

CLYDE CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
REGULAR MEETING - BOARD OF TRUSTEES
Thursday, January 23, 2025

AGENDA: Notice is hereby given that a Regular Meeting of the Board of Trustees of Clyde Consolidated Independent School District will be held on Thursday, January 23, 2025, at 6:30 PM at the Clyde Auxiliary Building, 2515 South Access Road West, Clyde, Texas 79510.

The subjects to be discussed or considered, for all of which formal action may be taken, are as follows: (Items do not have to be taken in the same order shown on the meeting notice).

1. CALL TO ORDER AND ANNOUNCE A QUORUM

2

CLYDE CISD

EMPOWERING LEADERS. COMMITTED TO SUCCESS.

VISION

CLYDE CISD WILL EMPOWER SUCCESSFUL LEADERS FOR THE CHALLENGES OF THE FUTURE.

CORE BELIEFS AND COMMITMENTS

WE BELIEVE ALL STUDENTS ARE CAPABLE OF SUCCESS.

We will provide a safe, secure and challenging environment.

We will value individual student growth in all areas.

We will value each employee and student's educational growth and learning.

WE BELIEVE IN MAKING STUDENT-DRIVEN & DATA-INFORMED DECISIONS.

We commit to putting the whole child first.

We will consider multiple sources of data when making decisions.

WE BELIEVE EVERYONE HAS LEADERSHIP CAPABILITIES.

We commit to instilling the 7 Habits of Highly Effective People in our students and staff.

We will foster leadership opportunities for students, staff, parents, and community.

WE BELIEVE PARENT/GUARDIAN PARTICIPATION & COMMUNITY COLLABORATION ARE ESSENTIAL.

We commit to improve educational outcomes by engaging in collaborative relationships.

MISSION

TEACHING, ENCOURAGING, ACHIEVING, MOTIVATING

2. INVOCATION

3. PLEDGES OF ALLEGIANCE

4. RECOGNITION OF VISITORS/PUBLIC COMMENT: All persons wishing to address the Board at this time **MUST** complete a registration form by 3:00pm on the day of the meeting.

5. ANNUAL AUDIT PRESENTATION FOR FISCAL YEAR 2024 - Audit Firm of James E. Rodgers & Company

6. PUBLIC HEARING: ANNUAL TEXAS ACADEMIC PERFORMANCE REPORT (TAPR) for 2023-2024 **4**



2023-24

District Annual Report

Public Hearing

Clyde CISD

January 2025

8 Sections to the 2023-24 District Annual Report

1. 2023-24 Texas Academic Performance Report (PDF TAPR)
 - ❑ For the District and each Campus in the District
2. PEIMS Financial Standard Report (2022-23 Financial Actual Report)
 - ❑ For the District and each Campus in the District
3. District Accreditation Status (2022-23 School Year)
4. Campus Performance Objectives
5. Report on Violent or Criminal Incidents on Campuses
6. Student Performance in Postsecondary Institutions
 - ❑ For each High School Campus in the District
7. Progress Toward Board-adopted HB 3 Goals
 - ❑ For the District and each Campus in the District
8. 2023-24 TAPR Glossary

5

The 2023-24 District Annual Report is posted on the district's website at:
www.clydeisd.org

Section 1

2023-24 Texas Academic Performance Report (TAPR)

- Compiled by TEA for every district and campus using
 - ❑ PEIMS
 - ❑ Student Assessment Data

- 2023-24 TAPR is published as a PDF
 - ❑ Includes a wide range of information on the performance of students in each district and campus in the state
 - ❑ Performance is shown disaggregated by student groups, including ethnicity and socioeconomic status
 - ❑ Provides extensive information on school and district staff, programs, and student demographics

6

Section 1

2023-24 Texas Academic Performance Report (TAPR)

➤ **Cover Page**

- ❑ Only includes district or campus name and number
- ❑ Typically, the **Cover Page** includes the following information:
 - Accountability Rating
 - Special Education Determination Status (District TAPR only)
 - Distinction Designations
 - ASVAB Test
 - Only reported on the district’s TAPR and only reported if the district did not offer the ASVAB Test or offered an ASVAB Alternative Test

7

NOTE: As of December 2024, the TAPR does not include A–F ratings or Distinction Designations. The issuance of the A–F ratings under 2024 rule is pending and subject to change.

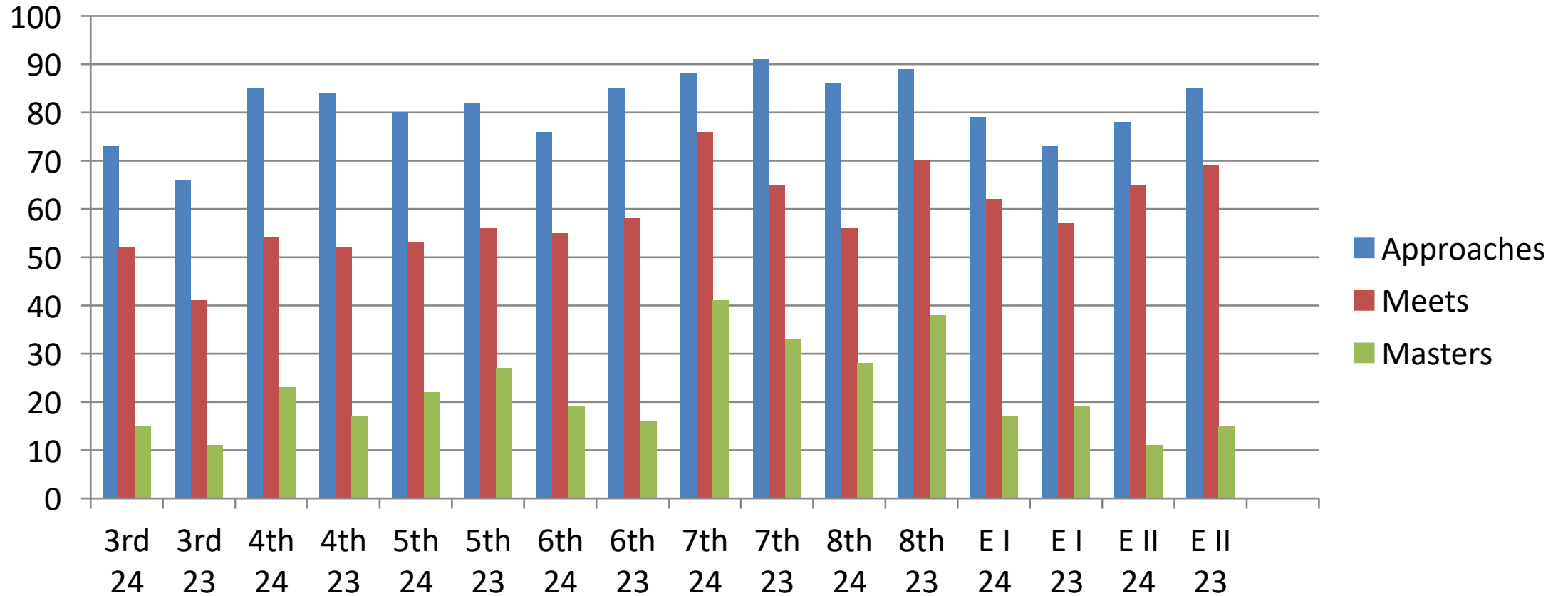
Section 1

2023-24 Texas Academic Performance Report (TAPR)

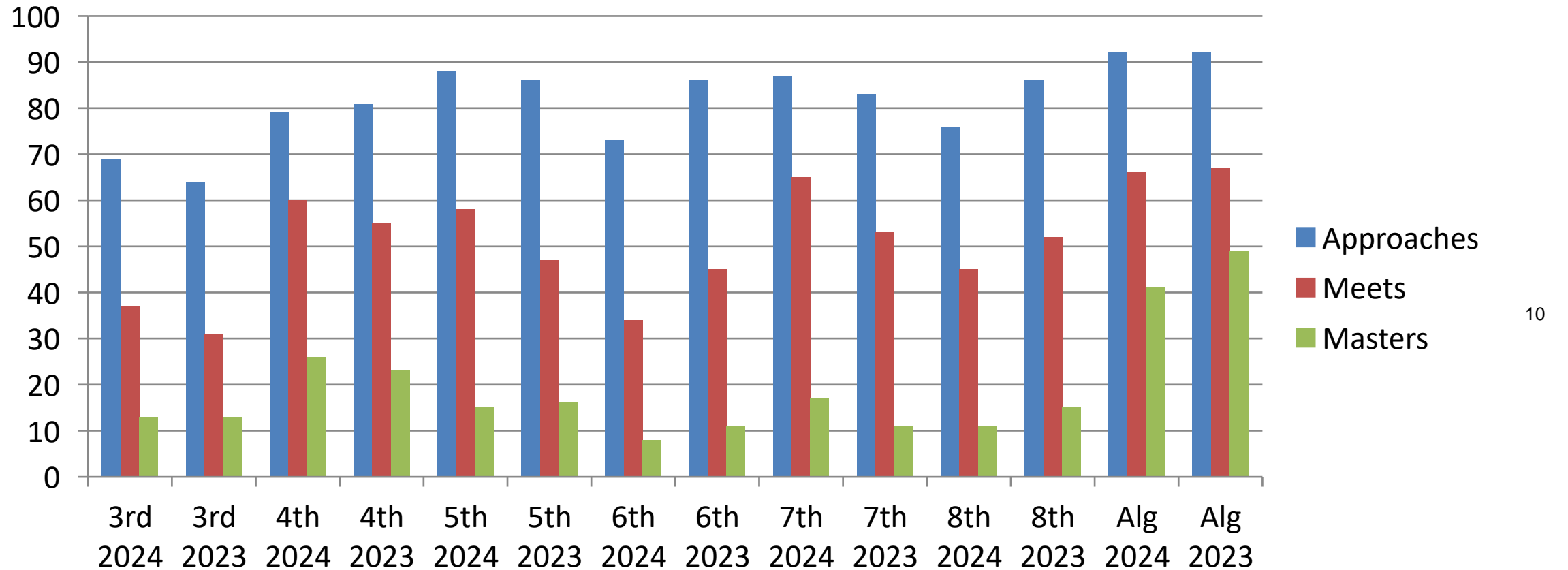
➤ **STAAR Performance – reported for 2024 and 2023**

- ❑ All 3 performance rates
 - *Approaches Grade Level or Above*
 - *Meets Grade Level or Above*
 - *Masters Grade Level*
- ❑ Reported for
 - **Each Assessment** (including SAT/ACT for Accelerated Testers)
 - **All Grades All Subjects**
 - **All Grades by Subject**
 - **By Enrolled Grade** (3rd Graders through 8th Graders) at *Meets Grade Level or Above*
 - Reading and Math
 - » Grade 3-8 assessments only and
 - » Grade 3-8 assessments and EOCs)
 - Reading (Grade 3-8 assessments and EOCs)
 - Math (Grade 3-8 assessments and EOCs)

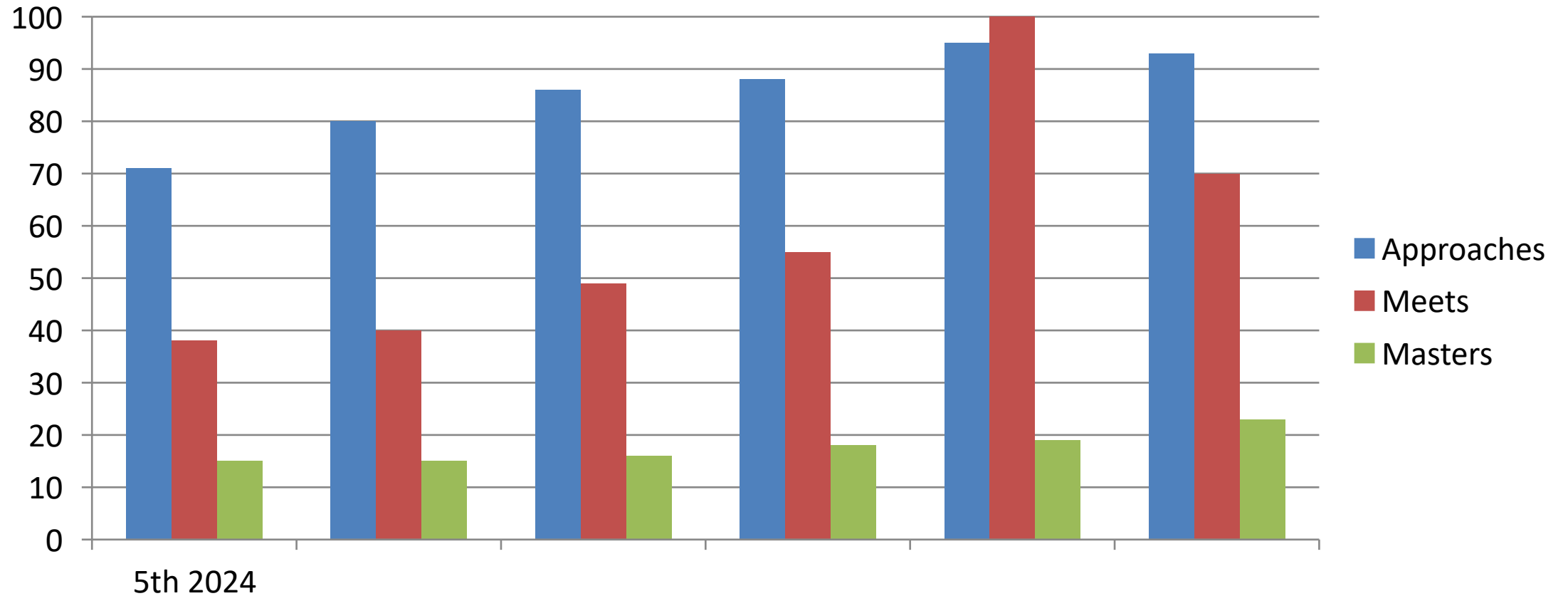
ELAR



Math

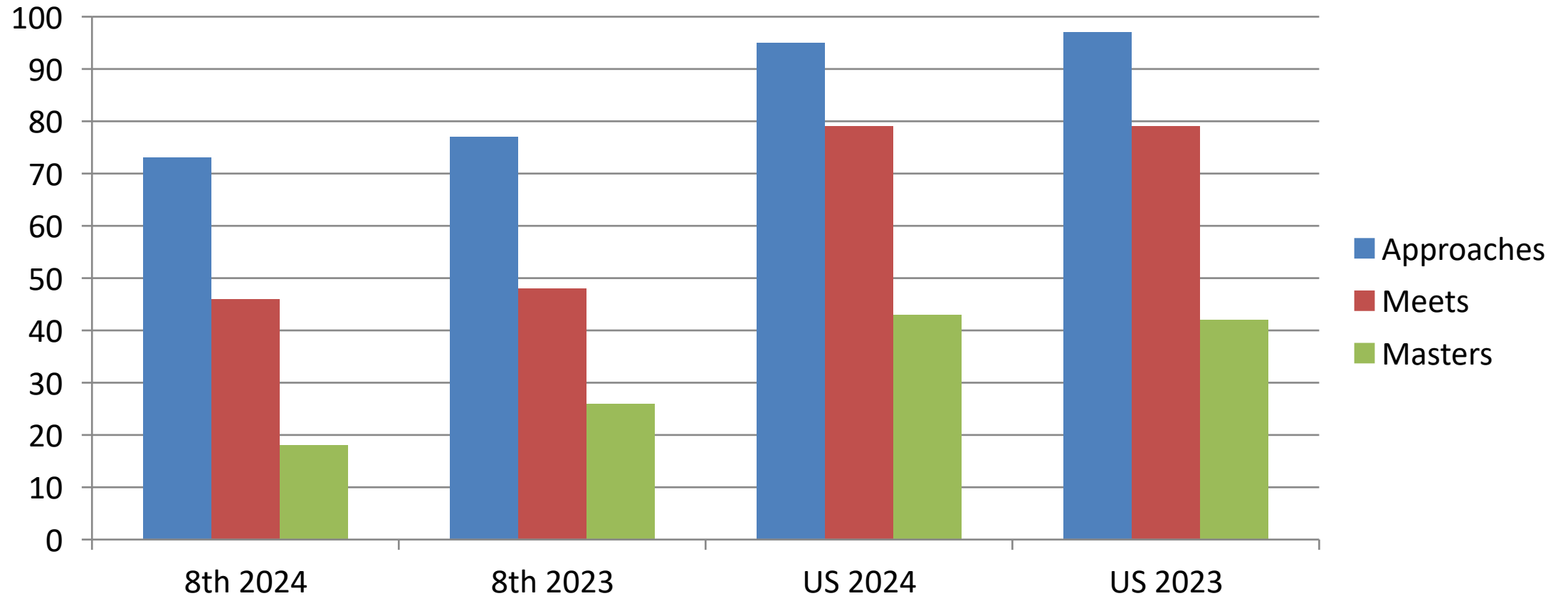


Science



11

Social Studies



12

Section 1

2023-24 Texas Academic Performance Report (TAPR)

➤ School Progress

☐ Annual Growth

- Reported by Grade and Subject of assessment
 - RLA
 - Math

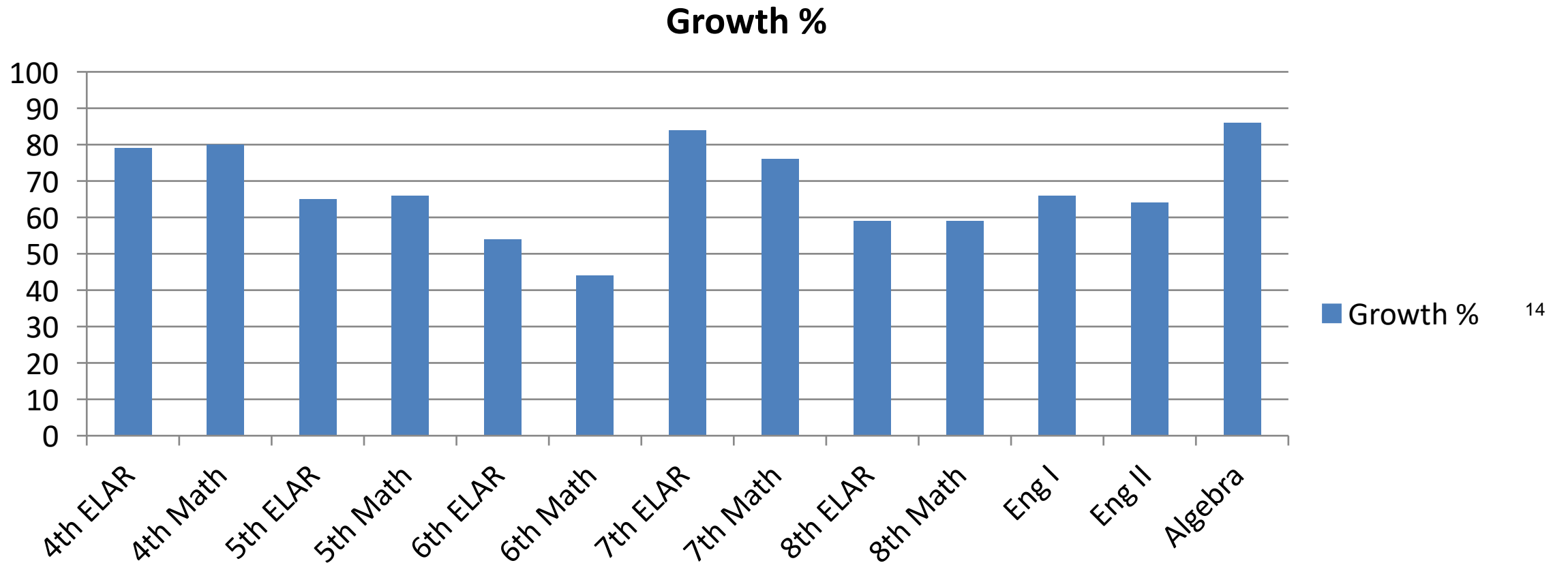
☐ Accelerated Learning (4545 Performance)

- Reported by Grade and Subject of assessment
 - RLA
 - Math

☐ *Academic Growth (Domain II-A in Accountability) which is a combination of Annual Growth and Accelerated Learning is NOT reported*

13

Annual Growth By Grade



Section 1

2023-24 Texas Academic Performance Report (TAPR)

➤ **Bilingual Education (BE) / English as a Second Language (ESL)**

❑ Disaggregated data for various BE/ESL program instructional models and groups:

- | | |
|---|--|
| 1. Total BE | 8. Total ESL |
| 2. BE Trans Early Exit | 9. ESL Content Based |
| 3. BE Trans Late Exit | 10. ESL Pull-Out |
| 4. BE Dual Two-Way | 11. EB/ESL with Parental Denial |
| 5. BE Dual One-Way | 12. Never Emergent Bilingual (EB)/English Learner (EL) |
| 6. Alternative Language Program (ALP) Bilingual (Exception) | 13. Total EB/EL |
| 7. ALP ESL (Waiver) | 14. Monitored and Former EB/EL |

15

❑ **STAAR Performance** – reported for 2024 and 2023

- All Grades All Subjects, All Grades (RLA), All Grades (Math), All Grades (Science), All Grades (Social Studies)

❑ **Annual Growth** - reported for 2024 and 2023

- All Grades – Both Subjects, All Grades – RLA, All Grades – Math

❑ **Accelerated Learning** - reported for 2024 and 2023

- All Grades – Both Subjects, All Grades – RLA, All Grades – Math

Section 1

2023-24 Texas Academic Performance Report (TAPR)

➤ **STAAR Participation – reported for 2024 and 2023**

Data reported

▪ Assessment Participant

- Included in Accountability
- Not Included in Accountability: Mobile
- Not Included in Accountability: Other
- Exclusions

▪ Not Tested

- Absent
- Other

Reported for All Tests, by Subject Area, and for Accelerated Testers

Section 1

2023-24 Texas Academic Performance Report (TAPR)

➤ Attendance, Graduation, and Dropout Rates – reported for 2022-23 and 2021-22*

- Attendance Rate
- Chronic Absenteeism
- Annual Dropout Rate (Gr. 7-8 and Gr. 9-12)
- 4-year Longitudinal Graduation Rate
- 5-year Extended Longitudinal Graduation Rate
- 6-year Extended Longitudinal Graduation Rate
- 4-Year Federal Graduation Rate without Exclusions
- Graduation Plan Rates (Longitudinal and Annual)
 - RHSP/DAP Graduates, FHSP-E Graduates, FHSP-DLA Graduates, RHSP/DAP/FHSP-E/FHSP-DLA Graduates

17

➤ Graduation Profile – 2022-23 Graduates*

- Total Graduates
- By Ethnicity
- By Graduation Type
- By Program/Student Attribute (SpEd, EcoDis, EB/EL, At-Risk, CTE Completers)

* Attendance, Graduation and Dropout Data for 2023-24 are not be reported to TEA in time to be included in this TAPR. The most recent years for which the data are available are 2022-23 and 2021-22.

Section 1

2023-24 Texas Academic Performance Report (TAPR)

- **College, Career and Military Readiness (CCMR) - 2022-23 and 2021-22 graduates***
 - CCMR Graduates
 - College Ready Graduates (overall and by specific college ready indicator)
 - Career/Military Ready Graduates (overall and by specific career/military ready indicator)

- **CCMR-Related Indicators - 2022-23 and 2021-22 graduates***
 - TSIA Results
 - Completed and Received Credit for College Prep Courses
 - AP/IB Results
 - SAT/ACT Results

- **Other Postsecondary Indicators**
 - Advanced Dual-Credit Course Completion – 2022-23 and 2021-22 school years
 - Graduates Enrolled in Texas Institutions of Higher Education (TX IHE) – 2021-22 and 2020-21 school years
 - Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course – 2021-22 and 2020-21 school years

18

* CCMR data for 2023-24 graduates are not be reported to TEA until January 2025 (as part of Fall PEIMS/TSDS Submission 1). The most recent years for which CCMR data are available are 2022-23 and 2021-22.

Section 1

2023-24 Texas Academic Performance Report (TAPR)

➤ **Student Information**

- Student enrollment (including enrollment by grade level, by ethnicity, by certain student identification indicators, and students with disabilities by primary eligibility category) and other student information (including graduation information, retention rates, class size information, mobility, and student attrition)

➤ **Staff Information**

- Staff information (including total staff, staff by classification, teachers by ethnicity and gender, teachers by highest degree held and years of experience, experience of campus leadership, staff salary, and teacher turnover rate information)

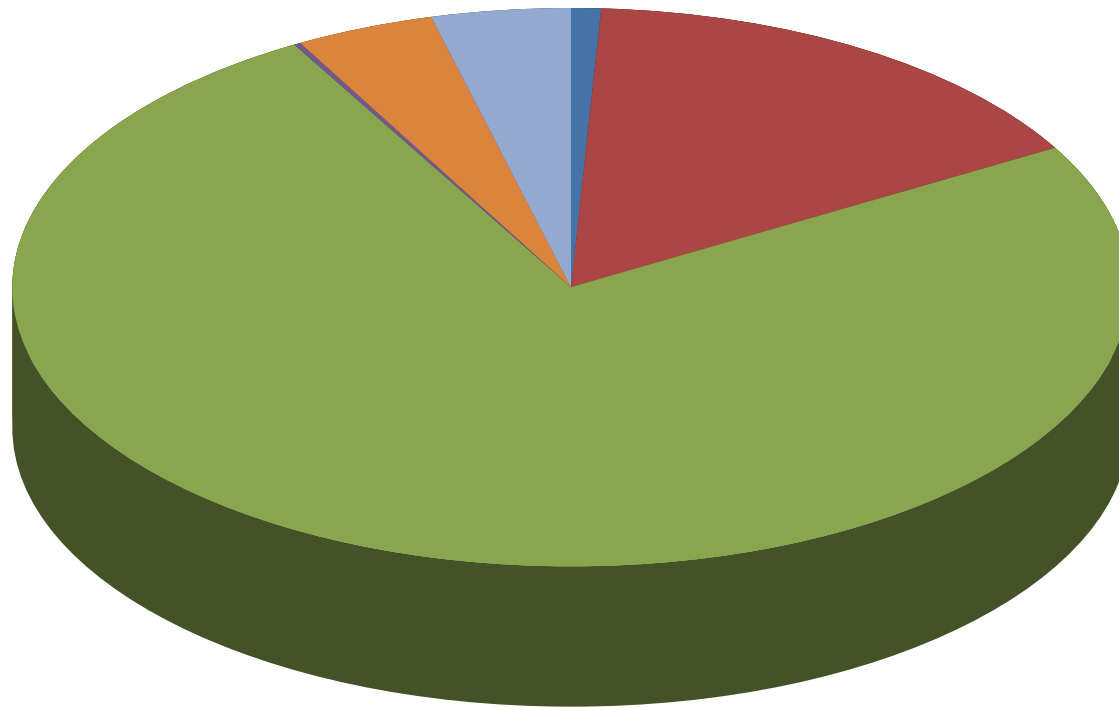
19

➤ **Program Information**

- Student Enrollment by Program
- Teachers by Program (population served)

Student Information

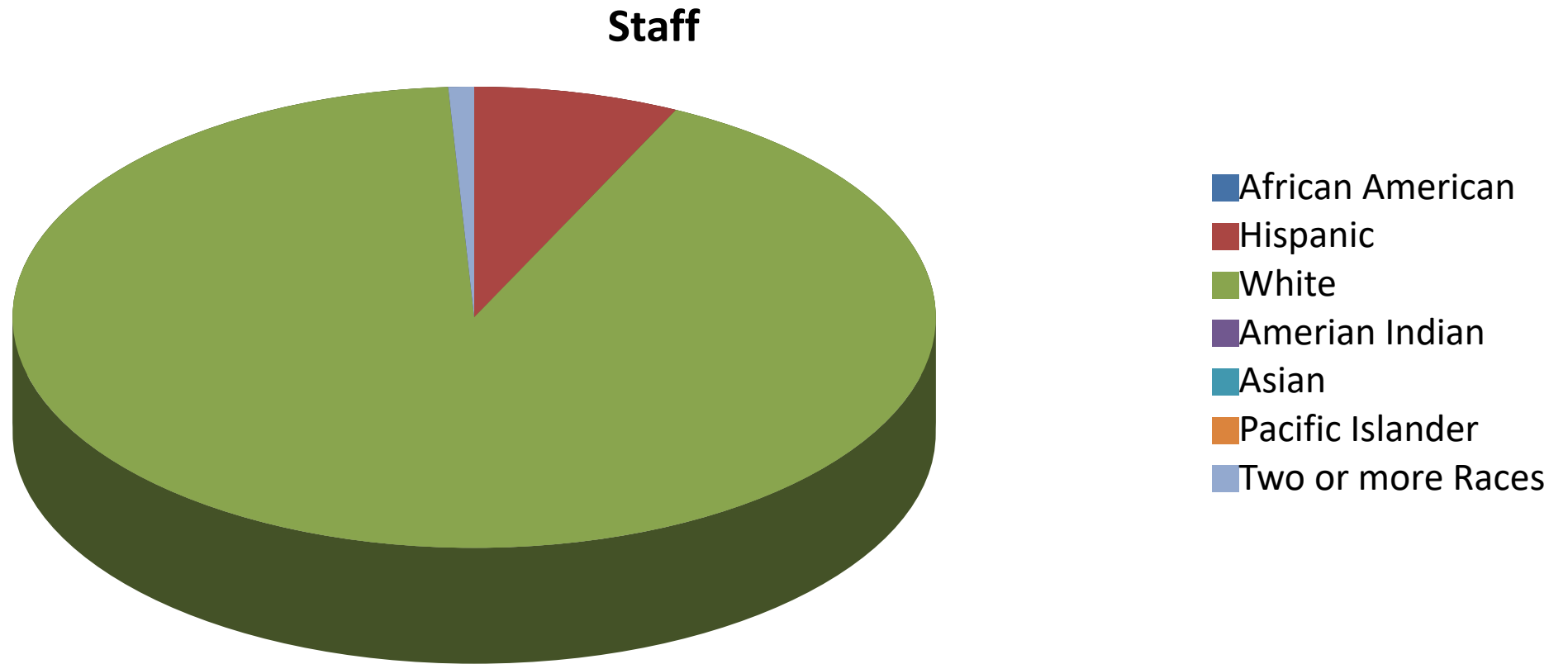
Ethnic Distribution



- African American
- Hispanic
- White
- American Indian
- Asian
- Pacific Islander
- Two or More Races

20

Staff Information



21

Section 2

PEIMS Financial Standard Reports (2022-23 Financial Actual Reports)

2022-23 Actual Financial Data (District)

- Revenues
- Expenditures
- Disbursements
- Tax Rates
- Fund Balance

2022-23 Actual Financial Data (Campus)

- Expenditures by Object
- Expenditures by Function
- Program Expenditures by Program

22

2022-23 is the most recent year for which these data are available.

Section 3

District Accreditation Status (2022-23 School Year)

- Generally, each year TEA assigns one of four accreditation statuses to each district in the state:
 1. *Accredited*
 2. *Accredited-Warned*
 3. *Accredited-Probation*
 4. *Not Accredited-Revoked*

- In assigning an accreditation status to a district, TEA considers
 - Academic accountability ratings
 - Financial accountability ratings
 - Data integrity
 - Program-area deficiencies identified through Results Driven Accountability (RDA)

- ***TEA has not issued district accreditation statuses for the 2023-24 school year as the issuance of the A–F ratings under the 2023 and 2024 rules are pending and subject to change***

- ***The 2023-24 District Annual Report must include the District's 2022-23 accreditation status***

- The District's 2022-23 Accreditation Status is: ***Accredited***

Section 4

Campus Performance Objectives

➤ Campus Improvement Plans (CIPs)

- ❑ Each campus has developed and is implementing a CIP, as required by TEC §11.253
- ❑ Each CIP includes **performance objectives** (approved by the Board) that are based on data analysis and needs assessments – including data reported in annual TAPR reports
- ❑ Each campus **periodically measures progress** toward its performance objectives
- ❑ Updated CIPs for the 2023-24 school year (which show both the **objectives of each campus** and each campus's **progress toward meeting its performance objectives**) are posted on the district's website and are available for review at the district's central office or at the applicable campus

24

Section 5

Report on Violent or Criminal Incidents

- TEC Section 39.306 requires each district to publish, as part of its Annual Report, a report on violent or criminal incidents that occur at each campus
- The report must include
 - ❑ **Number, rate and type of violent or criminal incidents that occurred on each campus (to the extent permitted under FERPA)**
 - ❑ **Descriptions of school violence prevention and violence intervention policies and procedures used to protect students**
 - ❑ **Findings from evaluations (if any) conducted under the Safe and Drug-Free Schools and Communities Act**
- The district's report for the 2023-24 school year is available for review at the district's central office and at each campus in the district

25

Section 6

Student Performance in Postsecondary Institutions

- TEC Section 39.306 requires each district to publish, as part of its Annual Report, a report on **student performance in postsecondary institutions** during the **first year enrolled after graduation from high school**
- These data are compiled by the Texas Higher Education Coordinating Board (THECB)
- **The most current report is for 2021-22 High School Graduates**
 - ❑ Student performance is measured by the Grade Point Average (GPA) earned by 2021-22 high school graduates who attended public four-year and two-year institutions of higher education in fiscal year 2023
 - ❑ For each student, the grade points and college-level semester credit hours earned by the student in **Fall 2022, Spring 2023, and Summer 2023** are added together and averaged to determine the GPA

26

[Website](#)

Enrolled in Texas Public or Independent Higher Education in FY 2023

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk	
			<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5		
CALLAHAN									
CLYDE CISD									
	030902001	CLYDE H S							
		Four-Year Public University	18	6	0	2	2	8	0
		Two-Year Public Colleges	25	9	2	1	4	4	5
		Independent Colleges & Universities	9						
		Not Trackable	0						
		Not Found	33						
		Total High School Graduates	85						

Section 7

Progress of the District and Each Campus Toward Meeting Board-adopted HB 3 Goals

- TEC Section 39.306 requires each district to include, as part of its Annual Report, the progress of the district and each campus in the district toward meeting the goals set in the district's:
 - ❑ early childhood literacy and mathematics proficiency plans adopted under TEC §11.185; and
 - ❑ CCMR plans adopted under TEC §11.186
- The progress made by the district and each campus is summarized in the HB 3 Progress Report provided to the Board during fall 2024 board meeting.

28

Section 8

TAPR Glossary

- Each year, TEA prepares and publishes a *TAPR Glossary*
- The *TAPR Glossary* provides definitions, describes methodologies, and lists sources for each data point in the TAPR
- A Spanish version of the *TAPR Glossary* is scheduled for release in early 2025

2023–24 Texas Academic Performance Report (TAPR) Glossary

Cover Page

Currently, the TAPR does not include scale scores, A–F ratings or Distinction Designations. The initial release does not include the District or Campus Accountability Reports. The issuance of the A–F ratings under 2024 rule is pending and subject to change.

2024 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.

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/2024/masking.html>.

STAAR Performance (2023–24)

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 October 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.

Resources and Availability of Annual Report

- The District's TAPR will be posted on the district's website within 2 weeks after this meeting
- Paper copies will also be available at the district's central office and on each campus in the district
- For questions or more information, contact:

Name	Dr. Paula L. Kinslow
Position	Director of Curriculum & Special Programs
Phone	325-893-4222
Email	pkinslow@clydeisd.org

7. SPECIAL RECOGNITIONS AND PRESENTATIONS

1. School Board Recognition Month



CLYDE CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

526 Shalimar Drive • Clyde, Texas 79510 • 325-893-4222 • FAX: 325-893-4024 • www.clydeisd.org

Bryan W. Allen, Superintendent

**Empowering Leaders.
Committed to Success.**

SCHOOL BOARD APPRECIATION MONTH PROCLAMATION JANUARY 2025

WHEREAS, the mission of public schools is to meet the educational needs of all children and to empower them to become competent, productive contributors to a democratic society and an ever-changing world; and

WHEREAS, local school board members are elected by their community members to do what's best for students; and

WHEREAS, local school board members work closely with parents, educational professionals, and other community members to create the educational vision we want for our students; and

WHEREAS, local school board members are responsible for ensuring the structure that provides a solid foundation for our school system; and

WHEREAS, local school board members are strong advocates for public education and are responsible for communicating the needs of the school district to the public and the public's expectations to the district;

NOW, THEREFORE, I, Bryan W. Allen, Superintendent of the Clyde Consolidated Independent School District, do hereby declare my appreciation to the members of the Clyde CISD School Board and proclaim January 2025 as

SCHOOL BOARD RECOGNITION MONTH in Clyde CISD. I urge all citizens to join me in recognizing the dedication and hard work of local school board members and in working with them to mold an education system that meets the needs of both today's and tomorrow's children.

IN OFFICIAL RECOGNITION WHEREOF, I hereby affix my signature this 23rd day of January, 2025.

Bryan W. Allen
Superintendent

Clyde Elementary
(325) 893-4788
FAX (325) 893-5642
Josh Parker, Principal

Clyde Intermediate
(325) 893-2815
FAX (325) 893-3067
Jamie Munoz, Principal

Clyde Junior High
(325) 893-5788
FAX (325) 893-2134
Patrick Odom, Principal

Clyde High School
(325) 893-2161
FAX (325) 893-2993
Casey Hodges, Principal



CLYDE CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

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Bryan W. Allen, Superintendent

**Empowering Leaders.
Committed to Success.**

JANUARY STAFF RECOGNITIONS

CHS Teachers of the Month: Jennifer Warren & Courtney Metcalf

CHS Support Staff Member of the Month: Deborah Hooper

CJH Teacher of the Month: Deborah Louder

CJH Support Staff Member of the Month: Nancy Benevides

CIS Teachers of the Month: 4th Grade Team: Fred Wendlick, Shana Wendlick, Katie Hodges, Renee Waggoner, Jennifer Hanson, Jaci Miller

CIS Support Staff Members of the Month: Custodians: Ashly Parks, Aaliyah Aguirre, Robert Tarpley

CES Teacher of the Month: Kallie Collins

CES Support Staff Member of the Month: Cay Collins

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Casey Hodges, Principal

8. ADMINISTRATIVE REPORTS

- 1. Campus Reports
- 2. Financial and Investment Reports

CURRENT MONTH CASH POSITION			
as of December 31, 2024			
CASH IN BANK	PRIOR MONTH	MONTHLY	12/31/2024
GENERAL OPERATING	\$ 7,609,437.15	\$ (984,602.69)	\$ 6,624,834.46
INVESTMENT ACCOUNT	\$ 931,092.28	\$ 3,055.57	\$ 934,147.85
TEXAS RANGE INVESTMENT POOL			
TEXAS RANGE DAILY	\$ 786,688.42	\$ 3,067.79	\$ 789,756.21
FIRST INTERNET BANK OF INDIANA	\$ 237,000.00	\$ -	\$ 237,000.00
EDUCATION FOUNDATION			
FIRST FINANCIAL CHECKING	\$ 17,803.41	\$ 3,547.28	\$ 21,350.69
FIRST BANK TEXAS	\$ 5,594.20	\$ -	\$ 5,594.20
RAYMOND JAMES CD	\$ 26,923.98	\$ 94.57	\$ 27,018.55
FIRST FINANCIAL BANK CD	\$ 40,000.00	\$ -	\$40,000.00
INTEREST & SINKING FUND	\$ 3,074,644.14	\$ 10,090.31	\$ 3,084,734.45
TEX TERM/DEBT SERVICE FUND2.24	\$2.26	\$ 0.01	\$2.27
WORKERS COMP ACCOUNT	\$0.00	\$ -	\$0.00
CAMPUS ACTIVITY FUNDS			
HIGH SCHOOL	\$ 96,897.59	\$ (10,117.78)	\$ 86,779.81
JUNIOR HIGH	\$ 49,328.41	\$ (6,469.63)	\$ 42,858.78
INTERMEDIATE	\$ 19,602.05	\$ (7.13)	\$ 19,594.92
ELEMENTARY	\$ 36,060.52	\$ 2,445.80	\$ 38,506.32
GRAND TOTALS	\$ 12,931,074.41	\$ (978,895.90)	\$ 11,952,178.51

Board Report
Recap Comparison of Revenue to Budget
CLYDE CISD
As of December

	<u>Estimated Revenue (Budget)</u>	<u>Revenue Realized Current</u>	<u>Revenue Realized To Date</u>	<u>Revenue Balance</u>	<u>Percent Realized</u>
199 / 5 GENERAL OPERATING	16,296,892.00	-296,149.58	-7,417,137.77	8,879,754.23	45.51%
240 / 5 SPECIAL REVENUE	900,500.00	-68,093.05	-436,350.89	464,149.11	48.46%
599 / 5 DEBT SERVICE FUND	1,650,362.00	.00	-370,090.23	1,280,271.77	22.42%
Total 5000 Revenues	18,847,754.00	-364,242.63	-8,223,578.89	10,624,175.11	43.63%
Total 7000 Revenues	.00	.00	.00	.00	.00%
Total Revenues	18,847,754.00	-364,242.63	-8,223,578.89	10,624,175.11	43.63%

Board Report
Recap Comparison of Expenditures and Encumbrances to Budget
CLYDE CISD
As of December

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
199 / 5 GENERAL OPERATING	-16,861,341.00	281,434.01	6,827,319.48	1,515,494.34	-9,752,587.51	40.49%
240 / 5 SPECIAL REVENUE	-957,089.00	1,061.78	335,547.41	80,039.41	-620,479.81	35.06%
599 / 5 DEBT SERVICE FUND	-1,506,526.00	.00	500.00	.00	-1,506,026.00	.03%
Total 6000 Expenditures	-19,324,956.00	282,495.79	7,163,366.89	1,595,533.75	-11,879,093.32	37.07%
Total 8000 Expenditures	.00	.00	.00	.00	.00	.00%
Total Expenditures	-19,324,956.00	282,495.79	7,163,366.89	1,595,533.75	-11,879,093.32	37.07%

End of Report

JANUARY 2025 BOARD MEETING

2024-2025 TAX COLLECTIONS

12/31/2024

MAINTENANCE & OPERATIONS

	LEVY	MONTHLY ACTIVITY	PRIOR YTD ACTIVITY	YEAR-TO-DATE ACTIVITY	BALANCE DUE	YEAR-TO-DATE PERCENTAGE COLLECTED
CURRENT TAXES	\$ 4,331,846.45	\$ 945,963.26	\$ 253,266.72	\$ 1,199,229.98	\$ 3,132,616.47	28%
DELINQUENT TAXES	\$ 198,573.70	\$ 7,902.58	\$ 26,260.30	\$ 34,162.88	\$ 164,410.82	17%
PENALTY & INTEREST		\$ 2,364.31	\$ 6,060.41	\$ 8,424.72		
GRAND TOTAL	\$ 4,530,420.15	\$ 956,230.15	\$ 285,587.43	\$ 1,241,817.58	\$ 3,288,602.57	27%

INTEREST & SINKING

	LEVY	MONTHLY ACTIVITY	PRIOR YTD ACTIVITY	YEAR-TO-DATE ACTIVITY	BALANCE DUE	YEAR-TO-DATE PERCENTAGE COLLECTED
CURRENT TAXES	\$ 1,440,760.03	\$ 314,624.73	\$ 84,235.78	\$ 398,860.51	\$ 1,041,899.52	28%
DELINQUENT TAXES	\$ 69,144.21	\$ 2,749.96	\$ 9,184.50	\$ 11,934.46	\$ 57,209.75	17%
PENALTY & INTEREST		\$ 829.26	\$ 2,119.29	\$ 2,948.55		
GRAND TOTAL	\$ 1,509,904.24	\$ 318,203.95	\$ 95,539.57	\$ 413,743.52	\$ 1,096,160.72	27%

For the Month of December

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
001208	12-06-2024	NOWORATZKY & ASSOC	400270	CLYDE CISD	825-41-6219.00-999-599000	ED FOUNDATION WEBSITE	55.00	N
			008762		825-41-6219.00-999-599000	PA FOR PO 400270 WEB MGMT	55.00	N
Totals for Check 001208							110.00	
113437	12-10-2024	HEXCO ACADEMIC	400443	385490117003	199-36-6399.04-001-599000	RETURNED BY VENDOR- WRONG	-31.96	N
113629	12-05-2024	AIRGAS USA, LLC	400022	9155401110	199-11-6399.40-001-522000	Ag Shop Supplies	48.55	N
113630	12-05-2024	ANTHONY MECHANICAL	400785	058745	199-51-6249.00-936-599000	ICE MACHINE REPAIR IN SHOP	230.00	N
			400780	058742	199-51-6249.00-936-599000	CAFETERIA OVEN REPAIR INTER	170.00	N
			400779	058743	199-51-6249.00-936-599000	WALK IN FREEZER REPAIR INTER	170.00	N
			400781	058705	199-51-6249.00-936-599000	LINE FRIDGE REPAIR	120.00	N
	12-06-2024	ANTHONY MECHANICAL	400781	058705	199-51-6249.00-936-599000	ONE INVOICE NOT READY TO PA	-120.00	N
			400785	058745	199-51-6249.00-936-599000	ONE INVOICE NOT READY TO PA	-230.00	N
			400780	058742	199-51-6249.00-936-599000	ONE INVOICE NOT READY TO PA	-170.00	N
			400779	058743	199-51-6249.00-936-599000	ONE INVOICE NOT READY TO PA	-170.00	N
Totals for Check 113630							.00	
113631	12-05-2024	AT&T MOBILITY	008752	11232024	199-51-6259.02-999-599000		1,013.00	N
113632	12-05-2024	ATMOS ENERGY	008753	3024167767	199-51-6259.03-936-599000		607.88	N
			008753	3024167981	199-51-6259.03-936-599000		211.98	N
			008753	3032350338	199-51-6259.03-936-599000		519.26	N
			008753	3032350589	199-51-6259.03-936-599000		522.71	N
			008753	3032350810	199-51-6259.03-936-599000		86.53	N
			008753	3032351284	199-51-6259.03-936-599000		660.81	N
			008753	3032351480	199-51-6259.03-936-599000		123.36	N
Totals for Check 113632							2,732.53	
113633	12-05-2024	B & H PHOTO & ELECTR	400616	228850161	199-11-6399.75-999-522000	PODCAST EQUIPMENT	1,530.97	N
113634	12-05-2024	KAY BAILEY	008751		199-34-6299.00-937-599000	TSTC DRIVER	280.00	N
113635	12-05-2024	KEN BAILEY	008750		199-36-6299.PO-999-591000	FOOTBALL PLAYOFFS	40.00	N
113636	12-05-2024	BIG COUNTRY HARDWA	008756	100000	199-51-6319.02-936-599000		461.34	N
113637	12-05-2024	SHARON BROWN	400831	CLYDE CISD	199-11-6299.55-001-511000	ACCOMPANIST FEES	200.00	N
113638	12-05-2024	BSN SPORTS, LLC	400728	927792365	199-36-6399.12-001-591000	BASKETBALL SHOES	500.45	N
			400722	927792634	199-36-6399.12-041-591000	COACHES GEAR	110.24	N
Totals for Check 113638							610.69	
113639	12-05-2024	CAROLINA BIOLOGICAL	400677	52774225	331-11-6399.00-001-522000	FORENSIC LAB SUPPLIES	618.80	N
113640	12-05-2024	ROBERT DALTON	250036	PAYMENT 4 OF	199-11-6219.80-001-522000	CRIMINAL HISTORY INSTRUCTOR	2,100.00	N
113641	12-05-2024	EDUPHORIA!, INC.	400614	15731	199-11-6399.00-001-511000	EDUPHORIA	2,530.00	N
			400614	15731	199-11-6399.00-041-511000	EDUPHORIA	1,265.00	N
Totals for Check 113641							3,795.00	
113642	12-05-2024	FLINN SCIENTIFIC INC	400215	3061226	199-11-6399.05-001-511000	LAB SUPPLIES	161.96	N
113643	12-05-2024	GRANBURY ISD	400819	2024-202	199-36-6269.00-001-591000	UIL BI-DISTRICT GAME FEE	258.90	N

For the Month of December

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
113644	12-05-2024	HAMILTON SUPPLY CO.,	400805	500485	199-51-6399.00-936-599000	LAWNMOWER REPAIR	288.84	N
113645	12-05-2024	HENRY SCHEIN CORP.	400777	27856473	199-33-6399.01-001-599000	NURSE OFFICE SUPPLIES	77.79	N
			400777	27856469	199-33-6399.01-001-599000	NURSE OFFICE SUPPLIES	13.61	N
			400777	27856469	199-33-6399.01-041-599000	NURSE OFFICE SUPPLIES	91.39	N
			400777	27856469	199-33-6399.01-101-599000	NURSE OFFICE SUPPLIES	91.39	N
			400777	27856469	199-33-6399.01-103-599000	NURSE OFFICE SUPPLIES	91.39	N
Totals for Check 113645							365.57	
113646	12-05-2024	HERTZBERG-NEW METH	400310	1998401-00	199-12-6329.01-001-599000	LIBRARY BOOKS	327.29	N
			400672	2001338-00	199-12-6329.01-101-599000	LIBRARY BOOKS	2,291.72	N
Totals for Check 113646							2,619.01	
113647	12-05-2024	HEXCO ACADEMIC	400443	32590-1	199-36-6399.04-001-599000	UIL MATERIALS	2,800.00	N
113648	12-05-2024	IDEMIA	400808		199-41-6219.00-701-599000	BACKGROUND CHECKS	48.25	N
			400808		199-41-6219.00-701-599000	BACKGROUND CHECKS	48.25	N
			400808		199-41-6219.00-701-599000	BACKGROUND CHECKS	48.25	N
	12-06-2024	IDEMIA	400808		199-41-6219.00-701-599000	NEEDED TO BE SEPERATE CHEC	-48.25	N
			400808		199-41-6219.00-701-599000	NEEDED TO BE SEPERATE CHEC	-48.25	N
			400808		199-41-6219.00-701-599000	NEEDED TO BE SEPERATE CHEC	-48.25	N
Totals for Check 113648							.00	
113649	12-05-2024	J W PEPPER & SON CO	400024	367011680	199-11-6399.55-001-511000	MUSIC	28.80	N
113650	12-05-2024	KAJEET, INC.	400361	INV36622	199-11-6399.75-999-511000	HOTSPOTS FOR STUDENTS	62.90	N
			400361	INV36623	199-11-6399.75-999-511000	HOTSPOTS FOR STUDENTS	62.90	N
			400361	INV35358	199-11-6399.75-999-511000	HOTSPOTS FOR STUDENTS	256.09	N
			400361	INV35356	199-11-6399.75-999-511000	HOTSPOTS FOR STUDENTS	614.80	N
			400764	INV35071	199-53-6399.23-999-599000	SMART BUS ACCESS POINTS	424.00	N
Totals for Check 113650							1,420.69	
113651	12-05-2024	KLEMENT DISTRIBUTIO	400854	138	240-35-6341.03-101-599000	ICE CREAM INVOICE	425.70	N
			400854	138	240-35-6341.03-103-599000	ICE CREAM INVOICE	389.46	N
			400854	138	240-35-6341.06-938-599000	ICE CREAM INVOICE	74.65	N
Totals for Check 113651							889.81	
113652	12-05-2024	LAKE VIEW HS BAND BO	400809	CLYDE CISD	199-36-6412.42-041-599000	EZ MS REGION BAND MEALS	161.00	N
113653	12-05-2024	LINDE GAS & EQUIPMEN	400409	46449190	199-51-6269.00-936-599000	AUTO TECH CYLINDER RENTAL	19.02	N
113654	12-05-2024	MFAC, LLC	400285	295240	199-36-6399.17-001-591000	TRACK SUPPLIES	697.00	N
			400285	295240	199-36-6399.18-001-591000	TRACK SUPPLIES	697.00	N
Totals for Check 113654							1,394.00	
113655	12-05-2024	MCMURRY UNIVERSITY	400851	VALERIE	255-13-6221.00-999-524000	\$1,000 TO TUITION FOR VALERIE	1,000.00	N
113656	12-05-2024	MERKEL ISD	400775	CLYDD CISD	199-36-6399.04-103-599000	UIL MEALS	318.00	N
113657	12-05-2024	NORCOSTCO	400716	214079	199-11-6249.00-001-511000	HPAC STAGE NEEDS	1,028.46	N
113658	12-05-2024	NOWORATZKY & ASSOC	400270	CLYDE CISD	825-41-6219.00-999-599000	ED FOUNDATION WEBSITE	55.00	N
	12-06-2024	NOWORATZKY & ASSOC	400270	CLYDE CISD	825-41-6219.00-999-599000	WRITTEN ON WRONG CHECK	-55.00	N
Totals for Check 113658							.00	

For the Month of December

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
113659	12-05-2024	N-TUNE MUSIC AND SO	400833	NT0649	199-11-6299.41-001-511000	INSTRUMENT, SUPPLIES & REPAI	119.00	N
			400833	NT0619	199-11-6299.41-001-511000	INSTRUMENT, SUPPLIES & REPAI	90.00	N
			400833	NT0620	199-11-6399.42-001-511000	INSTRUMENT, SUPPLIES & REPAI	6,141.00	N
			400833	NT0650	199-36-6399.42-001-599000	INSTRUMENT, SUPPLIES & REPAI	118.19	N
						Totals for Check 113659	6,468.19	
113660	12-05-2024	TEXAS SPECIAL EDUCA	400846	7646	199-41-6495.04-701-599000	INVOICE 7646	53.86	N
113661	12-05-2024	PEST PATROL	008754	11164612	199-51-6249.00-936-599000	MONTHLY SERVICE	324.00	N
113662	12-05-2024	RANKIN AUTO PARTS	400150	60345	199-34-6319.01-937-599000	OPEN PO FOR SUPPLIES	151.70	N
113663	12-05-2024	RELIANT, DEPT 0954	008755	CLYDE CISD	199-51-6259.02-936-599000		25,333.23	N
113664	12-05-2024	SCHNEIDER ELECTRIC	400707	996075	199-51-6249.00-936-599000	ANNUAL SERVICE AGREEMENT	17,481.49	N
113665	12-05-2024	SHADY OAKS RECREATI	400815	49582	199-36-6299.01-001-591000	GREEN FEES	970.00	N
			400815	49582	199-36-6399.03-001-591000	GREEN FEES	1,000.00	N
						Totals for Check 113665	1,970.00	
113666	12-05-2024	SIGN WAREHOUSE	400648	49287	199-12-6399.00-001-599000	AWARD SIGNAGE	105.90	N
			400648	49287	199-12-6399.00-103-599000	AWARD SIGNAGE	225.80	N
						Totals for Check 113666	331.70	
113667	12-05-2024	SONIC/COLEMAN	400853		199-36-6412.11-001-591000	MEALS AT COLEMAN GAME	297.15	N
113668	12-05-2024	SOUTHEASTERN PERFO	400424	536852	199-11-6399.50-001-511000	SHIPPING COST FOR PO 400098	98.04	N
			400098	536852	199-11-6399.50-001-511000	CHOIR UNIFORMS	971.56	N
						Totals for Check 113668	1,069.60	
113669	12-05-2024	STERLING COMPUTER	400810	0193850	199-11-6399.75-999-5110TE	REPLACEMENT SCREEN	255.00	N
113670	12-05-2024	STRAWN ISD	400830	CLYDE CISD	199-36-6499.12-001-591000	TOURNAMENT ENTRY FEES	950.00	N
113671	12-05-2024	TASBO	400881	6781-2024	199-41-6495.00-750-599000	MEMBER DUES INVOICE 6781-202	145.00	N
113672	12-05-2024	TD ELECTRIC, LLC	400867	7230	199-51-6319.02-936-599000	CONCESSION STAND FRYER PLU	90.00	N
113673	12-05-2024	THE STELLAR TEACHER	400495	SP 22332	410-11-6399.00-103-511000	SUPPLMENT MATERIAL	348.00	N
113674	12-05-2024	U.S. FOODSERVICE , IN	400835	63910004	240-35-6341.05-938-599000	COMMODITY DELIVERY FEE	120.42	N
113675	12-05-2024	VARSITY SPIRIT FASHIO	400603	60902534	199-36-6399.60-001-591000	REPLACEMENT UNIFORMS	742.22	N
113676	12-05-2024	WAGNER SUPPLY	400339	151482	199-51-6639.00-936-599000	FLOOR MACHINE REPAIR HS	5,146.74	N
113677	12-06-2024	ANTHONY MECHANICAL	008758	058743	199-51-6249.00-936-599000	PA FOR PO 400779	170.00	N
			008758	058742	199-51-6249.00-936-599000	PA FOR PO 400779	170.00	N
						Totals for Check 113677	340.00	
113678	12-06-2024	RMA TOLL PROCESSING	008757	100092625052	199-41-6411.04-701-599000	TOLLS	12.78	N
113679	12-06-2024	IDEMIA	008759		199-41-6219.00-701-599000	PA FOR PO 400808	48.25	N
113680	12-06-2024	IDEMIA	008760		199-41-6219.00-701-599000	PA FOR PO 400808 BACKGROUN	48.25	N
113681	12-06-2024	IDEMIA	008761		199-41-6219.00-701-599000	PA FOR PO 400808 BACKGROUN	48.25	N
113682	12-06-2024	MAKENZIE BINGHAM	400852		199-11-6411.00-999-511000	MEALS FOR IMCAT CONFERENC	158.00	N

For the Month of December

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113683	12-11-2024	UNIVERSITY OF TEXAS	400935	CLYDE CISD	199-36-6495.01-001-599000	UIL MEMBERSHIP FEE	2,800.00	N
113684	12-12-2024	JOSH ALCORN	008775		199-36-6299.PO-999-591000	FOOTBALL PLAYOFFS	200.00	N
113685	12-12-2024	ALL COPY	400042	AR34051	199-11-6269.00-001-511000	COPIER ANNUAL CONTRACT	1,069.88	N
			400042	AR34320	199-11-6269.00-041-511000	COPIER ANNUAL CONTRACT	1,697.13	N
			400042	AR34053	199-11-6269.00-101-511000	COPIER ANNUAL CONTRACT	1,745.71	N
			400042	AR34052	199-11-6269.00-103-511000	COPIER ANNUAL CONTRACT	1,536.27	N
			400042	AR34054	199-41-6269.01-701-599000	COPIER ANNUAL CONTRACT	124.88	N
Totals for Check 113685							6,173.87	
113686	12-12-2024	AMAZON CAPITAL	400668	17HQ-XVFH-	199-11-6399.00-101-511000	DIVIDERS FOR LIM BINDERS	25.56	N
			400686	1HN6-1GCK-	199-11-6399.00-103-523000	SPED CLASSROOM SUPPLIES	10.36	N
			400688	1GD9-G997-	199-11-6399.00-103-524000	TEACHER SUPPLIES	53.06	N
			400763	1RYC-VQQQ-	199-11-6399.00-103-524000	SUPPLIES	134.60	N
			400547	1N73-6TQ4-	199-11-6399.02-001-511000	CLASSROOM SUPPLIES	163.22	N
			400547	1JJC-YKP3-349X	199-11-6399.02-001-511000	CLASSROOM SUPPLIES	15.89	N
			400453	1WM9-K6GG-	199-11-6399.03-101-511000	1ST GRADE TEACHER SUPPLIES	79.33	N
			400589	1H3D-QP3M-	199-11-6399.05-103-511000	SCIENCE LAB SUPPLIES	389.01	N
			400695	1KNX-YDML-	199-11-6399.06-101-511000	BOOKS FOR COUNSELOR	193.06	N
			400545	17KH-6WND-	199-11-6399.51-001-511000	MUSICAL SET SUPPLIES/COSTU	716.74	N
			400660	1DKT-RXLC-	199-11-6399.55-001-511000	NECKLACES FOR GOLD RUSH	74.90	N
			400627	17TP-9FH4-	199-33-6399.02-999-599000	SECURITY POUCHES & SCREEN	43.99	N
			400666	1P33-YWRY-	199-36-6399.11-041-591000	JH COACHING GEAR	202.78	N
			400866	1HV1-CGYV-	199-41-6499.00-750-599000	TABLE CLOTHS, TOOLS, HOOKS	61.08	N
			400627	17TP-9FH4-	199-52-6399.01-999-599000	SECURITY POUCHES & SCREEN	54.86	N
			400693	1DY4-RTLIV-	199-53-6399.01-103-599000	DATE STAMP-PEIMS	14.01	N
Totals for Check 113686							2,232.45	
113687	12-12-2024	SUSAN ATKINS	008765	CLYDE CISD	199-36-6299.PO-999-591000	VOLLEYBALL PLAYOFFS	246.00	N
113688	12-12-2024	KEN BAILEY	008771		199-36-6299.PO-999-591000	FOOTBALL PLAYOFFS	100.00	N
113689	12-12-2024	BIG COUNTRY HARDWA	400906	100000	199-51-6319.02-936-599000	MAINTENANCE SUPPLIES	1,226.88	N
113690	12-12-2024	DONNA BLAISE	008773		199-36-6299.PO-999-591000	FOOTBALL PLAYOFFS	120.00	N
113691	12-12-2024	KELLY BROWN	008766	CLYDE CISD	199-36-6299.PO-999-591000	VOLLEYBALL PLAYOFFS	105.00	N
113692	12-12-2024	MIRANDA L. BROWN	008767	CLYDE CISD	199-36-6299.PO-999-591000	VOLLEYBALL PLAYOFFS	325.74	N
113693	12-12-2024	RODGER BROWN	008776		199-36-6299.PO-999-591000	FOOTBALL PLAYOFFS	170.00	N
			008780		199-36-6299.PO-999-591000	FOOTBALL PLAYOFFS	10.00	N
Totals for Check 113693							180.00	
113694	12-12-2024	CALLAHAN COUNTY AP	400888	CLYDE CISD	199-99-6213.00-703-599000	1ST QUARTER PAYMENT	28,432.65	N
113695	12-12-2024	CENTRAL APPRAISAL DI	400087	G.J.	199-99-6213.00-703-599000	APPRAISAL DISTRICT Q PAYMEN	1,030.13	N
113696	12-12-2024	CITY OF CLYDE	400900	CISD	199-51-6259.00-936-599000	WATER BILL	10,402.09	N
113697	12-12-2024	DAY SIGN COMPANY, IN	400857	171099	199-41-6299.00-750-599000	REPLACEMENT RADIO KIT	245.00	N
113698	12-12-2024	KENNY DOSS	008778		199-36-6299.PO-999-591000	FOOTBALL PLAYOFFS	60.00	N
			008778		199-36-6299.PO-999-591000	FOOTBALL PLAYOFFS	60.00	N
Totals for Check 113698							120.00	

For the Month of December

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
113699	12-12-2024	WEX BANK	400907	101250254	199-36-6412.02-001-599000	FLEET FUEL ON CARD	221.99	N
113700	12-12-2024	JAMIE GIDDENS	008782		199-36-6299.PO-999-591000	FOOTBALL PLAYOFFS	115.00	N
113701	12-12-2024	ROBERT GIDDENS	008781		199-36-6299.PO-999-591000	FOOTBALL PLAYOFFS	387.90	N
113703	12-12-2024	BARBARA HAVNER	008774		199-36-6299.PO-999-591000	FOOTBALL PLAYOFFS	60.00	N
113704	12-12-2024	HOBART SERVICE	400849	36303494	199-51-6249.00-936-599000	OVEN REPAIR	387.00	N
113705	12-12-2024	INTERQUEST DETECTIO	400905	CLYDE CISD	199-11-6219.01-001-511000	CONTRABAND DETECTION	175.00	N
			400905	CLYDE CISD	199-11-6219.01-041-511000	CONTRABAND DETECTION	175.00	N
Totals for Check 113705							350.00	
113706	12-12-2024	MELINDA KIRKSEY	008772		199-36-6299.PO-999-591000	FOOTBALL PLAYOFFS	120.00	N
	12-20-2024	MELINDA KIRKSEY	008772		199-36-6299.PO-999-591000	WRONG AMMOUNGT	-120.00	N
Totals for Check 113706							.00	
113707	12-12-2024	LABATT FOOD SERVICE	400889	494208	240-35-6319.00-001-599000	GROCERY INVOICE	22.28	N
			400889	494208	240-35-6319.00-103-599000	GROCERY INVOICE	31.98	N
			400889	494208	240-35-6319.00-938-599000	GROCERY INVOICE	713.27	N
			400889	494208	240-35-6341.03-001-599000	GROCERY INVOICE	9,255.99	N
			400889	494208	240-35-6341.03-041-599000	GROCERY INVOICE	7,344.55	N
			400889	494208	240-35-6341.03-101-599000	GROCERY INVOICE	7,460.24	N
			400889	494208	240-35-6341.03-103-599000	GROCERY INVOICE	7,234.15	N
			400889	494208	240-35-6341.06-938-599000	GROCERY INVOICE	2,796.36	N
			400889	494208	240-35-6341.LF-999-599000	GROCERY INVOICE	828.93	N
			400889	494208	240-35-6342.02-001-599000	GROCERY INVOICE	920.91	N
			400889	494208	240-35-6342.02-041-599000	GROCERY INVOICE	772.33	N
			400889	494208	240-35-6342.02-101-599000	GROCERY INVOICE	635.54	N
			400889	494208	240-35-6342.02-103-599000	GROCERY INVOICE	898.78	N
Totals for Check 113707							38,915.31	
113708	12-12-2024	LEE'S TRUE VALUE HAR	400650	CISD001	199-11-6249.00-001-511000	KEYS	13.95	N
			400748	CISD001	199-11-6399.75-999-5110TE	CO DETECTOR, CLAMPS	13.98	N
			400930	CISD001	199-51-6319.02-936-599000	3 MONTH OPEN PO	577.31	N
			400748	CISD001	199-51-6399.01-936-599000	CO DETECTOR, CLAMPS	65.98	N
Totals for Check 113708							671.22	
113709	12-12-2024	LOWE'S	400431	99000683062	199-11-6399.40-001-522000	PAINT SPRAYER	426.55	N
			400357	99000683062	199-11-6399.51-001-511000	SET BUILDING SUPPLIES	39.16	N
			400357	99000683062	199-11-6399.51-001-511000	SET BUILDING SUPPLIES	573.71	N
			400219	99000683062	199-51-6319.02-936-599000	REPLACE 2 SINK CABINETS FOR	374.50	N
			400145	99000683062	199-51-6319.02-936-599000	RO SYSTEM, FILTER & FAUCET	312.14	N
			400507	99000683062	240-35-6399.00-938-599000	WASHING MACHINE FOR JR HIGH	489.23	N
Totals for Check 113709							2,215.29	
113710	12-12-2024	M&R ROOFING AND CO	400741	24059	199-51-6249.00-936-599000	ELEM CAFE REPAIR FOR WH PIP	1,050.00	N
113711	12-12-2024	BOBBIE MARTIN	008769		199-36-6299.PO-999-591000	FOOTBALL PLAYOFFS	100.00	N
113712	12-12-2024	LEE MARTIN	008768		199-36-6299.PO-999-591000	FOOTBALL PLAYOFFS	200.00	N

For the Month of December

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
113713	12-12-2024	THOMAS MARTIN	008779		199-36-6299.PO-999-591000	FOOTBALL PLAYOFFS	120.00	N
113714	12-12-2024	WHITNEY MARTIN	008770		199-36-6299.PO-999-591000	FOOTBALL PLAYOFFS	120.00	N
113715	12-12-2024	NEAL'S AUTOMOTIVE	400850	34137	199-34-6249.00-937-599000	2007 GMC HEATER REPAIR	368.75	N
113716	12-12-2024	DANIEL NELSON	008783		199-36-6299.PO-999-591000	FOOTBALL PLAYOFFS	180.00	N
113717	12-12-2024	REGION 14 EDUCATION	400904	037461	199-11-6239.00-001-524000	REGION 14 CONSORTIUM	1,302.86	N
			400904	037461	199-11-6239.00-041-530000	REGION 14 CONSORTIUM	414.35	N
			400904	037461	199-11-6239.00-999-525000	REGION 14 CONSORTIUM	71.43	N
			400904	037461	199-11-6239.01-001-521000	REGION 14 CONSORTIUM	928.57	N
			400904	037461	199-13-6239.00-999-599000	REGION 14 CONSORTIUM	157.14	N
			400904	037461	199-13-6239.02-999-599000	REGION 14 CONSORTIUM	857.14	N
			400904	037461	199-23-6239.00-001-599000	REGION 14 CONSORTIUM	1,350.00	N
			400904	037461	199-31-6239.00-001-599000	REGION 14 CONSORTIUM	50.00	N
			400904	037461	199-33-6239.00-999-599000	REGION 14 CONSORTIUM	642.86	N
			400904	037461	199-52-6239.00-999-599000	REGION 14 CONSORTIUM	400.00	N
			400904	037461	199-53-6239.01-750-599000	REGION 14 CONSORTIUM	3,085.71	N
			400904	037461	199-53-6239.01-999-511000	REGION 14 CONSORTIUM	5,250.00	N
			400904	037461	199-53-6239.01-999-599000	REGION 14 CONSORTIUM	4,628.57	N
			400904	037461	199-53-6239.02-750-599000	REGION 14 CONSORTIUM	600.00	N
			400904	037461	199-53-6239.02-999-511000	REGION 14 CONSORTIUM	264.14	N
			008785	037277	205-11-6411.00-101-524000		30.86	N
Totals for Check 113717							20,033.63	
113718	12-12-2024	SCHOOL COMP	400902	18087	199-11-6143.00-001-511000	WORKERS COMP CLAIMS PORTI	761.36	N
			400902	18087	199-11-6143.00-041-511000	WORKERS COMP CLAIMS PORTI	213.65	N
Totals for Check 113718							975.01	
113719	12-12-2024	TEXAS WORKFORCE CO	400928	100	199-41-6499.00-750-599000	DUE FOR UNEMPLOYMENT PAYM	344.00	N
113720	12-12-2024	TMEA	400880	HEATHER	199-36-6495.50-001-599000	MEMBERSHIP FEE	70.00	N
113721	12-12-2024	UNIFIRST CORPORATIO	008784	1480445	199-51-6319.01-936-599000	JANITORIAL SUPPLIES	9,306.42	N
			008784	1480445	199-51-6499.01-936-599000	JANITOR UNIFORMS	4,794.21	N
Totals for Check 113721							14,100.63	
113722	12-12-2024	UNITED SUPERMARKET	400483	14945900	199-11-6399.00-001-523000	SPED / LIFE SKILLS SUPPLIES	26.04	N
			008764	14945900	199-11-6399.00-001-524000		16.16	N
Totals for Check 113722							42.20	
113723	12-12-2024	UNITED SUPERMARKET			199-11-6399.00-001-511000		-25.60	N
			400710	14945900	199-11-6399.00-001-523000	SPED / LIFE SKILLS SUPPLIES	26.47	N
			400758	14945900	199-36-6399.12-001-591000	WATER FOR TOURNAMENTS	18.00	N
			008786	14945900	199-41-6399.00-750-599000		37.74	N
Totals for Check 113723							56.61	
113724	12-12-2024	UNIVERSITY OF TEXAS	400863	CLYDE CISD	199-36-6499.01-001-591000	PLAYOFF GAME FEE	461.30	N
113725	12-12-2024	CAPITAL ONE	400732	1659237938	199-11-6399.05-001-511000	MUSCLE/TENDON LAB SUPPLIES	21.71	N
			008763	1659237938	199-41-6399.00-701-599000		32.80	N
Totals for Check 113725							54.51	

For the Month of December

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
113726	12-12-2024	WALSH,GALLEGOS,KYL	400901	693021	199-41-6211.00-701-599000	ATTORNEY FEES	57.00	N
113727	12-12-2024	WEST TECHS CHILL WA	400836	26197	199-51-6249.00-936-599000	REPLACE BLOWER MOTOR RTI C	1,400.73	N
			400542	26197	199-51-6249.00-936-599000	REPLACE BLOWER MOTOR RTI C	1,200.00	N
			400542	26197	199-51-6249.02-936-599000	REPLACE BLOWER MOTOR RTI C	3,800.00	N
Totals for Check 113727							6,400.73	
113728	12-12-2024	DANNY WHITE	008777		199-36-6299.PO-999-591000	FOOTBALL PLAYOFFS	60.00	N
113729	12-12-2024	JIM NED CISD	400912	CLYDE CISD	199-36-6412.11-001-591000	MEALS FOR JIM NED TOURNAME	540.00	N
			400913	CLYDE CISD	199-36-6499.11-001-591000	TOURNAMENT ENTRY FEES	575.00	N
Totals for Check 113729							1,115.00	
113730	12-12-2024	TARLETON STATE UNIV	400879	CLYDE CISD	199-36-6499.50-001-599000	AREA WORKSHOP FEE	80.00	N
113731	12-12-2024	GREENWOOD BAND BO	400894	CLYDE CISD	199-36-6412.42-001-599000	ALL REGION MEALS	110.00	N
113732	12-19-2024	MOONEY, LAURIE L.	400964	2366-7R-2024	199-36-6399.04-001-599000	SUBSCRIPTION FEE	200.00	N
113733	12-19-2024	ABILENE AUTO GLASS	400969	99690	199-34-6249.00-937-599000	SUV 1 WINDSHIELD REPLACEME	329.00	N
113734	12-19-2024	ANTHONY MECHANICAL	400973	059136	199-51-6249.00-936-599000	WALK-IN FREEZER REPAIR CAFE	604.75	N
113735	12-19-2024	APPLE, INC.	400783	MB41907068	199-11-6399.75-999-511000	IPADS FOR ELEM	897.00	N
113736	12-19-2024	KAY BAILEY	400994		199-34-6219.01-937-599000	TSTC BUS DRIVER	130.00	N
113737	12-19-2024	BANGS ISD	400887	BBTOUIRNEY24	199-36-6412.12-001-591000	MEALS AT BANGS TOURNMENT	59.00	N
113738	12-19-2024	BEAV ENTERPRISES	400993	18762	199-34-6249.00-937-523000	REPAIRED FLAT TIRE ON TB 1	60.00	N
113739	12-19-2024	BILL WILLIAMS TIRE CE	400960	24-1028304-003	199-34-6319.00-937-599000	STEER TIRES FOR TB 1	1,229.34	N
113740	12-19-2024	BRADY ISD	400908	11052024	199-36-6269.00-001-591000	VB PLAYOFF GAME FEE	572.00	N
113741	12-19-2024	TANNER BROADFOOT	008792		199-36-6299.PO-999-591000	FOOTBALL PLAYOFFS	60.00	N
113742	12-19-2024	BSN SPORTS, LLC	400757	928219887	199-36-6399.12-001-591000	COACH/ADMIN PULLOVERS	381.32	N
			400757	928219887	199-36-6399.12-041-591000	COACH/ADMIN PULLOVERS	155.96	N
Totals for Check 113742							537.28	
113743	12-19-2024	C4 FUELS LLC	008790	72347	199-34-6311.01-937-523000	MONTHLY FUEL CHARGE	4,380.00	N
113744	12-19-2024	CAN-DOO BUDGET REN	400936	CLYDEISD5723	199-51-6249.00-936-599000	HS AG LOCAL STOCKSHOW	273.00	N
113745	12-19-2024	OPTIMUM BUSINESS	008789	101389034	199-53-6399.01-999-599000	INTERNET MONTHLY CHARGE	183.70	N
113746	12-19-2024	CITY OF CLYDE	400992	CLYDE CISD	199-52-6219.00-999-599000	SCHOOL RESOURCE OFFICERS	25,781.78	N
113747	12-19-2024	CJ FENCE, LLC	400771	1711	199-11-6639.40-001-522000	LARGER GATE FOR AG BARN	3,117.00	N
113748	12-19-2024	COMMUNITIES IN SCHO	400980	CLYDE CISD	199-11-6219.00-001-524000	STUDENT WRAP AROUND SERVI	14,000.00	N
			400980	CLYDE CISD	199-11-6219.00-041-524000	STUDENT WRAP AROUND SERVI	14,000.00	N
			400980	CLYDE CISD	199-11-6219.00-101-524000	STUDENT WRAP AROUND SERVI	14,000.00	N
			400980	CLYDE CISD	199-11-6219.00-103-524000	STUDENT WRAP AROUND SERVI	14,000.00	N
Totals for Check 113748							56,000.00	
113749	12-19-2024	ROBERT DALTON	250036	PAYMENT 5 OF	199-11-6219.80-001-522000	CRIMINAL HISTORY INSTRUCTOR	2,100.00	N
113750	12-19-2024	DEMCO, INC.	400823	7576390	199-12-6399.00-001-599000	DUE DATE SLIPS	135.38	N

For the Month of December

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
113751	12-19-2024	CARD SERVICE CENTER	008788	XXXX2049	199-41-6299.00-750-599000	REMARKABLE SUBSCRIPTIONS	6.48	N
			400740	XXXX2049	199-41-6399.00-750-599000	ADMIN SUPPLIES - SAMS CLUB	45.38	N
			400740	XXXX2049	199-41-6499.00-702-599000	ADMIN SUPPLIES - SAMS CLUB	45.38	N
			400750	XXXX2049	199-41-6499.00-750-599000	SUPPLIES AT UNITED	32.61	N
Totals for Check 113751							129.85	
113752	12-19-2024	GANDY'S	400882	1199619	240-35-6341.01-001-599000	MILK INVOICE	1,152.90	N
			400882	1199619	240-35-6341.01-041-599000	MILK INVOICE	1,397.35	N
			400882	1199619	240-35-6341.01-101-599000	MILK INVOICE	1,969.11	N
			400882	1199619	240-35-6341.01-103-599000	MILK INVOICE	1,772.80	N
Totals for Check 113752							6,292.16	
113753	12-19-2024	GARBO'S LOCKSMITH S	400396	93133	199-51-6239.00-936-599000	EMERGENCY SERVICE CALLS	18.00	N
113754	12-19-2024	COREY HAAS	400943	1221	199-51-6249.00-936-599000	EMERGENCY REPAIR JR HI PARK	1,445.00	N
			400943	1131	199-51-6249.00-936-599000	EMERGENCY REPAIR JR HI PARK	610.00	N
			400943	1222	199-51-6249.00-936-599000	EMERGENCY REPAIR JR HI PARK	2,635.00	N
			400943	1224	199-51-6249.00-936-599000	EMERGENCY REPAIR JR HI PARK	850.00	N
			400774	1018	199-51-6249.00-936-599000	REPAIR FAUCET IN ROOM C116	50.00	N
			400774	1094	199-51-6249.00-936-599000	REPAIR FAUCET IN ROOM C116	190.00	N
			400774	1113	199-51-6249.00-936-599000	REPAIR FAUCET IN ROOM C116	100.00	N
			400774	1119	199-51-6249.00-936-599000	REPAIR FAUCET IN ROOM C116	170.00	N
Totals for Check 113754							6,050.00	
113755	12-19-2024	HANNER CHEVROLET	400172	527889	199-34-6319.01-937-599000	KEYS AND FOBS FOR SUBS	388.02	N
113756	12-19-2024	HENRY SCHEIN CORP.	400504	26562579	199-33-6399.01-103-599000	NURSE OFFICE SUPPLIES	7.89	N
113757	12-19-2024	HUCKABAY ISD	400915	CLYDE CISD	199-36-6412.12-001-591000	MEALS AT HUCKBAY GAMES	96.00	N
113758	12-19-2024	IFRIT TECHNOLOGIES L	400890	CLYDE CISD	199-36-6399.04-001-599000	EXTEMP GENIE LICENCES	173.93	N
113759	12-19-2024	KEN'S CHICKEN N FISH	400911	032387	199-36-6412.11-001-591000	MEALS AT BRECKENRIDGE TOUR	210.00	N
113760	12-19-2024	MATHFACTLAB, LLC	400891	24743	199-11-6499.00-103-511000	MATHFACTLAB	450.00	N
113761	12-19-2024	MCGRAW HILL EDUCATI	400997	134833339001	410-11-6399.00-103-511000	PAYMENT FOR ORDER PO 24147	3,195.24	N
113762	12-19-2024	RACHEL MCNIECE	400933	CLYDE CISD	199-11-6399.55-001-511000	CHOIR UNIFORM REPAIR	15.00	N
113763	12-19-2024	MILES HIGH SCHOOL CL	400914	CLYDE CISD	199-36-6412.12-001-591000	MEALS AT MILES TOURNAMENT	115.50	N
113764	12-19-2024	NORTH TEXAS TOLLWA	400951	2007212300	199-41-6411.00-701-599000	TOLLS	10.02	N
113765	12-19-2024	N-TUNE MUSIC AND SO	400925	NT0693	199-11-6299.41-001-511000	SUPPLIES AND REPAIRS	155.00	N
			400925	NT0679	199-11-6299.41-001-511000	SUPPLIES AND REPAIRS	75.00	N
			400925	NT0694	199-36-6399.42-001-599000	SUPPLIES AND REPAIRS	27.60	N
Totals for Check 113765							257.60	
113767	12-19-2024	RANKIN AUTO PARTS	400150	334406	199-34-6319.01-937-599000	OPEN PO FOR SUPPLIES	469.26	N
			400150	336007	199-34-6319.01-937-599000	OPEN PO FOR SUPPLIES	110.42	N
			400150	335496	199-34-6319.01-937-599000	OPEN PO FOR SUPPLIES	6.15	N
Totals for Check 113767							585.83	
113768	12-19-2024	REC FOUNDATION, INC	400938	62307038	199-36-6499.53-103-599000	ROBOTICS REGISTRATION	600.00	N

For the Month of December

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113769	12-19-2024	REGION 4 EDUCATION S	400864	1752003677	199-34-6219.01-937-599000	ONLINE RECERTIFICATION X 6	55.00	N
113770	12-19-2024	RHS CONSTRUCTION S	400991	CLYDE CISD	199-51-6249.00-936-599000	CLYDE JH PAVING	205,425.00	N
113771	12-19-2024	ELEUTERIO F,	008794		199-36-6299.PO-999-591000	FOOTBALL PLAYOFFS	120.00	N
113772	12-19-2024	NOAH ROBLEDO	008793		199-36-6299.PO-999-591000	FOOTBALL PLAYOFFS	60.00	N
113773	12-19-2024	SHREDDING SERVICES	008791	31642	199-41-6299.00-750-599000	SHREDDING SERVICES	70.00	N
113774	12-19-2024	STERLING COMPUTER	400822	SO-0173303	199-11-6399.75-999-511000	TEST COMPUTER FOR TEACHER	1,148.00	N
113775	12-19-2024	DALENA TARVER	400953	CLYDE CISD	199-36-6411.01-041-599000	PER DIEM FOR STATE CONGRES	196.00	N
			400953	CLYDE CISD	199-36-6412.02-001-599000	PER DIEM FOR STATE CONGRES	392.00	N
						Totals for Check 113775	588.00	
113776	12-19-2024	TEP BOOKS, INC.	400444	2012690-IN	199-36-6399.04-001-599000	UIL MATERIALS	204.54	N
113777	12-19-2024	THSPA	400919	CLYDE CISD	199-36-6495.09-001-591000	MEMBERSHIP FEE	75.00	N
113778	12-19-2024	THSWPA	400918	CLYDE CISD	199-36-6495.09-001-591000	MEMBERSHIP FEE	100.00	N
113779	12-19-2024	UNIVERSITY OF TEXAS	400909	CLYDE CISD	199-36-6499.01-001-591000	UIL PLAYOFF FEE	738.08	N
113780	12-19-2024	UPS	400990	0000R1740F474	199-41-6399.02-701-599000	ADJUSTMENT TO SHIPPING COS	29.04	N
113781	12-19-2024	WEST TECHS CHILL WA	400961	26536	199-51-6249.00-936-599000	REPLACED ELECTRICAL SWITCH	506.25	N
			400984	26646	199-51-6249.00-936-599000	MULTIPLE HEATERS DOWN AT	520.00	N
			400982	26537	199-51-6249.00-936-599000	REPLACED LED DRIVES JR HI	410.00	N
			400981	26538	199-51-6249.00-936-599000	MISC. ELECTRICAL ISSUES AT JH	1,591.49	N
						Totals for Check 113781	3,027.74	
113782	12-19-2024	BOBBIE MARTIN	008795		199-36-6299.PO-999-591000	FOOTBALL PLAYOFFS	100.00	N
113784	12-19-2024	SAM'S CLUB DIRECT	400578	0402449700889	199-36-6412.42-001-599000	MEALS FOR AREA COMPETITION	277.84	N
113785	12-20-2024	MELINDA KIRKSEY	008797		199-36-6299.PO-999-591000		60.00	N
			008798		199-36-6299.PO-999-591000		60.00	N
			008797		199-36-6299.PO-999-591000	WRONG AMOUNT	-60.00	N
			008798		199-36-6299.PO-999-591000	WRONG AMOUNT	-60.00	N
						Totals for Check 113785	.00	
113786	12-20-2024	HOWDY DOODIE SEPTIC	400696	1380	199-51-6249.00-936-599000	PUMPING OUT GREASE TRAP	110.00	N
113787	12-20-2024	HASKELL HIGH SCHOOL	400972	CLYDE CISD	199-36-6412.11-001-591000	MEALS AT HASKELL GAME	200.00	N
113788	12-20-2024	STRAWN BOOSTER CLU	400975	027783 CLYDE	199-36-6412.12-001-591000	MEALS AT STRAWN TOURNAMEN	443.00	N
113789	12-20-2024	JOHNATHAN, HADDOCK	008799		199-36-6299.PO-999-591000	FOOTBALL PLAYOFFS	100.00	N
113790	12-20-2024	MELINDA KIRKSEY	008800		199-36-6299.PO-999-591000	FOOTBALL PLAYOFFS	60.00	N
999999	12-19-2024	COMPACT CONSTRUCTI	400848	R4704162	199-51-6269.00-936-599000	MANLIFT RENTAL, FLAGPOLE	224.00	N
				R385682	199-51-6269.00-936-599000	ADJUSTMENT	-224.00	N
						Totals for Check 999999	.00	

Total Checks 559,735.21

End of Report

Fnc-Obj-So-Org-Prog	Date	Receipt Nbr	Cust Nbr	Cust Name	Description	Debits (+)	Credits (-)
00-5752.PO-000-500000	12-01-2024	002312			PLAYOFF GAMES	.00	-56.00
00-5752.04-000-500000	12-02-2024	002313			JH BASKETBALL	.00	-12.00
00-5752.PO-000-500000	12-02-2024	002314			PLAYOFF GAMES	.00	-4,198.00
00-5752.04-000-500000	12-03-2024	002315			JH BASKETBALL	.00	-305.00
00-5752.PO-000-500000	12-03-2024	002316			PLAYOFF GAMES	.00	-221.00
00-5752.04-000-500000	12-04-2024	002318			JH BASKETBALL	.00	-72.00
00-5711.00-000-500000	12-06-2024	002320			TAXES NOVEMBER	.00	-189,706.70
00-1220.00-000-500000	12-06-2024	002320			TAXES NOVEMBER	.00	-15,683.09
Totals for Net Receipt 002320 - PROPERTY TAXES NOVEMBER						.00	-205,389.79
00-5931.00-000-500000	12-06-2024	002321			TMHP NOVEMBER	.00	-574.39
00-5752.03-000-500000	12-06-2024	002322			RESTAURANT REFUND	.00	-200.00
00-5752.PO-000-500000	12-06-2024	002323			FACILITY RENTAL	.00	-1,707.87
00-5752.04-000-500000	12-04-2024	002356			JH BASKETBALL	.00	-72.00
00-2171.00-000-500000	12-16-2024	002364			REIM FOR HS BETA CLUB	.00	-90.40
00-5749.01-000-500000	12-16-2024	002367			TIPS REWARDS REGION VIII	.00	-1,072.79
00-5931.00-000-500000	12-16-2024	002368			TMHP	.00	-126.91
00-5752.PO-000-500000	12-16-2024	002369			FACILITY RENTAL	.00	-2,128.72
00-5752.03-000-500000	12-15-2024	002370			HS BASKETBALL	.00	-17.00
00-5752.04-000-500000	12-15-2024	002371			JH BASKETBALL	.00	-252.00
00-5752.03-000-500000	12-16-2024	002372			HS BASKETBALL	.00	-64.00
00-5752.04-000-500000	12-16-2024	002373			JH BASKETBALL	.00	-89.00
00-5752.03-000-500000	12-17-2024	002374			HS BASKETBALL	.00	-18.00
00-5752.04-000-500000	12-17-2024	002375			JH BASKETBALL	.00	-185.00
00-5749.01-000-500000	12-17-2024	002377			CHROMEBOOK USAGE FEES	.00	-25.00
00-5749.01-000-500000	12-17-2024	002377			CHROMEBOOK USAGE FEES	25.00	.00
Totals for Net Receipt 002377 - CHROMEBOOK USAGE FEES						.00	.00
00-5752.05-000-500000	12-19-2024	002380			SOFTBALL TOURN WINTER	.00	-1,000.00

Fnc-Obj.-So-Org-Prog	Date	Receipt Nbr	Cust Nbr	Cust Name	Description	Debits (+)	Credits (-)
00-5749.01-000-500000	12-19-2024	002381			FOIA REQUEST PAYMENT	.00	-50.00
00-5752.PO-000-500000	12-19-2024	002382			PLAYOFF GAMES	.00	-2,156.59
00-5931.00-000-500000	12-19-2024	002383			TMHP	.00	-2.61
00-2171.00-000-500000	12-19-2024	002384			REIMBURSEMENT HS FOR	.00	-4,956.29
00-5753.01-000-500000	12-29-2024	002440			KEY CLUB	.00	-24.00
00-5753.01-000-500000	12-30-2024	002441			KEY CLUB	.00	-48.00
00-5749.01-000-500000	12-03-2024	002464			CHROME BOOK FEES	.00	-25.00
00-5749.01-000-500000	12-17-2024	002465			CHROME BOOK FEES	.00	-25.00
00-5811.00-000-500000	12-24-2024	002469			FSP-AVAIL SCHL FD-PER CAPITA	.00	-94,240.00
00-1242.00-000-500000	12-31-2024	002474			DEPT OF AGRICULTURE	.00	-17,793.83
00-1110.00-000-500000					Gross Cash Receipts	337,198.19	-25.00
00-1110.00-000-500000					Net Cash Receipts	337,173.19	
00-1110.00-000-500000	12-31-2024	002466			MMA INTEREST DEC 2024	.00	-3,055.57
00-1110.02-000-500000					Gross Cash Receipts	3,055.57	.00
00-1110.02-000-500000					Net Cash Receipts	3,055.57	
Totals for Fund 199 / 5						340,228.76	-340,228.76

Fnc-Obj.So-Obj-Prog	Date	Receipt Nbr	Cust Nbr	Cust Name	Description	Debits (+)	Credits (-)
00-5751.01-000-500000	12-06-2024	002317			CAFE DEPOSIT DECEMBER	.00	-222.45
00-5751.00-000-500000	12-06-2024	002317			CAFE DEPOSIT DECEMBER	.00	-723.74
00-5751.02-000-500000	12-06-2024	002317			CAFE DEPOSIT DECEMBER	.00	-415.75
Totals for Net Receipt 002317 - CAFE DEPOSIT DECEMBER						.00	-1,361.94
00-5922.00-000-500000	12-06-2024	002353			NATIONAL SCHOOL LUNCH NSLP	.00	-33,308.08
00-5921.00-000-500000	12-06-2024	002354			SCHOOL BREAKFAST PROGRAM	.00	-10,363.08
00-5751.01-000-500000	12-13-2024	002355			CAFE DEPOSIT	.00	-271.93
00-5751.00-000-500000	12-13-2024	002355			CAFE DEPOSIT	.00	-711.34
00-5751.02-000-500000	12-13-2024	002355			CAFE DEPOSIT	.00	-400.15
Totals for Net Receipt 002355 - CAFE DEPOSIT						.00	-1,383.42
00-1260.00-000-500000	12-16-2024	002365			REIM FOR ELEM TG LUNCHES	.00	-99.75
00-5751.00-000-500000	12-02-2024	002470			HARRIS SYSTEM - LUNCH	.00	-1,913.65
00-5751.00-000-500000	12-10-2024	002471			HARRIS SYSTEM - LUNCH	.00	-7,120.24
00-5751.00-000-500000	12-18-2024	002472			HARRIS SYSTEM - LUNCH	.00	-6,266.55
00-5751.00-000-500000	12-24-2024	002473			HARRIS SYSTEM - LUNCH	.00	-5,166.75
00-5751.01-000-500000	12-20-2024	002475			CAFE DEPOSIT BKFST	.00	-154.99
00-5751.00-000-500000	12-20-2024	002475			CAFE DEPOSIT LUNCH	.00	-573.50
00-5751.02-000-500000	12-20-2024	002475			CAFE DEPOSIT SNACK BAR	.00	-480.85
Totals for Net Receipt 002475 - CAFE DEPOSIT						.00	-1,209.34
00-1110.00-000-500000					Gross Cash Receipts	68,192.80	.00
00-1110.00-000-500000					Net Cash Receipts	68,192.80	
Totals for Fund 240 / 5						68,192.80	-68,192.80

<u>Fnc-Obj.</u> <u>So-Org-Prog</u>	<u>Date</u>	<u>Receipt Nbr</u>	<u>Cust Nbr</u>	<u>Cust Name</u>	<u>Description</u>	<u>Debits (+)</u>	<u>Credits (-)</u>
00-1250.00-000-500000	12-31-2024	002467			I & S FUND INTEREST DEC 2024	.00	-10,090.31
00-1110.00-000-500000					Gross Cash Receipts	10,090.31	.00
00-1110.00-000-500000					Net Cash Receipts	10,090.31	
Totals for Fund 599 / 5						10,090.31	-10,090.31
Final Totals						418,511.87	-418,511.87

End of Report

2021-2022 Utilities Report

PAYEE	SEPT	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APRIL	MAY	JUNE	JULY	AUG.	TOTAL
ATMOS GAS	\$552.66	\$760.53	\$2,333.31	\$4,695.12	\$10,246.90	\$11,687.18	\$10,074.14	\$2,866.60	\$1,429.65	\$540.36	\$588.80	\$536.33	\$46,311.58
WATER	\$9,028.00	\$9,740.75	\$9,497.00	\$8,766.25	\$7,677.50	\$9,426.25	\$8,596.75	\$9,146.25	\$8,770.00	\$8,041.50	\$7,735.96	\$8,725.96	\$105,152.17
ELECTRIC	\$26,300.08	\$25,401.39	\$22,802.75	\$19,388.65	\$16,895.04	\$18,638.09	\$19,474.30	\$20,516.95	\$25,169.81	\$24,338.78	\$24,105.67	\$25,638.68	\$268,670.19
TOTAL	\$35,880.74	\$35,902.67	\$34,633.06	\$32,850.02	\$34,819.44	\$39,751.52	\$38,145.19	\$32,529.80	\$35,369.46	\$32,920.64	\$32,430.43	\$34,900.97	\$420,133.94

2022-23 Utilities Report

PAYEE	SEPT	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APRIL	MAY	JUNE	JULY	AUG.	TOTAL
ATMOS GAS	\$703.50	\$1,280.08	\$1,914.83	\$9,591.15	\$12,564.62	\$14,961.65	\$6,077.86	\$2,531.43	\$1,481.43	\$902.18	\$692.51	\$712.69	\$53,413.93
WATER	\$11,293.71	\$10,223.71	\$10,688.71	\$9,005.71	\$8,811.46	\$9,488.71	\$9,176.96	\$9,516.96	\$9,860.74	\$8,370.24	\$7,886.74	\$11,556.49	\$115,880.14
ELECTRIC	\$28,485.14	\$25,535.85	\$22,111.41	\$24,042.85	\$20,288.03	\$22,456.51	\$20,020.90	\$21,154.93	\$19,939.64	\$18,830.05	\$20,290.33	\$24,391.27	\$267,546.91
TOTAL	\$40,482.35	\$37,039.64	\$34,714.95	\$42,639.71	\$41,664.11	\$46,906.87	\$35,275.72	\$33,203.32	\$31,281.81	\$28,102.47	\$28,869.58	\$36,660.45	\$436,840.98

2023-24 Utilities Report

PAYEE	SEPT	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APRIL	MAY	JUNE	JULY	AUG.	TOTAL
ATMOS GAS	\$941.52	\$2,565.85	\$5,332.05	\$10,191.63	\$21,779.74	\$13,069.46	\$7,292.91	\$4,392.67	\$1,351.01	\$1,737.54	\$915.42	\$915.45	\$70,485.25
WATER	\$10,633.57	\$10,235.07	\$10,291.57	\$8,850.07	\$8,264.57	\$9,230.82	\$8,657.57	\$9,438.82	\$9,473.29	\$7,751.45	\$8,088.23	\$7,482.00	\$108,397.03
ELECTRIC	\$30,330.02	\$31,405.73	\$26,523.55	\$22,343.22	\$20,096.35	\$20,991.35	\$19,901.02	\$21,374.89	\$21,117.42	\$21,272.17	\$19,668.46	\$22,792.47	\$277,816.65
TOTAL	\$41,905.11	\$44,206.65	\$42,147.17	\$41,384.92	\$50,140.66	\$43,291.63	\$35,851.50	\$35,206.38	\$31,941.72	\$30,761.16	\$28,672.11	\$31,189.92	\$456,698.93


2024-2025 Utilities Report


PAYEE	SEPT	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APRIL	MAY	JUNE	JULY	AUG.	TOTAL
ATMOS GAS	\$1,193.15	\$1,403.22	\$2,732.53	\$7,327.18									
WATER	\$12,572.62	\$10,847.37	\$10,402.09	\$9,645.41									
ELECTRIC	\$30,410.71	\$28,701.60	\$25,333.23	\$24,394.02									
TOTAL	\$44,176.48	\$40,952.19	\$38,467.85	\$41,366.61									

CLYDE CONSOLIDATED INDEPENDENT SCHOOL DISTRICT MONTHLY INVESTMENT PORTFOLIO
AS OF DECEMBER 31, 2024

	CD AMOUNT	CASH BALANCE 11/30/2024	NET CHANGES	CASH BALANCE 12/31/2024	INCOME & ACCRUED	INTEREST	MATURITY DATE	AVG MONTHLY INTEREST RATE
GENERAL OPERATING FUND								
Cash - First Financial Checking		\$7,609,437.15	-\$984,602.69	\$6,624,834.46		\$23,662.30		3.85%
Investment Account-MMA		\$931,092.28	\$3,055.57	\$934,147.85		\$3,055.57		3.85%
TOTAL		\$8,540,529.43		\$7,558,982.31				
TEXAS-RANGE INVESTMENT POOL								
Texas-Range Daily - General Operating		\$786,683.90	\$3,067.77	\$789,751.67		\$3,067.77		4.57%
First Internet Bank of Indiana Cd	\$237,000.00	\$237,000.00		\$237,000.00		8895.49*	4/21/2025	5.31%
* Interest will be paid at maturity								
TOTAL		1,023,683.90		1,026,751.67				
EDUCATION FOUNDATION								
Cash - First Financial Checking		\$17,803.41	\$3,547.28	\$21,350.69		\$4.78		0.25%
FIRST FINANCIAL BANK CD	\$40,000.00	\$40,000.00	528.62	\$40,528.62		\$528.62	4/19/2025	4.01%
First Bank Texas		\$5,594.20	\$0.00	\$5,594.20				
Raymond James CD	\$26,923.98	\$26,823.06	\$195.49	\$27,018.55		\$93.82	2/6/2025	4.55%
TOTAL		\$90,220.67		94,492.06				
INTEREST & SINKING FUND								
Cash - First Financial Checking		\$3,074,644.14	10,090.31	3,084,734.45		\$10,091.31		3.85%
Texas-Range Investment Pool		\$2.26	\$0.01	\$2.27				0.00%
TOTAL		\$3,074,646.40		3,084,736.72				
CD's								
		11/30/2024	Net Change	12/31/2024	Interest			
	\$303,923.98	\$11,705,410.50	\$59,552.26	\$11,764,962.76	\$40,504.17			
TOTAL CASH & INVESTMENTS	\$12,729,185.83							

This report is in compliance with the investment strategies as established in the District's investment policy and the reporting requirements as mandated by the Public Funds Investment Act (Chapter 2256) as amended.


Rhonda Neal
CFO


Bryan Allen
Superintendent

Texas Education Agency
2024 Federal Report Card
 CLYDE H S (030902001) - CLYDE CISD - CALLAHAN COUNTY

Part (i): Description of State Accountability System

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

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

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

Texas Education Agency
2024 Federal Report Card
 CLYDE H S (030902001) - CLYDE CISD - CALLAHAN COUNTY

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

57

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%

Texas Education Agency
2024 Federal Report Card
 CLYDE H S (030902001) - CLYDE CISD - CALLAHAN COUNTY

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

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

Texas Education Agency
2024 Federal Report Card
 CLYDE H S (030902001) - CLYDE CISD - CALLAHAN COUNTY

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 Status ¹	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Achievement Domain Score: STAAR Component Only ²	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.

Texas Education Agency
2024 Federal Report Card
 CLYDE H S (030902001) - CLYDE CISD - CALLAHAN COUNTY

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

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

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

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

60

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

Part (ii): Student Achievement by Proficiency Level

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

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

Texas Education Agency
2024 Federal Report Card
 CLYDE H S (030902001) - CLYDE CISD - CALLAHAN COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
English I	All Students	67%	76%	76%	*	75%	77%	*	-	-	56%	74%	78%	41%	87%	*	71%	85%	-	60%	-	*	
	CWD	35%	41%	41%	-	33%	46%	-	-	-	*	44%	36%	41%	-	-	42%	33%	-	*	-	-	
	CWOD	73%	87%	87%	*	89%	86%	*	-	-	83%	88%	86%	-	87%	*	82%	93%	-	*	-	*	
	EL	47%	*	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-	-
	Male	62%	71%	71%	-	77%	72%	-	-	-	40%	65%	75%	42%	82%	-	71%	-	-	60%	-	-	-
	Female	74%	85%	85%	*	73%	86%	*	-	-	*	84%	83%	33%	93%	*	-	85%	-	-	-	-	*
English II	All Students	74%	77%	77%	-	78%	78%	-	-	-	50%	75%	77%	33%	88%	*	71%	83%	-	*	*	*	
	CWD	39%	33%	33%	-	40%	37%	-	-	-	*	27%	35%	33%	-	-	38%	25%	-	*	*	-	
	CWOD	78%	88%	88%	-	89%	87%	-	-	-	*	88%	88%	-	88%	*	81%	94%	-	*	-	*	
	EL	52%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-	-
	Male	69%	71%	71%	-	83%	70%	-	-	-	*	63%	76%	38%	81%	-	71%	-	-	*	-	-	-
	Female	79%	83%	83%	-	73%	86%	-	-	-	*	86%	78%	25%	94%	*	-	83%	-	*	*	*	*
Algebra I	All Students	79%	89%	87%	*	94%	85%	*	-	-	100%	86%	87%	68%	94%	*	83%	92%	-	80%	-	*	
	CWD	54%	68%	68%	-	*	65%	-	-	-	*	79%	57%	68%	-	-	70%	60%	-	*	-	-	
	CWOD	83%	96%	94%	*	93%	94%	*	-	-	100%	90%	97%	-	94%	*	92%	97%	-	*	-	*	
	EL	72%	*	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-	-
	Male	77%	86%	83%	-	82%	81%	-	-	-	*	80%	86%	70%	92%	-	83%	-	-	80%	61	-	-
	Female	81%	93%	92%	*	100%	92%	*	-	-	*	95%	89%	60%	97%	*	-	92%	-	-	-	-	*
Biology	All Students	90%	94%	94%	-	90%	97%	-	-	-	60%	88%	99%	79%	99%	-	94%	95%	-	100%	*	*	
	CWD	75%	79%	79%	-	*	90%	-	-	-	*	62%	93%	79%	-	-	81%	75%	-	*	*	-	
	CWOD	92%	99%	99%	-	100%	99%	-	-	-	*	97%	100%	-	99%	-	98%	100%	-	*	-	*	
	EL	84%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	89%	94%	94%	-	92%	96%	-	-	-	*	85%	100%	81%	98%	-	94%	-	-	*	-	*	
	Female	91%	95%	95%	-	89%	98%	-	-	-	*	92%	97%	75%	100%	-	-	95%	-	*	*	*	*
STAAR Percent at Meets Grade Level or Above																							
End of Course																							
English I	All Students	50%	59%	59%	*	54%	61%	*	-	-	56%	53%	64%	22%	71%	*	53%	70%	-	60%	-	*	
	CWD	19%	22%	22%	-	0%	29%	-	-	-	*	22%	21%	22%	-	-	25%	11%	-	*	-	-	
	CWOD	55%	71%	71%	*	72%	70%	*	-	-	83%	68%	73%	-	71%	*	64%	80%	-	*	-	*	
	EL	27%	*	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-	-
	Male	43%	53%	53%	-	46%	55%	-	-	-	40%	38%	63%	25%	64%	-	53%	-	-	60%	-	-	-
	Female	57%	70%	70%	*	64%	70%	*	-	-	*	72%	66%	11%	80%	*	-	70%	-	-	-	-	*
English II	All Students	57%	62%	62%	-	48%	66%	-	-	-	50%	58%	65%	15%	75%	*	54%	72%	-	*	*	*	
	CWD	23%	15%	15%	-	0%	21%	-	-	-	*	9%	18%	15%	-	-	19%	8%	-	*	*	-	
	CWOD	61%	75%	75%	-	61%	76%	-	-	-	*	71%	77%	-	75%	*	64%	85%	-	*	-	*	
	EL	30%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-	-
	Male	51%	54%	54%	-	50%	56%	-	-	-	*	38%	62%	19%	64%	-	54%	-	-	*	-	-	-
	Female	63%	72%	72%	-	45%	78%	-	-	-	*	75%	68%	8%	85%	*	-	72%	-	*	*	*	*

Texas Education Agency
2024 Federal Report Card
 CLYDE H S (030902001) - CLYDE CISD - CALLAHAN COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Algebra I	All Students	41%	62%	56%	*	50%	56%	*	-	-	67%	55%	57%	14%	72%	*	50%	65%	-	40%	-	*	
	CWD	17%	14%	14%	-	*	17%	-	-	-	*	21%	7%	14%	-	-	13%	20%	-	*	-	-	
	CWOD	45%	78%	72%	*	60%	75%	*	-	-	80%	70%	74%	-	72%	*	73%	72%	-	*	-	*	
	EL	29%	*	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-	-
	Male	39%	59%	50%	-	36%	53%	-	-	-	*	44%	54%	13%	73%	-	50%	-	-	40%	-	-	-
	Female	43%	68%	65%	*	63%	63%	*	-	-	*	68%	61%	20%	72%	*	-	65%	-	-	-	-	*
Biology	All Students	54%	67%	67%	-	52%	70%	-	-	-	60%	59%	73%	39%	75%	-	71%	63%	-	80%	*	*	
	CWD	26%	39%	39%	-	*	48%	-	-	-	*	46%	33%	39%	-	-	44%	33%	-	*	*	-	
	CWOD	58%	75%	75%	-	65%	77%	-	-	-	*	63%	83%	-	75%	-	79%	70%	-	*	-	*	
	EL	33%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	54%	71%	71%	-	67%	72%	-	-	-	*	59%	78%	44%	79%	-	71%	-	-	*	-	-	*
	Female	54%	63%	63%	-	33%	68%	-	-	-	*	58%	66%	33%	70%	-	-	63%	-	*	*	-	*
STAAR Percent at Masters Grade Level																							
End of Course																							
English I	All Students	15%	16%	16%	*	8%	18%	*	-	-	11%	9%	21%	6%	19%	*	11%	25%	-	0%	-	*	
	CWD	4%	6%	6%	-	0%	8%	-	-	-	*	6%	7%	6%	-	-	8%	0%	-	*	-	-	
	CWOD	17%	19%	19%	*	11%	21%	*	-	-	17%	10%	24%	-	19%	*	11%	29%	-	*	62	*	
	EL	4%	*	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-	-
	Male	11%	11%	11%	-	0%	13%	-	-	-	0%	3%	16%	8%	11%	-	11%	-	-	0%	-	-	-
	Female	19%	25%	25%	*	18%	27%	*	-	-	*	16%	31%	0%	29%	*	-	25%	-	-	-	-	*
English II	All Students	8%	11%	11%	-	9%	12%	-	-	-	0%	6%	13%	4%	12%	*	9%	13%	-	*	*	*	
	CWD	3%	4%	4%	-	0%	5%	-	-	-	*	0%	6%	4%	-	-	6%	0%	-	*	*	-	
	CWOD	9%	12%	12%	-	11%	13%	-	-	-	*	7%	15%	-	12%	*	9%	15%	-	*	-	*	
	EL	1%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-	-
	Male	7%	9%	9%	-	17%	7%	-	-	-	*	4%	11%	6%	9%	-	9%	-	-	*	-	-	-
	Female	10%	13%	13%	-	0%	16%	-	-	-	*	7%	16%	0%	15%	*	-	13%	-	*	*	-	*
Algebra I	All Students	23%	38%	33%	*	39%	32%	*	-	-	33%	30%	36%	7%	43%	*	32%	35%	-	0%	-	*	
	CWD	7%	7%	7%	-	*	9%	-	-	-	*	7%	7%	7%	-	-	9%	0%	-	*	-	-	
	CWOD	25%	48%	43%	*	47%	44%	*	-	-	40%	40%	46%	-	43%	*	46%	41%	-	*	-	*	
	EL	13%	*	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-	
	Male	22%	38%	32%	-	36%	30%	-	-	-	*	28%	34%	9%	46%	-	32%	-	-	0%	-	-	-
	Female	23%	39%	35%	*	38%	38%	*	-	-	*	32%	39%	0%	41%	*	-	35%	-	-	-	-	*
Biology	All Students	18%	19%	19%	-	14%	20%	-	-	-	0%	22%	16%	25%	17%	-	22%	14%	-	20%	*	*	
	CWD	5%	25%	25%	-	*	33%	-	-	-	*	23%	27%	25%	-	-	31%	17%	-	*	*	-	
	CWOD	19%	17%	17%	-	18%	17%	-	-	-	*	21%	14%	-	17%	-	19%	14%	-	*	-	*	
	EL	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	18%	22%	22%	-	17%	24%	-	-	-	*	26%	20%	31%	19%	-	22%	-	-	*	-	-	*
	Female	17%	14%	14%	-	11%	16%	-	-	-	*	17%	13%	17%	14%	-	-	14%	-	*	*	-	*
STAAR Percent at Approaches Grade Level or Above																							
All Grades																							

Texas Education Agency
2024 Federal Report Card
 CLYDE H S (030902001) - CLYDE CISD - CALLAHAN COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Subjects	All Students	73%	80%	84%	*	84%	85%	*	-	-	69%	81%	86%	55%	92%	100%	80%	89%	-	83%	*	100%
	CWD	46%	48%	55%	-	47%	60%	-	-	-	20%	55%	55%	55%	-	-	57%	50%	-	73%	*	-
	CWOD	77%	88%	92%	*	94%	92%	*	-	-	94%	91%	93%	-	92%	100%	88%	96%	-	100%	-	100%
	EL	61%	81%	100%	-	100%	-	-	-	-	-	*	*	-	100%	100%	-	100%	-	-	-	-
	Male	71%	79%	80%	-	86%	80%	-	-	-	57%	73%	84%	57%	88%	-	80%	-	-	79%	-	*
	Female	74%	82%	89%	*	83%	91%	*	-	-	77%	91%	88%	50%	96%	100%	-	89%	-	*	*	*
Reading	All Students	74%	79%	76%	*	77%	77%	*	-	-	53%	75%	77%	37%	87%	*	71%	84%	-	75%	*	*
	CWD	44%	42%	37%	-	36%	42%	-	-	-	0%	38%	35%	37%	-	-	40%	30%	-	60%	*	-
	CWOD	80%	89%	87%	*	89%	87%	*	-	-	89%	88%	87%	-	87%	*	82%	94%	-	*	-	*
	EL	59%	86%	*	-	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-
	Male	70%	76%	71%	-	80%	71%	-	-	-	38%	64%	75%	40%	82%	-	71%	-	-	67%	-	-
	Female	78%	84%	84%	*	73%	86%	*	-	-	71%	85%	80%	30%	94%	*	-	84%	-	*	*	*
Mathematics	All Students	70%	80%	89%	*	95%	88%	*	-	-	100%	87%	91%	68%	96%	*	86%	94%	-	80%	-	*
	CWD	45%	50%	68%	-	*	65%	-	-	-	*	79%	57%	68%	-	-	70%	60%	-	*	-	-
	CWOD	75%	87%	96%	*	100%	96%	*	-	-	100%	91%	98%	-	96%	*	94%	98%	-	*	-	*
	EL	62%	100%	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-
	Male	71%	80%	86%	-	85%	84%	-	-	-	*	81%	89%	70%	94%	-	86%	-	-	80%	63	-
	Female	70%	80%	94%	*	100%	94%	*	-	-	*	95%	94%	60%	98%	*	-	94%	-	-	-	*
Science	All Students	73%	83%	94%	-	90%	97%	-	-	-	60%	88%	99%	79%	99%	-	94%	95%	-	100%	*	*
	CWD	49%	62%	79%	-	*	90%	-	-	-	*	62%	93%	79%	-	-	81%	75%	-	*	*	-
	CWOD	77%	88%	99%	-	100%	99%	-	-	-	*	97%	100%	-	99%	-	98%	100%	-	*	-	*
	EL	61%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	74%	85%	94%	-	92%	96%	-	-	-	*	85%	100%	81%	98%	-	94%	-	-	*	-	*
	Female	72%	80%	95%	-	89%	98%	-	-	-	*	92%	97%	75%	100%	-	-	95%	-	*	*	*
SAT/ACT All Subjects	All Students	88%	100%	100%	-	*	100%	-	-	-	*	*	100%	-	100%	-	100%	100%	-	-	-	-
	CWD	61%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	88%	100%	100%	-	*	100%	-	-	-	*	*	100%	-	100%	-	100%	100%	-	-	-	-
	EL	64%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	89%	100%	100%	-	*	100%	-	-	-	*	*	100%	-	100%	-	100%	-	-	-	-	-
	Female	87%	100%	100%	-	*	100%	-	-	-	-	*	100%	-	100%	-	-	100%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	54%	62%	*	52%	65%	*	-	-	58%	56%	66%	23%	73%	100%	58%	68%	-	56%	*	100%
	CWD	22%	26%	23%	-	0%	29%	-	-	-	10%	25%	20%	23%	-	-	24%	19%	-	45%	*	-
	CWOD	51%	61%	73%	*	66%	75%	*	-	-	82%	68%	77%	-	73%	100%	70%	77%	-	71%	-	100%
	EL	31%	69%	100%	-	100%	-	-	-	-	-	*	*	-	100%	100%	-	100%	-	-	-	-
	Male	45%	53%	58%	-	53%	60%	-	-	-	36%	45%	65%	24%	70%	-	58%	-	-	50%	-	*
	Female	48%	56%	68%	*	51%	71%	*	-	-	77%	69%	67%	19%	77%	100%	-	68%	-	*	*	*

Texas Education Agency
2024 Federal Report Card
 CLYDE H S (030902001) - CLYDE CISD - CALLAHAN COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Reading	All Students	52%	58%	61%	*	51%	63%	*	-	-	53%	56%	64%	19%	73%	*	53%	71%	-	50%	*	*	
	CWD	23%	25%	19%	-	0%	26%	-	-	-	0%	17%	19%	19%	-	-	23%	10%	-	40%	*	-	
	CWOD	58%	66%	73%	*	67%	73%	*	-	-	89%	69%	75%	-	73%	*	64%	83%	-	*	-	*	
	EL	34%	86%	*	-	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-	-
	Male	48%	53%	53%	-	48%	55%	-	-	-	38%	38%	63%	23%	64%	-	53%	-	-	50%	-	-	-
	Female	57%	64%	71%	*	55%	75%	*	-	-	71%	74%	67%	10%	83%	*	-	71%	-	*	*	*	*
Mathematics	All Students	42%	52%	60%	*	55%	62%	*	-	-	57%	54%	63%	14%	73%	*	55%	67%	-	40%	-	*	
	CWD	22%	25%	14%	-	*	17%	-	-	-	*	21%	7%	14%	-	-	13%	20%	-	*	-	-	
	CWOD	46%	58%	73%	*	67%	76%	*	-	-	67%	69%	76%	-	73%	*	75%	72%	-	*	-	*	
	EL	31%	67%	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-	-
	Male	43%	53%	55%	-	46%	58%	-	-	-	*	46%	60%	13%	75%	-	55%	-	-	40%	-	-	-
	Female	40%	49%	67%	*	60%	67%	*	-	-	*	65%	68%	20%	72%	*	-	67%	-	-	-	-	*
Science	All Students	42%	51%	67%	-	52%	70%	-	-	-	60%	59%	73%	39%	75%	-	71%	63%	-	80%	*	*	
	CWD	21%	32%	39%	-	*	48%	-	-	-	*	46%	33%	39%	-	-	44%	33%	-	*	*	-	
	CWOD	45%	56%	75%	-	65%	77%	-	-	-	*	63%	83%	-	75%	-	79%	70%	-	*	-	*	
	EL	24%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	44%	54%	71%	-	67%	72%	-	-	-	*	59%	78%	44%	79%	-	71%	-	-	*	64	*	*
	Female	40%	48%	63%	-	33%	68%	-	-	-	*	58%	66%	33%	70%	-	-	63%	-	*	*	*	*
SAT/ACT All Subjects	All Students	59%	76%	76%	-	*	80%	-	-	-	*	*	78%	-	76%	-	82%	71%	-	-	-	-	
	CWD	35%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	60%	76%	76%	-	*	80%	-	-	-	*	*	78%	-	76%	-	82%	71%	-	-	-	-	
	EL	19%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	64%	82%	82%	-	*	88%	-	-	-	*	*	80%	-	82%	-	82%	-	-	-	-	-	
	Female	55%	71%	71%	-	*	75%	-	-	-	-	*	77%	-	71%	-	-	71%	-	-	-	-	-
STAAR Percent at Masters Grade Level																							
All Grades																							
All Subjects	All Students	18%	19%	18%	*	16%	19%	*	-	-	12%	16%	20%	10%	20%	40%	17%	19%	-	6%	*	0%	
	CWD	6%	11%	10%	-	0%	14%	-	-	-	0%	9%	12%	10%	-	-	13%	6%	-	9%	*	-	
	CWOD	21%	21%	20%	*	20%	21%	*	-	-	18%	18%	22%	-	20%	40%	19%	22%	-	0%	-	0%	
	EL	9%	19%	40%	-	40%	-	-	-	-	-	*	*	-	40%	40%	-	40%	-	-	-	-	-
	Male	18%	18%	17%	-	16%	18%	-	-	-	7%	14%	19%	13%	19%	-	17%	-	-	7%	-	*	
	Female	19%	19%	19%	*	15%	21%	*	-	-	15%	17%	21%	6%	22%	40%	-	19%	-	*	*	*	
Reading	All Students	21%	21%	13%	*	9%	15%	*	-	-	7%	7%	17%	5%	16%	*	10%	18%	-	0%	*	*	
	CWD	6%	9%	5%	-	0%	7%	-	-	-	0%	3%	6%	5%	-	-	8%	0%	-	0%	*	-	
	CWOD	24%	24%	16%	*	11%	17%	*	-	-	11%	9%	20%	-	16%	*	11%	21%	-	*	-	*	
	EL	10%	29%	*	-	*	-	-	-	-	-	*	*	-	*	*	-	*	-	-	-	-	-
	Male	18%	17%	10%	-	8%	11%	-	-	-	0%	3%	14%	8%	11%	-	10%	-	-	0%	-	-	
	Female	24%	25%	18%	*	9%	21%	*	-	-	14%	11%	23%	0%	21%	*	-	18%	-	*	*	*	

Texas Education Agency
2024 Federal Report Card
 CLYDE H S (030902001) - CLYDE CISD - CALLAHAN COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Mathematics	All Students	17%	17%	28%	*	32%	27%	*	-	-	29%	28%	28%	7%	34%	*	28%	27%	-	0%	-	*	
	CWD	6%	10%	7%	-	*	9%	-	-	-	*	7%	7%	7%	-	-	9%	0%	-	*	-	-	
	CWOD	19%	19%	34%	*	39%	34%	*	-	-	33%	38%	32%	-	34%	*	38%	30%	-	*	-	*	
	EL	10%	17%	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-	-
	Male	18%	19%	28%	-	31%	27%	-	-	-	*	27%	29%	9%	38%	-	28%	-	-	0%	-	-	-
	Female	15%	15%	27%	*	30%	28%	*	-	-	*	30%	26%	0%	30%	*	-	27%	-	-	-	-	*
Science	All Students	15%	16%	19%	-	14%	20%	-	-	-	0%	22%	16%	25%	17%	-	22%	14%	-	20%	*	*	
	CWD	5%	17%	25%	-	*	33%	-	-	-	*	23%	27%	25%	-	-	31%	17%	-	*	*	-	
	CWOD	17%	16%	17%	-	18%	17%	-	-	-	*	21%	14%	-	17%	-	19%	14%	-	*	-	*	
	EL	5%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	16%	19%	22%	-	17%	24%	-	-	-	*	26%	20%	31%	19%	-	22%	-	-	*	-	-	*
	Female	14%	14%	14%	-	11%	16%	-	-	-	*	17%	13%	17%	14%	-	-	14%	-	*	*	-	*
SAT/ACT All Subjects	All Students	12%	8%	8%	-	*	10%	-	-	-	*	*	9%	-	8%	-	9%	7%	-	-	-	-	
	CWD	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	12%	8%	8%	-	*	10%	-	-	-	*	*	9%	-	8%	-	9%	7%	-	-	-	-	
	EL	1%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	15%	9%	9%	-	*	13%	-	-	-	*	*	10%	-	9%	-	9%	-	-	-	-	-	
	Female	9%	7%	7%	-	*	8%	-	-	-	-	*	8%	-	7%	-	-	7%	-	-	-	65	-

- Indicates there are no students in the group.

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	64	-	59	66	*	-	-	65	61	42	*
CWD	42	-	32	46	-	-	-	*	41	42	-
CWOD	69	-	64	69	*	-	-	75	65	-	*
EL ◇	*	-	*	-	-	-	-	-	*	-	*
Male	59	-	65	59	-	-	-	50	52	44	-
Female	71	-	51	75	*	-	-	80	70	39	*

Texas Education Agency
2024 Federal Report Card
 CLYDE H S (030902001) - CLYDE CISD - CALLAHAN COUNTY

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Mathematics											
All Students	85	-	75	86	*	-	-	100	83	68	*
CWD	68	-	*	70	-	-	-	-	69	68	-
CWOD	89	-	79	91	*	-	-	100	88	-	*
EL ◇	*	-	*	-	-	-	-	-	-	-	*
Male	80	-	61	84	-	-	-	*	78	60	-
Female	92	-	91	91	*	-	-	*	90	*	*

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

Part (iii)(II): Graduation Rate

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ◇	Homeless ◇	Foster Care ◇
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2023.													
All Students	100.0%	*	100.0%	100.0%	-	-	-	*	100.0%	100.0%	*	100.0%	-
CWD	100.0%	-	*	100.0%	-	-	-	*	100.0%	100.0%	-	-	-
CWOD	100.0%	*	100.0%	100.0%	-	-	-	*	100.0%	-	*	100.0%	-
EL ◇	*	-	*	-	-	-	-	*	-	-	*	*	-
Male	100.0%	*	100.0%	100.0%	-	-	-	*	100.0%	100.0%	*	*	-
Female	100.0%	*	100.0%	100.0%	-	-	-	*	100.0%	*	-	*	-

- Indicates there are no students in the group.
 * Indicates results are masked due to small numbers to protect student confidentiality.
 ◇ Ever in grades 9-12.

Part (iv): English Language Proficiency

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

Texas Education Agency
2024 Federal Report Card
 CLYDE H S (030902001) - CLYDE CISD - CALLAHAN COUNTY

Total EL in Class	Proficiency of EL	Rate of Proficiency
*	*	*

- 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	55	*	51	56	*	-	-	46	51	29	80
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	92%	*	90%	94%	-	-	-	*	88%	88%	*

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	Y		Y	Y				N	Y	Y	
Interim Goals (2028-2032)	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
Target Met	Y		Y	N				N	Y	N	
Interim Goals (2033-2037)	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
Target Met	Y		N	N				N	Y	N	
Long-Term Goals	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%

Texas Education Agency
2024 Federal Report Card
 CLYDE H S (030902001) - CLYDE CISD - CALLAHAN COUNTY

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met	N		N	N				N	N	N	
Mathematics											
Interim Goals (2023-2027)	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
Target Met	Y		Y	Y					Y	N	
Interim Goals (2028-2032)	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
Target Met	Y		Y	Y					Y	N	
Interim Goals (2033-2037)	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
Target Met	Y		Y	N					Y	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											
Interim Goals (2028-2032)											36%
Target Met											
Interim Goals (2033-2037)											48%
Target Met											
Long-Term Goals											40%
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	Y		Y	Y					Y		
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	Y		Y	Y					Y		
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	Y		Y	Y					Y		
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met	Y		Y	Y					Y		

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

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

Part (vii): STAAR Participation

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

Texas Education Agency
2024 Federal Report Card
 CLYDE H S (030902001) - CLYDE CISD - CALLAHAN COUNTY

		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%	*	99%	99%	*	-	-	96%	97%	99%	98%	99%	100%	99%	98%	-
	CWD	98%	-	100%	99%	-	-	-	90%	96%	100%	98%	-	-	100%	95%	-
	CWOD	99%	*	99%	98%	*	-	-	100%	97%	99%	-	99%	100%	98%	99%	-
	EL	100%	-	100%	-	-	-	-	-	*	*	-	100%	100%	*	100%	-
	Male	99%	-	98%	99%	-	-	-	100%	98%	99%	100%	98%	*	99%	-	-
	Female	98%	*	100%	98%	*	-	-	92%	96%	100%	95%	99%	100%	-	98%	-
Reading	All Students	98%	*	100%	98%	*	-	-	93%	96%	99%	97%	98%	*	99%	97%	-
	CWD	97%	-	100%	98%	-	-	-	83%	93%	100%	97%	-	-	100%	90%	-
	CWOD	98%	*	100%	98%	*	-	-	100%	96%	99%	-	98%	*	98%	98%	-
	EL	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-
	Male	99%	-	100%	98%	-	-	-	100%	98%	99%	100%	98%	*	99%	-	-
	Female	97%	*	100%	97%	*	-	-	86%	93%	100%	90%	98%	*	-	97%	-
Mathematics	All Students	98%	*	96%	99%	*	-	-	100%	98%	99%	100%	98%	*	97%	100%	-
	CWD	100%	-	*	100%	-	-	-	*	100%	100%	100%	-	-	100%	100%	-
	CWOD	98%	*	95%	99%	*	-	-	100%	97%	98%	-	98%	*	96%	100%	69
	EL	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-
	Male	97%	-	92%	98%	-	-	-	*	96%	98%	100%	96%	-	97%	-	-
	Female	100%	*	100%	100%	*	-	-	*	100%	100%	100%	100%	*	-	100%	-
Science	All Students	100%	-	100%	100%	-	-	-	100%	100%	100%	100%	100%	-	100%	100%	-
	CWD	100%	-	*	100%	-	-	-	*	100%	100%	100%	-	-	100%	100%	-
	CWOD	100%	-	100%	100%	-	-	-	*	100%	100%	-	100%	-	100%	100%	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	100%	-	100%	100%	-	-	-	*	100%	100%	100%	100%	-	100%	-	-
	Female	100%	-	100%	100%	-	-	-	*	100%	100%	100%	100%	-	-	100%	-
SAT/ACT All Subjects	All Students	100%	-	*	100%	-	-	-	*	*	100%	-	100%	-	100%	100%	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	100%	-	*	100%	-	-	-	*	*	100%	-	100%	-	100%	100%	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	100%	-	*	100%	-	-	-	*	*	100%	-	100%	-	100%	-	-
	Female	100%	-	*	100%	-	-	-	-	*	100%	-	100%	-	-	100%	-
Non-Participation Rate																	

Texas Education Agency
2024 Federal Report Card
 CLYDE H S (030902001) - CLYDE CISD - CALLAHAN COUNTY

		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%	*	1%	1%	*	-	-	4%	3%	1%	2%	1%	0%	1%	2%	-
	CWD	2%	-	0%	1%	-	-	-	10%	4%	0%	2%	-	-	0%	5%	-
	CWOD	1%	*	1%	2%	*	-	-	0%	3%	1%	-	1%	0%	2%	1%	-
	EL	0%	-	0%	-	-	-	-	-	*	*	-	0%	0%	*	0%	-
	Male	1%	-	2%	1%	-	-	-	0%	2%	1%	0%	2%	*	1%	-	-
	Female	2%	*	0%	2%	*	-	-	8%	4%	0%	5%	1%	0%	-	2%	-
Reading	All Students	2%	*	0%	2%	*	-	-	7%	4%	1%	3%	2%	*	1%	3%	-
	CWD	3%	-	0%	2%	-	-	-	17%	7%	0%	3%	-	-	0%	10%	-
	CWOD	2%	*	0%	2%	*	-	-	0%	4%	1%	-	2%	*	2%	2%	-
	EL	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-
	Male	1%	-	0%	2%	-	-	-	0%	2%	1%	0%	2%	*	1%	-	-
	Female	3%	*	0%	3%	*	-	-	14%	7%	0%	10%	2%	*	-	3%	-
Mathematics	All Students	2%	*	4%	1%	*	-	-	0%	2%	1%	0%	2%	*	3%	0%	-
	CWD	0%	-	*	0%	-	-	-	*	0%	0%	0%	-	-	0%	0%	-
	CWOD	2%	*	5%	1%	*	-	-	0%	3%	2%	-	2%	*	4%	0%	-
	EL	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	70
	Male	3%	-	8%	2%	-	-	-	*	4%	2%	0%	4%	-	3%	-	-
	Female	0%	*	0%	0%	*	-	-	*	0%	0%	0%	0%	*	-	0%	-
Science	All Students	0%	-	0%	0%	-	-	-	0%	0%	0%	0%	0%	-	0%	0%	-
	CWD	0%	-	*	0%	-	-	-	*	0%	0%	0%	-	-	0%	0%	-
	CWOD	0%	-	0%	0%	-	-	-	*	0%	0%	-	0%	-	0%	0%	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	0%	-	0%	0%	-	-	-	*	0%	0%	0%	0%	-	0%	-	-
	Female	0%	-	0%	0%	-	-	-	*	0%	0%	0%	0%	-	-	0%	-
SAT/ACT All Subjects	All Students	0%	-	*	0%	-	-	-	*	*	0%	-	0%	-	0%	0%	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	0%	-	*	0%	-	-	-	*	*	0%	-	0%	-	0%	0%	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	0%	-	*	0%	-	-	-	*	*	0%	-	0%	-	0%	-	-
	Female	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 (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2020-21 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related

Texas Education Agency
2024 Federal Report Card
 CLYDE H S (030902001) - CLYDE CISD - CALLAHAN COUNTY

arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities												
In-School Suspensions												
	Male	25	0	8	15	0	0	0	2	2		
	Female	5	0	2	2	0	0	0	1	0		
	Total	30	0	10	17	0	0	0	3	2		
Out-of-School Suspensions												
	Male	2	0	2	0	0	0	0	0	0		
	Female	1	0	0	1	0	0	0	0	0		
	Total	3	0	2	1	0	0	0	0	0		
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
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												

Texas Education Agency
2024 Federal Report Card
 CLYDE H S (030902001) - CLYDE CISD - CALLAHAN COUNTY

		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	0	3	6	0	0	0	0	0		4
	Female	1	0	0	1	0	0	0	0	0		1
	Total	10	0	3	7	0	0	0	0	0		5
Out-of-School Suspensions												
	Male	5	0	0	5	0	0	0	0	0		1
	Female	1	0	0	1	0	0	0	0	0		0
	Total	6	0	0	6	0	0	0	0	0		1
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	40	-8	10	29	-8	-8	-8	1	1	8	8
	Female	40	1	4	34	-8	-8	-8	1	-8	9	9
	Total	80	1	14	63	-8	-8	-8	2	1	17	17

72

		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

Texas Education Agency
2024 Federal Report Card
 CLYDE H S (030902001) - CLYDE CISD - CALLAHAN COUNTY

	Total
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 2020-21 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

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

73

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	8	4	0	0	0	0	8	5	0	-	0	-	0	-	0	0	0	0	0	0
Female	6	3	0	0	1	5	5	3	0	-	0	-	0	-	0	0	0	0	0	0
Total	14	3	0	0	1	2	13	4	0	-	0	-	0	-	0	0	0	0	0	0
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	22	10	0	0	0	0	22	12	0	-	0	-	0	-	0	0	0	0	0	0

Texas Education Agency
2024 Federal Report Card
 CLYDE H S (030902001) - CLYDE CISD - CALLAHAN COUNTY

	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
Female	33	18	1	33	0	0	32	21	0	-	0	-	0	-	0	0	0	0	0	0
Total	55	14	1	17	0	0	54	17	0	-	0	-	0	-	0	0	0	0	0	0

- 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.

Low Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	6.2	15.0%
Teachers Teaching with Emergency or Provisional Credentials	2.9	7.4%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	6.1	15.6%

74

- Indicates there are no data available in the group.

Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2025.

	Enrollment	State & Local and Federal		State & Local		Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$525	\$107	\$418	\$525			
Food services		\$540				\$418	\$122	\$540
Instruction		\$8,291	\$7,401	\$31	\$7,432	\$631	\$228	\$859
Support services, general administration		\$330		\$330	\$330			
Support services, instructional staff		\$228	\$194		\$194	\$19	\$15	\$34
Support services, operation and maintenance of plant		\$2,350	\$248	\$2,008	\$2,256	\$74	\$20	\$94

	State & Local and Federal		State & Local			Federal		
	Enrollment	Total	Site	District Allocation	Total	Site	District Allocation	Total
Support services, pupils		\$491	\$490		\$490	\$1		\$1
Support services, school administration		\$457	\$498	-\$41	\$457			
Support services, student transportation		\$283		\$283	\$283			
Total	441	\$13,494	\$8,938	\$3,029	\$11,967	\$1,142	\$385	\$1,527

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

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

Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	6,625	2%	*	2%	-	-
Mathematics	6,620	2%	*	2%	-	-
Grade 4						
Reading	6,491	2%	*	3%	-	-
Mathematics	6,491	2%	*	3%	-	-
Grade 5						
Reading	6,033	1%	*	2%	-	-
Mathematics	6,033	2%	*	2%	-	-
Science	6,033	2%	*	2%	-	-
Grade 6						
Reading	5,586	1%	5	5%	-	-
Mathematics	5,586	1%	5	5%	-	-
Grade 7						
Reading	5,233	1%	*	3%	-	-
Mathematics	5,227	2%	*	3%	-	-
Grade 8						
Reading	4,985	1%	*	1%	-	-
Mathematics	4,985	1%	*	1%	-	-
Science	4,984	1%	*	1%	-	-
End of Course						
English I	5,119	1%	*	2%	*	2%
English II	4,683	1%	*	1%	*	1%
Algebra I	5,112	1%	*	3%	*	3%
Biology	5,027	1%	6	5%	6	5%
All Grades						

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
All Subjects	100,862	1%	48	2%	13	2%
Reading	44,764	1%	20	2%	*	1%
Mathematics	40,054	1%	19	3%	*	2%
Science	16,044	1%	9	3%	6	5%

- Indicates there are no students in the group.

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

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

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

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

State Level: 2022 Percentages at NAEP Achievement Levels										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 8	Reading	Overall	34	30	66	70	23	31	2	4
		Black	45	47	55	53	17	16	1	1
		Hispanic	41	39	59	61	16	21	1	2
		White	24	22	76	78	30	38	2	5
		American Indian	*	45	*	55	*	18	*	2
		Asian	8	14	92	86	60	56	11	12
		Pacific Islander	*	35	*	65	*	25	*	2
		Two or More Races	28	27	72	73	32	35	5	6
		EcoDis	42	42	58	58	16	19	1	1
		Students with Disabilities	74	69	26	31	5	7	1	n/a
		English Language Learners	53	68	47	32	10	5	n/a	n/a
	Mathematics	Overall	39	38	61	62	24	26	5	7
		Black	54	62	46	38	11	9	2	1
		Hispanic	46	51	54	49	16	14	2	2
		White	28	26	72	74	36	35	8	9
		American Indian	*	55	*	45	*	13	*	2
		Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	26	37	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
		Students with Disabilities	81	77	19	23	4	5	n/a	1
		English Language Learners	60	76	40	24	8	4	1	n/a

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

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

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

This section provides information on the cohort rate at which students who graduated from high school in the 2021-22 school year enrolled in a Texas public postsecondary education institution in the 2022-23 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private 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	51%	-	*	53%	-	-	-	-	42%	*	*
In-State Private Institutions	11%	-	-	11%	-	-	-	*	*	-	-
Out-of-State Institutions	*	-	-	*	-	-	-	-	-	-	-

- 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 2022-23 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	17%	*	13%	18%	-	-	*	12%	25%	23%	*

- Indicates there are no students in the group.

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

Part (xv): Section 1003 Fund

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

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

There is no data for this campus.

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

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

There is no data for this campus.

Texas Education Agency
2024 Federal Report Card
 CLYDE J H (030902041) - CLYDE CISD - CALLAHAN COUNTY

Part (i): Description of State Accountability System

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

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

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

Texas Education Agency
2024 Federal Report Card
 CLYDE J H (030902041) - CLYDE CISD - CALLAHAN COUNTY

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

81

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%

Texas Education Agency
2024 Federal Report Card
 CLYDE J H (030902041) - CLYDE CISD - CALLAHAN COUNTY

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

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

Texas Education Agency
2024 Federal Report Card
 CLYDE J H (030902041) - CLYDE CISD - CALLAHAN COUNTY

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 Status ¹	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Achievement Domain Score: STAAR Component Only ²	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.

Texas Education Agency
2024 Federal Report Card
 CLYDE J H (030902041) - CLYDE CISD - CALLAHAN COUNTY

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

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

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

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

84

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

Part (ii): Student Achievement by Proficiency Level

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
STAAR Percent at Approaches Grade Level or Above																						
Grade 6																						

Texas Education Agency
2024 Federal Report Card
 CLYDE J H (030902041) - CLYDE CISD - CALLAHAN COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Reading	All Students	75%	77%	77%	*	87%	77%	-	-	-	50%	74%	79%	48%	86%	*	71%	84%	-	80%	*	*	
	CWD	43%	48%	48%	*	60%	48%	-	-	-	-	40%	58%	48%	-	-	35%	70%	-	*	-	-	
	CWOD	81%	86%	86%	-	94%	87%	-	-	-	50%	87%	85%	-	86%	*	84%	89%	-	*	*	*	
	EL	61%	*	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-	-
	Male	71%	71%	71%	*	85%	71%	-	-	-	*	71%	71%	35%	84%	-	71%	-	-	*	-	*	
	Female	79%	84%	84%	-	90%	84%	-	-	-	*	76%	95%	70%	89%	*	-	84%	-	*	*	*	
Mathematics	All Students	70%	73%	73%	*	73%	73%	-	-	-	83%	73%	72%	46%	81%	*	65%	84%	-	80%	*	*	
	CWD	44%	46%	46%	*	*	48%	-	-	-	-	43%	50%	46%	-	-	38%	60%	-	*	-	-	
	CWOD	75%	81%	81%	-	78%	82%	-	-	-	83%	84%	78%	-	81%	*	73%	91%	-	*	*	*	
	EL	60%	*	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-	
	Male	70%	65%	65%	*	58%	67%	-	-	-	*	63%	66%	38%	73%	-	65%	-	-	*	-	*	
	Female	70%	84%	84%	-	90%	81%	-	-	-	*	84%	85%	60%	91%	*	-	84%	-	*	*	*	
Grade 7																							
Reading	All Students	72%	89%	89%	-	100%	87%	-	-	-	*	85%	91%	55%	93%	-	87%	90%	*	*	-	*	
	CWD	39%	55%	55%	-	*	50%	-	-	-	-	60%	50%	55%	-	-	*	44%	-	-	-	-	
	CWOD	78%	93%	93%	-	100%	92%	-	-	-	*	89%	96%	-	93%	-	87%	100%	*	*	-	*	
	EL	57%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	67%	87%	87%	-	*	86%	-	-	-	*	83%	91%	*	87%	-	87%	-	-	*	-	85	*
	Female	78%	90%	90%	-	100%	88%	-	-	-	*	88%	91%	44%	100%	-	-	90%	*	-	-	-	
Mathematics	All Students	54%	86%	86%	-	100%	83%	-	-	-	*	88%	84%	55%	90%	-	91%	80%	*	*	-	*	
	CWD	31%	55%	55%	-	*	50%	-	-	-	-	80%	33%	55%	-	-	*	44%	-	-	-	-	
	CWOD	58%	90%	90%	-	100%	88%	-	-	-	*	89%	90%	-	90%	-	91%	88%	*	*	-	*	
	EL	42%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	55%	91%	91%	-	*	90%	-	-	-	*	88%	96%	*	91%	-	91%	-	-	*	-	*	
	Female	53%	80%	80%	-	100%	76%	-	-	-	*	88%	76%	44%	88%	-	-	80%	*	-	-	-	
Grade 8																							
Reading	All Students	79%	85%	85%	*	81%	87%	-	-	-	67%	75%	92%	47%	91%	-	82%	89%	-	*	*	86%	
	CWD	48%	47%	47%	*	*	50%	-	-	-	*	40%	57%	47%	-	-	55%	33%	-	*	*	*	
	CWOD	83%	91%	91%	*	100%	92%	-	-	-	80%	84%	96%	-	91%	-	87%	97%	-	*	*	100%	
	EL	64%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	74%	82%	82%	*	82%	85%	-	-	-	60%	68%	92%	55%	87%	-	82%	-	-	*	*	100%	
	Female	84%	89%	89%	*	80%	89%	-	-	-	*	85%	92%	33%	97%	-	-	89%	-	*	-	*	
Mathematics	All Students	70%	74%	74%	*	62%	78%	-	-	-	*	64%	85%	47%	81%	-	79%	68%	-	*	*	80%	
	CWD	45%	47%	47%	*	*	50%	-	-	-	*	40%	57%	47%	-	-	55%	33%	-	*	*	*	
	CWOD	74%	81%	81%	*	78%	83%	-	-	-	*	71%	90%	-	81%	-	85%	75%	-	*	*	*	
	EL	62%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	69%	79%	79%	*	56%	89%	-	-	-	*	65%	92%	55%	85%	-	79%	-	-	*	*	*	
	Female	71%	68%	68%	*	*	66%	-	-	-	*	61%	75%	33%	75%	-	-	68%	-	*	-	*	

Texas Education Agency
2024 Federal Report Card
 CLYDE J H (030902041) - CLYDE CISD - CALLAHAN COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Science	All Students	68%	84%	84%	*	87%	86%	-	-	-	67%	81%	87%	59%	89%	-	88%	80%	-	*	*	86%	
	CWD	39%	59%	59%	*	*	60%	-	-	-	*	70%	43%	59%	-	-	64%	50%	-	*	*	*	
	CWOD	72%	89%	89%	*	100%	89%	-	-	-	80%	84%	93%	-	89%	-	92%	85%	-	*	*	83%	
	EL	51%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	70%	88%	88%	*	90%	91%	-	-	-	60%	86%	89%	64%	92%	-	88%	-	-	*	*	100%	
	Female	66%	80%	80%	*	80%	79%	-	-	-	*	75%	84%	50%	85%	-	-	80%	-	*	-	*	
End of Course																							
Algebra I	All Students	79%	89%	100%	-	*	100%	-	-	-	*	*	100%	-	100%	-	100%	100%	-	-	-	*	
	CWD	54%	68%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	83%	96%	100%	-	*	100%	-	-	-	*	*	100%	-	100%	-	100%	100%	-	-	-	*	
	EL	72%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	77%	86%	100%	-	*	100%	-	-	-	*	*	100%	-	100%	-	100%	-	-	-	-	-	*
	Female	81%	93%	100%	-	*	100%	-	-	-	-	*	100%	-	100%	-	-	100%	-	-	-	-	-
STAAR Percent at Meets Grade Level or Above																							
Grade 6																							
Reading	All Students	55%	53%	53%	*	57%	53%	-	-	-	50%	40%	66%	33%	60%	*	47%	62%	-	60%	*	*	
	CWD	24%	33%	33%	*	20%	38%	-	-	-	-	20%	50%	33%	-	-	29%	40%	-	*	-	86	
	CWOD	61%	60%	60%	-	67%	58%	-	-	-	50%	47%	70%	-	60%	*	53%	69%	-	*	*	*	
	EL	38%	*	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-	
	Male	51%	47%	47%	*	46%	49%	-	-	-	*	32%	58%	29%	53%	-	47%	-	-	*	-	*	
	Female	59%	62%	62%	-	70%	59%	-	-	-	*	48%	80%	40%	69%	*	-	62%	-	*	*	*	
Mathematics	All Students	38%	33%	33%	*	32%	32%	-	-	-	50%	29%	36%	31%	33%	*	35%	29%	-	20%	*	*	
	CWD	19%	31%	31%	*	*	33%	-	-	-	-	14%	50%	31%	-	-	25%	40%	-	*	-	-	
	CWOD	42%	33%	33%	-	33%	32%	-	-	-	50%	34%	33%	-	33%	*	39%	26%	-	*	*	*	
	EL	27%	*	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-	
	Male	40%	35%	35%	*	25%	37%	-	-	-	*	26%	42%	25%	39%	-	35%	-	-	*	-	*	
	Female	36%	29%	29%	-	40%	25%	-	-	-	*	32%	25%	40%	26%	*	-	29%	-	*	*	*	
Grade 7																							
Reading	All Students	53%	75%	75%	-	70%	75%	-	-	-	*	78%	74%	36%	80%	-	70%	80%	*	*	-	*	
	CWD	21%	36%	36%	-	*	40%	-	-	-	-	40%	33%	36%	-	-	*	22%	-	-	-	-	
	CWOD	58%	80%	80%	-	78%	80%	-	-	-	*	83%	78%	-	80%	-	69%	93%	*	*	-	*	
	EL	34%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	47%	70%	70%	-	*	71%	-	-	-	*	75%	65%	*	69%	-	70%	-	-	*	-	*	
	Female	59%	80%	80%	-	86%	79%	-	-	-	*	81%	79%	22%	93%	-	-	80%	*	-	-	-	
Mathematics	All Students	33%	64%	64%	-	70%	62%	-	-	-	*	58%	68%	36%	67%	-	70%	58%	*	*	-	*	
	CWD	17%	36%	36%	-	*	40%	-	-	-	-	40%	33%	36%	-	-	*	22%	-	-	-	-	
	CWOD	36%	67%	67%	-	78%	65%	-	-	-	*	60%	73%	-	67%	-	69%	66%	*	*	-	*	
	EL	22%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	35%	70%	70%	-	*	69%	-	-	-	*	58%	83%	*	69%	-	70%	-	-	*	-	*	
	Female	31%	58%	58%	-	71%	55%	-	-	-	*	56%	59%	22%	66%	-	-	58%	*	-	-	-	

Texas Education Agency
2024 Federal Report Card
 CLYDE J H (030902041) - CLYDE CISD - CALLAHAN COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Grade 8																							
Reading	All Students	55%	55%	55%	*	50%	56%	-	-	-	67%	48%	61%	41%	58%	-	51%	62%	-	*	*	43%	
	CWD	23%	41%	41%	*	*	40%	-	-	-	*	40%	43%	41%	-	-	45%	33%	-	*	*	*	
	CWOD	59%	58%	58%	*	58%	58%	-	-	-	80%	50%	64%	-	58%	-	52%	67%	-	*	*	50%	
	EL	35%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	49%	51%	51%	*	36%	54%	-	-	-	60%	39%	59%	45%	52%	-	51%	-	-	*	*	60%	
	Female	60%	62%	62%	*	80%	58%	-	-	-	*	60%	64%	33%	67%	-	-	62%	-	*	-	*	
Mathematics	All Students	41%	44%	44%	*	23%	48%	-	-	-	*	39%	50%	29%	48%	-	46%	42%	-	*	*	20%	
	CWD	21%	29%	29%	*	*	30%	-	-	-	*	30%	29%	29%	-	-	27%	33%	-	*	*	*	
	CWOD	44%	48%	48%	*	33%	51%	-	-	-	*	41%	54%	-	48%	-	51%	44%	-	*	*	*	
	EL	30%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	41%	46%	46%	*	22%	54%	-	-	-	*	46%	46%	27%	51%	-	46%	-	-	*	*	*	
	Female	41%	42%	42%	*	*	41%	-	-	-	*	28%	55%	33%	44%	-	-	42%	-	*	-	*	
Science	All Students	42%	48%	48%	*	27%	50%	-	-	-	67%	35%	57%	18%	53%	-	52%	42%	-	*	*	57%	
	CWD	20%	18%	18%	*	*	10%	-	-	-	*	20%	14%	18%	-	-	18%	17%	-	*	*	*	
	CWOD	46%	53%	53%	*	36%	55%	-	-	-	80%	39%	63%	-	53%	-	58%	46%	-	*	*	67%	
	EL	24%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	45%	52%	52%	*	30%	57%	-	-	-	60%	39%	61%	18%	58%	-	52%	-	-	*	*	87	
	Female	40%	42%	42%	*	20%	42%	-	-	-	*	30%	52%	17%	46%	-	-	42%	-	*	-	80%	
End of Course																							
Algebra I	All Students	41%	62%	95%	-	*	93%	-	-	-	*	*	100%	-	95%	-	100%	86%	-	-	-	*	
	CWD	17%	14%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	45%	78%	95%	-	*	93%	-	-	-	*	*	100%	-	95%	-	100%	86%	-	-	-	*	
	EL	29%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	39%	59%	100%	-	*	100%	-	-	-	*	*	100%	-	100%	-	100%	-	-	-	-	-	*
	Female	43%	68%	86%	-	*	83%	-	-	-	-	*	100%	-	86%	-	-	86%	-	-	-	-	-
STAAR Percent at Masters Grade Level																							
Grade 6																							
Reading	All Students	25%	19%	19%	*	22%	19%	-	-	-	17%	11%	26%	22%	18%	*	14%	27%	-	40%	*	*	
	CWD	6%	22%	22%	*	0%	29%	-	-	-	-	7%	42%	22%	-	-	18%	30%	-	*	-	-	
	CWOD	28%	18%	18%	-	28%	15%	-	-	-	17%	13%	22%	-	18%	*	12%	26%	-	*	*	*	
	EL	12%	*	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-	-
	Male	21%	14%	14%	*	8%	16%	-	-	-	*	7%	18%	18%	12%	-	14%	-	-	*	-	*	
	Female	28%	27%	27%	-	40%	22%	-	-	-	*	16%	40%	30%	26%	*	-	27%	-	*	*	*	
Mathematics	All Students	13%	7%	7%	*	5%	9%	-	-	-	0%	4%	10%	23%	2%	*	5%	11%	-	0%	*	*	
	CWD	5%	23%	23%	*	*	24%	-	-	-	-	14%	33%	23%	-	-	13%	40%	-	*	-	-	
	CWOD	15%	2%	2%	-	0%	3%	-	-	-	0%	0%	4%	-	2%	*	2%	3%	-	*	*	*	
	EL	7%	*	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-	-
	Male	14%	5%	5%	*	0%	6%	-	-	-	*	0%	8%	13%	2%	-	5%	-	-	*	-	*	
	Female	12%	11%	11%	-	10%	13%	-	-	-	*	8%	15%	40%	3%	*	-	11%	-	*	*	*	

Texas Education Agency
2024 Federal Report Card
 CLYDE J H (030902041) - CLYDE CISD - CALLAHAN COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Grade 7																							
Reading	All Students	28%	40%	40%	-	60%	37%	-	-	-	*	40%	40%	18%	43%	-	32%	48%	*	*	-	*	
	CWD	6%	18%	18%	-	*	20%	-	-	-	-	40%	0%	18%	-	-	*	0%	-	-	-	-	
	CWOD	31%	43%	43%	-	67%	39%	-	-	-	*	40%	45%	-	43%	-	29%	59%	*	*	-	*	
	EL	13%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	23%	32%	32%	-	*	31%	-	-	-	*	38%	26%	*	29%	-	32%	-	-	-	*	-	*
	Female	33%	48%	48%	-	71%	43%	-	-	-	*	44%	50%	0%	59%	-	-	48%	*	-	-	-	-
Mathematics	All Students	11%	18%	18%	-	30%	15%	-	-	-	*	20%	16%	18%	17%	-	28%	8%	*	*	-	*	
	CWD	5%	18%	18%	-	*	20%	-	-	-	-	20%	17%	18%	-	-	*	11%	-	-	-	-	
	CWOD	12%	17%	17%	-	33%	15%	-	-	-	*	20%	16%	-	17%	-	27%	7%	*	*	-	*	
	EL	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	12%	28%	28%	-	*	26%	-	-	-	*	25%	30%	*	27%	-	28%	-	-	-	*	-	*
	Female	9%	8%	8%	-	29%	5%	-	-	-	*	13%	6%	11%	7%	-	-	8%	*	-	-	-	-
Grade 8																							
Reading	All Students	28%	28%	28%	*	19%	29%	-	-	-	67%	19%	35%	6%	32%	-	28%	29%	-	*	*	29%	
	CWD	7%	6%	6%	*	*	0%	-	-	-	*	10%	0%	6%	-	-	9%	0%	-	*	*	*	
	CWOD	31%	32%	32%	*	17%	32%	-	-	-	80%	21%	40%	-	32%	-	31%	33%	-	*	*	33%	
	EL	12%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	25%	28%	28%	*	18%	28%	-	-	-	60%	21%	32%	9%	31%	-	28%	-	-	-	*	*	40%
	Female	32%	29%	29%	*	20%	29%	-	-	-	*	15%	40%	0%	33%	-	-	29%	-	*	-	-	*
Mathematics	All Students	15%	6%	6%	*	0%	6%	-	-	-	*	2%	9%	6%	5%	-	2%	11%	-	*	*	0%	
	CWD	6%	6%	6%	*	*	0%	-	-	-	*	0%	14%	6%	-	-	0%	17%	-	*	*	*	
	CWOD	17%	5%	5%	*	0%	7%	-	-	-	*	3%	8%	-	5%	-	2%	9%	-	*	*	*	
	EL	8%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	16%	2%	2%	*	0%	3%	-	-	-	*	4%	0%	0%	2%	-	2%	-	-	*	*	*	
	Female	14%	11%	11%	*	*	9%	-	-	-	*	0%	20%	17%	9%	-	-	11%	-	*	-	-	*
Science	All Students	16%	17%	17%	*	7%	15%	-	-	-	50%	8%	23%	6%	18%	-	20%	11%	-	*	*	14%	
	CWD	5%	6%	6%	*	*	0%	-	-	-	*	10%	0%	6%	-	-	9%	0%	-	*	*	*	
	CWOD	18%	18%	18%	*	9%	18%	-	-	-	60%	8%	26%	-	18%	-	23%	13%	-	*	*	17%	
	EL	6%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	18%	20%	20%	*	10%	17%	-	-	-	60%	14%	25%	9%	23%	-	20%	-	-	-	*	*	20%
	Female	15%	11%	11%	*	0%	13%	-	-	-	*	0%	20%	0%	13%	-	-	11%	-	*	-	-	*
End of Course																							
Algebra I	All Students	23%	38%	65%	-	*	67%	-	-	-	*	*	63%	-	65%	-	69%	57%	-	-	-	*	
	CWD	7%	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	25%	48%	65%	-	*	67%	-	-	-	*	*	63%	-	65%	-	69%	57%	-	-	-	*	
	EL	13%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	22%	38%	69%	-	*	67%	-	-	-	*	*	64%	-	69%	-	69%	-	-	-	-	-	*
	Female	23%	39%	57%	-	*	67%	-	-	-	-	*	60%	-	57%	-	-	57%	-	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																							

Texas Education Agency
2024 Federal Report Card
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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
All Grades																							
All Subjects	All Students	73%	80%	81%	64%	83%	82%	-	-	-	72%	77%	85%	50%	88%	*	80%	83%	*	90%	75%	84%	
	CWD	46%	48%	50%	75%	48%	50%	-	-	-	*	49%	51%	50%	-	-	50%	50%	-	60%	*	*	
	CWOD	77%	88%	88%	50%	92%	88%	-	-	-	79%	84%	91%	-	88%	*	86%	90%	*	100%	100%	89%	
	EL	61%	81%	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-	-
	Male	71%	79%	80%	55%	78%	83%	-	-	-	64%	75%	84%	50%	86%	-	80%	-	-	100%	67%	91%	
	Female	74%	82%	83%	*	90%	81%	-	-	-	91%	80%	86%	50%	90%	*	-	83%	*	83%	*	63%	
Reading	All Students	74%	79%	83%	60%	88%	84%	-	-	-	67%	77%	88%	49%	90%	*	79%	88%	*	89%	*	83%	
	CWD	44%	42%	49%	*	50%	49%	-	-	-	*	43%	56%	49%	-	-	47%	52%	-	*	*	*	
	CWOD	80%	89%	90%	*	97%	90%	-	-	-	71%	86%	93%	-	90%	*	86%	96%	*	100%	*	91%	
	EL	59%	86%	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-	-
	Male	70%	76%	79%	*	85%	80%	-	-	-	60%	74%	84%	47%	86%	-	79%	-	-	*	*	89%	
	Female	78%	84%	88%	*	91%	88%	-	-	-	80%	82%	92%	52%	96%	*	-	88%	*	80%	*	*	
Mathematics	All Students	70%	80%	79%	60%	77%	80%	-	-	-	80%	75%	82%	48%	85%	*	79%	79%	*	89%	*	83%	
	CWD	45%	50%	48%	*	44%	49%	-	-	-	*	48%	48%	48%	-	-	48%	48%	-	*	*	*	
	CWOD	75%	87%	85%	*	85%	86%	-	-	-	86%	82%	88%	-	85%	*	84%	86%	*	100%	*	91%	
	EL	62%	100%	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-	89
	Male	71%	80%	79%	*	65%	82%	-	-	-	70%	72%	84%	48%	84%	-	79%	-	-	*	*	89%	
	Female	70%	80%	79%	*	91%	76%	-	-	-	100%	79%	80%	48%	86%	*	-	79%	*	80%	*	*	
Science	All Students	73%	83%	84%	*	87%	86%	-	-	-	67%	81%	87%	59%	89%	-	88%	80%	-	*	*	86%	
	CWD	49%	62%	59%	*	*	60%	-	-	-	*	70%	43%	59%	-	-	64%	50%	-	*	*	*	
	CWOD	77%	88%	89%	*	100%	89%	-	-	-	80%	84%	93%	-	89%	-	92%	85%	-	*	*	83%	
	EL	61%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	74%	85%	88%	*	90%	91%	-	-	-	60%	86%	89%	64%	92%	-	88%	-	-	*	*	100%	
	Female	72%	80%	80%	*	80%	79%	-	-	-	*	75%	84%	50%	85%	-	-	80%	-	*	-	*	
STAAR Percent at Meets Grade Level or Above																							
All Grades																							
All Subjects	All Students	47%	54%	54%	43%	46%	55%	-	-	-	67%	46%	61%	32%	59%	*	53%	55%	*	48%	25%	52%	
	CWD	22%	26%	32%	75%	13%	34%	-	-	-	*	26%	39%	32%	-	-	33%	30%	-	60%	*	*	
	CWOD	51%	61%	59%	0%	55%	59%	-	-	-	73%	51%	64%	-	59%	*	57%	60%	*	44%	40%	57%	
	EL	31%	69%	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-	-
	Male	45%	53%	53%	27%	37%	57%	-	-	-	64%	45%	60%	33%	57%	-	53%	-	-	67%	17%	65%	
	Female	48%	56%	55%	*	59%	53%	-	-	-	73%	46%	62%	30%	60%	*	-	55%	*	33%	*	13%	
Reading	All Students	52%	58%	61%	40%	57%	61%	-	-	-	67%	53%	67%	36%	66%	*	54%	69%	*	67%	*	58%	
	CWD	23%	25%	36%	*	20%	39%	-	-	-	*	30%	44%	36%	-	-	40%	32%	-	*	*	*	
	CWOD	58%	66%	66%	*	67%	66%	-	-	-	71%	59%	70%	-	66%	*	57%	77%	*	71%	*	64%	
	EL	34%	86%	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-	-
	Male	48%	53%	54%	*	41%	58%	-	-	-	60%	48%	60%	40%	57%	-	54%	-	-	*	*	67%	
	Female	57%	64%	69%	*	77%	66%	-	-	-	80%	61%	75%	32%	77%	*	-	69%	*	60%	*	*	

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Mathematics	All Students	42%	52%	50%	40%	42%	50%	-	-	-	67%	41%	56%	31%	53%	*	53%	46%	*	33%	*	42%	
	CWD	22%	25%	31%	*	11%	34%	-	-	-	*	24%	40%	31%	-	-	31%	32%	-	*	*	*	
	CWOD	46%	58%	53%	*	49%	53%	-	-	-	71%	46%	59%	-	53%	*	57%	49%	*	29%	*	45%	
	EL	31%	67%	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-	-
	Male	43%	53%	53%	*	35%	55%	-	-	-	70%	44%	59%	31%	57%	-	53%	-	-	*	*	56%	
	Female	40%	49%	46%	*	50%	44%	-	-	-	60%	38%	52%	32%	49%	*	-	46%	*	20%	*	*	
Science	All Students	42%	51%	48%	*	27%	50%	-	-	-	67%	35%	57%	18%	53%	-	52%	42%	-	*	*	57%	
	CWD	21%	32%	18%	*	*	10%	-	-	-	*	20%	14%	18%	-	-	18%	17%	-	*	*	*	
	CWOD	45%	56%	53%	*	36%	55%	-	-	-	80%	39%	63%	-	53%	-	58%	46%	-	*	*	67%	
	EL	24%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	44%	54%	52%	*	30%	57%	-	-	-	60%	39%	61%	18%	58%	-	52%	-	-	*	*	80%	
	Female	40%	48%	42%	*	20%	42%	-	-	-	*	30%	52%	17%	46%	-	-	42%	-	*	-	*	
STAAR Percent at Masters Grade Level																							
All Grades																							
All Subjects	All Students	18%	19%	20%	14%	18%	20%	-	-	-	36%	15%	25%	15%	22%	*	19%	22%	*	14%	13%	16%	
	CWD	6%	11%	15%	25%	9%	16%	-	-	-	*	12%	19%	15%	-	-	14%	16%	-	0%	*	*	
	CWOD	21%	21%	22%	0%	20%	21%	-	-	-	39%	16%	26%	-	22%	*	20%	23%	*	19%	20%	18%	
	EL	9%	19%	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-	-
	Male	18%	18%	19%	9%	11%	20%	-	-	-	40%	16%	22%	14%	20%	-	19%	-	-	11%	0%	22%	
	Female	19%	19%	22%	*	27%	21%	-	-	-	27%	13%	28%	16%	23%	*	-	22%	*	17%	*	0%	
Reading	All Students	21%	21%	29%	0%	29%	28%	-	-	-	47%	22%	34%	16%	31%	*	24%	35%	*	22%	*	17%	
	CWD	6%	9%	16%	*	10%	20%	-	-	-	*	13%	20%	16%	-	-	20%	12%	-	*	*	*	
	CWOD	24%	24%	31%	*	33%	30%	-	-	-	50%	24%	36%	-	31%	*	24%	40%	*	29%	*	18%	
	EL	10%	29%	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-	
	Male	18%	17%	24%	*	15%	25%	-	-	-	40%	21%	26%	20%	24%	-	24%	-	-	*	*	22%	
	Female	24%	25%	35%	*	45%	32%	-	-	-	60%	23%	44%	12%	40%	*	-	35%	*	40%	*	*	
Mathematics	All Students	17%	17%	14%	20%	10%	14%	-	-	-	20%	10%	16%	17%	13%	*	15%	12%	*	11%	*	17%	
	CWD	6%	10%	17%	*	11%	17%	-	-	-	*	10%	24%	17%	-	-	10%	24%	-	*	*	*	
	CWOD	19%	19%	13%	*	10%	13%	-	-	-	21%	10%	15%	-	13%	*	16%	10%	*	14%	*	18%	
	EL	10%	17%	*	-	*	-	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-	
	Male	18%	19%	15%	*	8%	15%	-	-	-	30%	11%	17%	10%	16%	-	15%	-	-	*	*	22%	
	Female	15%	15%	12%	*	14%	12%	-	-	-	0%	8%	15%	24%	10%	*	-	12%	*	0%	*	*	
Science	All Students	15%	16%	17%	*	7%	15%	-	-	-	50%	8%	23%	6%	18%	-	20%	11%	-	*	*	14%	
	CWD	5%	17%	6%	*	*	0%	-	-	-	*	10%	0%	6%	-	-	9%	0%	-	*	*	*	
	CWOD	17%	16%	18%	*	9%	18%	-	-	-	60%	8%	26%	-	18%	-	23%	13%	-	*	*	17%	
	EL	5%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	16%	19%	20%	*	10%	17%	-	-	-	60%	14%	25%	9%	23%	-	20%	-	-	*	*	20%	
	Female	14%	14%	11%	*	0%	13%	-	-	-	*	0%	20%	0%	13%	-	-	11%	-	*	-	*	

Texas Education Agency
2024 Federal Report Card
 CLYDE J H (030902041) - CLYDE CISD - CALLAHAN COUNTY

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	66	*	66	66	-	-	-	63	58	45	*
CWD	45	*	45	47	-	-	-	*	34	45	-
CWOD	70	*	71	70	-	-	-	68	64	-	*
EL ◇	*	-	*	-	-	-	-	-	-	-	*
Male	60	*	56	62	-	-	-	65	54	45	-
Female	72	*	77	72	-	-	-	60	63	44	*
Mathematics											
All Students	61	*	56	62	-	-	-	60	56	52	*
CWD	52	*	50	53	-	-	-	*	50	52	-
CWOD	62	*	57	63	-	-	-	64	58	-	*
EL ◇	*	-	*	-	-	-	-	-	-	-	*
Male	58	*	42	62	-	-	-	60	55	51	-
Female	63	*	72	62	-	-	-	60	58	53	*

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

Part (iii)(II): Graduation Rate

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

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

Texas Education Agency
2024 Federal Report Card
 CLYDE J H (030902041) - CLYDE CISD - CALLAHAN COUNTY

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

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ◇ Ever in grades 9-12.

Part (iv): English Language Proficiency

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

92

Total EL in Class	Proficiency of EL	Rate of Proficiency
*	*	*

- 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	52	40	49	52	-	-	-	58	46	32	*
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2024 Federal Report Card
 CLYDE J H (030902041) - CLYDE CISD - CALLAHAN COUNTY

- 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	Y		Y	Y				Y	Y	Y	
Interim Goals (2028-2032)	53%	43%	46%	66%	53%	78%	55%	63%	43%	33%	40%
Target Met	Y		Y	N				Y	Y	Y	
Interim Goals (2033-2037)	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
Target Met	Y		Y	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	N	
Mathematics											
Interim Goals (2023-2027)	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
Target Met	Y		Y	N				Y	Y	Y	
Interim Goals (2028-2032)	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
Target Met	N		N	N				Y	N	N	
Interim Goals (2033-2037)	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
Target Met	N		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	N	
English Learner Language Proficiency Status											
Interim Goals (2023-2027)											44%
Target Met											
Interim Goals (2028-2032)											46%
Target Met											
Interim Goals (2033-2037)											48%
Target Met											
Long-Term Goals											50%
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%

Texas Education Agency
2024 Federal Report Card
 CLYDE J H (030902041) - CLYDE CISD - CALLAHAN COUNTY

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

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

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

Part (vii): STAAR Participation

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

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

Texas Education Agency
2024 Federal Report Card
 CLYDE J H (030902041) - CLYDE CISD - CALLAHAN COUNTY

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

95

Texas Education Agency
2024 Federal Report Card
 CLYDE J H (030902041) - CLYDE CISD - CALLAHAN COUNTY

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

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities												
In-School Suspensions												
	Male	13	0	3	9	0	0	0	1	0		
	Female	1	0	0	1	0	0	0	0	0		
	Total	14	0	3	10	0	0	0	1	0		
Out-of-School Suspensions												
	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		
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		

Texas Education Agency
2024 Federal Report Card
 CLYDE J H (030902041) - CLYDE CISD - CALLAHAN COUNTY

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Students With Disabilities												
In-School Suspensions												
	Male	5	0	0	5	0	0	0	0	0		1
	Female	0	0	0	0	0	0	0	0	0		0
	Total	5	0	0	5	0	0	0	0	0		1
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												

Texas Education Agency
2024 Federal Report Card
 CLYDE J H (030902041) - CLYDE CISD - CALLAHAN COUNTY

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism												
	Male	11	-8	2	8	-8	-8	-8	1	1	2	2
	Female	19	1	3	14	-8	-8	-8	1	1	3	1
	Total	30	1	5	22	-8	-8	-8	2	2	5	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	98
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 2020-21 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

Preschool Programs

Texas Education Agency
2024 Federal Report Card
 CLYDE J H (030902041) - CLYDE CISD - CALLAHAN COUNTY

	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.

Texas Education Agency
2024 Federal Report Card
 CLYDE J H (030902041) - CLYDE CISD - CALLAHAN COUNTY

Low Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	0.0	-
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	2.6	10.5%

- 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 (2022-23).

To be updated by June 30th, 2025.

	Enrollment	State & Local and Federal	State & Local			Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$517	\$99	\$418	\$517			
Food services		\$600				\$478	\$122	\$600
Instruction		\$6,194	\$4,657	\$31	\$4,688	\$1,278	\$228	\$1,506
Support services, general administration		\$330		\$330	\$330			
Support services, instructional staff		\$193	\$172		\$172	\$6	\$15	\$21
Support services, operation and maintenance of plant		\$2,490	\$388	\$2,008	\$2,396	\$75	\$20	\$95
Support services, pupils		\$301	\$301		\$301			
Support services, school administration		\$705	\$746	\$-41	\$705			
Support services, student transportation		\$283		\$283	\$283			
Total	326	\$11,614	\$6,363	\$3,029	\$9,392	\$1,837	\$385	\$2,222

Blank cell indicates there are no data available in the group.
 Due to rounding, numbers may not add up precisely to the totals.

Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	6,625	2%	*	2%	-	-
Mathematics	6,620	2%	*	2%	-	-
Grade 4						
Reading	6,491	2%	*	3%	-	-
Mathematics	6,491	2%	*	3%	-	-
Grade 5						
Reading	6,033	1%	*	2%	-	-
Mathematics	6,033	2%	*	2%	-	-
Science	6,033	2%	*	2%	-	-
Grade 6						
Reading	5,586	1%	5	5%	5	5%
Mathematics	5,586	1%	5	5%	5	5%
Grade 7						
Reading	5,233	1%	*	3%	*	3%
Mathematics	5,227	2%	*	3%	*	3%
Grade 8						
Reading	4,985	1%	*	1%	*	1%
Mathematics	4,985	1%	*	1%	*	1%
Science	4,984	1%	*	1%	*	1%
End of Course						
English I	5,119	1%	*	2%	-	-
English II	4,683	1%	*	1%	-	-
Algebra I	5,112	1%	*	3%	-	-
Biology	5,027	1%	6	5%	-	-
All Grades						
All Subjects	100,862	1%	48	2%	19	3%
Reading	44,764	1%	20	2%	9	3%
Mathematics	40,054	1%	19	3%	9	3%
Science	16,044	1%	9	3%	*	1%

- Indicates there are no students in the group.

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

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

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

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

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

* Indicates reporting standards not met.

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

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

103

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	9%	*	11%	10%	*	-	-	0%	13%	17%	*

- Indicates there are no students in the group.

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

Part (xv): Section 1003 Fund

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

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

There is no data for this campus.

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

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

There is no data for this campus.

Texas Education Agency
2024 Federal Report Card
 CLYDE INT (030902103) - CLYDE CISD - CALLAHAN COUNTY

Part (i): Description of State Accountability System

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

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

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

Texas Education Agency
2024 Federal Report Card
 CLYDE INT (030902103) - CLYDE CISD - CALLAHAN COUNTY

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

106

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%

Texas Education Agency
2024 Federal Report Card
 CLYDE INT (030902103) - CLYDE CISD - CALLAHAN COUNTY

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

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

Texas Education Agency
2024 Federal Report Card
 CLYDE INT (030902103) - CLYDE CISD - CALLAHAN COUNTY

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 Status ¹	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Achievement Domain Score: STAAR Component Only ²	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.

Texas Education Agency
2024 Federal Report Card
 CLYDE INT (030902103) - CLYDE CISD - CALLAHAN COUNTY

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

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

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

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

109

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

Part (ii): Student Achievement by Proficiency Level

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

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

Texas Education Agency
2024 Federal Report Card
 CLYDE INT (030902103) - CLYDE CISD - CALLAHAN COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Reading	All Students	72%	73%	73%	-	86%	70%	*	-	-	80%	63%	81%	25%	84%	-	62%	81%	-	*	-	*	
	CWD	48%	25%	25%	-	*	24%	-	-	-	*	7%	67%	25%	-	-	8%	50%	-	*	-	*	
	CWOD	78%	84%	84%	-	92%	81%	*	-	-	*	84%	83%	-	84%	-	80%	86%	-	-	-	*	
	EL	62%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	70%	62%	62%	-	60%	62%	-	-	-	-	45%	76%	8%	80%	-	62%	-	-	-	-	-	*
	Female	75%	81%	81%	-	100%	77%	*	-	-	80%	77%	86%	50%	86%	-	-	81%	-	*	-	*	
Mathematics	All Students	68%	68%	68%	-	50%	71%	*	-	-	80%	56%	80%	35%	76%	-	64%	71%	-	*	-	*	
	CWD	46%	35%	35%	-	*	29%	-	-	-	*	21%	67%	35%	-	-	25%	50%	-	*	-	*	
	CWOD	74%	76%	76%	-	42%	81%	*	-	-	*	68%	81%	-	76%	-	77%	75%	-	-	-	*	
	EL	61%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	70%	64%	64%	-	60%	64%	-	-	-	-	50%	76%	25%	77%	-	64%	-	-	-	-	-	*
	Female	66%	71%	71%	-	44%	77%	*	-	-	80%	60%	83%	50%	75%	-	-	71%	-	*	-	*	
Grade 4																							
Reading	All Students	79%	86%	86%	*	93%	85%	-	-	-	83%	80%	91%	52%	96%	-	85%	87%	-	*	-	*	
	CWD	55%	52%	52%	-	*	50%	-	-	-	*	44%	71%	52%	-	-	56%	43%	-	*	-	*	
	CWOD	85%	96%	96%	*	100%	95%	-	-	-	*	100%	94%	-	96%	-	96%	97%	-	*	-	*	
	EL	68%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	77%	85%	85%	*	86%	85%	-	-	-	83%	78%	91%	56%	96%	-	85%	-	-	*	-	110	*
	Female	81%	87%	87%	-	100%	83%	-	-	-	-	84%	89%	43%	97%	-	-	87%	-	*	-	*	
Mathematics	All Students	67%	77%	77%	*	73%	77%	-	-	-	80%	60%	91%	41%	87%	-	82%	68%	-	*	-	*	
	CWD	42%	41%	41%	-	*	39%	-	-	-	*	27%	71%	41%	-	-	53%	14%	-	*	-	*	
	CWOD	73%	87%	87%	*	75%	88%	-	-	-	*	77%	94%	-	87%	-	91%	81%	-	*	-	*	
	EL	62%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	69%	82%	82%	*	100%	79%	-	-	-	80%	65%	94%	53%	91%	-	82%	-	-	*	-	*	
	Female	65%	68%	68%	-	50%	73%	-	-	-	-	53%	84%	14%	81%	-	-	68%	-	*	-	*	
Grade 5																							
Reading	All Students	78%	77%	77%	*	68%	80%	-	-	-	80%	70%	83%	40%	86%	*	80%	74%	-	*	*	80%	
	CWD	48%	40%	40%	*	33%	38%	-	-	-	*	38%	38%	40%	-	*	45%	30%	-	*	-	*	
	CWOD	84%	86%	86%	*	81%	88%	-	-	-	*	83%	88%	-	86%	*	86%	86%	-	-	*	*	
	EL	70%	*	*	*	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-	-
	Male	75%	80%	80%	*	63%	85%	-	-	-	80%	77%	81%	45%	86%	*	80%	-	-	*	*	*	
	Female	80%	74%	74%	*	71%	74%	-	-	-	-	62%	85%	30%	86%	*	-	74%	-	*	-	*	
Mathematics	All Students	75%	85%	85%	*	86%	83%	-	-	-	100%	81%	88%	55%	93%	*	85%	85%	-	*	*	80%	
	CWD	52%	55%	55%	*	67%	38%	-	-	-	*	62%	38%	55%	-	*	64%	40%	-	*	-	*	
	CWOD	80%	93%	93%	*	94%	92%	-	-	-	*	90%	94%	-	93%	*	89%	97%	-	-	*	*	
	EL	70%	*	*	*	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-	-
	Male	75%	85%	85%	*	75%	85%	-	-	-	100%	82%	88%	64%	89%	*	85%	-	-	*	*	*	
	Female	75%	85%	85%	*	93%	81%	-	-	-	-	81%	88%	40%	97%	*	-	85%	-	*	-	*	

Texas Education Agency
2024 Federal Report Card
 CLYDE INT (030902103) - CLYDE CISD - CALLAHAN COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	56%	67%	67%	*	55%	73%	-	-	-	40%	56%	76%	40%	74%	* 72%	62%	-	*	*	80%	
	CWD	34%	40%	40%	*	33%	38%	-	-	-	*	38%	38%	40%	-	* 45%	30%	-	*	-	*	
	CWOD	61%	74%	74%	*	63%	80%	-	-	-	*	63%	80%	-	74%	* 77%	70%	-	-	*	*	
	EL	43%	*	*	*	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	59%	72%	72%	*	63%	80%	-	-	-	40%	59%	81%	45%	77%	* 72%	-	-	-	*	*	*
	Female	54%	62%	62%	*	50%	65%	-	-	-	-	52%	69%	30%	70%	* -	62%	-	-	*	-	*
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	47%	53%	53%	-	36%	56%	*	-	-	60%	46%	59%	20%	60%	-	51%	54%	-	*	-	*
	CWD	25%	20%	20%	-	*	18%	-	-	-	*	7%	50%	20%	-	-	8%	38%	-	*	-	*
	CWOD	52%	60%	60%	-	33%	65%	*	-	-	*	61%	60%	-	60%	-	66%	57%	-	-	-	*
	EL	34%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	44%	51%	51%	-	40%	52%	-	-	-	-	36%	64%	8%	66%	-	51%	-	-	-	-	-
	Female	50%	54%	54%	-	33%	59%	*	-	-	60%	53%	55%	38%	57%	-	-	54%	-	-	*	-
Mathematics	All Students	41%	38%	38%	-	29%	38%	*	-	-	60%	27%	48%	15%	43%	-	40%	36%	-	*	-	*
	CWD	24%	15%	15%	-	*	12%	-	-	-	*	7%	33%	15%	-	-	8%	25%	-	*	-	*
	CWOD	44%	43%	43%	-	25%	45%	*	-	-	*	34%	50%	-	43%	-	51%	37%	-	-	-	111*
	EL	32%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	44%	40%	40%	-	40%	40%	-	-	-	-	18%	60%	8%	51%	-	40%	-	-	-	-	-
	Female	37%	36%	36%	-	22%	36%	*	-	-	60%	33%	38%	25%	37%	-	-	36%	-	-	*	-
Grade 4																						
Reading	All Students	50%	53%	53%	*	53%	53%	-	-	-	67%	39%	65%	13%	65%	-	53%	53%	-	*	-	*
	CWD	24%	13%	13%	-	*	11%	-	-	-	*	13%	14%	13%	-	-	13%	14%	-	*	-	*
	CWOD	56%	65%	65%	*	58%	65%	-	-	-	*	53%	72%	-	65%	-	67%	61%	-	*	-	*
	EL	39%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	47%	53%	53%	*	71%	50%	-	-	-	67%	48%	57%	13%	67%	-	53%	-	-	*	-	*
	Female	53%	53%	53%	-	38%	57%	-	-	-	-	26%	79%	14%	61%	-	-	53%	-	-	*	-
Mathematics	All Students	44%	58%	58%	*	53%	58%	-	-	-	60%	47%	67%	23%	68%	-	61%	53%	-	*	-	*
	CWD	24%	23%	23%	-	*	22%	-	-	-	*	20%	29%	23%	-	-	27%	14%	-	*	-	*
	CWOD	49%	68%	68%	*	58%	68%	-	-	-	*	60%	72%	-	68%	-	72%	61%	-	*	-	*
	EL	38%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	47%	61%	61%	*	86%	56%	-	-	-	60%	54%	66%	27%	72%	-	61%	-	-	*	-	*
	Female	41%	53%	53%	-	25%	60%	-	-	-	-	37%	68%	14%	61%	-	-	53%	-	-	*	-
Grade 5																						
Reading	All Students	53%	50%	50%	*	41%	54%	-	-	-	40%	37%	60%	35%	54%	*	46%	55%	-	*	*	60%
	CWD	25%	35%	35%	*	17%	38%	-	-	-	*	38%	25%	35%	-	*	36%	30%	-	*	-	*
	CWOD	59%	54%	54%	*	50%	56%	-	-	-	*	37%	65%	-	54%	*	48%	62%	-	-	*	*
	EL	41%	*	*	*	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	51%	46%	46%	*	25%	53%	-	-	-	40%	32%	56%	36%	48%	*	46%	-	-	*	*	*
	Female	56%	55%	55%	*	50%	55%	-	-	-	-	43%	65%	30%	62%	*	-	55%	-	-	*	-

Texas Education Agency
2024 Federal Report Card
 CLYDE INT (030902103) - CLYDE CISD - CALLAHAN COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	49%	56%	56%	*	50%	59%	-	-	-	20%	47%	64%	35%	62%	* 57%	55%	-	*	*	60%	
	CWD	26%	35%	35%	*	17%	38%	-	-	-	*	38%	25%	35%	-	* 36%	30%	-	*	-	*	
	CWOD	54%	62%	62%	*	63%	63%	-	-	-	*	50%	69%	-	62%	* 61%	62%	-	-	*	*	
	EL	41%	*	*	*	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	50%	57%	57%	*	38%	65%	-	-	-	20%	41%	69%	36%	61%	* 57%	-	-	-	*	*	*
	Female	47%	55%	55%	*	57%	52%	-	-	-	-	52%	58%	30%	62%	* -	55%	-	-	*	-	*
Science	All Students	27%	37%	37%	*	32%	41%	-	-	-	0%	23%	47%	35%	37%	* 37%	36%	-	*	*	60%	
	CWD	16%	35%	35%	*	17%	38%	-	-	-	*	38%	25%	35%	-	* 36%	30%	-	*	-	*	
	CWOD	29%	37%	37%	*	38%	41%	-	-	-	*	17%	49%	-	37%	* 36%	38%	-	-	*	*	
	EL	15%	*	*	*	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	30%	37%	37%	*	38%	43%	-	-	-	0%	18%	50%	36%	36%	* 37%	-	-	-	*	*	*
	Female	23%	36%	36%	*	29%	39%	-	-	-	-	29%	42%	30%	38%	* -	36%	-	-	*	-	*

STAAR Percent at Masters Grade Level

Grade 3																							
Reading	All Students	20%	15%	15%	-	0%	17%	*	-	-	20%	8%	22%	0%	19%	-	13%	17%	-	*	-	*	
	CWD	6%	0%	0%	-	*	0%	-	-	-	*	0%	0%	0%	-	-	0%	0%	-	*	-	*	
	CWOD	23%	19%	19%	-	0%	22%	*	-	-	*	11%	25%	-	19%	-	17%	20%	-	-	-	112	
	EL	13%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	18%	13%	13%	-	0%	14%	-	-	-	-	9%	16%	0%	17%	-	13%	-	-	-	-	*	
	Female	22%	17%	17%	-	0%	20%	*	-	-	20%	7%	28%	0%	20%	-	-	17%	-	-	*	-	*
Mathematics	All Students	15%	13%	13%	-	7%	15%	*	-	-	0%	4%	22%	0%	16%	-	17%	10%	-	*	-	*	
	CWD	7%	0%	0%	-	*	0%	-	-	-	*	0%	0%	0%	-	-	0%	0%	-	*	-	*	
	CWOD	17%	16%	16%	-	8%	19%	*	-	-	*	5%	25%	-	16%	-	23%	12%	-	-	-	*	
	EL	10%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	17%	17%	17%	-	20%	17%	-	-	-	-	0%	32%	0%	23%	-	17%	-	-	-	-	-	*
	Female	12%	10%	10%	-	0%	14%	*	-	-	-	0%	7%	14%	0%	12%	-	-	10%	-	-	*	-
Grade 4																							
Reading	All Students	22%	22%	22%	*	20%	23%	-	-	-	17%	13%	30%	0%	29%	-	18%	29%	-	*	-	*	
	CWD	6%	0%	0%	-	*	0%	-	-	-	*	0%	0%	0%	-	-	0%	0%	-	*	-	*	
	CWOD	26%	29%	29%	*	25%	30%	-	-	-	*	20%	34%	-	29%	-	24%	35%	-	*	-	*	
	EL	14%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	20%	18%	18%	*	29%	17%	-	-	-	17%	11%	23%	0%	24%	-	18%	-	-	-	*	-	*
	Female	24%	29%	29%	-	13%	33%	-	-	-	-	16%	42%	0%	35%	-	-	29%	-	-	*	-	*
Mathematics	All Students	20%	24%	24%	*	20%	24%	-	-	-	20%	18%	30%	9%	29%	-	26%	21%	-	*	-	*	
	CWD	7%	9%	9%	-	*	6%	-	-	-	*	13%	0%	9%	-	-	13%	0%	-	*	-	*	
	CWOD	23%	29%	29%	*	17%	30%	-	-	-	*	20%	34%	-	29%	-	30%	26%	-	*	-	*	
	EL	15%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	22%	26%	26%	*	43%	23%	-	-	-	20%	19%	31%	13%	30%	-	26%	-	-	-	*	-	*
	Female	17%	21%	21%	-	0%	27%	-	-	-	-	16%	26%	0%	26%	-	-	21%	-	-	*	-	*
Grade 5																							

Texas Education Agency
2024 Federal Report Card
 CLYDE INT (030902103) - CLYDE CISD - CALLAHAN COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	28%	21%	21%	*	14%	24%	-	-	-	20%	12%	28%	20%	21%	*	20%	21%	-	*	*	20%
	CWD	8%	20%	20%	*	0%	31%	-	-	-	*	15%	25%	20%	-	*	18%	20%	-	*	-	*
	CWOD	32%	21%	21%	*	19%	22%	-	-	-	*	10%	27%	-	21%	*	20%	22%	-	-	*	*
	EL	17%	*	*	*	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	25%	20%	20%	*	13%	23%	-	-	-	20%	9%	28%	18%	20%	*	20%	-	-	*	*	*
	Female	30%	21%	21%	*	14%	26%	-	-	-	-	14%	27%	20%	22%	*	-	21%	-	*	-	*
Mathematics	All Students	19%	14%	14%	*	0%	18%	-	-	-	20%	9%	17%	10%	15%	*	17%	11%	-	*	*	20%
	CWD	7%	10%	10%	*	0%	15%	-	-	-	*	8%	13%	10%	-	*	18%	0%	-	*	-	*
	CWOD	21%	15%	15%	*	0%	19%	-	-	-	*	10%	18%	-	15%	*	16%	14%	-	-	*	*
	EL	12%	*	*	*	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	21%	17%	17%	*	0%	20%	-	-	-	20%	9%	22%	18%	16%	*	17%	-	-	*	*	*
	Female	17%	11%	11%	*	0%	16%	-	-	-	-	10%	12%	0%	14%	*	-	11%	-	*	-	*
Science	All Students	11%	14%	14%	*	5%	18%	-	-	-	0%	9%	17%	15%	14%	*	13%	15%	-	*	*	20%
	CWD	5%	15%	15%	*	0%	23%	-	-	-	*	15%	13%	15%	-	*	18%	10%	-	*	-	*
	CWOD	12%	14%	14%	*	6%	17%	-	-	-	*	7%	18%	-	14%	*	11%	16%	-	-	*	*
	EL	5%	*	*	*	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	13%	13%	13%	*	0%	18%	-	-	-	0%	9%	16%	18%	11%	*	13%	-	-	*	*	113
	Female	9%	15%	15%	*	7%	19%	-	-	-	-	10%	19%	10%	16%	*	-	15%	-	*	-	*
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	80%	76%	82%	73%	77%	*	-	-	78%	66%	84%	41%	85%	67%	77%	76%	-	47%	*	74%
	CWD	46%	48%	41%	*	54%	38%	-	-	-	25%	34%	56%	41%	-	67%	45%	37%	-	31%	-	50%
	CWOD	77%	88%	85%	75%	78%	86%	*	-	-	93%	81%	88%	-	85%	*	86%	84%	-	*	*	88%
	EL	61%	81%	67%	*	50%	-	-	-	-	-	67%	-	67%	*	67%	*	83%	-	-	-	-
	Male	71%	79%	77%	60%	73%	77%	-	-	-	77%	66%	85%	45%	86%	*	77%	-	-	63%	*	90%
	Female	74%	82%	76%	100%	72%	76%	*	-	-	80%	67%	83%	37%	84%	83%	-	76%	-	33%	-	29%
Reading	All Students	74%	79%	79%	*	80%	78%	*	-	-	81%	71%	85%	40%	89%	*	77%	81%	-	57%	*	73%
	CWD	44%	42%	40%	*	45%	38%	-	-	-	*	30%	60%	40%	-	*	39%	40%	-	40%	-	*
	CWOD	80%	89%	89%	*	90%	88%	*	-	-	100%	89%	88%	-	89%	*	88%	89%	-	*	*	86%
	EL	59%	86%	*	*	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	70%	76%	77%	*	70%	78%	-	-	-	82%	68%	84%	39%	88%	*	77%	-	-	*	*	88%
	Female	78%	84%	81%	*	87%	78%	*	-	-	80%	74%	86%	40%	89%	*	-	81%	-	*	-	*
Mathematics	All Students	70%	80%	76%	*	73%	77%	*	-	-	87%	65%	86%	44%	85%	*	78%	75%	-	43%	*	73%
	CWD	45%	50%	44%	*	73%	36%	-	-	-	*	36%	60%	44%	-	*	49%	36%	-	20%	-	*
	CWOD	75%	87%	85%	*	73%	87%	*	-	-	100%	78%	90%	-	85%	*	86%	83%	-	*	*	86%
	EL	62%	100%	*	*	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	71%	80%	78%	*	80%	76%	-	-	-	90%	66%	87%	49%	86%	*	78%	-	-	*	*	88%
	Female	70%	80%	75%	*	68%	77%	*	-	-	80%	64%	85%	36%	83%	*	-	75%	-	*	-	*

Texas Education Agency
2024 Federal Report Card
 CLYDE INT (030902103) - CLYDE CISD - CALLAHAN COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	73%	83%	67%	*	55%	73%	-	-	-	40%	56%	76%	40%	74%	* 72%	62%	-	*	*	80%	
	CWD	49%	62%	40%	*	33%	38%	-	-	-	*	38%	38%	40%	-	* 45%	30%	-	*	-	*	
	CWOD	77%	88%	74%	*	63%	80%	-	-	-	*	63%	80%	-	74%	* 77%	70%	-	-	*	*	
	EL	61%	*	*	*	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	74%	85%	72%	*	63%	80%	-	-	-	40%	59%	81%	45%	77%	* 72%	-	-	-	*	*	*
	Female	72%	80%	62%	*	50%	65%	-	-	-	-	52%	69%	30%	70%	* -	62%	-	-	*	-	*

STAAR Percent at Meets Grade Level or Above

All Grades																						
All Subjects	All Students	47%	54%	49%	64%	42%	51%	*	-	-	44%	38%	58%	25%	55%	56%	50%	48%	-	41%	*	52%
	CWD	22%	26%	25%	*	25%	25%	-	-	-	0%	22%	29%	25%	-	50%	24%	27%	-	23%	-	30%
	CWOD	51%	61%	55%	50%	47%	57%	*	-	-	57%	45%	62%	-	55%	* 57%	53%	-	*	*	65%	
	EL	31%	69%	56%	*	33%	-	-	-	-	-	56%	-	50%	* 56%	*	83%	-	-	-	-	-
	Male	45%	53%	50%	40%	48%	51%	-	-	-	38%	36%	60%	24%	57%	* 50%	-	-	-	63%	*	60%
	Female	48%	56%	48%	83%	38%	51%	*	-	-	60%	40%	56%	27%	53%	83%	-	48%	-	22%	-	29%
Reading	All Students	52%	58%	52%	*	43%	54%	*	-	-	56%	41%	61%	22%	60%	* 50%	54%	-	43%	*	45%	
	CWD	23%	25%	22%	*	27%	21%	-	-	-	*	19%	30%	22%	-	* 18%	28%	-	20%	-	*	
	CWOD	58%	66%	60%	*	48%	62%	*	-	-	75%	51%	66%	-	60%	* 60%	60%	-	*	*	57%	
	EL	34%	86%	*	*	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	174%
	Male	48%	53%	50%	*	45%	52%	-	-	-	55%	39%	59%	18%	60%	* 50%	-	-	-	*	*	50%
	Female	57%	64%	54%	*	42%	57%	*	-	-	60%	43%	65%	28%	60%	* -	54%	-	-	*	-	*
Mathematics	All Students	42%	52%	50%	*	45%	51%	*	-	-	47%	39%	60%	24%	57%	* 54%	47%	-	43%	*	55%	
	CWD	22%	25%	24%	*	27%	23%	-	-	-	*	21%	30%	24%	-	* 24%	24%	-	20%	-	*	
	CWOD	46%	58%	57%	*	50%	58%	*	-	-	58%	47%	64%	-	57%	* 62%	51%	-	*	*	71%	
	EL	31%	67%	*	*	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	43%	53%	54%	*	55%	54%	-	-	-	40%	39%	65%	24%	62%	* 54%	-	-	-	*	*	63%
	Female	40%	49%	47%	*	39%	48%	*	-	-	60%	40%	53%	24%	51%	* -	47%	-	-	*	-	*
Science	All Students	42%	51%	37%	*	32%	41%	-	-	-	0%	23%	47%	35%	37%	* 37%	36%	-	*	*	60%	
	CWD	21%	32%	35%	*	17%	38%	-	-	-	*	38%	25%	35%	-	* 36%	30%	-	*	-	*	
	CWOD	45%	56%	37%	*	38%	41%	-	-	-	*	17%	49%	-	37%	* 36%	38%	-	-	*	*	
	EL	24%	*	*	*	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	44%	54%	37%	*	38%	43%	-	-	-	0%	18%	50%	36%	36%	* 37%	-	-	-	*	*	*
	Female	40%	48%	36%	*	29%	39%	-	-	-	-	29%	42%	30%	38%	* -	36%	-	-	*	-	*

STAAR Percent at Masters Grade Level

All Grades																						
All Subjects	All Students	18%	19%	18%	9%	9%	20%	*	-	-	14%	10%	24%	8%	20%	0%	18%	17%	-	18%	*	22%
	CWD	6%	11%	8%	*	4%	9%	-	-	-	0%	7%	8%	8%	-	0%	9%	5%	-	0%	-	30%
	CWOD	21%	21%	20%	13%	10%	23%	*	-	-	18%	12%	26%	-	20%	* 20%	20%	-	*	*	18%	
	EL	9%	19%	0%	*	0%	-	-	-	-	-	0%	-	0%	*	0%	*	0%	-	-	-	-
	Male	18%	18%	18%	20%	15%	19%	-	-	-	15%	10%	24%	9%	20%	* 18%	-	-	-	13%	*	20%
	Female	19%	19%	17%	0%	5%	22%	*	-	-	10%	11%	23%	5%	20%	0%	-	17%	-	22%	-	29%

Texas Education Agency
2024 Federal Report Card
 CLYDE INT (030902103) - CLYDE CISD - CALLAHAN COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	21%	21%	19%	*	12%	21%	*	-	-	19%	11%	27%	6%	23%	*	17%	22%	-	29%	*	18%
	CWD	6%	9%	6%	*	0%	9%	-	-	-	*	5%	10%	6%	-	*	5%	8%	-	0%	-	*
	CWOD	24%	24%	23%	*	15%	24%	*	-	-	25%	13%	29%	-	23%	*	21%	24%	-	*	*	14%
	EL	10%	29%	*	*	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	18%	17%	17%	*	15%	18%	-	-	-	18%	10%	23%	5%	21%	*	17%	-	-	*	*	13%
	Female	24%	25%	22%	*	10%	26%	*	-	-	20%	11%	31%	8%	24%	*	-	22%	-	*	-	*
Mathematics	All Students	17%	17%	17%	*	8%	19%	*	-	-	13%	10%	23%	6%	20%	*	20%	13%	-	14%	*	27%
	CWD	6%	10%	6%	*	9%	6%	-	-	-	*	7%	5%	6%	-	*	11%	0%	-	0%	-	*
	CWOD	19%	19%	20%	*	8%	22%	*	-	-	17%	11%	25%	-	20%	*	23%	16%	-	*	*	29%
	EL	10%	17%	*	*	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	18%	19%	20%	*	20%	20%	-	-	-	20%	10%	28%	11%	23%	*	20%	-	-	*	*	25%
	Female	15%	15%	13%	*	0%	18%	*	-	-	0%	10%	16%	0%	16%	*	-	13%	-	*	-	*
Science	All Students	15%	16%	14%	*	5%	18%	-	-	-	0%	9%	17%	15%	14%	*	13%	15%	-	*	*	20%
	CWD	5%	17%	15%	*	0%	23%	-	-	-	*	15%	13%	15%	-	*	18%	10%	-	*	-	*
	CWOD	17%	16%	14%	*	6%	17%	-	-	-	*	7%	18%	-	14%	*	11%	16%	-	-	*	*
	EL	5%	*	*	*	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	16%	19%	13%	*	0%	18%	-	-	-	0%	9%	16%	18%	11%	*	13%	-	-	*	*	115*
	Female	14%	14%	15%	*	7%	19%	-	-	-	-	10%	19%	10%	16%	*	-	15%	-	*	-	*

- Indicates there are no students in the group.

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	74	*	73	75	-	-	-	75	62	62	*
CWD	62	*	72	55	-	-	-	*	55	62	*
CWOD	78	*	73	80	-	-	-	75	66	-	*
EL ◇	*	*	*	-	-	-	-	*	*	*	*
Male	78	*	73	79	-	-	-	75	66	70	*
Female	70	*	73	69	-	-	-	-	58	50	*

Texas Education Agency
2024 Federal Report Card
 CLYDE INT (030902103) - CLYDE CISD - CALLAHAN COUNTY

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Mathematics											
All Students	74	*	80	73	-	-	-	65	66	58	*
CWD	58	*	75	54	-	-	-	*	53	58	*
CWOD	79	*	81	77	-	-	-	81	72	-	*
EL ◇	*	*	*	-	-	-	-	-	*	*	*
Male	73	*	72	74	-	-	-	65	59	55	*
Female	76	*	85	72	-	-	-	-	74	61	*

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

Part (iii)(II): Graduation Rate

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

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

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

- Indicates there are no students in the group.
 * Indicates results are masked due to small numbers to protect student confidentiality.
 ◇ Ever in grades 9-12.

Part (iv): English Language Proficiency

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

Texas Education Agency
2024 Federal Report Card
 CLYDE INT (030902103) - CLYDE CISD - CALLAHAN COUNTY

Total EL in Class	Proficiency of EL	Rate of Proficiency
*	*	*

- 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	48	52	41	49	*	-	-	45	38	25	41
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

117

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

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2023-2027)	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
Target Met	Y		Y	N				Y	Y	N	
Interim Goals (2028-2032)	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
Target Met	N		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	N	
Long-Term Goals	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%

Texas Education Agency
2024 Federal Report Card
 CLYDE INT (030902103) - CLYDE CISD - CALLAHAN COUNTY

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met	N		N	N				N	N	N	
Mathematics											
Interim Goals (2023-2027)	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
Target Met	Y		Y	N				N	Y	N	
Interim Goals (2028-2032)	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
Target Met	N		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	N	
Long-Term Goals	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
Target Met	N		N	N				N	N	N	
English Learner Language Proficiency Status											
Interim Goals (2023-2027)											49%
Target Met											
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											
Interim Goals (2028-2032)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86%
Target Met											
Interim Goals (2033-2037)	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92%
Target Met											
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met											

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

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

Part (vii): STAAR Participation

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

Texas Education Agency
2024 Federal Report Card
 CLYDE INT (030902103) - CLYDE CISD - CALLAHAN COUNTY

		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%	100%	100%	98%	*	-	-	100%	100%	98%	98%	99%	100%	99%	99%	-
	CWD	98%	*	100%	97%	-	-	-	100%	100%	94%	98%	-	100%	97%	100%	-
	CWOD	99%	100%	100%	98%	*	-	-	100%	100%	98%	-	99%	*	99%	98%	-
	EL	100%	*	100%	-	-	-	-	-	100%	-	100%	*	100%	*	100%	-
	Male	99%	100%	100%	98%	-	-	-	100%	100%	98%	97%	99%	*	99%	-	-
	Female	99%	100%	100%	98%	*	-	-	100%	100%	97%	100%	98%	100%	-	99%	-
Reading	All Students	99%	*	100%	98%	*	-	-	100%	100%	98%	98%	99%	*	99%	99%	-
	CWD	98%	*	100%	98%	-	-	-	*	100%	95%	98%	-	*	98%	100%	-
	CWOD	99%	*	100%	98%	*	-	-	100%	100%	98%	-	99%	*	99%	98%	-
	EL	*	*	*	-	-	-	-	-	*	-	*	*	*	*	*	-
	Male	99%	*	100%	98%	-	-	-	100%	100%	98%	98%	99%	*	99%	-	-
	Female	99%	*	100%	98%	*	-	-	100%	100%	97%	100%	98%	*	-	99%	-
Mathematics	All Students	99%	*	100%	98%	*	-	-	100%	100%	98%	98%	99%	*	99%	99%	-
	CWD	98%	*	100%	98%	-	-	-	*	100%	95%	98%	-	*	97%	100%	-
	CWOD	99%	*	100%	98%	*	-	-	100%	100%	98%	-	99%	*	99%	98%	119
	EL	*	*	*	-	-	-	-	-	*	-	*	*	*	*	*	-
	Male	99%	*	100%	98%	-	-	-	100%	100%	98%	97%	99%	*	99%	-	-
	Female	99%	*	100%	98%	*	-	-	100%	100%	97%	100%	98%	*	-	99%	-
Science	All Students	98%	*	100%	97%	-	-	-	100%	100%	97%	95%	99%	*	98%	98%	-
	CWD	95%	*	100%	93%	-	-	-	*	100%	88%	95%	-	*	92%	100%	-
	CWOD	99%	*	100%	98%	-	-	-	*	100%	98%	-	99%	*	100%	97%	-
	EL	*	*	*	-	-	-	-	-	*	-	*	*	*	*	*	-
	Male	98%	*	100%	98%	-	-	-	100%	100%	97%	92%	100%	*	98%	-	-
	Female	98%	*	100%	97%	-	-	-	-	100%	96%	100%	97%	*	-	98%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	

Texas Education Agency
2024 Federal Report Card
 CLYDE INT (030902103) - CLYDE CISD - CALLAHAN COUNTY

		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%	0%	0%	2%	*	-	-	0%	0%	2%	2%	1%	0%	1%	1%	-
	CWD	2%	*	0%	3%	-	-	-	0%	0%	6%	2%	-	0%	3%	0%	-
	CWOD	1%	0%	0%	2%	*	-	-	0%	0%	2%	-	1%	*	1%	2%	-
	EL	0%	*	0%	-	-	-	-	-	0%	-	0%	*	0%	*	0%	-
	Male	1%	0%	0%	2%	-	-	-	0%	0%	2%	3%	1%	*	1%	-	-
	Female	1%	0%	0%	2%	*	-	-	0%	0%	3%	0%	2%	0%	-	1%	-
Reading	All Students	1%	*	0%	2%	*	-	-	0%	0%	2%	2%	1%	*	1%	1%	-
	CWD	2%	*	0%	2%	-	-	-	*	0%	5%	2%	-	*	2%	0%	-
	CWOD	1%	*	0%	2%	*	-	-	0%	0%	2%	-	1%	*	1%	2%	-
	EL	*	*	*	-	-	-	-	-	*	-	*	*	*	*	*	-
	Male	1%	*	0%	2%	-	-	-	0%	0%	2%	2%	1%	*	1%	-	-
	Female	1%	*	0%	2%	*	-	-	0%	0%	3%	0%	2%	*	-	1%	-
Mathematics	All Students	1%	*	0%	2%	*	-	-	0%	0%	2%	2%	1%	*	1%	1%	-
	CWD	2%	*	0%	2%	-	-	-	*	0%	5%	2%	-	*	3%	0%	-
	CWOD	1%	*	0%	2%	*	-	-	0%	0%	2%	-	1%	*	1%	2%	-
	EL	*	*	*	-	-	-	-	-	*	-	*	*	*	*	*	-
	Male	1%	*	0%	2%	-	-	-	0%	0%	2%	3%	1%	*	1%	-	-
	Female	1%	*	0%	2%	*	-	-	0%	0%	3%	0%	2%	*	-	1%	-
Science	All Students	2%	*	0%	3%	-	-	-	0%	0%	3%	5%	1%	*	2%	2%	-
	CWD	5%	*	0%	7%	-	-	-	*	0%	12%	5%	-	*	8%	0%	-
	CWOD	1%	*	0%	2%	-	-	-	*	0%	2%	-	1%	*	0%	3%	-
	EL	*	*	*	-	-	-	-	-	*	-	*	*	*	*	*	-
	Male	2%	*	0%	2%	-	-	-	0%	0%	3%	8%	0%	*	2%	-	-
	Female	2%	*	0%	3%	-	-	-	-	0%	4%	0%	3%	*	-	2%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

120

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

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2020-21 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related

Texas Education Agency
2024 Federal Report Card
 CLYDE INT (030902103) - CLYDE CISD - CALLAHAN COUNTY

arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities												
In-School Suspensions												
	Male	11	2	0	7	0	0	0	2	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	11	2	0	7	0	0	0	2	0		
Out-of-School Suspensions												
	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		
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												

Texas Education Agency
2024 Federal Report Card
 CLYDE INT (030902103) - CLYDE CISD - CALLAHAN COUNTY

		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	2	0	0	2	0	0	0	0	0		1
	Female	0	0	0	0	0	0	0	0	0		0
	Total	2	0	0	2	0	0	0	0	0		1
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	2	-8	-8	2	-8	-8	-8	-8	-8	1	-8
	Female	2	-8	1	1	-8	-8	-8	-8	1	-8	-8
	Total	4	-8	1	3	-8	-8	-8	-8	1	1	-8

122

		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

Texas Education Agency
2024 Federal Report Card
 CLYDE INT (030902103) - CLYDE CISD - CALLAHAN COUNTY

	Total
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 2020-21 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

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

123

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

Texas Education Agency
2024 Federal Report Card
 CLYDE INT (030902103) - CLYDE CISD - CALLAHAN COUNTY

	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	
Female	-9	-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	-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	5.6	21.0%
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	3.9	15.8%

124

- Indicates there are no data available in the group.

Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2025.

	Enrollment	State & Local and Federal	State & Local			Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$526	\$108	\$418	\$526			
Food services		\$606				\$484	\$122	\$606
Instruction		\$5,660	\$3,859	\$31	\$3,890	\$1,542	\$228	\$1,770
Support services, general administration		\$330		\$330	\$330			
Support services, instructional staff		\$270	\$248		\$248	\$7	\$15	\$22
Support services, operation and maintenance of plant		\$2,448	\$325	\$2,008	\$2,333	\$95	\$20	\$115
Support services, pupils		\$322	\$207		\$207	\$115		\$115

	Enrollment	State & Local and Federal		State & Local		Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
Support services, school administration		\$677	\$718	\$-41	\$677			
Support services, student transportation		\$283		\$283	\$283			
Total	307	\$11,122	\$5,466	\$3,029	\$8,495	\$2,242	\$385	\$2,627

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

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

Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	6,625	2%	*	2%	*	2%
Mathematics	6,620	2%	*	2%	*	2%
Grade 4						
Reading	6,491	2%	*	3%	*	3%
Mathematics	6,491	2%	*	3%	*	3%
Grade 5						
Reading	6,033	1%	*	2%	*	2%
Mathematics	6,033	2%	*	2%	*	2%
Science	6,033	2%	*	2%	*	2%
Grade 6						
Reading	5,586	1%	5	5%	-	-
Mathematics	5,586	1%	5	5%	-	-
Grade 7						
Reading	5,233	1%	*	3%	-	-
Mathematics	5,227	2%	*	3%	-	-
Grade 8						
Reading	4,985	1%	*	1%	-	-
Mathematics	4,985	1%	*	1%	-	-
Science	4,984	1%	*	1%	-	-
End of Course						
English I	5,119	1%	*	2%	-	-
English II	4,683	1%	*	1%	-	-
Algebra I	5,112	1%	*	3%	-	-
Biology	5,027	1%	6	5%	-	-
All Grades						
All Subjects	100,862	1%	48	2%	16	2%

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Reading	44,764	1%	20	2%	7	2%
Mathematics	40,054	1%	19	3%	7	2%
Science	16,044	1%	9	3%	*	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 2022 National Assessment of Educational Progress, compared to the national average of such results.

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

State Level: 2022 Percentages at NAEP Achievement Levels										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 8	Reading	Overall	34	30	66	70	23	31	2	4
		Black	45	47	55	53	17	16	1	1
		Hispanic	41	39	59	61	16	21	1	2
		White	24	22	76	78	30	38	2	5
		American Indian	*	45	*	55	*	18	*	2
		Asian	8	14	92	86	60	56	11	12
		Pacific Islander	*	35	*	65	*	25	*	2
		Two or More Races	28	27	72	73	32	35	5	6
		EcoDis	42	42	58	58	16	19	1	1
		Students with Disabilities	74	69	26	31	5	7	1	n/a
	English Language Learners	53	68	47	32	10	5	n/a	n/a	
	Mathematics	Overall	39	38	61	62	24	26	5	7
		Black	54	62	46	38	11	9	2	1
		Hispanic	46	51	54	49	16	14	2	2
		White	28	26	72	74	36	35	8	9
		American Indian	*	55	*	45	*	13	*	2
		Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	26	37	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
Students with Disabilities		81	77	19	23	4	5	n/a	1	
English Language Learners	60	76	40	24	8	4	1	n/a		

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

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	5%	20%	8%	4%	-	-	-	0%	7%	6%	*

- Indicates there are no students in the group.

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

Part (xv): Section 1003 Fund

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

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

128

There is no data for this campus.

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

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

There is no data for this campus.

Texas Education Agency
2024 Federal Report Card
 CLYDE EL (030902101) - CLYDE CISD - CALLAHAN COUNTY

Part (i): Description of State Accountability System

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

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

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

Texas Education Agency
2024 Federal Report Card
 CLYDE EL (030902101) - CLYDE CISD - CALLAHAN COUNTY

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

130

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%

Texas Education Agency
2024 Federal Report Card
 CLYDE EL (030902101) - CLYDE CISD - CALLAHAN COUNTY

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

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

Texas Education Agency
2024 Federal Report Card
 CLYDE EL (030902101) - CLYDE CISD - CALLAHAN COUNTY

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 Status ¹	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Achievement Domain Score: STAAR Component Only ²	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.

Texas Education Agency
2024 Federal Report Card
CLYDE EL (030902101) - CLYDE CISD - CALLAHAN COUNTY

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

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

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

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

133

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

Part (ii): Student Achievement by Proficiency Level

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

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 2023-24 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

There is no data for this campus.

Part (iii)(II): Graduation Rate

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

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

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 2024 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
*	*	*

- 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)

Texas Education Agency
2024 Federal Report Card
 CLYDE EL (030902101) - CLYDE CISD - CALLAHAN COUNTY

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											

Texas Education Agency
2024 Federal Report Card
 CLYDE EL (030902101) - CLYDE CISD - CALLAHAN COUNTY

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

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

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

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2023-24 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner) 136

There is no data for this campus.

Part (viii): Civil Rights Data

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

	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities											
In-School Suspensions											

Texas Education Agency
2024 Federal Report Card
 CLYDE EL (030902101) - CLYDE CISD - CALLAHAN COUNTY

		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	3	0	0	3	0	0	0	0	0		
	Female	3	0	0	2	0	0	0	1	0		
	Total	6	0	0	5	0	0	0	1	0		
Out-of-School Suspensions												
	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		
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												
	Male	2	0	0	1	0	0	0	1	0		0
	Female	2	0	0	2	0	0	0	0	0		0
	Total	4	0	0	3	0	0	0	1	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												

Texas Education Agency
2024 Federal Report Card
 CLYDE EL (030902101) - CLYDE CISD - CALLAHAN COUNTY

		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)
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	9	-8	1	8	-8	-8	-8	-8	-8	1	-8
	Female	12	-8	3	8	-8	-8	-8	1	-8	2	-8
	Total	21	-8	4	16	-8	-8	-8	1	-8	3	-8

138

	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

Texas Education Agency
2024 Federal Report Card
 CLYDE EL (030902101) - CLYDE CISD - CALLAHAN COUNTY

	Total
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 2020-21 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

Preschool Programs

	Total Students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Male	17	0	5	12	0	0	0	0	1	9
Female	34	1	5	27	0	0	0	1	0	7
Total	51	1	10	39	0	0	0	1	1	16

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 ED Facts missing data.
- 9 Indicates not applicable / skipped.
- 11 Indicates suppressed data at the campus/district level.

Texas Education Agency
2024 Federal Report Card
 CLYDE EL (030902101) - CLYDE CISD - CALLAHAN COUNTY

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	3.2	13.7%
Teachers Teaching with Emergency or Provisional Credentials	2.0	9.4%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.9	4.2%

- Indicates there are no data available in the group.

Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2025.

	Enrollment	State & Local and Federal	State & Local			Federal		
		Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		\$507	\$89	\$418	\$507			
Food services		\$727				\$605	\$122	\$727
Instruction		\$5,732	\$4,020	\$31	\$4,051	\$1,454	\$228	\$1,682
Support services, general administration		\$330		\$330	\$330			
Support services, instructional staff		\$269	\$240		\$240	\$14	\$15	\$29
Support services, operation and maintenance of plant		\$2,299	\$271	\$2,008	\$2,279		\$20	\$20
Support services, pupils		\$307	\$226		\$226	\$81		\$81
Support services, school administration		\$346	\$387	-\$41	\$346			
Support services, student transportation		\$283		\$283	\$283			
Total	364	\$10,801	\$5,233	\$3,029	\$8,262	\$2,154	\$385	\$2,539

140

Blank cell indicates there are no data available in the group.
 Due to rounding, numbers may not add up precisely to the totals.

Part (xi): STAAR Alternate 2 Participation

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

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 2022 National Assessment of Educational Progress, compared to the national average of such results.

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

State Level: 2022 Percentages at NAEP Achievement Levels										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 8	Reading	Pacific Islander	*	35	*	65	*	25	*	2
		Two or More Races	28	27	72	73	32	35	5	6
		EcoDis	42	42	58	58	16	19	1	1
		Students with Disabilities	74	69	26	31	5	7	1	n/a
		English Language Learners	53	68	47	32	10	5	n/a	n/a
	Mathematics	Overall	39	38	61	62	24	26	5	7
		Black	54	62	46	38	11	9	2	1
		Hispanic	46	51	54	49	16	14	2	2
		White	28	26	72	74	36	35	8	9
		American Indian	*	55	*	45	*	13	*	2
		Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	26	37	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
		Students with Disabilities	81	77	19	23	4	5	n/a	1
English Language Learners	60	76	40	24	8	4	1	n/a		

* Indicates reporting standards not met.

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

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

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

This section provides information on the cohort rate at which students who graduated from high school in the 2021-22 school year enrolled in a Texas public postsecondary education institution in the 2022-23 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private 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 ED Facts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2022-23 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	8%	*	12%	7%	*	-	*	7%	13%	5%	*

- Indicates there are no students in the group.

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

Part (xv): Section 1003 Fund

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

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

There is no data for this campus.

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

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

There is no data for this campus.

2023-24 Texas Academic Performance Report (TAPR)

District Name: CLYDE CISD

District Number: 030902

2024 Special Education Determination Status:

Meets Requirements

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Texas Education Agency
2023-24 STAAR Performance (TAPR)
 CLYDE CISD (030902) - CALLAHAN COUNTY

	School Year	State	Region 14	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	2024	74%	70%	73%	-	86%	70%	*	-	-	80%	25%	*	73%	71%	64%	-
	2023	76%	75%	66%	*	79%	65%	-	-	-	60%	26%	67%	70%	59%	61%	*
At Meets Grade Level or Above	2024	48%	43%	52%	-	36%	55%	*	-	-	60%	20%	*	53%	43%	46%	-
	2023	50%	48%	41%	*	50%	41%	-	-	-	20%	17%	17%	42%	38%	29%	*
At Masters Grade Level	2024	21%	16%	15%	-	0%	17%	*	-	-	20%	0%	*	16%	7%	8%	-
	2023	20%	16%	11%	*	7%	12%	-	-	-	20%	9%	0%	10%	14%	8%	*
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2024	70%	62%	69%	-	50%	72%	*	-	-	80%	35%	*	69%	64%	58%	-
	2023	73%	69%	64%	*	57%	64%	-	-	-	60%	30%	100%	66%	59%	50%	*
At Meets Grade Level or Above	2024	42%	35%	37%	-	29%	38%	*	-	-	60%	15%	*	40%	21%	28%	-
	2023	45%	39%	31%	*	29%	32%	-	-	-	20%	17%	17%	28%	38%	22%	147
At Masters Grade Level	2024	15%	11%	13%	-	7%	15%	*	-	-	0%	0%	*	15%	0%	4%	-
	2023	19%	15%	13%	*	7%	13%	-	-	-	0%	13%	0%	10%	17%	8%	*
Grade 4 Reading																	
At Approaches Grade Level or Above	2024	81%	79%	85%	*	92%	84%	-	-	-	83%	52%	100%	88%	81%	79%	-
	2023	77%	78%	84%	-	81%	84%	-	-	-	100%	47%	*	83%	88%	83%	*
At Meets Grade Level or Above	2024	51%	47%	54%	*	58%	53%	-	-	-	67%	13%	71%	56%	48%	40%	-
	2023	48%	47%	52%	-	38%	56%	-	-	-	60%	24%	*	48%	59%	50%	*
At Masters Grade Level	2024	23%	18%	23%	*	25%	24%	-	-	-	17%	0%	0%	22%	26%	14%	-
	2023	22%	18%	17%	-	5%	19%	-	-	-	40%	6%	*	16%	19%	19%	*
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2024	69%	59%	79%	*	83%	78%	-	-	-	80%	41%	86%	83%	71%	62%	-
	2023	71%	65%	81%	-	76%	83%	-	-	-	80%	47%	*	80%	84%	79%	*
At Meets Grade Level or Above	2024	46%	37%	60%	*	67%	58%	-	-	-	60%	23%	71%	62%	55%	50%	-
	2023	48%	40%	55%	-	43%	60%	-	-	-	40%	35%	*	56%	53%	40%	*
At Masters Grade Level	2024	21%	15%	26%	*	25%	25%	-	-	-	20%	9%	14%	30%	16%	19%	-
	2023	22%	15%	23%	-	10%	27%	-	-	-	20%	18%	*	20%	28%	12%	*
Grade 5 Reading																	

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 CLYDE CISD (030902) - CALLAHAN COUNTY

	School Year	State	Region 14	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 Approaches Grade Level or Above	2024	79%	78%	80%	*	75%	81%	-	-	-	80%	44%	*	81%	78%	70%	*
	2023	81%	80%	82%	*	83%	82%	-	-	-	100%	71%	80%	88%	68%	80%	*
At Meets Grade Level or Above	2024	55%	51%	53%	*	45%	54%	-	-	-	40%	39%	*	54%	50%	37%	*
	2023	57%	55%	56%	*	56%	56%	-	-	-	80%	43%	40%	62%	43%	48%	*
At Masters Grade Level	2024	29%	25%	22%	*	15%	25%	-	-	-	20%	22%	*	22%	22%	12%	*
	2023	28%	26%	27%	*	44%	22%	-	-	-	40%	24%	20%	27%	25%	18%	*
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2024	77%	72%	88%	*	95%	85%	-	-	-	100%	61%	*	94%	78%	81%	*
	2023	80%	79%	86%	*	89%	84%	-	-	-	100%	81%	100%	89%	79%	88%	*
At Meets Grade Level or Above	2024	50%	45%	58%	*	55%	60%	-	-	-	20%	39%	*	59%	56%	47%	*
	2023	51%	48%	47%	*	56%	44%	-	-	-	60%	48%	40%	53%	29%	40%	*
At Masters Grade Level	2024	19%	16%	15%	*	0%	19%	-	-	-	20%	11%	*	14%	16%	9%	*
	2023	21%	18%	16%	*	17%	17%	-	-	-	0%	33%	20%	18%	11%	10%	148
Grade 5 Science																	
At Approaches Grade Level or Above	2024	58%	58%	71%	*	60%	75%	-	-	-	40%	44%	*	73%	66%	56%	*
	2023	65%	65%	80%	*	78%	81%	-	-	-	100%	71%	60%	82%	75%	78%	*
At Meets Grade Level or Above	2024	28%	27%	38%	*	35%	41%	-	-	-	0%	39%	*	40%	34%	23%	*
	2023	36%	33%	40%	*	39%	39%	-	-	-	60%	38%	20%	44%	29%	30%	*
At Masters Grade Level	2024	11%	11%	15%	*	5%	19%	-	-	-	0%	17%	*	14%	16%	9%	*
	2023	16%	14%	15%	*	17%	14%	-	-	-	20%	29%	0%	16%	11%	12%	*
Grade 6 Reading																	
At Approaches Grade Level or Above	2024	77%	77%	76%	*	86%	77%	-	-	-	50%	50%	*	82%	64%	73%	*
	2023	77%	79%	85%	-	83%	85%	-	-	-	*	64%	*	86%	84%	73%	-
At Meets Grade Level or Above	2024	57%	56%	55%	*	59%	55%	-	-	-	50%	35%	*	59%	45%	40%	*
	2023	52%	52%	58%	-	67%	56%	-	-	-	*	27%	*	58%	59%	52%	-
At Masters Grade Level	2024	26%	21%	19%	*	23%	18%	-	-	-	17%	23%	*	22%	12%	12%	*
	2023	22%	20%	16%	-	25%	14%	-	-	-	*	0%	*	17%	13%	15%	-
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2024	72%	68%	73%	*	71%	74%	-	-	-	83%	48%	*	79%	59%	73%	*
	2023	75%	75%	86%	-	100%	84%	-	-	-	*	45%	*	88%	84%	88%	-

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 CLYDE CISD (030902) - CALLAHAN COUNTY

	School Year	State	Region 14	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 Meets Grade Level or Above	2024	39%	32%	34%	*	33%	34%	-	-	-	50%	32%	*	40%	22%	29%	*
	2023	40%	35%	45%	-	58%	42%	-	-	-	*	18%	*	44%	47%	42%	-
At Masters Grade Level	2024	14%	8%	8%	*	5%	9%	-	-	-	0%	24%	*	8%	6%	4%	*
	2023	16%	12%	11%	-	25%	9%	-	-	-	*	0%	*	16%	3%	15%	-
Grade 7 Reading																	
At Approaches Grade Level or Above	2024	74%	75%	88%	-	100%	86%	-	-	-	*	50%	*	90%	84%	84%	-
	2023	78%	81%	91%	*	87%	93%	-	-	-	78%	73%	*	91%	91%	89%	-
At Meets Grade Level or Above	2024	54%	53%	76%	-	70%	76%	-	-	-	*	30%	*	76%	76%	76%	-
	2023	55%	55%	65%	*	60%	65%	-	-	-	67%	45%	*	64%	68%	65%	-
At Masters Grade Level	2024	29%	24%	41%	-	60%	38%	-	-	-	*	20%	*	43%	36%	39%	-
	2023	27%	25%	33%	*	13%	33%	-	-	-	67%	9%	*	31%	38%	17%	-
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2024	56%	57%	87%	-	100%	85%	-	-	-	*	50%	*	88%	84%	89%	-
	2023	63%	67%	83%	*	80%	83%	-	-	-	89%	73%	*	83%	84%	78%	149
At Meets Grade Level or Above	2024	34%	36%	65%	-	70%	63%	-	-	-	*	30%	*	69%	56%	61%	-
	2023	37%	39%	53%	*	33%	54%	-	-	-	67%	36%	*	55%	50%	43%	-
At Masters Grade Level	2024	11%	11%	17%	-	30%	15%	-	-	-	*	10%	*	18%	16%	21%	-
	2023	11%	11%	11%	*	0%	11%	-	-	-	33%	0%	*	12%	9%	2%	-
Grade 8 Reading																	
At Approaches Grade Level or Above	2024	81%	82%	86%	*	80%	88%	-	-	-	67%	50%	*	86%	87%	77%	-
	2023	83%	86%	89%	-	86%	90%	*	-	-	*	50%	*	88%	93%	87%	*
At Meets Grade Level or Above	2024	56%	55%	56%	*	47%	56%	-	-	-	67%	44%	*	54%	60%	49%	-
	2023	58%	58%	70%	-	76%	67%	*	-	-	*	21%	*	70%	70%	67%	*
At Masters Grade Level	2024	29%	25%	28%	*	20%	28%	-	-	-	67%	6%	*	28%	30%	19%	-
	2023	28%	27%	38%	-	38%	38%	*	-	-	*	7%	*	39%	33%	31%	*
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2024	72%	69%	76%	*	58%	79%	-	-	-	*	50%	*	76%	76%	65%	-
	2023	76%	75%	86%	-	94%	83%	*	-	-	*	43%	*	80%	100%	84%	*
At Meets Grade Level or Above	2024	43%	36%	45%	*	17%	49%	-	-	-	*	31%	*	42%	52%	40%	-
	2023	46%	42%	52%	-	56%	49%	*	-	-	*	21%	*	49%	58%	50%	*

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 CLYDE CISD (030902) - CALLAHAN COUNTY

	School Year	State	Region 14	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	2024	16%	11%	6%	*	0%	6%	-	-	-	*	6%	*	3%	12%	2%	-
	2023	17%	14%	11%	-	6%	11%	*	-	-	*	14%	*	8%	15%	8%	*
Grade 8 Science																	
At Approaches Grade Level or Above	2024	70%	69%	86%	*	86%	87%	-	-	-	67%	63%	*	88%	79%	83%	-
	2023	74%	73%	88%	-	95%	86%	*	-	-	*	50%	*	86%	96%	88%	*
At Meets Grade Level or Above	2024	44%	40%	49%	*	29%	50%	-	-	-	67%	19%	*	49%	48%	36%	-
	2023	47%	42%	55%	-	71%	51%	*	-	-	*	21%	*	55%	56%	48%	*
At Masters Grade Level	2024	17%	12%	16%	*	7%	15%	-	-	-	50%	6%	*	14%	21%	9%	-
	2023	17%	12%	18%	-	10%	20%	*	-	-	*	7%	*	21%	11%	10%	*
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2024	60%	59%	73%	*	64%	75%	-	-	-	67%	69%	*	71%	79%	63%	-
	2023	62%	62%	77%	-	86%	73%	*	-	-	*	29%	*	74%	85%	73%	*
At Meets Grade Level or Above	2024	33%	30%	46%	*	43%	44%	-	-	-	67%	38%	*	44%	52%	37%	150
	2023	33%	31%	48%	-	52%	46%	*	-	-	*	21%	*	48%	48%	45%	*
At Masters Grade Level	2024	17%	14%	18%	*	7%	20%	-	-	-	33%	6%	*	15%	28%	15%	-
	2023	16%	15%	26%	-	33%	23%	*	-	-	*	14%	*	26%	26%	20%	*
End of Course English I																	
At Approaches Grade Level or Above	2024	70%	77%	79%	*	76%	80%	*	-	-	67%	41%	*	79%	77%	75%	*
	2023	72%	77%	73%	-	71%	75%	-	-	*	63%	27%	-	75%	70%	63%	-
At Meets Grade Level or Above	2024	52%	58%	62%	*	57%	63%	*	-	-	67%	21%	*	64%	55%	53%	*
	2023	52%	58%	57%	-	54%	59%	-	-	*	38%	8%	-	59%	50%	47%	-
At Masters Grade Level	2024	16%	17%	17%	*	10%	19%	*	-	-	17%	7%	*	19%	13%	9%	*
	2023	13%	15%	19%	-	17%	19%	-	-	*	25%	8%	-	21%	14%	18%	-
End of Course English II																	
At Approaches Grade Level or Above	2024	75%	81%	78%	-	80%	79%	-	-	-	50%	33%	*	79%	74%	76%	*
	2023	74%	81%	85%	-	84%	85%	-	-	*	*	39%	*	86%	81%	78%	*
At Meets Grade Level or Above	2024	58%	66%	65%	-	55%	68%	-	-	-	50%	17%	*	64%	66%	60%	*
	2023	54%	63%	69%	-	58%	70%	-	-	*	*	17%	*	73%	58%	56%	*

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 CLYDE CISD (030902) - CALLAHAN COUNTY

	School Year	State	Region 14	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	2024	9%	8%	11%	-	10%	12%	-	-	-	0%	4%	*	10%	14%	6%	*
	2023	9%	11%	15%	-	11%	17%	-	-	*	*	6%	*	18%	8%	4%	*
End of Course Algebra I																	
At Approaches Grade Level or Above	2024	81%	83%	92%	*	100%	90%	*	-	-	100%	74%	-	93%	87%	91%	*
	2023	79%	82%	92%	-	96%	91%	-	-	*	83%	68%	-	94%	88%	88%	-
At Meets Grade Level or Above	2024	43%	43%	66%	*	67%	65%	*	-	-	86%	13%	-	67%	65%	60%	*
	2023	43%	44%	67%	-	71%	68%	-	-	*	50%	14%	-	71%	58%	54%	-
At Masters Grade Level	2024	24%	22%	41%	*	44%	40%	*	-	-	57%	9%	-	42%	39%	37%	*
	2023	23%	20%	49%	-	46%	50%	-	-	*	50%	14%	-	52%	42%	38%	-
End of Course Biology																	
At Approaches Grade Level or Above	2024	91%	93%	95%	-	95%	97%	-	-	-	60%	81%	*	96%	93%	88%	-
	2023	88%	91%	93%	-	93%	94%	-	-	*	*	73%	*	96%	86%	95%	*
At Meets Grade Level or Above	2024	56%	60%	68%	-	58%	70%	-	-	-	60%	38%	*	70%	62%	58%	151
	2023	56%	59%	70%	-	79%	71%	-	-	*	*	20%	*	74%	61%	59%	*
At Masters Grade Level	2024	19%	17%	19%	-	16%	21%	-	-	-	0%	27%	*	17%	24%	22%	-
	2023	21%	20%	23%	-	7%	27%	-	-	*	*	0%	*	27%	11%	21%	*
End of Course U.S. History																	
At Approaches Grade Level or Above	2024	96%	97%	95%	-	100%	95%	-	-	-	*	73%	*	96%	93%	95%	*
	2023	94%	96%	97%	*	95%	98%	-	-	-	*	86%	*	98%	96%	94%	*
At Meets Grade Level or Above	2024	69%	75%	79%	-	72%	82%	-	-	-	*	40%	*	84%	67%	73%	*
	2023	70%	74%	79%	*	71%	80%	-	-	-	*	50%	*	81%	71%	59%	*
At Masters Grade Level	2024	37%	40%	43%	-	39%	44%	-	-	-	*	13%	*	44%	40%	35%	*
	2023	38%	39%	42%	*	19%	48%	-	-	-	*	14%	*	46%	32%	29%	*
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2024	88%	90%	100%	-	*	100%	-	-	-	*	-	-	100%	*	*	-
	2023	90%	92%	100%	*	100%	100%	-	-	-	-	-	-	100%	*	*	-
At Meets Grade Level or Above	2024	59%	56%	76%	-	*	80%	-	-	-	*	-	-	73%	*	*	-
	2023	61%	60%	81%	*	67%	86%	-	-	-	-	-	-	79%	*	*	-

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 CLYDE CISD (030902) - CALLAHAN COUNTY

	School Year	State	Region 14	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	2024	12%	7%	8%	-	*	10%	-	-	-	*	-	-	9%	*	*	-
	2023	12%	8%	5%	*	0%	7%	-	-	-	-	-	-	5%	*	*	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	73%	82%	83%	82%	82%	*	-	-	73%	51%	89%	83%	78%	75%	82%
	2023	76%	77%	84%	79%	85%	83%	*	-	*	87%	53%	86%	84%	82%	80%	79%
At Meets Grade Level or Above	2024	48%	46%	56%	58%	50%	58%	*	-	-	57%	28%	57%	58%	53%	47%	71%
	2023	49%	48%	56%	64%	56%	56%	*	-	*	59%	26%	41%	58%	53%	47%	42%
At Masters Grade Level	2024	20%	17%	20%	13%	16%	21%	*	-	-	23%	11%	11%	20%	20%	15%	18%
	2023	20%	18%	22%	29%	18%	23%	*	-	*	29%	12%	8%	23%	19%	16%	13%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	77%	80%	88%	83%	80%	*	-	-	70%	43%	90%	82%	77%	74%	86%
	2023	77%	79%	82%	60%	81%	82%	*	-	*	83%	46%	81%	83%	79%	77%	78%
At Meets Grade Level or Above	2024	54%	53%	59%	50%	53%	60%	*	-	-	60%	26%	60%	60%	56%	50%	152 86%
	2023	53%	54%	59%	40%	57%	59%	*	-	*	63%	23%	38%	60%	56%	52%	44%
At Masters Grade Level	2024	22%	19%	21%	0%	18%	22%	*	-	-	26%	10%	5%	22%	20%	14%	29%
	2023	20%	20%	22%	20%	20%	21%	*	-	*	37%	9%	5%	23%	20%	16%	33%
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	67%	81%	75%	81%	81%	*	-	-	86%	51%	89%	83%	75%	74%	100%
	2023	75%	73%	84%	100%	86%	83%	*	-	*	86%	55%	95%	84%	83%	80%	67%
At Meets Grade Level or Above	2024	43%	38%	53%	63%	49%	53%	*	-	-	58%	25%	56%	54%	49%	44%	67%
	2023	45%	41%	52%	83%	52%	51%	*	-	*	53%	27%	40%	53%	49%	42%	17%
At Masters Grade Level	2024	17%	13%	18%	25%	14%	18%	*	-	-	19%	10%	11%	18%	16%	13%	17%
	2023	19%	15%	20%	17%	16%	21%	*	-	*	25%	15%	5%	21%	19%	13%	0%
All Grades Science																	
At Approaches Grade Level or Above	2024	75%	73%	85%	100%	79%	87%	-	-	-	56%	65%	100%	87%	79%	76%	*
	2023	77%	76%	87%	*	89%	87%	*	-	*	100%	66%	71%	88%	86%	86%	*
At Meets Grade Level or Above	2024	43%	42%	53%	60%	42%	55%	-	-	-	44%	33%	50%	55%	48%	40%	*
	2023	47%	45%	55%	*	62%	54%	*	-	*	58%	28%	43%	57%	48%	44%	*

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 CLYDE CISD (030902) - CALLAHAN COUNTY

	School Year	State	Region 14	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	2024	16%	13%	17%	20%	9%	18%	-	-	-	19%	18%	17%	16%	20%	14%	*
	2023	18%	15%	19%	*	11%	21%	*	-	*	17%	14%	0%	22%	11%	14%	*
All Grades Social Studies																	
At Approaches Grade Level or Above	2024	78%	76%	84%	*	84%	85%	-	-	-	67%	71%	*	83%	86%	78%	*
	2023	78%	78%	88%	*	90%	86%	*	-	-	100%	57%	*	86%	91%	82%	80%
At Meets Grade Level or Above	2024	51%	50%	63%	*	59%	64%	-	-	-	56%	39%	*	64%	59%	53%	*
	2023	52%	51%	64%	*	62%	64%	*	-	-	67%	36%	*	65%	60%	51%	60%
At Masters Grade Level	2024	27%	26%	31%	*	25%	32%	-	-	-	33%	10%	*	29%	34%	24%	*
	2023	27%	26%	35%	*	26%	36%	*	-	-	33%	14%	*	36%	29%	24%	0%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2024	35%	29%	34%	-	21%	37%	*	-	-	40%	15%	*	38%	14%	24%	-
	2023	37%	35%	27%	*	29%	28%	-	-	-	20%	17%	0%	24%	34%	14%	*
Reading and Mathematics Including EOC	2024	35%	29%	34%	-	21%	37%	*	-	-	40%	15%	*	38%	14%	24%	153
	2023	37%	35%	27%	*	29%	28%	-	-	-	20%	17%	0%	24%	34%	14%	*
Reading Including EOC	2024	48%	43%	52%	-	36%	55%	*	-	-	60%	20%	*	53%	43%	46%	-
	2023	50%	51%	41%	*	50%	41%	-	-	-	20%	17%	17%	42%	38%	29%	*
Math Including EOC	2024	42%	35%	37%	-	29%	38%	*	-	-	60%	15%	*	40%	21%	28%	-
	2023	45%	42%	31%	*	29%	32%	-	-	-	20%	17%	17%	28%	38%	22%	*
4th Graders																	
Reading and Mathematics	2024	38%	30%	47%	*	50%	46%	-	-	-	60%	14%	43%	51%	39%	31%	-
	2023	38%	33%	43%	-	29%	49%	-	-	-	20%	24%	*	41%	47%	33%	*
Reading and Mathematics Including EOC	2024	38%	30%	47%	*	50%	46%	-	-	-	60%	14%	43%	51%	39%	31%	-
	2023	38%	33%	43%	-	29%	49%	-	-	-	20%	24%	*	41%	47%	33%	*
Reading Including EOC	2024	51%	47%	54%	*	58%	53%	-	-	-	67%	13%	71%	56%	48%	40%	-
	2023	48%	48%	52%	-	38%	56%	-	-	-	60%	24%	*	48%	59%	50%	*
Math Including EOC	2024	46%	37%	60%	*	67%	58%	-	-	-	60%	23%	71%	62%	55%	50%	-
	2023	48%	41%	55%	-	43%	60%	-	-	-	40%	35%	*	56%	53%	40%	*
5th Graders																	
Reading and Mathematics	2024	42%	36%	42%	*	35%	44%	-	-	-	20%	39%	*	43%	41%	30%	*
	2023	43%	42%	42%	*	39%	42%	-	-	-	60%	43%	40%	48%	25%	30%	*

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 CLYDE CISD (030902) - CALLAHAN COUNTY

	School Year	State	Region 14	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)
Reading and Mathematics Including EOC	2024	42%	36%	42%	*	35%	44%	-	-	-	20%	39%	*	43%	41%	30%	*
	2023	43%	42%	42%	*	39%	42%	-	-	-	60%	43%	40%	48%	25%	30%	*
Reading Including EOC	2024	55%	51%	53%	*	45%	54%	-	-	-	40%	39%	*	54%	50%	37%	*
	2023	57%	56%	56%	*	56%	56%	-	-	-	80%	43%	40%	62%	43%	48%	*
Math Including EOC	2024	51%	45%	58%	*	55%	60%	-	-	-	20%	39%	*	59%	56%	47%	*
	2023	51%	50%	47%	*	56%	44%	-	-	-	60%	48%	40%	53%	29%	40%	*
6th Graders																	
Reading and Mathematics	2024	36%	29%	31%	*	33%	31%	-	-	-	33%	32%	*	37%	19%	25%	*
	2023	35%	32%	41%	-	58%	37%	-	-	-	*	18%	*	39%	44%	39%	-
Reading and Mathematics Including EOC	2024	36%	29%	31%	*	33%	31%	-	-	-	33%	32%	*	37%	19%	25%	*
	2023	35%	32%	41%	-	58%	37%	-	-	-	*	18%	*	39%	44%	39%	-
Reading Including EOC	2024	57%	56%	55%	*	59%	55%	-	-	-	50%	35%	*	59%	45%	40%	*
	2023	52%	54%	58%	-	67%	56%	-	-	-	*	27%	*	58%	59%	52%	154 -
Math Including EOC	2024	40%	32%	34%	*	33%	34%	-	-	-	50%	32%	*	40%	22%	29%	*
	2023	40%	36%	45%	-	58%	42%	-	-	-	*	18%	*	44%	47%	42%	-
7th Graders																	
Reading and Mathematics	2024	35%	32%	61%	-	60%	59%	-	-	-	*	30%	*	64%	52%	61%	-
	2023	37%	36%	46%	*	20%	48%	-	-	-	67%	36%	*	47%	45%	39%	-
Reading and Mathematics Including EOC	2024	36%	33%	61%	-	60%	59%	-	-	-	*	30%	*	64%	52%	61%	-
	2023	38%	36%	46%	*	20%	48%	-	-	-	67%	36%	*	47%	45%	39%	-
Reading Including EOC	2024	54%	53%	76%	-	70%	76%	-	-	-	*	30%	*	76%	76%	76%	-
	2023	55%	55%	65%	*	60%	65%	-	-	-	67%	45%	*	64%	68%	65%	-
Math Including EOC	2024	40%	36%	65%	-	70%	63%	-	-	-	*	30%	*	69%	56%	61%	-
	2023	43%	41%	54%	*	33%	54%	-	-	-	67%	36%	*	55%	52%	43%	-
8th Graders																	
Reading and Mathematics	2024	28%	29%	34%	*	0%	38%	-	-	-	*	31%	*	32%	40%	30%	-
	2023	31%	33%	46%	-	56%	41%	*	-	-	*	21%	*	43%	52%	49%	*
Reading and Mathematics Including EOC	2024	41%	36%	42%	*	13%	45%	-	-	-	67%	31%	*	41%	47%	34%	-
	2023	44%	41%	55%	-	62%	53%	*	-	-	*	21%	*	57%	52%	51%	*
Reading Including EOC	2024	57%	55%	56%	*	47%	56%	-	-	-	67%	44%	*	54%	60%	49%	-
	2023	58%	58%	70%	-	76%	67%	*	-	-	*	21%	*	70%	70%	67%	*

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 CLYDE CISD (030902) - CALLAHAN COUNTY

	School Year	State	Region 14	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)
Math Including EOC	2024	49%	42%	54%	*	33%	56%	-	-	-	67%	31%	*	51%	60%	43%	-
	2023	51%	48%	60%	-	62%	58%	*	-	-	*	21%	*	61%	56%	53%	*
3rd - 8th Graders																	
Reading and Mathematics	2024	36%	31%	41%	57%	33%	43%	*	-	-	46%	26%	39%	44%	35%	33%	*
	2023	37%	35%	41%	40%	38%	41%	*	-	-	50%	27%	30%	40%	41%	34%	17%
Reading and Mathematics Including EOC	2024	38%	32%	43%	57%	34%	44%	*	-	-	50%	26%	39%	45%	37%	33%	*
	2023	39%	36%	43%	40%	40%	43%	*	-	-	50%	27%	30%	43%	41%	35%	17%
Reading Including EOC	2024	54%	51%	57%	57%	52%	58%	*	-	-	61%	29%	67%	58%	54%	47%	*
	2023	53%	54%	57%	40%	57%	57%	*	-	-	67%	29%	35%	58%	57%	52%	50%
Math Including EOC	2024	45%	38%	51%	71%	46%	51%	*	-	-	57%	28%	56%	52%	47%	42%	*
	2023	47%	43%	49%	80%	48%	48%	*	-	-	53%	30%	40%	50%	46%	40%	17%

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

- Indicates there are no students in the group.

Texas Education Agency
2023-24 STAAR Progress (TAPR)
 CLYDE CISD (030902) - CALLAHAN COUNTY

	School Year	State	Region14	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)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2024	67%	63%	79%	*	75%	78%	-	-	-	100%	57%	93%	79%	80%	68%	-
	2023	55%	53%	63%	-	55%	64%	-	-	-	*	39%	*	60%	70%	52%	*
Grade 4 Mathematics	2024	60%	50%	80%	*	100%	76%	-	-	-	80%	48%	79%	87%	66%	64%	-
	2023	63%	54%	87%	-	76%	93%	-	-	-	*	79%	*	88%	86%	83%	*
Grade 5 ELA/Reading	2024	70%	67%	65%	*	73%	65%	-	-	-	40%	56%	*	70%	55%	51%	*
	2023	65%	65%	63%	*	64%	61%	-	-	-	90%	60%	60%	67%	52%	57%	*
Grade 5 Mathematics	2024	65%	65%	66%	*	70%	66%	-	-	-	40%	64%	*	66%	68%	64%	*
	2023	71%	70%	64%	*	69%	63%	-	-	-	60%	90%	80%	63%	67%	66%	*
Grade 6 ELA/Reading	2024	61%	61%	54%	*	48%	57%	-	-	-	42%	40%	*	55%	50%	37%	*
	2023	51%	52%	43%	-	27%	44%	-	-	-	*	27%	*	47%	34%	38%	-
Grade 6 Mathematics	2024	48%	42%	44%	*	38%	45%	-	-	-	50%	46%	*	47%	34%	41%	*
	2023	54%	50%	59%	-	68%	58%	-	-	-	*	64%	*	64%	46%	62%	-
Grade 7 ELA/Reading	2024	66%	64%	84%	-	90%	82%	-	-	-	*	33%	*	84%	85%	88%	-
	2023	71%	73%	84%	*	79%	84%	-	-	-	89%	68%	*	84%	84%	78%	-
Grade 7 Mathematics	2024	49%	51%	76%	-	85%	73%	-	-	-	*	56%	*	75%	78%	74%	-
	2023	56%	58%	74%	*	71%	73%	-	-	-	83%	64%	*	75%	70%	70%	-
Grade 8 ELA/Reading	2024	69%	66%	59%	*	70%	57%	-	-	-	67%	61%	*	58%	63%	57%	-
	2023	63%	63%	71%	-	58%	74%	*	-	-	*	46%	*	69%	76%	71%	*
Grade 8 Mathematics	2024	66%	64%	59%	*	46%	63%	-	-	-	*	61%	*	60%	57%	54%	-
	2023	74%	75%	77%	-	78%	75%	*	-	-	*	58%	*	73%	88%	79%	*
End of Course English I	2024	64%	65%	66%	-	62%	64%	*	-	-	*	43%	*	68%	57%	61%	*
	2023	57%	61%	62%	-	50%	64%	-	-	-	60%	39%	-	63%	56%	60%	-
End of Course English II	2024	69%	69%	64%	-	58%	67%	-	-	-	30%	44%	*	64%	65%	60%	*
	2023	74%	79%	88%	-	75%	90%	-	-	*	*	65%	*	91%	83%	80%	-
End of Course Algebra I	2024	72%	69%	86%	-	85%	85%	*	-	-	100%	67%	-	86%	87%	85%	*
	2023	76%	73%	95%	-	89%	96%	-	-	-	*	92%	-	98%	88%	94%	-
All Grades Both Subjects	2024	64%	61%	67%	61%	67%	68%	*	-	-	66%	52%	75%	69%	64%	60%	92%
	2023	64%	63%	72%	88%	67%	72%	*	-	*	80%	62%	70%	73%	69%	69%	50%
All Grades ELA/Reading	2024	67%	65%	67%	50%	65%	67%	*	-	-	66%	48%	79%	68%	64%	59%	86%
	2023	63%	64%	68%	*	59%	69%	*	-	*	84%	50%	61%	69%	65%	63%	60%
All Grades Mathematics	2024	60%	56%	68%	71%	68%	68%	*	-	-	66%	55%	71%	70%	64%	62%	100%
	2023	66%	63%	77%	*	76%	77%	*	-	-	76%	77%	81%	78%	73%	76%	40%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2024	38%	39%	62%	*	*	58%	-	-	-	*	47%	*	65%	56%	47%	-
	2023	33%	37%	59%	-	80%	50%	-	-	-	*	40%	-	46%	78%	45%	*
Grade 4 Mathematics	2024	26%	19%	47%	-	60%	43%	-	-	-	*	25%	-	52%	33%	18%	-
	2023	27%	21%	48%	-	57%	45%	-	-	-	-	13%	*	45%	57%	53%	*

156

Texas Education Agency
2023-24 STAAR Progress (TAPR)
 CLYDE CISD (030902) - CALLAHAN COUNTY

	School Year	State	Region14	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)
Grade 5 ELA/Reading	2024	35%	35%	25%	*	*	17%	-	-	-	-	33%	-	20%	33%	20%	*
	2023	37%	38%	29%	*	*	36%	-	-	-	-	44%	-	50%	0%	27%	-
Grade 5 Mathematics	2024	41%	41%	43%	-	*	22%	-	-	-	*	22%	-	56%	20%	50%	*
	2023	48%	50%	55%	*	83%	38%	-	-	-	-	60%	*	50%	63%	67%	-
Grade 6 ELA/Reading	2024	24%	27%	6%	*	*	8%	-	-	-	*	0%	-	13%	0%	0%	-
	2023	26%	27%	27%	-	-	27%	-	-	-	-	40%	-	29%	*	0%	-
Grade 6 Mathematics	2024	27%	22%	31%	-	*	18%	-	-	-	-	17%	-	38%	20%	50%	*
	2023	35%	38%	55%	-	*	52%	-	-	-	-	38%	*	57%	50%	67%	-
Grade 7 ELA/Reading	2024	23%	22%	20%	-	*	11%	-	-	-	-	*	-	29%	*	25%	-
	2023	39%	45%	74%	-	*	80%	-	-	-	*	*	-	71%	83%	75%	-
Grade 7 Mathematics	2024	14%	14%	31%	-	-	31%	-	-	-	-	17%	-	22%	*	50%	-
	2023	22%	25%	52%	-	*	47%	-	-	-	*	*	-	50%	57%	57%	-
Grade 8 ELA/Reading	2024	34%	34%	36%	-	*	60%	-	-	-	*	17%	-	20%	50%	17%	-
	2023	39%	44%	38%	-	*	50%	-	-	-	-	29%	*	40%	*	29%	-
Grade 8 Mathematics	2024	44%	43%	21%	-	*	22%	-	-	-	*	0%	*	27%	*	13%	-
	2023	49%	50%	55%	-	*	40%	*	-	-	*	17%	-	47%	*	58%	-
End of Course English I	2024	20%	24%	18%	-	*	13%	-	-	-	-	14%	*	22%	*	*	-
	2023	26%	30%	33%	-	*	37%	-	-	-	*	25%	-	30%	*	25%	-
End of Course English II	2024	29%	30%	33%	-	*	33%	-	-	-	*	17%	-	35%	*	36%	-
	2023	41%	50%	70%	-	*	72%	-	-	*	*	44%	-	77%	60%	58%	-
End of Course Algebra I	2024	55%	60%	78%	-	*	75%	-	-	-	-	75%	-	75%	*	*	-
	2023	58%	58%	75%	-	80%	76%	-	-	-	*	67%	-	82%	50%	71%	-
All Grades Both Subjects	2024	32%	32%	36%	*	50%	33%	-	-	-	27%	25%	*	40%	28%	31%	*
	2023	38%	40%	54%	*	64%	52%	*	-	*	55%	40%	*	54%	56%	53%	*
All Grades ELA/Reading	2024	30%	31%	33%	*	40%	31%	-	-	-	14%	24%	*	36%	28%	27%	*
	2023	35%	39%	51%	*	48%	53%	-	-	*	50%	35%	*	51%	52%	43%	*
All Grades Mathematics	2024	35%	32%	41%	-	63%	36%	-	-	-	*	27%	*	45%	30%	35%	*
	2023	40%	40%	57%	*	77%	51%	*	-	-	60%	45%	*	57%	59%	62%	*

157

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

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 CLYDE CISD (030902) - CALLAHAN COUNTY

	School Year	State	Region 14	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	2024	75%	73%	82%	-	-	-	-	-	-	77%	-	77%	-	*	82%	81%	*
	2023	76%	77%	84%	-	-	-	-	-	-	74%	-	74%	-	*	84%	76%	*
At Meets Grade Level or Above	2024	48%	46%	56%	-	-	-	-	-	-	62%	-	62%	-	*	56%	69%	*
	2023	49%	48%	56%	-	-	-	-	-	-	37%	-	37%	-	*	56%	33%	*
At Masters Grade Level	2024	20%	17%	20%	-	-	-	-	-	-	23%	-	23%	-	*	20%	19%	*
	2023	20%	18%	22%	-	-	-	-	-	-	16%	-	16%	-	*	22%	14%	*
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	77%	80%	-	-	-	-	-	-	83%	-	83%	-	*	80%	86%	-
	2023	77%	79%	82%	-	-	-	-	-	-	71%	-	71%	-	*	82%	75%	*
At Meets Grade Level or Above	2024	54%	53%	59%	-	-	-	-	-	-	83%	-	83%	-	*	59%	86%	-
	2023	53%	54%	59%	-	-	-	-	-	-	43%	-	43%	-	*	59%	38%	*
At Masters Grade Level	2024	22%	19%	21%	-	-	-	-	-	-	33%	-	33%	-	*	21%	29%	-
	2023	20%	20%	22%	-	-	-	-	-	-	43%	-	43%	-	*	22%	38%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	67%	81%	-	-	-	-	-	-	100%	-	100%	-	*	81%	100%	158 *
	2023	75%	73%	84%	-	-	-	-	-	-	60%	-	60%	-	*	84%	67%	-
At Meets Grade Level or Above	2024	43%	38%	53%	-	-	-	-	-	-	60%	-	60%	-	*	53%	67%	*
	2023	45%	41%	52%	-	-	-	-	-	-	20%	-	20%	-	*	52%	17%	-
At Masters Grade Level	2024	17%	13%	18%	-	-	-	-	-	-	20%	-	20%	-	*	18%	17%	*
	2023	19%	15%	20%	-	-	-	-	-	-	0%	-	0%	-	*	20%	0%	-
All Grades Science																		
At Approaches Grade Level or Above	2024	75%	73%	85%	-	-	-	-	-	-	*	-	*	-	*	85%	*	-
	2023	77%	76%	87%	-	-	-	-	-	-	*	-	*	-	-	87%	*	*
At Meets Grade Level or Above	2024	43%	42%	53%	-	-	-	-	-	-	*	-	*	-	*	53%	*	-
	2023	47%	45%	55%	-	-	-	-	-	-	*	-	*	-	-	55%	*	*
At Masters Grade Level	2024	16%	13%	17%	-	-	-	-	-	-	*	-	*	-	*	17%	*	-
	2023	18%	15%	19%	-	-	-	-	-	-	*	-	*	-	-	19%	*	*
All Grades Social Studies																		
At Approaches Grade Level or Above	2024	78%	76%	84%	-	-	-	-	-	-	-	-	-	-	-	84%	-	*
	2023	78%	78%	88%	-	-	-	-	-	-	*	-	*	-	-	88%	*	*
At Meets Grade Level or Above	2024	51%	50%	63%	-	-	-	-	-	-	-	-	-	-	-	63%	-	*
	2023	52%	51%	64%	-	-	-	-	-	-	*	-	*	-	-	64%	*	*
At Masters Grade Level	2024	27%	26%	31%	-	-	-	-	-	-	-	-	-	-	-	31%	-	*
	2023	27%	26%	35%	-	-	-	-	-	-	*	-	*	-	-	35%	*	*
School Progress - Annual Growth																		

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 CLYDE CISD (030902) - CALLAHAN COUNTY

	School Year	State	Region 14	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 Both Subjects	2024	64%	61%	67%	-	-	-	-	-	-	91%	-	91%	-	*	67%	92%	-
	2023	64%	63%	72%	-	-	-	-	-	-	50%	-	50%	-	-	72%	50%	-
All Grades ELA/Reading	2024	67%	65%	67%	-	-	-	-	-	-	83%	-	83%	-	*	67%	86%	-
	2023	63%	64%	68%	-	-	-	-	-	-	60%	-	60%	-	-	68%	60%	-
All Grades Mathematics	2024	60%	56%	68%	-	-	-	-	-	-	100%	-	100%	-	*	68%	100%	-
	2023	66%	63%	77%	-	-	-	-	-	-	40%	-	40%	-	-	77%	40%	-
School Progress - Accelerated Learning																		
All Grades Both Subjects	2024	32%	32%	36%	-	-	-	-	-	-	*	-	*	-	*	36%	*	-
	2023	38%	40%	54%	-	-	-	-	-	-	*	-	*	-	-	55%	*	-
All Grades ELA/Reading	2024	30%	31%	33%	-	-	-	-	-	-	*	-	*	-	*	32%	*	-
	2023	35%	39%	51%	-	-	-	-	-	-	*	-	*	-	-	52%	*	-
All Grades Mathematics	2024	35%	32%	41%	-	-	-	-	-	-	*	-	*	-	-	40%	*	-
	2023	40%	40%	57%	-	-	-	-	-	-	*	-	*	-	-	58%	*	-

* 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.

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 CLYDE CISD (030902) - CALLAHAN COUNTY

	State	Region 14	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)
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	99%	100%	100%	99%	*	-	-	99%	99%	100%	99%	99%	99%	100%
Included in Accountability	92%	93%	94%	77%	91%	95%	*	-	-	96%	93%	92%	97%	88%	96%	94%
Not Included in Accountability: Mobile	4%	5%	4%	23%	8%	3%	*	-	-	3%	5%	8%	2%	10%	3%	0%
Not Included in Accountability: Other Exclusions	2%	1%	0%	0%	0%	0%	*	-	-	0%	1%	0%	0%	0%	0%	6%
Not Tested	1%	1%	1%	0%	0%	1%	*	-	-	1%	1%	0%	1%	1%	1%	0%
Absent	1%	1%	0%	0%	0%	0%	*	-	-	1%	0%	0%	0%	1%	1%	0%
Other	0%	0%	0%	0%	0%	1%	*	-	-	0%	1%	0%	1%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	99%	100%	100%	99%	*	-	-	98%	98%	100%	99%	98%	99%	100%
Included in Accountability	91%	92%	94%	80%	91%	94%	*	-	-	93%	92%	87%	97%	87%	94%	88%
Not Included in Accountability: Mobile	4%	5%	5%	20%	9%	4%	*	-	-	4%	6%	13%	3%	11%	4%	160 0%
Not Included in Accountability: Other Exclusions	4%	1%	0%	0%	1%	0%	*	-	-	0%	1%	0%	0%	0%	1%	13%
Not Tested	1%	1%	1%	0%	0%	1%	*	-	-	2%	2%	0%	1%	2%	1%	0%
Absent	1%	1%	1%	0%	0%	1%	*	-	-	2%	1%	0%	0%	2%	1%	0%
Other	0%	0%	0%	0%	0%	1%	*	-	-	0%	1%	0%	1%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	99%	100%	99%	99%	*	-	-	100%	99%	100%	99%	99%	100%	100%
Included in Accountability	93%	93%	94%	80%	91%	95%	*	-	-	97%	92%	95%	97%	88%	95%	100%
Not Included in Accountability: Mobile	5%	6%	5%	20%	8%	4%	*	-	-	3%	6%	5%	2%	11%	4%	0%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	*	-	-	0%	1%	0%	0%	0%	0%	0%
Not Tested	1%	1%	1%	0%	1%	1%	*	-	-	0%	1%	0%	1%	1%	0%	0%
Absent	1%	1%	0%	0%	1%	0%	*	-	-	0%	0%	0%	0%	1%	0%	0%
Other	0%	0%	1%	0%	0%	1%	*	-	-	0%	1%	0%	1%	0%	0%	0%
Science																
Assessment Participant	99%	99%	99%	100%	100%	99%	-	-	-	100%	98%	100%	99%	100%	100%	*
Included in Accountability	93%	94%	96%	71%	91%	97%	-	-	-	100%	91%	100%	97%	91%	98%	*
Not Included in Accountability: Mobile	4%	5%	4%	29%	9%	2%	-	-	-	0%	6%	0%	1%	9%	1%	*
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	-	-	-	0%	2%	0%	0%	0%	1%	*
Not Tested	1%	1%	1%	0%	0%	1%	-	-	-	0%	2%	0%	1%	0%	0%	*

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 CLYDE CISD (030902) - CALLAHAN COUNTY

	State	Region 14	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)
Absent	1%	1%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	*
Other	0%	0%	1%	0%	0%	1%	-	-	-	0%	2%	0%	1%	0%	0%	*
Social Studies																
Assessment Participant	99%	99%	100%	*	100%	99%	-	-	-	100%	100%	*	100%	98%	99%	*
Included in Accountability	94%	95%	98%	*	94%	99%	-	-	-	100%	100%	*	100%	92%	98%	*
Not Included in Accountability: Mobile	4%	4%	2%	*	6%	1%	-	-	-	0%	0%	*	0%	6%	1%	*
Not Included in Accountability: Other Exclusions	1%	0%	0%	*	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	*
Not Tested	1%	1%	0%	*	0%	1%	-	-	-	0%	0%	*	0%	2%	1%	*
Absent	1%	1%	0%	*	0%	1%	-	-	-	0%	0%	*	0%	2%	1%	*
Other	0%	0%	0%	*	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	*
Accelerated Testers																
SAT/ACT Participant	93%	93%	100%	-	*	100%	-	-	-	*	-	-	100%	*	*	-
2023 STAAR Participation (All Grades)																161
All Tests																
Assessment Participant	99%	99%	100%	100%	100%	100%	100%	-	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	92%	96%	88%	97%	97%	50%	-	*	98%	94%	89%	99%	91%	96%	80%
Not Included in Accountability: Mobile	4%	6%	3%	13%	2%	3%	50%	-	*	2%	6%	11%	1%	8%	3%	13%
Not Included in Accountability: Other Exclusions	2%	1%	0%	0%	1%	0%	0%	-	*	0%	1%	0%	0%	0%	0%	7%
Not Tested	1%	1%	0%	0%	0%	0%	0%	-	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	0%	-	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	-	*	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	100%	100%	100%	100%	*	-	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	92%	96%	83%	96%	96%	*	-	*	98%	93%	88%	99%	91%	96%	69%
Not Included in Accountability: Mobile	4%	6%	3%	17%	3%	3%	*	-	*	2%	6%	13%	1%	8%	3%	15%
Not Included in Accountability: Other Exclusions	3%	1%	0%	0%	1%	0%	*	-	*	0%	1%	0%	0%	0%	1%	15%
Not Tested	1%	1%	0%	0%	0%	0%	*	-	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	*	-	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	-	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	100%	100%	100%	100%	*	-	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	92%	96%	86%	98%	96%	*	-	*	97%	94%	87%	98%	91%	96%	86%

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 CLYDE CISD (030902) - CALLAHAN COUNTY

	State	Region 14	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)
Not Included in Accountability: Mobile	5%	7%	3%	14%	2%	4%	*	-	*	3%	5%	13%	1%	8%	3%	14%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	*	-	*	0%	1%	0%	0%	0%	0%	0%
Not Tested	1%	1%	0%	0%	0%	0%	*	-	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	*	-	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	-	*	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	100%	*	100%	100%	*	-	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	97%	*	96%	98%	*	-	*	100%	94%	100%	100%	91%	98%	80%
Not Included in Accountability: Mobile	4%	6%	3%	*	4%	2%	*	-	*	0%	6%	0%	0%	9%	2%	20%
Not Included in Accountability: Other Exclusions	1%	0%	0%	*	0%	0%	*	-	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	0%	*	0%	0%	*	-	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	*	0%	0%	*	-	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	*	0%	0%	*	-	*	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	99%	100%	*	100%	99%	*	-	-	100%	100%	*	99%	100%	99%	100%
Included in Accountability	94%	95%	97%	*	98%	97%	*	-	-	100%	90%	*	98%	93%	96%	100%
Not Included in Accountability: Mobile	4%	5%	3%	*	2%	2%	*	-	-	0%	10%	*	1%	7%	3%	0%
Not Included in Accountability: Other Exclusions	1%	0%	0%	*	0%	0%	*	-	-	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	0%	*	0%	1%	*	-	-	0%	0%	*	1%	0%	1%	0%
Absent	1%	1%	0%	*	0%	1%	*	-	-	0%	0%	*	1%	0%	1%	0%
Other	0%	0%	0%	*	0%	0%	*	-	-	0%	0%	*	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	93%	100%	*	100%	100%	-	-	-	-	-	-	100%	*	*	-

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

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 CLYDE CISD (030902) - CALLAHAN COUNTY

	State	Region 14	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2022-23	93.3%	94.5%	95.4%	94.0%	95.6%	95.4%	*	-	*	95.7%	95.0%	94.2%	93.5%
2021-22	92.2%	93.4%	94.3%	93.5%	94.4%	94.4%	*	-	-	94.3%	94.1%	93.3%	92.9%
Chronic Absenteeism													
2022-23	20.3%	16.6%	10.5%	16.7%	11.5%	10.4%	*	-	*	5.4%	12.6%	15.0%	15.4%
2021-22	25.7%	22.1%	14.6%	14.3%	14.8%	14.3%	*	-	-	17.9%	14.3%	20.7%	16.7%
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	1.2%	0.0%	*	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
2021-22	0.7%	0.9%	0.0%	*	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	1.2%	0.4%	*	0.0%	0.6%	-	-	*	0.0%	0.0%	0.0%	*
2021-22	2.2%	1.3%	0.0%	*	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	*
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	94.1%	100.0%	*	100.0%	100.0%	-	-	-	*	100.0%	100.0%	*
Received TxCHSE	0.3%	0.5%	0.0%	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Continued HS	3.1%	1.6%	0.0%	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Dropped Out	6.3%	3.8%	0.0%	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Graduates and TxCHSE	90.6%	94.6%	100.0%	*	100.0%	100.0%	-	-	-	*	100.0%	100.0%	*
Graduates, TxCHSE, and Continuers	93.7%	96.2%	100.0%	*	100.0%	100.0%	-	-	-	*	100.0%	100.0%	*
Class of 2022													
Graduated	89.7%	94.5%	98.8%	-	100.0%	98.7%	-	-	-	*	100.0%	100.0%	-
Received TxCHSE	0.3%	0.4%	0.0%	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Continued HS	3.5%	1.5%	1.2%	-	0.0%	1.3%	-	-	-	*	0.0%	0.0%	-
Dropped Out	6.4%	3.6%	0.0%	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Graduates and TxCHSE	90.0%	94.9%	98.8%	-	100.0%	98.7%	-	-	-	*	100.0%	100.0%	-
Graduates, TxCHSE, and Continuers	93.6%	96.4%	100.0%	-	100.0%	100.0%	-	-	-	*	100.0%	100.0%	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	95.6%	100.0%	-	100.0%	100.0%	-	-	-	*	100.0%	100.0%	-
Received TxCHSE	0.4%	0.5%	0.0%	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Continued HS	1.0%	0.2%	0.0%	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Dropped Out	6.8%	3.7%	0.0%	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Graduates and TxCHSE	92.2%	96.1%	100.0%	-	100.0%	100.0%	-	-	-	*	100.0%	100.0%	-

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 CLYDE CISD (030902) - CALLAHAN COUNTY

	State	Region 14	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.2%	96.3%	100.0%	-	100.0%	100.0%	-	-	-	*	100.0%	100.0%	-
Class of 2021													
Graduated	92.2%	95.6%	96.8%	*	81.8%	98.8%	-	-	-	*	100.0%	96.7%	*
Received TxCHSE	0.4%	0.7%	0.0%	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Continued HS	1.0%	0.2%	0.0%	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Dropped Out	6.3%	3.5%	3.2%	*	18.2%	1.3%	-	-	-	*	0.0%	3.3%	*
Graduates and TxCHSE	92.7%	96.3%	96.8%	*	81.8%	98.8%	-	-	-	*	100.0%	96.7%	*
Graduates, TxCHSE, and Continuers	93.7%	96.5%	96.8%	*	81.8%	98.8%	-	-	-	*	100.0%	96.7%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	95.7%	96.8%	*	81.8%	98.7%	-	-	-	*	100.0%	96.7%	*
Received TxCHSE	0.5%	0.8%	0.0%	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Continued HS	0.5%	0.1%	0.0%	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Dropped Out	6.3%	3.5%	3.2%	*	18.2%	1.3%	-	-	-	*	0.0%	3.3%	*
Graduates and TxCHSE	93.2%	96.4%	96.8%	*	81.8%	98.7%	-	-	-	*	100.0%	96.7%	*
Graduates, TxCHSE, and Continuers	93.7%	96.5%	96.8%	*	81.8%	98.7%	-	-	-	*	100.0%	96.7%	*
Class of 2020													
Graduated	92.7%	95.8%	100.0%	*	100.0%	100.0%	-	-	-	*	100.0%	100.0%	*
Received TxCHSE	0.5%	0.8%	0.0%	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Continued HS	0.5%	0.2%	0.0%	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Dropped Out	6.2%	3.2%	0.0%	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Graduates and TxCHSE	93.2%	96.6%	100.0%	*	100.0%	100.0%	-	-	-	*	100.0%	100.0%	*
Graduates, TxCHSE, and Continuers	93.8%	96.8%	100.0%	*	100.0%	100.0%	-	-	-	*	100.0%	100.0%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	94.1%	100.0%	*	100.0%	100.0%	-	-	-	*	100.0%	100.0%	*
Class of 2022	89.7%	94.5%	98.8%	-	100.0%	98.7%	-	-	-	*	100.0%	100.0%	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2023	72.3%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	59.5%	100.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2023	4.3%	7.1%	28.7%	*	28.6%	26.9%	-	-	-	*	66.7%	35.0%	*
Class of 2022	3.7%	6.3%	25.6%	-	0.0%	28.0%	-	-	-	*	62.5%	23.1%	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 CLYDE CISD (030902) - CALLAHAN COUNTY

	State	Region 14	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2023	84.3%	84.8%	66.0%	*	66.7%	68.7%	-	-	-	*	0.0%	52.5%	*
Class of 2022	84.3%	84.1%	56.1%	-	66.7%	54.7%	-	-	-	*	0.0%	50.0%	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	88.6%	91.9%	94.7%	*	95.2%	95.5%	-	-	-	*	66.7%	87.5%	*
Class of 2022	88.0%	90.4%	81.7%	-	66.7%	82.7%	-	-	-	*	62.5%	73.1%	-
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	*	-	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	100.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	7.5%	27.0%	*	30.0%	25.4%	-	-	-	*	75.0%	35.3%	*
2021-22	3.9%	6.1%	27.1%	-	0.0%	28.9%	-	-	-	*	44.4%	24.1%	-
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	83.7%	69.7%	*	70.0%	73.0%	-	-	-	*	0.0%	58.8%	*
2021-22	82.3%	84.1%	54.1%	-	57.1%	53.9%	-	-	-	*	0.0%	44.8%	-
Texas First DLA Graduates (Annual Rate)													
2022-23	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2022-23	86.8%	91.2%	96.6%	*	100.0%	98.4%	-	-	-	*	75.0%	94.1%	*
2021-22	86.0%	90.3%	81.2%	-	57.1%	82.9%	-	-	-	*	44.4%	69.0%	-

Texas Education Agency
2023-24 Graduation Profile (TAPR)
 CLYDE CISD (030902) - CALLAHAN COUNTY

	District Count	District Percent	State Count	State Percent
Graduates (2022-23 Annual Graduates)				
Total Graduates	89	100.0%	377,367	100.0%
By Ethnicity:				
African American	2	2.2%	46,822	12.4%
Hispanic	20	22.5%	197,333	52.3%
White	63	70.8%	103,009	27.3%
American Indian	0	0.0%	1,181	0.3%
Asian	0	0.0%	19,151	5.1%
Pacific Islander	0	0.0%	574	0.2%
Two or More Races	4	4.5%	9,297	2.5%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	433	0.1%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	270	0.1%
Foundation H.S. Program (No Endorsement)	3	3.4%	49,278	13.1%
Foundation H.S. Program (Endorsement)	24	27.0%	16,475	4.4%
Foundation H.S. Program (DLA)	62	69.7%	310,689	82.3%
Texas First Early H.S. Completion Program (Texas First-DLA)	0	0.0%	222	0.1%
Special Education Graduates	8	9.0%	34,589	9.2%
Economically Disadvantaged Graduates	34	38.2%	206,367	54.7%
Emergent Bilingual (EB)/English Learner (EL) Graduates	2	2.2%	50,229	13.3%
At-Risk Graduates	32	36.0%	168,430	44.6%
CTE Completers	57	64.0%	116,959	31.0%

Texas Education Agency
2023-24 College, Career, and Military Readiness (CCMR) (TAPR)
 CLYDE CISD (030902) - CALLAHAN COUNTY

Academic Year	State	Region 14	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)													
2022-23	76.3%	72.5%	93.3%	*	95.0%	93.7%	-	-	-	*	87.5%	88.2%	*
2021-22	70.0%	70.5%	87.1%	-	42.9%	92.1%	-	-	-	*	66.7%	82.8%	-
College Ready Graduates‡													
College Ready (Annual Graduates)‡													
2022-23	57.8%	56.1%	77.5%	*	80.0%	77.8%	-	-	-	*	75.0%	61.8%	*
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2022-23	62.8%	63.7%	82.0%	*	85.0%	82.5%	-	-	-	*	87.5%	73.5%	*
2021-22	57.1%	59.6%	72.9%	-	28.6%	76.3%	-	-	-	*	55.6%	62.1%	-
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2022-23	54.3%	50.7%	78.7%	*	80.0%	79.4%	-	-	-	*	75.0%	64.7%	*
2021-22	48.2%	43.5%	69.4%	-	57.1%	71.1%	-	-	-	*	55.6%	69.0%	-
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2022-23	48.4%	44.4%	71.9%	*	75.0%	71.4%	-	-	-	*	75.0%	58.8%	*
2021-22	42.2%	40.5%	63.5%	-	28.6%	67.1%	-	-	-	*	44.4%	62.1%	-
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2022-23	20.4%	10.7%	15.7%	*	25.0%	12.7%	-	-	-	*	0.0%	5.9%	*
2021-22	20.5%	10.1%	3.5%	-	0.0%	3.9%	-	-	-	*	0.0%	3.4%	-
Associate Degree (Annual Graduates)													
2022-23	2.5%	3.1%	0.0%	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
2021-22	2.4%	3.1%	0.0%	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Dual Course Credits in Any Subject (Annual Graduates)													
2022-23	23.6%	36.6%	36.0%	*	30.0%	39.7%	-	-	-	*	0.0%	20.6%	*
2021-22	24.0%	34.4%	27.1%	-	14.3%	28.9%	-	-	-	*	0.0%	17.2%	-
Onramps Course Credits (Annual Graduates)													
2022-23	4.8%	0.6%	2.2%	*	0.0%	3.2%	-	-	-	*	0.0%	0.0%	*
2021-22	4.4%	0.2%	1.2%	-	0.0%	1.3%	-	-	-	*	0.0%	0.0%	-
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2022-23	5.6%	6.1%	6.7%	*	10.0%	4.8%	-	-	-	*	75.0%	8.8%	*
2021-22	5.0%	5.6%	4.7%	-	0.0%	5.3%	-	-	-	*	44.4%	3.4%	-
Career / Military Ready Graduates‡													
Career or Military Ready (Annual Graduates)‡													

Texas Education Agency
2023-24 College, Career, and Military Readiness (CCMR) (TAPR)
 CLYDE CISD (030902) - CALLAHAN COUNTY

Academic Year	State	Region 14	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2022-23	39.5%	32.3%	50.6%	*	65.0%	46.0%	-	-	-	*	87.5%	58.8%	*
Approved Industry-Based Certification (Annual Graduates)													
2022-23	33.4%	25.1%	46.1%	*	65.0%	41.3%	-	-	-	*	37.5%	47.1%	*
2021-22	28.0%	26.9%	41.2%	-	28.6%	43.4%	-	-	-	*	33.3%	48.3%	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2022-23	0.8%	1.2%	0.0%	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
2021-22	0.7%	0.8%	0.0%	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2022-23	2.7%	3.4%	1.1%	*	0.0%	1.6%	-	-	-	*	12.5%	2.9%	*
2021-22	2.5%	2.7%	1.2%	-	0.0%	1.3%	-	-	-	*	11.1%	0.0%	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2022-23	0.6%	0.3%	1.1%	*	0.0%	1.6%	-	-	-	*	0.0%	0.0%	*

- Indicates there are no students in the group.

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

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

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

Texas Education Agency
2023-24 CCMR-Related Indicators (TAPR)
 CLYDE CISD (030902) - CALLAHAN COUNTY

	Academic Year	State	Region 14	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	2022-23	21.0%	27.1%	47.2%	*	50.0%	49.2%	-	-	-	*	0.0%	32.4%	*
	2021-22	22.8%	27.5%	37.6%	-	28.6%	38.2%	-	-	-	*	0.0%	34.5%	-
Mathematics	2022-23	19.9%	23.8%	51.7%	*	45.0%	57.1%	-	-	-	*	0.0%	35.3%	*
	2021-22	18.7%	20.2%	42.4%	-	42.9%	42.1%	-	-	-	*	0.0%	41.4%	-
Both Subjects	2022-23	12.5%	16.6%	41.6%	*	40.0%	46.0%	-	-	-	*	0.0%	29.4%	*
	2021-22	12.6%	15.6%	31.8%	-	28.6%	31.6%	-	-	-	*	0.0%	34.5%	-
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2022-23	18.2%	22.9%	38.2%	*	40.0%	38.1%	-	-	-	*	87.5%	47.1%	*
	2021-22	11.7%	18.8%	38.8%	-	0.0%	42.1%	-	-	-	*	55.6%	31.0%	-
Mathematics	2022-23	20.2%	15.8%	41.6%	*	35.0%	42.9%	-	-	-	*	75.0%	41.2%	*
	2021-22	14.0%	11.6%	42.4%	-	28.6%	44.7%	-	-	-	*	55.6%	41.4%	-
Both Subjects	2022-23	12.5%	10.7%	25.8%	*	25.0%	25.4%	-	-	-	*	75.0%	29.4%	*
	2021-22	7.5%	9.2%	30.6%	-	0.0%	34.2%	-	-	-	*	44.4%	31.0%	-
AP/IB-Results (Participation) (Grades 11-12)														
All Subjects	2023	24.2%	12.1%	16.3%	*	10.0%	16.4%	-	-	-	16.7%	0.0%	8.1%	*
	2022	23.0%	11.7%	17.4%	*	30.8%	14.5%	-	-	-	16.7%	0.0%	14.8%	*
English Language Arts	2023	13.8%	8.4%	12.9%	*	10.0%	12.5%	-	-	-	16.7%	0.0%	8.1%	*
	2022	13.2%	7.9%	16.3%	*	30.8%	13.8%	-	-	-	0.0%	0.0%	14.8%	*
Mathematics	2023	7.0%	3.5%	4.5%	*	2.5%	4.6%	-	-	-	0.0%	0.0%	0.0%	*
	2022	6.9%	3.3%	1.2%	*	0.0%	0.7%	-	-	-	16.7%	0.0%	0.0%	*
Science	2023	10.3%	4.9%	0.5%	*	0.0%	0.7%	-	-	-	0.0%	0.0%	0.0%	*
	2022	9.6%	5.0%	0.0%	*	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	*
Social Studies	2023	13.1%	3.8%	1.0%	*	0.0%	1.3%	-	-	-	0.0%	0.0%	0.0%	*
	2022	12.5%	4.4%	0.0%	*	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	*
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2023	53.3%	60.9%	24.2%	*	* 28.0%	-	-	-	-	*	-	0.0%	-
	2022	53.3%	58.3%	46.7%	*	62.5%	40.0%	-	-	-	*	-	44.4%	-
English Language Arts	2023	52.3%	60.3%	26.9%	*	* 31.6%	-	-	-	-	*	-	0.0%	-
	2022	53.2%	63.1%	46.4%	*	62.5%	36.8%	-	-	-	-	-	44.4%	-
Mathematics	2023	50.8%	39.5%	11.1%	*	* 14.3%	-	-	-	-	-	-	-	-
	2022	50.4%	40.8%	*	-	-	*	-	-	-	*	-	-	-
Science	2023	44.8%	53.4%	*	-	-	*	-	-	-	-	-	-	-
	2022	44.7%	43.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 CCMR-Related Indicators (TAPR)
 CLYDE CISD (030902) - CALLAHAN COUNTY

	Academic Year	State	Region 14	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2023	42.0%	30.5%	*	-	-	*	-	-	-	-	-	-	-
	2022	41.9%	31.5%	-	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2022-23	79.3%	73.3%	65.2%	*	75.0%	65.1%	-	-	-	*	25.0%	52.9%	*
	2021-22	71.5%	69.6%	60.0%	-	42.9%	61.8%	-	-	-	*	33.3%	48.3%	-
At/Above Criterion for All Examinees	2022-23	28.9%	28.2%	29.3%	*	13.3%	34.1%	-	-	-	*	*	16.7%	*
	2021-22	32.1%	26.9%	25.5%	-	*	25.5%	-	-	-	*	*	21.4%	-
Average SAT Score (Annual Graduates)														
All Subjects	2022-23	978	1045	*	*	*	*	-	-	-	-	-	*	-
	2021-22	1001	1061	1120	-	-	1120	-	-	-	-	-	-	-
English Language Arts and Writing	2022-23	497	534	*	*	*	*	-	-	-	-	-	*	-
	2021-22	506	540	590	-	-	590	-	-	-	-	-	-	-
Mathematics	2022-23	482	511	*	*	*	*	-	-	-	-	-	*	-
	2021-22	496	521	530	-	-	530	-	-	-	-	-	-	-
Average ACT Score (Annual Graduates)														
All Subjects	2022-23	19.2	18.1	20.5	*	18.1	21.4	-	-	-	*	*	20.0	*
	2021-22	19.5	18.2	20.0	-	17.7	20.1	-	-	-	24.0	13.0	19.1	-
English Language Arts	2022-23	18.8	17.7	20.4	*	16.9	21.7	-	-	-	*	*	20.5	*
	2021-22	19.2	17.8	19.8	-	17.0	19.9	-	-	-	27.0	11.2	18.7	-
Mathematics	2022-23	18.9	18.1	20.0	*	18.8	20.4	-	-	-	*	*	18.2	*
	2021-22	19.3	18.0	19.3	-	17.7	19.4	-	-	-	20.0	13.7	19.1	-
Science	2022-23	19.5	18.5	20.6	*	19.3	21.3	-	-	-	*	*	20.6	*
	2021-22	19.8	18.8	20.7	-	19.0	20.8	-	-	-	21.0	15.3	19.7	-

170

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

Texas Education Agency
2023-24 Other Postsecondary Indicators (TAPR)
 CLYDE CISD (030902) - CALLAHAN COUNTY

	Academic Year	State	Region 14	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	2022-23	45.4%	43.6%	27.7%	*	31.6%	27.1%	-	-	*	11.8%	10.7%	19.3%	*
	2021-22	44.2%	42.2%	26.1%	*	26.3%	26.4%	-	-	-	13.3%	7.8%	19.1%	*
English Language Arts	2022-23	17.4%	20.2%	10.7%	*	10.7%	10.2%	-	-	*	5.9%	0.0%	4.8%	*
	2021-22	16.6%	18.4%	12.0%	*	14.0%	11.9%	-	-	-	0.0%	0.0%	10.4%	*
Mathematics	2022-23	19.5%	21.8%	12.7%	*	8.5%	14.2%	-	-	*	0.0%	0.0%	3.7%	*
	2021-22	19.9%	21.1%	12.4%	*	17.9%	11.1%	-	-	-	7.7%	4.1%	9.0%	*
Science	2022-23	21.5%	18.6%	17.1%	*	24.7%	15.6%	-	-	*	5.9%	9.1%	12.6%	*
	2021-22	21.1%	18.2%	16.6%	*	14.5%	16.9%	-	-	-	15.4%	2.0%	12.6%	*
Social Studies	2022-23	24.0%	18.0%	10.3%	*	8.1%	11.1%	-	-	-	0.0%	0.0%	3.6%	*
	2021-22	22.8%	17.9%	9.5%	*	2.2%	10.9%	-	-	-	0.0%	0.0%	6.5%	*
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2021-22	-	-	-	-	-	-	-	-	-	-	-	-	-
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2021-22	-	-	-	-	-	-	-	-	-	-	-	-	-
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-

- 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.

Texas Education Agency
2023-24 Student Information (TAPR)
 CLYDE CISD (030902) - CALLAHAN COUNTY

Student Information	Membership				Enrollment			
	District		State		District		State	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	1,407	100.0%	5,517,464	100.0%	1,408	100.0%	5,531,236	100.0%
Students by Grade								
Early Childhood Education	0	0.0%	18,968	0.3%	0	0.0%	26,847	0.5%
Pre-Kindergarten	46	3.3%	247,979	4.5%	46	3.3%	248,576	4.5%
Pre-Kindergarten: 3-year Old	11	0.8%	42,448	0.8%	11	0.8%	42,669	0.8%
Pre-Kindergarten: 4-year Old	35	2.5%	205,531	3.7%	35	2.5%	205,907	3.7%
Kindergarten	96	6.8%	361,329	6.5%	96	6.8%	361,799	6.5%
Grade 1	91	6.5%	385,096	7.0%	92	6.5%	385,471	7.0%
Grade 2	96	6.8%	402,233	7.3%	96	6.8%	402,576	7.3%
Grade 3	110	7.8%	399,869	7.2%	110	7.8%	400,181	7.2%
Grade 4	100	7.1%	399,137	7.2%	100	7.1%	399,422	7.2%
Grade 5	102	7.2%	399,200	7.2%	102	7.2%	399,419	7.2%
Grade 6	109	7.7%	400,347	7.3%	109	7.7%	400,511	7.2%
Grade 7	97	6.9%	405,118	7.3%	97	6.9%	405,298	7.3%
Grade 8	118	8.4%	414,033	7.5%	118	8.4%	414,195	7.5%
Grade 9	118	8.4%	472,595	8.6%	118	8.4%	472,783	8.5%
Grade 10	116	8.2%	439,091	8.0%	116	8.2%	439,298	7.9%
Grade 11	103	7.3%	406,681	7.4%	103	7.3%	406,966	7.4%
Grade 12	105	7.5%	365,788	6.6%	105	7.5%	367,894	6.7%
Ethnic Distribution								
African American	12	0.9%	706,235	12.8%	12	0.9%	707,609	12.8%
Hispanic	232	16.5%	2,936,051	53.2%	232	16.5%	2,942,144	53.2%
White	1,101	78.3%	1,379,090	25.0%	1,102	78.3%	1,384,437	25.0%
American Indian	3	0.2%	17,886	0.3%	3	0.2%	17,939	0.3%
Asian	0	0.0%	295,946	5.4%	0	0.0%	296,367	5.4%
Pacific Islander	0	0.0%	8,831	0.2%	0	0.0%	8,844	0.2%
Two or More Races	59	4.2%	173,425	3.1%	59	4.2%	173,896	3.1%
Sex								
Female	671	47.7%	2,695,318	48.9%	672	47.7%	2,700,356	48.8%
Male	736	52.3%	2,822,146	51.1%	736	52.3%	2,830,880	51.2%
Other Student Cohorts								
Economically Disadvantaged	671	47.7%	3,434,955	62.3%	672	47.7%	3,439,856	62.2%
Non-Educationally Disadvantaged	736	52.3%	2,082,509	37.7%	736	52.3%	2,091,380	37.8%
Section 504 Students	94	6.7%	399,808	7.2%	94	6.7%	400,078	7.2%
EB Students/EL	13	0.9%	1,344,804	24.4%	13	0.9%	1,345,917	24.3%
Students w/ Disciplinary Placements (2022-23)	15	1.0%	105,976	1.9%				
Students w/ Dyslexia	64	4.5%	329,004	6.0%	64	4.5%	329,228	6.0%

Texas Education Agency
2023-24 Student Information (TAPR)
 CLYDE CISD (030902) - CALLAHAN COUNTY

Student Information	Membership				Enrollment			
	District		State		District		State	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Foster Care	15	1.1%	12,418	0.2%	15	1.1%	12,469	0.2%
Homeless	43	3.1%	77,809	1.4%	43	3.1%	77,942	1.4%
Immigrant	0	0.0%	158,717	2.9%	0	0.0%	158,832	2.9%
Migrant	1	0.1%	13,481	0.2%	1	0.1%	13,528	0.2%
Title I	979	69.6%	3,624,288	65.7%	980	69.6%	3,632,539	65.7%
Military Connected	118	8.4%	212,919	3.9%	118	8.4%	213,035	3.9%
At-Risk	464	33.0%	2,937,834	53.2%	464	33.0%	2,941,204	53.2%
Students by Instructional Program								
Bilingual/ESL Education	13	0.9%	1,350,113	24.5%	13	0.9%	1,350,920	24.4%
Career and Technical Education	402	28.6%	1,485,646	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	384	86.9%	1,234,615	73.3%	-	-	-	-
Gifted and Talented Education	79	5.6%	469,054	8.5%	79	5.6%	469,170	8.5%
Special Education	243	17.3%	764,858	13.9%	244	17.3%	774,489	14.0%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	243		764,858					
Students with Intellectual Disabilities	120	49.4%	349,307	45.7%				
Students with Physical Disabilities	45	18.5%	144,191	18.9%				
Students with Autism	**	**	124,254	16.2%				
Students with Behavioral Disabilities	43	17.7%	134,373	17.6%				
Students with Non-Categorical Early Childhood	*	*	12,733	1.7%				
Mobility (2022-23)								
Total Mobile Students	143	10.5%	864,058	16.1%				
African American	3	0.2%	181,855	3.4%				
Hispanic	34	2.5%	455,070	8.5%				
White	101	7.4%	165,204	3.1%				
American Indian	0	0.0%	3,184	0.1%				
Asian	0	0.0%	27,631	0.5%				
Pacific Islander	0	0.0%	1,840	0.0%				
Two or More Races	5	0.4%	29,274	0.5%				
Special Ed Students who are Mobile	38	16.4%	137,466	17.6%				
Count and Percent of EB Students/EL who are Mobile	4	30.8%	196,918	16.3%				
Count and Percent of Econ Dis Students who are Mobile	87	13.4%	622,582	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	122	12.0%	767,390	18.1%				

Texas Education Agency
2023-24 Student Information (TAPR)
 CLYDE CISD (030902) - CALLAHAN COUNTY

Student Information	Non-Special Education Rates		Special Education Rates	
	District	State	District	State
Retention Rates by Grade				
Kindergarten	5.4%	1.3%	5.0%	3.9%
Grade 1	1.4%	2.1%	0.0%	3.3%
Grade 2	2.1%	1.3%	0.0%	1.6%
Grade 3	0.0%	0.7%	0.0%	0.7%
Grade 4	0.0%	0.4%	0.0%	0.5%
Grade 5	0.0%	0.2%	0.0%	0.3%
Grade 6	0.0%	0.3%	0.0%	0.3%
Grade 7	1.0%	0.5%	0.0%	0.4%
Grade 8	0.0%	0.4%	0.0%	0.5%
Grade 9	3.9%	7.9%	17.4%	11.9%

	District		State	
	Count	Percent	Count	Percent
Data Quality				
Underreported Students	3	0.4%	5,974	0.2%

174

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

Class Size Information	District	State
Elementary		
Kindergarten	19.2	18.4
Grade 1	18.0	18.8
Grade 2	17.7	19.1
Grade 3	17.2	19.4
Grade 4	17.3	19.4
Grade 5	15.7	20.9
Grade 6	18.6	19.2
Secondary		
English/Language Arts	14.7	16.3
Foreign Languages	14.6	18.8
Mathematics	14.8	17.5
Science	15.1	18.5
Social Studies	17.1	18.8

Texas Education Agency
2023-24 Staff Information (TAPR)
 CLYDE CISD (030902) - CALLAHAN COUNTY

Staff Information	District		State	
	Count	Percent	Count	Percent
Total Staff	223.3	100.0%	775,882.5	100.0%
Professional Staff	135.7	60.7%	496,151.0	63.9%
Teachers	108.6	48.6%	374,799.9	48.3%
Professional Support	15.9	7.1%	86,026.7	11.1%
Campus Administration (School Leadership)	8.2	3.7%	25,836.1	3.3%
Central Administration	3.0	1.3%	9,488.3	1.2%
Educational Aides	37.2	16.7%	88,200.6	11.4%
Auxiliary Staff	50.5	22.6%	191,530.9	24.7%
Librarians and Counselors (Headcount)				
Full-time Librarians	1.0	n/a	4,187.0	n/a
Part-time Librarians	0.0	n/a	651.0	n/a
Full-time Counselors	5.0	n/a	13,870.0	n/a
Part-time Counselors	0.0	n/a	1,172.0	n/a
Total Minority Staff	20.6	9.2%	421,896.4	54.4%
Teachers by Ethnicity				
African American	0.0	0.0%	47,341.1	12.6%
Hispanic	7.8	7.2%	112,921.8	30.1%
White	99.8	91.9%	200,118.0	53.4%
American Indian	0.0	0.0%	1,286.9	0.3%
Asian	0.0	0.0%	7,914.7	2.1%
Pacific Islander	0.0	0.0%	490.9	0.1%
Two or More Races	1.0	0.9%	4,726.6	1.3%
Teachers by Sex				
Males	24.4	22.5%	91,815.2	24.5%
Females	84.2	77.5%	282,984.6	75.5%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	9,453.8	2.5%
Bachelors	84.1	77.4%	268,886.4	71.7%
Masters	24.5	22.6%	93,414.7	24.9%
Doctorate	0.0	0.0%	3,044.9	0.8%
Teachers by Years of Experience				
Beginning Teachers	2.9	2.7%	32,507.6	8.7%
1-5 Years Experience	26.4	24.3%	102,619.4	27.4%
6-10 Years Experience	8.8	8.1%	75,585.4	20.2%
11-20 Years Experience	34.2	31.5%	101,415.3	27.1%
21-30 Years Experience	28.4	26.1%	51,471.9	13.7%
Over 30 Years Experience	7.9	7.2%	11,200.2	3.0%
Number of Students per Teacher	13.0	n/a	14.7	n/a

Texas Education Agency
2023-24 Staff Information (TAPR)
 CLYDE CISD (030902) - CALLAHAN COUNTY

Staff Information	District	State
Experience of Campus Leadership		
Average Years Experience of Principals	10.5	6.0
Average Years Experience of Principals with District	10.5	5.1
Average Years Experience of Assistant Principals	3.8	5.1
Average Years Experience of Assistant Principals with District	2.7	4.3
Average Years Experience of Teachers	15.9	11.1
Average Years Experience of Teachers with District	7.7	6.9
Average Teacher Salary by Years of Experience (regular duties only)		
Beginning Teachers	\$35,585	\$54,272
1-5 Years Experience	\$39,034	\$58,185
6-10 Years Experience	\$44,618	\$61,494
11-20 Years Experience	\$52,863	\$65,219
21-30 Years Experience	\$60,466	\$69,723
Over 30 Years Experience	\$68,360	\$74,014
Average Actual Salaries (regular duties only)		
Teachers	\$51,469	\$62,474
Professional Support	\$56,294	\$73,783
Campus Administration (School Leadership)	\$69,645	\$86,738
Central Administration	\$111,593	\$116,028
Instructional Staff Percent	64.4%	65.0%
Turnover Rate for Teachers	11.5%	19.1%
Staff Exclusions		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,284.6
Educational Aides	0.0	181.6
Auxiliary Staff	0.0	373.8
Contracted Instructional Staff	1.3	1,970.1

176

Designation	District		State	
	Headcount	Average Payout	Headcount	Average Payout
Teacher Incentive Allotment				
Recognized	-	-	9,429	\$5,848
Exemplary	*	*	10,279	\$11,434
Master	*	*	5,255	\$21,235

Texas Education Agency
2023-24 Staff Information (TAPR)
 CLYDE CISD (030902) - CALLAHAN COUNTY

Program Information	District		State	
	Count	Percent	Count	Percent
Teachers by Program (population served)				
Bilingual/ESL Education	0.0	0.0%	22,656.0	6.0%
Career and Technical Education	7.0	6.4%	20,454.1	5.5%
Compensatory Education	8.9	8.2%	11,626.3	3.1%
Gifted and Talented Education	0.0	0.0%	6,181.4	1.6%
Regular Education	83.0	76.4%	261,452.4	69.8%
Special Education	9.7	9.0%	38,736.9	10.3%
Other	0.0	0.0%	13,749.8	3.7%

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

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

2023-24 Texas Academic Performance Report (TAPR)

District Name: CLYDE CISD

Campus Name: CLYDE H S

Campus Number: 030902001

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Texas Education Agency
2023-24 STAAR Performance (TAPR)
 CLYDE H S (030902001) - CLYDE CISD - CALLAHAN COUNTY

	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	2024	70%	79%	79%	*	76%	80%	*	-	-	67%	41%	*	79%	77%	75%	*
	2023	72%	73%	73%	-	71%	75%	-	-	*	63%	27%	-	75%	70%	63%	-
At Meets Grade Level or Above	2024	52%	62%	62%	*	57%	63%	*	-	-	67%	21%	*	64%	55%	53%	*
	2023	52%	57%	57%	-	54%	59%	-	-	*	38%	8%	-	59%	50%	47%	-
At Masters Grade Level	2024	16%	17%	17%	*	10%	19%	*	-	-	17%	7%	*	19%	13%	9%	*
	2023	13%	19%	19%	-	17%	19%	-	-	*	25%	8%	-	21%	14%	18%	-
End of Course English II																	
At Approaches Grade Level or Above	2024	75%	78%	78%	-	80%	79%	-	-	-	50%	33%	*	79%	74%	76%	*
	2023	74%	85%	85%	-	84%	85%	-	-	*	*	39%	*	86%	81%	78%	*
At Meets Grade Level or Above	2024	58%	65%	65%	-	55%	68%	-	-	-	50%	17%	*	64%	66%	60%	*
	2023	54%	69%	69%	-	58%	70%	-	-	*	*	17%	*	73%	58%	56%	180
At Masters Grade Level	2024	9%	11%	11%	-	10%	12%	-	-	-	0%	4%	*	10%	14%	6%	*
	2023	9%	15%	15%	-	11%	17%	-	-	*	*	6%	*	18%	8%	4%	*
End of Course Algebra I																	
At Approaches Grade Level or Above	2024	81%	92%	90%	*	100%	88%	*	-	-	100%	74%	-	92%	85%	90%	*
	2023	79%	92%	91%	-	95%	90%	-	-	*	83%	68%	-	92%	88%	87%	-
At Meets Grade Level or Above	2024	43%	66%	60%	*	60%	59%	*	-	-	80%	13%	-	61%	58%	59%	*
	2023	43%	67%	62%	-	67%	63%	-	-	*	50%	14%	-	64%	59%	52%	-
At Masters Grade Level	2024	24%	41%	36%	*	47%	35%	*	-	-	40%	9%	-	37%	35%	33%	*
	2023	23%	49%	41%	-	38%	42%	-	-	*	50%	14%	-	41%	41%	35%	-
End of Course Biology																	
At Approaches Grade Level or Above	2024	91%	95%	95%	-	95%	97%	-	-	-	60%	81%	*	96%	93%	88%	-
	2023	88%	93%	93%	-	93%	94%	-	-	*	*	73%	*	96%	86%	95%	*
At Meets Grade Level or Above	2024	56%	68%	68%	-	58%	70%	-	-	-	60%	38%	*	70%	62%	58%	-
	2023	56%	70%	70%	-	79%	71%	-	-	*	*	20%	*	74%	61%	59%	*
At Masters Grade Level	2024	19%	19%	19%	-	16%	21%	-	-	-	0%	27%	*	17%	24%	22%	-
	2023	21%	23%	23%	-	7%	27%	-	-	*	*	0%	*	27%	11%	21%	*
End of Course U.S. History																	

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 CLYDE H S (030902001) - CLYDE CISD - CALLAHAN COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2024	96%	95%	95%	-	100%	95%	-	-	-	*	73%	*	96%	93%	95%	*
	2023	94%	97%	97%	*	95%	98%	-	-	-	*	86%	*	98%	96%	94%	*
At Meets Grade Level or Above	2024	69%	79%	79%	-	72%	82%	-	-	-	*	40%	*	84%	67%	73%	*
	2023	70%	79%	79%	*	71%	80%	-	-	-	*	50%	*	81%	71%	59%	*
At Masters Grade Level	2024	37%	43%	43%	-	39%	44%	-	-	-	*	13%	*	44%	40%	35%	*
	2023	38%	42%	42%	*	19%	48%	-	-	-	*	14%	*	46%	32%	29%	*
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2024	88%	100%	100%	-	*	100%	-	-	-	*	-	-	100%	*	*	-
	2023	90%	100%	100%	*	100%	100%	-	-	-	-	-	-	100%	*	*	-
At Meets Grade Level or Above	2024	59%	76%	76%	-	*	80%	-	-	-	*	-	-	73%	*	*	-
	2023	61%	81%	81%	*	67%	86%	-	-	-	-	-	-	79%	*	*	-
At Masters Grade Level	2024	12%	8%	8%	-	*	10%	-	-	-	*	-	-	9%	*	*	-
	2023	12%	5%	5%	*	0%	7%	-	-	-	-	-	-	5%	*	*	181
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	82%	87%	*	90%	88%	*	-	-	69%	59%	*	88%	84%	84%	100%
	2023	76%	84%	87%	*	88%	88%	-	-	*	83%	55%	*	89%	83%	82%	71%
At Meets Grade Level or Above	2024	48%	56%	67%	*	61%	69%	*	-	-	58%	25%	*	69%	62%	60%	100%
	2023	49%	56%	67%	*	65%	69%	-	-	*	54%	19%	*	70%	59%	54%	57%
At Masters Grade Level	2024	20%	20%	23%	*	22%	24%	*	-	-	15%	12%	*	23%	24%	20%	33%
	2023	20%	22%	27%	*	18%	29%	-	-	*	21%	8%	*	29%	21%	20%	0%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	80%	78%	*	78%	79%	*	-	-	58%	38%	*	79%	76%	76%	*
	2023	77%	82%	78%	-	77%	80%	-	-	*	73%	32%	*	80%	75%	70%	*
At Meets Grade Level or Above	2024	54%	59%	63%	*	56%	65%	*	-	-	58%	19%	*	64%	61%	56%	*
	2023	53%	59%	62%	-	56%	64%	-	-	*	55%	11%	*	65%	54%	51%	*
At Masters Grade Level	2024	22%	21%	14%	*	10%	16%	*	-	-	8%	6%	*	14%	14%	8%	*
	2023	20%	22%	17%	-	14%	18%	-	-	*	18%	7%	*	20%	11%	12%	*
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	81%	92%	*	100%	91%	*	-	-	100%	74%	-	94%	86%	90%	*
	2023	75%	84%	92%	*	96%	91%	-	-	*	83%	68%	-	94%	88%	88%	-

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 CLYDE H S (030902001) - CLYDE CISD - CALLAHAN COUNTY

	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	2024	43%	53%	64%	*	63%	64%	*	-	-	67%	13%	-	64%	62%	59%	*	
	2023	45%	52%	65%	*	67%	66%	-	-	*	50%	14%	-	67%	60%	52%	-	
At Masters Grade Level	2024	17%	18%	30%	*	37%	29%	*	-	-	33%	9%	-	30%	31%	32%	*	
	2023	19%	20%	36%	*	30%	37%	-	-	*	50%	14%	-	34%	40%	32%	-	
All Grades Science																		
At Approaches Grade Level or Above	2024	75%	85%	95%	-	95%	97%	-	-	-	60%	81%	*	96%	93%	88%	-	
	2023	77%	87%	93%	-	93%	94%	-	-	*	*	73%	*	96%	86%	95%	*	
At Meets Grade Level or Above	2024	43%	53%	68%	-	58%	70%	-	-	-	60%	38%	*	70%	62%	58%	-	
	2023	47%	55%	70%	-	79%	71%	-	-	*	*	20%	*	74%	61%	59%	*	
At Masters Grade Level	2024	16%	17%	19%	-	16%	21%	-	-	-	0%	27%	*	17%	24%	22%	-	
	2023	18%	19%	23%	-	7%	27%	-	-	*	*	0%	*	27%	11%	21%	*	
All Grades Social Studies																		
At Approaches Grade Level or Above	2024	78%	84%	95%	-	100%	95%	-	-	-	*	73%	*	96%	93%	95%	182	*
	2023	78%	88%	97%	*	95%	98%	-	-	-	*	86%	*	98%	96%	94%		*
At Meets Grade Level or Above	2024	51%	63%	79%	-	72%	82%	-	-	-	*	40%	*	84%	67%	73%	*	
	2023	52%	64%	79%	*	71%	80%	-	-	-	*	50%	*	81%	71%	59%	*	
At Masters Grade Level	2024	27%	31%	43%	-	39%	44%	-	-	-	*	13%	*	44%	40%	35%	*	
	2023	27%	35%	42%	*	19%	48%	-	-	-	*	14%	*	46%	32%	29%	*	

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

- Indicates there are no students in the group.

Texas Education Agency
2023-24 STAAR Progress (TAPR)
 CLYDE H S (030902001) - CLYDE CISD - CALLAHAN COUNTY

	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)
School Progress - Annual Growth by Grade and Subject																	
End of Course English I	2024	64%	66%	66%	-	62%	64%	*	-	-	*	43%	*	68%	57%	61%	*
	2023	57%	62%	62%	-	50%	64%	-	-	-	60%	39%	-	63%	56%	60%	-
End of Course English II	2024	69%	64%	64%	-	58%	67%	-	-	-	30%	44%	*	64%	65%	60%	*
	2023	74%	88%	88%	-	75%	90%	-	-	*	*	65%	*	91%	83%	80%	-
End of Course Algebra I	2024	72%	86%	87%	-	82%	87%	*	-	-	*	67%	-	88%	84%	86%	*
	2023	76%	95%	95%	-	88%	97%	-	-	-	*	92%	-	97%	90%	94%	-
All Grades Both Subjects	2024	64%	67%	71%	-	66%	71%	*	-	-	73%	51%	*	72%	68%	68%	80%
	2023	64%	72%	81%	-	70%	83%	-	-	*	83%	65%	*	82%	77%	77%	-
All Grades ELA/Reading	2024	67%	67%	65%	-	59%	66%	*	-	-	61%	44%	*	66%	62%	60%	*
	2023	63%	68%	74%	-	61%	77%	-	-	*	75%	50%	*	76%	71%	69%	-
All Grades Mathematics	2024	60%	68%	87%	-	82%	87%	*	-	-	*	67%	-	88%	84%	86%	*
	2023	66%	77%	95%	-	88%	97%	-	-	-	*	92%	-	97%	90%	94%	-
School Progress - Accelerated Learning by Grade and Subject																	
End of Course English I	2024	20%	18%	18%	-	*	13%	-	-	-	-	14%	*	22%	*	*	-
	2023	26%	33%	33%	-	*	37%	-	-	-	*	25%	-	30%	*	25%	-
End of Course English II	2024	29%	33%	33%	-	*	33%	-	-	-	*	17%	-	35%	*	36%	-
	2023	41%	70%	70%	-	*	72%	-	-	*	*	44%	-	77%	60%	58%	-
End of Course Algebra I	2024	55%	78%	78%	-	*	75%	-	-	-	-	75%	-	75%	*	*	-
	2023	58%	75%	75%	-	80%	76%	-	-	-	*	67%	-	82%	50%	71%	-
All Grades Both Subjects	2024	32%	36%	39%	-	50%	39%	-	-	-	*	33%	*	41%	29%	42%	-
	2023	38%	54%	60%	-	58%	62%	-	-	*	*	47%	-	62%	55%	53%	-
All Grades ELA/Reading	2024	30%	33%	28%	-	43%	26%	-	-	-	*	16%	*	31%	17%	33%	-
	2023	35%	51%	51%	-	43%	54%	-	-	*	*	33%	-	48%	57%	42%	-
All Grades Mathematics	2024	35%	41%	78%	-	*	75%	-	-	-	-	75%	-	75%	*	*	-
	2023	40%	57%	75%	-	80%	76%	-	-	-	*	67%	-	82%	50%	71%	-

183

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

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 CLYDE H S (030902001) - CLYDE CISD - CALLAHAN COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2024	75%	82%	87%	-	-	-	-	-	-	100%	-	100%	-	-	87%	100%	*
	2023	76%	84%	87%	-	-	-	-	-	-	*	-	*	-	-	87%	*	*
At Meets Grade Level or Above	2024	48%	56%	67%	-	-	-	-	-	-	100%	-	100%	-	-	67%	100%	*
	2023	49%	56%	67%	-	-	-	-	-	-	*	-	*	-	-	67%	*	*
At Masters Grade Level	2024	20%	20%	23%	-	-	-	-	-	-	40%	-	40%	-	-	23%	40%	*
	2023	20%	22%	27%	-	-	-	-	-	-	*	-	*	-	-	27%	*	*
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	80%	78%	-	-	-	-	-	-	*	-	*	-	-	78%	*	-
	2023	77%	82%	78%	-	-	-	-	-	-	*	-	*	-	-	79%	*	*
At Meets Grade Level or Above	2024	54%	59%	63%	-	-	-	-	-	-	*	-	*	-	-	63%	*	-
	2023	53%	59%	62%	-	-	-	-	-	-	*	-	*	-	-	62%	*	*
At Masters Grade Level	2024	22%	21%	14%	-	-	-	-	-	-	*	-	*	-	-	14%	*	-
	2023	20%	22%	17%	-	-	-	-	-	-	*	-	*	-	-	17%	*184	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	81%	92%	-	-	-	-	-	-	*	-	*	-	-	92%	*	*
	2023	75%	84%	92%	-	-	-	-	-	-	-	-	-	-	-	92%	-	-
At Meets Grade Level or Above	2024	43%	53%	64%	-	-	-	-	-	-	*	-	*	-	-	63%	*	*
	2023	45%	52%	65%	-	-	-	-	-	-	-	-	-	-	-	65%	-	-
At Masters Grade Level	2024	17%	18%	30%	-	-	-	-	-	-	*	-	*	-	-	30%	*	*
	2023	19%	20%	36%	-	-	-	-	-	-	-	-	-	-	-	36%	-	-
All Grades Science																		
At Approaches Grade Level or Above	2024	75%	85%	95%	-	-	-	-	-	-	-	-	-	-	-	95%	-	-
	2023	77%	87%	93%	-	-	-	-	-	-	-	-	-	-	-	93%	-	*
At Meets Grade Level or Above	2024	43%	53%	68%	-	-	-	-	-	-	-	-	-	-	-	68%	-	-
	2023	47%	55%	70%	-	-	-	-	-	-	-	-	-	-	-	70%	-	*
At Masters Grade Level	2024	16%	17%	19%	-	-	-	-	-	-	-	-	-	-	-	19%	-	-
	2023	18%	19%	23%	-	-	-	-	-	-	-	-	-	-	-	23%	-	*
All Grades Social Studies																		
At Approaches Grade Level or Above	2024	78%	84%	95%	-	-	-	-	-	-	-	-	-	-	-	95%	-	*
	2023	78%	88%	97%	-	-	-	-	-	-	*	-	*	-	-	98%	*	*
At Meets Grade Level or Above	2024	51%	63%	79%	-	-	-	-	-	-	-	-	-	-	-	79%	-	*
	2023	52%	64%	79%	-	-	-	-	-	-	*	-	*	-	-	79%	*	*

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 CLYDE H S (030902001) - CLYDE CISD - CALLAHAN COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2024	27%	31%	43%	-	-	-	-	-	-	-	-	-	-	-	43%	-	*
	2023	27%	35%	42%	-	-	-	-	-	-	*	-	*	-	-	43%	*	*
School Progress - Annual Growth																		
All Grades Both Subjects	2024	64%	67%	71%	-	-	-	-	-	-	80%	-	80%	-	-	70%	80%	-
	2023	64%	72%	81%	-	-	-	-	-	-	-	-	-	-	-	81%	-	-
All Grades ELA/Reading	2024	67%	67%	65%	-	-	-	-	-	-	*	-	*	-	-	65%	*	-
	2023	63%	68%	74%	-	-	-	-	-	-	-	-	-	-	-	74%	-	-
All Grades Mathematics	2024	60%	68%	87%	-	-	-	-	-	-	*	-	*	-	-	86%	*	-
	2023	66%	77%	95%	-	-	-	-	-	-	-	-	-	-	-	95%	-	-
School Progress - Accelerated Learning																		
All Grades Both Subjects	2024	32%	36%	39%	-	-	-	-	-	-	-	-	-	-	-	39%	-	-
	2023	38%	54%	60%	-	-	-	-	-	-	-	-	-	-	-	60%	-	-
All Grades ELA/Reading	2024	30%	33%	28%	-	-	-	-	-	-	-	-	-	-	-	28%	-	-
	2023	35%	51%	51%	-	-	-	-	-	-	-	-	-	-	-	51%	-	-
All Grades Mathematics	2024	35%	41%	78%	-	-	-	-	-	-	-	-	-	-	-	78%	-	-
	2023	40%	57%	75%	-	-	-	-	-	-	-	-	-	-	-	75%	-	-

185

* 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.

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 CLYDE H S (030902001) - CLYDE CISD - CALLAHAN COUNTY

	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)
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	99%	*	99%	99%	*	-	-	97%	98%	100%	100%	95%	97%	100%
Included in Accountability	92%	94%	94%	*	87%	95%	*	-	-	87%	89%	50%	98%	82%	92%	86%
Not Included in Accountability: Mobile	4%	4%	5%	*	11%	3%	*	-	-	10%	10%	50%	2%	13%	5%	0%
Not Included in Accountability: Other Exclusions	2%	0%	0%	*	1%	0%	*	-	-	0%	0%	0%	0%	0%	0%	14%
Not Tested	1%	1%	1%	*	1%	1%	*	-	-	3%	2%	0%	0%	5%	3%	0%
Absent	1%	0%	1%	*	1%	1%	*	-	-	3%	2%	0%	0%	5%	3%	0%
Other	0%	0%	0%	*	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	98%	*	100%	98%	*	-	-	93%	97%	100%	100%	93%	96%	*
Included in Accountability	91%	94%	91%	*	85%	93%	*	-	-	80%	87%	40%	97%	78%	90%	*
Not Included in Accountability: Mobile	4%	5%	6%	*	13%	5%	*	-	-	13%	10%	60%	3%	15%	5%	186
Not Included in Accountability: Other Exclusions	4%	0%	0%	*	2%	0%	*	-	-	0%	0%	0%	1%	0%	1%	*
Not Tested	1%	1%	2%	*	0%	2%	*	-	-	7%	3%	0%	0%	7%	4%	*
Absent	1%	1%	2%	*	0%	2%	*	-	-	7%	3%	0%	0%	7%	4%	*
Other	0%	0%	0%	*	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	*
Mathematics																
Assessment Participant	99%	99%	98%	*	96%	99%	*	-	-	100%	100%	*	100%	95%	98%	*
Included in Accountability	93%	94%	91%	*	83%	93%	*	-	-	86%	82%	*	98%	76%	87%	*
Not Included in Accountability: Mobile	5%	5%	7%	*	13%	5%	*	-	-	14%	18%	*	2%	18%	11%	*
Not Included in Accountability: Other Exclusions	1%	0%	0%	*	0%	0%	*	-	-	0%	0%	*	0%	0%	0%	*
Not Tested	1%	1%	2%	*	4%	1%	*	-	-	0%	0%	*	0%	5%	2%	*
Absent	1%	0%	2%	*	4%	1%	*	-	-	0%	0%	*	0%	5%	2%	*
Other	0%	1%	0%	*	0%	0%	*	-	-	0%	0%	*	0%	0%	0%	*
Science																
Assessment Participant	99%	99%	100%	-	100%	100%	-	-	-	100%	100%	*	100%	100%	100%	-
Included in Accountability	93%	96%	98%	-	90%	99%	-	-	-	100%	93%	*	100%	91%	98%	-
Not Included in Accountability: Mobile	4%	4%	2%	-	10%	1%	-	-	-	0%	7%	*	0%	9%	2%	-
Not Included in Accountability: Other Exclusions	1%	0%	0%	-	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	-
Not Tested	1%	1%	0%	-	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	-

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 CLYDE H S (030902001) - CLYDE CISD - CALLAHAN COUNTY

	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%	0%	0%	-	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	-
Other	0%	1%	0%	-	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	-
Social Studies																
Assessment Participant	99%	100%	99%	-	100%	99%	-	-	-	*	100%	*	100%	97%	98%	*
Included in Accountability	94%	98%	98%	-	95%	99%	-	-	-	*	100%	*	100%	94%	98%	*
Not Included in Accountability: Mobile	4%	2%	1%	-	5%	0%	-	-	-	*	0%	*	0%	3%	0%	*
Not Included in Accountability: Other Exclusions	1%	0%	0%	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Not Tested	1%	0%	1%	-	0%	1%	-	-	-	*	0%	*	0%	3%	2%	*
Absent	1%	0%	1%	-	0%	1%	-	-	-	*	0%	*	0%	3%	2%	*
Other	0%	0%	0%	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Accelerated Testers																
SAT/ACT Participant	93%	100%	100%	-	*	100%	-	-	-	*	-	-	100%	*	*	-
2023 STAAR Participation (All Grades)																187
All Tests																
Assessment Participant	99%	100%	100%	*	100%	100%	-	-	*	100%	100%	*	100%	100%	99%	100%
Included in Accountability	93%	96%	97%	*	96%	96%	-	-	*	100%	92%	*	99%	91%	96%	70%
Not Included in Accountability: Mobile	4%	3%	3%	*	3%	3%	-	-	*	0%	8%	*	0%	9%	3%	20%
Not Included in Accountability: Other Exclusions	2%	0%	0%	*	1%	0%	-	-	*	0%	0%	*	0%	0%	0%	10%
Not Tested	1%	0%	0%	*	0%	0%	-	-	*	0%	0%	*	0%	0%	1%	0%
Absent	1%	0%	0%	*	0%	0%	-	-	*	0%	0%	*	0%	0%	1%	0%
Other	0%	0%	0%	*	0%	0%	-	-	*	0%	0%	*	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	100%	-	100%	100%	-	-	*	100%	100%	*	100%	100%	100%	100%
Included in Accountability	92%	96%	96%	-	93%	97%	-	-	*	100%	92%	*	99%	90%	96%	60%
Not Included in Accountability: Mobile	4%	3%	3%	-	4%	3%	-	-	*	0%	8%	*	0%	10%	3%	20%
Not Included in Accountability: Other Exclusions	3%	0%	0%	-	2%	0%	-	-	*	0%	0%	*	1%	0%	1%	20%
Not Tested	1%	0%	0%	-	0%	0%	-	-	*	0%	0%	*	0%	0%	0%	0%
Absent	1%	0%	0%	-	0%	0%	-	-	*	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	-	0%	0%	-	-	*	0%	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	99%	*	100%	99%	-	-	*	100%	100%	-	99%	100%	98%	-
Included in Accountability	94%	96%	96%	*	100%	95%	-	-	*	100%	96%	-	99%	91%	96%	-

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 CLYDE H S (030902001) - CLYDE CISD - CALLAHAN COUNTY

	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)
Not Included in Accountability: Mobile	5%	3%	3%	*	0%	4%	-	-	*	0%	4%	-	0%	9%	2%	-
Not Included in Accountability: Other Exclusions	1%	0%	0%	*	0%	0%	-	-	*	0%	0%	-	0%	0%	0%	-
Not Tested	1%	0%	1%	*	0%	1%	-	-	*	0%	0%	-	1%	0%	2%	-
Absent	1%	0%	1%	*	0%	1%	-	-	*	0%	0%	-	1%	0%	2%	-
Other	0%	0%	0%	*	0%	0%	-	-	*	0%	0%	-	0%	0%	0%	-
Science																
Assessment Participant	99%	100%	100%	-	100%	100%	-	-	*	*	100%	*	100%	100%	100%	*
Included in Accountability	93%	97%	97%	-	93%	98%	-	-	*	*	94%	*	100%	90%	98%	*
Not Included in Accountability: Mobile	4%	3%	3%	-	7%	2%	-	-	*	*	6%	*	0%	10%	3%	*
Not Included in Accountability: Other Exclusions	1%	0%	0%	-	0%	0%	-	-	*	*	0%	*	0%	0%	0%	*
Not Tested	1%	0%	0%	-	0%	0%	-	-	*	*	0%	*	0%	0%	0%	*
Absent	1%	0%	0%	-	0%	0%	-	-	*	*	0%	*	0%	0%	0%	*
Other	0%	0%	0%	-	0%	0%	-	-	*	*	0%	*	0%	0%	0%	188
Social Studies																
Assessment Participant	99%	100%	99%	*	100%	99%	-	-	-	*	100%	*	99%	100%	97%	*
Included in Accountability	94%	97%	97%	*	100%	96%	-	-	-	*	88%	*	98%	93%	94%	*
Not Included in Accountability: Mobile	4%	3%	3%	*	0%	3%	-	-	-	*	13%	*	1%	7%	3%	*
Not Included in Accountability: Other Exclusions	1%	0%	0%	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Not Tested	1%	0%	1%	*	0%	1%	-	-	-	*	0%	*	1%	0%	3%	*
Absent	1%	0%	1%	*	0%	1%	-	-	-	*	0%	*	1%	0%	3%	*
Other	0%	0%	0%	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Accelerated Testers																
SAT/ACT Participant	93%	100%	100%	*	100%	100%	-	-	-	-	-	-	100%	*	*	-

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

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 CLYDE H S (030902001) - CLYDE CISD - CALLAHAN COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2022-23	93.3%	95.4%	94.3%	*	95.1%	94.3%	-	-	*	93.9%	93.5%	92.4%	*
2021-22	92.2%	94.3%	92.8%	*	93.5%	92.9%	-	-	-	90.9%	93.9%	91.0%	*
Chronic Absenteeism													
2022-23	20.3%	10.5%	16.9%	*	12.5%	17.8%	-	-	*	11.8%	22.6%	24.7%	*
2021-22	25.7%	14.6%	23.3%	*	22.2%	22.6%	-	-	-	43.8%	16.7%	32.9%	*
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2021-22	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	0.4%	0.4%	*	0.0%	0.6%	-	-	*	0.0%	0.0%	0.0%	*
2021-22	2.2%	0.0%	0.0%	*	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	*
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	100.0%	100.0%	*	100.0%	100.0%	-	-	-	*	100.0%	100.0%	*
Received TxCHSE	0.3%	0.0%	0.0%	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Continued HS	3.1%	0.0%	0.0%	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Dropped Out	6.3%	0.0%	0.0%	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Graduates and TxCHSE	90.6%	100.0%	100.0%	*	100.0%	100.0%	-	-	-	*	100.0%	100.0%	*
Graduates, TxCHSE, and Continuers	93.7%	100.0%	100.0%	*	100.0%	100.0%	-	-	-	*	100.0%	100.0%	*
Class of 2022													
Graduated	89.7%	98.8%	98.8%	-	100.0%	98.7%	-	-	-	*	100.0%	100.0%	-
Received TxCHSE	0.3%	0.0%	0.0%	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Continued HS	3.5%	1.2%	1.2%	-	0.0%	1.3%	-	-	-	*	0.0%	0.0%	-
Dropped Out	6.4%	0.0%	0.0%	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Graduates and TxCHSE	90.0%	98.8%	98.8%	-	100.0%	98.7%	-	-	-	*	100.0%	100.0%	-
Graduates, TxCHSE, and Continuers	93.6%	100.0%	100.0%	-	100.0%	100.0%	-	-	-	*	100.0%	100.0%	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	100.0%	100.0%	-	100.0%	100.0%	-	-	-	*	100.0%	100.0%	-
Received TxCHSE	0.4%	0.0%	0.0%	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Continued HS	1.0%	0.0%	0.0%	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Dropped Out	6.8%	0.0%	0.0%	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Graduates and TxCHSE	92.2%	100.0%	100.0%	-	100.0%	100.0%	-	-	-	*	100.0%	100.0%	-

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 CLYDE H S (030902001) - CLYDE CISD - CALLAHAN COUNTY

	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	93.2%	100.0%	100.0%	-	100.0%	100.0%	-	-	-	*	100.0%	100.0%	-
Class of 2021													
Graduated	92.2%	96.8%	96.8%	*	81.8%	98.8%	-	-	-	*	100.0%	96.7%	*
Received TxCHSE	0.4%	0.0%	0.0%	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Continued HS	1.0%	0.0%	0.0%	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Dropped Out	6.3%	3.2%	3.2%	*	18.2%	1.3%	-	-	-	*	0.0%	3.3%	*
Graduates and TxCHSE	92.7%	96.8%	96.8%	*	81.8%	98.8%	-	-	-	*	100.0%	96.7%	*
Graduates, TxCHSE, and Continuers	93.7%	96.8%	96.8%	*	81.8%	98.8%	-	-	-	*	100.0%	96.7%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	96.8%	96.8%	*	81.8%	98.7%	-	-	-	*	100.0%	96.7%	*
Received TxCHSE	0.5%	0.0%	0.0%	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Continued HS	0.5%	0.0%	0.0%	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Dropped Out	6.3%	3.2%	3.2%	*	18.2%	1.3%	-	-	-	*	0.0%	3.3%	*
Graduates and TxCHSE	93.2%	96.8%	96.8%	*	81.8%	98.7%	-	-	-	*	100.0%	96.7%	*
Graduates, TxCHSE, and Continuers	93.7%	96.8%	96.8%	*	81.8%	98.7%	-	-	-	*	100.0%	96.7%	*
Class of 2020													
Graduated	92.7%	100.0%	100.0%	*	100.0%	100.0%	-	-	-	*	100.0%	100.0%	*
Received TxCHSE	0.5%	0.0%	0.0%	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Continued HS	0.5%	0.0%	0.0%	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Dropped Out	6.2%	0.0%	0.0%	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Graduates and TxCHSE	93.2%	100.0%	100.0%	*	100.0%	100.0%	-	-	-	*	100.0%	100.0%	*
Graduates, TxCHSE, and Continuers	93.8%	100.0%	100.0%	*	100.0%	100.0%	-	-	-	*	100.0%	100.0%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	100.0%	100.0%	*	100.0%	100.0%	-	-	-	*	100.0%	100.0%	*
Class of 2022	89.7%	98.8%	98.8%	-	100.0%	98.7%	-	-	-	*	100.0%	100.0%	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2023	4.3%	28.7%	28.7%	*	28.6%	26.9%	-	-	-	*	66.7%	35.0%	*
Class of 2022	3.7%	25.6%	25.6%	-	0.0%	28.0%	-	-	-	*	62.5%	23.1%	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 CLYDE H S (030902001) - CLYDE CISD - CALLAHAN COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2023	84.3%	66.0%	66.0%	*	66.7%	68.7%	-	-	-	*	0.0%	52.5%	*
Class of 2022	84.3%	56.1%	56.1%	-	66.7%	54.7%	-	-	-	*	0.0%	50.0%	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	88.6%	94.7%	94.7%	*	95.2%	95.5%	-	-	-	*	66.7%	87.5%	*
Class of 2022	88.0%	81.7%	81.7%	-	66.7%	82.7%	-	-	-	*	62.5%	73.1%	-
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	27.0%	27.0%	*	30.0%	25.4%	-	-	-	*	75.0%	35.3%	*
2021-22	3.9%	27.1%	27.1%	-	0.0%	28.9%	-	-	-	*	44.4%	24.1%	-
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	69.7%	69.7%	*	70.0%	73.0%	-	-	-	*	0.0%	58.8%	*
2021-22	82.3%	54.1%	54.1%	-	57.1%	53.9%	-	-	-	*	0.0%	44.8%	-
Texas First DLA Graduates (Annual Rate)													
2022-23	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2022-23	86.8%	96.6%	96.6%	*	100.0%	98.4%	-	-	-	*	75.0%	94.1%	*
2021-22	86.0%	81.2%	81.2%	-	57.1%	82.9%	-	-	-	*	44.4%	69.0%	-

Texas Education Agency
2023-24 Graduation Profile (TAPR)
 CLYDE H S (030902001) - CLYDE CISD - CALLAHAN COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2022-23 Annual Graduates)				
Total Graduates	89	100.0%	89	377,367
By Ethnicity:				
African American	2	2.2%	2	46,822
Hispanic	20	22.5%	20	197,333
White	63	70.8%	63	103,009
American Indian	0	0.0%	0	1,181
Asian	0	0.0%	0	19,151
Pacific Islander	0	0.0%	0	574
Two or More Races	4	4.5%	4	9,297
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	433
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	270
Foundation H.S. Program (No Endorsement)	3	3.4%	3	49,278
Foundation H.S. Program (Endorsement)	24	27.0%	24	16,475
Foundation H.S. Program (DLA)	62	69.7%	62	310,689
Texas First Early H.S. Completion Program (Texas First-DLA)	0	0.0%	0	222
Special Education Graduates	8	9.0%	8	34,589
Economically Disadvantaged Graduates	34	38.2%	34	206,367
Emergent Bilingual (EB)/English Learner (EL) Graduates	2	2.2%	2	50,229
At-Risk Graduates	32	36.0%	32	168,430
CTE Completers	57	64.0%	57	116,959

Texas Education Agency
2023-24 College, Career, and Military Readiness (CCMR) (TAPR)
 CLYDE H S (030902001) - CLYDE CISD - CALLAHAN COUNTY

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)†‡													
College, Career, or Military Ready (Annual Graduates)													
2022-23	76.3%	93.3%	93.3%	*	95.0%	93.7%	-	-	-	*	87.5%	88.2%	*
2021-22	70.0%	87.1%	87.1%	-	42.9%	92.1%	-	-	-	*	66.7%	82.8%	-
College Ready Graduates†‡													
College Ready (Annual Graduates)†‡													
2022-23	57.8%	77.5%	77.5%	*	80.0%	77.8%	-	-	-	*	75.0%	61.8%	*
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2022-23	62.8%	82.0%	82.0%	*	85.0%	82.5%	-	-	-	*	87.5%	73.5%	*
2021-22	57.1%	72.9%	72.9%	-	28.6%	76.3%	-	-	-	*	55.6%	62.1%	-
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2022-23	54.3%	78.7%	78.7%	*	80.0%	79.4%	-	-	-	*	75.0%	64.7%	*
2021-22	48.2%	69.4%	69.4%	-	57.1%	71.1%	-	-	-	*	55.6%	69.0%	-
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2022-23	48.4%	71.9%	71.9%	*	75.0%	71.4%	-	-	-	*	75.0%	58.8%	*
2021-22	42.2%	63.5%	63.5%	-	28.6%	67.1%	-	-	-	*	44.4%	62.1%	-
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2022-23	20.4%	15.7%	15.7%	*	25.0%	12.7%	-	-	-	*	0.0%	5.9%	*
2021-22	20.5%	3.5%	3.5%	-	0.0%	3.9%	-	-	-	*	0.0%	3.4%	-
Associate Degree (Annual Graduates)													
2022-23	2.5%	0.0%	0.0%	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
2021-22	2.4%	0.0%	0.0%	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Dual Course Credits in Any Subject (Annual Graduates)													
2022-23	23.6%	36.0%	36.0%	*	30.0%	39.7%	-	-	-	*	0.0%	20.6%	*
2021-22	24.0%	27.1%	27.1%	-	14.3%	28.9%	-	-	-	*	0.0%	17.2%	-
Onramps Course Credits (Annual Graduates)													
2022-23	4.8%	2.2%	2.2%	*	0.0%	3.2%	-	-	-	*	0.0%	0.0%	*
2021-22	4.4%	1.2%	1.2%	-	0.0%	1.3%	-	-	-	*	0.0%	0.0%	-
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2022-23	5.6%	6.7%	6.7%	*	10.0%	4.8%	-	-	-	*	75.0%	8.8%	*
2021-22	5.0%	4.7%	4.7%	-	0.0%	5.3%	-	-	-	*	44.4%	3.4%	-
Career / Military Ready Graduates†‡													
Career or Military Ready (Annual Graduates)†‡													

Texas Education Agency
2023-24 College, Career, and Military Readiness (CCMR) (TAPR)
 CLYDE H S (030902001) - CLYDE CISD - CALLAHAN COUNTY

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	39.5%	50.6%	50.6%	*	65.0%	46.0%	-	-	-	*	87.5%	58.8%	*
Approved Industry-Based Certification (Annual Graduates)													
2022-23	33.4%	46.1%	46.1%	*	65.0%	41.3%	-	-	-	*	37.5%	47.1%	*
2021-22	28.0%	41.2%	41.2%	-	28.6%	43.4%	-	-	-	*	33.3%	48.3%	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2022-23	0.8%	0.0%	0.0%	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
2021-22	0.7%	0.0%	0.0%	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2022-23	2.7%	1.1%	1.1%	*	0.0%	1.6%	-	-	-	*	12.5%	2.9%	*
2021-22	2.5%	1.2%	1.2%	-	0.0%	1.3%	-	-	-	*	11.1%	0.0%	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2022-23	0.6%	1.1%	1.1%	*	0.0%	1.6%	-	-	-	*	0.0%	0.0%	*

- Indicates there are no students in the group.

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

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

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

Texas Education Agency
2023-24 CCMR-Related Indicators (TAPR)
 CLYDE H S (030902001) - CLYDE CISD - CALLAHAN COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2022-23	21.0%	47.2%	47.2%	*	50.0%	49.2%	-	-	-	*	0.0%	32.4%	*
	2021-22	22.8%	37.6%	37.6%	-	28.6%	38.2%	-	-	-	*	0.0%	34.5%	-
Mathematics	2022-23	19.9%	51.7%	51.7%	*	45.0%	57.1%	-	-	-	*	0.0%	35.3%	*
	2021-22	18.7%	42.4%	42.4%	-	42.9%	42.1%	-	-	-	*	0.0%	41.4%	-
Both Subjects	2022-23	12.5%	41.6%	41.6%	*	40.0%	46.0%	-	-	-	*	0.0%	29.4%	*
	2021-22	12.6%	31.8%	31.8%	-	28.6%	31.6%	-	-	-	*	0.0%	34.5%	-
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2022-23	18.2%	38.2%	38.2%	*	40.0%	38.1%	-	-	-	*	87.5%	47.1%	*
	2021-22	11.7%	38.8%	38.8%	-	0.0%	42.1%	-	-	-	*	55.6%	31.0%	-
Mathematics	2022-23	20.2%	41.6%	41.6%	*	35.0%	42.9%	-	-	-	*	75.0%	41.2%	*
	2021-22	14.0%	42.4%	42.4%	-	28.6%	44.7%	-	-	-	*	55.6%	41.4%	-
Both Subjects	2022-23	12.5%	25.8%	25.8%	*	25.0%	25.4%	-	-	-	*	75.0%	29.4%	*
	2021-22	7.5%	30.6%	30.6%	-	0.0%	34.2%	-	-	-	*	44.4%	31.0%	-
AP/IB-Results (Participation) (Grades 11-12)														
All Subjects	2023	24.2%	16.3%	16.3%	*	10.0%	16.4%	-	-	-	16.7%	0.0%	8.1%	*
	2022	23.0%	17.4%	17.4%	*	30.8%	14.5%	-	-	-	16.7%	0.0%	14.8%	*
English Language Arts	2023	13.8%	12.9%	12.9%	*	10.0%	12.5%	-	-	-	16.7%	0.0%	8.1%	*
	2022	13.2%	16.3%	16.3%	*	30.8%	13.8%	-	-	-	0.0%	0.0%	14.8%	*
Mathematics	2023	7.0%	4.5%	4.5%	*	2.5%	4.6%	-	-	-	0.0%	0.0%	0.0%	*
	2022	6.9%	1.2%	1.2%	*	0.0%	0.7%	-	-	-	16.7%	0.0%	0.0%	*
Science	2023	10.3%	0.5%	0.5%	*	0.0%	0.7%	-	-	-	0.0%	0.0%	0.0%	*
	2022	9.6%	0.0%	0.0%	*	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	*
Social Studies	2023	13.1%	1.0%	1.0%	*	0.0%	1.3%	-	-	-	0.0%	0.0%	0.0%	*
	2022	12.5%	0.0%	0.0%	*	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%	*
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2023	53.3%	24.2%	24.2%	*	*	28.0%	-	-	-	*	-	0.0%	-
	2022	53.3%	46.7%	46.7%	*	62.5%	40.0%	-	-	-	*	-	44.4%	-
English Language Arts	2023	52.3%	26.9%	26.9%	*	*	31.6%	-	-	-	*	-	0.0%	-
	2022	53.2%	46.4%	46.4%	*	62.5%	36.8%	-	-	-	-	-	44.4%	-
Mathematics	2023	50.8%	11.1%	11.1%	*	*	14.3%	-	-	-	-	-	-	-
	2022	50.4%	*	*	-	-	*	-	-	-	*	-	-	-
Science	2023	44.8%	*	*	-	-	*	-	-	-	-	-	-	-
	2022	44.7%	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 CCMR-Related Indicators (TAPR)
 CLYDE H S (030902001) - CLYDE CISD - CALLAHAN COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2023	42.0%	*	*	-	-	*	-	-	-	-	-	-	-
	2022	41.9%	-	-	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2022-23	79.3%	65.2%	65.2%	*	75.0%	65.1%	-	-	-	*	25.0%	52.9%	*
	2021-22	71.5%	60.0%	60.0%	-	42.9%	61.8%	-	-	-	*	33.3%	48.3%	-
At/Above Criterion for All Examinees	2022-23	28.9%	29.3%	29.3%	*	13.3%	34.1%	-	-	-	*	*	16.7%	*
	2021-22	32.1%	25.5%	25.5%	-	*	25.5%	-	-	-	*	*	21.4%	-
Average SAT Score (Annual Graduates)														
All Subjects	2022-23	978	*	*	*	*	*	-	-	-	-	-	*	-
	2021-22	1001	1120	1120	-	-	1120	-	-	-	-	-	-	-
English Language Arts and Writing	2022-23	497	*	*	*	*	*	-	-	-	-	-	*	-
	2021-22	506	590	590	-	-	590	-	-	-	-	-	-	-
Mathematics	2022-23	482	*	*	*	*	*	-	-	-	-	-	*	-
	2021-22	496	530	530	-	-	530	-	-	-	-	-	-	-
Average ACT Score (Annual Graduates)														
All Subjects	2022-23	19.2	20.5	20.5	*	18.1	21.4	-	-	-	*	*	20.0	*
	2021-22	19.5	20.0	20.0	-	17.7	20.1	-	-	-	24.0	13.0	19.1	-
English Language Arts	2022-23	18.8	20.4	20.4	*	16.9	21.7	-	-	-	*	*	20.5	*
	2021-22	19.2	19.8	19.8	-	17.0	19.9	-	-	-	27.0	11.2	18.7	-
Mathematics	2022-23	18.9	20.0	20.0	*	18.8	20.4	-	-	-	*	*	18.2	*
	2021-22	19.3	19.3	19.3	-	17.7	19.4	-	-	-	20.0	13.7	19.1	-
Science	2022-23	19.5	20.6	20.6	*	19.3	21.3	-	-	-	*	*	20.6	*
	2021-22	19.8	20.7	20.7	-	19.0	20.8	-	-	-	21.0	15.3	19.7	-

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

Texas Education Agency
2023-24 Other Postsecondary Indicators (TAPR)
 CLYDE H S (030902001) - CLYDE CISD - CALLAHAN COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2022-23	45.4%	27.7%	27.7%	*	31.6%	27.1%	-	-	*	11.8%	10.7%	19.3%	*
	2021-22	44.2%	26.1%	26.1%	*	26.3%	26.4%	-	-	-	13.3%	7.8%	19.1%	*
English Language Arts	2022-23	17.4%	10.7%	10.7%	*	10.7%	10.2%	-	-	*	5.9%	0.0%	4.8%	*
	2021-22	16.6%	12.0%	12.0%	*	14.0%	11.9%	-	-	-	0.0%	0.0%	10.4%	*
Mathematics	2022-23	19.5%	12.7%	12.7%	*	8.5%	14.2%	-	-	*	0.0%	0.0%	3.7%	*
	2021-22	19.9%	12.4%	12.4%	*	17.9%	11.1%	-	-	-	7.7%	4.1%	9.0%	*
Science	2022-23	21.5%	17.1%	17.1%	*	24.7%	15.6%	-	-	*	5.9%	9.1%	12.6%	*
	2021-22	21.1%	16.6%	16.6%	*	14.5%	16.9%	-	-	-	15.4%	2.0%	12.6%	*
Social Studies	2022-23	24.0%	10.3%	10.3%	*	8.1%	11.1%	-	-	-	0.0%	0.0%	3.6%	*
	2021-22	22.8%	9.5%	9.5%	*	2.2%	10.9%	-	-	-	0.0%	0.0%	6.5%	*
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2021-22	-	-	-	-	-	-	-	-	-	-	-	-	-
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2021-22	-	-	-	-	-	-	-	-	-	-	-	-	-
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-

- 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.

Texas Education Agency
2023-24 Student Information (TAPR)
 CLYDE H S (030902001) - CLYDE CISD - CALLAHAN COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	442	100.0%	1,407	5,517,464	442	100.0%	1,408	5,531,236
Students by Grade								
Grade 9	118	26.7%	8.4%	8.6%	118	26.7%	8.4%	8.5%
Grade 10	116	26.2%	8.2%	8.0%	116	26.2%	8.2%	7.9%
Grade 11	103	23.3%	7.3%	7.4%	103	23.3%	7.3%	7.4%
Grade 12	105	23.8%	7.5%	6.6%	105	23.8%	7.5%	6.7%
Ethnic Distribution								
African American	3	0.7%	0.9%	12.8%	3	0.7%	0.9%	12.8%
Hispanic	76	17.2%	16.5%	53.2%	76	17.2%	16.5%	53.2%
White	348	78.7%	78.3%	25.0%	348	78.7%	78.3%	25.0%
American Indian	1	0.2%	0.2%	0.3%	1	0.2%	0.2%	0.3%
Asian	0	0.0%	0.0%	5.4%	0	0.0%	0.0%	5.4%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	14	3.2%	4.2%	3.1%	14	3.2%	4.2%	3.1%
Sex								
Female	205	46.4%	47.7%	48.9%	205	46.4%	47.7%	48.8%
Male	237	53.6%	52.3%	51.1%	237	53.6%	52.3%	51.2%
Other Student Cohorts								
Economically Disadvantaged	175	39.6%	47.7%	62.3%	175	39.6%	47.7%	62.2%
Non-Educationally Disadvantaged	267	60.4%	52.3%	37.7%	267	60.4%	52.3%	37.8%
Section 504 Students	38	8.6%	6.7%	7.2%	38	8.6%	6.7%	7.2%
EB Students/EL	4	0.9%	0.9%	24.4%	4	0.9%	0.9%	24.3%
Students w/ Disciplinary Placements (2022-23)	9	1.9%	1.0%	1.9%				
Students w/ Dyslexia	19	4.3%	4.5%	6.0%	19	4.3%	4.5%	6.0%
Foster Care	1	0.2%	1.1%	0.2%	1	0.2%	1.1%	0.2%
Homeless	14	3.2%	3.1%	1.4%	14	3.2%	3.1%	1.4%
Immigrant	0	0.0%	0.0%	2.9%	0	0.0%	0.0%	2.9%
Migrant	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Title I	14	3.2%	69.6%	65.7%	14	3.2%	69.6%	65.7%
Military Connected	43	9.7%	8.4%	3.9%	43	9.7%	8.4%	3.9%
At-Risk	180	40.7%	33.0%	53.2%	180	40.7%	33.0%	53.2%
Students by Instructional Program								
Bilingual/ESL Education	4	0.9%	0.9%	24.5%	4	0.9%	0.9%	24.4%
Career and Technical Education	384	86.9%	28.6%	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	384	86.9%	86.9%	73.3%	-	-	-	-
Gifted and Talented Education	38	8.6%	5.6%	8.5%	38	8.6%	5.6%	8.5%
Special Education	65	14.7%	17.3%	13.9%	65	14.7%	17.3%	14.0%

Texas Education Agency
2023-24 Student Information (TAPR)
 CLYDE H S (030902001) - CLYDE CISD - CALLAHAN COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	65							
Students with Intellectual Disabilities	38	58.5%	49.4%	45.7%				
Students with Physical Disabilities	*	*	18.5%	18.9%				
Students with Autism	**	**	**	16.2%				
Students with Behavioral Disabilities	13	20.0%	17.7%	17.6%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.7%				
Mobility (2022-23)								
Total Mobile Students	48	10.4%	10.5%	16.1%				
African American	1	0.2%	0.2%	3.4%				
Hispanic	9	1.9%	2.5%	8.5%				
White	37	8.0%	7.4%	3.1%				
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	1	0.2%	0.4%	0.5%				
Special Ed Students who are Mobile	11	17.5%	16.4%	17.6%				
Count and Percent of EB Students/EL who are Mobile	1	25.0%	30.8%	16.3%				
Count and Percent of Econ Dis Students who are Mobile	27	14.0%	13.4%	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	39	11.1%	12.0%	18.1%				

199

Student Information	Non-Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
Retention Rates by Grade						
Grade 9	3.9%	3.9%	7.9%	17.4%	17.4%	11.9%

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

Class Size Information	Campus	District	State
Secondary			
English/Language Arts	13.4	14.7	16.3
Foreign Languages	10.7	14.6	18.8
Mathematics	13.7	14.8	17.5

Texas Education Agency
2023-24 Student Information (TAPR)
CLYDE H S (030902001) - CLYDE CISD - CALLAHAN COUNTY

Class Size Information	Campus	District	State
Science	14.1	15.1	18.5
Social Studies	16.9	17.1	18.8

Texas Education Agency
2023-24 Staff Information (TAPR)
 CLYDE H S (030902001) - CLYDE CISD - CALLAHAN COUNTY

Staff Information	Campus		District	State
	Count/Average	Percent		
Total Staff	52.9	100.0%	100.0%	100.0%
Professional Staff	45.1	85.2%	60.7%	63.9%
Teachers	37.9	71.7%	48.6%	48.3%
Professional Support	5.0	9.5%	7.1%	11.1%
Campus Administration (School Leadership)	2.2	4.1%	3.7%	3.3%
Educational Aides	7.8	14.8%	16.7%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	1.0	4,187.0
Part-time Librarians	0.0	n/a	0.0	651.0
Full-time Counselors	2.0	n/a	5.0	13,870.0
Part-time Counselors	0.0	n/a	0.0	1,172.0
Total Minority Staff	4.7	8.9%	9.2%	54.4%
Teachers by Ethnicity				
African American	0.0	0.0%	0.0%	12.6%
Hispanic	2.7	7.2%	7.2%	30.1%
White	35.2	92.8%	91.9%	53.4%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	2.1%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.9%	1.3%
Teachers by Sex				
Males	17.1	45.1%	22.5%	24.5%
Females	20.8	54.9%	77.5%	75.5%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	0.0%	2.5%
Bachelors	23.7	62.6%	77.4%	71.7%
Masters	14.2	37.4%	22.6%	24.9%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience				
Beginning Teachers	2.0	5.2%	2.7%	8.7%
1-5 Years Experience	5.1	13.6%	24.3%	27.4%
6-10 Years Experience	0.0	0.0%	8.1%	20.2%
11-20 Years Experience	18.5	48.8%	31.5%	27.1%
21-30 Years Experience	10.5	27.8%	26.1%	13.7%
Over 30 Years Experience	1.8	4.7%	7.2%	3.0%
Number of Students per Teacher	11.7	n/a	13.0	14.7

Texas Education Agency
2023-24 Staff Information (TAPR)
 CLYDE H S (030902001) - CLYDE CISD - CALLAHAN COUNTY

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	0.0	10.5	6.0
Average Years Experience of Principals with District	0.0	10.5	5.1
Average Years Experience of Assistant Principals	5.0	3.8	5.1
Average Years Experience of Assistant Principals with District	1.5	2.7	4.3
Average Years Experience of Teachers	17.4	15.9	11.1
Average Years Experience of Teachers with District	6.0	7.7	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	\$35,760	\$35,585	\$54,272
1-5 Years Experience	\$43,904	\$39,034	\$58,185
6-10 Years Experience	-	\$44,618	\$61,494
11-20 Years Experience	\$53,726	\$52,863	\$65,219
21-30 Years Experience	\$61,329	\$60,466	\$69,723
Over 30 Years Experience	\$84,482	\$68,360	\$74,014
Average Actual Salaries (regular duties only)			
Teachers	\$55,012	\$51,469	\$62,474
Professional Support	\$58,643	\$56,294	\$73,783
Campus Administration (School Leadership)	\$75,109	\$69,645	\$86,738
Instructional Staff Percent	n/a	64.4%	65.0%
Contracted Instructional Staff (not incl. above)	1.3	1.3	1,970.1

202

Program Information	Campus		District	State
	Count	Percent		
Teachers by Program (population served)				
Bilingual/ESL Education	0.0	0.0%	0.0%	6.0%
Career and Technical Education	6.0	15.8%	6.4%	5.5%
Compensatory Education	2.0	5.3%	8.2%	3.1%
Gifted and Talented Education	0.0	0.0%	0.0%	1.6%
Regular Education	27.8	73.3%	76.4%	69.8%
Special Education	2.1	5.6%	9.0%	10.3%
Other	0.0	0.0%	0.0%	3.7%

- Indicates there is no data for the item.

* Indicates results are masked due to small numbers.

** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.

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

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

Texas Education Agency
2023-24 Staff Information (TAPR)
CLYDE H S (030902001) - CLYDE CISD - CALLAHAN COUNTY

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

2023-24 Texas Academic Performance Report (TAPR)

District Name: CLYDE CISD

Campus Name: CLYDE J H

Campus Number: 030902041

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Texas Education Agency
2023-24 STAAR Performance (TAPR)
 CLYDE J H (030902041) - CLYDE CISD - CALLAHAN COUNTY

	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 6 Reading																	
At Approaches Grade Level or Above	2024	77%	76%	76%	*	86%	77%	-	-	-	50%	50%	*	82%	64%	73%	*
	2023	77%	85%	85%	-	83%	85%	-	-	-	*	64%	*	86%	84%	73%	-
At Meets Grade Level or Above	2024	57%	55%	55%	*	59%	55%	-	-	-	50%	35%	*	59%	45%	40%	*
	2023	52%	58%	58%	-	67%	56%	-	-	-	*	27%	*	58%	59%	52%	-
At Masters Grade Level	2024	26%	19%	19%	*	23%	18%	-	-	-	17%	23%	*	22%	12%	12%	*
	2023	22%	16%	16%	-	25%	14%	-	-	-	*	0%	*	17%	13%	15%	-
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2024	72%	73%	73%	*	71%	74%	-	-	-	83%	48%	*	79%	59%	73%	*
	2023	75%	86%	86%	-	100%	84%	-	-	-	*	45%	*	88%	84%	88%	-
At Meets Grade Level or Above	2024	39%	34%	34%	*	33%	34%	-	-	-	50%	32%	*	40%	22%	29%	*
	2023	40%	45%	45%	-	58%	42%	-	-	-	*	18%	*	44%	47%	42%	206
At Masters Grade Level	2024	14%	8%	8%	*	5%	9%	-	-	-	0%	24%	*	8%	6%	4%	*
	2023	16%	11%	11%	-	25%	9%	-	-	-	*	0%	*	16%	3%	15%	-
Grade 7 Reading																	
At Approaches Grade Level or Above	2024	74%	88%	88%	-	100%	86%	-	-	-	*	50%	*	90%	84%	84%	-
	2023	78%	91%	91%	*	87%	93%	-	-	-	78%	73%	*	91%	91%	89%	-
At Meets Grade Level or Above	2024	54%	76%	76%	-	70%	76%	-	-	-	*	30%	*	76%	76%	76%	-
	2023	55%	65%	65%	*	60%	65%	-	-	-	67%	45%	*	64%	68%	65%	-
At Masters Grade Level	2024	29%	41%	41%	-	60%	38%	-	-	-	*	20%	*	43%	36%	39%	-
	2023	27%	33%	33%	*	13%	33%	-	-	-	67%	9%	*	31%	38%	17%	-
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2024	56%	87%	87%	-	100%	85%	-	-	-	*	50%	*	88%	84%	89%	-
	2023	63%	83%	83%	*	80%	83%	-	-	-	89%	73%	*	83%	84%	78%	-
At Meets Grade Level or Above	2024	34%	65%	65%	-	70%	63%	-	-	-	*	30%	*	69%	56%	61%	-
	2023	37%	53%	53%	*	33%	54%	-	-	-	67%	36%	*	55%	50%	43%	-
At Masters Grade Level	2024	11%	17%	17%	-	30%	15%	-	-	-	*	10%	*	18%	16%	21%	-
	2023	11%	11%	11%	*	0%	11%	-	-	-	33%	0%	*	12%	9%	2%	-
Grade 8 Reading																	

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 CLYDE J H (030902041) - CLYDE CISD - CALLAHAN COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2024	81%	86%	86%	*	80%	88%	-	-	-	67%	50%	*	86%	87%	77%	-
	2023	83%	89%	89%	-	86%	90%	*	-	-	*	50%	*	88%	93%	87%	*
At Meets Grade Level or Above	2024	56%	56%	56%	*	47%	56%	-	-	-	67%	44%	*	54%	60%	49%	-
	2023	58%	70%	70%	-	76%	67%	*	-	-	*	21%	*	70%	70%	67%	*
At Masters Grade Level	2024	29%	28%	28%	*	20%	28%	-	-	-	67%	6%	*	28%	30%	19%	-
	2023	28%	38%	38%	-	38%	38%	*	-	-	*	7%	*	39%	33%	31%	*
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2024	72%	76%	76%	*	58%	79%	-	-	-	*	50%	*	76%	76%	65%	-
	2023	76%	86%	86%	-	94%	83%	*	-	-	*	43%	*	80%	100%	84%	*
At Meets Grade Level or Above	2024	43%	45%	45%	*	17%	49%	-	-	-	*	31%	*	42%	52%	40%	-
	2023	46%	52%	52%	-	56%	49%	*	-	-	*	21%	*	49%	58%	50%	*
At Masters Grade Level	2024	16%	6%	6%	*	0%	6%	-	-	-	*	6%	*	3%	12%	2%	-
	2023	17%	11%	11%	-	6%	11%	*	-	-	*	14%	*	8%	15%	8%	207 *
Grade 8 Science																	
At Approaches Grade Level or Above	2024	70%	86%	86%	*	86%	87%	-	-	-	67%	63%	*	88%	79%	83%	-
	2023	74%	88%	88%	-	95%	86%	*	-	-	*	50%	*	86%	96%	88%	*
At Meets Grade Level or Above	2024	44%	49%	49%	*	29%	50%	-	-	-	67%	19%	*	49%	48%	36%	-
	2023	47%	55%	55%	-	71%	51%	*	-	-	*	21%	*	55%	56%	48%	*
At Masters Grade Level	2024	17%	16%	16%	*	7%	15%	-	-	-	50%	6%	*	14%	21%	9%	-
	2023	17%	18%	18%	-	10%	20%	*	-	-	*	7%	*	21%	11%	10%	*
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2024	60%	73%	73%	*	64%	75%	-	-	-	67%	69%	*	71%	79%	63%	-
	2023	62%	77%	77%	-	86%	73%	*	-	-	*	29%	*	74%	85%	73%	*
At Meets Grade Level or Above	2024	33%	46%	46%	*	43%	44%	-	-	-	67%	38%	*	44%	52%	37%	-
	2023	33%	48%	48%	-	52%	46%	*	-	-	*	21%	*	48%	48%	45%	*
At Masters Grade Level	2024	17%	18%	18%	*	7%	20%	-	-	-	33%	6%	*	15%	28%	15%	-
	2023	16%	26%	26%	-	33%	23%	*	-	-	*	14%	*	26%	26%	20%	*
End of Course Algebra I																	
At Approaches Grade Level or Above	2024	81%	92%	100%	-	*	100%	-	-	-	*	-	-	100%	100%	*	-
	2023	79%	92%	100%	-	*	100%	-	-	-	-	-	-	100%	*	*	-

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 CLYDE J H (030902041) - CLYDE CISD - CALLAHAN COUNTY

	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	2024	43%	66%	95%	-	*	93%	-	-	-	*	-	-	93%	100%	*	-	
	2023	43%	67%	95%	-	*	94%	-	-	-	-	-	-	100%	*	*	-	
At Masters Grade Level	2024	24%	41%	63%	-	*	64%	-	-	-	*	-	-	64%	60%	*	-	
	2023	23%	49%	90%	-	*	88%	-	-	-	-	-	-	94%	*	*	-	
All Grades All Subjects																		
At Approaches Grade Level or Above	2024	75%	82%	81%	79%	80%	82%	-	-	-	71%	53%	79%	83%	76%	76%	*	
	2023	76%	84%	86%	100%	89%	85%	*	-	-	92%	52%	86%	85%	90%	83%	100%	
At Meets Grade Level or Above	2024	48%	56%	54%	57%	46%	54%	-	-	-	67%	33%	43%	55%	52%	45%	*	
	2023	49%	56%	57%	83%	61%	55%	*	-	-	72%	26%	57%	57%	57%	52%	63%	
At Masters Grade Level	2024	20%	20%	20%	14%	17%	20%	-	-	-	36%	14%	14%	20%	21%	15%	*	
	2023	20%	22%	23%	17%	21%	22%	*	-	-	44%	7%	7%	24%	19%	15%	25%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	80%	83%	*	87%	84%	-	-	-	67%	50%	83%	86%	77%	77%	208	*
	2023	77%	82%	89%	*	85%	89%	*	-	-	87%	61%	83%	88%	89%	84%		*
At Meets Grade Level or Above	2024	54%	59%	62%	*	57%	62%	-	-	-	67%	37%	67%	63%	59%	53%	*	
	2023	53%	59%	65%	*	69%	63%	*	-	-	80%	31%	50%	64%	66%	62%	*	
At Masters Grade Level	2024	22%	21%	29%	*	30%	28%	-	-	-	47%	17%	17%	31%	25%	22%	*	
	2023	20%	22%	29%	*	27%	28%	*	-	-	53%	6%	0%	30%	28%	21%	*	
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	81%	80%	*	76%	81%	-	-	-	80%	49%	83%	82%	74%	76%	*	
	2023	75%	84%	86%	*	92%	84%	*	-	-	93%	53%	83%	85%	89%	83%	*	
At Meets Grade Level or Above	2024	43%	53%	50%	*	41%	51%	-	-	-	67%	31%	33%	53%	45%	43%	*	
	2023	45%	52%	53%	*	52%	51%	*	-	-	67%	25%	50%	54%	51%	46%	*	
At Masters Grade Level	2024	17%	18%	14%	*	11%	13%	-	-	-	20%	16%	17%	13%	14%	10%	*	
	2023	19%	20%	16%	*	15%	16%	*	-	-	33%	6%	0%	19%	10%	9%	*	
All Grades Science																		
At Approaches Grade Level or Above	2024	75%	85%	86%	*	86%	87%	-	-	-	67%	63%	*	88%	79%	83%	-	
	2023	77%	87%	88%	-	95%	86%	*	-	-	*	50%	*	86%	96%	88%	*	
At Meets Grade Level or Above	2024	43%	53%	49%	*	29%	50%	-	-	-	67%	19%	*	49%	48%	36%	-	
	2023	47%	55%	55%	-	71%	51%	*	-	-	*	21%	*	55%	56%	48%	*	

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 CLYDE J H (030902041) - CLYDE CISD - CALLAHAN COUNTY

	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	2024	16%	17%	16%	*	7%	15%	-	-	-	50%	6%	*	14%	21%	9%	-
	2023	18%	19%	18%	-	10%	20%	*	-	-	*	7%	*	21%	11%	10%	*
All Grades Social Studies																	
At Approaches Grade Level or Above	2024	78%	84%	73%	*	64%	75%	-	-	-	67%	69%	*	71%	79%	63%	-
	2023	78%	88%	77%	-	86%	73%	*	-	-	*	29%	*	74%	85%	73%	*
At Meets Grade Level or Above	2024	51%	63%	46%	*	43%	44%	-	-	-	67%	38%	*	44%	52%	37%	-
	2023	52%	64%	48%	-	52%	46%	*	-	-	*	21%	*	48%	48%	45%	*
At Masters Grade Level	2024	27%	31%	18%	*	7%	20%	-	-	-	33%	6%	*	15%	28%	15%	-
	2023	27%	35%	26%	-	33%	23%	*	-	-	*	14%	*	26%	26%	20%	*
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
6th Graders																	
Reading and Mathematics	2024	36%	31%	31%	*	33%	31%	-	-	-	33%	32%	*	37%	19%	25%	*
	2023	35%	41%	41%	-	58%	37%	-	-	-	*	18%	*	39%	44%	39%	-
Reading and Mathematics Including EOC	2024	36%	31%	31%	*	33%	31%	-	-	-	33%	32%	*	37%	19%	25%	209
	2023	35%	41%	41%	-	58%	37%	-	-	-	*	18%	*	39%	44%	39%	-
Reading Including EOC	2024	57%	55%	55%	*	59%	55%	-	-	-	50%	35%	*	59%	45%	40%	*
	2023	52%	58%	58%	-	67%	56%	-	-	-	*	27%	*	58%	59%	52%	-
Math Including EOC	2024	40%	34%	34%	*	33%	34%	-	-	-	50%	32%	*	40%	22%	29%	*
	2023	40%	45%	45%	-	58%	42%	-	-	-	*	18%	*	44%	47%	42%	-
7th Graders																	
Reading and Mathematics	2024	35%	61%	61%	-	60%	59%	-	-	-	*	30%	*	64%	52%	61%	-
	2023	37%	46%	46%	*	20%	48%	-	-	-	67%	36%	*	47%	45%	39%	-
Reading and Mathematics Including EOC	2024	36%	61%	61%	-	60%	59%	-	-	-	*	30%	*	64%	52%	61%	-
	2023	38%	46%	46%	*	20%	48%	-	-	-	67%	36%	*	47%	45%	39%	-
Reading Including EOC	2024	54%	76%	76%	-	70%	76%	-	-	-	*	30%	*	76%	76%	76%	-
	2023	55%	65%	65%	*	60%	65%	-	-	-	67%	45%	*	64%	68%	65%	-
Math Including EOC	2024	40%	65%	65%	-	70%	63%	-	-	-	*	30%	*	69%	56%	61%	-
	2023	43%	54%	54%	*	33%	54%	-	-	-	67%	36%	*	55%	52%	43%	-
8th Graders																	
Reading and Mathematics	2024	28%	34%	34%	*	0%	38%	-	-	-	*	31%	*	32%	40%	30%	-
	2023	31%	46%	46%	-	56%	41%	*	-	-	*	21%	*	43%	52%	49%	*

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 CLYDE J H (030902041) - CLYDE CISD - CALLAHAN COUNTY

	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)
Reading and Mathematics Including EOC	2024	41%	42%	42%	*	13%	45%	-	-	-	67%	31%	*	41%	47%	34%	-
	2023	44%	55%	55%	-	62%	53%	*	-	-	*	21%	*	57%	52%	51%	*
Reading Including EOC	2024	57%	56%	56%	*	47%	56%	-	-	-	67%	44%	*	54%	60%	49%	-
	2023	58%	70%	70%	-	76%	67%	*	-	-	*	21%	*	70%	70%	67%	*
Math Including EOC	2024	49%	54%	54%	*	33%	56%	-	-	-	67%	31%	*	51%	60%	43%	-
	2023	51%	60%	60%	-	62%	58%	*	-	-	*	21%	*	61%	56%	53%	*
3rd - 8th Graders																	
Reading and Mathematics	2024	36%	41%	42%	*	30%	43%	-	-	-	54%	31%	33%	45%	35%	37%	*
	2023	37%	41%	44%	*	44%	42%	*	-	-	67%	25%	50%	43%	47%	42%	*
Reading and Mathematics Including EOC	2024	38%	43%	44%	*	33%	45%	-	-	-	60%	31%	33%	47%	38%	38%	*
	2023	39%	43%	48%	*	48%	46%	*	-	-	67%	25%	50%	48%	47%	43%	*
Reading Including EOC	2024	54%	57%	62%	*	57%	62%	-	-	-	67%	37%	67%	63%	59%	53%	*
	2023	53%	57%	65%	*	69%	63%	*	-	-	80%	31%	50%	64%	66%	62%	210
Math Including EOC	2024	45%	51%	50%	*	41%	51%	-	-	-	67%	31%	33%	53%	45%	43%	*
	2023	47%	49%	53%	*	52%	51%	*	-	-	67%	25%	50%	54%	51%	46%	*

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

Texas Education Agency
2023-24 STAAR Progress (TAPR)
 CLYDE J H (030902041) - CLYDE CISD - CALLAHAN COUNTY

	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)
School Progress - Annual Growth by Grade and Subject																	
Grade 6 ELA/Reading	2024	61%	54%	54%	*	48%	57%	-	-	-	42%	40%	*	55%	50%	37%	*
	2023	51%	43%	43%	-	27%	44%	-	-	-	*	27%	*	47%	34%	38%	-
Grade 6 Mathematics	2024	48%	44%	44%	*	38%	45%	-	-	-	50%	46%	*	47%	34%	41%	*
	2023	54%	59%	59%	-	68%	58%	-	-	-	*	64%	*	64%	46%	62%	-
Grade 7 ELA/Reading	2024	66%	84%	84%	-	90%	82%	-	-	-	*	33%	*	84%	85%	88%	-
	2023	71%	84%	84%	*	79%	84%	-	-	-	89%	68%	*	84%	84%	78%	-
Grade 7 Mathematics	2024	49%	76%	76%	-	85%	73%	-	-	-	*	56%	*	75%	78%	74%	-
	2023	56%	74%	74%	*	71%	73%	-	-	-	83%	64%	*	75%	70%	70%	-
Grade 8 ELA/Reading	2024	69%	59%	59%	*	70%	57%	-	-	-	67%	61%	*	58%	63%	57%	-
	2023	63%	71%	71%	-	58%	74%	*	-	-	*	46%	*	69%	76%	71%	*
Grade 8 Mathematics	2024	66%	59%	59%	*	46%	63%	-	-	-	*	61%	*	60%	57%	54%	-
	2023	74%	77%	77%	-	78%	75%	*	-	-	*	58%	*	73%	88%	79%	*
End of Course Algebra I	2024	72%	86%	83%	-	*	77%	-	-	-	*	-	-	79%	*	*	-
	2023	76%	95%	95%	-	*	94%	-	-	-	-	-	-	100%	*	*	-
All Grades Both Subjects	2024	64%	67%	63%	44%	59%	64%	-	-	-	62%	48%	58%	63%	61%	56%	*
	2023	64%	72%	69%	83%	66%	69%	*	-	-	84%	54%	63%	71%	65%	68%	*
All Grades ELA/Reading	2024	67%	67%	65%	*	64%	66%	-	-	-	63%	45%	67%	65%	65%	57%	*
	2023	63%	68%	67%	*	57%	67%	*	-	-	86%	47%	50%	68%	65%	64%	*
All Grades Mathematics	2024	60%	68%	60%	*	54%	62%	-	-	-	60%	52%	50%	61%	57%	55%	*
	2023	66%	77%	71%	*	75%	70%	*	-	-	82%	61%	75%	73%	66%	71%	*
School Progress - Accelerated Learning by Grade and Subject																	
Grade 6 ELA/Reading	2024	24%	6%	6%	*	*	8%	-	-	-	*	0%	-	13%	0%	0%	-
	2023	26%	27%	27%	-	-	27%	-	-	-	-	40%	-	29%	*	0%	-
Grade 6 Mathematics	2024	27%	31%	31%	-	*	18%	-	-	-	-	17%	-	38%	20%	50%	*
	2023	35%	55%	55%	-	*	52%	-	-	-	-	38%	*	57%	50%	67%	-
Grade 7 ELA/Reading	2024	23%	20%	20%	-	*	11%	-	-	-	-	*	-	29%	*	25%	-
	2023	39%	74%	74%	-	*	80%	-	-	-	*	*	-	71%	83%	75%	-
Grade 7 Mathematics	2024	14%	31%	31%	-	-	31%	-	-	-	-	17%	-	22%	*	50%	-
	2023	22%	52%	52%	-	*	47%	-	-	-	*	*	-	50%	57%	57%	-
Grade 8 ELA/Reading	2024	34%	36%	36%	-	*	60%	-	-	-	*	17%	-	20%	50%	17%	-
	2023	39%	38%	38%	-	*	50%	-	-	-	-	29%	*	40%	*	29%	-
Grade 8 Mathematics	2024	44%	21%	21%	-	*	22%	-	-	-	*	0%	*	27%	*	13%	-
	2023	49%	55%	55%	-	*	40%	*	-	-	*	17%	-	47%	*	58%	-
All Grades Both Subjects	2024	32%	36%	23%	*	36%	22%	-	-	-	*	8%	*	25%	19%	23%	*
	2023	38%	54%	54%	-	67%	52%	*	-	-	50%	30%	*	53%	58%	56%	-
All Grades ELA/Reading	2024	30%	33%	18%	*	25%	19%	-	-	-	*	5%	-	20%	16%	13%	-
	2023	35%	51%	55%	-	43%	59%	-	-	-	*	27%	*	55%	54%	50%	-

Texas Education Agency
2023-24 STAAR Progress (TAPR)
 CLYDE J H (030902041) - CLYDE CISD - CALLAHAN COUNTY

	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)
All Grades Mathematics	2024	35%	41%	28%	-	50%	24%	-	-	-	*	11%	*	29%	25%	35%	*
	2023	40%	57%	54%	-	88%	47%	*	-	-	*	33%	*	51%	61%	60%	-

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

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 CLYDE J H (030902041) - CLYDE CISD - CALLAHAN COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2024	75%	82%	81%	-	-	-	-	-	-	*	-	*	-	-	81%	*	-
	2023	76%	84%	86%	-	-	-	-	-	-	100%	-	100%	-	-	86%	100%	-
At Meets Grade Level or Above	2024	48%	56%	54%	-	-	-	-	-	-	*	-	*	-	-	54%	*	-
	2023	49%	56%	57%	-	-	-	-	-	-	63%	-	63%	-	-	57%	63%	-
At Masters Grade Level	2024	20%	20%	20%	-	-	-	-	-	-	*	-	*	-	-	20%	*	-
	2023	20%	22%	23%	-	-	-	-	-	-	25%	-	25%	-	-	23%	25%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	80%	83%	-	-	-	-	-	-	*	-	*	-	-	83%	*	-
	2023	77%	82%	89%	-	-	-	-	-	-	*	-	*	-	-	89%	*	-
At Meets Grade Level or Above	2024	54%	59%	62%	-	-	-	-	-	-	*	-	*	-	-	61%	*	-
	2023	53%	59%	65%	-	-	-	-	-	-	*	-	*	-	-	64%	*	-
At Masters Grade Level	2024	22%	21%	29%	-	-	-	-	-	-	*	-	*	-	-	29%	*	-
	2023	20%	22%	29%	-	-	-	-	-	-	*	-	*	-	-	29%	*213	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	81%	80%	-	-	-	-	-	-	*	-	*	-	-	80%	*	-
	2023	75%	84%	86%	-	-	-	-	-	-	*	-	*	-	-	86%	*	-
At Meets Grade Level or Above	2024	43%	53%	50%	-	-	-	-	-	-	*	-	*	-	-	51%	*	-
	2023	45%	52%	53%	-	-	-	-	-	-	*	-	*	-	-	53%	*	-
At Masters Grade Level	2024	17%	18%	14%	-	-	-	-	-	-	*	-	*	-	-	14%	*	-
	2023	19%	20%	16%	-	-	-	-	-	-	*	-	*	-	-	16%	*	-
All Grades Science																		
At Approaches Grade Level or Above	2024	75%	85%	86%	-	-	-	-	-	-	-	-	-	-	-	86%	-	-
	2023	77%	87%	88%	-	-	-	-	-	-	*	-	*	-	-	88%	*	-
At Meets Grade Level or Above	2024	43%	53%	49%	-	-	-	-	-	-	-	-	-	-	-	49%	-	-
	2023	47%	55%	55%	-	-	-	-	-	-	*	-	*	-	-	55%	*	-
At Masters Grade Level	2024	16%	17%	16%	-	-	-	-	-	-	-	-	-	-	-	16%	-	-
	2023	18%	19%	18%	-	-	-	-	-	-	*	-	*	-	-	19%	*	-
All Grades Social Studies																		
At Approaches Grade Level or Above	2024	78%	84%	73%	-	-	-	-	-	-	-	-	-	-	-	73%	-	-
	2023	78%	88%	77%	-	-	-	-	-	-	*	-	*	-	-	76%	*	-
At Meets Grade Level or Above	2024	51%	63%	46%	-	-	-	-	-	-	-	-	-	-	-	46%	-	-
	2023	52%	64%	48%	-	-	-	-	-	-	*	-	*	-	-	48%	*	-

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 CLYDE J H (030902041) - CLYDE CISD - CALLAHAN COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL	
At Masters Grade Level	2024	27%	31%	18%	-	-	-	-	-	-	-	-	-	-	-	-	18%	-	-
	2023	27%	35%	26%	-	-	-	-	-	-	*	-	*	-	-	-	26%	*	-
School Progress - Annual Growth																			
All Grades Both Subjects	2024	64%	67%	63%	-	-	-	-	-	-	*	-	*	-	-	-	63%	*	-
	2023	64%	72%	69%	-	-	-	-	-	-	*	-	*	-	-	-	69%	*	-
All Grades ELA/Reading	2024	67%	67%	65%	-	-	-	-	-	-	*	-	*	-	-	-	65%	*	-
	2023	63%	68%	67%	-	-	-	-	-	-	*	-	*	-	-	-	67%	*	-
All Grades Mathematics	2024	60%	68%	60%	-	-	-	-	-	-	*	-	*	-	-	-	60%	*	-
	2023	66%	77%	71%	-	-	-	-	-	-	*	-	*	-	-	-	71%	*	-
School Progress - Accelerated Learning																			
All Grades Both Subjects	2024	32%	36%	23%	-	-	-	-	-	-	*	-	*	-	-	-	22%	*	-
	2023	38%	54%	54%	-	-	-	-	-	-	-	-	-	-	-	-	54%	-	-
All Grades ELA/Reading	2024	30%	33%	18%	-	-	-	-	-	-	-	-	-	-	-	-	18%	-	-
	2023	35%	51%	55%	-	-	-	-	-	-	-	-	-	-	-	-	55%	-	-
All Grades Mathematics	2024	35%	41%	28%	-	-	-	-	-	-	*	-	*	-	-	-	26%	*	-
	2023	40%	57%	54%	-	-	-	-	-	-	-	-	-	-	-	-	54%	-	-

* 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.

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 CLYDE J H (030902041) - CLYDE CISD - CALLAHAN COUNTY

	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)
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	*
Included in Accountability	92%	94%	96%	78%	95%	97%	-	-	-	100%	97%	100%	99%	89%	97%	*
Not Included in Accountability: Mobile	4%	4%	4%	22%	5%	3%	-	-	-	0%	3%	0%	1%	11%	3%	*
Not Included in Accountability: Other Exclusions	2%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	*
Not Tested	1%	1%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	*
Absent	1%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	*
Other	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	*
Reading																
Assessment Participant	99%	99%	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	*
Included in Accountability	91%	94%	96%	80%	96%	96%	-	-	-	100%	96%	100%	99%	89%	97%	*
Not Included in Accountability: Mobile	4%	5%	4%	20%	4%	4%	-	-	-	0%	4%	0%	1%	11%	3%	215 *
Not Included in Accountability: Other Exclusions	4%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	*
Not Tested	1%	1%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	*
Absent	1%	1%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	*
Other	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	*
Mathematics																
Assessment Participant	99%	99%	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	*
Included in Accountability	93%	94%	96%	80%	96%	96%	-	-	-	100%	96%	100%	99%	89%	97%	*
Not Included in Accountability: Mobile	5%	5%	4%	20%	4%	4%	-	-	-	0%	4%	0%	1%	11%	3%	*
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	*
Not Tested	1%	1%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	*
Absent	1%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	*
Other	0%	1%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	*
Science																
Assessment Participant	99%	99%	100%	*	100%	100%	-	-	-	100%	100%	*	100%	100%	100%	-
Included in Accountability	93%	96%	97%	*	93%	99%	-	-	-	100%	100%	*	100%	91%	98%	-
Not Included in Accountability: Mobile	4%	4%	3%	*	7%	1%	-	-	-	0%	0%	*	0%	9%	2%	-
Not Included in Accountability: Other Exclusions	1%	0%	0%	*	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	-
Not Tested	1%	1%	0%	*	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	-

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 CLYDE J H (030902041) - CLYDE CISD - CALLAHAN COUNTY

	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%	0%	0%	*	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	-	
Other	0%	1%	0%	*	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	-	
Social Studies																	
Assessment Participant	99%	100%	100%	*	100%	100%	-	-	-	100%	100%	*	100%	100%	100%	-	
Included in Accountability	94%	98%	97%	*	93%	99%	-	-	-	100%	100%	*	100%	91%	98%	-	
Not Included in Accountability: Mobile	4%	2%	3%	*	7%	1%	-	-	-	0%	0%	*	0%	9%	2%	-	
Not Included in Accountability: Other Exclusions	1%	0%	0%	*	0%	0%	-	-	-	0%	0%	*	0%	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%	-	
2023 STAAR Participation (All Grades)																	
All Tests																	
Assessment Participant	99%	100%	100%	100%	100%	100%	100%	-	-	100%	100%	100%	100%	100%	100%	216	100%
Included in Accountability	93%	96%	96%	100%	95%	96%	50%	-	-	100%	96%	78%	98%	90%	97%	89%	
Not Included in Accountability: Mobile	4%	3%	4%	0%	4%	3%	50%	-	-	0%	4%	22%	1%	9%	2%	0%	
Not Included in Accountability: Other Exclusions	2%	0%	0%	0%	1%	0%	0%	-	-	0%	0%	0%	0%	0%	0%	11%	
Not Tested	1%	0%	0%	0%	0%	0%	0%	-	-	0%	0%	0%	0%	0%	0%	0%	
Absent	1%	0%	0%	0%	0%	0%	0%	-	-	0%	0%	0%	0%	0%	0%	0%	
Other	0%	0%	0%	0%	0%	0%	0%	-	-	0%	0%	0%	0%	0%	0%	0%	
Reading																	
Assessment Participant	99%	100%	100%	*	100%	100%	*	-	-	100%	100%	100%	100%	100%	99%	*	
Included in Accountability	92%	96%	95%	*	94%	96%	*	-	-	100%	97%	75%	98%	89%	97%	*	
Not Included in Accountability: Mobile	4%	3%	4%	*	4%	4%	*	-	-	0%	3%	25%	1%	10%	2%	*	
Not Included in Accountability: Other Exclusions	3%	0%	0%	*	2%	0%	*	-	-	0%	0%	0%	0%	1%	0%	*	
Not Tested	1%	0%	0%	*	0%	0%	*	-	-	0%	0%	0%	0%	0%	1%	*	
Absent	1%	0%	0%	*	0%	0%	*	-	-	0%	0%	0%	0%	0%	1%	*	
Other	0%	0%	0%	*	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	*	
Mathematics																	
Assessment Participant	99%	100%	100%	*	100%	100%	*	-	-	100%	100%	100%	100%	99%	100%	*	
Included in Accountability	94%	96%	96%	*	96%	96%	*	-	-	100%	97%	75%	99%	89%	98%	*	
Not Included in Accountability: Mobile	5%	3%	4%	*	4%	4%	*	-	-	0%	3%	25%	1%	10%	2%	*	

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 CLYDE J H (030902041) - CLYDE CISD - CALLAHAN COUNTY

	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)
Not Included in Accountability: Other Exclusions	1%	0%	0%	*	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	*
Not Tested	1%	0%	0%	*	0%	0%	*	-	-	0%	0%	0%	0%	1%	0%	*
Absent	1%	0%	0%	*	0%	0%	*	-	-	0%	0%	0%	0%	1%	0%	*
Other	0%	0%	0%	*	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	*
Science																
Assessment Participant	99%	100%	100%	-	100%	100%	*	-	-	*	100%	*	100%	100%	100%	*
Included in Accountability	93%	97%	97%	-	95%	99%	*	-	-	*	93%	*	99%	93%	98%	*
Not Included in Accountability: Mobile	4%	3%	3%	-	5%	1%	*	-	-	*	7%	*	1%	7%	2%	*
Not Included in Accountability: Other Exclusions	1%	0%	0%	-	0%	0%	*	-	-	*	0%	*	0%	0%	0%	*
Not Tested	1%	0%	0%	-	0%	0%	*	-	-	*	0%	*	0%	0%	0%	*
Absent	1%	0%	0%	-	0%	0%	*	-	-	*	0%	*	0%	0%	0%	*
Other	0%	0%	0%	-	0%	0%	*	-	-	*	0%	*	0%	0%	0%	*
Social Studies																
Assessment Participant	99%	100%	100%	-	100%	100%	*	-	-	*	100%	*	100%	100%	100%	*
Included in Accountability	94%	97%	97%	-	95%	99%	*	-	-	*	93%	*	99%	93%	98%	*
Not Included in Accountability: Mobile	4%	3%	3%	-	5%	1%	*	-	-	*	7%	*	1%	7%	2%	*
Not Included in Accountability: Other Exclusions	1%	0%	0%	-	0%	0%	*	-	-	*	0%	*	0%	0%	0%	*
Not Tested	1%	0%	0%	-	0%	0%	*	-	-	*	0%	*	0%	0%	0%	*
Absent	1%	0%	0%	-	0%	0%	*	-	-	*	0%	*	0%	0%	0%	*
Other	0%	0%	0%	-	0%	0%	*	-	-	*	0%	*	0%	0%	0%	*

217

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

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 CLYDE J H (030902041) - CLYDE CISD - CALLAHAN COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2022-23	93.3%	95.4%	95.9%	*	96.2%	95.8%	*	-	-	96.3%	95.0%	95.0%	*
2021-22	92.2%	94.3%	95.0%	*	94.6%	95.1%	*	-	-	95.2%	93.7%	94.0%	*
Chronic Absenteeism													
2022-23	20.3%	10.5%	9.2%	*	10.7%	9.5%	*	-	-	0.0%	16.7%	13.1%	*
2021-22	25.7%	14.6%	15.5%	16.7%	20.3%	14.0%	*	-	-	18.8%	21.7%	23.3%	*
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
2021-22	0.7%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2021-22	2.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022													
Graduated	89.7%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	100.0%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	100.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 CLYDE J H (030902041) - CLYDE CISD - CALLAHAN COUNTY

	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	93.2%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	92.2%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.8%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.7%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	100.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	89.7%	98.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2023	4.3%	28.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	3.7%	25.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 CLYDE J H (030902041) - CLYDE CISD - CALLAHAN COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2023	84.3%	66.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	84.3%	56.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	88.6%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	88.0%	81.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	27.0%	-	-	-	-	-	-	-	-	-	-	-
2021-22	3.9%	27.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	69.7%	-	-	-	-	-	-	-	-	-	-	-
2021-22	82.3%	54.1%	-	-	-	-	-	-	-	-	-	-	-
Texas First DLA Graduates (Annual Rate)													
2022-23	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2022-23	86.8%	96.6%	-	-	-	-	-	-	-	-	-	-	-
2021-22	86.0%	81.2%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 Graduation Profile (TAPR)
 CLYDE J H (030902041) - CLYDE CISD - CALLAHAN COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2022-23 Annual Graduates)				
Total Graduates	-	-	89	377,367
By Ethnicity:				
African American	-	-	2	46,822
Hispanic	-	-	20	197,333
White	-	-	63	103,009
American Indian	-	-	0	1,181
Asian	-	-	0	19,151
Pacific Islander	-	-	0	574
Two or More Races	-	-	4	9,297
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	270
Foundation H.S. Program (No Endorsement)	-	-	3	49,278
Foundation H.S. Program (Endorsement)	-	-	24	16,475
Foundation H.S. Program (DLA)	-	-	62	310,689
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	0	222
Special Education Graduates	-	-	8	34,589
Economically Disadvantaged Graduates	-	-	34	206,367
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	2	50,229
At-Risk Graduates	-	-	32	168,430
CTE Completers	-	-	57	116,959

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

Texas Education Agency
2023-24 Student Information (TAPR)
 CLYDE J H (030902041) - CLYDE CISD - CALLAHAN COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	324	100.0%	1,407	5,517,464	324	100.0%	1,408	5,531,236
Students by Grade								
Grade 6	109	33.6%	7.7%	7.3%	109	33.6%	7.7%	7.2%
Grade 7	97	29.9%	6.9%	7.3%	97	29.9%	6.9%	7.3%
Grade 8	118	36.4%	8.4%	7.5%	118	36.4%	8.4%	7.5%
Ethnic Distribution								
African American	4	1.2%	0.9%	12.8%	4	1.2%	0.9%	12.8%
Hispanic	52	16.0%	16.5%	53.2%	52	16.0%	16.5%	53.2%
White	251	77.5%	78.3%	25.0%	251	77.5%	78.3%	25.0%
American Indian	1	0.3%	0.2%	0.3%	1	0.3%	0.2%	0.3%
Asian	0	0.0%	0.0%	5.4%	0	0.0%	0.0%	5.4%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	16	4.9%	4.2%	3.1%	16	4.9%	4.2%	3.1%
Sex								
Female	143	44.1%	47.7%	48.9%	143	44.1%	47.7%	48.8%
Male	181	55.9%	52.3%	51.1%	181	55.9%	52.3%	51.2%
Other Student Cohorts								
Economically Disadvantaged	156	48.1%	47.7%	62.3%	156	48.1%	47.7%	62.2%
Non-Educationally Disadvantaged	168	51.9%	52.3%	37.7%	168	51.9%	52.3%	37.8%
Section 504 Students	39	12.0%	6.7%	7.2%	39	12.0%	6.7%	7.2%
EB Students/EL	1	0.3%	0.9%	24.4%	1	0.3%	0.9%	24.3%
Students w/ Disciplinary Placements (2022-23)	5	1.4%	1.0%	1.9%				
Students w/ Dyslexia	24	7.4%	4.5%	6.0%	24	7.4%	4.5%	6.0%
Foster Care	4	1.2%	1.1%	0.2%	4	1.2%	1.1%	0.2%
Homeless	9	2.8%	3.1%	1.4%	9	2.8%	3.1%	1.4%
Immigrant	0	0.0%	0.0%	2.9%	0	0.0%	0.0%	2.9%
Migrant	1	0.3%	0.1%	0.2%	1	0.3%	0.1%	0.2%
Title I	324	100.0%	69.6%	65.7%	324	100.0%	69.6%	65.7%
Military Connected	19	5.9%	8.4%	3.9%	19	5.9%	8.4%	3.9%
At-Risk	118	36.4%	33.0%	53.2%	118	36.4%	33.0%	53.2%
Students by Instructional Program								
Bilingual/ESL Education	1	0.3%	0.9%	24.5%	1	0.3%	0.9%	24.4%
Career and Technical Education	18	5.6%	28.6%	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	86.9%	73.3%	-	-	-	-
Gifted and Talented Education	23	7.1%	5.6%	8.5%	23	7.1%	5.6%	8.5%
Special Education	49	15.1%	17.3%	13.9%	49	15.1%	17.3%	14.0%
Students with Disabilities by Type of Primary Disability								

Texas Education Agency
2023-24 Student Information (TAPR)
 CLYDE J H (030902041) - CLYDE CISD - CALLAHAN COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students with Disabilities	49							
Students with Intellectual Disabilities	32	65.3%	49.4%	45.7%				
Students with Physical Disabilities	*	*	18.5%	18.9%				
Students with Autism	**	**	**	16.2%				
Students with Behavioral Disabilities	8	16.3%	17.7%	17.6%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.7%				
Mobility (2022-23)								
Total Mobile Students	39	11.2%	10.5%	16.1%				
African American	0	0.0%	0.2%	3.4%				
Hispanic	8	2.3%	2.5%	8.5%				
White	30	8.6%	7.4%	3.1%				
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	1	0.3%	0.4%	0.5%				
Special Ed Students who are Mobile	12	24.5%	16.4%	17.6%				
Count and Percent of EB Students/EL who are Mobile	1	33.3%	30.8%	16.3%				
Count and Percent of Econ Dis Students who are Mobile	21	13.0%	13.4%	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	23	10.7%	12.0%	18.1%				

226

Student Information	Non-Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
Retention Rates by Grade						
Grade 6	0.0%	0.0%	0.3%	0.0%	0.0%	0.3%
Grade 7	1.0%	1.0%	0.5%	0.0%	0.0%	0.4%
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):

Texas Education Agency
2023-24 Student Information (TAPR)
 CLYDE J H (030902041) - CLYDE CISD - CALLAHAN COUNTY

Class Size Information	Campus	District	State
Elementary			
Grade 6	18.6	18.6	19.2
Secondary			
English/Language Arts	17.1	14.7	16.3
Foreign Languages	21.8	14.6	18.8
Mathematics	17.7	14.8	17.5
Science	17.7	15.1	18.5
Social Studies	17.7	17.1	18.8

Texas Education Agency
2023-24 Staff Information (TAPR)
 CLYDE J H (030902041) - CLYDE CISD - CALLAHAN COUNTY

Staff Information	Campus		District	State
	Count/Average	Percent		
Total Staff	34.5	100.0%	100.0%	100.0%
Professional Staff	28.7	83.0%	60.7%	63.9%
Teachers	24.7	71.5%	48.6%	48.3%
Professional Support	2.0	5.7%	7.1%	11.1%
Campus Administration (School Leadership)	2.0	5.8%	3.7%	3.3%
Educational Aides	5.9	17.0%	16.7%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	1.0	4,187.0
Part-time Librarians	0.0	n/a	0.0	651.0
Full-time Counselors	1.0	n/a	5.0	13,870.0
Part-time Counselors	0.0	n/a	0.0	1,172.0
Total Minority Staff	4.1	11.9%	9.2%	54.4%
Teachers by Ethnicity				
African American	0.0	0.0%	0.0%	12.6%
Hispanic	3.1	12.7%	7.2%	30.1%
White	21.5	87.3%	91.9%	53.4%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	2.1%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.9%	1.3%
Teachers by Sex				
Males	5.4	21.7%	22.5%	24.5%
Females	19.3	78.3%	77.5%	75.5%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	0.0%	2.5%
Bachelors	22.2	90.0%	77.4%	71.7%
Masters	2.5	10.0%	22.6%	24.9%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience				
Beginning Teachers	0.0	0.0%	2.7%	8.7%
1-5 Years Experience	8.6	34.7%	24.3%	27.4%
6-10 Years Experience	4.9	19.8%	8.1%	20.2%
11-20 Years Experience	3.0	12.0%	31.5%	27.1%
21-30 Years Experience	7.1	28.7%	26.1%	13.7%
Over 30 Years Experience	1.2	4.8%	7.2%	3.0%
Number of Students per Teacher	13.1	n/a	13.0	14.7

Texas Education Agency
2023-24 Staff Information (TAPR)
 CLYDE J H (030902041) - CLYDE CISD - CALLAHAN COUNTY

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	3.0	10.5	6.0
Average Years Experience of Principals with District	3.0	10.5	5.1
Average Years Experience of Assistant Principals	3.0	3.8	5.1
Average Years Experience of Assistant Principals with District	3.0	2.7	4.3
Average Years Experience of Teachers	15.2	15.9	11.1
Average Years Experience of Teachers with District	4.1	7.7	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	-	\$35,585	\$54,272
1-5 Years Experience	\$39,259	\$39,034	\$58,185
6-10 Years Experience	\$45,287	\$44,618	\$61,494
11-20 Years Experience	\$47,541	\$52,863	\$65,219
21-30 Years Experience	\$59,275	\$60,466	\$69,723
Over 30 Years Experience	\$63,117	\$68,360	\$74,014
Average Actual Salaries (regular duties only)			
Teachers	\$48,344	\$51,469	\$62,474
Professional Support	\$48,137	\$56,294	\$73,783
Campus Administration (School Leadership)	\$70,798	\$69,645	\$86,738
Instructional Staff Percent	n/a	64.4%	65.0%
Contracted Instructional Staff (not incl. above)	0.0	1.3	1,970.1

229

Program Information	Campus		District	State
	Count	Percent		
Teachers by Program (population served)				
Bilingual/ESL Education	0.0	0.0%	0.0%	6.0%
Career and Technical Education	1.0	4.1%	6.4%	5.5%
Compensatory Education	2.6	10.7%	8.2%	3.1%
Gifted and Talented Education	0.0	0.0%	0.0%	1.6%
Regular Education	19.0	76.9%	76.4%	69.8%
Special Education	2.0	8.2%	9.0%	10.3%
Other	0.0	0.0%	0.0%	3.7%

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

Texas Education Agency
2023-24 Staff Information (TAPR)
CLYDE J H (030902041) - CLYDE CISD - CALLAHAN COUNTY

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

2023-24 Texas Academic Performance Report (TAPR)

District Name: CLYDE CISD

Campus Name: CLYDE INT

Campus Number: 030902103

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Texas Education Agency
2023-24 STAAR Performance (TAPR)
 CLYDE INT (030902103) - CLYDE CISD - CALLAHAN COUNTY

	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	2024	74%	73%	73%	-	86%	70%	*	-	-	80%	25%	*	73%	71%	64%	-
	2023	76%	66%	66%	*	79%	65%	-	-	-	60%	26%	67%	70%	59%	61%	*
At Meets Grade Level or Above	2024	48%	52%	52%	-	36%	55%	*	-	-	60%	20%	*	53%	43%	46%	-
	2023	50%	41%	41%	*	50%	41%	-	-	-	20%	17%	17%	42%	38%	29%	*
At Masters Grade Level	2024	21%	15%	15%	-	0%	17%	*	-	-	20%	0%	*	16%	7%	8%	-
	2023	20%	11%	11%	*	7%	12%	-	-	-	20%	9%	0%	10%	14%	8%	*
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2024	70%	69%	69%	-	50%	72%	*	-	-	80%	35%	*	69%	64%	58%	-
	2023	73%	64%	64%	*	57%	64%	-	-	-	60%	30%	100%	66%	59%	50%	*
At Meets Grade Level or Above	2024	42%	37%	37%	-	29%	38%	*	-	-	60%	15%	*	40%	21%	28%	-
	2023	45%	31%	31%	*	29%	32%	-	-	-	20%	17%	17%	28%	38%	22%	233
At Masters Grade Level	2024	15%	13%	13%	-	7%	15%	*	-	-	0%	0%	*	15%	0%	4%	-
	2023	19%	13%	13%	*	7%	13%	-	-	-	0%	13%	0%	10%	17%	8%	*
Grade 4 Reading																	
At Approaches Grade Level or Above	2024	81%	85%	85%	*	92%	84%	-	-	-	83%	52%	100%	88%	81%	79%	-
	2023	77%	84%	84%	-	81%	84%	-	-	-	100%	47%	*	83%	88%	83%	*
At Meets Grade Level or Above	2024	51%	54%	54%	*	58%	53%	-	-	-	67%	13%	71%	56%	48%	40%	-
	2023	48%	52%	52%	-	38%	56%	-	-	-	60%	24%	*	48%	59%	50%	*
At Masters Grade Level	2024	23%	23%	23%	*	25%	24%	-	-	-	17%	0%	0%	22%	26%	14%	-
	2023	22%	17%	17%	-	5%	19%	-	-	-	40%	6%	*	16%	19%	19%	*
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2024	69%	79%	79%	*	83%	78%	-	-	-	80%	41%	86%	83%	71%	62%	-
	2023	71%	81%	81%	-	76%	83%	-	-	-	80%	47%	*	80%	84%	79%	*
At Meets Grade Level or Above	2024	46%	60%	60%	*	67%	58%	-	-	-	60%	23%	71%	62%	55%	50%	-
	2023	48%	55%	55%	-	43%	60%	-	-	-	40%	35%	*	56%	53%	40%	*
At Masters Grade Level	2024	21%	26%	26%	*	25%	25%	-	-	-	20%	9%	14%	30%	16%	19%	-
	2023	22%	23%	23%	-	10%	27%	-	-	-	20%	18%	*	20%	28%	12%	*
Grade 5 Reading																	

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 CLYDE INT (030902103) - CLYDE CISD - CALLAHAN COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2024	79%	80%	80%	*	75%	81%	-	-	-	80%	44%	*	81%	78%	70%	*
	2023	81%	82%	82%	*	83%	82%	-	-	-	100%	71%	80%	88%	68%	80%	*
At Meets Grade Level or Above	2024	55%	53%	53%	*	45%	54%	-	-	-	40%	39%	*	54%	50%	37%	*
	2023	57%	56%	56%	*	56%	56%	-	-	-	80%	43%	40%	62%	43%	48%	*
At Masters Grade Level	2024	29%	22%	22%	*	15%	25%	-	-	-	20%	22%	*	22%	22%	12%	*
	2023	28%	27%	27%	*	44%	22%	-	-	-	40%	24%	20%	27%	25%	18%	*
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2024	77%	88%	88%	*	95%	85%	-	-	-	100%	61%	*	94%	78%	81%	*
	2023	80%	86%	86%	*	89%	84%	-	-	-	100%	81%	100%	89%	79%	88%	*
At Meets Grade Level or Above	2024	50%	58%	58%	*	55%	60%	-	-	-	20%	39%	*	59%	56%	47%	*
	2023	51%	47%	47%	*	56%	44%	-	-	-	60%	48%	40%	53%	29%	40%	*
At Masters Grade Level	2024	19%	15%	15%	*	0%	19%	-	-	-	20%	11%	*	14%	16%	9%	*
	2023	21%	16%	16%	*	17%	17%	-	-	-	0%	33%	20%	18%	11%	10%	234
Grade 5 Science																	
At Approaches Grade Level or Above	2024	58%	71%	71%	*	60%	75%	-	-	-	40%	44%	*	73%	66%	56%	*
	2023	65%	80%	80%	*	78%	81%	-	-	-	100%	71%	60%	82%	75%	78%	*
At Meets Grade Level or Above	2024	28%	38%	38%	*	35%	41%	-	-	-	0%	39%	*	40%	34%	23%	*
	2023	36%	40%	40%	*	39%	39%	-	-	-	60%	38%	20%	44%	29%	30%	*
At Masters Grade Level	2024	11%	15%	15%	*	5%	19%	-	-	-	0%	17%	*	14%	16%	9%	*
	2023	16%	15%	15%	*	17%	14%	-	-	-	20%	29%	0%	16%	11%	12%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	82%	78%	100%	77%	78%	*	-	-	78%	43%	96%	79%	74%	67%	67%
	2023	76%	84%	78%	40%	78%	78%	-	-	-	86%	53%	85%	80%	73%	75%	67%
At Meets Grade Level or Above	2024	48%	56%	50%	75%	46%	51%	*	-	-	44%	26%	64%	51%	46%	39%	56%
	2023	49%	56%	46%	20%	44%	46%	-	-	-	49%	31%	30%	48%	42%	38%	11%
At Masters Grade Level	2024	20%	20%	18%	13%	10%	20%	*	-	-	14%	8%	7%	19%	17%	11%	0%
	2023	20%	22%	17%	20%	15%	18%	-	-	-	20%	19%	6%	17%	18%	13%	11%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	80%	79%	*	83%	78%	*	-	-	81%	41%	100%	80%	78%	71%	*
	2023	77%	82%	78%	*	81%	77%	-	-	-	87%	48%	79%	80%	72%	75%	*

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 CLYDE INT (030902103) - CLYDE CISD - CALLAHAN COUNTY

	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	2024	54%	59%	53%	*	46%	54%	*	-	-	56%	23%	67%	54%	48%	41%	*	
	2023	53%	59%	50%	*	47%	51%	-	-	-	53%	28%	29%	51%	47%	43%	*	
At Masters Grade Level	2024	22%	21%	20%	*	13%	22%	*	-	-	19%	7%	0%	20%	21%	11%	*	
	2023	20%	22%	18%	*	19%	17%	-	-	-	33%	13%	7%	18%	19%	15%	*	
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	81%	78%	*	78%	78%	*	-	-	87%	45%	92%	80%	73%	67%	*	
	2023	75%	84%	77%	*	75%	77%	-	-	-	80%	52%	100%	78%	74%	74%	*	
At Meets Grade Level or Above	2024	43%	53%	51%	*	50%	51%	*	-	-	47%	25%	67%	52%	49%	41%	*	
	2023	45%	52%	44%	*	43%	45%	-	-	-	40%	33%	36%	46%	40%	35%	*	
At Masters Grade Level	2024	17%	18%	18%	*	9%	19%	*	-	-	13%	7%	8%	19%	13%	10%	*	
	2023	19%	20%	17%	*	11%	19%	-	-	-	7%	21%	7%	16%	19%	10%	*	
All Grades Science																		
At Approaches Grade Level or Above	2024	75%	85%	71%	*	60%	75%	-	-	-	40%	44%	*	73%	66%	56%	235	*
	2023	77%	87%	80%	*	78%	81%	-	-	-	100%	71%	60%	82%	75%	78%		*
At Meets Grade Level or Above	2024	43%	53%	38%	*	35%	41%	-	-	-	0%	39%	*	40%	34%	23%	*	
	2023	47%	55%	40%	*	39%	39%	-	-	-	60%	38%	20%	44%	29%	30%	*	
At Masters Grade Level	2024	16%	17%	15%	*	5%	19%	-	-	-	0%	17%	*	14%	16%	9%	*	
	2023	18%	19%	15%	*	17%	14%	-	-	-	20%	29%	0%	16%	11%	12%	*	
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																		
3rd Graders																		
Reading and Mathematics	2024	35%	34%	34%	-	21%	37%	*	-	-	40%	15%	*	38%	14%	24%	-	
	2023	37%	27%	27%	*	29%	28%	-	-	-	20%	17%	0%	24%	34%	14%	*	
Reading and Mathematics Including EOC	2024	35%	34%	34%	-	21%	37%	*	-	-	40%	15%	*	38%	14%	24%	-	
	2023	37%	27%	27%	*	29%	28%	-	-	-	20%	17%	0%	24%	34%	14%	*	
Reading Including EOC	2024	48%	52%	52%	-	36%	55%	*	-	-	60%	20%	*	53%	43%	46%	-	
	2023	50%	41%	41%	*	50%	41%	-	-	-	20%	17%	17%	42%	38%	29%	*	
Math Including EOC	2024	42%	37%	37%	-	29%	38%	*	-	-	60%	15%	*	40%	21%	28%	-	
	2023	45%	31%	31%	*	29%	32%	-	-	-	20%	17%	17%	28%	38%	22%	*	
4th Graders																		
Reading and Mathematics	2024	38%	47%	47%	*	50%	46%	-	-	-	60%	14%	43%	51%	39%	31%	-	
	2023	38%	43%	43%	-	29%	49%	-	-	-	20%	24%	*	41%	47%	33%	*	

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 CLYDE INT (030902103) - CLYDE CISD - CALLAHAN COUNTY

	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)
Reading and Mathematics Including EOC	2024	38%	47%	47%	*	50%	46%	-	-	-	60%	14%	43%	51%	39%	31%	-
	2023	38%	43%	43%	-	29%	49%	-	-	-	20%	24%	*	41%	47%	33%	*
Reading Including EOC	2024	51%	54%	54%	*	58%	53%	-	-	-	67%	13%	71%	56%	48%	40%	-
	2023	48%	52%	52%	-	38%	56%	-	-	-	60%	24%	*	48%	59%	50%	*
Math Including EOC	2024	46%	60%	60%	*	67%	58%	-	-	-	60%	23%	71%	62%	55%	50%	-
	2023	48%	55%	55%	-	43%	60%	-	-	-	40%	35%	*	56%	53%	40%	*
5th Graders																	
Reading and Mathematics	2024	42%	42%	42%	*	35%	44%	-	-	-	20%	39%	*	43%	41%	30%	*
	2023	43%	42%	42%	*	39%	42%	-	-	-	60%	43%	40%	48%	25%	30%	*
Reading and Mathematics Including EOC	2024	42%	42%	42%	*	35%	44%	-	-	-	20%	39%	*	43%	41%	30%	*
	2023	43%	42%	42%	*	39%	42%	-	-	-	60%	43%	40%	48%	25%	30%	*
Reading Including EOC	2024	55%	53%	53%	*	45%	54%	-	-	-	40%	39%	*	54%	50%	37%	*
	2023	57%	56%	56%	*	56%	56%	-	-	-	80%	43%	40%	62%	43%	48%	236
Math Including EOC	2024	51%	58%	58%	*	55%	60%	-	-	-	20%	39%	*	59%	56%	47%	*
	2023	51%	47%	47%	*	56%	44%	-	-	-	60%	48%	40%	53%	29%	40%	*
3rd - 8th Graders																	
Reading and Mathematics	2024	36%	41%	41%	*	35%	42%	*	-	-	40%	22%	42%	43%	35%	28%	*
	2023	37%	41%	37%	*	32%	39%	-	-	-	33%	28%	21%	38%	36%	27%	*
Reading and Mathematics Including EOC	2024	38%	43%	41%	*	35%	42%	*	-	-	40%	22%	42%	43%	35%	28%	*
	2023	39%	43%	37%	*	32%	39%	-	-	-	33%	28%	21%	38%	36%	27%	*
Reading Including EOC	2024	54%	57%	53%	*	46%	54%	*	-	-	56%	23%	67%	54%	48%	41%	*
	2023	53%	57%	50%	*	47%	51%	-	-	-	53%	28%	29%	51%	47%	43%	*
Math Including EOC	2024	45%	51%	51%	*	50%	51%	*	-	-	47%	25%	67%	52%	49%	41%	*
	2023	47%	49%	44%	*	43%	45%	-	-	-	40%	33%	36%	46%	40%	35%	*

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

- Indicates there are no students in the group.

Texas Education Agency
2023-24 STAAR Progress (TAPR)
 CLYDE INT (030902103) - CLYDE CISD - CALLAHAN COUNTY

	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)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2024	67%	79%	79%	*	75%	78%	-	-	-	100%	57%	93%	79%	80%	68%	-
	2023	55%	63%	63%	-	55%	64%	-	-	-	*	39%	*	60%	70%	52%	*
Grade 4 Mathematics	2024	60%	80%	80%	*	100%	76%	-	-	-	80%	48%	79%	87%	66%	64%	-
	2023	63%	87%	87%	-	76%	93%	-	-	-	*	79%	*	88%	86%	83%	*
Grade 5 ELA/Reading	2024	70%	65%	65%	*	73%	65%	-	-	-	40%	56%	*	70%	55%	51%	*
	2023	65%	63%	63%	*	64%	61%	-	-	-	90%	60%	60%	67%	52%	57%	*
Grade 5 Mathematics	2024	65%	66%	66%	*	70%	66%	-	-	-	40%	64%	*	66%	68%	64%	*
	2023	71%	64%	64%	*	69%	63%	-	-	-	60%	90%	80%	63%	67%	66%	*
All Grades Both Subjects	2024	64%	67%	73%	83%	77%	72%	-	-	-	67%	56%	84%	75%	67%	62%	100%
	2023	64%	72%	69%	*	66%	69%	-	-	-	72%	69%	75%	69%	69%	64%	25%
All Grades ELA/Reading	2024	67%	67%	72%	*	73%	72%	-	-	-	73%	56%	86%	74%	67%	59%	*
	2023	63%	68%	63%	*	59%	62%	-	-	-	89%	51%	64%	64%	61%	55%	*
All Grades Mathematics	2024	60%	68%	73%	*	81%	72%	-	-	-	60%	55%	82%	76%	67%	64%	*
	2023	66%	77%	75%	*	73%	77%	-	-	-	56%	86%	86%	74%	76%	74%	*
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2024	38%	62%	62%	*	*	58%	-	-	-	*	47%	*	65%	56%	47%	-
	2023	33%	59%	59%	-	80%	50%	-	-	-	*	40%	-	46%	78%	45%	*
Grade 4 Mathematics	2024	26%	47%	47%	-	60%	43%	-	-	-	*	25%	-	52%	33%	18%	-
	2023	27%	48%	48%	-	57%	45%	-	-	-	-	13%	*	45%	57%	53%	*
Grade 5 ELA/Reading	2024	35%	25%	25%	*	*	17%	-	-	-	-	33%	-	20%	33%	20%	*
	2023	37%	29%	29%	*	*	36%	-	-	-	-	44%	-	50%	0%	27%	-
Grade 5 Mathematics	2024	41%	43%	43%	-	*	22%	-	-	-	*	22%	-	56%	20%	50%	*
	2023	48%	55%	55%	*	83%	38%	-	-	-	-	60%	*	50%	63%	67%	-
All Grades Both Subjects	2024	32%	36%	47%	*	64%	41%	-	-	-	60%	33%	*	52%	38%	33%	*
	2023	38%	54%	49%	*	65%	43%	-	-	-	*	41%	*	47%	53%	50%	*
All Grades ELA/Reading	2024	30%	33%	49%	*	60%	44%	-	-	-	*	41%	*	50%	47%	36%	*
	2023	35%	51%	47%	*	57%	44%	-	-	-	*	42%	-	48%	47%	36%	*
All Grades Mathematics	2024	35%	41%	45%	-	67%	38%	-	-	-	*	24%	-	53%	29%	30%	*
	2023	40%	57%	51%	*	69%	42%	-	-	-	-	39%	*	47%	60%	59%	*

237

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

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 CLYDE INT (030902103) - CLYDE CISD - CALLAHAN COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2024	75%	82%	78%	-	-	-	-	-	-	50%	-	50%	-	*	78%	67%	-
	2023	76%	84%	78%	-	-	-	-	-	-	57%	-	57%	-	*	78%	67%	-
At Meets Grade Level or Above	2024	48%	56%	50%	-	-	-	-	-	-	33%	-	33%	-	*	50%	56%	-
	2023	49%	56%	46%	-	-	-	-	-	-	14%	-	14%	-	*	46%	11%	-
At Masters Grade Level	2024	20%	20%	18%	-	-	-	-	-	-	0%	-	0%	-	*	18%	0%	-
	2023	20%	22%	17%	-	-	-	-	-	-	14%	-	14%	-	*	17%	11%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	80%	79%	-	-	-	-	-	-	*	-	*	-	*	79%	*	-
	2023	77%	82%	78%	-	-	-	-	-	-	*	-	*	-	*	78%	*	-
At Meets Grade Level or Above	2024	54%	59%	53%	-	-	-	-	-	-	*	-	*	-	*	53%	*	-
	2023	53%	59%	50%	-	-	-	-	-	-	*	-	*	-	*	50%	*	-
At Masters Grade Level	2024	22%	21%	20%	-	-	-	-	-	-	*	-	*	-	*	20%	*	-
	2023	20%	22%	18%	-	-	-	-	-	-	*	-	*	-	*	18%	238	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	81%	78%	-	-	-	-	-	-	*	-	*	-	*	78%	*	-
	2023	75%	84%	77%	-	-	-	-	-	-	*	-	*	-	*	78%	*	-
At Meets Grade Level or Above	2024	43%	53%	51%	-	-	-	-	-	-	*	-	*	-	*	51%	*	-
	2023	45%	52%	44%	-	-	-	-	-	-	*	-	*	-	*	45%	*	-
At Masters Grade Level	2024	17%	18%	18%	-	-	-	-	-	-	*	-	*	-	*	18%	*	-
	2023	19%	20%	17%	-	-	-	-	-	-	*	-	*	-	*	17%	*	-
All Grades Science																		
At Approaches Grade Level or Above	2024	75%	85%	71%	-	-	-	-	-	-	*	-	*	-	*	72%	*	-
	2023	77%	87%	80%	-	-	-	-	-	-	*	-	*	-	-	80%	*	-
At Meets Grade Level or Above	2024	43%	53%	38%	-	-	-	-	-	-	*	-	*	-	*	38%	*	-
	2023	47%	55%	40%	-	-	-	-	-	-	*	-	*	-	-	40%	*	-
At Masters Grade Level	2024	16%	17%	15%	-	-	-	-	-	-	*	-	*	-	*	15%	*	-
	2023	18%	19%	15%	-	-	-	-	-	-	*	-	*	-	-	15%	*	-
School Progress - Annual Growth																		
All Grades Both Subjects	2024	64%	67%	73%	-	-	-	-	-	-	*	-	*	-	*	72%	100%	-
	2023	64%	72%	69%	-	-	-	-	-	-	25%	-	25%	-	-	70%	25%	-
All Grades ELA/Reading	2024	67%	67%	72%	-	-	-	-	-	-	*	-	*	-	*	72%	*	-
	2023	63%	68%	63%	-	-	-	-	-	-	*	-	*	-	-	64%	*	-

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 CLYDE INT (030902103) - CLYDE CISD - CALLAHAN COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades Mathematics	2024	60%	68%	73%	-	-	-	-	-	-	*	-	*	-	*	73%	*	-
	2023	66%	77%	75%	-	-	-	-	-	-	*	-	*	-	-	76%	*	-
School Progress - Accelerated Learning																		
All Grades Both Subjects	2024	32%	36%	47%	-	-	-	-	-	-	*	-	*	-	*	47%	*	-
	2023	38%	54%	49%	-	-	-	-	-	-	*	-	*	-	-	51%	*	-
All Grades ELA/Reading	2024	30%	33%	49%	-	-	-	-	-	-	*	-	*	-	*	49%	*	-
	2023	35%	51%	47%	-	-	-	-	-	-	*	-	*	-	-	49%	*	-
All Grades Mathematics	2024	35%	41%	45%	-	-	-	-	-	-	*	-	*	-	-	44%	*	-
	2023	40%	57%	51%	-	-	-	-	-	-	*	-	*	-	-	52%	*	-

* 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.

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 CLYDE INT (030902103) - CLYDE CISD - CALLAHAN COUNTY

	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)
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	99%	100%	100%	98%	*	-	-	100%	98%	100%	98%	100%	100%	100%
Included in Accountability	92%	94%	93%	73%	90%	94%	*	-	-	100%	92%	100%	94%	93%	96%	100%
Not Included in Accountability: Mobile	4%	4%	5%	27%	10%	4%	*	-	-	0%	4%	0%	4%	7%	3%	0%
Not Included in Accountability: Other Exclusions	2%	0%	0%	0%	0%	1%	*	-	-	0%	2%	0%	1%	0%	1%	0%
Not Tested	1%	1%	1%	0%	0%	2%	*	-	-	0%	2%	0%	2%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	1%	0%	0%	2%	*	-	-	0%	2%	0%	2%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	99%	*	100%	98%	*	-	-	100%	98%	100%	98%	100%	100%	*
Included in Accountability	91%	94%	94%	*	90%	94%	*	-	-	100%	94%	100%	94%	93%	96%	*
Not Included in Accountability: Mobile	4%	5%	5%	*	10%	4%	*	-	-	0%	3%	0%	4%	7%	4%	240
Not Included in Accountability: Other Exclusions	4%	0%	0%	*	0%	0%	*	-	-	0%	2%	0%	0%	0%	1%	*
Not Tested	1%	1%	1%	*	0%	2%	*	-	-	0%	2%	0%	2%	0%	0%	*
Absent	1%	1%	0%	*	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	*
Other	0%	0%	1%	*	0%	2%	*	-	-	0%	2%	0%	2%	0%	0%	*
Mathematics																
Assessment Participant	99%	99%	99%	*	100%	98%	*	-	-	100%	98%	100%	98%	100%	100%	*
Included in Accountability	93%	94%	94%	*	90%	94%	*	-	-	100%	94%	100%	94%	93%	96%	*
Not Included in Accountability: Mobile	5%	5%	5%	*	10%	4%	*	-	-	0%	3%	0%	4%	7%	4%	*
Not Included in Accountability: Other Exclusions	1%	0%	0%	*	0%	0%	*	-	-	0%	2%	0%	0%	0%	1%	*
Not Tested	1%	1%	1%	*	0%	2%	*	-	-	0%	2%	0%	2%	0%	0%	*
Absent	1%	0%	0%	*	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	*
Other	0%	1%	1%	*	0%	2%	*	-	-	0%	2%	0%	2%	0%	0%	*
Science																
Assessment Participant	99%	99%	98%	*	100%	97%	-	-	-	100%	95%	*	97%	100%	100%	*
Included in Accountability	93%	96%	91%	*	91%	92%	-	-	-	100%	82%	*	91%	91%	98%	*
Not Included in Accountability: Mobile	4%	4%	6%	*	9%	4%	-	-	-	0%	9%	*	4%	9%	0%	*
Not Included in Accountability: Other Exclusions	1%	0%	1%	*	0%	1%	-	-	-	0%	5%	*	1%	0%	2%	*
Not Tested	1%	1%	2%	*	0%	3%	-	-	-	0%	5%	*	3%	0%	0%	*

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 CLYDE INT (030902103) - CLYDE CISD - CALLAHAN COUNTY

	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%	0%	0%	*	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	*
Other	0%	1%	2%	*	0%	3%	-	-	-	0%	5%	*	3%	0%	0%	*
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	96%	97%	71%	100%	97%	-	-	-	95%	93%	94%	98%	94%	96%	82%
Not Included in Accountability: Mobile	4%	3%	3%	29%	0%	3%	-	-	-	5%	6%	6%	1%	6%	3%	18%
Not Included in Accountability: Other Exclusions	2%	0%	0%	0%	0%	0%	-	-	-	0%	1%	0%	0%	0%	1%	0%
Not Tested	1%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	100%	*	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	241 100%
Included in Accountability	92%	96%	97%	*	100%	97%	-	-	-	94%	92%	93%	98%	95%	96%	80%
Not Included in Accountability: Mobile	4%	3%	3%	*	0%	3%	-	-	-	6%	6%	7%	1%	5%	4%	20%
Not Included in Accountability: Other Exclusions	3%	0%	0%	*	0%	0%	-	-	-	0%	2%	0%	0%	0%	1%	0%
Not Tested	1%	0%	0%	*	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	*	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	*	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	100%	*	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	96%	97%	*	100%	97%	-	-	-	94%	92%	93%	98%	94%	96%	80%
Not Included in Accountability: Mobile	5%	3%	3%	*	0%	3%	-	-	-	6%	6%	7%	1%	6%	4%	20%
Not Included in Accountability: Other Exclusions	1%	0%	0%	*	0%	0%	-	-	-	0%	2%	0%	0%	0%	1%	0%
Not Tested	1%	0%	0%	*	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	*	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	*	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	100%	100%	*	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	*
Included in Accountability	93%	97%	97%	*	100%	96%	-	-	-	100%	95%	100%	100%	90%	98%	*
Not Included in Accountability: Mobile	4%	3%	3%	*	0%	4%	-	-	-	0%	5%	0%	0%	10%	2%	*

Texas Education Agency
2023-24 STAAR Participation (TAPR)
 CLYDE INT (030902103) - CLYDE CISD - CALLAHAN COUNTY

	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)
Not Included in Accountability: Other Exclusions	1%	0%	0%	*	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	*
Not Tested	1%	0%	0%	*	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	*
Absent	1%	0%	0%	*	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	*
Other	0%	0%	0%	*	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	*

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

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 CLYDE INT (030902103) - CLYDE CISD - CALLAHAN COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2022-23	93.3%	95.4%	96.0%	*	96.0%	96.0%	-	-	-	96.5%	95.3%	95.1%	*
2021-22	92.2%	94.3%	95.3%	*	95.3%	95.3%	-	-	-	96.1%	94.7%	94.6%	*
Chronic Absenteeism													
2022-23	20.3%	10.5%	4.9%	20.0%	8.3%	4.1%	-	-	-	0.0%	6.3%	7.2%	*
2021-22	25.7%	14.6%	6.0%	*	5.3%	6.6%	-	-	-	0.0%	7.5%	9.9%	*
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2021-22	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2021-22	2.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022													
Graduated	89.7%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	100.0%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	100.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 CLYDE INT (030902103) - CLYDE CISD - CALLAHAN COUNTY

	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	93.2%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	92.2%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.8%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.7%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	100.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	89.7%	98.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2023	4.3%	28.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	3.7%	25.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 CLYDE INT (030902103) - CLYDE CISD - CALLAHAN COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2023	84.3%	66.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	84.3%	56.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	88.6%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	88.0%	81.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	27.0%	-	-	-	-	-	-	-	-	-	-	-
2021-22	3.9%	27.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	69.7%	-	-	-	-	-	-	-	-	-	-	-
2021-22	82.3%	54.1%	-	-	-	-	-	-	-	-	-	-	-
Texas First DLA Graduates (Annual Rate)													
2022-23	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2022-23	86.8%	96.6%	-	-	-	-	-	-	-	-	-	-	-
2021-22	86.0%	81.2%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 Graduation Profile (TAPR)
 CLYDE INT (030902103) - CLYDE CISD - CALLAHAN COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2022-23 Annual Graduates)				
Total Graduates	-	-	89	377,367
By Ethnicity:				
African American	-	-	2	46,822
Hispanic	-	-	20	197,333
White	-	-	63	103,009
American Indian	-	-	0	1,181
Asian	-	-	0	19,151
Pacific Islander	-	-	0	574
Two or More Races	-	-	4	9,297
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	270
Foundation H.S. Program (No Endorsement)	-	-	3	49,278
Foundation H.S. Program (Endorsement)	-	-	24	16,475
Foundation H.S. Program (DLA)	-	-	62	310,689
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	0	222
Special Education Graduates	-	-	8	34,589
Economically Disadvantaged Graduates	-	-	34	206,367
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	2	50,229
At-Risk Graduates	-	-	32	168,430
CTE Completers	-	-	57	116,959

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

Texas Education Agency
2023-24 Student Information (TAPR)
 CLYDE INT (030902103) - CLYDE CISD - CALLAHAN COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	312	100.0%	1,407	5,517,464	312	100.0%	1,408	5,531,236
Students by Grade								
Grade 3	110	35.3%	7.8%	7.2%	110	35.3%	7.8%	7.2%
Grade 4	100	32.1%	7.1%	7.2%	100	32.1%	7.1%	7.2%
Grade 5	102	32.7%	7.2%	7.2%	102	32.7%	7.2%	7.2%
Ethnic Distribution								
African American	4	1.3%	0.9%	12.8%	4	1.3%	0.9%	12.8%
Hispanic	48	15.4%	16.5%	53.2%	48	15.4%	16.5%	53.2%
White	244	78.2%	78.3%	25.0%	244	78.2%	78.3%	25.0%
American Indian	1	0.3%	0.2%	0.3%	1	0.3%	0.2%	0.3%
Asian	0	0.0%	0.0%	5.4%	0	0.0%	0.0%	5.4%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	15	4.8%	4.2%	3.1%	15	4.8%	4.2%	3.1%
Sex								
Female	147	47.1%	47.7%	48.9%	147	47.1%	47.7%	48.8%
Male	165	52.9%	52.3%	51.1%	165	52.9%	52.3%	51.2%
Other Student Cohorts								
Economically Disadvantaged	154	49.4%	47.7%	62.3%	154	49.4%	47.7%	62.2%
Non-Educationally Disadvantaged	158	50.6%	52.3%	37.7%	158	50.6%	52.3%	37.8%
Section 504 Students	12	3.8%	6.7%	7.2%	12	3.8%	6.7%	7.2%
EB Students/EL	3	1.0%	0.9%	24.4%	3	1.0%	0.9%	24.3%
Students w/ Disciplinary Placements (2022-23)	1	0.3%	1.0%	1.9%				
Students w/ Dyslexia	18	5.8%	4.5%	6.0%	18	5.8%	4.5%	6.0%
Foster Care	2	0.6%	1.1%	0.2%	2	0.6%	1.1%	0.2%
Homeless	7	2.2%	3.1%	1.4%	7	2.2%	3.1%	1.4%
Immigrant	0	0.0%	0.0%	2.9%	0	0.0%	0.0%	2.9%
Migrant	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Title I	312	100.0%	69.6%	65.7%	312	100.0%	69.6%	65.7%
Military Connected	30	9.6%	8.4%	3.9%	30	9.6%	8.4%	3.9%
At-Risk	95	30.4%	33.0%	53.2%	95	30.4%	33.0%	53.2%
Students by Instructional Program								
Bilingual/ESL Education	3	1.0%	0.9%	24.5%	3	1.0%	0.9%	24.4%
Career and Technical Education	0	0.0%	28.6%	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	86.9%	73.3%	-	-	-	-
Gifted and Talented Education	12	3.8%	5.6%	8.5%	12	3.8%	5.6%	8.5%
Special Education	68	21.8%	17.3%	13.9%	68	21.8%	17.3%	14.0%
Students with Disabilities by Type of Primary Disability								

Texas Education Agency
2023-24 Student Information (TAPR)
 CLYDE INT (030902103) - CLYDE CISD - CALLAHAN COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students with Disabilities	68							
Students with Intellectual Disabilities	41	60.3%	49.4%	45.7%				
Students with Physical Disabilities	5	7.4%	18.5%	18.9%				
Students with Autism	7	10.3%	**	16.2%				
Students with Behavioral Disabilities	15	22.1%	17.7%	17.6%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.7%				
Mobility (2022-23)								
Total Mobile Students	33	10.1%	10.5%	16.1%				
African American	2	0.6%	0.2%	3.4%				
Hispanic	9	2.8%	2.5%	8.5%				
White	20	6.1%	7.4%	3.1%				
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	2	0.6%	0.4%	0.5%				
Special Ed Students who are Mobile	13	16.5%	16.4%	17.6%				
Count and Percent of EB Students/EL who are Mobile	1	25.0%	30.8%	16.3%				
Count and Percent of Econ Dis Students who are Mobile	25	14.3%	13.4%	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	22	10.8%	12.0%	18.1%				

251

Student Information	Non-Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
Retention Rates by Grade						
Grade 3	0.0%	0.0%	0.7%	0.0%	0.0%	0.7%
Grade 4	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%
Grade 5	0.0%	0.0%	0.2%	0.0%	0.0%	0.3%

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

Texas Education Agency
2023-24 Student Information (TAPR)
CLYDE INT (030902103) - CLYDE CISD - CALLAHAN COUNTY

Class Size Information	Campus	District	State
Elementary			
Grade 3	17.2	17.2	19.4
Grade 4	17.3	17.3	19.4
Grade 5	15.7	15.7	20.9

Texas Education Agency
2023-24 Staff Information (TAPR)
 CLYDE INT (030902103) - CLYDE CISD - CALLAHAN COUNTY

Staff Information	Campus		District	State
	Count/Average	Percent		
Total Staff	38.5	100.0%	100.0%	100.0%
Professional Staff	27.7	72.0%	60.7%	63.9%
Teachers	24.7	64.2%	48.6%	48.3%
Professional Support	1.0	2.6%	7.1%	11.1%
Campus Administration (School Leadership)	2.0	5.2%	3.7%	3.3%
Educational Aides	10.8	28.0%	16.7%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	1.0	4,187.0
Part-time Librarians	0.0	n/a	0.0	651.0
Full-time Counselors	1.0	n/a	5.0	13,870.0
Part-time Counselors	0.0	n/a	0.0	1,172.0
Total Minority Staff	3.9	10.2%	9.2%	54.4%
Teachers by Ethnicity				
African American	0.0	0.0%	0.0%	12.6%
Hispanic	1.0	4.0%	7.2%	30.1%
White	23.7	96.0%	91.9%	53.4%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	2.1%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.9%	1.3%
Teachers by Sex				
Males	1.7	6.9%	22.5%	24.5%
Females	23.0	93.1%	77.5%	75.5%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	0.0%	2.5%
Bachelors	18.8	76.2%	77.4%	71.7%
Masters	5.9	23.8%	22.6%	24.9%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience				
Beginning Teachers	0.7	2.9%	2.7%	8.7%
1-5 Years Experience	10.8	43.6%	24.3%	27.4%
6-10 Years Experience	1.0	4.0%	8.1%	20.2%
11-20 Years Experience	6.9	27.7%	31.5%	27.1%
21-30 Years Experience	3.4	13.9%	26.1%	13.7%
Over 30 Years Experience	2.0	7.9%	7.2%	3.0%
Number of Students per Teacher	12.6	n/a	13.0	14.7

Texas Education Agency
2023-24 Staff Information (TAPR)
 CLYDE INT (030902103) - CLYDE CISD - CALLAHAN COUNTY

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	0.0	10.5	6.0
Average Years Experience of Principals with District	0.0	10.5	5.1
Average Years Experience of Assistant Principals	4.5	3.8	5.1
Average Years Experience of Assistant Principals with District	4.5	2.7	4.3
Average Years Experience of Teachers	11.8	15.9	11.1
Average Years Experience of Teachers with District	7.7	7.7	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	\$35,229	\$35,585	\$54,272
1-5 Years Experience	\$37,158	\$39,034	\$58,185
6-10 Years Experience	\$43,170	\$44,618	\$61,494
11-20 Years Experience	\$52,160	\$52,863	\$65,219
21-30 Years Experience	\$60,893	\$60,466	\$69,723
Over 30 Years Experience	\$62,630	\$68,360	\$74,014
Average Actual Salaries (regular duties only)			
Teachers	\$46,811	\$51,469	\$62,474
Professional Support	\$56,428	\$56,294	\$73,783
Campus Administration (School Leadership)	\$63,567	\$69,645	\$86,738
Instructional Staff Percent	n/a	64.4%	65.0%
Contracted Instructional Staff (not incl. above)	0.0	1.3	1,970.1

254

Program Information	Campus		District	State
	Count	Percent		
Teachers by Program (population served)				
Bilingual/ESL Education	0.0	0.0%	0.0%	6.0%
Career and Technical Education	0.0	0.0%	6.4%	5.5%
Compensatory Education	2.2	9.1%	8.2%	3.1%
Gifted and Talented Education	0.0	0.0%	0.0%	1.6%
Regular Education	19.5	78.9%	76.4%	69.8%
Special Education	3.0	12.0%	9.0%	10.3%
Other	0.0	0.0%	0.0%	3.7%

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

Texas Education Agency
2023-24 Staff Information (TAPR)
CLYDE INT (030902103) - CLYDE CISD - CALLAHAN COUNTY

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

2023-24 Texas Academic Performance Report (TAPR)

District Name: CLYDE CISD

Campus Name: CLYDE EL

Campus Number: 030902101

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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).

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 CLYDE EL (030902101) - CLYDE CISD - CALLAHAN COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2022-23	93.3%	95.4%	95.8%	-	95.1%	95.9%	*	-	-	96.8%	96.5%	94.8%	*
2021-22	92.2%	94.3%	94.7%	*	94.3%	94.8%	*	-	-	95.3%	94.0%	93.6%	*
Chronic Absenteeism													
2022-23	20.3%	10.5%	7.5%	-	15.8%	5.6%	*	-	-	11.1%	4.9%	13.0%	*
2021-22	25.7%	14.6%	8.8%	*	7.7%	9.1%	*	-	-	0.0%	9.3%	14.8%	*
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2021-22	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2021-22	2.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022													
Graduated	89.7%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	100.0%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	100.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 CLYDE EL (030902101) - CLYDE CISD - CALLAHAN COUNTY

	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	93.2%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	92.2%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.8%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.7%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	100.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	89.7%	98.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2023	4.3%	28.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	3.7%	25.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 CLYDE EL (030902101) - CLYDE CISD - CALLAHAN COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2023	84.3%	66.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	84.3%	56.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	88.6%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	88.0%	81.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	27.0%	-	-	-	-	-	-	-	-	-	-	-
2021-22	3.9%	27.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	69.7%	-	-	-	-	-	-	-	-	-	-	-
2021-22	82.3%	54.1%	-	-	-	-	-	-	-	-	-	-	-
Texas First DLA Graduates (Annual Rate)													
2022-23	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2022-23	86.8%	96.6%	-	-	-	-	-	-	-	-	-	-	-
2021-22	86.0%	81.2%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 Graduation Profile (TAPR)
 CLYDE EL (030902101) - CLYDE CISD - CALLAHAN COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2022-23 Annual Graduates)				
Total Graduates	-	-	89	377,367
By Ethnicity:				
African American	-	-	2	46,822
Hispanic	-	-	20	197,333
White	-	-	63	103,009
American Indian	-	-	0	1,181
Asian	-	-	0	19,151
Pacific Islander	-	-	0	574
Two or More Races	-	-	4	9,297
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	270
Foundation H.S. Program (No Endorsement)	-	-	3	49,278
Foundation H.S. Program (Endorsement)	-	-	24	16,475
Foundation H.S. Program (DLA)	-	-	62	310,689
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	0	222
Special Education Graduates				
Special Education Graduates	-	-	8	34,589
Economically Disadvantaged Graduates	-	-	34	206,367
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	2	50,229
At-Risk Graduates	-	-	32	168,430
CTE Completers	-	-	57	116,959

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

Texas Education Agency
2023-24 Student Information (TAPR)
 CLYDE EL (030902101) - CLYDE CISD - CALLAHAN COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	329	100.0%	1,407	5,517,464	330	100.0%	1,408	5,531,236
Students by Grade								
Pre-Kindergarten	46	14.0%	3.3%	4.5%	46	13.9%	3.3%	4.5%
Pre-Kindergarten: 3-year Old	11	3.3%	0.8%	0.8%	11	3.3%	0.8%	0.8%
Pre-Kindergarten: 4-year Old	35	10.6%	2.5%	3.7%	35	10.6%	2.5%	3.7%
Kindergarten	96	29.2%	6.8%	6.5%	96	29.1%	6.8%	6.5%
Grade 1	91	27.7%	6.5%	7.0%	92	27.9%	6.5%	7.0%
Grade 2	96	29.2%	6.8%	7.3%	96	29.1%	6.8%	7.3%
Ethnic Distribution								
African American	1	0.3%	0.9%	12.8%	1	0.3%	0.9%	12.8%
Hispanic	56	17.0%	16.5%	53.2%	56	17.0%	16.5%	53.2%
White	258	78.4%	78.3%	25.0%	259	78.5%	78.3%	25.0%
American Indian	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Asian	0	0.0%	0.0%	5.4%	0	0.0%	0.0%	5.4%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	14	4.3%	4.2%	3.1%	14	4.2%	4.2%	3.1%
Sex								
Female	176	53.5%	47.7%	48.9%	177	53.6%	47.7%	48.8%
Male	153	46.5%	52.3%	51.1%	153	46.4%	52.3%	51.2%
Other Student Cohorts								
Economically Disadvantaged	186	56.5%	47.7%	62.3%	187	56.7%	47.7%	62.2%
Non-Educationally Disadvantaged	143	43.5%	52.3%	37.7%	143	43.3%	52.3%	37.8%
Section 504 Students	5	1.5%	6.7%	7.2%	5	1.5%	6.7%	7.2%
EB Students/EL	5	1.5%	0.9%	24.4%	5	1.5%	0.9%	24.3%
Students w/ Disciplinary Placements (2022-23)	0	0.0%	1.0%	1.9%				
Students w/ Dyslexia	3	0.9%	4.5%	6.0%	3	0.9%	4.5%	6.0%
Foster Care	8	2.4%	1.1%	0.2%	8	2.4%	1.1%	0.2%
Homeless	13	4.0%	3.1%	1.4%	13	3.9%	3.1%	1.4%
Immigrant	0	0.0%	0.0%	2.9%	0	0.0%	0.0%	2.9%
Migrant	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Title I	329	100.0%	69.6%	65.7%	330	100.0%	69.6%	65.7%
Military Connected	26	7.9%	8.4%	3.9%	26	7.9%	8.4%	3.9%
At-Risk	71	21.6%	33.0%	53.2%	71	21.5%	33.0%	53.2%
Students by Instructional Program								
Bilingual/ESL Education	5	1.5%	0.9%	24.5%	5	1.5%	0.9%	24.4%
Career and Technical Education	0	0.0%	28.6%	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	86.9%	73.3%	-	-	-	-

Texas Education Agency
2023-24 Student Information (TAPR)
 CLYDE EL (030902101) - CLYDE CISD - CALLAHAN COUNTY

Student Information	Membership				Enrollment			
	Campus		District		Campus		District	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Gifted and Talented Education	6	1.8%	5.6%	8.5%	6	1.8%	5.6%	8.5%
Special Education	61	18.5%	17.3%	13.9%	62	18.8%	17.3%	14.0%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	61							
Students with Intellectual Disabilities	9	14.8%	49.4%	45.7%				
Students with Physical Disabilities	32	52.5%	18.5%	18.9%				
Students with Autism	12	19.7%	**	16.2%				
Students with Behavioral Disabilities	**	**	17.7%	17.6%				
Students with Non-Categorical Early Childhood	*	*	*	1.7%				
Mobility (2022-23)								
Total Mobile Students	23	10.1%	10.5%	16.1%				
African American	0	0.0%	0.2%	3.4%				
Hispanic	8	3.5%	2.5%	8.5%				
White	14	6.2%	7.4%	3.1%				
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	1	0.4%	0.4%	0.5%				
Special Ed Students who are Mobile	2	4.9%	16.4%	17.6%				
Count and Percent of EB Students/EL who are Mobile	1	50.0%	30.8%	16.3%				
Count and Percent of Econ Dis Students who are Mobile	14	11.6%	13.4%	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	38	15.3%	12.0%	18.1%				

270

Student Information	Non-Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
Retention Rates by Grade						
Kindergarten	5.4%	5.4%	1.3%	5.0%	5.0%	3.9%
Grade 1	1.4%	1.4%	2.1%	0.0%	0.0%	3.3%
Grade 2	2.1%	2.1%	1.3%	0.0%	0.0%	1.6%

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

Texas Education Agency
2023-24 Student Information (TAPR)
CLYDE EL (030902101) - CLYDE CISD - CALLAHAN COUNTY

Class Size Information	Campus	District	State
Elementary			
Kindergarten	19.2	19.2	18.4
Grade 1	18.0	18.0	18.8
Grade 2	17.7	17.7	19.1

Texas Education Agency
2023-24 Staff Information (TAPR)
 CLYDE EL (030902101) - CLYDE CISD - CALLAHAN COUNTY

Staff Information	Campus		District	State
	Count/Average	Percent		
Total Staff	40.0	100.0%	100.0%	100.0%
Professional Staff	27.2	68.2%	60.7%	63.9%
Teachers	21.3	53.3%	48.6%	48.3%
Professional Support	3.9	9.9%	7.1%	11.1%
Campus Administration (School Leadership)	2.0	5.0%	3.7%	3.3%
Educational Aides	12.7	31.8%	16.7%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	1.0	4,187.0
Part-time Librarians	0.0	n/a	0.0	651.0
Full-time Counselors	1.0	n/a	5.0	13,870.0
Part-time Counselors	0.0	n/a	0.0	1,172.0
Total Minority Staff	2.9	7.3%	9.2%	54.4%
Teachers by Ethnicity				
African American	0.0	0.0%	0.0%	12.6%
Hispanic	1.0	4.6%	7.2%	30.1%
White	19.3	90.8%	91.9%	53.4%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	2.1%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	1.0	4.6%	0.9%	1.3%
Teachers by Sex				
Males	0.3	1.2%	22.5%	24.5%
Females	21.0	98.8%	77.5%	75.5%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	0.0%	2.5%
Bachelors	19.3	90.8%	77.4%	71.7%
Masters	2.0	9.2%	22.6%	24.9%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience				
Beginning Teachers	0.3	1.2%	2.7%	8.7%
1-5 Years Experience	2.0	9.2%	24.3%	27.4%
6-10 Years Experience	2.9	13.8%	8.1%	20.2%
11-20 Years Experience	5.9	27.6%	31.5%	27.1%
21-30 Years Experience	7.3	34.5%	26.1%	13.7%
Over 30 Years Experience	2.9	13.8%	7.2%	3.0%
Number of Students per Teacher	15.4	n/a	13.0	14.7

Texas Education Agency
2023-24 Staff Information (TAPR)
 CLYDE EL (030902101) - CLYDE CISD - CALLAHAN COUNTY

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	18.0	10.5	6.0
Average Years Experience of Principals with District	18.0	10.5	5.1
Average Years Experience of Assistant Principals	1.0	3.8	5.1
Average Years Experience of Assistant Principals with District	1.0	2.7	4.3
Average Years Experience of Teachers	18.7	15.9	11.1
Average Years Experience of Teachers with District	15.7	7.7	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	\$35,257	\$35,585	\$54,272
1-5 Years Experience	\$35,561	\$39,034	\$58,185
6-10 Years Experience	\$43,984	\$44,618	\$61,494
11-20 Years Experience	\$53,639	\$52,863	\$65,219
21-30 Years Experience	\$60,180	\$60,466	\$69,723
Over 30 Years Experience	\$64,584	\$68,360	\$74,014
Average Actual Salaries (regular duties only)			
Teachers	\$54,189	\$51,469	\$62,474
Professional Support	\$46,893	\$56,294	\$73,783
Campus Administration (School Leadership)	\$68,690	\$69,645	\$86,738
Instructional Staff Percent	n/a	64.4%	65.0%
Contracted Instructional Staff (not incl. above)	0.0	1.3	1,970.1

273

Program Information	Campus		District	State
	Count	Percent		
Teachers by Program (population served)				
Bilingual/ESL Education	0.0	0.0%	0.0%	6.0%
Career and Technical Education	0.0	0.0%	6.4%	5.5%
Compensatory Education	2.0	9.2%	8.2%	3.1%
Gifted and Talented Education	0.0	0.0%	0.0%	1.6%
Regular Education	16.7	78.5%	76.4%	69.8%
Special Education	2.6	12.3%	9.0%	10.3%
Other	0.0	0.0%	0.0%	3.7%

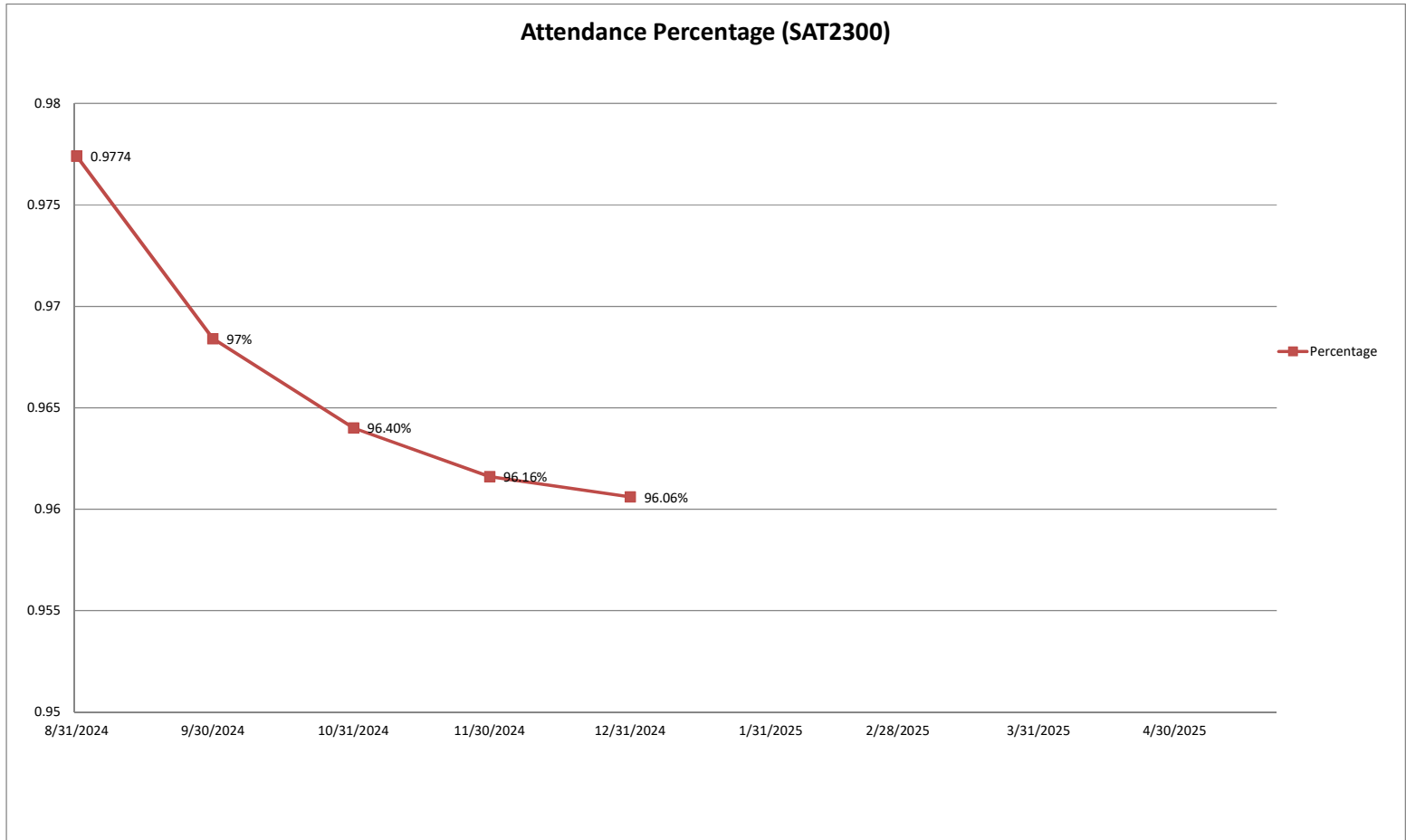
- Indicates there is no data for the item.
- * Indicates results are masked due to small numbers.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable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

Texas Education Agency
2023-24 Staff Information (TAPR)
CLYDE EL (030902101) - CLYDE CISD - CALLAHAN COUNTY

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

2024-2025 CLYDE CISD STUDENT ATTENDANCE PERCENTAGE

Date	Percentage
8/31/2024	97.74%
9/30/2024	96.84%
10/31/2024	96.40%
11/30/2024	96.16%
12/31/2024	96.06%
1/31/2025	
2/28/2025	
3/31/2025	
4/30/2025	
5/22/2025	



Clyde CISD Enrollment Comparison by Month

	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25		24-25
	DEC	DEC	DEC	DEC	DEC	DEC	DEC	DEC	DEC	DEC	DEC	DEC	DEC	DEC		NOV
Hstart	20	19	17	17	17	17	16	17	7	8	17	17	17	15		16
EE	7	6	6	7	1	1	4	3	4	3	1	3	1	1		1
PK	44	45	22	45	46	35	32	28	38	45	39	39	29	33		33
K	107	102	106	97	110	103	110	108	85	109	91	92	98	77		78
1	100	97	102	102	106	106	94	99	106	91	125	94	94	98		98
2	108	91	107	115	106	97	108	94	104	88	93	119	97	86		86
3	95	103	101	109	121	113	102	110	93	99	96	102	108	101		102
4	126	100	127	93	110	117	114	102	110	89	101	101	103	108		108
5	102	118	103	117	98	118	116	125	108	111	99	103	102	104		106
6	120	113	133	103	109	105	117	123	133	114	116	102	108	97		97
7	107	119	118	128	109	108	113	129	110	115	121	114	98	109		109
8	118	106	120	114	129	118	109	111	130	109	120	108	119	101		104
9	113	112	118	124	112	125	119	122	125	129	122	125	116	124		125
10	109	99	102	99	109	98	104	98	97	110	119	114	114	104		104
11	102	96	94	103	95	101	90	103	97	78	91	113	103	116		116
12	91	91	89	80	95	86	90	79	100	86	79	90	105	102		102
Total	1,469	1,417	1,465	1,453	1473	1448	1438	1451	1447	1384	1430	1436	1412	1376		1385

Clyde CISD Campus Summary Report - As of Friday December 20, 2024 (15 Instructional days)

Total # of Students	1,376
Refined ADA	1267.8
% of Attendance	95.46

SCHOOL	Student Enrollment	Refined ADA	% of Attendance
Clyde High School	446	420.53	94.25
Clyde Jr. High	307	295.13	95.84
Clyde Intermediate	313	302.27	96.3
Clyde Elementary	310	249.87	96.08

Clyde CISD Campus Summary Report - As of Friday December 15, 2023 (11 Instructional days)

Total # of Students	1,412
Refined ADA	1302.32
% of Attendance	95.33

SCHOOLS	Student Enrollment	Refined ADA	% of Attendance
Clyde High School	438	420.05	95.78
Clyde Jr. High	325	309	94.97
Clyde Intermediate	336	297.82	95.12
Clyde Elementary	360	275.45	95.28



2. Annual Emergency Operation Plan (EOP) Review by Texas School Safety Center
3. Board Election Timeline

Deadlines for May 3, 2025 School District Trustee Elections

Published online in [TASB School Law eSource](#)

This memo provides important dates and deadlines applicable to school districts preparing for the May 3, 2025 trustee election. TASB Policy BBB series contains specific information regarding a district's election procedures. Additional election resources are available at [TASB School Law eSource](#) and on the [Texas Secretary of State's Elections Division website](#).

Most of the dates below pertain to a general trustee election. Deadlines for a special election to fill a trustee vacancy may vary from a general trustee election. Some special election dates are included, but a district holding a special election should contact the Elections Division, TASB Legal Services, or the district's school attorney for more specific guidance.

Deadlines and requirements for voter-approval tax rate elections (VATREs) or bond elections may also be different. Bond elections are addressed in TASB Policy CCA, and VATREs are addressed in TASB Policy CCG. Additional resources on VATREs and bond issuances are available at [TASB School Law eSource](#).

Campaign finance deadlines are not included below but may be obtained from the [Texas Ethics Commission](#). The Elections Division provides a comprehensive [election law calendar](#) and a [condensed election law calendar](#) for each uniform election date. The most important general election dates for school districts are as follows:

- **Monday, December 16, 2024:** Deadline to post notice of candidate application filing period.
**Note: The notice must designate an email address that can be used for the purpose of filing an application for a place on the ballot.*
- **Wednesday, January 15, 2025:** First day to file an application for a place on the ballot or declaration of write-in candidacy for the general election.
Note: Filing may begin before the board orders a **general election. School districts are required to make applications available for potential candidates. The Elections Division prescribes the [Application for a Place on the Ballot for a General Election for a City, School District or Other Political Subdivision \(Form 2-49\)](#). *Note: Documents may be filed by email to the designated email address, in addition to personal delivery, mail, fax, or any other method of transmission.*
- **Monday, February 3, 2025:** Deadline to file with the Secretary of State regarding an exemption from the use of accessible voting equipment. For more information, see the [Elections Division Advisory No. 2023-05](#).
- **Tuesday, February 11, 2025:** If a candidate dies on or before this date, the candidate's name shall be omitted from the ballot, if the filing deadline is Friday, February 14, 2025.
**Note: If a candidate dies after this date, but on or before the deadline for filing an application for a place on the ballot, the authority responsible for preparing the ballot may omit the candidate's name from the ballot. If the authority chooses to omit the candidate's name from the ballot due to the candidate's death after February 11, 2025, the deadline for filing an application for a place on the ballot is extended to the fifth day after the filing deadline, Wednesday, February 19, 2025. This extended deadline only applies to the regular filing deadline. It does not apply to the write-in candidacy deadline.*

- **Friday, February 14, 2025:**
 - Deadline to order the May general election. The Elections Division offers a sample [Order of General Election for Other Political Subdivisions \(Including Schools\)](#).
 - Deadline to file an application for a place on the general election ballot (5:00 p.m.).
**Note: The Elections Division strongly recommends that someone be available to accept filings on the filing deadline, especially from 2:00-5:00 p.m. An application by mail, fax, or email must be received by the deadline.*
 - Deadline to order a special election on a measure. The Elections Division offers a sample [Order of Special Election for Other Political Subdivisions \(Including Schools\)](#).
 - Recommended date to appoint presiding and alternate judges; presiding judges and alternates must be given written [Notice of Appointment](#) not later than the 20th day after appointment.
- **Tuesday, February 18, 2025:** Deadline to file [Declaration of Write-in Candidacy](#) in the general election (5:00 p.m.).
- **Thursday, February 20, 2025:** First day to post [Notice of Drawing for a Place on the Ballot](#) if the drawing will be conducted on Monday, February 24, 2025.
- **Friday, February 21, 2025:**
 - Recommended first day to cancel an unopposed election if all requirements are satisfied. The Election Division’s [Cancellation of Election](#) outline provides information about this process, and the Elections Division offers a [Certification of Unopposed Candidates](#) and sample [Order of Cancellation](#).
 - Last day a candidate may submit a [Certificate of Withdrawal](#) or notarized letter to withdraw from the general election (5:00 p.m.) or as a write-in candidate in the general election. If a candidate withdraws or is declared ineligible by this date, the candidate’s name is omitted from the ballot. Texas Election Code section 145.098 allows withdrawal after the deadline under limited circumstances.
- **Saturday, February 22, 2025:** Deadline to order a special election to fill a vacancy with a filing deadline on the 62nd day before election day.
**Note: A special election that is not held on the uniform date in November of even-numbered years must be ordered as soon as practicable after the vacancy occurs. Other deadlines may depend on when the election is ordered.*
- **Monday, February 24, 2025:** Recommended date to hold drawing to determine order of candidates’ names on the ballot. Notice of the date, time, and place of the ballot drawing must be posted continuously for 72 hours immediately preceding the scheduled time of the drawing. A district must provide notice of the drawing to each candidate by one of the following methods:
 1. written notice mailed to the candidate not later than the fourth day before the drawing or provided at the time the candidate files an application;
 2. telephone, if a telephone number is provided on the candidate’s application; or
 3. email, if an email address is provided on the candidate’s application.**Note: The Elections Division recommends that a district provide ballot proofs to candidates to verify accuracy of their names, positions sought, and order of names.*
- **Monday, March 3, 2025:** Deadline to file an application for a place on the ballot in a special election to fill a vacancy or declaration of write-in candidacy in a special election to fill a vacancy that is ordered on or before the 70th day before election day, Saturday, February 22, 2025.

- **Tuesday, March 4, 2025:** Deadline to deliver notice of the election to the county election officer and voter registrar of each county in which the district is located.
- **Friday, March 7, 2025:** Last day a candidate may submit a [Certificate of Withdrawal](#) or notarized letter to withdraw from a **special election** ordered on or before the 70th day before election day, Saturday, February 22, 2025. If a candidate withdraws or is declared ineligible by this date, the candidate’s name is omitted from the ballot.
- **Friday, March 14 – Thursday June 12, 2025: Mandatory office hours—**A district must keep the office open for election duties for at least three hours each day, during regular office hours, on days on which the district’s main office is regularly open for business. Thus, a district may be closed during this period for a school holiday, even if it is not a state or national holiday.
**Note: Office hours for a special election begin the third day after the election is ordered.*
- **Friday, March 14, 2025:** Deadline to challenge an application for a place on the ballot as to form, content, and procedure.
**Note: An application may not be challenged as to form, content, or procedure after the 50th day before the date of the election. For more information on reviewing applications and the process for declaring candidates ineligible, see the Elections Division’s guidance regarding [candidacy filing](#).*
- **Tuesday, March 18, 2025:** Last day to order a special election to fill a vacancy.
- **Monday, March 24, 2025:** Deadline to file an application for a place on the ballot or declaration of write-in candidacy in a special election ordered after the 70th day, Saturday, February 22, 2025, but on or before the 46th day before election day, Tuesday, March 18, 2025 (5:00 p.m.).
- **Saturday, March 29, 2025:** Last day a candidate may submit a [Certificate of Withdrawal](#) or notarized letter to withdraw from a special election ordered after the 70th day but on or before the 46th day before election day. If a candidate withdraws or is declared ineligible by this date, the candidate’s name is omitted from the ballot.
- **Thursday, April 3 – Wednesday, April 23, 2025:** Period in which to publish notice of the election.
**Note: School districts are required to publish notice in a local newspaper in addition to giving notice by other methods. School districts also must publish notice of the election on the district’s website. Districts holding bond elections must satisfy additional notice requirements. A district should work closely with its attorneys to ensure compliance. For more information on notice requirements, see Note 9 in the Elections Division’s election law calendar.*
The Elections Division strongly recommends that a district also post on its website the notice of voting priority for voters with mobility issues under Texas Election Code section 63.0015. For more information, see note 15 in the Elections Division’s election law calendar.
- **Thursday, April 3, 2025:** Last day to register to vote or make a change of address effective for the May 3, 2025 election.

– **Saturday, April 12, 2025:**

- Deadline to post notice of election on bulletin board used for posting board meeting notices. A [Record of Posting Notice of Election](#) should be completed at the time of posting.

Note: The county must post a copy of a notice of election provided by a district under Texas Election Code section 4.008(a) on the county’s website. A district **may post a copy of the notice on the bulletin board used for posting board meeting notices.*

- Deadline to post additional information on the district website:

1. The date of the election
2. The location of each polling place
3. Each candidate for an elected office on the ballot
4. Each measure on the ballot

- For bond elections, this is the deadline for a district to post its bond election order in three public places in the district and the first day a district must post the election order along with the notice of the election, the contents of the proposition, and any sample ballot prepared for the election prominently on its website. Consult bond counsel for additional specific guidance.

– **Tuesday, April 22, 2025:** First day to vote early in person.

**Note: Because Monday, April 21, 2025 is San Jacinto Day, which is a legal holiday, early voting will not begin until Tuesday, April 22, 2025.*

**Note: School districts are required to be open during the entire early voting period, except on state or national holidays. This differs from the requirements for mandatory office hours.*

– **Tuesday, April 29, 2025:** Last day to vote early in person.

– **Thursday, May 2, 2025:** Deadline to post the requirements and deadline for filing for candidacy for school board trustee for the May 2, 2026 general election.

– **Saturday, May 3, 2025: Election Day**—Polling places must be open from 7:00 a.m. to 7:00 p.m.

– **Tuesday, May 6 – Wednesday, May 14, 2025:** Canvassing period

Note: The canvass may not be conducted until the early voting ballot board (EVBB) has verified and counted all provisional ballots, if any, **and all timely-received ballots by mail. For more information on the EVBB, see the Elections Division’s [EVBB Handbook](#). If a district cancelled its election due to unopposed candidates, this is the first day the newly elected (unopposed) candidates may be issued a certificate of election and take the oath of office.*

For additional information on post-election procedures, see TASB Legal Services’ [After the School Board Election](#). In addition, the Elections Division publishes a memo regarding post-election procedures and qualifying for office after each election.

— **As soon as practicable after the election:** Post additional information on the district website:

- Results of each election
- Total number of votes cast
- Total number of votes cast for each candidate or for or against each measure
- Total number of votes cast by personal appearance on election day
- Total number of votes cast by personal appearance or mail during the early voting period
- Total number of counted and uncounted provisional ballots cast

**Note: The Elections Division recommends that the election results information remain posted on the school district's main page (or within two clicks of the main page) at least until the next election, and that the information continues to be available for the full 22-month retention period for elections.*

— **Sunday, May 18, 2025:** Deadline to make election records from the election available in electronic format for a fee of no more than \$50.00.

For additional information on post-election procedures, see TASB Legal Services' [After the School Board Election](#). In addition, the Elections Division issues an election advisory regarding post-election procedures and qualifying for office after each election.

This document is provided for educational purposes and contains information to facilitate a general understanding of the law. References to judicial or other official proceedings are intended to be a fair and impartial account of public records, which may contain allegations that are not true. This publication is not an exhaustive treatment of the law, nor is it intended to substitute for the advice of an attorney. Consult your own attorney to apply these legal principles to specific fact situations.

Published December 2024



Bryan W. Allen, Superintendent

**Empowering Leaders.
Committed to Success.**

LEGISLATIVE UPDATE 89th Texas Legislative Session January 17, 2025

- 89th Legislative Session began on January 14.
- 88 republicans and 62 democrats serving in the House
- 20 republicans and 11 democrats serving in the Senate
- Rep. Dustin Burrows was elected Speaker of the House
- Sen. Brandon Creighton was elected as President Pro Tempore of the Senate
- There have been 423 pieces of legislation affecting public education filed (with more being filed every day!)
 - 294 education related house bills filed
 - 123 education related senate bills filed
 - 5 education related house joint resolutions filed
 - 1 education related senate joint resolution filed
- Governor Abbott has not named any “emergency items” yet

Clyde Elementary
(325) 893-4788
FAX (325) 893-5642
Josh Parker, Principal

Clyde Intermediate
(325) 893-2815
FAX (325) 893-3067
Jamie Munoz, Principal

Clyde Junior High
(325) 893-5788
FAX (325) 893-2134
Patrick Odom, Principal

Clyde High School
(325) 893-2161
FAX (325) 893-2993
Casey Hodges, Principal

9. DISCUSSION ITEMS

1. First Reading: 2025-2026 Clyde CISD District Calendar
2. First Reading: TASB Policy Update 124

10. ACTION ITEMS

1. Consideration and Possible Action on Consent Agenda
1. Approve Minutes of the Previous Meeting(s)

288

Regular Meeting

Monday, December 16, 2024 6:00 PM

Clyde Auxiliary Building, 2515 South Access Road West, Clyde, Texas 79510

Jerry Don Black: Present
Robert Frost: Present
Jay Louder: Present
Bethany Powell: Present
Rufus Quintanilla: Absent
Cody Walton: Absent
Greg Welch: Present

1. CALL TO ORDER AND ANNOUNCE A QUORUM

Discussion: Meeting called to order at 6:00PM by Robert Frost.

2. INVOCATION

Discussion: The Invocation was led by Jay Louder.

3. PLEDGES OF ALLEGIANCE

Discussion: The Pledge of Allegiance was led by Mr. Robert Frost.

4. RECOGNITION OF VISITORS/PUBLIC COMMENT

Discussion: None

5. SPECIAL RECOGNITIONS AND PRESENTATIONS

5.A Campus Reports: Clyde Elementary and Clyde Intermediate

Discussion: Intermediate spoke on Paw Pals, goals, leadership workbook. UIL-62% and 4th place overall. They gave a shout out to the PTO for always willing to help out and also gave a shoutout to the administrative office for the Cola Checks.

The Elementary has map testing this week. On Literacy night, 100 parents signed in not including the plus ones. Shout out to High School for putting on the ELF Musical Production. The first grade musical had over 300 people attend, also a shout out for Blount and Shatterfield for putting together the election day.

6. PUBLIC HEARING: Financial Integrity Rating System of Texas (F.I.R.S.T.) Report

Discussion: Rhonda Neal spoke about the District Status Detail for the school year 2023-2024.

7. ADMINISTRATIVE REPORTS

7.A Financial Report

7.A (i) Investment Report

7.B Curriculum and Special Programs Report

7.B (i) 2024 Results-Driven Accountability Report
Discussion: Dr. Kinslow discussed the accountability-driven results. Everything passed.

7.C Superintendent Report

Discussion: Mr. Allen gave an Operations update.

7.C (i) Student Enrollment and Attendance Report

7.C (ii) Distribution of Superintendent Evaluation Materials

7.C (iii) Legislative Update

Discussion

7.D CHS Cell Phone Policy Update

Discussion: High School Principal spoke on the cell phone policy. 5 Step Program. Jan 7th this is the expectations for kids and staff.

8. ACTION ITEMS

8.A Consideration and Possible Action on Consent Agenda

8.A (i) Approve Minutes of the Previous Meeting(s)

Action(s) :

Approve Minutes of the Previous Meetings. This motion, made by Greg Welch and seconded by Jerry Don Black, Passed.

Voting Detail:

Jerry Don Black:	Yea
Robert Frost:	Yea
Jay Louder:	Yea
Bethany Powell:	Yea
Rufus Quintanilla:	Absent
Cody Walton:	Absent
Greg Welch:	Yea

Voting Summary: Yea: 5, Nay: 0, Absent: 2

8.A (ii) Approve Monthly Financial and Investment Reports

8.B Discussion and Possible Action to Approve Budget Amendment #25-03 to add \$85,500 to the budget for Jr. High Paving project.

Action(s) :

A motion to approve budget amendment #25-03, adding \$85,500 to Function 51 to cover Jr. High Paving Project. as presented. This motion, made by Jay Louder and seconded by Greg Welch, Passed.

Voting Detail:

Jerry Don Black:	Yea
Robert Frost:	Yea
Jay Louder:	Yea
Bethany Powell:	Yea
Rufus Quintanilla:	Absent
Cody Walton:	Absent
Greg Welch:	Yea

Voting Summary: Yea: 5, Nay: 0, Absent: 2

8.C Discussion and Possible Action to Designate District "Non-Business Days" in Accordance with the Texas Public Information Act

Action(s) :

A motion to approve a resolution of the board designating non-business days for 2025 in accordance with the Texas Public Information Act, as presented. This motion, made by Bethany Powell and seconded by Jay Louder, Passed.

Voting Detail:

Jerry Don Black:	Yea
Robert Frost:	Yea
Jay Louder:	Yea
Bethany Powell:	Yea
Rufus Quintanilla:	Absent
Cody Walton:	Absent
Greg Welch:	Yea

Voting Summary: Yea: 5, Nay: 0, Absent: 2

9. **CLOSED SESSION**

Discussion: The meeting went into closed session at 7:04PM.

9.A Personnel (Texas Govt Code 551.074)

9.B Consult with Legal Counsel (Texas Govt Code 551.071)

10. **OPEN SESSION: Act Upon Items as Discussed in Closed Session (as needed)**

Discussion: The board went back into open session at 7:50PM

10.A Consideration and Possible Action to Approve Professional Employment

Action(s) :

A motion to accept the superintendent's recommendations to employ professional personnel, as presented. This motion, made by Jerry Don Black and seconded by Greg Welch, Passed.

Voting Detail:

Jerry Don Black:	Yea
Robert Frost:	Yea
Jay Louder:	Yea
Bethany Powell:	Yea
Rufus Quintanilla:	Absent
Cody Walton:	Absent
Greg Welch:	Yea

Voting Summary: Yea: 5, Nay: 0, Absent: 2

11. **BOARD REQUESTS**

12. **ADJOURNMENT**

Action(s) :

The meeting was adjourned at 7:52PM. This motion, made by Jerry Don Black and seconded by Jay Louder, Passed.

Voting Detail:

Jerry Don Black:	Yea
Robert Frost:	Yea
Jay Louder:	Yea
Bethany Powell:	Yea
Rufus Quintanilla:	Absent
Cody Walton:	Absent
Greg Welch:	Yea

Voting Summary: Yea: 5, Nay: 0, Absent: 2

Discussion: The meeting was adjourned at 7:52PM.

Board Secretary

Board President

2. Approve Monthly Financial and Investment Reports
2. Consideration and Possible Action to Accept and Approve the Release of the Annual Financial Report for Fiscal Year 2024 Prepared and Presented by James E. Rodgers and Company.
3. Consideration and Possible Action to Approve an Agreement with James E. Rodgers and Company as the External Auditor for Clyde CISD for the Year Ending August 31, 2025
4. Consideration and Possible Action on Ordering a General Election of the Board of Trustees for Places 6 and 7.
5. Consideration and Possible Action to Approve a Resolution of the Board Regarding Wage Payments During Emergency School Closings
6. Consideration and Possible Action to Approve an Expenditure to Tex-Oma Builders Supply Company for Exterior Doors and Hardware on TIPS Contract #210304 (Safety & Security Program)
11. **CLOSED SESSION**
 1. Discussion of the Superintendent's Annual Evaluation (Texas Govt Code 551.074)
 2. Discussion of Personnel Matters (Texas Govt Code 551.074)
 3. Discussion of School Safety and Security Measures (Texas Govt Code 551.076)
 4. Consultation with Legal Counsel (Texas Govt Code 551.071)
12. **RETURN to OPEN SESSION:** Act Upon Items as Discussed in Closed Session (as needed)
13. **BOARD REQUESTS**
14. **ADJOURNMENT**

In accordance with the Texas Open Meetings Act (Subchapters D and E of Ch. 551. Tex. Gov't. Code), the Board may enter closed meeting to deliberate any subject authorized by Subchapter D that is listed on the agenda for this meeting. Any final action, decision, or vote on a subject deliberated in closed meeting will be taken in an open meeting held in compliance with the Texas Open Meetings Act.

On this Friday, January 17, 2025, at 11:30 AM, a copy of this notice was posted on the bulletin board at the entrance of the Clyde CISD Administration Building, 526 Shalimar Drive, Texas, and distributed to local media representatives as requested.

Bryan W. Allen, Superintendent