWD	22%	16%	**16%**	-	16%	-	-	-	-	-	10%	*	16%	-	5%	20%	9%	-	*	-	-
	CWOD	50%	48%	**48%**	-	48%	*	-	-	-	-	46%	67%	-	48%	35%	48%	49%	-	*	-	*
	EL	30%	29%	**29%**	-	29%	*	-	-	-	-	29%	*	5%	35%	29%	28%	30%	-	40%	-	-
	Male	45%	42%	**42%**	-	42%	*	-	-	-	-	39%	75%	20%	48%	28%	42%	-	-	*	-	*
	Female	46%	43%	**43%**	-	43%	-	-	-	-	-	41%	67%	9%	49%	30%	-	43%	-	*	-	*
Science	All Students	47%	33%	**33%**	-	32%	*	-	-	-	-	31%	50%	9%	37%	20%	35%	30%	*	50%	-	*
	CWD	22%	9%	**9%**	-	9%	-	-	-	-	-	3%	*	9%	-	0%	9%	9%	-	*	-	-
	CWOD	51%	37%	**37%**	-	37%	*	-	-	-	-	36%	44%	-	37%	25%	41%	33%	*	71%	-	*
	EL	25%	20%	**20%**	-	20%	*	-	-	-	-	21%	*	0%	25%	20%	24%	14%	*	43%	-	-
	Male	49%	35%	**35%**	-	35%	*	-	-	-	-	32%	60%	9%	41%	24%	35%	-	*	67%	-	*
	Female	45%	30%	**30%**	-	30%	-	-	-	-	-	29%	40%	9%	33%	14%	-	30%	-	*	-	*
End of Course																						

		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
Algebra I	All Students	43%	31%	**91%**	-	91%	-	-	-	-	-	91%	90%	*	91%	91%	88%	94%	*	*	-	*
	CWD	19%	22%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD	47%	32%	**91%**	-	91%	-	-	-	-	-	91%	90%	-	91%	91%	87%	94%	*	*	-	*
	EL	30%	25%	**91%**	-	91%	-	-	-	-	-	91%	-	*	91%	91%	90%	93%	*	*	-	-
	Male	42%	28%	**88%**	-	88%	-	-	-	-	-	89%	80%	*	87%	90%	88%	-	*	*	-	-
	Female	45%	34%	**94%**	-	94%	-	-	-	-	-	93%	100%	-	94%	93%	-	94%	-	*	-	*
STAAR Percent at Masters Grade Level																						
Grade 7																						
Reading	All Students	26%	9%	**9%**	-	9%	-	-	-	-	-	9%	11%	0%	10%	2%	9%	9%	*	0%	-	-
	CWD	6%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	*	*	-	-
	CWOD	30%	10%	**10%**	-	10%	-	-	-	-	-	10%	13%	-	10%	3%	11%	10%	*	*	-	-
	EL	9%	2%	**2%**	-	2%	-	-	-	-	-	2%	*	0%	3%	2%	2%	3%	*	*	-	-
	Male	23%	9%	**9%**	-	9%	-	-	-	-	-	8%	14%	0%	11%	2%	9%	-	*	-	-	-
	Female	30%	9%	**9%**	-	9%	-	-	-	-	-	9%	*	0%	10%	3%	-	9%	*	0%	-	-
Mathematics	All Students	11%	2%	**2%**	-	2%	-	-	-	-	-	2%	0%	0%	2%	0%	3%	1%	*	0%	-	-
	CWD	5%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	*	*	-	-
	CWOD	12%	2%	**2%**	-	2%	-	-	-	-	-	3%	*	-	2%	0%	3%	2%	*	*	-	-
	EL	4%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	*	*	-	-
	Male	12%	3%	**3%**	-	3%	-	-	-	-	-	3%	*	0%	3%	0%	3%	-	*	-	-	-
	Female	9%	1%	**1%**	-	1%	-	-	-	-	-	1%	*	0%	2%	0%	-	1%	*	0%	-	-
Grade 8																						
Reading	All Students	31%	17%	**17%**	-	17%	*	-	-	-	-	14%	40%	0%	20%	6%	12%	22%	*	10%	-	*
	CWD	7%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	35%	20%	**20%**	-	20%	*	-	-	-	-	17%	44%	-	20%	7%	15%	25%	*	14%	-	*
	EL	10%	6%	**6%**	-	6%	*	-	-	-	-	6%	*	0%	7%	6%	4%	8%	*	0%	-	-
	Male	26%	12%	**12%**	-	12%	*	-	-	-	-	9%	40%	0%	15%	4%	12%	-	*	0%	-	*
	Female	36%	22%	**22%**	-	22%	-	-	-	-	-	20%	40%	0%	25%	8%	-	22%	-	*	-	*
Mathematics	All Students	18%	10%	**10%**	-	10%	*	-	-	-	-	8%	36%	6%	11%	4%	13%	7%	-	0%	-	*
	CWD	7%	6%	**6%**	-	6%	-	-	-	-	-	3%	*	6%	-	0%	10%	0%	-	*	-	-
	CWOD	20%	11%	**11%**	-	11%	*	-	-	-	-	9%	33%	-	11%	5%	13%	9%	-	*	-	*
	EL	8%	4%	**4%**	-	4%	*	-	-	-	-	4%	*	0%	5%	4%	5%	2%	-	0%	-	-
	Male	18%	13%	**13%**	-	13%	*	-	-	-	-	10%	50%	10%	13%	5%	13%	-	-	*	-	*
	Female	17%	7%	**7%**	-	7%	-	-	-	-	-	7%	17%	0%	9%	2%	-	7%	-	*	-	*
Science	All Students	18%	10%	**10%**	-	10%	*	-	-	-	-	9%	15%	6%	11%	7%	12%	8%	*	10%	-	*
	CWD	6%	6%	**6%**	-	6%	-	-	-	-	-	3%	*	6%	-	0%	9%	0%	-	*	-	-
	CWOD	20%	11%	**11%**	-	11%	*	-	-	-	-	11%	11%	-	11%	8%	13%	9%	*	14%	-	*
	EL	5%	7%	**7%**	-	7%	*	-	-	-	-	7%	*	0%	8%	7%	9%	2%	*	14%	-	-
	Male	20%	12%	**12%**	-	12%	*	-	-	-	-	11%	20%	9%	13%	9%	12%	-	*	17%	-	*
	Female	16%	8%	**8%**	-	8%	-	-	-	-	-	8%	10%	0%	9%	2%	-	8%	-	*	-	*
End of Course																						

		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
Algebra I	All Students	26%	19%	**73%**	-	73%	-	-	-	-	-	75%	60%	*	72%	74%	73%	73%	*	*	-	*
	CWD	8%	12%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD	29%	20%	**72%**	-	72%	-	-	-	-	-	74%	60%	-	72%	73%	71%	73%	*	*	-	*
	EL	14%	15%	**74%**	-	74%	-	-	-	-	-	74%	-	*	73%	74%	70%	79%	*	*	-	-
	Male	25%	19%	**73%**	-	73%	-	-	-	-	-	71%	80%	*	71%	70%	73%	-	*	*	-	-
	Female	27%	19%	**73%**	-	73%	-	-	-	-	-	79%	40%	-	73%	79%	-	73%	-	*	-	*
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	64%	**68%**	-	68%	50%	-	-	-	-	66%	92%	44%	73%	56%	68%	68%	64%	58%	-	78%
	CWD	46%	39%	**44%**	-	44%	-	-	-	-	-	43%	63%	44%	-	32%	45%	41%	*	9%	-	-
	CWOD	79%	69%	**73%**	-	73%	50%	-	-	-	-	71%	96%	-	73%	62%	74%	72%	67%	76%	-	78%
	EL	59%	56%	**56%**	-	57%	*	-	-	-	-	56%	75%	32%	62%	56%	58%	54%	64%	44%	-	-
	Male	71%	62%	**68%**	-	68%	50%	-	-	-	-	65%	98%	45%	74%	58%	68%	-	80%	61%	-	*
	Female	75%	65%	**68%**	-	68%	-	-	-	-	-	67%	85%	41%	72%	54%	-	68%	50%	55%	-	83%
Reading	All Students	74%	62%	**72%**	-	72%	*	-	-	-	-	70%	93%	48%	77%	59%	70%	74%	80%	53%	-	*
	CWD	45%	34%	**48%**	-	48%	-	-	-	-	-	48%	*	48%	-	37%	44%	54%	*	*	-	-
	CWOD	80%	68%	**77%**	-	77%	*	-	-	-	-	75%	100%	-	77%	65%	77%	77%	*	73%	-	*
	EL	57%	51%	**59%**	-	60%	*	-	-	-	-	59%	83%	37%	65%	59%	59%	60%	80%	40%	-	-
	Male	70%	58%	**70%**	-	70%	*	-	-	-	-	68%	100%	44%	77%	59%	70%	-	*	50%	-	*
	Female	79%	67%	**74%**	-	74%	-	-	-	-	-	73%	83%	54%	77%	60%	-	74%	*	56%	-	*
Mathematics	All Students	70%	64%	**65%**	-	66%	*	-	-	-	-	63%	93%	44%	70%	56%	67%	64%	40%	60%	-	*
	CWD	45%	44%	**44%**	-	44%	-	-	-	-	-	43%	*	44%	-	36%	51%	33%	*	*	-	-
	CWOD	76%	69%	**70%**	-	70%	*	-	-	-	-	68%	96%	-	70%	61%	71%	69%	*	73%	-	*
	EL	60%	58%	**56%**	-	56%	*	-	-	-	-	55%	67%	36%	61%	56%	60%	50%	40%	50%	-	-
	Male	71%	65%	**67%**	-	67%	*	-	-	-	-	64%	94%	51%	71%	60%	67%	-	*	67%	-	*
	Female	70%	62%	**64%**	-	64%	-	-	-	-	-	62%	83%	33%	69%	50%	-	64%	*	56%	-	*
Science	All Students	76%	68%	**65%**	-	65%	*	-	-	-	-	62%	90%	33%	71%	51%	66%	63%	*	60%	-	*
	CWD	52%	40%	**33%**	-	33%	-	-	-	-	-	29%	*	33%	-	13%	36%	27%	-	*	-	-
	CWOD	81%	74%	**71%**	-	71%	*	-	-	-	-	69%	89%	-	71%	60%	74%	68%	*	86%	-	*
	EL	63%	63%	**51%**	-	52%	*	-	-	-	-	50%	*	13%	60%	51%	54%	47%	*	43%	-	-
	Male	77%	70%	**66%**	-	66%	*	-	-	-	-	63%	100%	36%	74%	54%	66%	-	*	67%	-	*
	Female	76%	66%	**63%**	-	63%	-	-	-	-	-	61%	80%	27%	68%	47%	-	63%	-	*	-	*
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	48%	33%	**38%**	-	38%	50%	-	-	-	-	36%	68%	12%	44%	24%	37%	39%	55%	38%	-	33%
	CWD	23%	13%	**12%**	-	12%	-	-	-	-	-	10%	63%	12%	-	6%	16%	6%	*	9%	-	-
	CWOD	53%	37%	**44%**	-	44%	50%	-	-	-	-	41%	68%	-	44%	29%	43%	44%	67%	48%	-	33%
	EL	30%	24%	**24%**	-	25%	*	-	-	-	-	25%	19%	6%	29%	24%	26%	23%	55%	30%	-	-
	Male	47%	31%	**37%**	-	37%	50%	-	-	-	-	34%	70%	16%	43%	26%	37%	-	80%	50%	-	*
	Female	49%	35%	**39%**	-	39%	-	-	-	-	-	37%	64%	6%	44%	23%	-	39%	33%	27%	-	50%

		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	53%	35%	**40%**	-	40%	*	-	-	-	-	37%	72%	9%	46%	22%	35%	45%	60%	27%	-	*
	CWD	23%	10%	**9%**	-	9%	-	-	-	-	-	8%	*	9%	-	4%	9%	8%	*	*	-	-
	CWOD	59%	40%	**46%**	-	46%	*	-	-	-	-	43%	77%	-	46%	27%	42%	50%	*	36%	-	*
	EL	31%	24%	**22%**	-	22%	*	-	-	-	-	22%	17%	4%	27%	22%	20%	24%	60%	10%	-	-
	Male	48%	29%	**35%**	-	35%	*	-	-	-	-	31%	76%	9%	42%	20%	35%	-	*	17%	-	*
	Female	58%	41%	**45%**	-	45%	-	-	-	-	-	43%	67%	8%	50%	24%	-	45%	*	33%	-	*
Mathematics	All Students	43%	31%	**40%**	-	40%	*	-	-	-	-	37%	75%	17%	44%	29%	41%	38%	40%	40%	-	*
	CWD	22%	17%	**17%**	-	17%	-	-	-	-	-	15%	*	17%	-	11%	26%	4%	*	*	-	-
	CWOD	48%	35%	**44%**	-	44%	*	-	-	-	-	42%	76%	-	44%	34%	45%	44%	*	45%	-	*
	EL	30%	26%	**29%**	-	29%	*	-	-	-	-	29%	33%	11%	34%	29%	32%	25%	40%	40%	-	-
	Male	45%	33%	**41%**	-	41%	*	-	-	-	-	39%	71%	26%	45%	32%	41%	-	*	67%	-	*
	Female	42%	29%	**38%**	-	38%	-	-	-	-	-	36%	75%	4%	44%	25%	-	38%	*	22%	-	*
Science	All Students	46%	31%	**33%**	-	32%	*	-	-	-	-	31%	50%	9%	37%	20%	35%	30%	*	50%	-	*
	CWD	22%	13%	**9%**	-	9%	-	-	-	-	-	3%	*	9%	-	0%	9%	9%	-	*	-	-
	CWOD	50%	35%	**37%**	-	37%	*	-	-	-	-	36%	44%	-	37%	25%	41%	33%	*	71%	-	*
	EL	26%	22%	**20%**	-	20%	*	-	-	-	-	21%	*	0%	25%	20%	24%	14%	*	43%	-	-
	Male	47%	33%	**35%**	-	35%	*	-	-	-	-	32%	60%	9%	41%	24%	35%	-	*	67%	-	*
	Female	45%	29%	**30%**	-	30%	-	-	-	-	-	29%	40%	9%	33%	14%	-	30%	-	*	-	*
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	20%	9%	**14%**	-	14%	0%	-	-	-	-	13%	30%	3%	16%	8%	14%	14%	27%	13%	-	0%
	CWD	6%	3%	**3%**	-	3%	-	-	-	-	-	2%	25%	3%	-	1%	6%	0%	*	0%	-	-
	CWOD	23%	10%	**16%**	-	16%	0%	-	-	-	-	15%	30%	-	16%	9%	16%	16%	33%	17%	-	0%
	EL	9%	5%	**8%**	-	8%	*	-	-	-	-	8%	0%	1%	9%	8%	8%	7%	27%	11%	-	-
	Male	20%	9%	**14%**	-	14%	0%	-	-	-	-	12%	34%	6%	16%	8%	14%	-	60%	17%	-	*
	Female	21%	9%	**14%**	-	14%	-	-	-	-	-	13%	24%	0%	16%	7%	-	14%	0%	9%	-	0%
Reading	All Students	22%	8%	**13%**	-	13%	*	-	-	-	-	11%	31%	0%	15%	4%	10%	15%	20%	7%	-	*
	CWD	6%	1%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	*	*	-	-
	CWOD	25%	10%	**15%**	-	15%	*	-	-	-	-	13%	35%	-	15%	5%	13%	17%	*	9%	-	*
	EL	8%	4%	**4%**	-	4%	*	-	-	-	-	4%	0%	0%	5%	4%	3%	5%	20%	0%	-	-
	Male	19%	6%	**10%**	-	10%	*	-	-	-	-	9%	29%	0%	13%	3%	10%	-	*	0%	-	*
	Female	25%	11%	**15%**	-	15%	-	-	-	-	-	14%	33%	0%	17%	5%	-	15%	*	11%	-	*
Mathematics	All Students	19%	10%	**17%**	-	17%	*	-	-	-	-	16%	39%	6%	20%	12%	18%	16%	20%	20%	-	*
	CWD	7%	4%	**6%**	-	6%	-	-	-	-	-	4%	*	6%	-	2%	9%	0%	*	*	-	-
	CWOD	22%	12%	**20%**	-	20%	*	-	-	-	-	18%	40%	-	20%	14%	20%	19%	*	27%	-	*
	EL	11%	7%	**12%**	-	12%	*	-	-	-	-	12%	0%	2%	14%	12%	13%	10%	20%	20%	-	-
	Male	21%	11%	**18%**	-	18%	*	-	-	-	-	16%	47%	9%	20%	13%	18%	-	*	33%	-	*
	Female	18%	9%	**16%**	-	16%	-	-	-	-	-	15%	25%	0%	19%	10%	-	16%	*	11%	-	*

		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	17%	7%	**10%**	-	10%	*	-	-	-	-	9%	15%	6%	11%	7%	12%	8%	*	10%	-	*
	CWD	5%	5%	**6%**	-	6%	-	-	-	-	-	3%	*	6%	-	0%	9%	0%	-	*	-	-
	CWOD	19%	7%	**11%**	-	11%	*	-	-	-	-	11%	11%	-	11%	8%	13%	9%	*	14%	-	*
	EL	5%	4%	**7%**	-	7%	*	-	-	-	-	7%	*	0%	8%	7%	9%	2%	*	14%	-	-
	Male	18%	9%	**12%**	-	12%	*	-	-	-	-	11%	20%	9%	13%	9%	12%	-	*	17%	-	*
	Female	15%	4%	**8%**	-	8%	-	-	-	-	-	8%	10%	0%	9%	2%	-	8%	-	*	-	*

- 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 2024-25 school year. These results nclude 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	66	-	66	*	-	-	-	-	66	61	61
CWD	61	-	61	-	-	-	-	-	62	61	54
CWOD	67	-	67	*	-	-	-	-	67	-	63
EL ✧	61	-	61	*	-	-	-	-	61	54	61
Male	64	-	63	*	-	-	-	-	62	57	61
Female	69	-	69	-	-	-	-	-	69	68	61
Mathematics											
All Students	66	-	66	*	-	-	-	-	64	58	59
CWD	58	-	58	-	-	-	-	-	57	58	49
CWOD	67	-	67	*	-	-	-	-	65	-	62
EL ✧	59	-	59	*	-	-	-	-	59	49	59
Male	69	-	70	*	-	-	-	-	68	64	69
Female	62	-	62	-	-	-	-	-	59	48	49

- 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 six-year graduation rates for the class of 2022

The six-year graduation rates for the class of 2023 will be updated in March, 2026.

	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													
6-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2022													
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 2025 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
251	45	18%

- 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	40	-	40	33	-	-	-	-	38	20	29
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)	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
Target Met	N		Y						Y	N	Y
Interim Goals (2028-2032)	53%	43%	46%	66%	53%	78%	55%	63%	43%	33%	40%
Target Met	N		N						N	N	N
Interim Goals (2033-2037)	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
Target Met	N		N						N	N	N
Long-Term Goals	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%
Target Met	N		N						N	N	N
Mathematics											
Interim Goals (2023-2027)	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
Target Met	N		Y						Y	N	Y
Interim Goals (2028-2032)	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
Target Met	N		N						N	N	N
Interim Goals (2033-2037)	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
Target Met	N		N						N	N	N
Long-Term Goals	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
Target Met	N		N						N	N	N
English Learner Language Proficiency Status											
Interim Goals (2023-2027)											44%
Target Met											Y
Interim Goals (2028-2032)											46%
Target Met											Y
Interim Goals (2033-2037)											48%
Target Met											Y
Long-Term Goals											50%
Target Met											Y
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%
Target Met											

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
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 2024-25 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%	99%	99%	100%	100%	100%	99%	100%
	CWD	**99%**	-	99%	-	-	-	-	-	99%	100%	99%	-	99%	100%	98%	*
	CWOD	**100%**	-	100%	100%	-	-	-	-	100%	99%	-	100%	100%	100%	99%	100%
	EL	**100%**	-	100%	*	-	-	-	-	100%	94%	99%	100%	100%	100%	99%	100%
	Male	**100%**	-	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	-	100%
	Female	**99%**	-	99%	-	-	-	-	-	99%	97%	98%	99%	99%	-	99%	100%
Reading	All Students	**100%**	-	100%	*	-	-	-	-	99%	100%	99%	100%	100%	100%	99%	100%
	CWD	**99%**	-	99%	-	-	-	-	-	99%	*	99%	-	98%	100%	96%	*
	CWOD	**100%**	-	100%	*	-	-	-	-	100%	100%	-	100%	100%	100%	99%	*
	EL	**100%**	-	100%	*	-	-	-	-	100%	100%	98%	100%	100%	100%	99%	100%
	Male	**100%**	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	-	*
	Female	**99%**	-	99%	-	-	-	-	-	99%	100%	96%	99%	99%	-	99%	*
Mathematics	All Students	**100%**	-	100%	*	-	-	-	-	100%	97%	100%	99%	100%	100%	99%	100%
	CWD	**100%**	-	100%	-	-	-	-	-	100%	*	100%	-	100%	100%	100%	*
	CWOD	**99%**	-	99%	*	-	-	-	-	100%	96%	-	99%	100%	100%	99%	*
	EL	**100%**	-	100%	*	-	-	-	-	100%	83%	100%	100%	100%	100%	99%	100%
	Male	**100%**	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	-	*
	Female	**99%**	-	99%	-	-	-	-	-	99%	92%	100%	99%	99%	-	99%	*
Science	All Students	**100%**	-	99%	*	-	-	-	-	99%	100%	100%	99%	99%	100%	99%	*
	CWD	**100%**	-	100%	-	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	**99%**	-	99%	*	-	-	-	-	99%	100%	-	99%	99%	100%	99%	*
	EL	**99%**	-	99%	*	-	-	-	-	99%	*	100%	99%	99%	100%	98%	*
	Male	**100%**	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	-	*
	Female	**99%**	-	99%	-	-	-	-	-	99%	100%	100%	99%	98%	-	99%	-
SAT/ACT All Subjects	All Students	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	**-**	-	-	-	410	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	

		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
All Subjects	All Students	**0%**	-	0%	0%	-	-	-	-	0%	1%	1%	0%	0%	0%	1%	0%
	CWD	**1%**	-	1%	-	-	-	-	-	1%	0%	1%	-	1%	0%	2%	*
	CWOD	**0%**	-	0%	0%	-	-	-	-	0%	1%	-	0%	0%	0%	1%	0%
	EL	**0%**	-	0%	*	-	-	-	-	0%	6%	1%	0%	0%	0%	1%	0%
	Male	**0%**	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	-	0%
	Female	**1%**	-	1%	-	-	-	-	-	1%	3%	2%	1%	1%	-	1%	0%
Reading	All Students	**0%**	-	0%	*	-	-	-	-	1%	0%	1%	0%	0%	0%	1%	0%
	CWD	**1%**	-	1%	-	-	-	-	-	1%	*	1%	-	2%	0%	4%	*
	CWOD	**0%**	-	0%	*	-	-	-	-	0%	0%	-	0%	0%	0%	1%	*
	EL	**0%**	-	0%	*	-	-	-	-	0%	0%	2%	0%	0%	0%	1%	0%
	Male	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	-	*
	Female	**1%**	-	1%	-	-	-	-	-	1%	0%	4%	1%	1%	-	1%	*
Mathematics	All Students	**0%**	-	0%	*	-	-	-	-	0%	3%	0%	1%	0%	0%	1%	0%
	CWD	**0%**	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	*
	CWOD	**1%**	-	1%	*	-	-	-	-	0%	4%	-	1%	0%	0%	1%	*
	EL	**0%**	-	0%	*	-	-	-	-	0%	17%	0%	0%	0%	0%	1%	0%
	Male	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	-	*
	Female	**1%**	-	1%	-	-	-	-	-	1%	8%	0%	1%	1%	-	1%	*
Science	All Students	**0%**	-	1%	*	-	-	-	-	1%	0%	0%	1%	1%	0%	1%	*
	CWD	**0%**	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	**1%**	-	1%	*	-	-	-	-	1%	0%	-	1%	1%	0%	1%	*
	EL	**1%**	-	1%	*	-	-	-	-	1%	*	0%	1%	1%	0%	2%	*
	Male	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	-	*
	Female	**1%**	-	1%	-	-	-	-	-	1%	0%	0%	1%	2%	-	1%	-
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 2021-22 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). Note: Chronic absenteeism figures are based on the 2020-21 CRDC surveys and will be updated as new data becomes available.

		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	64	0	61	3	0	0	0	0	45		
	Female	33	0	33	0	0	0	0	0	20		
	Total	97	0	94	3	0	0	0	0	65		
Out-of-School Suspensions												
	Male	11	0	11	0	0	0	0	0	7		
	Female	4	0	4	0	0	0	0	0	1		
	Total	15	0	15	0	0	0	0	0	8		
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	1	0	1	0	0	0	0	0	1		
	Total	1	0	1	0	0	0	0	0	1		
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		
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	1	0	1	0	0	0	0	0	0		
	Female	1	0	1	0	0	0	0	0	1		
	Total	2	0	2	0	0	0	0	0	1		
Referrals to Law Enforcement												
	Male	1	0	1	0	0	0	0	0	0		
	Female	1	0	1	0	0	0	0	0	1		
	Total	2	0	2	0	0	0	0	0	1		
Students With Disabilities												
In-School Suspensions												

		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	15	1	14	0	0	0	0	0	21		12
	Female	2	0	2	0	0	0	0	0	2		1
	Total	17	1	16	0	0	0	0	0	23		13
Out-of-School Suspensions												
	Male	1	0	1	0	0	0	0	0	3		3
	Female	1	0	1	0	0	0	0	0	1		0
	Total	2	0	2	0	0	0	0	0	4		3
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	1	0	1	0	0	0	0	0	0		0
	Female	1	0	1	0	0	0	0	0	1		0
	Total	2	0	2	0	0	0	0	0	1		0
Referrals to Law Enforcement												
	Male	1	0	1	0	0	0	0	0	0		0
	Female	1	0	1	0	0	0	0	0	1		0
	Total	2	0	2	0	0	0	0	0	1		0
All Students												
Chronic Absenteeism												
	Male	44	-8	44	-8	-8	-8	-8	-8	29	6	2
	Female	31	-8	31	-8	-8	-8	-8	-8	18	3	1
	Total	75	-8	75	-8	-8	-8	-8	-8	47	9	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	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

Part (viii)(II) This section provides information from the 2021-22 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.

Preschool Programs

	Total Students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

Accelerated Coursework

	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.

High Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	0.8	2.8%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	4.4	16.5%

- 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 (2023-24).

Per-pupil Expenditure for the 2025 fiscal year will be updated by June 30th, 2026.

		State & Local and Federal	State & Local			Federal		
	Enrollment	Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		$884		$811	$811		$73	$73
Food services		$1,244	$1,069	$164	$1,233	$10	$1	$11
Instruction		$8,367	$6,083	$81	$6,164	$1,987	$216	$2,203
Support services, general administration		$124		$124	$124		$0	$0
Support services, instructional staff		$1,326	$405	$2	$407	$718	$201	$919
Support services, operation and maintenance of plant		$2,648	$1,264	$1,290	$2,554	$49	$46	$95
Support services, pupils		$976	$745	$3	$748	$166	$62	$228
Support services, school administration		$936	$514	$0	$514	$422		$422
Support services, student transportation		$444		$438	$438		$6	$6
Total	**418**	**$16,950**	**$10,080**	**$2,913**	**$12,993**	**$3,351**	**$605**	**$3,956**

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 2024-25 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	7,517	2%	*	0%	-	-
Mathematics	7,510	2%	*	0%	-	-
Grade 4						
Reading	6,669	2%	*	0%	-	-
Mathematics	6,666	2%	*	0%	-	-
Grade 5						
Reading	6,321	2%	*	1%	-	-
Mathematics	6,324	2%	*	1%	-	-
Science	6,315	2%	*	1%	-	-
Grade 6						
Reading	5,876	1%	*	2%	-	-
Mathematics	5,877	1%	*	2%	-	-
Grade 7						
Reading	5,387	1%	*	1%	*	1%
Mathematics	5,385	2%	*	1%	*	1%
Grade 8						
Reading	4,906	1%	*	1%	*	1%
Mathematics	4,907	1%	*	2%	*	2%
Science	4,904	1%	*	2%	*	2%
End of Course						
English I	4,932	1%	*	1%	-	-
English II	4,732	1%	*	1%	-	-
Algebra I	4,932	1%	*	1%	-	-
Biology	4,992	1%	*	1%	-	-
All Grades						
All Subjects	104,161	1%	44	1%	13	1%
Reading	46,349	1%	19	1%	5	1%
Mathematics	41,601	1%	16	1%	5	1%
Science	16,211	1%	9	1%	*	2%

- 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 2024 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2024 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	43	40	57	60	28	31	7	8
		Black	53	56	47	44	17	17	2	3
		Hispanic	51	52	49	48	20	21	4	4
		White	28	30	72	70	42	39	11	11
		American Indian	*	61	*	39	*	14	*	2
		Asian	14	21	86	79	61	53	24	21
		Pacific Islander	*	47	*	53	*	22	*	5
		Two or More Races	41	36	59	64	29	35	11	10
		EcoDis	53	53	47	47	18	19	3	4
		Students with Disabilities	76	74	24	26	8	9	1	2
		English Language Learners	60	71	40	29	13	8	2	1
	Mathematics	Overall	21	24	79	76	43	39	9	9
		Black	27	41	73	59	27	19	3	2
		Hispanic	27	34	73	66	34	27	4	4
		White	9	14	91	86	60	51	15	12
		American Indian	*	45	*	55	*	19	*	2
		Asian	4	10	96	90	78	66	33	25
		Pacific Islander	*	43	*	57	*	20	*	2
		Two or More Races	13	20	87	80	55	43	13	11
		EcoDis	27	35	73	65	32	25	4	3
		Students with Disabilities	53	55	47	45	16	15	2	2
		English Language Learners	31	48	69	52	30	16	4	2
Grade 8	Reading	Overall	39	33	61	67	25	30	3	4
		Black	48	48	52	52	18	16	1	1
		Hispanic	48	45	52	55	16	19	1	2
		White	24	23	76	77	37	37	5	5
		American Indian	*	44	*	56	*	18	*	2
		Asian	12	16	88	84	63	55	17	13
		Pacific Islander 419	*	41	*	59	*	24	*	4
		Two or More Races	27	30	73	70	36	35	2	5

State Level: 2024 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	Reading	EcoDis	50	46	50	54	14	18	1	1
		Students with Disabilities	75	69	25	31	3	7	*	1
		English Language Learners	57	70	43	30	9	5	*	*
	Mathematics	Overall	44	39	56	61	24	28	6	8
		Black	60	62	40	38	12	10	2	2
		Hispanic	52	54	48	46	17	15	2	3
		White	28	26	72	74	35	38	8	10
		American Indian	*	60	*	40	*	11	*	2
		Asian	12	15	88	85	57	59	32	31
		Pacific Islander	*	56	*	44	*	16	*	4
		Two or More Races	37	36	63	64	37	31	17	10
		EcoDis	54	55	46	45	14	14	2	3
		Students with Disabilities	80	77	20	23	4	6	1	1
		English Language Learners	62	77	38	23	10	5	2	1

* Indicates reporting standards not met.

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

State Level: 2024 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	80%
		English Learners	90%
	Mathematics	Students with Disabilities	86%
		English Learners	94%
Grade 8	Reading	Students with Disabilities	82%
		English Learners	96%
	Mathematics	Students with Disabilities	81%
		English Learners	96%

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 2022-23 school year enrolled in a Texas public postsecondary education institution in the 2023-24 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education 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 2023-24 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	20%	*	21%	*	-	-	-	-	21%	32%	21%

- 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 2023-24 school year.

Section 1003 Funds for the 2024-25 school year will be updated by the end of June, 2026.

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 2024-25 State accountability.

There is no data for this campus.

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 and 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 and 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%
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 4-2025 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 2023, 2024, and 2025 are considered consecutive years for 2025 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 10-2025 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 school type - 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 2024-2025 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 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 2024-25 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																						
Reading	All Students	76%	64%	**72%**	-	74%	*	-	-	-	-	72%	78%	42%	84%	71%	76%	69%	-	*	-	*
	CWD	53%	33%	**42%**	-	41%	*	-	-	-	-	41%	*	42%	-	45%	38%	45%	-	*	-	*
	CWOD	82%	74%	**84%**	-	86%	*	-	-	-	-	84%	86%	-	84%	80%	88%	79%	-	*	-	-
	EL	64%	60%	**71%**	-	73%	*	-	-	-	-	72%	60%	45%	80%	71%	79%	64%	-	*	-	*
	Male	74%	68%	**76%**	-	79%	*	-	-	-	-	79%	60%	38%	88%	79%	76%	-	-	-	-	-
	Female	78%	60%	**69%**	-	70%	*	-	-	-	-	65%	*	45%	79%	64%	-	69%	-	*	-	*
Mathematics	All Students	70%	54%	**62%**	-	65%	*	-	-	-	-	61%	67%	22%	76%	65%	79%	46%	-	*	-	*
	CWD	48%	25%	**22%**	-	24%	*	-	-	-	-	18%	*	22%	-	18%	38%	9%	-	*	-	*
	CWOD	75%	63%	**76%**	-	78%	*	-	-	-	-	77%	71%	-	76%	80%	88%	63%	-	*	-	-
	EL	63%	51%	**65%**	-	67%	*	-	-	-	-	63%	80%	18%	80%	65%	83%	50%	-	*	-	*
	Male	72%	67%	**79%**	-	81%	*	-	-	-	-	79%	80%	38%	88%	83%	79%	-	-	-	-	-
	Female	67%	40%	**46%**	-	48%	*	-	-	-	-	45%	*	9%	63%	50%	-	46%	-	*	-	*
Grade 4																						
Reading	All Students	79%	69%	**75%**	-	75%	-	-	-	-	-	75%	78%	57%	77%	65%	77%	73%	*	*	-	*
	CWD	55%	31%	**57%**	-	57%	-	-	-	-	-	*	*	57%	-	50%	60%	*	-	-	-	*
	CWOD	86%	78%	**77%**	-	77%	-	-	-	-	-	76%	83%	-	77%	67%	80%	74%	*	*	-	-
	EL	68%	65%	**65%**	-	65%	-	-	-	-	-	64%	67%	50%	67%	65%	69%	59%	*	*	-	-
	Male	77%	64%	**77%**	-	77%	-	-	-	-	-	75%	*	60%	80%	69%	77%	-	-	*	-	*
	Female	82%	75%	**73%**	-	73%	-	-	-	-	-	74%	67%	*	74%	59%	-	73%	*	*	-	-
Mathematics	All Students	68%	54%	**55%**	-	55%	-	-	-	-	-	56%	50%	38%	57%	48%	61%	48%	*	*	-	*
	CWD	44%	29%	**38%**	-	38%	-	-	-	-	-	*	*	38%	-	33%	50%	*	-	-	-	*
	CWOD	74%	59%	**57%**	-	57%	-	-	-	-	-	58%	50%	-	57%	50%	63%	52%	*	*	-	-
	EL	61%	50%	**48%**	-	48%	-	-	-	-	-	48%	50%	33%	50%	48%	54%	41%	*	*	-	-
	Male	70%	54%	**61%**	-	61%	-	-	-	-	-	59%	*	50%	63%	54%	61%	-	-	*	-	*
	Female	65%	54%	**48%**	-	48%	-	-	-	-	-	52%	33%	*	52%	41%	-	48%	*	*	-	-
Grade 5																						
Reading	All Students	76%	65%	**59%**	-	59%	-	-	-	-	-	57%	67%	24%	69%	52%	47%	67%	*	*	-	-
	CWD	45%	33%	**24%**	-	24%	-	-	-	-	-	24%	-	24%	-	9%	10%	43%	-	*	-	-
	CWOD	84%	74%	**69%**	-	69%	-	-	-	-	-	68%	67%	-	69%	62%	64%	72%	*	*	-	-
	EL	66%	58%	**52%**	-	52%	-	-	-	-	-	52%	*	9%	62%	52%	48%	55%	*	*	-	-
	Male	73%	58%	**47%**	-	47%	-	-	-	430	-	-	45%	*	10%	64%	48%	47%	-	*	*	-	-
	Female	80%	72%	**67%**	-	67%	-	-	-	-	-	67%	63%	43%	72%	55%	-	67%	-	*	-	-

		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	73%	61%	**67%**	-	67%	-	-	-	-	-	66%	67%	59%	69%	63%	72%	63%	*	*	-	-
	CWD	47%	43%	**59%**	-	59%	-	-	-	-	-	59%	-	59%	-	64%	60%	57%	-	*	-	-
	CWOD	79%	66%	**69%**	-	69%	-	-	-	-	-	68%	67%	-	69%	62%	77%	64%	*	*	-	-
	EL	65%	58%	**63%**	-	63%	-	-	-	-	-	63%	*	64%	62%	63%	76%	52%	*	*	-	-
	Male	73%	58%	**72%**	-	72%	-	-	-	-	-	71%	*	60%	77%	76%	72%	-	*	*	-	-
	Female	72%	65%	**63%**	-	63%	-	-	-	-	-	62%	63%	57%	64%	52%	-	63%	-	*	-	-
Science	All Students	63%	47%	**42%**	-	42%	-	-	-	-	-	39%	56%	0%	53%	42%	55%	33%	*	*	-	-
	CWD	40%	19%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	-	*	-	-
	CWOD	69%	55%	**53%**	-	53%	-	-	-	-	-	52%	56%	-	53%	52%	81%	38%	*	*	-	-
	EL	49%	47%	**42%**	-	42%	-	-	-	-	-	39%	*	0%	52%	42%	63%	26%	*	*	-	-
	Male	66%	54%	**55%**	-	55%	-	-	-	-	-	53%	*	0%	81%	63%	55%	-	*	*	-	-
	Female	61%	41%	**33%**	-	33%	-	-	-	-	-	28%	50%	0%	38%	26%	-	33%	-	*	-	-
Grade 6																						
Reading	All Students	76%	68%	**72%**	-	72%	-	-	-	-	-	71%	75%	50%	74%	62%	68%	74%	*	*	-	*
	CWD	46%	53%	**50%**	-	50%	-	-	-	-	-	50%	*	50%	-	60%	40%	*	-	*	-	-
	CWOD	82%	70%	**74%**	-	74%	-	-	-	-	-	73%	80%	-	74%	62%	73%	75%	*	*	-	*
	EL	56%	53%	**62%**	-	62%	-	-	-	-	-	58%	78%	60%	62%	62%	52%	69%	*	*	-	-
	Male	72%	66%	**68%**	-	68%	-	-	-	-	-	71%	*	40%	73%	52%	68%	-	*	*	-	*
	Female	80%	70%	**74%**	-	74%	-	-	-	-	-	71%	88%	*	75%	69%	-	74%	-	*	-	-
Mathematics	All Students	72%	81%	**83%**	-	83%	-	-	-	-	-	82%	83%	75%	83%	79%	87%	79%	*	*	-	*
	CWD	50%	69%	**75%**	-	75%	-	-	-	-	-	67%	*	75%	-	80%	80%	*	-	*	-	-
	CWOD	78%	84%	**83%**	-	83%	-	-	-	-	-	84%	80%	-	83%	79%	88%	79%	*	*	-	*
	EL	60%	77%	**79%**	-	79%	-	-	-	-	-	77%	89%	80%	79%	79%	83%	76%	*	*	-	-
	Male	74%	84%	**87%**	-	87%	-	-	-	-	-	88%	*	80%	88%	83%	87%	-	*	*	-	*
	Female	71%	78%	**79%**	-	79%	-	-	-	-	-	76%	88%	*	79%	76%	-	79%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	50%	31%	**32%**	-	33%	*	-	-	-	-	30%	44%	5%	42%	37%	38%	26%	-	*	-	*
	CWD	27%	14%	**5%**	-	6%	*	-	-	-	-	6%	*	5%	-	9%	13%	0%	-	*	-	*
	CWOD	57%	37%	**42%**	-	43%	*	-	-	-	-	40%	57%	-	42%	47%	46%	38%	-	*	-	-
	EL	36%	28%	**37%**	-	38%	*	-	-	-	-	36%	40%	9%	47%	37%	47%	27%	-	*	-	*
	Male	48%	35%	**38%**	-	39%	*	-	-	-	-	41%	20%	13%	46%	47%	38%	-	-	-	-	-
	Female	53%	28%	**26%**	-	27%	*	-	-	-	-	19%	*	0%	38%	27%	-	26%	-	*	-	*
Mathematics	All Students	45%	24%	**28%**	-	29%	*	-	-	-	-	25%	44%	0%	38%	38%	39%	17%	-	*	-	*
	CWD	27%	8%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	*
	CWOD	50%	29%	**38%**	-	39%	*	-	-	-	-	35%	57%	-	38%	50%	50%	25%	-	*	-	-
	EL	37%	25%	**38%**	-	38%	*	-	-	-	-	34%	60%	0%	50%	38%	61%	18%	-	*	-	*
	Male	49%	34%	**39%**	-	41%	*	-	-	-	-	39%	40%	0%	50%	61%	39%	-	-	-	-	-
	Female	41%	12%	**17%**	-	18%	*	-	-	-	-	13%	*	0%	25%	18%	-	17%	-	*	-	*
Grade 4																						

		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	53%	34%	**35%**	-	35%	-	-	-	-	-	36%	33%	14%	38%	27%	37%	33%	*	*	-	*
	CWD	26%	8%	**14%**	-	14%	-	-	-	-	-	*	*	14%	-	17%	20%	*	-	-	-	*
	CWOD	60%	40%	**38%**	-	38%	-	-	-	-	-	36%	50%	-	38%	29%	40%	35%	*	*	-	-
	EL	40%	33%	**27%**	-	27%	-	-	-	-	-	26%	33%	17%	29%	27%	31%	23%	*	*	-	-
	Male	50%	27%	**37%**	-	37%	-	-	-	-	-	38%	*	20%	40%	31%	37%	-	-	*	-	*
	Female	57%	42%	**33%**	-	33%	-	-	-	-	-	33%	33%	*	35%	23%	-	33%	*	*	-	-
Mathematics	All Students	46%	29%	**29%**	-	29%	-	-	-	-	-	32%	10%	13%	31%	21%	33%	24%	*	*	-	*
	CWD	25%	16%	**13%**	-	13%	-	-	-	-	-	*	*	13%	-	17%	17%	*	-	-	-	*
	CWOD	51%	32%	**31%**	-	31%	-	-	-	-	-	33%	17%	-	31%	21%	37%	26%	*	*	-	-
	EL	37%	25%	**21%**	-	21%	-	-	-	-	-	24%	0%	17%	21%	21%	31%	9%	*	*	-	-
	Male	50%	27%	**33%**	-	33%	-	-	-	-	-	34%	*	17%	37%	31%	33%	-	-	*	-	*
	Female	42%	32%	**24%**	-	24%	-	-	-	-	-	30%	0%	*	26%	9%	-	24%	*	*	-	-
Grade 5																						
Reading	All Students	57%	47%	**38%**	-	38%	-	-	-	-	-	36%	56%	6%	48%	32%	31%	43%	*	*	-	-
	CWD	26%	14%	**6%**	-	6%	-	-	-	-	-	6%	-	6%	-	0%	0%	14%	-	*	-	-
	CWOD	65%	55%	**48%**	-	48%	-	-	-	-	-	45%	56%	-	48%	40%	45%	49%	*	*	-	-
	EL	41%	40%	**32%**	-	32%	-	-	-	-	-	31%	*	0%	40%	32%	32%	32%	*	*	-	-
	Male	53%	39%	**31%**	-	31%	-	-	-	-	-	29%	*	0%	45%	32%	31%	-	*	*	-	-
	Female	61%	53%	**43%**	-	43%	-	-	-	-	-	41%	50%	14%	49%	32%	-	43%	-	*	-	-
Mathematics	All Students	46%	29%	**29%**	-	29%	-	-	-	-	-	29%	33%	6%	36%	29%	28%	30%	*	*	-	-
	CWD	23%	9%	**6%**	-	6%	-	-	-	-	-	6%	-	6%	-	9%	10%	0%	-	*	-	-
	CWOD	52%	34%	**36%**	-	36%	-	-	-	-	-	36%	33%	-	36%	33%	36%	36%	*	*	-	-
	EL	36%	26%	**29%**	-	29%	-	-	-	-	-	27%	*	9%	33%	29%	32%	26%	*	*	-	-
	Male	48%	30%	**28%**	-	28%	-	-	-	-	-	26%	*	10%	36%	32%	28%	-	*	*	-	-
	Female	44%	28%	**30%**	-	30%	-	-	-	-	-	31%	25%	0%	36%	26%	-	30%	-	*	-	-
Science	All Students	30%	12%	**8%**	-	8%	-	-	-	-	-	7%	11%	0%	10%	4%	13%	4%	*	*	-	-
	CWD	17%	9%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	-	*	-	-
	CWOD	33%	13%	**10%**	-	10%	-	-	-	-	-	10%	11%	-	10%	5%	19%	5%	*	*	-	-
	EL	16%	11%	**4%**	-	4%	-	-	-	-	-	2%	*	0%	5%	4%	8%	0%	*	*	-	-
	Male	33%	16%	**13%**	-	13%	-	-	-	-	-	10%	*	0%	19%	8%	13%	-	*	*	-	-
	Female	27%	8%	**4%**	-	4%	-	-	-	-	-	5%	0%	0%	5%	0%	-	4%	-	*	-	-
Grade 6																						
Reading	All Students	55%	39%	**37%**	-	37%	-	-	-	-	-	36%	42%	13%	40%	27%	18%	53%	*	*	-	*
	CWD	24%	17%	**13%**	-	13%	-	-	-	-	-	0%	*	13%	-	20%	0%	*	-	*	-	-
	CWOD	62%	43%	**40%**	-	40%	-	-	-	-	-	40%	40%	-	40%	28%	21%	55%	*	*	-	*
	EL	30%	24%	**27%**	-	27%	-	-	-	-	-	21%	56%	20%	28%	27%	0%	48%	*	*	-	-
	Male	50%	34%	**18%**	-	18%	-	-	-	-	-	21%	*	0%	21%	0%	18%	-	*	*	-	*
	Female	59%	44%	**53%**	-	53%	-	-	-	-	-	51%	63%	*	55%	48%	-	53%	-	*	-	-

		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	38%	47%	**43%**	-	43%	-	-	-	-	-	41%	50%	25%	44%	37%	39%	45%	*	*	-	*
	CWD	19%	38%	**25%**	-	25%	-	-	-	-	-	17%	*	25%	-	40%	20%	*	-	*	-	-
	CWOD	43%	49%	**44%**	-	44%	-	-	-	-	-	44%	50%	-	44%	36%	42%	46%	*	*	-	*
	EL	22%	40%	**37%**	-	37%	-	-	-	-	-	30%	67%	40%	36%	37%	22%	48%	*	*	-	-
	Male	41%	51%	**39%**	-	39%	-	-	-	-	-	41%	*	20%	42%	22%	39%	-	*	*	-	*
	Female	36%	43%	**45%**	-	45%	-	-	-	-	-	41%	63%	*	46%	48%	-	45%	-	*	-	-
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	22%	6%	**4%**	-	5%	*	-	-	-	-	2%	22%	5%	4%	2%	3%	6%	-	*	-	*
	CWD	7%	4%	**5%**	-	6%	*	-	-	-	-	6%	*	5%	-	9%	13%	0%	-	*	-	*
	CWOD	26%	7%	**4%**	-	4%	*	-	-	-	-	0%	29%	-	4%	0%	0%	8%	-	*	-	-
	EL	13%	5%	**2%**	-	3%	*	-	-	-	-	3%	0%	9%	0%	2%	5%	0%	-	*	-	*
	Male	20%	4%	**3%**	-	3%	*	-	-	-	-	3%	0%	13%	0%	5%	3%	-	-	-	-	-
	Female	24%	8%	**6%**	-	6%	*	-	-	-	-	0%	*	0%	8%	0%	-	6%	-	*	-	*
Mathematics	All Students	19%	3%	**1%**	-	2%	*	-	-	-	-	2%	0%	0%	2%	3%	3%	0%	-	*	-	*
	CWD	8%	0%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	*
	CWOD	22%	4%	**2%**	-	2%	*	-	-	-	-	2%	0%	-	2%	3%	4%	0%	-	*	-	-
	EL	12%	2%	**3%**	-	3%	*	-	-	-	-	3%	0%	0%	3%	3%	6%	0%	-	*	-	*
	Male	22%	5%	**3%**	-	3%	*	-	-	-	-	4%	0%	0%	4%	6%	3%	-	-	-	-	-
	Female	15%	0%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	-	0%	-	*	-	*
Grade 4																						
Reading	All Students	23%	8%	**10%**	-	10%	-	-	-	-	-	10%	11%	0%	11%	6%	11%	9%	*	*	-	*
	CWD	6%	0%	**0%**	-	0%	-	-	-	-	-	*	*	0%	-	0%	0%	*	-	-	-	*
	CWOD	28%	10%	**11%**	-	11%	-	-	-	-	-	11%	17%	-	11%	7%	13%	10%	*	*	-	-
	EL	13%	7%	**6%**	-	6%	-	-	-	-	-	7%	0%	0%	7%	6%	8%	5%	*	*	-	-
	Male	20%	5%	**11%**	-	11%	-	-	-	-	-	9%	*	0%	13%	8%	11%	-	-	*	-	*
	Female	26%	13%	**9%**	-	9%	-	-	-	-	-	11%	0%	*	10%	5%	-	9%	*	*	-	-
Mathematics	All Students	23%	10%	**7%**	-	7%	-	-	-	-	-	8%	0%	13%	7%	4%	8%	6%	*	*	-	*
	CWD	9%	3%	**13%**	-	13%	-	-	-	-	-	*	*	13%	-	17%	17%	*	-	-	-	*
	CWOD	27%	11%	**7%**	-	7%	-	-	-	-	-	7%	0%	-	7%	2%	7%	6%	*	*	-	-
	EL	16%	9%	**4%**	-	4%	-	-	-	-	-	5%	0%	17%	2%	4%	8%	0%	*	*	-	-
	Male	27%	9%	**8%**	-	8%	-	-	-	-	-	9%	*	17%	7%	8%	8%	-	-	*	-	*
	Female	19%	11%	**6%**	-	6%	-	-	-	-	-	7%	0%	*	6%	0%	-	6%	*	*	-	-
Grade 5																						
Reading	All Students	29%	16%	**14%**	-	14%	-	-	-	-	-	14%	11%	0%	18%	11%	9%	17%	*	*	-	-
	CWD	7%	0%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	-	*	-	-
	CWOD	35%	20%	**18%**	-	18%	-	-	-	-	-	19%	11%	-	18%	13%	14%	21%	*	*	-	-
	EL	15%	12%	**11%**	-	11%	-	-	-	-	-	10%	*	0%	13%	11%	8%	13%	*	*	-	-
	Male	26%	13%	**9%**	-	9%	-	-	-	-	-	6%	*	0%	14%	8%	9%	-	*	*	-	-
	Female	32%	19%	**17%**	-	17%	-	-	-	-	-	21%	0%	0%	21%	13%	-	17%	-	*	-	-

		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	21%	6%	**4%**	-	4%	-	-	-	-	-	3%	11%	0%	5%	2%	6%	2%	*	*	-	-
	CWD	7%	0%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	-	*	-	-
	CWOD	25%	8%	**5%**	-	5%	-	-	-	-	-	4%	11%	-	5%	2%	9%	3%	*	*	-	-
	EL	13%	2%	**2%**	-	2%	-	-	-	-	-	0%	*	0%	2%	2%	4%	0%	*	*	-	-
	Male	24%	8%	**6%**	-	6%	-	-	-	-	-	3%	*	0%	9%	4%	6%	-	*	*	-	-
	Female	19%	5%	**2%**	-	2%	-	-	-	-	-	3%	0%	0%	3%	0%	-	2%	-	*	-	-
Science	All Students	12%	4%	**4%**	-	4%	-	-	-	-	-	3%	11%	0%	5%	2%	6%	2%	*	*	-	-
	CWD	5%	2%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	-	*	-	-
	CWOD	14%	4%	**5%**	-	5%	-	-	-	-	-	4%	11%	-	5%	2%	10%	3%	*	*	-	-
	EL	4%	2%	**2%**	-	2%	-	-	-	-	-	0%	*	0%	2%	2%	4%	0%	*	*	-	-
	Male	13%	7%	**6%**	-	6%	-	-	-	-	-	3%	*	0%	10%	4%	6%	-	*	*	-	-
	Female	11%	1%	**2%**	-	2%	-	-	-	-	-	3%	0%	0%	3%	0%	-	2%	-	*	-	-
Grade 6																						
Reading	All Students	28%	15%	**15%**	-	15%	-	-	-	-	-	14%	17%	13%	15%	10%	8%	21%	*	*	-	*
	CWD	7%	7%	**13%**	-	13%	-	-	-	-	-	0%	*	13%	-	20%	0%	*	-	*	-	-
	CWOD	33%	16%	**15%**	-	15%	-	-	-	-	-	16%	10%	-	15%	9%	9%	20%	*	*	-	*
	EL	9%	7%	**10%**	-	10%	-	-	-	-	-	7%	22%	20%	9%	10%	0%	17%	*	*	-	-
	Male	24%	12%	**8%**	-	8%	-	-	-	-	-	9%	*	0%	9%	0%	8%	-	*	*	-	*
	Female	32%	18%	**21%**	-	21%	-	-	-	-	-	20%	25%	*	20%	17%	-	21%	-	*	-	-
Mathematics	All Students	16%	16%	**11%**	-	11%	-	-	-	-	-	13%	0%	0%	13%	12%	3%	19%	*	*	-	*
	CWD	5%	3%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	*	-	*	-	-
	CWOD	18%	18%	**13%**	-	13%	-	-	-	-	-	15%	0%	-	13%	13%	3%	21%	*	*	-	*
	EL	6%	11%	**12%**	-	12%	-	-	-	-	-	14%	0%	0%	13%	12%	0%	21%	*	*	-	-
	Male	17%	16%	**3%**	-	3%	-	-	-	-	-	3%	*	0%	3%	0%	3%	-	*	*	-	*
	Female	14%	16%	**19%**	-	19%	-	-	-	-	-	24%	0%	*	21%	21%	-	19%	-	*	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	64%	**65%**	-	66%	17%	-	-	-	-	64%	72%	36%	71%	60%	70%	61%	86%	46%	-	67%
	CWD	46%	39%	**36%**	-	37%	*	-	-	-	-	33%	60%	36%	-	36%	38%	34%	-	29%	-	*
	CWOD	79%	69%	**71%**	-	72%	*	-	-	-	-	71%	74%	-	71%	65%	78%	66%	86%	52%	-	*
	EL	59%	56%	**60%**	-	60%	*	-	-	-	-	59%	69%	36%	65%	60%	67%	54%	86%	33%	-	*
	Male	71%	62%	**70%**	-	70%	*	-	-	-	-	69%	75%	38%	78%	67%	70%	-	80%	57%	-	*
	Female	75%	65%	**61%**	-	62%	*	-	-	-	-	60%	70%	34%	66%	54%	-	61%	*	43%	-	*
Reading	All Students	74%	62%	**69%**	-	70%	*	-	-	-	-	68%	76%	39%	76%	61%	68%	71%	*	54%	-	*
	CWD	45%	34%	**39%**	-	39%	*	-	-	-	-	36%	57%	39%	-	36%	32%	48%	-	*	-	*
	CWOD	80%	68%	**76%**	-	76%	*	-	-	-	-	75%	81%	-	76%	66%	77%	75%	*	70%	-	*
	EL	57%	51%	**61%**	-	62%	*	-	-	-	-	61%	67%	36%	66%	61%	61%	62%	*	25%	-	*
	Male	70%	58%	**68%**	-	68%	*	-	-	-	-	67%	69%	32%	77%	61%	68%	-	*	*	-	*
	Female	79%	67%	**71%**	-	71%	*	-	-	-	-	69%	80%	48%	75%	62%	-	71%	*	60%	-	*

		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	70%	64%	**67%**	-	68%	*	-	-	-	-	67%	69%	45%	72%	64%	75%	60%	*	46%	-	*
	CWD	45%	44%	**45%**	-	47%	*	-	-	-	-	42%	63%	45%	-	47%	57%	30%	-	*	-	*
	CWOD	76%	69%	**72%**	-	72%	*	-	-	-	-	72%	71%	-	72%	67%	79%	65%	*	40%	-	*
	EL	60%	58%	**64%**	-	64%	*	-	-	-	-	63%	71%	47%	67%	64%	73%	56%	*	50%	-	*
	Male	71%	65%	**75%**	-	75%	*	-	-	-	-	74%	79%	57%	79%	73%	75%	-	*	*	-	*
	Female	70%	62%	**60%**	-	61%	*	-	-	-	-	60%	64%	30%	65%	56%	-	60%	*	30%	-	*
Science	All Students	76%	68%	**42%**	-	42%	-	-	-	-	-	39%	56%	0%	53%	42%	55%	33%	*	*	-	-
	CWD	52%	40%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	-	*	-	-
	CWOD	81%	74%	**53%**	-	53%	-	-	-	-	-	52%	56%	-	53%	52%	81%	38%	*	*	-	-
	EL	63%	63%	**42%**	-	42%	-	-	-	-	-	39%	*	0%	52%	42%	63%	26%	*	*	-	-
	Male	77%	70%	**55%**	-	55%	-	-	-	-	-	53%	*	0%	81%	63%	55%	-	*	*	-	-
	Female	76%	66%	**33%**	-	33%	-	-	-	-	-	28%	50%	0%	38%	26%	-	33%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	48%	33%	**31%**	-	31%	0%	-	-	-	-	30%	38%	7%	36%	27%	31%	31%	14%	14%	-	33%
	CWD	23%	13%	**7%**	-	7%	*	-	-	-	-	6%	13%	7%	-	9%	8%	6%	-	0%	-	*
	CWOD	53%	37%	**36%**	-	37%	*	-	-	-	-	35%	43%	-	36%	31%	37%	36%	14%	19%	-	*
	EL	30%	24%	**27%**	-	27%	*	-	-	-	-	25%	44%	9%	31%	27%	28%	26%	14%	6%	-	*
	Male	47%	31%	**31%**	-	31%	*	-	-	-	-	31%	32%	8%	37%	28%	31%	-	0%	0%	-	*
	Female	49%	35%	**31%**	-	32%	*	-	-	-	-	29%	40%	6%	36%	26%	-	31%	*	19%	-	*
Reading	All Students	53%	35%	**36%**	-	36%	*	-	-	-	-	34%	45%	8%	42%	30%	31%	40%	*	15%	-	*
	CWD	23%	10%	**8%**	-	8%	*	-	-	-	-	7%	14%	8%	-	9%	7%	9%	-	*	-	*
	CWOD	59%	40%	**42%**	-	42%	*	-	-	-	-	40%	52%	-	42%	35%	37%	46%	*	20%	-	*
	EL	31%	24%	**30%**	-	31%	*	-	-	-	-	28%	46%	9%	35%	30%	27%	34%	*	0%	-	*
	Male	48%	29%	**31%**	-	31%	*	-	-	-	-	32%	23%	7%	37%	27%	31%	-	*	*	-	*
	Female	58%	41%	**40%**	-	41%	*	-	-	-	-	37%	56%	9%	46%	34%	-	40%	*	20%	-	*
Mathematics	All Students	43%	31%	**33%**	-	33%	*	-	-	-	-	32%	36%	8%	38%	31%	35%	30%	*	15%	-	*
	CWD	22%	17%	**8%**	-	8%	*	-	-	-	-	7%	13%	8%	-	13%	11%	4%	-	*	-	*
	CWOD	48%	35%	**38%**	-	38%	*	-	-	-	-	37%	42%	-	38%	34%	41%	35%	*	20%	-	*
	EL	30%	26%	**31%**	-	31%	*	-	-	-	-	28%	46%	13%	34%	31%	35%	27%	*	13%	-	*
	Male	45%	33%	**35%**	-	36%	*	-	-	-	-	35%	36%	11%	41%	35%	35%	-	*	*	-	*
	Female	42%	29%	**30%**	-	31%	*	-	-	-	-	29%	36%	4%	35%	27%	-	30%	*	20%	-	*
Science	All Students	46%	31%	**8%**	-	8%	-	-	-	-	-	7%	11%	0%	10%	4%	13%	4%	*	*	-	-
	CWD	22%	13%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	-	*	-	-
	CWOD	50%	35%	**10%**	-	10%	-	-	-	-	-	10%	11%	-	10%	5%	19%	5%	*	*	-	-
	EL	26%	22%	**4%**	-	4%	-	-	-	-	-	2%	*	0%	5%	4%	8%	0%	*	*	-	-
	Male	47%	33%	**13%**	-	13%	-	-	-	-	-	10%	*	0%	19%	8%	13%	-	*	*	-	-
	Female	45%	29%	**4%**	-	4%	-	-	-	-	-	5%	0%	0%	5%	0%	-	4%	-	*	-	-
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	20%	9%	**8%**	-	8%	0%	-	-	-	-	8%	9%	3%	9%	6%	6%	9%	0%	0%	-	17%
	CWD	6%	3%	**3%**	-	3%	*	-	-	-	-	2%	7%	3%	-	4%	3%	2%	-	0%	-	*
	CWOD	23%	10%	**9%**	-	9%	*	-	-	-	-	9%	10%	-	9%	6%	7%	11%	0%	0%	-	*
	EL	9%	5%	**6%**	-	6%	*	-	-	-	-	5%	10%	4%	6%	6%	5%	7%	0%	0%	-	*
	Male	20%	9%	**6%**	-	7%	*	-	-	-	-	6%	14%	3%	7%	5%	6%	-	0%	0%	-	*
	Female	21%	9%	**9%**	-	10%	*	-	-	-	-	10%	7%	2%	11%	7%	-	9%	*	0%	-	*
Reading	All Students	22%	8%	**11%**	-	11%	*	-	-	-	-	10%	16%	4%	13%	8%	8%	14%	*	0%	-	*
	CWD	6%	1%	**4%**	-	4%	*	-	-	-	-	2%	14%	4%	-	6%	4%	4%	-	*	-	*
	CWOD	25%	10%	**13%**	-	13%	*	-	-	-	-	12%	16%	-	13%	8%	9%	16%	*	0%	-	*
	EL	8%	4%	**8%**	-	8%	*	-	-	-	-	7%	13%	6%	8%	8%	5%	10%	*	0%	-	*
	Male	19%	6%	**8%**	-	8%	*	-	-	-	-	7%	15%	4%	9%	5%	8%	-	*	*	-	*
	Female	25%	11%	**14%**	-	14%	*	-	-	-	-	14%	16%	4%	16%	10%	-	14%	*	0%	-	*
Mathematics	All Students	19%	10%	**6%**	-	6%	*	-	-	-	-	7%	3%	2%	7%	5%	5%	7%	*	0%	-	*
	CWD	7%	4%	**2%**	-	2%	*	-	-	-	-	2%	0%	2%	-	3%	4%	0%	-	*	-	*
	CWOD	22%	12%	**7%**	-	7%	*	-	-	-	-	8%	3%	-	7%	5%	5%	8%	*	0%	-	*
	EL	11%	7%	**5%**	-	5%	*	-	-	-	-	5%	4%	3%	5%	5%	4%	6%	*	0%	-	*
	Male	21%	11%	**5%**	-	5%	*	-	-	-	-	5%	7%	4%	5%	4%	5%	-	*	*	-	*
	Female	18%	9%	**7%**	-	7%	*	-	-	-	-	8%	0%	0%	8%	6%	-	7%	*	0%	-	*
Science	All Students	17%	7%	**4%**	-	4%	-	-	-	-	-	3%	11%	0%	5%	2%	6%	2%	*	*	-	-
	CWD	5%	5%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	-	*	-	-
	CWOD	19%	7%	**5%**	-	5%	-	-	-	-	-	4%	11%	-	5%	2%	10%	3%	*	*	-	-
	EL	5%	4%	**2%**	-	2%	-	-	-	-	-	0%	*	0%	2%	2%	4%	0%	*	*	-	-
	Male	18%	9%	**6%**	-	6%	-	-	-	-	-	3%	*	0%	10%	4%	6%	-	*	*	-	-
	Female	15%	4%	**2%**	-	2%	-	-	-	-	-	3%	0%	0%	3%	0%	-	2%	-	*	-	-

- 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 2024-25 school year. These results nclude 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	62	-	62	-	-	-	-	-	61	42	55
CWD	42	-	42	-	-	-	-	-	38	42	38
CWOD	65	-	65	-	-	-	-	-	64	-	58
EL ✧	55	-	55	-	-	-	-	-	55	38	55
Male	54	-	54	-	-	-	-	-	51	37	48
Female	69	-	69	-	-	-	-	-	70	50	63
Mathematics											
All Students	62	-	62	-	-	-	-	-	61	54	60
CWD	54	-	54	-	-	-	-	-	51	54	49
CWOD	64	-	64	-	-	-	-	-	63	-	62
EL ✧	60	-	60	-	-	-	-	-	60	49	60
Male	56	-	56	-	-	-	-	-	55	49	54
Female	68	-	68	-	-	-	-	-	68	63	67

- 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 six-year graduation rates for the class of 2022

The six-year graduation rates for the class of 2023 will be updated in March, 2026.

	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													
6-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2022													
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 2025 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
198	44	22%

- 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	35	-	35	6	-	-	-	-	34	15	31
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	N		N						Y	N	N
Interim Goals (2028-2032)	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
Target Met	N		N						N	N	N
Interim Goals (2033-2037)	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
Target Met	N		N						N	N	N
Long-Term Goals	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Target Met	N		N						N	N	N
Mathematics											
Interim Goals (2023-2027)	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
Target Met	N		N						N	N	N
Interim Goals (2028-2032)	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
Target Met	N		N						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
Long-Term Goals	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
Target Met	N		N						N	N	N
English Learner Language Proficiency Status											
Interim Goals (2023-2027)											49%
Target Met											N
Interim Goals (2028-2032)											51%
Target Met											N
Interim Goals (2033-2037)											53%
Target Met											N
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%
Target Met											

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
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 2024-25 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	**99%**	-	99%	100%	-	-	-	-	99%	97%	99%	99%	100%	99%	99%	100%
	CWD	**99%**	-	99%	*	-	-	-	-	99%	100%	99%	-	99%	99%	100%	-
	CWOD	**99%**	-	99%	*	-	-	-	-	100%	96%	-	99%	100%	100%	99%	100%
	EL	**100%**	-	100%	*	-	-	-	-	99%	100%	99%	100%	100%	99%	100%	100%
	Male	**99%**	-	99%	*	-	-	-	-	99%	100%	99%	100%	99%	99%	-	100%
	Female	**99%**	-	99%	*	-	-	-	-	100%	95%	100%	99%	100%	-	99%	*
Reading	All Students	**100%**	-	100%	*	-	-	-	-	100%	97%	100%	100%	100%	100%	99%	*
	CWD	**100%**	-	100%	*	-	-	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	**100%**	-	100%	*	-	-	-	-	100%	97%	-	100%	100%	100%	99%	*
	EL	**100%**	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	*
	Male	**100%**	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	-	*
	Female	**99%**	-	99%	*	-	-	-	-	100%	96%	100%	99%	100%	-	99%	*
Mathematics	All Students	**99%**	-	99%	*	-	-	-	-	99%	98%	98%	99%	99%	99%	99%	*
	CWD	**98%**	-	98%	*	-	-	-	-	98%	100%	98%	-	97%	97%	100%	-
	CWOD	**99%**	-	99%	*	-	-	-	-	100%	97%	-	99%	100%	100%	99%	*
	EL	**99%**	-	99%	*	-	-	-	-	99%	100%	97%	100%	99%	99%	100%	*
	Male	**99%**	-	99%	*	-	-	-	-	99%	100%	97%	100%	99%	99%	-	*
	Female	**99%**	-	99%	*	-	-	-	-	99%	96%	100%	99%	100%	-	99%	*
Science	All Students	**97%**	-	97%	-	-	-	-	-	99%	89%	100%	97%	98%	97%	98%	*
	CWD	**100%**	-	100%	-	-	-	-	-	100%	-	100%	-	100%	100%	100%	-
	CWOD	**97%**	-	97%	-	-	-	-	-	98%	89%	-	97%	98%	95%	98%	*
	EL	**98%**	-	98%	-	-	-	-	-	98%	*	100%	98%	98%	96%	100%	*
	Male	**97%**	-	97%	-	-	-	-	-	97%	*	100%	95%	96%	97%	-	*
	Female	**98%**	-	98%	-	-	-	-	-	100%	88%	100%	98%	100%	-	98%	-
SAT/ACT All Subjects	All Students	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	**-**	-	-	-	-	442	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	

		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
All Subjects	All Students	**1%**	-	1%	0%	-	-	-	-	1%	3%	1%	1%	0%	1%	1%	0%
	CWD	**1%**	-	1%	*	-	-	-	-	1%	0%	1%	-	1%	1%	0%	-
	CWOD	**1%**	-	1%	*	-	-	-	-	0%	4%	-	1%	0%	0%	1%	0%
	EL	**0%**	-	0%	*	-	-	-	-	1%	0%	1%	0%	0%	1%	0%	0%
	Male	**1%**	-	1%	*	-	-	-	-	1%	0%	1%	0%	1%	1%	-	0%
	Female	**1%**	-	1%	*	-	-	-	-	0%	5%	0%	1%	0%	-	1%	*
Reading	All Students	**0%**	-	0%	*	-	-	-	-	0%	3%	0%	0%	0%	0%	1%	*
	CWD	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	**0%**	-	0%	*	-	-	-	-	0%	3%	-	0%	0%	0%	1%	*
	EL	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	*
	Male	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	-	*
	Female	**1%**	-	1%	*	-	-	-	-	0%	4%	0%	1%	0%	-	1%	*
Mathematics	All Students	**1%**	-	1%	*	-	-	-	-	1%	2%	2%	1%	1%	1%	1%	*
	CWD	**2%**	-	2%	*	-	-	-	-	2%	0%	2%	-	3%	3%	0%	-
	CWOD	**1%**	-	1%	*	-	-	-	-	0%	3%	-	1%	0%	0%	1%	*
	EL	**1%**	-	1%	*	-	-	-	-	1%	0%	3%	0%	1%	1%	0%	*
	Male	**1%**	-	1%	*	-	-	-	-	1%	0%	3%	0%	1%	1%	-	*
	Female	**1%**	-	1%	*	-	-	-	-	1%	4%	0%	1%	0%	-	1%	*
Science	All Students	**3%**	-	3%	-	-	-	-	-	1%	11%	0%	3%	2%	3%	2%	*
	CWD	**0%**	-	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	-
	CWOD	**3%**	-	3%	-	-	-	-	-	2%	11%	-	3%	2%	5%	2%	*
	EL	**2%**	-	2%	-	-	-	-	-	2%	*	0%	2%	2%	4%	0%	*
	Male	**3%**	-	3%	-	-	-	-	-	3%	*	0%	5%	4%	3%	-	*
	Female	**2%**	-	2%	-	-	-	-	-	0%	12%	0%	2%	0%	-	2%	-
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 2021-22 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). Note: Chronic absenteeism figures are based on the 2020-21 CRDC surveys and will be updated as new data becomes available.

		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	8	0	8	0	0	0	0	0	6		
	Female	11	0	11	0	0	0	0	0	10		
	Total	19	0	19	0	0	0	0	0	16		
Out-of-School Suspensions												
	Male	1	0	1	0	0	0	0	0	2		
	Female	4	0	4	0	0	0	0	0	4		
	Total	5	0	5	0	0	0	0	0	6		
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		
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												

		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	6	0	6	0	0	0	0	0	7		3
	Female	1	0	1	0	0	0	0	0	1		0
	Total	7	0	7	0	0	0	0	0	8		3
Out-of-School Suspensions												
	Male	1	0	1	0	0	0	0	0	1		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	1	0	1	0	0	0	0	0	1		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												
	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	17	-8	17	-8	-8	-8	-8	-8	14	7	1
	Female	20	-8	20	-8	-8	-8	-8	-8	16	5	-8
	Total	37	-8	37	-8	-8	-8	-8	-8	30	12	1

	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	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

Part (viii)(II) This section provides information from the 2021-22 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.

Preschool Programs

	Total Students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

Accelerated Coursework

	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.

High Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	1.6	8.4%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	1.2	6.7%

- 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 (2023-24).

Per-pupil Expenditure for the 2025 fiscal year will be updated by June 30th, 2026.

		State & Local and Federal	State & Local			Federal		
	Enrollment	Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		$884		$811	$811		$73	$73
Food services		$1,460	$1,285	$164	$1,449	$10	$1	$11
Instruction		$7,895	$6,130	$81	$6,211	$1,468	$216	$1,684
Support services, general administration		$124		$124	$124		$0	$0
Support services, instructional staff		$1,056	$323	$2	$325	$529	$201	$730
Support services, operation and maintenance of plant		$2,390	$1,030	$1,290	$2,320	$24	$46	$70
Support services, pupils		$846	$649	$3	$652	$132	$62	$194
Support services, school administration		$1,042	$656	$0	$656	$386		$386
Support services, student transportation		$444		$438	$438		$6	$6
Total	**304**	**$16,141**	**$10,073**	**$2,913**	**$12,986**	**$2,549**	**$605**	**$3,154**

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 2024-25 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	7,517	2%	*	0%	-	-
Mathematics	7,510	2%	*	0%	-	-
Grade 4						
Reading	6,669	2%	*	0%	-	-
Mathematics	6,666	2%	*	0%	-	-
Grade 5						
Reading	6,321	2%	*	1%	-	-
Mathematics	6,324	2%	*	1%	-	-
Science	6,315	2%	*	1%	-	-
Grade 6						
Reading	5,876	1%	*	2%	-	-
Mathematics	5,877	1%	*	2%	-	-
Grade 7						
Reading	5,387	1%	*	1%	-	-
Mathematics	5,385	2%	*	1%	-	-
Grade 8						
Reading	4,906	1%	*	1%	-	-
Mathematics	4,907	1%	*	2%	-	-
Science	4,904	1%	*	2%	-	-
End of Course						
English I	4,932	1%	*	1%	-	-
English II	4,732	1%	*	1%	-	-
Algebra I	4,932	1%	*	1%	-	-
Biology	4,992	1%	*	1%	-	-
All Grades						
All Subjects	104,161	1%	44	1%	-	-
Reading	46,349	1%	19	1%	-	-
Mathematics	41,601	1%	16	1%	-	-
Science	16,211	1%	9	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 2024 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2024 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	43	40	57	60	28	31	7	8
		Black	53	56	47	44	17	17	2	3
		Hispanic	51	52	49	48	20	21	4	4
		White	28	30	72	70	42	39	11	11
		American Indian	*	61	*	39	*	14	*	2
		Asian	14	21	86	79	61	53	24	21
		Pacific Islander	*	47	*	53	*	22	*	5
		Two or More Races	41	36	59	64	29	35	11	10
		EcoDis	53	53	47	47	18	19	3	4
		Students with Disabilities	76	74	24	26	8	9	1	2
		English Language Learners	60	71	40	29	13	8	2	1
	Mathematics	Overall	21	24	79	76	43	39	9	9
		Black	27	41	73	59	27	19	3	2
		Hispanic	27	34	73	66	34	27	4	4
		White	9	14	91	86	60	51	15	12
		American Indian	*	45	*	55	*	19	*	2
		Asian	4	10	96	90	78	66	33	25
		Pacific Islander	*	43	*	57	*	20	*	2
		Two or More Races	13	20	87	80	55	43	13	11
		EcoDis	27	35	73	65	32	25	4	3
		Students with Disabilities	53	55	47	45	16	15	2	2
		English Language Learners	31	48	69	52	30	16	4	2
Grade 8	Reading	Overall	39	33	61	67	25	30	3	4
		Black	48	48	52	52	18	16	1	1
		Hispanic	48	45	52	55	16	19	1	2
		White	24	23	76	77	37	37	5	5
		American Indian	*	44	*	56	*	18	*	2
		Asian	12	16	88	84	63	55	17	13
		Pacific Islander	*	41	*	59	*	24	*	4
		Two or More Races	27	30	73	70	36	35	2	5

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State Level: 2024 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	Reading	EcoDis	50	46	50	54	14	18	1	1
		Students with Disabilities	75	69	25	31	3	7	*	1
		English Language Learners	57	70	43	30	9	5	*	*
	Mathematics	Overall	44	39	56	61	24	28	6	8
		Black	60	62	40	38	12	10	2	2
		Hispanic	52	54	48	46	17	15	2	3
		White	28	26	72	74	35	38	8	10
		American Indian	*	60	*	40	*	11	*	2
		Asian	12	15	88	85	57	59	32	31
		Pacific Islander	*	56	*	44	*	16	*	4
		Two or More Races	37	36	63	64	37	31	17	10
		EcoDis	54	55	46	45	14	14	2	3
		Students with Disabilities	80	77	20	23	4	6	1	1
		English Language Learners	62	77	38	23	10	5	2	1

* Indicates reporting standards not met.

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

State Level: 2024 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	80%
		English Learners	90%
	Mathematics	Students with Disabilities	86%
		English Learners	94%
Grade 8	Reading	Students with Disabilities	82%
		English Learners	96%
	Mathematics	Students with Disabilities	81%
		English Learners	96%

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 2022-23 school year enrolled in a Texas public postsecondary education institution in the 2023-24 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education 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 2023-24 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	10%	-	10%	*	-	-	-	-	10%	12%	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 2023-24 school year.

Section 1003 Funds for the 2024-25 school year will be updated by the end of June, 2026.

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 2024-25 State accountability.

There is no data for this campus.

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 and 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 and 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%
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 4-2025 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 2023, 2024, and 2025 are considered consecutive years for 2025 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 10-2025 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 school type - 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 2024-2025 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 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 2024-25 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																						
Reading	All Students	76%	64%	**60%**	-	60%	*	-	-	-	-	57%	83%	27%	69%	55%	64%	56%	-	*	-	-
	CWD	53%	33%	**27%**	-	27%	-	-	-	-	-	21%	*	27%	-	11%	25%	29%	-	*	-	-
	CWOD	82%	74%	**69%**	-	69%	*	-	-	-	-	67%	81%	-	69%	67%	74%	63%	-	-	-	-
	EL	64%	60%	**55%**	-	55%	*	-	-	-	-	55%	60%	11%	67%	55%	56%	54%	-	*	-	-
	Male	74%	68%	**64%**	-	64%	-	-	-	-	-	61%	83%	25%	74%	56%	64%	-	-	-	-	-
	Female	78%	60%	**56%**	-	54%	*	-	-	-	-	53%	83%	29%	63%	54%	-	56%	-	*	-	-
Mathematics	All Students	70%	54%	**51%**	-	51%	*	-	-	-	-	48%	67%	27%	57%	44%	62%	37%	-	*	-	-
	CWD	48%	25%	**27%**	-	27%	-	-	-	-	-	21%	*	27%	-	11%	31%	21%	-	*	-	-
	CWOD	75%	63%	**57%**	-	58%	*	-	-	-	-	56%	63%	-	57%	54%	69%	42%	-	-	-	-
	EL	63%	51%	**44%**	-	45%	*	-	-	-	-	46%	20%	11%	54%	44%	54%	33%	-	*	-	-
	Male	72%	67%	**62%**	-	62%	-	-	-	-	-	61%	67%	31%	69%	54%	62%	-	-	-	-	-
	Female	67%	40%	**37%**	-	38%	*	-	-	-	-	34%	67%	21%	42%	33%	-	37%	-	*	-	-
Grade 4																						
Reading	All Students	79%	69%	**66%**	-	66%	*	-	-	-	-	63%	83%	25%	78%	66%	58%	76%	-	*	-	-
	CWD	55%	31%	**25%**	-	25%	-	-	-	-	-	28%	*	25%	-	24%	32%	0%	-	*	-	-
	CWOD	86%	78%	**78%**	-	79%	*	-	-	-	-	75%	100%	-	78%	75%	71%	85%	-	*	-	-
	EL	68%	65%	**66%**	-	66%	*	-	-	-	-	63%	89%	24%	75%	66%	58%	76%	-	*	-	-
	Male	77%	64%	**58%**	-	59%	*	-	-	-	-	56%	80%	32%	71%	58%	58%	-	-	*	-	-
	Female	82%	75%	**76%**	-	76%	-	-	-	-	-	73%	85%	0%	85%	76%	-	76%	-	-	-	-
Mathematics	All Students	68%	54%	**53%**	-	53%	*	-	-	-	-	53%	50%	26%	60%	52%	50%	56%	-	*	-	-
	CWD	44%	29%	**26%**	-	26%	-	-	-	-	-	25%	*	26%	-	29%	25%	29%	-	*	-	-
	CWOD	74%	59%	**60%**	-	61%	*	-	-	-	-	62%	53%	-	60%	56%	61%	60%	-	*	-	-
	EL	61%	50%	**52%**	-	52%	*	-	-	-	-	54%	33%	29%	56%	52%	49%	55%	-	*	-	-
	Male	70%	54%	**50%**	-	51%	*	-	-	-	-	51%	40%	25%	61%	49%	50%	-	-	*	-	-
	Female	65%	54%	**56%**	-	56%	-	-	-	-	-	57%	54%	29%	60%	55%	-	56%	-	-	-	-
Grade 5																						
Reading	All Students	76%	65%	**69%**	*	69%	*	-	-	-	-	70%	63%	38%	77%	63%	63%	76%	-	*	-	-
	CWD	45%	33%	**38%**	*	36%	-	-	-	-	-	38%	*	38%	-	38%	40%	36%	-	*	-	-
	CWOD	84%	74%	**77%**	-	78%	*	-	-	-	-	79%	64%	-	77%	69%	69%	85%	-	*	-	-
	EL	66%	58%	**63%**	-	64%	*	-	-	-	-	65%	44%	38%	69%	63%	59%	69%	-	*	-	-
	Male	73%	58%	**63%**	*	63%	*	-	-	462	-	66%	33%	40%	69%	59%	63%	-	-	*	-	-
	Female	80%	72%	**76%**	-	76%	-	-	-	-	-	76%	80%	36%	85%	69%	-	76%	-	-	-	-

		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	73%	61%	**58%**	*	59%	*	-	-	-	-	57%	63%	33%	65%	55%	51%	66%	-	*	-	-
	CWD	47%	43%	**33%**	*	35%	-	-	-	-	-	32%	*	33%	-	35%	31%	36%	-	*	-	-
	CWOD	79%	66%	**65%**	-	66%	*	-	-	-	-	64%	64%	-	65%	60%	56%	73%	-	*	-	-
	EL	65%	58%	**55%**	-	55%	*	-	-	-	-	54%	56%	35%	60%	55%	48%	66%	-	*	-	-
	Male	73%	58%	**51%**	*	52%	*	-	-	-	-	52%	33%	31%	56%	48%	51%	-	-	*	-	-
	Female	72%	65%	**66%**	-	66%	-	-	-	-	-	63%	80%	36%	73%	66%	-	66%	-	-	-	-
Science	All Students	63%	47%	**50%**	*	51%	*	-	-	-	-	50%	50%	31%	56%	51%	53%	47%	-	*	-	-
	CWD	40%	19%	**31%**	*	32%	-	-	-	-	-	29%	*	31%	-	44%	40%	18%	-	*	-	-
	CWOD	69%	55%	**56%**	-	56%	*	-	-	-	-	56%	50%	-	56%	52%	57%	54%	-	*	-	-
	EL	49%	47%	**51%**	-	51%	*	-	-	-	-	49%	56%	44%	52%	51%	50%	52%	-	*	-	-
	Male	66%	54%	**53%**	*	55%	*	-	-	-	-	54%	33%	40%	57%	50%	53%	-	-	*	-	-
	Female	61%	41%	**47%**	-	47%	-	-	-	-	-	45%	60%	18%	54%	52%	-	47%	-	-	-	-
Grade 6																						
Reading	All Students	76%	68%	**65%**	-	65%	-	-	-	-	-	63%	75%	55%	68%	45%	65%	66%	*	86%	-	-
	CWD	46%	53%	**55%**	-	55%	-	-	-	-	-	52%	*	55%	-	47%	44%	71%	*	*	-	-
	CWOD	82%	70%	**68%**	-	68%	-	-	-	-	-	66%	79%	-	68%	45%	70%	65%	-	80%	-	-
	EL	56%	53%	**45%**	-	45%	-	-	-	-	-	44%	60%	47%	45%	45%	42%	49%	-	*	-	-
	Male	72%	66%	**65%**	-	65%	-	-	-	-	-	64%	60%	44%	70%	42%	65%	-	*	*	-	-
	Female	80%	70%	**66%**	-	66%	-	-	-	-	-	62%	82%	71%	65%	49%	-	66%	-	*	-	-
Mathematics	All Students	72%	81%	**80%**	-	80%	-	-	-	-	-	81%	76%	67%	84%	76%	83%	77%	*	86%	-	-
	CWD	50%	69%	**67%**	-	67%	-	-	-	-	-	67%	*	67%	-	76%	65%	71%	*	*	-	-
	CWOD	78%	84%	**84%**	-	84%	-	-	-	-	-	85%	79%	-	84%	76%	89%	78%	-	80%	-	-
	EL	60%	77%	**76%**	-	76%	-	-	-	-	-	77%	60%	76%	76%	76%	74%	77%	-	*	-	-
	Male	74%	84%	**83%**	-	83%	-	-	-	-	-	83%	83%	65%	89%	74%	83%	-	*	*	-	-
	Female	71%	78%	**77%**	-	77%	-	-	-	-	-	79%	73%	71%	78%	77%	-	77%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	50%	31%	**31%**	-	32%	*	-	-	-	-	28%	50%	20%	34%	25%	33%	29%	-	*	-	-
	CWD	27%	14%	**20%**	-	20%	-	-	-	-	-	14%	*	20%	-	0%	25%	14%	-	*	-	-
	CWOD	57%	37%	**34%**	-	35%	*	-	-	-	-	33%	44%	-	34%	31%	35%	33%	-	-	-	-
	EL	36%	28%	**25%**	-	25%	*	-	-	-	-	24%	40%	0%	31%	25%	25%	24%	-	*	-	-
	Male	48%	35%	**33%**	-	33%	-	-	-	-	-	30%	50%	25%	35%	25%	33%	-	-	-	-	-
	Female	53%	28%	**29%**	-	30%	*	-	-	-	-	26%	50%	14%	33%	24%	-	29%	-	*	-	-
Mathematics	All Students	45%	24%	**22%**	-	22%	*	-	-	-	-	21%	28%	13%	25%	19%	32%	10%	-	*	-	-
	CWD	27%	8%	**13%**	-	13%	-	-	-	-	-	14%	*	13%	-	5%	13%	14%	-	*	-	-
	CWOD	50%	29%	**25%**	-	25%	*	-	-	-	-	23%	31%	-	25%	23%	37%	8%	-	-	-	-
	EL	37%	25%	**19%**	-	20%	*	-	-	-	-	19%	20%	5%	23%	19%	29%	8%	-	*	-	-
	Male	49%	34%	**32%**	-	32%	-	-	-	-	-	32%	33%	13%	37%	29%	32%	-	-	-	-	-
	Female	41%	12%	**10%**	-	10%	*	-	-	-	-	9%	17%	14%	8%	8%	-	10%	-	*	-	-
Grade 4																						

		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	53%	34%	**33%**	-	34%	*	-	-	-	-	33%	39%	6%	42%	36%	22%	47%	-	*	-	-
	CWD	26%	8%	**6%**	-	6%	-	-	-	-	-	7%	*	6%	-	6%	8%	0%	-	*	-	-
	CWOD	60%	40%	**42%**	-	42%	*	-	-	-	-	41%	47%	-	42%	42%	29%	53%	-	*	-	-
	EL	40%	33%	**36%**	-	36%	*	-	-	-	-	37%	22%	6%	42%	36%	25%	50%	-	*	-	-
	Male	50%	27%	**22%**	-	23%	*	-	-	-	-	23%	20%	8%	29%	25%	22%	-	-	*	-	-
	Female	57%	42%	**47%**	-	47%	-	-	-	-	-	47%	46%	0%	53%	50%	-	47%	-	-	-	-
Mathematics	All Students	46%	29%	**29%**	-	30%	*	-	-	-	-	30%	28%	16%	33%	27%	24%	35%	-	*	-	-
	CWD	25%	16%	**16%**	-	16%	-	-	-	-	-	18%	*	16%	-	12%	21%	0%	-	*	-	-
	CWOD	51%	32%	**33%**	-	33%	*	-	-	-	-	33%	33%	-	33%	30%	25%	40%	-	*	-	-
	EL	37%	25%	**27%**	-	27%	*	-	-	-	-	28%	22%	12%	30%	27%	24%	32%	-	*	-	-
	Male	50%	27%	**24%**	-	25%	*	-	-	-	-	25%	20%	21%	25%	24%	24%	-	-	*	-	-
	Female	42%	32%	**35%**	-	35%	-	-	-	-	-	37%	31%	0%	40%	32%	-	35%	-	-	-	-
Grade 5																						
Reading	All Students	57%	47%	**52%**	*	52%	*	-	-	-	-	51%	56%	19%	60%	45%	43%	61%	-	*	-	-
	CWD	26%	14%	**19%**	*	20%	-	-	-	-	-	17%	*	19%	-	25%	27%	9%	-	*	-	-
	CWOD	65%	55%	**60%**	-	61%	*	-	-	-	-	60%	57%	-	60%	50%	48%	73%	-	*	-	-
	EL	41%	40%	**45%**	-	45%	*	-	-	-	-	45%	44%	25%	50%	45%	39%	55%	-	*	-	-
	Male	53%	39%	**43%**	*	45%	*	-	-	-	-	44%	33%	27%	48%	39%	43%	-	-	*	-	-
	Female	61%	53%	**61%**	-	61%	-	-	-	-	-	59%	70%	9%	73%	55%	-	61%	-	-	-	-
Mathematics	All Students	46%	29%	**28%**	*	29%	*	-	-	-	-	30%	13%	11%	33%	25%	31%	25%	-	*	-	-
	CWD	23%	9%	**11%**	*	12%	-	-	-	-	-	12%	*	11%	-	18%	19%	0%	-	*	-	-
	CWOD	52%	34%	**33%**	-	33%	*	-	-	-	-	36%	14%	-	33%	27%	34%	31%	-	*	-	-
	EL	36%	26%	**25%**	-	25%	*	-	-	-	-	26%	11%	18%	27%	25%	27%	21%	-	*	-	-
	Male	48%	30%	**31%**	*	32%	*	-	-	-	-	32%	17%	19%	34%	27%	31%	-	-	*	-	-
	Female	44%	28%	**25%**	-	25%	-	-	-	-	-	29%	10%	0%	31%	21%	-	25%	-	-	-	-
Science	All Students	30%	12%	**14%**	*	15%	*	-	-	-	-	15%	6%	15%	14%	16%	18%	10%	-	*	-	-
	CWD	17%	9%	**15%**	*	16%	-	-	-	-	-	17%	*	15%	-	25%	27%	0%	-	*	-	-
	CWOD	33%	13%	**14%**	-	14%	*	-	-	-	-	15%	7%	-	14%	13%	16%	13%	-	*	-	-
	EL	16%	11%	**16%**	-	16%	*	-	-	-	-	16%	11%	25%	13%	16%	17%	14%	-	*	-	-
	Male	33%	16%	**18%**	*	19%	*	-	-	-	-	18%	17%	27%	16%	17%	18%	-	-	*	-	-
	Female	27%	8%	**10%**	-	10%	-	-	-	-	-	12%	0%	0%	13%	14%	-	10%	-	-	-	-
Grade 6																						
Reading	All Students	55%	39%	**40%**	-	40%	-	-	-	-	-	38%	50%	18%	45%	21%	44%	36%	*	14%	-	-
	CWD	24%	17%	**18%**	-	18%	-	-	-	-	-	19%	*	18%	-	18%	19%	14%	*	*	-	-
	CWOD	62%	43%	**45%**	-	45%	-	-	-	-	-	43%	57%	-	45%	22%	51%	39%	-	0%	-	-
	EL	30%	24%	**21%**	-	21%	-	-	-	-	-	20%	40%	18%	22%	21%	23%	20%	-	*	-	-
	Male	50%	34%	**44%**	-	44%	-	-	-	-	-	43%	40%	19%	51%	23%	44%	-	*	*	-	-
	Female	59%	44%	**36%**	-	36%	-	-	-	-	-	31%	55%	14%	39%	20%	-	36%	-	*	-	-

		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	38%	47%	**50%**	-	50%	-	-	-	-	-	50%	53%	42%	53%	42%	58%	42%	*	43%	-	-
	CWD	19%	38%	**42%**	-	42%	-	-	-	-	-	43%	*	42%	-	47%	41%	43%	*	*	-	-
	CWOD	43%	49%	**53%**	-	53%	-	-	-	-	-	52%	57%	-	53%	41%	64%	41%	-	20%	-	-
	EL	22%	40%	**42%**	-	42%	-	-	-	-	-	41%	60%	47%	41%	42%	45%	40%	-	*	-	-
	Male	41%	51%	**58%**	-	58%	-	-	-	-	-	57%	67%	41%	64%	45%	58%	-	*	*	-	-
	Female	36%	43%	**42%**	-	42%	-	-	-	-	-	40%	45%	43%	41%	40%	-	42%	-	*	-	-
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	22%	6%	**7%**	-	7%	*	-	-	-	-	6%	17%	3%	8%	6%	5%	10%	-	*	-	-
	CWD	7%	4%	**3%**	-	3%	-	-	-	-	-	4%	*	3%	-	0%	0%	7%	-	*	-	-
	CWOD	26%	7%	**8%**	-	8%	*	-	-	-	-	6%	19%	-	8%	7%	6%	10%	-	-	-	-
	EL	13%	5%	**6%**	-	6%	*	-	-	-	-	6%	0%	0%	7%	6%	2%	10%	-	*	-	-
	Male	20%	4%	**5%**	-	5%	-	-	-	-	-	3%	17%	0%	6%	2%	5%	-	-	-	-	-
	Female	24%	8%	**10%**	-	10%	*	-	-	-	-	9%	17%	7%	10%	10%	-	10%	-	*	-	-
Mathematics	All Students	19%	3%	**4%**	-	4%	*	-	-	-	-	3%	6%	0%	5%	1%	6%	0%	-	*	-	-
	CWD	8%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	22%	4%	**5%**	-	5%	*	-	-	-	-	4%	6%	-	5%	1%	8%	0%	-	-	-	-
	EL	12%	2%	**1%**	-	1%	*	-	-	-	-	1%	0%	0%	1%	1%	2%	0%	-	*	-	-
	Male	22%	5%	**6%**	-	6%	-	-	-	-	-	6%	8%	0%	8%	2%	6%	-	-	-	-	-
	Female	15%	0%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	-	0%	-	*	-	-
Grade 4																						
Reading	All Students	23%	8%	**7%**	-	7%	*	-	-	-	-	8%	6%	0%	9%	7%	1%	15%	-	*	-	-
	CWD	6%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	28%	10%	**9%**	-	10%	*	-	-	-	-	10%	7%	-	9%	8%	2%	16%	-	*	-	-
	EL	13%	7%	**7%**	-	7%	*	-	-	-	-	7%	0%	0%	8%	7%	2%	13%	-	*	-	-
	Male	20%	5%	**1%**	-	1%	*	-	-	-	-	1%	0%	0%	2%	2%	1%	-	-	*	-	-
	Female	26%	13%	**15%**	-	15%	-	-	-	-	-	16%	8%	0%	16%	13%	-	15%	-	-	-	-
Mathematics	All Students	23%	10%	**11%**	-	11%	*	-	-	-	-	11%	11%	0%	14%	11%	9%	13%	-	*	-	-
	CWD	9%	3%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	27%	11%	**14%**	-	14%	*	-	-	-	-	14%	13%	-	14%	14%	14%	15%	-	*	-	-
	EL	16%	9%	**11%**	-	11%	*	-	-	-	-	13%	0%	0%	14%	11%	10%	13%	-	*	-	-
	Male	27%	9%	**9%**	-	10%	*	-	-	-	-	10%	0%	0%	14%	10%	9%	-	-	*	-	-
	Female	19%	11%	**13%**	-	13%	-	-	-	-	-	12%	15%	0%	15%	13%	-	13%	-	-	-	-
Grade 5																						
Reading	All Students	29%	16%	**17%**	*	18%	*	-	-	-	-	19%	6%	0%	22%	13%	15%	20%	-	*	-	-
	CWD	7%	0%	**0%**	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	35%	20%	**22%**	-	22%	*	-	-	-	-	24%	7%	-	22%	16%	19%	25%	-	*	-	-
	EL	15%	12%	**13%**	-	13%	*	-	-	-	-	14%	0%	0%	16%	13%	8%	21%	-	*	-	-
	Male	26%	13%	**15%**	*	15%	*	-	-	-	-	16%	0%	0%	19%	8%	15%	-	-	*	-	-
	Female	32%	19%	**20%**	-	20%	-	-	-	-	-	22%	10%	0%	25%	21%	-	20%	-	-	-	-

		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	21%	6%	**8%**	*	8%	*	-	-	-	-	9%	0%	0%	10%	3%	9%	7%	-	*	-	-
	CWD	7%	0%	**0%**	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	25%	8%	**10%**	-	10%	*	-	-	-	-	12%	0%	-	10%	3%	12%	8%	-	*	-	-
	EL	13%	2%	**3%**	-	3%	*	-	-	-	-	3%	0%	0%	3%	3%	4%	0%	-	*	-	-
	Male	24%	8%	**9%**	*	10%	*	-	-	-	-	10%	0%	0%	12%	4%	9%	-	-	*	-	-
	Female	19%	5%	**7%**	-	7%	-	-	-	-	-	8%	0%	0%	8%	0%	-	7%	-	-	-	-
Science	All Students	12%	4%	**4%**	*	4%	*	-	-	-	-	5%	0%	4%	4%	3%	8%	0%	-	*	-	-
	CWD	5%	2%	**4%**	*	4%	-	-	-	-	-	4%	*	4%	-	6%	7%	0%	-	*	-	-
	CWOD	14%	4%	**4%**	-	4%	*	-	-	-	-	5%	0%	-	4%	2%	8%	0%	-	*	-	-
	EL	4%	2%	**3%**	-	3%	*	-	-	-	-	3%	0%	6%	2%	3%	4%	0%	-	*	-	-
	Male	13%	7%	**8%**	*	8%	*	-	-	-	-	8%	0%	7%	8%	4%	8%	-	-	*	-	-
	Female	11%	1%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	-	0%	-	-	-	-
Grade 6																						
Reading	All Students	28%	15%	**15%**	-	15%	-	-	-	-	-	14%	19%	5%	17%	5%	15%	15%	*	0%	-	-
	CWD	7%	7%	**5%**	-	5%	-	-	-	-	-	5%	*	5%	-	0%	6%	0%	*	*	-	-
	CWOD	33%	16%	**17%**	-	17%	-	-	-	-	-	16%	21%	-	17%	6%	17%	17%	-	0%	-	-
	EL	9%	7%	**5%**	-	5%	-	-	-	-	-	3%	20%	0%	6%	5%	3%	6%	-	*	-	-
	Male	24%	12%	**15%**	-	15%	-	-	-	-	-	12%	40%	6%	17%	3%	15%	-	*	*	-	-
	Female	32%	18%	**15%**	-	15%	-	-	-	-	-	17%	9%	0%	17%	6%	-	15%	-	*	-	-
Mathematics	All Students	16%	16%	**19%**	-	19%	-	-	-	-	-	21%	6%	4%	23%	11%	23%	13%	*	0%	-	-
	CWD	5%	3%	**4%**	-	4%	-	-	-	-	-	5%	*	4%	-	0%	6%	0%	*	*	-	-
	CWOD	18%	18%	**23%**	-	23%	-	-	-	-	-	25%	7%	-	23%	14%	30%	15%	-	0%	-	-
	EL	6%	11%	**11%**	-	11%	-	-	-	-	-	11%	0%	0%	14%	11%	13%	9%	-	*	-	-
	Male	17%	16%	**23%**	-	23%	-	-	-	-	-	24%	17%	6%	30%	13%	23%	-	*	*	-	-
	Female	14%	16%	**13%**	-	13%	-	-	-	-	-	17%	0%	0%	15%	9%	-	13%	-	*	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	64%	**61%**	*	61%	22%	-	-	-	-	60%	69%	35%	68%	56%	61%	62%	*	59%	-	-
	CWD	46%	39%	**35%**	*	35%	-	-	-	-	-	33%	55%	35%	-	34%	37%	33%	*	64%	-	-
	CWOD	79%	69%	**68%**	-	69%	22%	-	-	-	-	68%	72%	-	68%	62%	69%	67%	-	56%	-	-
	EL	59%	56%	**56%**	-	56%	14%	-	-	-	-	56%	56%	34%	62%	56%	54%	58%	-	50%	-	-
	Male	71%	62%	**61%**	*	61%	0%	-	-	-	-	60%	63%	37%	69%	54%	61%	-	*	50%	-	-
	Female	75%	65%	**62%**	-	62%	*	-	-	-	-	59%	73%	33%	67%	58%	-	62%	-	80%	-	-
Reading	All Students	74%	62%	**65%**	*	65%	*	-	-	-	-	63%	78%	35%	73%	58%	62%	68%	*	57%	-	-
	CWD	45%	34%	**35%**	*	34%	-	-	-	-	-	33%	44%	35%	-	29%	35%	33%	*	50%	-	-
	CWOD	80%	68%	**73%**	-	73%	*	-	-	-	-	72%	81%	-	73%	66%	71%	75%	-	63%	-	-
	EL	57%	51%	**58%**	-	58%	*	-	-	-	-	57%	64%	29%	66%	58%	55%	62%	-	45%	-	-
	Male	70%	58%	**62%**	*	63%	*	-	-	-	-	61%	70%	35%	71%	55%	62%	-	*	44%	-	-
	Female	79%	67%	**68%**	-	68%	*	-	-	-	-	65%	83%	33%	75%	62%	-	68%	-	80%	-	-

		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	70%	64%	**60%**	*	60%	*	-	-	-	-	59%	65%	37%	66%	55%	61%	58%	*	64%	-	-
	CWD	45%	44%	**37%**	*	37%	-	-	-	-	-	35%	60%	37%	-	38%	38%	36%	*	67%	-	-
	CWOD	76%	69%	**66%**	-	67%	*	-	-	-	-	66%	66%	-	66%	60%	69%	63%	-	63%	-	-
	EL	60%	58%	**55%**	-	56%	*	-	-	-	-	56%	44%	38%	60%	55%	54%	56%	-	55%	-	-
	Male	71%	65%	**61%**	*	62%	*	-	-	-	-	61%	61%	38%	69%	54%	61%	-	*	56%	-	-
	Female	70%	62%	**58%**	-	59%	*	-	-	-	-	57%	68%	36%	63%	56%	-	58%	-	80%	-	-
Science	All Students	76%	68%	**50%**	*	51%	*	-	-	-	-	50%	50%	31%	56%	51%	53%	47%	-	*	-	-
	CWD	52%	40%	**31%**	*	32%	-	-	-	-	-	29%	*	31%	-	44%	40%	18%	-	*	-	-
	CWOD	81%	74%	**56%**	-	56%	*	-	-	-	-	56%	50%	-	56%	52%	57%	54%	-	*	-	-
	EL	63%	63%	**51%**	-	51%	*	-	-	-	-	49%	56%	44%	52%	51%	50%	52%	-	*	-	-
	Male	77%	70%	**53%**	*	55%	*	-	-	-	-	54%	33%	40%	57%	50%	53%	-	-	*	-	-
	Female	76%	66%	**47%**	-	47%	-	-	-	-	-	45%	60%	18%	54%	52%	-	47%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	48%	33%	**33%**	*	33%	0%	-	-	-	-	33%	37%	17%	37%	28%	33%	33%	*	28%	-	-
	CWD	23%	13%	**17%**	*	18%	-	-	-	-	-	17%	20%	17%	-	17%	22%	10%	*	50%	-	-
	CWOD	53%	37%	**37%**	-	38%	0%	-	-	-	-	37%	39%	-	37%	31%	38%	37%	-	11%	-	-
	EL	30%	24%	**28%**	-	28%	0%	-	-	-	-	28%	29%	17%	31%	28%	28%	29%	-	31%	-	-
	Male	47%	31%	**33%**	*	34%	0%	-	-	-	-	33%	37%	22%	38%	28%	33%	-	*	27%	-	-
	Female	49%	35%	**33%**	-	33%	*	-	-	-	-	32%	37%	10%	37%	29%	-	33%	-	30%	-	-
Reading	All Students	53%	35%	**39%**	*	39%	*	-	-	-	-	37%	49%	15%	45%	32%	35%	43%	*	14%	-	-
	CWD	23%	10%	**15%**	*	16%	-	-	-	-	-	14%	33%	15%	-	12%	18%	10%	*	33%	-	-
	CWOD	59%	40%	**45%**	-	45%	*	-	-	-	-	44%	51%	-	45%	37%	41%	49%	-	0%	-	-
	EL	31%	24%	**32%**	-	32%	*	-	-	-	-	32%	36%	12%	37%	32%	28%	36%	-	18%	-	-
	Male	48%	29%	**35%**	*	35%	*	-	-	-	-	34%	41%	18%	41%	28%	35%	-	*	11%	-	-
	Female	58%	41%	**43%**	-	43%	*	-	-	-	-	41%	55%	10%	49%	36%	-	43%	-	20%	-	-
Mathematics	All Students	43%	31%	**32%**	*	32%	*	-	-	-	-	32%	31%	20%	35%	28%	36%	28%	*	43%	-	-
	CWD	22%	17%	**20%**	*	20%	-	-	-	-	-	21%	10%	20%	-	20%	24%	13%	*	67%	-	-
	CWOD	48%	35%	**35%**	-	36%	*	-	-	-	-	35%	34%	-	35%	29%	40%	30%	-	25%	-	-
	EL	30%	26%	**28%**	-	28%	*	-	-	-	-	28%	26%	20%	29%	28%	30%	25%	-	45%	-	-
	Male	45%	33%	**36%**	*	36%	*	-	-	-	-	36%	36%	24%	40%	30%	36%	-	*	44%	-	-
	Female	42%	29%	**28%**	-	28%	*	-	-	-	-	28%	28%	13%	30%	25%	-	28%	-	40%	-	-
Science	All Students	46%	31%	**14%**	*	15%	*	-	-	-	-	15%	6%	15%	14%	16%	18%	10%	-	*	-	-
	CWD	22%	13%	**15%**	*	16%	-	-	-	-	-	17%	*	15%	-	25%	27%	0%	-	*	-	-
	CWOD	50%	35%	**14%**	-	14%	*	-	-	-	-	15%	7%	-	14%	13%	16%	13%	-	*	-	-
	EL	26%	22%	**16%**	-	16%	*	-	-	-	-	16%	11%	25%	13%	16%	17%	14%	-	*	-	-
	Male	47%	33%	**18%**	*	19%	*	-	-	-	-	18%	17%	27%	16%	17%	18%	-	-	*	-	-
	Female	45%	29%	**10%**	-	10%	-	-	-	-	-	12%	0%	0%	13%	14%	-	10%	-	-	-	-
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	20%	9%	**10%**	*	10%	0%	-	-	-	-	10%	8%	2%	12%	6%	10%	10%	*	0%	-	-
	CWD	6%	3%	**2%**	*	2%	-	-	-	-	-	2%	0%	2%	-	1%	2%	1%	*	0%	-	-
	CWOD	23%	10%	**12%**	-	12%	0%	-	-	-	-	13%	9%	-	12%	8%	13%	12%	-	0%	-	-
	EL	9%	5%	**6%**	-	6%	0%	-	-	-	-	7%	2%	1%	8%	6%	5%	8%	-	0%	-	-
	Male	20%	9%	**10%**	*	10%	0%	-	-	-	-	10%	10%	2%	13%	5%	10%	-	*	0%	-	-
	Female	21%	9%	**10%**	-	10%	*	-	-	-	-	11%	7%	1%	12%	8%	-	10%	-	0%	-	-
Reading	All Students	22%	8%	**11%**	*	11%	*	-	-	-	-	11%	12%	2%	14%	7%	8%	15%	*	0%	-	-
	CWD	6%	1%	**2%**	*	2%	-	-	-	-	-	2%	0%	2%	-	0%	1%	3%	*	0%	-	-
	CWOD	25%	10%	**14%**	-	14%	*	-	-	-	-	14%	14%	-	14%	9%	11%	17%	-	0%	-	-
	EL	8%	4%	**7%**	-	8%	*	-	-	-	-	8%	4%	0%	9%	7%	4%	12%	-	0%	-	-
	Male	19%	6%	**8%**	*	9%	*	-	-	-	-	8%	15%	1%	11%	4%	8%	-	*	0%	-	-
	Female	25%	11%	**15%**	-	15%	*	-	-	-	-	16%	10%	3%	17%	12%	-	15%	-	0%	-	-
Mathematics	All Students	19%	10%	**10%**	*	10%	*	-	-	-	-	11%	6%	1%	13%	6%	12%	8%	*	0%	-	-
	CWD	7%	4%	**1%**	*	1%	-	-	-	-	-	1%	0%	1%	-	0%	1%	0%	*	0%	-	-
	CWOD	22%	12%	**13%**	-	13%	*	-	-	-	-	14%	7%	-	13%	8%	15%	10%	-	0%	-	-
	EL	11%	7%	**6%**	-	6%	*	-	-	-	-	7%	0%	0%	8%	6%	7%	6%	-	0%	-	-
	Male	21%	11%	**12%**	*	12%	*	-	-	-	-	12%	7%	1%	15%	7%	12%	-	*	0%	-	-
	Female	18%	9%	**8%**	-	8%	*	-	-	-	-	9%	5%	0%	10%	6%	-	8%	-	0%	-	-
Science	All Students	17%	7%	**4%**	*	4%	*	-	-	-	-	5%	0%	4%	4%	3%	8%	0%	-	*	-	-
	CWD	5%	5%	**4%**	*	4%	-	-	-	-	-	4%	*	4%	-	6%	7%	0%	-	*	-	-
	CWOD	19%	7%	**4%**	-	4%	*	-	-	-	-	5%	0%	-	4%	2%	8%	0%	-	*	-	-
	EL	5%	4%	**3%**	-	3%	*	-	-	-	-	3%	0%	6%	2%	3%	4%	0%	-	*	-	-
	Male	18%	9%	**8%**	*	8%	*	-	-	-	-	8%	0%	7%	8%	4%	8%	-	-	*	-	-
	Female	15%	4%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	-	0%	-	-	-	-

- Indicates there are no students in the group.

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

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 2024-25 school year. These results nclude 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	64	*	64	*	-	-	-	-	62	48	61
CWD	48	*	48	-	-	-	-	-	48	48	47
CWOD	68	-	68	*	-	-	-	-	66	-	65
EL ✧	61	-	61	*	-	-	-	-	61	47	61
Male	58	*	58	*	-	-	-	-	56	43	56
Female	70	-	70	-	-	-	-	-	69	60	68
Mathematics											
All Students	70	*	71	*	-	-	-	-	70	61	72
CWD	61	*	61	-	-	-	-	-	61	61	69
CWOD	73	-	73	*	-	-	-	-	73	-	73
EL ✧	72	-	72	*	-	-	-	-	72	69	72
Male	71	*	71	*	-	-	-	-	72	61	69
Female	70	-	70	-	-	-	-	-	68	60	75

- 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 six-year graduation rates for the class of 2022

The six-year graduation rates for the class of 2023 will be updated in March, 2026.

	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													
6-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2022													
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 2025 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
323	52	16%

- 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	35	*	35	7	-	-	-	-	34	18	30
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	N		Y						Y	N	N
Interim Goals (2028-2032)	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
Target Met	N		N						N	N	N
Interim Goals (2033-2037)	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
Target Met	N		N						N	N	N
Long-Term Goals	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Target Met	N		N						N	N	N
Mathematics											
Interim Goals (2023-2027)	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
Target Met	N		N						N	N	N
Interim Goals (2028-2032)	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
Target Met	N		N						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
Long-Term Goals	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
Target Met	N		N						N	N	N
English Learner Language Proficiency Status											
Interim Goals (2023-2027)											49%
Target Met											N
Interim Goals (2028-2032)											51%
Target Met											N
Interim Goals (2033-2037)											53%
Target Met											N
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%
Target Met											

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
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 2024-25 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	**99%**	*	99%	100%	-	-	-	-	100%	98%	99%	99%	99%	99%	100%	*
	CWD	**99%**	*	99%	-	-	-	-	-	99%	95%	99%	-	99%	98%	100%	*
	CWOD	**99%**	-	99%	100%	-	-	-	-	100%	98%	-	99%	99%	99%	100%	-
	EL	**99%**	-	99%	100%	-	-	-	-	100%	97%	99%	99%	99%	99%	100%	-
	Male	**99%**	*	99%	100%	-	-	-	-	99%	95%	98%	99%	99%	99%	-	*
	Female	**100%**	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	-	100%	-
Reading	All Students	**100%**	*	100%	*	-	-	-	-	100%	99%	99%	100%	100%	100%	100%	*
	CWD	**99%**	*	99%	-	-	-	-	-	100%	89%	99%	-	100%	99%	100%	*
	CWOD	**100%**	-	100%	*	-	-	-	-	100%	100%	-	100%	100%	100%	100%	-
	EL	**100%**	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	**100%**	*	100%	*	-	-	-	-	100%	96%	99%	100%	100%	100%	-	*
	Female	**100%**	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	**99%**	*	99%	*	-	-	-	-	99%	99%	98%	99%	99%	98%	100%	*
	CWD	**98%**	*	98%	-	-	-	-	-	98%	100%	98%	-	99%	97%	100%	*
	CWOD	**99%**	-	99%	*	-	-	-	-	99%	98%	-	99%	99%	99%	99%	-
	EL	**99%**	-	99%	*	-	-	-	-	99%	96%	99%	99%	99%	98%	99%	-
	Male	**98%**	*	98%	*	-	-	-	-	98%	97%	97%	99%	98%	98%	-	*
	Female	**100%**	-	100%	*	-	-	-	-	99%	100%	100%	99%	99%	-	100%	-
Science	All Students	**99%**	*	99%	*	-	-	-	-	100%	94%	100%	99%	99%	99%	100%	-
	CWD	**100%**	*	100%	-	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	**99%**	-	99%	*	-	-	-	-	100%	93%	-	99%	98%	98%	100%	-
	EL	**99%**	-	99%	*	-	-	-	-	100%	89%	100%	98%	99%	98%	100%	-
	Male	**99%**	*	98%	*	-	-	-	-	100%	83%	100%	98%	98%	99%	-	-
	Female	**100%**	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	-	100%	-
SAT/ACT All Subjects	All Students	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	**-**	-	-	-	474	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	

		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
All Subjects	All Students	**1%**	*	1%	0%	-	-	-	-	0%	2%	1%	1%	1%	1%	0%	*
	CWD	**1%**	*	1%	-	-	-	-	-	1%	5%	1%	-	1%	2%	0%	*
	CWOD	**1%**	-	1%	0%	-	-	-	-	0%	2%	-	1%	1%	1%	0%	-
	EL	**1%**	-	1%	0%	-	-	-	-	0%	3%	1%	1%	1%	1%	0%	-
	Male	**1%**	*	1%	0%	-	-	-	-	1%	5%	2%	1%	1%	1%	-	*
	Female	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	**0%**	*	0%	*	-	-	-	-	0%	1%	1%	0%	0%	0%	0%	*
	CWD	**1%**	*	1%	-	-	-	-	-	0%	11%	1%	-	0%	1%	0%	*
	CWOD	**0%**	-	0%	*	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-
	EL	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	**0%**	*	0%	*	-	-	-	-	0%	4%	1%	0%	0%	0%	-	*
	Female	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	**1%**	*	1%	*	-	-	-	-	1%	1%	2%	1%	1%	2%	0%	*
	CWD	**2%**	*	2%	-	-	-	-	-	2%	0%	2%	-	1%	3%	0%	*
	CWOD	**1%**	-	1%	*	-	-	-	-	1%	2%	-	1%	1%	1%	1%	-
	EL	**1%**	-	1%	*	-	-	-	-	1%	4%	1%	1%	1%	2%	1%	-
	Male	**2%**	*	2%	*	-	-	-	-	2%	3%	3%	1%	2%	2%	-	*
	Female	**0%**	-	0%	*	-	-	-	-	1%	0%	0%	1%	1%	-	0%	-
Science	All Students	**1%**	*	1%	*	-	-	-	-	0%	6%	0%	1%	1%	1%	0%	-
	CWD	**0%**	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	**1%**	-	1%	*	-	-	-	-	0%	7%	-	1%	2%	2%	0%	-
	EL	**1%**	-	1%	*	-	-	-	-	0%	11%	0%	2%	1%	2%	0%	-
	Male	**1%**	*	2%	*	-	-	-	-	0%	17%	0%	2%	2%	1%	-	-
	Female	**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 2021-22 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). Note: Chronic absenteeism figures are based on the 2020-21 CRDC surveys and will be updated as new data becomes available.

		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	12	0	12	0	0	0	0	0	9		
	Female	3	0	3	0	0	0	0	0	2		
	Total	15	0	15	0	0	0	0	0	11		
Out-of-School Suspensions												
	Male	3	0	3	0	0	0	0	0	2		
	Female	9	0	9	0	0	0	0	0	7		
	Total	12	0	12	0	0	0	0	0	9		
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		
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												

		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	6	0	6	0	0	0	0	0	6		3
	Female	0	0	0	0	0	0	0	0	0		0
	Total	6	0	6	0	0	0	0	0	6		3
Out-of-School Suspensions												
	Male	3	0	3	0	0	0	0	0	4		1
	Female	0	0	0	0	0	0	0	0	0		1
	Total	3	0	3	0	0	0	0	0	4		2
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												
	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	68	1	67	-8	-8	-8	-8	-8	49	24	6
	Female	42	-8	41	1	-8	-8	-8	-8	33	9	-8
	Total	110	1	108	1	-8	-8	-8	-8	82	33	6

	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	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

Part (viii)(II) This section provides information from the 2021-22 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.

Preschool Programs

	Total Students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

Accelerated Coursework

	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.

High Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	2.7	9.1%
Teachers Teaching with Emergency or Provisional Credentials	0.8	2.9%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	1.2	4.3%

- 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 (2023-24).

Per-pupil Expenditure for the 2025 fiscal year will be updated by June 30th, 2026.

		State & Local and Federal	State & Local			Federal		
	Enrollment	Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		$884		$811	$811		$73	$73
Food services		$1,066	$895	$164	$1,059	$6	$1	$7
Instruction		$6,755	$5,382	$81	$5,463	$1,076	$216	$1,292
Support services, general administration		$124		$124	$124		$0	$0
Support services, instructional staff		$797	$287	$2	$289	$307	$201	$508
Support services, operation and maintenance of plant		$1,913	$563	$1,290	$1,853	$14	$46	$60
Support services, pupils		$582	$455	$3	$458	$62	$62	$124
Support services, school administration		$544	$308	$0	$308	$236		$236
Support services, student transportation		$444		$438	$438		$6	$6
Total	**495**	**$13,109**	**$7,890**	**$2,913**	**$10,803**	**$1,702**	**$605**	**$2,307**

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 2024-25 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	7,517	2%	*	0%	*	1%
Mathematics	7,510	2%	*	0%	*	1%
Grade 4						
Reading	6,669	2%	*	0%	*	1%
Mathematics	6,666	2%	*	0%	*	1%
Grade 5						
Reading	6,321	2%	*	1%	*	2%
Mathematics	6,324	2%	*	1%	*	2%
Science	6,315	2%	*	1%	*	2%
Grade 6						
Reading	5,876	1%	*	2%	*	3%
Mathematics	5,877	1%	*	2%	*	3%
Grade 7						
Reading	5,387	1%	*	1%	-	-
Mathematics	5,385	2%	*	1%	-	-
Grade 8						
Reading	4,906	1%	*	1%	-	-
Mathematics	4,907	1%	*	2%	-	-
Science	4,904	1%	*	2%	-	-
End of Course						
English I	4,932	1%	*	1%	-	-
English II	4,732	1%	*	1%	-	-
Algebra I	4,932	1%	*	1%	-	-
Biology	4,992	1%	*	1%	-	-
All Grades						
All Subjects	104,161	1%	44	1%	19	2%
Reading	46,349	1%	19	1%	8	2%
Mathematics	41,601	1%	16	1%	8	2%
Science	16,211	1%	9	1%	*	2%

482

- 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 2024 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2024 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	43	40	57	60	28	31	7	8
		Black	53	56	47	44	17	17	2	3
		Hispanic	51	52	49	48	20	21	4	4
		White	28	30	72	70	42	39	11	11
		American Indian	*	61	*	39	*	14	*	2
		Asian	14	21	86	79	61	53	24	21
		Pacific Islander	*	47	*	53	*	22	*	5
		Two or More Races	41	36	59	64	29	35	11	10
		EcoDis	53	53	47	47	18	19	3	4
		Students with Disabilities	76	74	24	26	8	9	1	2
		English Language Learners	60	71	40	29	13	8	2	1
	Mathematics	Overall	21	24	79	76	43	39	9	9
		Black	27	41	73	59	27	19	3	2
		Hispanic	27	34	73	66	34	27	4	4
		White	9	14	91	86	60	51	15	12
		American Indian	*	45	*	55	*	19	*	2
		Asian	4	10	96	90	78	66	33	25
		Pacific Islander	*	43	*	57	*	20	*	2
		Two or More Races	13	20	87	80	55	43	13	11
		EcoDis	27	35	73	65	32	25	4	3
		Students with Disabilities	53	55	47	45	16	15	2	2
		English Language Learners	31	48	69	52	30	16	4	2
Grade 8	Reading	Overall	39	33	61	67	25	30	3	4
		Black	48	48	52	52	18	16	1	1
		Hispanic	48	45	52	55	16	19	1	2
		White	24	23	76	77	37	37	5	5
		American Indian	*	44	*	56	*	18	*	2
		Asian	12	16	88	84	63	55	17	13
		Pacific Islander 483	*	41	*	59	*	24	*	4
		Two or More Races	27	30	73	70	36	35	2	5

State Level: 2024 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	Reading	EcoDis	50	46	50	54	14	18	1	1
		Students with Disabilities	75	69	25	31	3	7	*	1
		English Language Learners	57	70	43	30	9	5	*	*
	Mathematics	Overall	44	39	56	61	24	28	6	8
		Black	60	62	40	38	12	10	2	2
		Hispanic	52	54	48	46	17	15	2	3
		White	28	26	72	74	35	38	8	10
		American Indian	*	60	*	40	*	11	*	2
		Asian	12	15	88	85	57	59	32	31
		Pacific Islander	*	56	*	44	*	16	*	4
		Two or More Races	37	36	63	64	37	31	17	10
		EcoDis	54	55	46	45	14	14	2	3
		Students with Disabilities	80	77	20	23	4	6	1	1
		English Language Learners	62	77	38	23	10	5	2	1

* Indicates reporting standards not met.

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

State Level: 2024 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	80%
		English Learners	90%
	Mathematics	Students with Disabilities	86%
		English Learners	94%
Grade 8	Reading	Students with Disabilities	82%
		English Learners	96%
	Mathematics	Students with Disabilities	81%
		English Learners	96%

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 2022-23 school year enrolled in a Texas public postsecondary education institution in the 2023-24 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education 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 2023-24 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	17%	*	17%	*	-	-	-	-	18%	24%	18%

- 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 2023-24 school year.

Section 1003 Funds for the 2024-25 school year will be updated by the end of June, 2026.

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 2024-25 State accountability.

There is no data for this campus.

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 and 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 and 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%
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 4-2025 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 2023, 2024, and 2025 are considered consecutive years for 2025 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 10-2025 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 school type - 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 2024-2025 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 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 2024-25 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)

There is no data for this campus.

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 2024-25 school year. These results nclude all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

There is no data for this campus.

Part (iii)(II): Graduation Rate

This section provides information on high school six-year graduation rates for the class of 2022

The six-year graduation rates for the class of 2023 will be updated in March, 2026.

There is no data for this campus.

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2025 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
339	28	8%

- 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)

There is no data for this campus.

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											
Interim Goals (2028-2032)	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
Target Met											
Interim Goals (2033-2037)	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
Target Met											
Long-Term Goals	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Target Met											
Mathematics											
Interim Goals (2023-2027)	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
Target Met											
Interim Goals (2028-2032)	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
Target Met											
Interim Goals (2033-2037)	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
Target Met											
Long-Term Goals	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
Target Met											
English Learner Language Proficiency Status											
Interim Goals (2023-2027)											49%
Target Met											N
Interim Goals (2028-2032)											51%
Target Met											N
Interim Goals (2033-2037)											53%
Target Met											N
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%
Target Met											

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
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 2024-25 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

There is no data for this campus.

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2021-22 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). Note: Chronic absenteeism figures are based on the 2020-21 CRDC surveys and will be updated as new data becomes available.

		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	4	0	4	0	0	0	0	0	3		
	Female	0	0	0	0	0	0	0	0	0		
	Total	4	0	4	0	0	0	0	0	3		
Out-of-School Suspensions												
	Male	1	0	1	0	0	0	0	0	1		
	Female	1	0	1	0	0	0	0	0	1		
	Total	2	0	2	0	0	0	0	0	2		
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		
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												

		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
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												
	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	68	-8	67	1	-8	-8	-8	-8	45	17	1
	Female	72	-8	71	1	-8	-8	-8	-8	55	12	1
	Total	140	-8	138	2	-8	-8	-8	-8	100	29	2

	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	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

Part (viii)(II) This section provides information from the 2021-22 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.

Preschool Programs

	Total Students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

Accelerated Coursework

	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.

High Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	4.5	16.2%
Teachers Teaching with Emergency or Provisional Credentials	0.8	3.1%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	1.1	4.3%

- 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 (2023-24).

Per-pupil Expenditure for the 2025 fiscal year will be updated by June 30th, 2026.

		State & Local and Federal	State & Local			Federal		
	Enrollment	Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		$884		$811	$811		$73	$73
Food services		$1,089	$916	$164	$1,080	$9	$1	$10
Instruction		$6,125	$4,812	$81	$4,893	$1,017	$216	$1,233
Support services, general administration		$124		$124	$124		$0	$0
Support services, instructional staff		$1,031	$276	$2	$278	$552	$201	$753
Support services, operation and maintenance of plant		$2,006	$603	$1,290	$1,893	$67	$46	$113
Support services, pupils		$483	$366	$3	$369	$52	$62	$114
Support services, school administration		$607	$374	$0	$374	$233		$233
Support services, student transportation		$444		$438	$438		$6	$6
Total	**603**	**$12,793**	**$7,346**	**$2,913**	**$10,259**	**$1,930**	**$605**	**$2,535**

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 2024-25 school year.

There is no data for this campus.

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 2024 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2024 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	43	40	57	60	28	31	7	8
		Black	53	56	47	44	17	17	2	3
		Hispanic	51	52	49	48	20	21	4	4
		White	28	30	72	70	42	39	11	11
		American Indian	*	61	*	39	*	14	*	2
		Asian	14	21	86	79	61	53	24	21
		Pacific Islander	*	47	*	53	*	22	*	5
		Two or More Races	41	36	59	64	29	35	11	10
		EcoDis	53	53	47	47	18	19	3	4
		Students with Disabilities	76	74	24	26	8	9	1	2
		English Language Learners	60	71	40	29	13	8	2	1
	Mathematics	Overall	21	24	79	76	43	39	9	9
		Black	27	41	73	59	27	19	3	2
		Hispanic	27	34	73	66	34	27	4	4
		White	9	14	91	86	60	51	15	12
		American Indian	*	45	*	55	*	19	*	2
		Asian	4	10	96	90	78	66	33	25
		Pacific Islander	*	43	*	57	*	20	*	2
		Two or More Races	13	20	87	80	55	43	13	11
		EcoDis	27	35	73	65	32	25	4	3
		Students with Disabilities	53	55	47	45	16	15	2	2
		English Language Learners	31	48	69	52	30	16	4	2
Grade 8	Reading	Overall	39	33	61	67	25	30	3	4
		Black	48	48	52	52	18	16	1	1
		Hispanic	48	45	52	55	16	19	1	2
		White	24	23	76	77	37	37	5	5
		American Indian	*	44	*	56	*	18	*	2
		Asian	12	16	88	84	63	55	17	13
		Pacific Islander 508	*	41	*	59	*	24	*	4
		Two or More Races	27	30	73	70	36	35	2	5

State Level: 2024 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	Reading	EcoDis	50	46	50	54	14	18	1	1
		Students with Disabilities	75	69	25	31	3	7	*	1
		English Language Learners	57	70	43	30	9	5	*	*
	Mathematics	Overall	44	39	56	61	24	28	6	8
		Black	60	62	40	38	12	10	2	2
		Hispanic	52	54	48	46	17	15	2	3
		White	28	26	72	74	35	38	8	10
		American Indian	*	60	*	40	*	11	*	2
		Asian	12	15	88	85	57	59	32	31
		Pacific Islander	*	56	*	44	*	16	*	4
		Two or More Races	37	36	63	64	37	31	17	10
		EcoDis	54	55	46	45	14	14	2	3
		Students with Disabilities	80	77	20	23	4	6	1	1
		English Language Learners	62	77	38	23	10	5	2	1

* Indicates reporting standards not met.

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

State Level: 2024 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	80%
		English Learners	90%
	Mathematics	Students with Disabilities	86%
		English Learners	94%
Grade 8	Reading	Students with Disabilities	82%
		English Learners	96%
	Mathematics	Students with Disabilities	81%
		English Learners	96%

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 2022-23 school year enrolled in a Texas public postsecondary education institution in the 2023-24 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education 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 2023-24 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	26%	-	27%	18%	*	-	-	-	27%	27%	24%

- 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 2023-24 school year.

Section 1003 Funds for the 2024-25 school year will be updated by the end of June, 2026.

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 2024-25 State accountability.

There is no data for this campus.

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 and 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 and 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%
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 4-2025 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 2023, 2024, and 2025 are considered consecutive years for 2025 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 10-2025 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 school type - 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 2024-2025 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 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 2024-25 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)

There is no data for this campus.

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 2024-25 school year. These results nclude all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

There is no data for this campus.

Part (iii)(II): Graduation Rate

This section provides information on high school six-year graduation rates for the class of 2022

The six-year graduation rates for the class of 2023 will be updated in March, 2026.

There is no data for this campus.

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2025 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

There is no data for this campus.

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)

There is no data for this campus.

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											
Interim Goals (2028-2032)	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
Target Met											
Interim Goals (2033-2037)	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
Target Met											
Long-Term Goals	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Target Met											
Mathematics											
Interim Goals (2023-2027)	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
Target Met											
Interim Goals (2028-2032)	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
Target Met											
Interim Goals (2033-2037)	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
Target Met											
Long-Term Goals	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
Target Met											
English Learner Language Proficiency Status											
Interim Goals (2023-2027)											49%
Target Met											
Interim Goals (2028-2032)											51%
Target Met											
Interim Goals (2033-2037)											53%
Target Met											
Long-Term Goals											55%
Target Met											
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%
Target Met											

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
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 2024-25 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

There is no data for this campus.

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2021-22 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). Note: Chronic absenteeism figures are based on the 2020-21 CRDC surveys and will be updated as new data becomes available.

		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	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9		
Out-of-School Suspensions												
	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9		
Expulsions												
With Educational Services	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9		
Without Educational Services	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9		
Under Zero Tolerance Policies	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9		
School-Related Arrests												
	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9		
Referrals to Law Enforcement												
	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9		
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9		
Students With Disabilities												
In-School Suspensions												

		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	-9	-9	-9	-9	-9	-9	-9	-9	-9		-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9		-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9		-9
Out-of-School Suspensions												
	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9		-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9		-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9		-9
Expulsions												
With Educational Services	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9		-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9		-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9		-9
Without Educational Services	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9		-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9		-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9		-9
Under Zero Tolerance Policies	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9		-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9		-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9		-9
School-Related Arrests												
	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9		-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9		-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9		-9
Referrals to Law Enforcement												
	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9		-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9		-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9		-9
All Students												
Chronic Absenteeism												
	Male	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-	-

	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	-9
On the basis of race	-9
On the basis of disability	-9
On the basis of sexual orientation	-9
On the basis of religion	-9

Part (viii)(II) This section provides information from the 2021-22 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.

Preschool Programs

	Total Students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Male	120	1	116	3	0	0	0	0	75	19
Female	116	0	114	2	0	0	0	0	61	9
Total	236	1	230	5	0	0	0	0	136	28

Accelerated Coursework

	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	0.8	6.8%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	1.4	13.0%

- 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 (2023-24).

Per-pupil Expenditure for the 2025 fiscal year will be updated by June 30th, 2026.

		State & Local and Federal	State & Local			Federal		
	Enrollment	Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		$884		$811	$811		$73	$73
Food services		$1,635	$1,452	$164	$1,616	$18	$1	$19
Instruction		$9,780	$7,309	$81	$7,390	$2,174	$216	$2,390
Support services, general administration		$124		$124	$124		$0	$0
Support services, instructional staff		$1,251	$429	$2	$431	$620	$201	$821
Support services, operation and maintenance of plant		$2,901	$1,538	$1,290	$2,828	$27	$46	$73
Support services, pupils		$1,253	$269	$3	$272	$919	$62	$981
Support services, school administration		$1,932	$606	$0	$606	$1,327		$1,327
Support services, student transportation		$444		$438	$438		$6	$6
Total	**171**	**$20,204**	**$11,601**	**$2,913**	**$14,514**	**$5,085**	**$605**	**$5,690**

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 2024-25 school year.

There is no data for this campus.

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 2024 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2024 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	43	40	57	60	28	31	7	8
		Black	53	56	47	44	17	17	2	3
		Hispanic	51	52	49	48	20	21	4	4
		White	28	30	72	70	42	39	11	11
		American Indian	*	61	*	39	*	14	*	2
		Asian	14	21	86	79	61	53	24	21
		Pacific Islander	*	47	*	53	*	22	*	5
		Two or More Races	41	36	59	64	29	35	11	10
		EcoDis	53	53	47	47	18	19	3	4
		Students with Disabilities	76	74	24	26	8	9	1	2
		English Language Learners	60	71	40	29	13	8	2	1
	Mathematics	Overall	21	24	79	76	43	39	9	9
		Black	27	41	73	59	27	19	3	2
		Hispanic	27	34	73	66	34	27	4	4
		White	9	14	91	86	60	51	15	12
		American Indian	*	45	*	55	*	19	*	2
		Asian	4	10	96	90	78	66	33	25
		Pacific Islander	*	43	*	57	*	20	*	2
		Two or More Races	13	20	87	80	55	43	13	11
		EcoDis	27	35	73	65	32	25	4	3
		Students with Disabilities	53	55	47	45	16	15	2	2
		English Language Learners	31	48	69	52	30	16	4	2
Grade 8	Reading	Overall	39	33	61	67	25	30	3	4
		Black	48	48	52	52	18	16	1	1
		Hispanic	48	45	52	55	16	19	1	2
		White	24	23	76	77	37	37	5	5
		American Indian	*	44	*	56	*	18	*	2
		Asian	12	16	88	84	63	55	17	13
		Pacific Islander 533	*	41	*	59	*	24	*	4
		Two or More Races	27	30	73	70	36	35	2	5

State Level: 2024 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	Reading	EcoDis	50	46	50	54	14	18	1	1
		Students with Disabilities	75	69	25	31	3	7	*	1
		English Language Learners	57	70	43	30	9	5	*	*
	Mathematics	Overall	44	39	56	61	24	28	6	8
		Black	60	62	40	38	12	10	2	2
		Hispanic	52	54	48	46	17	15	2	3
		White	28	26	72	74	35	38	8	10
		American Indian	*	60	*	40	*	11	*	2
		Asian	12	15	88	85	57	59	32	31
		Pacific Islander	*	56	*	44	*	16	*	4
		Two or More Races	37	36	63	64	37	31	17	10
		EcoDis	54	55	46	45	14	14	2	3
		Students with Disabilities	80	77	20	23	4	6	1	1
		English Language Learners	62	77	38	23	10	5	2	1

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

State Level: 2024 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	80%
		English Learners	90%
	Mathematics	Students with Disabilities	86%
		English Learners	94%
Grade 8	Reading	Students with Disabilities	82%
		English Learners	96%
	Mathematics	Students with Disabilities	81%
		English Learners	96%

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 2022-23 school year enrolled in a Texas public postsecondary education institution in the 2023-24 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education 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 2023-24 school year. (CWD: children with disability; EL: English learner)

There is no data for this campus.

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 2023-24 school year.

Section 1003 Funds for the 2024-25 school year will be updated by the end of June, 2026.

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 2024-25 State accountability.

There is no data for this campus.

San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone: 915.872.3900
Fax: 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Ms. Aggie Reyes, Executive Director of Child Nutrition Services
Subject: January 2026 – Meal Service Update
Date: February 11, 2026

HISTORY: The Child Nutrition Services Department will provide a monthly report to the Members of the Board of Trustees.

RATIONALE: The Child Nutrition Services Department served 59,297 student meals in January. This count includes breakfast, lunch, snacks, and supper meals.

Child Nutrition Services participated in the following events:
SEHS provided meal services for traveling Soccer, Tennis, Cheerleading, and Wrestling teams.
Loya Primary celebrated perfect attendance with a pizza party.
Sambrano celebrated birthdays and offered a pizza party for perfect attendance.

We are excited to be actively surveying current menus and building menus for 2026-2027.

BUDGET IMPACT: No budget impact.

ADMINISTRATIVE RECOMMENDATION: No Recommendation

For Approval? ☐ Yes ☒ No
If no, please check one: ☐ Presentation ☒ Report ☐ Information
Please check if applicable: ☐ Attachment Included



Grassroots Meeting - Region 19 El Paso

February 10, 2026

06:00 PM CST - 08:30 PM CST

9600 Sims Dr., El Paso, TX 79925

Ysleta ISD

tasbgr@tasb.org

Register ☆ Save to Favorites

Make your voice heard and help develop TASB's legislative priorities. Registration is open.

TASB's grassroots process begins the formation of its Advocacy Agenda Priorities, which will guide the Association's work during the 90th Legislative Session. During this grassroots meeting, trustees will determine the legislative issues of greatest importance to their region. Those regional priorities are then developed into statewide priorities by the TASB Legislative Advisory Council (LAC) and later considered and adopted by TASB's Delegate Assembly.

During this meeting, trustees will elect their regional representatives to the LAC, which will meet twice in 2026 to review all regional priorities and make recommendations to the TASB Board for adoption by the Delegate Assembly.

There will be an opportunity to observe the meeting virtually, but trustees are strongly encouraged to attend their region's grassroots meeting in person and must be physically present to be elected to the LAC and **for their school district** to be eligible for a special drawing for a $1,000 student scholarship. Thank you to our sponsors: the TASB Risk Management Fund, BuyBoard, and the TASB Energy Cooperative.

Due to new rules adopted by the Texas State Board of Education, TASB cannot provide continuing education credit for sessions that may involve political advocacy.

This meeting is free to attend, is open to trustees and superintendents, and includes dinner at no cost.

Contact TASB Governmental Relations with any questions regarding this meeting or the TASB Advocacy Agenda process at tasbgr@tasb.org or 800-580-4885.

Advocacy Agenda TASB

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ONLINE TRAINING

Outside the Boardroom: A Choose-Your-Own-Adventure Game

On Demand



MEETING

Grassroots Meeting - Region 4 Pearland

February 4, 2026



MEETING

Grassroots Meeting - Region 18 Alpine

February 5, 2026



Save the Date — Registration & Housing Opens August 2025

This national event that brings together education leaders from across the country, offering a unique opportunity to learn about best governance practices, gain insights into child development, and explore cutting-edge programs and technology to enrich student learning. Join us in San Antonio for an empowering experience of national school board leadership learning and networking with like-minded professionals.

San Elizario Independent School District

Enrollment Counts

Campus	EE	PK	KG	01	02	03	04	05	06	07	08	09	10	11	12	Enrolled	PY Enr	G/L	CTE	SPEC ED	LEP	GT	MIG
Borrego Elementary						120	143	146	118							527	519	8		109	317	33	2
L.G. Alarcon Elementary School						75	76	65	80							296	298	-2		56	185	26	3
Lorenzo Loya Primary	12	183														195	182	13		37	109	0	0
Sambrano Elementary School			132	178	181											491	559	-68		103	298	13	2
Garcia-Enriquez Middle School										198	197					395	412	-17	99	66	227	52	7
San Elizario High School												212	224	248	216	900	969	-69	742	134	478	90	8
Grade Level Totals	12	183	132	178	181	195	219	211	198	198	197	212	224	248	216	2804	2939	-135	841	505	1614	214	22
Prior Year Grade Level Totals	16	166	168	192	199	215	204	205	193	210	202	228	285	219	237								
GL	-4	17	-36	-14	-18	-20	15	6	5	-12	-5	-16	-61	29	-21								



Declining Enrollment & Sustainability

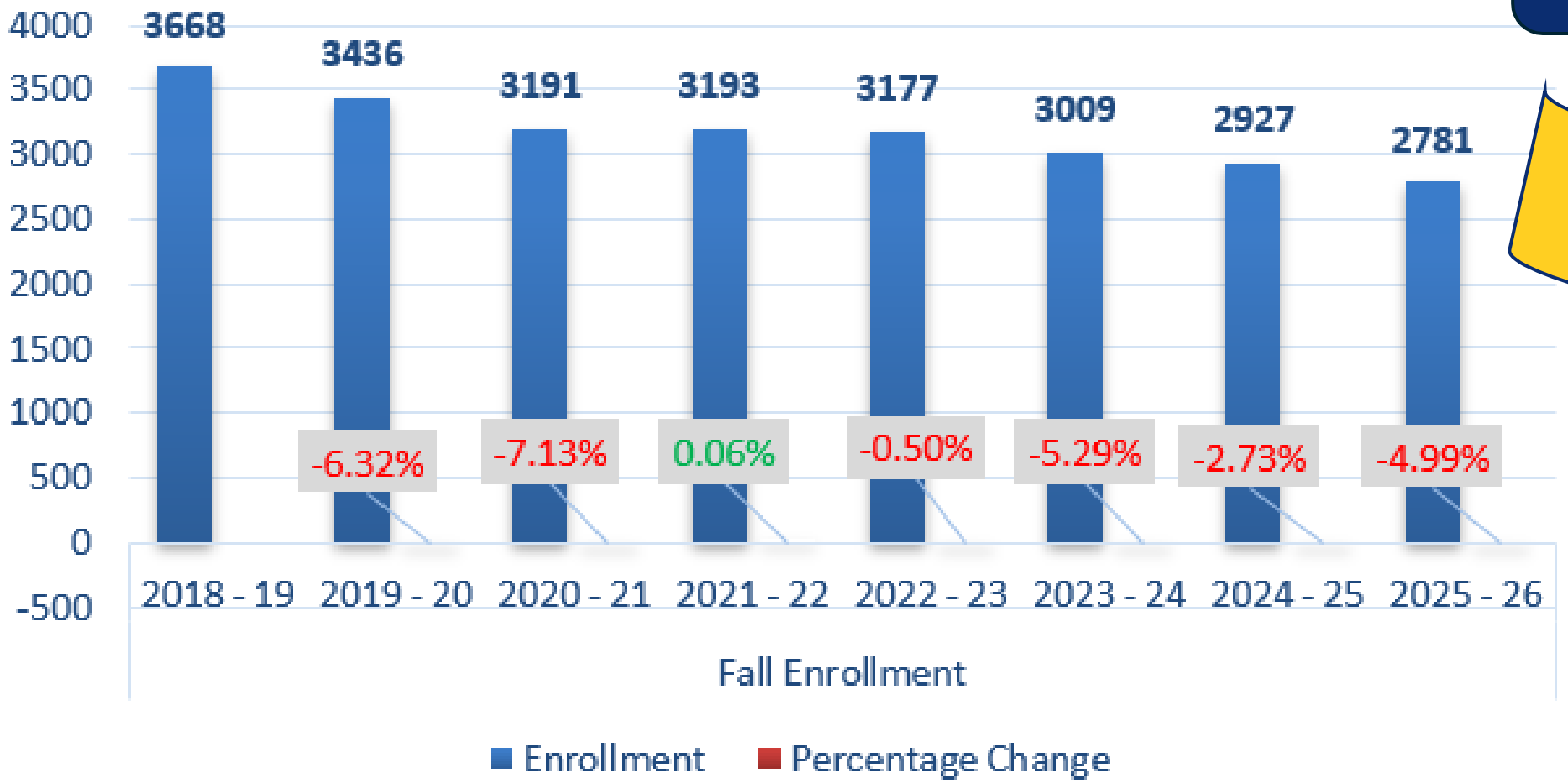
District Student Enrollment

San Elizario Independent School District — **Enrollment Counts** — 01/29/2026 11:33 AM

Campus	EE	PK	KG	01	02	03	04	05	06	07	08	09	10	11	12	Enrolled	PY Enr	G/L	CTE	SPEC ED	LEP	GT	MIG
Borrego Elementary						120	143	146	118							527	517	10		109	317	33	2
L.G. Alarcon Elementary School						75	76	65	80							296	301	-5		55	184	15	3
Lorenzo Loya Primary	11	183														194	180	14		37	109	0	0
Sambrano Elementary School			132	179	181											492	558	-66		103	298	13	2
Garcia-Enriquez Middle School										197	197					394	412	-18	98	65	227	52	7
San Elizario High School												212	224	248	216	900	970	-70	743	134	478	90	8
Grade Level Totals	11	183	132	179	181	195	219	211	198	197	197	212	224	248	216	2803	2938	-135	841	503	1613	203	22
Prior Year Grade Level Totals	15	165	167	192	199	215	203	205	195	210	202	230	284	219	237								
GL	-4	18	-35	-13	-18	-20	16	6	3	-13	-5	-18	-60	29	-21								

Enrollment History by Year

From FY 2019 to 2026 Enrollment decreased by -887 students



887 students = loss of $5.5 Million

*Data from OnPoint Fall PEIMS Enrollment

History of Employee Attrition

Year	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Part-time	58	53	47	44	53	56	52	51
Full-time	543	555	506	524	528	520	503	496
Total	**601**	**608**	**553**	**568**	**581**	**576**	**555**	**547**

There was a significant drop in employees in the year 2020-2021 (COVID year), in which we only hired 10 employees that year and had 73 employees exit the district.

2018-2019	6/1/2019
2019-2020	6/1/2020
2020-2021	6/1/2021
2021-2022	6/1/2022
2022-2023	6/1/2023
2023-2024	5/30/2024
2024-2025	5/29/2025
2025-2026	1/29/2026

Focus on Teaching Staff

School Year	Elementary	Secondary	District SPED	Total Teachers
2018–2019	126	112	2	240
2019–2020	120	113	2	235
2020–2021	107	103	2	212
2021–2022	103	91	3	197
2022–2023	98	91	3	192
2023–2024	97	94	3	194
2024–2025	98	95	2	195
2025–2026	96	91	2	189

The chart to the left indicates the total number of teachers by level. Please note that the District SPED teacher category includes Dyslexia and Visually Impaired services, which support students across all grade levels.

The chart to the right further analyzes the teacher population by highlighting the number of teachers serving special populations, including Bilingual/ESL and Special Education. At-Risk teachers are not included in the Special Education count.

School Year	Elem Bilingual	Sec English/ESL	Elem SPED	Sec SPED	District SPED
2018–2019	62	7	12	12	2
2019–2020	57	5	13	12	2
2020–2021	50	4	13	12	2
2021–2022	47	6	13	12	3
2022–2023	44	3	14	12	3
2023–2024	44	3	14	12	3
2024–2025	44	3	14	13	2
2025–2026	41	3	17	13	2

Campus Capacity & Utilization Methodology

- **Raw Building Capacity** includes all classrooms (science labs, fine arts, computer labs, and similar spaces).
  (TASB facilities planning methodology)

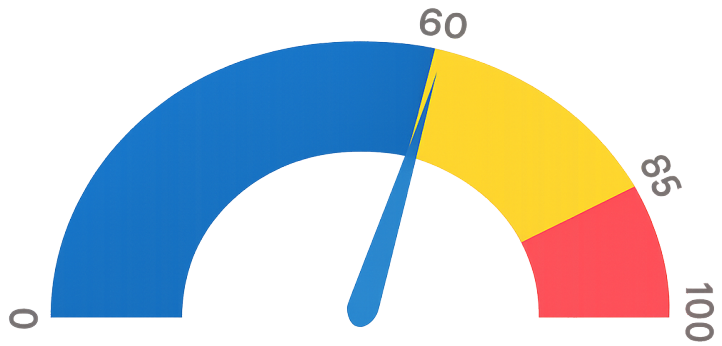
- **Functional Capacity** applies planning multipliers to reflect operational and scheduling realities, accounts for flexibility in program demand, fluctuations in enrollment and building schedules:
  - Elementary: **Raw Capacity × 0.90**
  - Secondary: **Raw Capacity × 0.80**
    (TASB Facilities Services – long-range facilities planning methodology)

- Functional capacity intentionally builds in **10–20% operational headroom** to maintain instructional flexibility.
  (TASB planning norms)

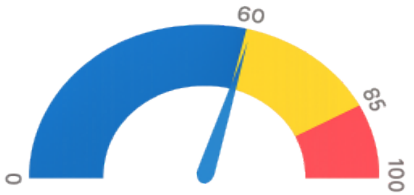
- **Utilization** is calculated as **Enrollment ÷ Capacity**.
  (TEA utilization metric)

- TASB visualizations reference utilization ranges (< **60%** underutilized, **85%+** high utilization); however, **no single ideal percentage is prescribed**.
  (TASB Facilities Services – email correspondence, January 20, 2026)

- Appropriate utilization targets vary by district demographics:
  - **Stable enrollment: 70–75%**
  - **Rapid or unpredictable growth: 50–55%**
    (TASB Facilities Services – email correspondence, January 20, 2026)



Campus Utilization as of January 29, 2026

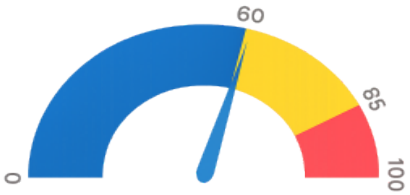


Loya
FY25
Utilities Cost:
$58,642
(Does not include scheduled maintenance or deferred maintenance)

As of January 29, 2026	Raw Capacity	Estimated Functional Capacity
Loya (established 1990)		
Classrooms	29	
Students per Classroom	22	
Building Capacity	638	574.2
Current Enrollment	194	194
Percentage Utilized (out of 100%)	**30**	**34**
Sambrano (established 1994)		
Classrooms	48	
Students per Classroom	24	
Building Capacity	1152	1036.8
Current Enrollment	492	492
Percentage Utilized (out of 100%)	**43**	**47**

Sambrano F
Y25
Utilities Cost:
$86,563
(Does not include scheduled maintenance or deferred maintenance)

Campus Utilization as of January 29, 2026

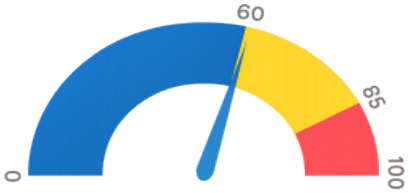


Alarcon
FY25
Utilities Cost:
$113,077
(Does not include scheduled maintenance or deferred maintenance)

As of January 29, 2026	Raw Capacity	Estimated Functional Capacity
Alarcon (established 1936)		
Classrooms	45	
Students per Classroom	24	
Building Capacity	1080	972
Current Enrollment	297	297
Percentage Utilized (out of 100%)	**28**	**31**
Borrego (established 2001)		
Classrooms	45	
Students per Classroom	24	
Building Capacity	1080	972
Current Enrollment	527	527
Percentage Utilized (out of 100%)	**49**	**54**

Borrego
FY25
Utilities Cost:
$94,433
(Does not include scheduled maintenance or deferred maintenance)

Campus Utilization as of January 29, 2026



GEMS
FY25
Utilities Cost:
$190,703
(Does not include scheduled maintenance or deferred maintenance)

As of January 29, 2026	Raw Capacity	Estimated Functional Capacity
GEMS (established 1972)		
Classrooms	67	
Students per Classroom	28	
Building Capacity	1876	1500.8
Current Enrollment	394	394
Percentage Utilized (out of 100%)	**21**	**26**
SEHS (established 1997)		
Classrooms	81	
Students per Classroom	28	
Building Capacity	2268	1814.4
Current Enrollment	900	900
Percentage Utilized (out of 100%)	**40**	**50**

SEHS
FY25
Utilities Cost:
$409,984
(Does not include scheduled maintenance or deferred maintenance)

Facility Assessment & Long-Range Facility Plan

- ***Facility Assessment***
  - *Evaluates current building conditions, provides facility condition index (FCI)*
  - ***Identifies repairs, replacements, and safety needs***
  - *Provides cost estimates and priorities*
  - *Provides building utilization data*
- ***Why It Matters***
  - *Assessment = Facts*
  - *Supports responsible spending, transparency, and safe learning environments*



FACILITY ASSESSMENT

- ***Long Range Facility Plan***
  - *Uses Assessment data and enrollment trends*
  - *Sets a 5–10-year strategy for renovations, new construction and funding*
  - *Aligns facilities with educational goals*
  - *TEA Requirement (19 TAC §61.1040) for capital improvement projects (construction, major renovation, etc.)*
- ***Why It Matters***
  - *Long-range plan = Roadmap*
  - *Supports responsible spending, transparency, and safe learning environments*

- ***Cost for Both Services***
  - *$121k for both services, payments broken down over three (3) years ($40,333 per year)*
  - *Approximately 4-6 months to complete facility assessments*
  - *Approximately 3-6 months to complete the long-range planning*



LONG-RANGE FACILITY PLAN

Difference between a TRE/VATRE and a Bond

TRE (Tax Ratification Election)

A TRE is a vote that lets a school district raise its tax rate to get more money every year.

That extra money usually pays for day-to-day needs, like:

- Teacher salaries
- Staff positions
- Programs for students
- Operating expenses
- Under M&O tax rate (can't use for I&S items)

Think of a TRE like asking voters:

"Can we increase our monthly income to run the school better?"

Bond

A Bond is a vote that lets a school district borrow a large amount of money one time, which is then paid back over many years.

Bond money is used for big projects, such as:

- Building new schools
- Renovating classrooms
- Buying buses or technology
- Major facility upgrades
- Under I&S tax rate (can't use for M&O items)

Think of a Bond like asking voters:

"Can we take out a long-term loan to build or improve schools?"

*TRE Implementation Timeline

- 7/4/25 – The Board must select an Auditor to conduct the efficiency audit
- 8/18/25 – The Board must adopt the tax rate and call the election
- 10/4/25 - The efficiency audit must be completed and posted to the district website
  - The results must be discussed in a public meeting before the election
- 11/4/25 – Election Day

**Presented at the Board meeting on September 16, 2025*

Tentative Deadlines

TRE Sample Dates

Phase	Deadline/Date
First Tax Hearing Notice	Early–Mid Jul 2026
First & Second Public Hearings	Jul–Aug 2026
Board adopts tax rate	**By Aug 24, 2026**
Board orders VATRE	**By Aug 17, 2026**
Publish/post election notice	Oct 4–Oct 24 / Oct 13 2026
Early voting	Oct 19–Oct 30, 2026
Voter registration deadline	Oct 5, 2026
Ballot-by-mail app deadline	Oct 23, 2026
Election Day (VATRE)	**Nov 3, 2026**

Bond Sample Dates

Date	Action
Apr–Jun 2026	Board workshops + community engagement
Early Jul	Review bond package & draft language
Early Aug	Final bond package
Aug 17, 2026	**Board orders bond election (hard deadline)**
Sept	Ballot proof + voter education
Oct 19–30	Early voting
Nov 3	Election Day
Mid-Nov	Canvass
Dec–Jan	Bond issuance process begins

Questions Discussion

San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone: 915.872.3900
Fax: 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Gina Ramirez, Executive Director of Human Resources
Subject: 2025-2026 Athletic Stipend Information
Date: February 11, 2026

HISTORY: Compensation plans are reviewed yearly to support fair compensation for the SEISD employees. The compensation plan includes employee pay and stipends. The board of trustees provides guidance on revisions to the compensation plan and ultimately approves the final compensation plan each year.

RATIONALE: A review of SEISD athletic stipends enables the SEISD board of trustees to assess the financial impact of each athletic program on stipends for coaching positions.

Region 19 districts were used to identify the district with student enrollment closest to SEISD's. SEISD is uniquely distinct from the larger and smaller Region 19 district groups. For purposes of the athletic stipend data, the district with the closest student enrollment and campus numbers, Canutillo ISD, was selected.

The total district athletic stipend was calculated for both the middle and high schools. Additionally, a one-to-one comparison of each position and its related stipend was conducted to provide information on stipend levels between SEISD and Canutillo ISD.

The review found that, on a one-to-one basis, SEISD athletic stipends total $120,975.00 more than those of Canutillo ISD.

Sports that showed at least $1,000 more than the CISD stipends in SEISD were: Middle School (MS) Volleyball, MS Golf, MS Wrestling, MS Baseball, MS Softball, and High School (HS) Football, Cross Country, Soccer, Track, Tennis, Wrestling, and Golf.

BUDGET IMPACT: None.

ADMINISTRATIVE RECOMMENDATION: The presentation is for informational purposes only.

For Approval? ☐ Yes ☒ No
If no, please check one: ☐ Presentation ☐ Report ☒ Information
Please check if applicable: ☒ Attachment Included

2025-2026 Athletic Stipends Information

February 11, 2026

Overview

SEISD Stipend Amount by Year	
SEISD Campus Level	**Totals**
Middle School	$60,830.00
High School	$293,295.00
Total Combined	**$357,125.00**

2025-2026 BOT Approved Compensation Plan Data

Overview: SEISD Middle School Level

Middle School Total **$60,830.00**

Cross Country	
Middle School -Boys	$1,800.00
Middle School -Girls	$1,800.00
Total	$3,600.00
Football	
Head Coach -MS	$3,200.00
Middle School -7th	$2,700.00
Middle School -7th	$2,700.00
Middle School -8th	$2,700.00
Middle School -8th	$2,700.00
Total	$14,000.00
Volleyball	
Middle School -7th	$2,160.00
Middle School -8th	$2,160.00
Middle School -8th B Team	$2,160.00
Total	$6,480.00
Basketball (Boys)	
Middle School -7th	$2,000.00
Middle School -8th	$2,000.00
Total	$4,000.00

Basketball (Girls)	
Middle School -7th	$2,000.00
Middle School -8th	$2,000.00
Total	$4,000.00
Soccer (Boys)	
Middle School -7th	$1,800.00
Middle School -8th	$1,800.00
Total	$3,600.00
Soccer (Girls)	
Middle School -7th	$1,800.00
Middle School -8th	$1,800.00
Total	$3,600.00
Golf	
Head Coach -MS	$1,000.00
Total	$1,000.00
Track	
Middle School -7th Boys	$1,800.00
Middle School -7th Girls	$1,800.00
Middle School -8th Boys	$1,800.00
Middle School -8th Girls	$1,800.00
Total	$7,200.00

Wrestling	
Middle School	$1,800.00
Total	$1,800.00
Baseball	
Middle School -7th	$1,800.00
Middle School -8th	$1,800.00
Total	$3,600.00
Softball	
Middle School -7th	$1,800.00
Middle School -8th	$1,800.00
Total	$3,600.00
Tennis	
Middle School -7th	$1,800.00
Middle School -8th	$1,800.00
Total	$3,600.00
Cheerleading	
Middle School -7th	$1,875.00
Middle School -8th	$1,875.00
Total	$3,750.00

2025-2026 BOT Approved Compensation Plan Data

SESD Overview High School Level

High School Total **$293,295.00**

HS Football	
Head Coach	$16,000.00
Defensive **Coordinator**	$9,000.00
Offensive **Coordinator**	$9,000.00
Special and Wide Receivers **Assistant**	$7,200.00
Sloths **Assistant**	$7,200.00
Corners **Assistant**	$7,200.00
Defensive Lineman **Assistant**	$7,200.00
Outside Line Backers **Assistant**	$7,200.00
Running Back and Tailback	$7,000.00
Safety Assistant **-9th**	$7,000.00
Total	$84,000.00

Cross Country	
Varsity Coach	$7,500.00
Assistant-HS	$3,600.00
Total	$11,100.00

Volleyball	
Varsity Coach	$6,500.00
JR Varsity	$3,510.00
9th	$3,510.00
Total	$13,520.00

Soccer (Boys)	
Head Coach	$7,500.00
Assistant	$3,900.00
JR Varsity	$3,500.00
Total	$14,900.00

Soccer (Girls)	
Head Coach	$7,500.00
Assistant	$3,900.00
JR Varsity	$3,500.00
Total	$14,900.00

Track	
Head Coach -Boys	$6,000.00
Head Coach -Girls	$6,000.00
Assistant	$3,900.00
Assistant	$3,900.00
Assistant	$3,900.00
Total	$23,700.00

Tennis	
Head Coach	$7,500.00
Assistant	$3,900.00
Total	$11,400.00

Basketball (Boys)	
Varsity Coach	$8,500.00
JR Varsity	$3,650.00
9th	$3,650.00
Total	$15,800.00

Basketball (Girls)	
Varsity Coach	$8,500.00
JR Varsity	$3,650.00
9th	$3,650.00
Total	$15,800.00

Wrestling	
Head Coach Boys & Girls	$6,500.00
Assistant -HS	$3,500.00
Total	$10,000.00

Golf	
Head Coach Boys & Girls	$4,750.00
Assistant -HS	$2,625.00
Total	$7,375.00

Baseball	
Head Coach	$6,500.00
Assistant	$3,900.00
JR Varsity	$3,500.00
Total	$13,900.00

Softball	
Head Coach	$6,500.00
Assistant	$3,900.00
JR Varsity	$3,500.00
Total	$13,900.00

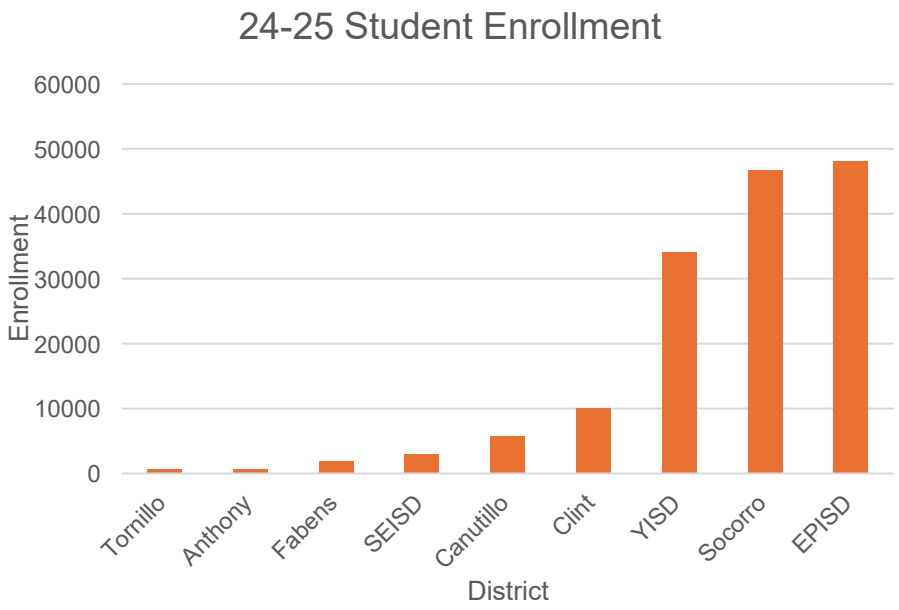
Cheerleading	
Varsity	$4,500.00
Assistant -HS	$2,500.00
Total	$7,000.00

Athletic Trainer	
Athletic Trainer	$18,000.00
Athletic Trainer	$18,000.00
Total	$36,000.00

2025-2026 BOT Approved Compensation Plan Data

Region 19 Enrollment by District

District	Campuses	Enrollment
Tornillo	3	726
Anthony	3	725
Fabens	4	1864
SEISD	**6**	**2922**
Canutillo	**10**	**5727**
Clint	14	10053
YISD	49	34005
Socorro	52	46589
EPISD	76	47994
SEISD/CISD Enrollment Difference		**-2805**



The SEISD is most similar in enrollment size to Canutillo ISD.

*2024-2025 TAPAR data used

Comparison Review

District	Campuses	Enrollment
SEISD	**6**	**2922**
Canutillo	**10**	**5727**

Middle Schools

District	Campus	Enrollment
SEISD	GEMS	**408**
CISD	Jose J Alderete MS	***570**
CISD	Canutillo MS	~~717~~
Difference	**-162**	

High Schools

District	Campus	Enrollment
SEISD	SEHS	**984**
CISD	Canutillo HS	***1441**
CISD	Northwest Early College HS	~~373~~
Difference	**-457**	

*2024-2025 TAPAR data used

Middle School Data

- Indicates the position does not exist in CIS

Indicates the percent difference of the stipend amount where SEISD stipend is higher than the CISD.

Cantillo ISD			
(24-25) 5727 [x2 MS/x2 HS]			
Coaching Position	**Stipend Amount**	**Notes**	**% Diff.**
Cross Country			
MS-Coach	*$3,300.00*	7th & 8th	92%
			-
	$3,300.00		
Football			
MS-7th Assistant (x2)	*$2,800.00*	$5,600.00	88%
MS-7th Head Coach (x2)	*$3,300.00*	$6,600.00	122%
MS-8th Assistant (x2)	*$2,800.00*	$5,600.00	104%
MS-8th Head Coach (x2)	*$3,300.00*	$6,600.00	122%
MS-Assistant (1 per Campus)	*$2,300.00*	2300	85%
	$14,500.00	**$26,700.00**	
Volleyball			
7th Volleyball	*$2,300.00*	1 per campus	0%
8th Volleyball	*$2,500.00*	1 per campus	0%
			-
	$4,800.00		
Basketball (Boys)		x2 per Campus	
7th Basketball	*$2,300.00*		115%
8th Basketball	*$2,300.00*		115%
	$4,600.00		

SEISD Comparison to Cantillo ISD 1:1				STU ENR DIFF
(24-25) San Eli 2922 [x1MS-408/x1HS-984] to 5727 [x2 MS-570/x2 HS-1441]				MS-162/HS-457
Coaching Position	**Stipend Amount**	**Notes**	**SEISD ST ENR**	**$ Difference**
Cross Country				
MS-Coach	*$3,300.00*	7th & 8th		
			-	
	$3,300.00			-$300.00
Football				
MS-7th Assistant (x2)	*$2,800.00*	$5,600.00	-	
MS-7th Head Coach (x1)	*$3,300.00*	$3,300.00		
MS-8th Assistant (x2)	*$2,800.00*	$5,600.00		
MS-8th Head Coach (0)	*$3,300.00*	$0.00		
MS-Assistant (0)	*$2,300.00*	0		
	$14,500.00	**$14,500.00**		$500.00
Volleyball				
7th Volleyball	*$2,300.00*	1 per campus		
8th Volleyball	*$2,500.00*	1 per campus		
			-	
	$4,800.00			-$1,680.00
Basketball (Boys)		x2 per Campus		
7th Basketball	*$2,300.00*			
8th Basketball	*$2,300.00*			
	$4,600.00			$600.00

*2025-2026 ISD's published compensation data used

Middle School Data

Basketball (Girls)				**Basketball (Girls)**			
7th Basketball	*$2,300.00*		115%	7th Basketball	*$2,300.00*		
8th Basketball	*$2,300.00*			8th Basketball	*$2,300.00*		
	$4,600.00				**$4,600.00**		$600.00
Soccer (Boys)				**Soccer (Boys)**			
7th Soccer	*$1,800.00*		100%	7th Soccer	*$1,800.00*		
8th Soccer	*$1,800.00*		100%	8th Soccer	*$1,800.00*		
	$3,600.00				**$3,600.00**		$0.00
Soccer (Girls)				**Soccer (Girls)**			
7th Soccer	*$1,800.00*		100%	7th Soccer	*$1,800.00*		
8th Soccer	*$1,800.00*		100%	8th Soccer	*$1,800.00*		
	$3,600.00				**$3,600.00**		$0.00
Golf				**Golf**			
	$0.00		-		$0.00	-	
	$0.00				**$0.00**		-$1,000.00
Track		x2 per Campus		**Track**		x2 per Campus	
Track 7th	*$1,800.00*		100%	Track 7th	*$1,800.00*		
Track 7th	*$1,800.00*		100%	Track 7th	*$1,800.00*		
Track 8th	*$1,800.00*		100%	Track 8th	*$1,800.00*		
Track 8th	*$1,800.00*		100%	Track 8th	*$1,800.00*		
	$7,200.00	$14,400.00			**$7,200.00**	$14,400.00	$0.00
Wrestling				**Wrestling**			
	$0.00		-		$0.00	-	
	$0.00				**$0.00**		-$1,800.00

*2025-2026 ISD's published compensation data

Middle School Data

Baseball			
MS Baseball Coach	*$1,300.00*	per campus	72%
MS Baseball Coach	*$1,300.00*		72%
	$2,600.00		
Softball			
MS Softball Coach	*$1,300.00*	per campus	72%
MS Softball Coach	*$1,300.00*		72%
	$2,600.00		
Tennis			
			-
			-
	$0.00		
MS Cheerleading			
Cheerleading	*$2,000.00*	per campus	107%
Cheerleading	*$2,000.00*	per campus	107%
	$4,000.00		
MS-Athletic Coordinator			
MS-Athletic Coordinator	*$3,300.00*	per campus	100%
	$3,300.00		

CISD Total Middle School **$78,100.00**

Baseball			
MS Baseball Coach	*$1,300.00*	per campus	
MS Baseball Coach	*$1,300.00*		
	$2,600.00		-$1,000.00
Softball			
MS Softball Coach	*$1,300.00*	per campus	
MS Softball Coach	*$1,300.00*		
	$2,600.00		-$1,000.00
Tennis			
			-
			-
	$0.00		$0.00
MS Cheerleading			
Cheerleading	*$2,000.00*	per campus	
Cheerleading	*$2,000.00*	per campus	
	$4,000.00		$250.00
MS-Athletic Coordinator			
MS-Athletic Coordinator	*$3,300.00*	per campus	
	$3,300.00		$3,300.00 $2,070.00

1:1 Total Middle School **$65,900.00**

*2025-2026 ISD's published compensation data

High School Data

HS Football								
						$0.00	-	-$16,000.00
9th Grade Coach x3	*$7,400.00*		3	106%	9th Grade Coach x1	*$7,400.00*	$7,400.00	$400.00
Coordinator x2	*$10,250.00*		2	114%	Coordinator x2	*$10,250.00*	$20,500.00	$2,500.00
Varsity Assistant x6	*$8,400.00*		6	117%	Varsity Assistant x6	*$8,400.00*	$50,400.00	$14,400.00
No Running Back and Tailback	$0.00		-		No Running Back and Tailback		$0.00	- -$7,000.00
								-$5,700.00
	$26,050.00	**$93,100.00**				**$26,050.00**	**$78,300.00**	-$5,700.00

Cross Country								
Varsity Coach	*$6,100.00*			81%	Varsity Coach	*$6,100.00*		
	$6,100.00					**$6,100.00**		-$5,000.00

Volleyball								
Varsity Head Coach	*$6,800.00*			105%	Varsity Head Coach	*$6,800.00*		
JV Coach	*$3,800.00*			108%	JV Coach	*$3,800.00*		
9th Grade Coach	*$3,800.00*			108%	9th Grade Coach	*$3,800.00*		
	$14,400.00				567	**$14,400.00**		$880.00

High School Data

Soccer (Boys)				
Varsity Coach	*$6,800.00*			91%
JV Coach	*$3,800.00*			97%
Developmental	*$2,300.00*			66%
	$12,900.00			

Soccer (Girls)				
Varsity Coach	*$6,800.00*			91%
JV Coach	*$3,800.00*			97%
Developmental	*$2,300.00*			66%
	$12,900.00			

Track				
Head Coach -Boys/Girls	*$7,100.00*			118%
Varsity Assistant	*$4,200.00*	x5	$16,800.00	108%
	$11,300.00		**$28,100.00**	

Tennis				
Varsity Coach	*$6,500.00*			87%
				-
	$6,500.00			

Soccer (Boys)				
Varsity Coach	*$6,800.00*			
JV Coach	*$3,800.00*			
Developmental	*$2,300.00*			
	$12,900.00			-$2,000.00

Soccer (Girls)				
Varsity Coach	*$6,800.00*			
JV Coach	*$3,800.00*			
Developmental	*$2,300.00*			
	$12,900.00			-$2,000.00

Track				
Head Coach -Boys/Girls	*$7,100.00*			-$4,900.00
Varsity Assistant	*$4,200.00*	x3	$12,600.00	$900.00
	$19,700.00	---------->	-$4,000.00	-$4,000.00

Tennis				
Varsity Coach	*$6,500.00*			
				-
	$6,500.00			-$4,900.00

*2025-2026 ISD's published compensation data used

High School Data

Basketball (Boys)		
Varsity Coach	*$8,750.00*	103%
JV Coach	*$3,800.00*	104%
9th grade coach	*$3,600.00*	99%
	$16,150.00	
Basketball (Girls)		
Varsity Coach	*$8,750.00*	103%
JV Coach	*$3,800.00*	104%
9th grade coach	*$3,600.00*	99%
	$16,150.00	
Wrestling		
	$0.00	-
	$0.00	-
	$0.00	
Golf		
Varsity Coach	*$5,000.00*	
	$0.00	-
	$5,000.00	
Baseball		
Varsity Coach	*$6,800.00*	105%
JV Coach	*$3,800.00*	97%
JV Asst	*$3,100.00*	89%
	$13,700.00	

Basketball (Boys)		
Varsity Coach	*$8,750.00*	
JV Coach	*$3,800.00*	
9th grade coach	*$3,600.00*	
	$16,150.00	$350.00
Basketball (Girls)		
Varsity Coach	*$8,750.00*	
JV Coach	*$3,800.00*	
9th grade coach	*$3,600.00*	
	$16,150.00	$350.00
Wrestling		
	$0.00	-
	$0.00	-
	$0.00	-$10,000.00
Golf		
Varsity Coach	*$5,000.00*	
	$0.00	-
	$5,000.00	-$2,375.00
Baseball		
Varsity Coach	*$6,800.00*	
JV Coach	*$3,800.00*	
JV Asst	*$3,100.00*	
	$13,700.00	-$200.00

*2025-2026 ISD's published compensation data used

High School Data

Softball		
Varsity	*$6,800.00*	105%
JV Coach	*$3,800.00*	97%
JV Assistant	*$3,100.00*	89%
	$13,700.00	

Softball		
Varsity	*$6,800.00*	
JV Coach	*$3,800.00*	
JV Assistant	*$3,100.00*	
	$13,700.00	-$200.00

HS Cheerleading		
Varsity	*$4,500.00*	100%
Assistant	*$2,500.00*	100%
	$7,000.00	

HS Cheerleading		
Varsity	*$4,500.00*	
Assistant	*$2,500.00*	
	$7,000.00	$0.00

Athletic Trainer		
	$0.00	-
	$0.00	-
	$0.00	

Athletic Trainer		
	$0.00	-
	$0.00	-
	$0.00	-$36,000.00

		-$73,555.00

CISD Total High School **$245,700.00**

1:1 Total High School **$170,250.00**

*2025-2026 ISD's published compensation data used

Summary

Stipend Totals and Cost Difference		
SEISD Total (MS+HS)	$357,125.00	
CISD Total (MS+HS)	$323,800.00	Straight Difference -$33,325.00
MS+HS 1:1	$236,150.00	1:1 Difference -$120,975.00

- When comparing at a one-to-one ratio there is a difference of $120,975.00 between the SEISD and CIS athletic stipends

Stipend Side by Side Totals by Grade Level	
SEISD HS	$293,295.00
CISD HS	$245,700.00
SEISD MS	$63,830.00
CISD MS	571 $78,000.00

*2025-2026 ISD's published compensation data used

San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone: 915.872.3900
Fax 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Elizabeth Perez, Chief Financial Officer
Subject: Health Insurance Update
Date: February 11, 2026

HISTORY: A request was made for an update on the health fund.

RATIONALE The purpose of this document is to provide an update on the health fund.

BUDGET: N/A as this is to provide information on the health fund.

ADMINSTRATIVE RECOMMENDATION: This information is for discussion only.

For Approval? ☐ Yes ☒ No
If no, please check one: ☐ Presentation ☐ Report ☒ Information
Please check if applicable: ☒ Attachment Included

Health Insurance

Account Name by Fiscal Year (July-June)	Fiscal Year 2021	Fiscal Year 2022	Fiscal Year 2023	Fiscal Year 2024	Fiscal Year 2025
Employee Contributions	1,338,632	1,282,345	1,366,691	1,336,626	1,015,839
Employer Contributions	2,975,868	2,793,633	3,025,683	2,863,243	2,098,021
Health Savings Account Contributions	2,491	70,213	75,064	74,511	100,715
Flexible Spending Account Contributions	26,939	39,508	37,567	43,710	35,505
Total Revenues	4,343,930	4,185,699	4,505,005	4,318,090	3,250,080
Claims Paid	3,677,923	4,017,738	4,192,239	4,020,133	2,226,090
Aetna Fees	86,263	107,986	203,874	181,807	49,784
HUB Consultant Fees	24,000	24,000	24,000	24,000	26,000
Employee Assistance Program Fees	-	-	7,380	8,856	9,594
Rebates & Revoceries	(199,785)	(112,369)	(755,084)	(214,210)	(381,075)
Stop Loss Insurance	801,891	828,550	989,869	969,075	703,741
Health Savings Account Claims	2,443	71,620	78,682	83,347	103,691
Flexible Spending Account Claims	2,646	34,886	46,809	41,422	33,961
General Supplies & Misc Contracted Services	-	-	-	-	
ACA Fees	1,843	1,816	1,744	1,797	-
Total Expenses	4,397,225	4,974,227	4,789,513	5,116,227	2,771,786
Interest Earned	267	310	1,218	907	386
Non Operating Revenues	267	310	1,218	907	386
Income (Loss)	(53,027)	(788,219)	(283,290)	(797,230)	478,680
Transfer in from General Fund	1,500,000	600,000	-		-
Change in Net Position	1,446,973	(188,219)	(283,290)	(797,230)	478,680
Beginning Net Position	(1,215,823)	231,150	42,931	(240,359)	(1,037,588)
Ending Net Position	231,150	42,931	(240,359)	(1,037,588)	(558,908)

NOTE: Employee assistance program did not start until fiscal year 2023

NOTE: Health savings and flexible spending account claims were not tracked separately until fiscal year 2021

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MEMORANDUM

To: Members of the Board of Trustees
From: Sandra Sanchez, Career and Technical Education Administrator
Subject: CTE Course Requests Information
Date: February 11, 2026

HISTORY:
Every year, school counselors collect information from students regarding their course selections for certain courses.

RATIONALE: The counselors have provided the information below regarding the course requests. Please note that the seat capacity for several programs was approved to be increased for the following year. Therefore, the numbers were updated accordingly in table two.

Table 1 - First Draft:

Seat Capacity — How many students selected the course — How many students selected the course — Over/Under Capacity

	Seat Capacity	Student Selection 2030	Availability	Student Selection 2029	Over All Availability
Auto	16	25	-9	9	-18
Graphic Design	18	17	1	9	-8
Culinary	15	18	-3	3	-6
Engineering	25	8	17	9	8
ROTC		10			
Cosmetology	25	25	0		
PCT	10	13	-3	7	-10
EMT	15	6	9		
Health Science					
Bio Med.	25	15	10	7	3
Law Enfor.	25	15	10	7	3
Drones	20	3	17	3	14
Bus Mgt.	25	6	19	4	15
A/V	25	3	22	0	22

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Table 2 – Updated table with new seat capacity

	Seat Capacity	Student Selection 2030	Availability	Student Selection 2029	Over All Availability
Auto	20	25	-5	9	-14
Graphic Design	25	17	8	9	-1
Culinary	20	18	2	3	-1
Engineering	25	8	17	9	8
ROTC	N/A	10			
Cosmetology	25	25	0		
PCT	10	13	-3	7	-10
EMT	15	6	9		
Health Science					
Bio Med.	25	15	10	7	3
Law Enfor.	25	15	10	7	3
Drones	20	3	17	3	14
Bus Mgt.	25	6	19	4	15
A/V	25	3	22	0	22

Note: Please note that early college students will need to be removed from introductory courses; therefore, their course selections will change to best align with their early college schedules. At this time, we do not have a finalized list of students who applied to and were admitted to SEECHS.

BUDGET IMPACT:
There is no budget impact

ADMINISTRATIVE RECOMMENDATION: The administrative recommendation is for the Board to review the information.

For Approval? ☐ Yes ☒ No
If no, please check one: ☐ Presentation ☐ Report ☒ Information
Please check if applicable: ☐ Attachment Included

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MEMORANDUM

To: Members of the Board of Trustees
From: Sandra Sanchez, Career and Technical Education Administrator
Subject: CCMR Student Survey
Date: February 11, 2026

HISTORY:

A survey was developed and distributed on February 26, 2025, to gauge student interest across 11 programs of study, 12 career pathways, and one Early College High School option, totaling 13 college and career readiness opportunities. Additionally, the Health Science program was disaggregated to specifically assess student interest in its two distinct health career pathways (Patient Care Technician and EMT).

The survey included the following information for each pathway: program of study, a summary description of the career pathway, the type of certification students could earn, and a rating of interest.

Student interest was measured on a scale from 0 to 10, with 0 indicating the lowest interest and 10 the highest. A total of 543 students completed the survey. Participation in the survey included the following grade levels:

- 163 seventh-grade students
- 179 eighth-grade students
- 106 ninth-grade students
- 95 tenth-grade students

Program Results were as follows:

1. San Elizario Early College: 3,409
2. Culinary: 3,014
3. Graphic Design: 2,622
4. Cosmetology: 2,585
5. Law Enforcement: 2,502
6. Biomedical Science: 2,395
7. *Patient Care Technician (Health Science): 2,353
8. Business Management: 2,351
9. Engineering: 2,327
10. Automotive: 2,311
11. Carpentry: 2,253
12. *EMT (Health Science): 2,244

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13. Digital Communications
(A/V Production) : 1,805

RATIONALE:
This survey was conducted to gather data on students' career and college interests in grades 7 through 10. Moving forward, a follow-up survey will be conducted at the end of February 2026. The updated survey will include an additional question allowing students to indicate interest in programs of study not currently offered at San Elizario High School.

Additionally, the interest rating scale will be revised to range from 0 to 3, with 0 indicating the lowest interest and 3 the highest.

BUDGET IMPACT:
There is no impact on the budget.

ADMINISTRATIVE RECOMMENDATION:
The administrative recommendation is for the board to review this information.

For Approval? ☐ Yes ☒ No
If no, please check one: ☐ Presentation ☐ Report ☒ Information
Please check if applicable: ☒ Attachment Included

2025 San Elizario ISD College and Career Interest Survey

Students will complete this interest survey by rating based on the college and career opportunities on a scale 1-10. Number 1 being the least interest and number 10 being the highest interest.
San Elizario Independent School District offers 11 Career Pathways and the Early College High School all which are located in San Elizario High School.
To better serve our students we would like to take a College and Career Interest survey to see where our students interest are. We appreciate your participation.

When you submit this form, it will not automatically collect your details like name and email address unless you provide it yourself.

* Required

1. Please type your first name *

Enter your answer

2. Please type your last name. *

Enter your answer

3. Please enter your school's ID number. *

Enter your answer

4. Select the school you are currently attending *

- ◯ Garcia-Enriquez Middle School
- ◯ San Elizario High School

5. Select Your Grade Level *

- ◯ 7th Grade
- ◯ 8th Grade
- ◯ 9th Grade
- ◯ 10th Grade

6. **Career Pathway: Automotive:** Students will learn automotive basics includes applicable safety and environmental rules and regulations. Students will gain knowledge and skills in the repair, maintenance and diagnosis of vehicle systems. Tool Identification and proper use. Students can certify in ASE - Automotive Service Excellence.

   Please rate your interest in this career between the numbers 0 -10. The number 0 = Least interest and the number 10 = Highest interest. Thank you.

0	1	2	3	4	5	6	7	8	9	10
Not interested										Extremely interested

7. **Career Pathway: Biomedical Science:** Students examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person's life. Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis in the body. Students investigate how to prevent, diagnose, and treat disease. This is a Project Lead the Way Program.

   Please rate your interest in this career between the numbers 0 -10. The number 0 = Least Interest and the number 10 = Highest Interest. Thank you.
   *

0	1	2	3	4	5	6	7	8	9	10

8. **Career Pathway: Business Management:** Students apply technical skills to address business applications of emerging technologies, create word-processing documents, develop a spreadsheet using charts and graphs, formulate a database, and make an electronic presentation using appropriate multimedia software. Students can receive a certification in NOCTI - Administrative Asssitant.

   Please rate your interest in this career between the numbers 0 -10. The number 0 = Least Interest and the number 10 = Highest Interest. Thank you.

0	1	2	3	4	5	6	7	8	9	10

9. **Career Pathway: Carpentry (Construction Technology)**:
   Students will have a strong knowledge of construction safety, construction mathematics, and common hand and power tools needed to enter the workforce as carpenters, building maintenance technicians or supervisors, or to prepare for a postsecondary degree in construction management, architecture, or engineering. Students can certify in NCCER.

   Please rate your interest in this career between the numbers 0 -10. The number 0 = Least Interest and the number 10 = Highest Interest. Thank you.

0	1	2	3	4	5	6	7	8	9	10

Not interested Extremely interested

10. **Career Pathway: Cosmetology:**
    Students will learn sterilization and sanitation procedures, hair care, nail care, and skin care. Students will attain academic skills and knowledge and technical knowledge and skills related to cosmetology design and color theory. Students can certify in Cosmetology License.

    Please rate your interest in this career between the numbers 0 -10. The number 0 = Least Interest and the number 10 = Highest Interest. Thank you.

0	1	2	3	4	5	6	7	8	9	10

11. **Career Pathway: Culinary Arts:**
    Students will learn the fundamentals and principles of the art of cooking and the science of baking and includes management and production skills and techniques. Culinary Arts will provide insight into food production skills, various levels of industry management, and hospitality skills. Students can certify in ServSafe Manager.

    Please rate your interest in this career between the numbers 0 -10. The number 0 = Least Interest and the number 10 = Highest Interest. Thank you.

0	1	2	3	4	5	6	7	8	9	10

Not interested Extremely interested

12. **Career Pathway: Graphic Design & Interactive Media**
    Students will learn to develop a technical understanding of the industry with a focus on skill proficiency in Adobe Illustrator to produce graphics on banners, brochures, caps, t-shirts, mugs, etc.. Instruction will be delivered through lab-based classroom experiences. Students can certify in Adobe Illustrator.

    Please rate your interest in this career between the numbers 0 -10. The number 0 = Least Interest and the number 10 = Highest Interest. Thank you.

14. **Career Pathway: Engineering**
Students will learn the different stages of the engineering design process to develop a product or solution. Students will explore and develop skills to solve problems, make decisions, and manage a project. Students will learn to work with engineering software AutoCAD and do 3D printing.
Please rate your interest in this career between the numbers 0 -10. The number 0 = Least Interest and the number 10 = Highest Interest. Thank you.

0	1	2	3	4	5	6	7	8	9	10

Not interested Extremely interested

15. **Career Pathway: Health Science**

Emergency Medical Technician (EMT): Students will learn to become first responders and provide medical care and transportation to patients in need. Students will do internships on an ambulance and hospital emergency room. Students will be provided the opportunity to receive the certification as an EMT.

Please rate your interest in this career between the numbers 0 -10. The number 0 = Least Interest and the number 10 = Highest Interest. Thank you.

0	1	2	3	4	5	6	7	8	9	10

Not interested Extremely interested

16. **Career Pathway: Health Science** Students have a choice in career pathways but will chose one direction their sophomore year:

Patient Care Technician (PCT): Students will learn to provide hands-on-care to patients, monitoring vital signs, collecting specimens, and reporting patient conditions. Students will do internships in a hospital and rehabilitation centers. Students will be provided the opportunity to receive the certification as a PCT.

Please rate your interest in this career between the numbers 0 -10. The number 0 = Least Interest and the number 10 = Highest Interest. Thank you.

0	1	2	3	4	5	6	7	8	9	10

Not interested Extremely interested

17. **Career Pathway: Law Enforcement:**
Students will understand ethical and legal responsibilities, patrol procedures, first responder roles, telecommunications, emergency equipment operations, and courtroom testimony. Students will learn defensive tactics, restraint techniques, and first aid procedures. Students will certify as Non-Commissioned Officers.

Please rate your interest in this career between the numbers 0 -10. The number 0 = Least Interest and the number 10 = Highest Interest. Thank you.

0	1	2	3	4	5	6	7	8	9	10

Not interested Extremely interested

18. **Career Pathway: San Elizario Early College High School - Associates Degree**

Students will earn a 2-year degree will in high school. Students will take college courses and attend El Paso Community College.

Please rate your interest in this career between the numbers 0 -10. The number 0 = Least Interest and the number 10 = Highest Interest. Thank you.

0	1	2	3	4	5	6	7	8	9	10

Not interested Extremely interested

Submit

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MEMORANDUM

To: Members of the Board of Trustees

From: Alexander Corona, Principal, Ann M. Garcia-Enriquez Middle School, and Edgar Ponce, Research and Evaluation Administrator

Subject: 7th and 8th Grade RLA 25 vs 26 Local Assessment Data Comparison

Date: February 11, 2026

HISTORY:

Board Trustee, Ms. Alexis Tellez, requested additional information comparing last year's local assessment data for Reading Language Arts to this year's assessments for Ann M. Garcia-Enriquez Middle School.

RATIONALE:

In this data report, student average performance for local assessments for semester 1 for the last two years will be reviewed and looked at.

Examining Fall Local Assessment Data

In addition to comparing assessments by year, you will also be able to see what got tested during those assessments.

<table>
<tr><th>7th RLA</th><th>1st 9 Weeks 4 Weeks</th><th>1st 9 Weeks 8 Weeks</th><th>2nd 9 Weeks 4 Weeks</th><th>2nd 9 Weeks 8 Weeks</th></tr>
<tr><td>2024-2025</td><td colspan="2">Unit 1: Crossing</td><td colspan="2">Unit 3: Transformations</td></tr>
<tr><td>2025-2026</td><td colspan="2">Unit 1: Crossing</td><td colspan="2">Unit 3: Transformations</td></tr>
<tr><td colspan="5">Content Sources</td></tr>
<tr><td>2024-2025</td><td>2023 STAAR</td><td>2022 STAAR</td><td>2023 STAAR</td><td>2023 STAAR</td></tr>
<tr><td rowspan="2"></td><td rowspan="2">Editing</td><td rowspan="2">Short Story and Poem</td><td>Drama</td><td>Informational</td></tr>
<tr><td>Revising</td><td>Revising</td></tr>
<tr><td>2025-2026</td><td>2023 STAAR</td><td>2024 STAAR / Savvas</td><td>2023 STAAR</td><td>Savvas</td></tr>
<tr><td rowspan="2"></td><td rowspan="2">Editing</td><td>Editing</td><td>Drama</td><td>Informational</td></tr>
<tr><td>Realistic-Short Story</td><td>Revising</td><td>Editing</td></tr>
</table>

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8th RLA	1st 9 Weeks 4 Weeks	1st 9 Weeks 8 Weeks	2nd 9 Weeks 4 Weeks	2nd 9 Weeks 8 Weeks
2024-2025	Unit 3: What Matters		Unit 6: The Debate Over	
2025-2026	**Unit 1: Rites of Passage		**Unit 3: What Matters	
Content Sources				
2024-2025	TRS/ TCMPC 2023 STAAR	2024 STAAR	2024 STAAR	2024 STAAR
	TCMPC Item Bank	Informational and Opinion	Revising	Revising
	Editing		*Editing*	Editing
2025-2026	TRS/ TCMPC 2023 STAAR	Savvas	2024 STAAR	2025 STAAR
	TCMPC Item Bank	Fiction	Revising	Revising
	Editing	Revising	*Editing*	Editing

The tables provide an overview of the 7th and 8th grade RLA units of instruction from the 2024–2025 school year compared to 2025–2026. Based on teacher feedback, Unit 6 was removed, Unit 01 was added, and units were strategically reordered to ensure instruction aligns to key points in the academic year. As a result of these instructional shifts, the 4- and 8-week assessments were also adjusted, which is reflected in the table through slight changes in assessment design and content sources.

GEMS RLA

The data attached for 7th graders show how 2024-2025 school year students had a higher average score in 3 out of the 4 assessments presented. The data for 8th graders shows how 2025-2026 school year students had a higher average score in 3 out of the 4 assessments presented. During assessment comparison, it is important to know that the assessments carry a different set of students as well as backgrounds based on vertical alignment and adjustments.

BUDGET IMPACT:

There is no budget impact for this item.

ADMINISTRATIVE RECOMMENDATION:

It is recommended that the Board review the local common assessment data presented.

For Approval? ☐ Yes ☒ No

If no, please check one: ☐ Presentation ☐ Report ☒ Information

Please check if applicable: ☐ Attachment Included