Information Included in the 2024–25 Federal Report Card for Texas Public Schools

Part (i): Description of State Accountability System

I. the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system;

II. the long-term goals and measurements of interim progress for all students and for each of the subgroups of students;

III. the indicators used to meaningfully differentiate all public schools in the State;

IV. the State's system for meaningfully differentiating all public schools in the State, including—
(aa) the specific weight of the indicators in such differentiation;
(bb) the methodology by which the State differentiates all such schools;
(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students; and
(dd) the methodology by which the State identifies a school for comprehensive support and improvement;

V. the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans;

VI. the exit criteria established by the State, including the length of years established.

Part (ii): Student Achievement by Proficiency Level

I. This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2024-25 school year. These results include all students tested, regardless of whether they were in the accountability subset.

Part (iii): Academic Growth and Graduation Rate

I. This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools without a graduation rate, for the 2024-25 school year. These results include all students tested, regardless of whether they were in the accountability subset.

II. This section provides information on high school graduation rates for the class of 2024. The six-year graduation rates for the class of 2023 will be updated in March 2026.

Part (iv): English Language Proficiency

I.   This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2025 Texas English Language Proficiency Assessment System (TELPAS) data.

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

I.   This section provides information on the other indicator 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.

Part (vi): Goal Meeting Status

I.   This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (Not applicable to district and state report cards)

Part (vii): STAAR Participation

I.   This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2024-25 school year.

Part (viii): Civil Rights Data

I.   The section provides information from the 2021-22 Civil Rights Data Collection (CRDC) surveys, submitted by school districts to the Office for Civil Rights, on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school-related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment.

II. This section provides information from the 2021-22 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

Part (ix): Teacher Quality Data

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

Part (x): Per-pupil Expenditure

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

Per-pupil Expenditure for the 2025 fiscal year will be updated by June 30th, 2026.

Part (xi): STAAR Alternate 2 Participation
I.   This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2024-25 school year.

Part (xii): Statewide National Assessment of Educational Progress (NAEP)
I.   This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2024 National Assessment of Educational Progress, compared to the national average of such results.

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education
I.   This section provides information on the cohort rate at which students who graduated from high school in the 2022-23 school year enrolled in the 2023-24 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas.

Part (xiv): Additional Information – Chronic Absenteeism
I.   This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K-12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2023-24 school year.

Part (xv): Section 1003 Fund
I.   This section provides a list of all the local educational agencies and schools that received funds under Section 1003, including the amount of funds each school received, and the types of strategies implemented in each school with such funds for the 2023-24 school year.

   Section 1003 Funds for the 2024-25 school year will be updated by June 30th, 2026.

Part (xvi): Counts of First Year English Learners Excluded from the State Accountability
I.   This section provides number of recently arrived English learners exempted from one administration of the reading/language arts assessments and whose results are excluded from the 2024-25 State accountability.

Información Incluida en la Cartilla de Calificaciones 2024-25 de Escuelas Públicas en Texas

Parte (i): Descripción del Sistema de Contabilidad del Estado de Texas

I. el número mínimo de estudiantes que el Estado determine que son necesarios para ser incluidos en cada uno de los subgrupos de estudiantes para su uso en el sistema de contabilidad;

II. las metas y mediciones a largo plazo del progreso interino para todos los estudiantes y para cada uno de los subgrupos de estudiantes;

III. los indicadores utilizados para diferenciar significativamente todas las escuelas públicas del Estado;

IV. el sistema del Estado para diferenciar significativamente todas las escuelas públicas del Estado, incluyendo
(aa) el peso específico de los indicadores en dicha diferenciación;
(bb) la metodología por la cual el Estado diferencia a todas esas escuelas;
(cc) la metodología por la cual el Estado diferencia a una escuela como consistentemente de bajo rendimiento para cualquier subgrupo de estudiantes; Y
(dd) la metodología por la cual el Estado identifica una escuela para apoyo y mejora integral;

V. el número y los nombres de todas las escuelas públicas del Estado identificadas por el Estado para apoyo y mejora integrales o la aplicación de planes específicos para apoyo y mejora;

VI. los criterios de salida establecidos por el Estado, incluida la duración de años establecidos.

Parte (ii): Logro Estudiantil por Nivel de Competencia

I. Esta sección proporciona información sobre el logro académico de los estudiantes en el examen State of Texas Assessments of Academic Readiness (STAAR, por sus siglas en inglés) para matemáticas, ELA (Artes del lenguaje inglés) /lectura y ciencias por nivel de grado y nivel de competencia para el año escolar 2024–25. Estos resultados incluyen a todos los alumnos evaluados, independientemente de si estaban en el subconjunto de responsabilidades.

Parte (iii): Crecimiento académico y tasa de graduación

I. Esta sección proporciona información sobre el crecimiento académico de los estudiantes en las matemáticas y ELA (Artes del lenguaje inglés) /lectura para escuelas primarias públicas y escuelas secundarias que no tienen una tasa de graduación para el año escolar 2024-25. Estos resultados incluyen a todos los alumnos evaluados, independientemente de si estaban en el subconjunto de responsabilidades.

II. Esta sección proporciona información sobre las tasas de graduación de la escuela secundaria de la clase de 2024. Las tasas de graduación de seis años para la clase de 2023 se actualizarán en marzo de 2026.

Parte (iv): Dominio del idioma inglés

I.   Esta sección proporciona información sobre el número y el porcentaje de estudiantes como aprendices de inglés (EL, por sus siglas en inglés) que logran el dominio del idioma inglés debido a datos del 2025 Texas English Language Proficiency Assessment System (TELPAS, por sus siglas en inglés).

Parte (v): Calidad escolar o éxito estudiantil (SQSS, por sus siglas en inglés)

I.   Esta sección proporciona información sobre el otro indicador de la calidad de la escuela o el éxito de los estudiantes, que es la preparación para la universidad, profesión y el servicio militar (CCMR, por sus siglas en inglés) para las escuelas secundarias y la tasa de rendimiento promedio de los tres niveles de desempeño STAAR de todos los estudiantes, independientemente de si estaban en el subconjunto de rendición de cuentas, para las escuelas primarias y secundarias sin una tasa de graduación.

Parte (vi): Estado de cumplimiento de metas

I.   Esta sección proporciona información sobre el progreso de todos los estudiantes y cada grupo de estudiantes hacia el cumplimiento de las metas a largo plazo u objetivos provisionales sobre el rendimiento académico de STAAR, la tasa de graduación federal y el dominio del idioma de los estudiantes como aprendices de inglés. (No se aplica a los reportes de distrito o estatal)

Parte (vii): Participación STAAR

I.   Esta sección proporciona el porcentaje de estudiantes evaluados y no evaluados para matemáticas, ELA (Artes del lenguaje inglés) /inglés) /lectura y ciencias para el año escolar 2024-25.

Parte (viii): Datos de derechos civiles

I.   La sección proporciona información de las encuestas del Colección de Datos de Derechos Civiles (CRDC, por sus siglas en inglés) 2021-22, presentadas por los distritos escolares a la Oficina de Derechos Civiles, sobre medidas de calidad escolar, clima y seguridad, incluidos los recuentos de suspensiones escolares, expulsiones, detenciones relacionadas con la escuela, denuncias a las autoridades, ausentismo crónico (incluyendo ausencias justificadas e injustificadas), incidencias de violencia, incluyendo abuso y acoso.

II.   Esta sección proporciona información de las encuestas del CRDC 2021-22, enviadas por los distritos escolares a la Oficina de Derechos Civiles sobre el número de estudiantes inscritos en programas preescolares y cursos acelerados para obtener crédito postsecundario mientras todavía están en la escuela secundaria.

Parte (ix): Datos de calidad de los maestros

I.   Esta sección proporciona información sobre las cualificaciones profesionales de los maestros, incluida la información desglosada por las escuelas de alta y baja pobreza sobre el número y porcentaje de (I) maestros, directores y otros líderes escolares inexpertos; (II) maestros que enseñen con credenciales de emergencia o provisionales; y (III) maestros que no estén enseñando en la materia o campo para el cual el maestro está certificado o licenciado.

Parte (x): Gasto por alumno

I. Esta sección proporciona información sobre los gastos por alumno de los fondos federales, estatales y locales, incluidos los gastos de personal y no de personal, desglosados por fuente de fondos, para cada distrito y plantel por el año fiscal anterior.

El gasto por alumno para el año fiscal 2025 se actualizará el 30 de junio de 2026.

Parte (xi): Participación en STAAR Alternate 2

I. Esta sección proporciona información sobre el número y porcentaje de estudiantes con las discapacidades cognitivas más significativas que toman STAAR Alternate 2, por grado y materia para el año escolar 2024-25.

Parte (xii): Evaluación Nacional Estatal del Progreso Educativo (NAEP, por sus siglas en ingles)

I. Esta sección proporciona resultados sobre las evaluaciones académicas estatales en lectura y matemáticas en los grados 4 y 8 de la Evaluación Nacional del Progreso Educativo, en comparación con el promedio nacional de dichos resultados del 2024.

Parte (xiii): Tasa de grupos de graduados inscritos en educación postsecundaria

I. Esta sección proporciona información sobre la tasa de grupo a la que los estudiantes que se graduaron de la escuela secundaria en el año 2022-23 que se inscribieron en el año académico 2023-24 en (I) una institución publica de educación postsecundaria en Texas; (II) una institución privada de educación postsecundaria en Texas; y (III) una institución de educación postsecundaria fuera de Texas.

Parte (xiv): Información Adicional – Ausentismo Crónico

I. Esta sección proporciona información sobre el ausentismo crónico según la definición de EDFacts: porcentaje de la cantidad no duplicada de estudiantes K-12 inscritos en una escuela por al menos 10 días y ausentes por 10% o más días durante el año escolar 2023-24.

Parte (xv): Fondos según la Sección 1003

I. Esta sección proporciona una lista de todas las agencias educativas y escuelas locales que recibieron fondos según la Sección 1003, incluida la cantidad de fondos que recibió cada escuela y los tipos de estrategias implementadas en cada escuela con dichos fondos para el año escolar 2023-24.

Los fondos de la Sección 1003 para el año escolar 2024-25 se actualizarán el 30 de junio de 2026.

Parte (xvi): Número de estudiantes de inglés de primer año excluidos de los reportes de responsabilidad estatal

I. Esta sección proporciona el número de estudiantes de inglés recién llegados exentos de una administración de las evaluaciones de lectura/artes del lenguaje y cuyos resultados están excluidos de los reportes de responsabilidad estatal de 2024-25.

Part (i): Description of State Accountability System

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

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

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

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

Campus ESSA Goals (Middle Schools)											
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)											
Reading/ELA Baseline Rates	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
2022-23 through 2026-27	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
2027-28 through 2031-32	53%	43%	46%	66%	53%	78%	55%	63%	43%	33%	40%
2032-33 through 2036-37	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
2037-38	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%
Mathematics Baseline Rates	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
2022-23 through 2026-27	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
2027-28 through 2031-32	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
2032-33 through 2036-37	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
2037-38	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
EL Progress											
Baseline Rates											44%
2022-23 through 2026-27											44%
2027-28 through 2031-32											46%
2032-33 through 2036-37											48%
2037-38											50%

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

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

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

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

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

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

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

(bb) the methodology by which the State differentiates all such schools. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number and is further used to differentiate all public schools. See the accountability manual for details: Chapter 4-2023 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 2021, 2022, and 2023 are considered consecutive years for 2023 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 10-2023 Identification of Schools for Improvement

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

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2022-2023 school year: Comprehensive Support and Improvement Schools, Targeted Support and Improvement Schools and Additional Targeted Support Schools.

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

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2022-23 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	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																				
Grade 3																				
Reading	All Students	**75%**	67%	70%	86%	74%	90%	75%	82%	68%	87%	51%	80%	65%	73%	78%	61%	58%	60%	83%
	CWD	**51%**	43%	45%	63%	53%	65%	49%	56%	44%	65%	51%	-	39%	51%	51%	42%	43%	44%	60%
	CWOD	**80%**	72%	75%	90%	78%	92%	79%	88%	73%	91%	-	80%	69%	78%	82%	64%	62%	69%	89%
	EL	**65%**	73%	63%	70%	62%	82%	50%	72%	63%	76%	39%	69%	65%	62%	68%	57%	49%	51%	73%
	Male	**73%**	63%	67%	84%	71%	88%	71%	79%	65%	85%	51%	78%	62%	73%	-	60%	57%	58%	81%
	Female	**78%**	71%	73%	87%	78%	92%	80%	85%	71%	89%	51%	82%	68%	-	78%	62%	60%	62%	85%
Mathematics	All Students	**72%**	58%	68%	83%	72%	90%	70%	76%	65%	84%	51%	76%	67%	74%	70%	60%	55%	57%	78%
	CWD	**51%**	39%	47%	62%	50%	71%	51%	54%	45%	64%	51%	-	46%	55%	45%	43%	45%	44%	57%
	CWOD	**76%**	62%	72%	87%	77%	92%	72%	81%	69%	87%	-	76%	70%	79%	74%	63%	57%	64%	83%
	EL	**67%**	69%	65%	72%	65%	84%	54%	70%	65%	76%	46%	70%	67%	69%	64%	57%	55%	50%	70%
	Male	**74%**	59%	70%	84%	75%	90%	70%	78%	67%	85%	55%	79%	69%	74%	-	64%	58%	59%	81%
	Female	**70%**	57%	65%	81%	69%	90%	69%	75%	62%	83%	45%	74%	64%	-	70%	56%	52%	54%	76%
Grade 4																				
Reading	All Students	**76%**	68%	71%	86%	78%	91%	80%	84%	69%	88%	51%	81%	66%	74%	79%	60%	59%	63%	86%
	CWD	**51%**	43%	45%	63%	50%	68%	55%	59%	44%	66%	51%	-	39%	51%	51%	41%	40%	45%	64%
	CWOD	**81%**	74%	77%	91%	82%	93%	82%	89%	75%	92%	-	81%	70%	80%	83%	64%	65%	73%	90%
	EL	**66%**	75%	64%	71%	67%	83%	61%	72%	64%	76%	39%	70%	66%	63%	69%	57%	51%	48%	72%
	Male	**74%**	64%	68%	85%	75%	90%	76%	82%	66%	86%	51%	80%	63%	74%	-	59%	55%	59%	84%
	Female	**79%**	72%	75%	88%	80%	93%	83%	86%	72%	90%	51%	83%	69%	-	79%	62%	64%	68%	88%
Mathematics	All Students	**69%**	55%	65%	80%	73%	89%	73%	74%	62%	82%	44%	74%	63%	71%	67%	57%	51%	51%	77%
	CWD	**44%**	32%	41%	54%	49%	67%	46%	48%	38%	57%	44%	-	39%	48%	38%	43%	34%	31%	52%
	CWOD	**74%**	60%	70%	85%	77%	91%	76%	79%	67%	86%	-	74%	67%	77%	71%	59%	55%	63%	82%
	EL	**63%**	66%	62%	67%	71%	81%	58%	65%	62%	72%	39%	67%	63%	66%	60%	55%	50%	46%	71%
	Male	**71%**	55%	68%	82%	76%	90%	73%	76%	64%	83%	48%	77%	66%	71%	-	61%	52%	52%	79%
	Female	**67%**	54%	63%	78%	70%	89%	72%	72%	59%	81%	38%	71%	60%	-	67%	52%	50%	51%	74%
Grade 5																				
Reading	All Students	**80%**	71%	76%	88%	79%	93%	80%	85%	74%	90%	49%	86%	72%	77%	83%	66%	63%	60%	88%
	CWD	**49%**	41%	45%	61%	56%	66%	47%	54%	43%	64%	49%	-	40%	48%	52%	37%	42%	40%	62%
	CWOD	**86%**	78%	82%	93%	83%	95%	85%	90%	80%	94%	-	86%	77%	83%	88%	72%	69%	73%	94%
	EL	**72%**	78%	71%	75%	66%	84%	75%	78%	71%	80%	40%	77%	72%	68%	76%	61%	57%	51%	78%
	Male	**77%**	66%	72%	86%	75%	91%	74%	81%	69%	88%	48%	83%	68%	77%	-	61%	58%	56%	86%
	Female	**83%**	76%	80%	90%	82%	94%	86%	88%	78%	92%	52%	88%	76%	-	83%	71%	69%	66%	91%

		State	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	**79%**	66%	77%	88%	78%	95%	80%	82%	73%	89%	59%	83%	75%	79%	79%	71%	62%	61%	86%
	CWD	**59%**	47%	58%	68%	61%	78%	53%	61%	55%	70%	59%	-	57%	61%	57%	55%	50%	53%	66%
	CWOD	**83%**	71%	80%	91%	81%	96%	84%	86%	77%	91%	-	83%	78%	84%	82%	75%	65%	67%	90%
	EL	**75%**	77%	74%	78%	70%	89%	77%	80%	74%	81%	57%	78%	75%	75%	75%	68%	64%	59%	78%
	Male	**79%**	65%	77%	88%	78%	95%	80%	82%	73%	89%	61%	84%	75%	79%	-	70%	61%	62%	86%
	Female	**79%**	68%	76%	87%	78%	95%	81%	82%	73%	89%	57%	82%	75%	-	79%	72%	63%	61%	86%
Science	All Students	**64%**	48%	58%	79%	63%	85%	63%	72%	54%	79%	41%	68%	52%	67%	60%	48%	45%	46%	75%
	CWD	**41%**	29%	37%	55%	49%	60%	43%	47%	35%	56%	41%	-	32%	46%	34%	29%	35%	34%	53%
	CWOD	**68%**	52%	62%	83%	66%	87%	66%	76%	58%	83%	-	68%	55%	72%	64%	52%	48%	54%	79%
	EL	**52%**	56%	50%	57%	42%	72%	40%	64%	50%	63%	32%	55%	52%	56%	47%	43%	38%	41%	64%
	Male	**67%**	50%	62%	82%	66%	87%	65%	74%	58%	82%	46%	72%	56%	67%	-	52%	48%	51%	78%
	Female	**60%**	46%	53%	76%	61%	83%	60%	69%	50%	77%	34%	64%	47%	-	60%	44%	42%	40%	72%
Grade 6																				
Reading	All Students	**75%**	67%	70%	86%	74%	93%	76%	82%	68%	88%	45%	81%	62%	72%	80%	54%	58%	59%	84%
	CWD	**45%**	38%	41%	57%	50%	67%	46%	50%	39%	60%	45%	-	34%	44%	47%	35%	38%	42%	55%
	CWOD	**81%**	74%	75%	91%	79%	94%	79%	88%	73%	91%	-	81%	67%	78%	84%	58%	63%	69%	89%
	EL	**62%**	75%	61%	69%	61%	80%	62%	71%	61%	70%	34%	67%	62%	58%	67%	48%	46%	50%	68%
	Male	**72%**	62%	66%	84%	73%	91%	70%	79%	63%	85%	44%	78%	58%	72%	-	46%	53%	54%	81%
	Female	**80%**	74%	75%	89%	76%	94%	83%	86%	73%	91%	47%	84%	67%	-	80%	62%	63%	64%	87%
Mathematics	All Students	**74%**	62%	69%	86%	75%	93%	77%	80%	66%	86%	51%	78%	65%	75%	73%	56%	56%	57%	82%
	CWD	**51%**	41%	47%	62%	54%	74%	59%	55%	46%	63%	51%	-	44%	53%	47%	44%	43%	46%	59%
	CWOD	**78%**	67%	73%	90%	79%	94%	79%	85%	71%	89%	-	78%	68%	79%	77%	58%	60%	64%	86%
	EL	**65%**	70%	63%	71%	68%	85%	66%	72%	63%	72%	44%	68%	65%	66%	63%	50%	53%	56%	69%
	Male	**75%**	62%	70%	87%	78%	93%	75%	81%	67%	87%	53%	79%	66%	75%	-	53%	59%	59%	83%
	Female	**73%**	63%	68%	85%	72%	93%	79%	80%	65%	86%	47%	77%	63%	-	73%	59%	54%	55%	81%
Grade 7																				
Reading	All Students	**77%**	69%	72%	87%	75%	94%	81%	84%	69%	88%	45%	82%	62%	73%	81%	55%	58%	60%	86%
	CWD	**45%**	38%	41%	56%	49%	69%	44%	52%	40%	59%	45%	-	34%	44%	48%	30%	35%	40%	57%
	CWOD	**82%**	76%	76%	92%	80%	95%	84%	89%	75%	92%	-	82%	66%	79%	85%	60%	63%	71%	90%
	EL	**62%**	68%	60%	67%	58%	79%	54%	68%	61%	68%	34%	66%	62%	58%	66%	49%	45%	55%	67%
	Male	**73%**	64%	67%	85%	70%	92%	77%	81%	65%	86%	44%	79%	58%	73%	-	47%	52%	53%	83%
	Female	**81%**	75%	76%	90%	81%	95%	84%	87%	74%	91%	48%	85%	66%	-	81%	62%	64%	67%	89%
Mathematics	All Students	**61%**	48%	55%	77%	60%	89%	65%	69%	52%	77%	37%	66%	47%	62%	60%	41%	42%	43%	71%
	CWD	**37%**	29%	34%	47%	36%	66%	33%	42%	32%	49%	37%	-	30%	39%	34%	26%	30%	33%	43%
	CWOD	**66%**	53%	59%	82%	65%	91%	69%	74%	57%	81%	-	66%	50%	67%	64%	44%	46%	50%	76%
	EL	**47%**	49%	46%	56%	47%	74%	39%	58%	46%	56%	30%	50%	47%	49%	45%	37%	35%	33%	50%
	Male	**62%**	47%	56%	78%	61%	89%	67%	69%	54%	77%	39%	67%	49%	62%	-	44%	43%	42%	73%
	Female	**60%**	49%	53%	76%	60%	89%	63%	69%	51%	76%	34%	64%	45%	-	60%	38%	42%	44%	70%
Grade 8																				

		State	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	**82%**	75%	78%	90%	79%	95%	86%	88%	76%	91%	51%	86%	68%	78%	86%	67%	66%	64%	89%
	CWD	**51%**	44%	48%	62%	53%	71%	59%	57%	46%	64%	51%	-	41%	48%	57%	34%	41%	44%	60%
	CWOD	**86%**	81%	82%	94%	83%	96%	88%	93%	81%	94%	-	86%	71%	83%	90%	73%	72%	76%	94%
	EL	**68%**	69%	67%	70%	62%	80%	65%	75%	67%	71%	41%	71%	68%	62%	74%	61%	51%	49%	68%
	Male	**78%**	69%	73%	88%	72%	94%	84%	84%	71%	88%	48%	83%	62%	78%	-	62%	60%	57%	86%
	Female	**86%**	82%	83%	94%	86%	96%	87%	92%	82%	94%	57%	90%	74%	-	86%	72%	73%	71%	93%
Mathematics	All Students	**74%**	64%	70%	85%	71%	94%	78%	80%	68%	85%	48%	79%	64%	73%	76%	63%	59%	55%	82%
	CWD	**48%**	40%	46%	57%	49%	71%	52%	52%	44%	59%	48%	-	43%	48%	48%	44%	41%	46%	55%
	CWOD	**79%**	69%	74%	89%	75%	95%	81%	85%	72%	89%	-	79%	68%	78%	80%	67%	63%	61%	87%
	EL	**64%**	66%	63%	70%	60%	84%	67%	72%	64%	69%	43%	68%	64%	62%	67%	61%	54%	55%	63%
	Male	**73%**	60%	68%	84%	69%	93%	80%	79%	65%	84%	48%	78%	62%	73%	-	61%	56%	54%	80%
	Female	**76%**	68%	72%	86%	73%	95%	76%	82%	70%	86%	48%	80%	67%	-	76%	66%	61%	56%	84%
Science	All Students	**73%**	61%	67%	86%	70%	93%	79%	81%	64%	85%	45%	76%	56%	73%	72%	55%	54%	52%	84%
	CWD	**45%**	36%	42%	58%	42%	68%	39%	50%	40%	57%	45%	-	36%	48%	41%	33%	35%	40%	58%
	CWOD	**76%**	66%	70%	90%	75%	94%	83%	85%	68%	88%	-	76%	59%	78%	75%	59%	58%	60%	88%
	EL	**56%**	60%	55%	63%	54%	77%	57%	71%	55%	61%	36%	59%	56%	58%	55%	49%	43%	34%	58%
	Male	**73%**	60%	68%	86%	71%	93%	82%	81%	65%	86%	48%	78%	58%	73%	-	55%	55%	54%	84%
	Female	**72%**	62%	65%	86%	69%	93%	75%	80%	63%	85%	41%	75%	55%	-	72%	56%	53%	50%	83%
End of Course																				
English I	All Students	**70%**	62%	65%	84%	72%	90%	74%	79%	63%	83%	37%	75%	49%	65%	76%	49%	50%	49%	83%
	CWD	**37%**	30%	34%	48%	38%	61%	42%	41%	32%	48%	37%	-	27%	34%	41%	17%	27%	36%	48%
	CWOD	**75%**	68%	69%	89%	76%	91%	77%	85%	68%	86%	-	75%	52%	70%	80%	54%	54%	56%	88%
	EL	**49%**	49%	49%	53%	46%	62%	45%	46%	49%	51%	27%	52%	49%	45%	55%	41%	31%	31%	55%
	Male	**65%**	55%	59%	80%	67%	88%	68%	74%	57%	79%	34%	70%	45%	65%	-	43%	45%	47%	78%
	Female	**76%**	70%	71%	89%	78%	92%	79%	85%	70%	87%	41%	80%	55%	-	76%	58%	56%	50%	88%
English II	All Students	**73%**	65%	67%	86%	75%	90%	72%	82%	65%	84%	39%	77%	48%	68%	78%	53%	53%	52%	84%
	CWD	**39%**	32%	35%	50%	52%	61%	28%	45%	34%	49%	39%	-	26%	36%	43%	25%	30%	35%	46%
	CWOD	**77%**	71%	71%	91%	78%	91%	76%	87%	70%	88%	-	77%	51%	73%	82%	57%	57%	61%	89%
	EL	**48%**	47%	48%	51%	46%	59%	47%	47%	48%	49%	26%	51%	48%	44%	53%	40%	31%	22%	49%
	Male	**68%**	58%	62%	82%	72%	88%	66%	78%	60%	80%	36%	73%	44%	68%	-	45%	46%	50%	79%
	Female	**78%**	73%	73%	90%	79%	92%	79%	86%	72%	89%	43%	82%	53%	-	78%	62%	59%	55%	89%
Algebra I	All Students	**77%**	68%	75%	86%	75%	95%	80%	82%	72%	86%	52%	81%	69%	74%	81%	68%	62%	56%	85%
	CWD	**52%**	43%	53%	58%	52%	74%	56%	53%	49%	60%	52%	-	50%	51%	55%	41%	41%	46%	58%
	CWOD	**81%**	73%	78%	90%	79%	96%	82%	86%	76%	89%	-	81%	72%	78%	84%	73%	66%	62%	89%
	EL	**69%**	68%	68%	72%	66%	83%	66%	70%	69%	70%	50%	72%	69%	66%	73%	65%	58%	53%	69%
	Male	**74%**	63%	72%	84%	73%	94%	77%	79%	69%	84%	51%	78%	66%	74%	-	65%	58%	52%	82%
	Female	**81%**	73%	79%	88%	78%	96%	84%	84%	77%	88%	55%	84%	73%	-	81%	73%	66%	61%	87%

		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Biology	All Students	**87%**	81%	84%	95%	88%	96%	88%	92%	83%	93%	67%	90%	75%	85%	89%	73%	75%	73%	94%
	CWD	**67%**	60%	65%	78%	73%	85%	80%	74%	64%	76%	67%	-	59%	67%	68%	49%	58%	61%	80%
	CWOD	**90%**	85%	87%	97%	90%	97%	88%	95%	86%	95%	-	90%	77%	88%	91%	77%	78%	80%	97%
	EL	**75%**	72%	75%	77%	74%	84%	66%	72%	75%	76%	59%	77%	75%	74%	77%	65%	63%	65%	76%
	Male	**85%**	78%	82%	94%	86%	96%	86%	91%	81%	92%	67%	88%	74%	85%	-	68%	72%	72%	93%
	Female	**89%**	85%	86%	96%	90%	97%	89%	94%	85%	95%	68%	91%	77%	-	89%	77%	78%	75%	96%

STAAR Percent at Meets Grade Level or Above

Grade 3

		State	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	**49%**	39%	42%	62%	47%	75%	44%	58%	39%	66%	28%	53%	37%	46%	53%	32%	30%	33%	57%
	CWD	**28%**	23%	24%	35%	29%	47%	26%	31%	22%	39%	28%	-	20%	28%	27%	22%	23%	24%	30%
	CWOD	**53%**	43%	45%	68%	51%	78%	47%	63%	42%	71%	-	53%	39%	51%	56%	33%	32%	38%	63%
	EL	**37%**	48%	34%	44%	36%	60%	21%	46%	34%	51%	20%	39%	37%	34%	40%	28%	24%	21%	45%
	Male	**46%**	35%	39%	59%	46%	71%	42%	54%	36%	63%	28%	51%	34%	46%	-	30%	28%	31%	55%
	Female	**53%**	44%	45%	66%	49%	79%	47%	61%	42%	70%	27%	56%	40%	-	53%	33%	33%	36%	59%
Mathematics	All Students	**44%**	29%	37%	57%	41%	75%	37%	50%	34%	60%	28%	47%	35%	47%	40%	29%	25%	29%	50%
	CWD	**28%**	21%	25%	35%	24%	51%	29%	30%	23%	39%	28%	-	23%	31%	22%	21%	22%	23%	30%
	CWOD	**47%**	31%	39%	61%	45%	77%	38%	54%	36%	63%	-	47%	37%	51%	42%	30%	26%	32%	55%
	EL	**35%**	41%	33%	42%	33%	62%	16%	44%	33%	49%	23%	37%	35%	39%	31%	27%	23%	29%	47%
	Male	**47%**	31%	41%	61%	45%	76%	42%	54%	37%	63%	31%	51%	39%	47%	-	33%	29%	31%	55%
	Female	**40%**	27%	32%	52%	38%	73%	32%	47%	29%	56%	22%	42%	31%	-	40%	24%	22%	27%	45%

Grade 4

		State	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	**47%**	35%	40%	61%	47%	75%	48%	56%	36%	65%	25%	51%	35%	44%	50%	26%	28%	28%	57%
	CWD	**25%**	19%	21%	32%	26%	44%	27%	31%	20%	35%	25%	-	17%	26%	23%	18%	17%	18%	32%
	CWOD	**51%**	38%	43%	67%	51%	78%	50%	61%	40%	69%	-	51%	38%	49%	54%	28%	30%	34%	62%
	EL	**35%**	44%	32%	41%	35%	57%	28%	40%	32%	49%	17%	38%	35%	33%	37%	23%	23%	13%	41%
	Male	**44%**	32%	37%	58%	45%	73%	45%	53%	34%	62%	26%	49%	33%	44%	-	25%	25%	26%	54%
	Female	**50%**	38%	42%	64%	50%	78%	50%	59%	39%	68%	23%	54%	37%	-	50%	28%	31%	32%	60%
Mathematics	All Students	**47%**	31%	41%	59%	48%	76%	49%	53%	37%	62%	27%	51%	39%	50%	43%	32%	27%	29%	53%
	CWD	**27%**	20%	24%	34%	29%	52%	31%	31%	23%	38%	27%	-	22%	31%	21%	23%	19%	19%	32%
	CWOD	**51%**	34%	44%	65%	51%	79%	51%	57%	40%	66%	-	51%	42%	55%	46%	33%	29%	35%	58%
	EL	**39%**	43%	37%	43%	41%	63%	33%	44%	37%	50%	22%	42%	39%	43%	35%	28%	24%	24%	43%
	Male	**50%**	33%	45%	63%	50%	79%	50%	56%	41%	66%	31%	55%	43%	50%	-	37%	29%	33%	58%
	Female	**43%**	29%	37%	56%	46%	74%	48%	49%	33%	59%	21%	46%	35%	-	43%	26%	26%	25%	49%

Grade 5

		State	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	**56%**	44%	49%	68%	55%	82%	51%	63%	45%	72%	27%	61%	43%	51%	60%	38%	34%	30%	65%
	CWD	**27%**	21%	23%	35%	31%	47%	24%	30%	21%	38%	27%	-	19%	27%	26%	18%	21%	19%	33%
	CWOD	**61%**	49%	54%	74%	59%	84%	56%	70%	50%	77%	-	61%	47%	57%	65%	43%	38%	37%	72%
	EL	**43%**	51%	41%	48%	43%	64%	36%	54%	41%	56%	19%	47%	43%	39%	47%	32%	30%	16%	52%
	Male	**51%**	38%	44%	64%	51%	79%	45%	58%	40%	68%	27%	57%	39%	51%	-	33%	29%	25%	60%
	Female	**60%**	49%	54%	72%	60%	85%	58%	68%	50%	77%	26%	65%	47%	-	60%	44%	39%	36%	71%

		State	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	**50%**	33%	44%	63%	48%	83%	48%	54%	40%	66%	28%	54%	43%	52%	48%	35%	29%	29%	58%
	CWD	**28%**	20%	25%	35%	28%	54%	24%	29%	23%	38%	28%	-	23%	31%	23%	18%	23%	23%	33%
	CWOD	**54%**	36%	48%	68%	52%	85%	52%	59%	43%	70%	-	54%	46%	57%	52%	39%	31%	33%	63%
	EL	**43%**	44%	40%	49%	40%	69%	34%	55%	40%	54%	23%	46%	43%	44%	41%	31%	31%	29%	49%
	Male	**52%**	33%	46%	65%	49%	84%	47%	56%	42%	68%	31%	57%	44%	52%	-	35%	29%	31%	61%
	Female	**48%**	33%	42%	60%	48%	81%	49%	52%	38%	65%	23%	52%	41%	-	48%	36%	29%	27%	56%
Science	All Students	**35%**	20%	27%	50%	35%	63%	31%	43%	24%	51%	23%	37%	22%	39%	30%	19%	18%	19%	43%
	CWD	**23%**	17%	19%	31%	25%	41%	23%	25%	19%	32%	23%	-	15%	26%	17%	14%	19%	19%	28%
	CWOD	**37%**	21%	29%	54%	36%	64%	32%	46%	26%	54%	-	37%	23%	42%	32%	21%	18%	20%	46%
	EL	**22%**	24%	20%	27%	20%	44%	14%	36%	20%	33%	15%	23%	22%	27%	18%	16%	15%	15%	26%
	Male	**39%**	22%	32%	56%	39%	67%	35%	47%	29%	56%	26%	42%	27%	39%	-	22%	20%	22%	48%
	Female	**30%**	18%	23%	44%	30%	58%	26%	38%	20%	46%	17%	32%	18%	-	30%	17%	15%	16%	38%
Grade 6																				
Reading	All Students	**51%**	40%	43%	66%	49%	82%	52%	60%	40%	69%	24%	56%	34%	47%	56%	27%	31%	32%	60%
	CWD	**24%**	19%	20%	31%	27%	47%	37%	27%	19%	34%	24%	-	15%	24%	23%	18%	19%	24%	27%
	CWOD	**56%**	44%	47%	72%	53%	84%	54%	65%	44%	74%	-	56%	37%	52%	60%	28%	33%	37%	66%
	EL	**34%**	46%	32%	43%	32%	58%	32%	45%	32%	45%	15%	37%	34%	31%	38%	21%	22%	26%	36%
	Male	**47%**	34%	39%	62%	44%	80%	48%	55%	35%	65%	24%	52%	31%	47%	-	23%	28%	30%	56%
	Female	**56%**	46%	48%	70%	54%	85%	57%	65%	44%	74%	23%	60%	38%	-	56%	30%	34%	33%	64%
Mathematics	All Students	**38%**	24%	30%	54%	38%	77%	38%	46%	27%	56%	22%	41%	26%	41%	36%	18%	20%	21%	45%
	CWD	**22%**	17%	19%	27%	23%	49%	32%	24%	18%	30%	22%	-	16%	25%	17%	18%	19%	20%	23%
	CWOD	**41%**	26%	32%	59%	41%	78%	39%	50%	29%	60%	-	41%	27%	45%	38%	18%	20%	21%	49%
	EL	**26%**	33%	23%	37%	29%	57%	22%	41%	24%	38%	16%	27%	26%	29%	23%	14%	18%	23%	28%
	Male	**41%**	25%	33%	58%	43%	78%	39%	48%	30%	59%	25%	45%	29%	41%	-	20%	23%	25%	48%
	Female	**36%**	24%	27%	50%	34%	75%	37%	43%	24%	53%	17%	38%	23%	-	36%	16%	17%	17%	42%
Grade 7																				
Reading	All Students	**53%**	42%	45%	68%	51%	84%	56%	62%	42%	71%	24%	58%	33%	49%	57%	28%	31%	32%	62%
	CWD	**24%**	20%	21%	31%	21%	49%	19%	28%	20%	34%	24%	-	16%	25%	24%	14%	19%	24%	27%
	CWOD	**58%**	46%	49%	74%	56%	86%	59%	68%	45%	75%	-	58%	36%	54%	61%	30%	34%	37%	67%
	EL	**33%**	41%	32%	41%	32%	58%	28%	40%	32%	43%	16%	36%	33%	31%	36%	20%	21%	23%	34%
	Male	**49%**	36%	41%	64%	44%	82%	51%	57%	37%	67%	25%	54%	31%	49%	-	24%	27%	28%	56%
	Female	**57%**	48%	49%	73%	58%	87%	60%	68%	46%	75%	24%	61%	36%	-	57%	31%	36%	37%	68%
Mathematics	All Students	**36%**	23%	29%	52%	36%	76%	39%	42%	26%	53%	20%	39%	22%	38%	34%	19%	19%	20%	43%
	CWD	**20%**	17%	18%	25%	21%	48%	15%	23%	18%	27%	20%	-	14%	23%	17%	15%	16%	19%	20%
	CWOD	**39%**	24%	31%	57%	39%	78%	41%	46%	28%	56%	-	39%	23%	41%	36%	20%	19%	21%	48%
	EL	**22%**	24%	20%	34%	24%	51%	16%	29%	21%	31%	14%	23%	22%	25%	20%	15%	14%	15%	25%
	Male	**38%**	23%	31%	54%	37%	77%	41%	44%	29%	55%	23%	41%	25%	38%	-	21%	20%	22%	46%
	Female	**34%**	22%	26%	49%	34%	75%	36%	40%	24%	51%	17%	36%	20%	-	34%	17%	17%	17%	41%
Grade 8																				

		State	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	**56%**	44%	49%	71%	53%	85%	58%	66%	45%	73%	24%	61%	34%	50%	62%	35%	35%	34%	66%
	CWD	**24%**	20%	21%	31%	25%	46%	19%	28%	21%	33%	24%	-	15%	24%	26%	13%	19%	21%	29%
	CWOD	**61%**	49%	53%	76%	57%	87%	62%	71%	49%	77%	-	61%	37%	55%	66%	39%	39%	41%	71%
	EL	**34%**	38%	33%	40%	30%	55%	22%	45%	33%	40%	15%	37%	34%	30%	39%	27%	24%	22%	34%
	Male	**50%**	37%	43%	65%	47%	83%	55%	60%	39%	67%	24%	55%	30%	50%	-	31%	30%	28%	60%
	Female	**62%**	52%	55%	77%	60%	88%	60%	72%	51%	78%	26%	66%	39%	-	62%	40%	41%	40%	72%
Mathematics	All Students	**45%**	30%	38%	60%	43%	82%	46%	53%	35%	61%	24%	48%	31%	44%	45%	30%	27%	26%	52%
	CWD	**24%**	18%	22%	29%	23%	51%	27%	25%	21%	31%	24%	-	17%	25%	21%	20%	19%	21%	25%
	CWOD	**48%**	33%	40%	65%	46%	84%	48%	57%	37%	65%	-	48%	33%	48%	48%	32%	28%	28%	57%
	EL	**31%**	31%	29%	41%	29%	62%	24%	44%	29%	38%	17%	33%	31%	30%	31%	26%	21%	23%	26%
	Male	**44%**	28%	37%	60%	41%	81%	47%	53%	34%	61%	25%	48%	30%	44%	-	29%	26%	26%	52%
	Female	**45%**	33%	38%	60%	44%	82%	44%	53%	35%	61%	21%	48%	31%	-	45%	31%	27%	24%	53%
Science	All Students	**46%**	31%	37%	63%	45%	81%	46%	55%	34%	63%	24%	49%	26%	48%	43%	26%	26%	26%	57%
	CWD	**24%**	18%	21%	31%	29%	48%	16%	26%	20%	32%	24%	-	15%	26%	19%	14%	20%	24%	27%
	CWOD	**49%**	34%	40%	67%	48%	82%	49%	59%	36%	66%	-	49%	28%	52%	46%	28%	27%	27%	62%
	EL	**26%**	29%	25%	35%	25%	52%	17%	39%	25%	33%	15%	28%	26%	29%	23%	20%	18%	15%	28%
	Male	**48%**	31%	40%	65%	48%	82%	49%	57%	37%	65%	26%	52%	29%	48%	-	29%	28%	28%	59%
	Female	**43%**	31%	34%	60%	42%	80%	42%	53%	31%	61%	19%	46%	23%	-	43%	24%	24%	23%	56%
End of Course																				
English I	All Students	**50%**	38%	43%	69%	51%	82%	51%	63%	40%	68%	20%	54%	26%	44%	57%	28%	29%	30%	65%
	CWD	**20%**	16%	17%	29%	19%	45%	23%	24%	17%	29%	20%	-	11%	19%	22%	10%	14%	23%	28%
	CWOD	**54%**	43%	46%	75%	55%	84%	54%	69%	44%	73%	-	54%	27%	49%	61%	30%	32%	33%	72%
	EL	**26%**	27%	25%	32%	24%	41%	17%	24%	25%	29%	11%	27%	26%	22%	30%	19%	15%	14%	31%
	Male	**44%**	31%	37%	64%	46%	79%	41%	56%	34%	62%	19%	49%	22%	44%	-	22%	25%	28%	58%
	Female	**57%**	47%	49%	76%	58%	86%	62%	70%	47%	75%	22%	61%	30%	-	57%	34%	34%	32%	74%
English II	All Students	**53%**	41%	45%	73%	53%	82%	53%	66%	42%	70%	22%	57%	23%	47%	60%	29%	30%	33%	68%
	CWD	**22%**	17%	19%	32%	32%	43%	17%	27%	18%	30%	22%	-	10%	21%	24%	13%	16%	23%	26%
	CWOD	**57%**	46%	49%	78%	56%	83%	56%	71%	46%	74%	-	57%	25%	51%	63%	32%	32%	38%	74%
	EL	**23%**	22%	23%	27%	22%	34%	21%	20%	23%	25%	10%	25%	23%	20%	27%	18%	13%	12%	24%
	Male	**47%**	34%	40%	67%	49%	79%	48%	60%	37%	64%	21%	51%	20%	47%	-	23%	25%	29%	62%
	Female	**60%**	50%	52%	79%	58%	85%	59%	72%	49%	77%	24%	63%	27%	-	60%	36%	36%	38%	75%
Algebra I	All Students	**42%**	28%	36%	56%	39%	82%	44%	49%	33%	57%	19%	45%	29%	40%	44%	26%	21%	21%	50%
	CWD	**19%**	13%	18%	23%	17%	49%	19%	19%	17%	24%	19%	-	15%	20%	17%	13%	13%	22%	21%
	CWOD	**45%**	31%	39%	61%	42%	84%	46%	54%	35%	61%	-	45%	30%	43%	47%	28%	23%	21%	55%
	EL	**29%**	28%	27%	35%	23%	58%	26%	36%	28%	32%	15%	30%	29%	27%	30%	22%	19%	13%	29%
	Male	**40%**	24%	34%	54%	36%	81%	38%	48%	31%	55%	20%	43%	27%	40%	-	24%	20%	21%	48%
	Female	**44%**	32%	38%	58%	41%	83%	49%	51%	35%	59%	17%	47%	30%	-	44%	29%	23%	22%	53%

		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Biology	All Students	**54%**	40%	46%	74%	56%	86%	57%	68%	43%	72%	27%	58%	29%	53%	55%	26%	30%	32%	70%
	CWD	**27%**	19%	23%	38%	32%	56%	27%	33%	22%	37%	27%	-	16%	28%	24%	14%	19%	27%	38%
	CWOD	**58%**	44%	49%	79%	59%	88%	59%	72%	46%	76%	-	58%	31%	57%	58%	28%	33%	35%	75%
	EL	**29%**	29%	28%	37%	26%	53%	23%	36%	28%	33%	16%	31%	29%	29%	28%	19%	16%	19%	34%
	Male	**53%**	36%	46%	73%	54%	86%	52%	66%	42%	71%	28%	57%	29%	53%	-	25%	30%	34%	69%
	Female	**55%**	43%	47%	75%	58%	87%	60%	69%	44%	73%	24%	58%	28%	-	55%	28%	31%	30%	72%

STAAR Percent at Masters Grade Level

Grade 3

		State	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	**19%**	12%	15%	27%	17%	43%	13%	24%	12%	31%	7%	22%	13%	17%	22%	9%	8%	9%	22%
	CWD	**7%**	4%	5%	10%	6%	14%	5%	8%	5%	11%	7%	-	4%	7%	7%	5%	5%	6%	7%
	CWOD	**22%**	14%	16%	30%	19%	45%	15%	28%	14%	34%	-	22%	15%	19%	24%	9%	9%	10%	25%
	EL	**13%**	17%	12%	15%	10%	26%	5%	19%	12%	22%	4%	15%	13%	12%	15%	8%	9%	8%	14%
	Male	**17%**	10%	13%	23%	15%	38%	11%	21%	11%	27%	7%	19%	12%	17%	-	7%	7%	7%	19%
	Female	**22%**	15%	17%	30%	18%	48%	16%	27%	14%	35%	7%	24%	15%	-	22%	10%	10%	11%	25%
Mathematics	All Students	**18%**	9%	13%	27%	16%	47%	12%	23%	11%	30%	9%	20%	12%	21%	15%	8%	8%	9%	21%
	CWD	**9%**	6%	7%	14%	7%	19%	7%	11%	7%	15%	9%	-	6%	11%	6%	6%	6%	8%	10%
	CWOD	**20%**	10%	14%	30%	17%	49%	13%	25%	12%	32%	-	20%	13%	24%	16%	9%	8%	9%	24%
	EL	**12%**	15%	10%	17%	11%	32%	7%	20%	10%	23%	6%	13%	12%	15%	10%	8%	7%	12%	15%
	Male	**21%**	11%	15%	31%	19%	51%	14%	26%	13%	34%	11%	24%	15%	21%	-	12%	9%	12%	25%
	Female	**15%**	8%	10%	22%	12%	43%	9%	20%	8%	26%	6%	16%	10%	-	15%	5%	6%	4%	17%

Grade 4

		State	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%**	12%	15%	30%	20%	48%	21%	28%	13%	34%	7%	24%	12%	19%	23%	8%	9%	7%	26%
	CWD	**7%**	4%	6%	10%	10%	16%	6%	10%	5%	12%	7%	-	4%	7%	7%	4%	3%	3%	10%
	CWOD	**24%**	14%	17%	34%	22%	51%	23%	31%	14%	38%	-	24%	14%	22%	25%	9%	10%	9%	29%
	EL	**12%**	16%	11%	16%	12%	27%	6%	18%	11%	21%	4%	14%	12%	12%	14%	6%	7%	3%	15%
	Male	**19%**	10%	14%	27%	19%	45%	18%	25%	11%	31%	7%	22%	12%	19%	-	7%	8%	5%	23%
	Female	**23%**	14%	17%	33%	22%	52%	25%	30%	14%	37%	7%	25%	14%	-	23%	8%	10%	9%	29%
Mathematics	All Students	**21%**	11%	16%	30%	21%	51%	21%	26%	14%	34%	8%	24%	15%	24%	18%	11%	8%	8%	25%
	CWD	**8%**	4%	7%	13%	7%	19%	7%	10%	6%	14%	8%	-	6%	10%	6%	6%	4%	5%	12%
	CWOD	**24%**	12%	18%	34%	23%	53%	22%	29%	15%	37%	-	24%	16%	28%	20%	12%	9%	10%	28%
	EL	**15%**	18%	13%	18%	16%	35%	14%	20%	13%	24%	6%	16%	15%	18%	12%	9%	6%	4%	17%
	Male	**24%**	12%	19%	34%	23%	54%	23%	30%	16%	38%	10%	28%	18%	24%	-	14%	9%	10%	29%
	Female	**18%**	10%	13%	26%	19%	47%	19%	23%	11%	30%	6%	20%	12%	-	18%	7%	7%	6%	21%

Grade 5

		State	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%**	18%	21%	38%	27%	59%	24%	34%	18%	43%	8%	31%	17%	24%	32%	15%	12%	10%	33%
	CWD	**8%**	6%	7%	13%	13%	17%	7%	10%	6%	14%	8%	-	5%	8%	8%	9%	7%	5%	8%
	CWOD	**31%**	21%	24%	43%	30%	62%	26%	39%	21%	47%	-	31%	19%	28%	35%	16%	14%	13%	38%
	EL	**17%**	22%	15%	22%	21%	35%	8%	27%	15%	28%	5%	19%	17%	15%	20%	11%	11%	9%	22%
	Male	**24%**	14%	18%	33%	22%	54%	19%	30%	15%	38%	8%	28%	15%	24%	-	13%	10%	7%	27%
	Female	**32%**	22%	25%	43%	32%	63%	28%	39%	21%	48%	8%	35%	20%	-	32%	16%	15%	14%	39%

		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	21%	10%	15%	30%	18%	55%	17%	25%	13%	34%	8%	23%	14%	23%	19%	10%	8%	7%	25%
	CWD	8%	5%	7%	12%	10%	22%	7%	10%	6%	13%	8%	-	6%	10%	6%	6%	7%	6%	10%
	CWOD	23%	11%	16%	33%	20%	58%	18%	28%	14%	37%	-	23%	15%	26%	20%	11%	8%	7%	28%
	EL	14%	14%	12%	19%	14%	37%	7%	22%	12%	24%	6%	15%	14%	16%	12%	7%	8%	8%	16%
	Male	23%	10%	17%	33%	19%	58%	19%	28%	14%	36%	10%	26%	16%	23%	-	11%	8%	8%	27%
	Female	19%	9%	13%	27%	18%	53%	15%	23%	11%	31%	6%	20%	12%	-	19%	9%	7%	5%	22%
Science	All Students	15%	6%	10%	24%	12%	36%	13%	20%	8%	25%	7%	16%	7%	18%	12%	7%	5%	5%	19%
	CWD	7%	5%	6%	11%	7%	13%	6%	9%	6%	12%	7%	-	5%	9%	5%	6%	7%	6%	9%
	CWOD	16%	7%	11%	27%	13%	38%	14%	22%	9%	27%	-	16%	8%	20%	13%	7%	5%	4%	21%
	EL	7%	7%	6%	10%	7%	20%	4%	15%	6%	13%	5%	8%	7%	9%	6%	6%	5%	3%	10%
	Male	18%	7%	12%	28%	14%	40%	15%	22%	10%	29%	9%	20%	9%	18%	-	10%	6%	6%	22%
	Female	12%	5%	8%	20%	10%	31%	10%	17%	6%	22%	5%	13%	6%	-	12%	4%	5%	3%	15%
Grade 6																				
Reading	All Students	22%	13%	15%	32%	19%	56%	21%	28%	13%	36%	7%	24%	10%	19%	24%	8%	10%	9%	25%
	CWD	7%	6%	6%	10%	7%	16%	13%	7%	6%	10%	7%	-	4%	8%	6%	8%	7%	6%	6%
	CWOD	24%	15%	16%	35%	22%	59%	22%	32%	14%	39%	-	24%	11%	21%	27%	8%	10%	10%	28%
	EL	10%	15%	9%	15%	9%	25%	5%	15%	9%	17%	4%	11%	10%	9%	11%	6%	6%	7%	9%
	Male	19%	11%	13%	28%	17%	52%	18%	25%	11%	32%	8%	21%	9%	19%	-	6%	8%	8%	22%
	Female	24%	16%	17%	35%	21%	61%	25%	32%	15%	40%	6%	27%	11%	-	24%	9%	11%	9%	28%
Mathematics	All Students	15%	8%	9%	23%	14%	51%	16%	20%	8%	26%	8%	16%	8%	17%	13%	5%	6%	6%	16%
	CWD	8%	7%	7%	9%	9%	21%	15%	8%	7%	10%	8%	-	6%	9%	6%	7%	8%	7%	7%
	CWOD	16%	8%	10%	26%	15%	53%	16%	22%	8%	28%	-	16%	8%	18%	14%	4%	5%	6%	17%
	EL	8%	10%	6%	15%	10%	28%	6%	16%	6%	15%	6%	8%	8%	9%	6%	3%	4%	8%	7%
	Male	17%	8%	11%	26%	16%	52%	19%	22%	9%	29%	9%	18%	9%	17%	-	5%	7%	8%	18%
	Female	13%	7%	8%	21%	12%	49%	12%	18%	7%	24%	6%	14%	6%	-	13%	4%	4%	4%	14%
Grade 7																				
Reading	All Students	26%	17%	19%	38%	24%	63%	26%	34%	16%	42%	7%	29%	11%	23%	30%	9%	11%	10%	30%
	CWD	7%	6%	6%	10%	4%	17%	5%	8%	6%	11%	7%	-	4%	8%	7%	6%	6%	6%	6%
	CWOD	29%	19%	21%	42%	28%	65%	28%	38%	18%	45%	-	29%	12%	26%	32%	10%	12%	12%	34%
	EL	11%	15%	10%	17%	11%	28%	3%	13%	10%	18%	4%	12%	11%	10%	13%	6%	6%	7%	12%
	Male	23%	13%	16%	34%	18%	59%	22%	30%	14%	38%	8%	26%	10%	23%	-	8%	8%	9%	26%
	Female	30%	21%	21%	43%	31%	67%	29%	39%	19%	47%	7%	32%	13%	-	30%	10%	13%	11%	35%
Mathematics	All Students	11%	5%	7%	16%	11%	45%	11%	13%	6%	19%	7%	12%	5%	12%	10%	4%	4%	4%	11%
	CWD	7%	6%	7%	7%	5%	17%	8%	6%	7%	8%	7%	-	5%	8%	5%	5%	7%	5%	6%
	CWOD	12%	5%	7%	18%	12%	47%	11%	14%	6%	21%	-	12%	5%	13%	10%	4%	3%	3%	12%
	EL	5%	6%	4%	8%	7%	20%	4%	8%	4%	9%	5%	5%	5%	6%	4%	3%	3%	0%	4%
	Male	12%	5%	8%	18%	12%	47%	11%	15%	7%	21%	8%	13%	6%	12%	-	5%	4%	5%	12%
	Female	10%	5%	6%	14%	10%	43%	11%	11%	5%	17%	5%	10%	4%	-	10%	3%	3%	2%	9%
Grade 8																				

		State	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	**27%**	17%	20%	39%	25%	64%	26%	35%	17%	42%	7%	30%	10%	23%	32%	11%	13%	10%	33%
	CWD	**7%**	6%	6%	10%	8%	14%	3%	9%	6%	10%	7%	-	4%	7%	7%	5%	6%	9%	8%
	CWOD	**30%**	19%	22%	43%	28%	66%	28%	39%	19%	46%	-	30%	11%	25%	34%	12%	14%	11%	36%
	EL	**10%**	12%	9%	13%	6%	23%	4%	18%	9%	14%	4%	11%	10%	8%	12%	5%	7%	3%	9%
	Male	**23%**	13%	16%	33%	19%	59%	22%	29%	14%	37%	7%	25%	8%	23%	-	9%	10%	7%	28%
	Female	**32%**	22%	23%	46%	32%	68%	30%	41%	20%	49%	7%	34%	12%	-	32%	12%	15%	13%	39%
Mathematics	All Students	**17%**	8%	11%	25%	13%	57%	14%	21%	10%	28%	8%	18%	8%	17%	16%	8%	6%	8%	18%
	CWD	**8%**	7%	8%	10%	9%	22%	6%	9%	8%	10%	8%	-	5%	9%	7%	7%	7%	8%	8%
	CWOD	**18%**	8%	12%	28%	14%	59%	15%	23%	10%	30%	-	18%	8%	19%	17%	8%	6%	7%	20%
	EL	**8%**	7%	6%	15%	5%	29%	4%	15%	7%	14%	5%	8%	8%	8%	7%	5%	5%	1%	5%
	Male	**17%**	8%	12%	27%	13%	58%	16%	23%	10%	29%	9%	19%	8%	17%	-	7%	6%	8%	19%
	Female	**16%**	8%	10%	24%	13%	56%	13%	20%	9%	27%	7%	17%	7%	-	16%	9%	6%	7%	18%
Science	All Students	**16%**	8%	11%	26%	13%	49%	12%	22%	9%	28%	6%	18%	5%	18%	14%	5%	6%	6%	21%
	CWD	**6%**	5%	5%	9%	6%	14%	0%	7%	5%	9%	6%	-	3%	7%	5%	4%	5%	8%	8%
	CWOD	**18%**	9%	11%	28%	15%	51%	13%	24%	9%	30%	-	18%	6%	20%	15%	6%	6%	5%	23%
	EL	**5%**	7%	5%	8%	3%	20%	4%	12%	5%	9%	3%	6%	5%	6%	4%	3%	3%	5%	4%
	Male	**18%**	8%	12%	29%	15%	52%	14%	24%	10%	31%	7%	20%	6%	18%	-	7%	7%	7%	23%
	Female	**14%**	8%	9%	23%	12%	47%	11%	20%	7%	25%	5%	15%	4%	-	14%	4%	5%	6%	19%
End of Course																				
English I	All Students	**13%**	6%	8%	23%	12%	45%	12%	20%	7%	24%	5%	14%	2%	10%	16%	2%	3%	5%	17%
	CWD	**5%**	4%	4%	6%	4%	10%	11%	6%	4%	6%	5%	-	2%	5%	5%	2%	4%	7%	5%
	CWOD	**14%**	7%	8%	25%	14%	47%	12%	22%	7%	26%	-	14%	2%	11%	17%	3%	3%	4%	19%
	EL	**2%**	2%	2%	4%	1%	6%	2%	2%	2%	3%	2%	2%	2%	2%	3%	1%	1%	3%	1%
	Male	**10%**	4%	6%	18%	10%	40%	8%	16%	5%	19%	5%	11%	2%	10%	-	2%	3%	5%	12%
	Female	**16%**	9%	10%	28%	15%	50%	16%	24%	8%	29%	5%	17%	3%	-	16%	4%	4%	5%	22%
English II	All Students	**8%**	4%	5%	15%	7%	30%	8%	13%	4%	15%	5%	9%	1%	7%	10%	3%	2%	3%	10%
	CWD	**5%**	4%	4%	5%	6%	9%	5%	5%	5%	5%	5%	-	2%	5%	5%	5%	5%	5%	5%
	CWOD	**9%**	4%	5%	17%	7%	31%	8%	15%	4%	16%	-	9%	1%	7%	11%	2%	2%	2%	11%
	EL	**1%**	1%	1%	1%	1%	2%	1%	2%	1%	1%	2%	1%	1%	1%	1%	1%	0%	1%	0%
	Male	**7%**	3%	4%	12%	5%	27%	7%	11%	3%	12%	5%	7%	1%	7%	-	2%	2%	2%	9%
	Female	**10%**	5%	6%	19%	10%	34%	9%	17%	5%	19%	5%	11%	1%	-	10%	3%	2%	3%	12%
Algebra I	All Students	**22%**	12%	17%	33%	20%	67%	22%	28%	14%	35%	7%	24%	12%	22%	23%	9%	9%	7%	26%
	CWD	**7%**	4%	6%	9%	7%	23%	6%	7%	6%	10%	7%	-	5%	8%	6%	3%	5%	6%	8%
	CWOD	**24%**	13%	18%	36%	21%	69%	23%	32%	16%	38%	-	24%	13%	24%	24%	10%	9%	8%	29%
	EL	**12%**	11%	11%	18%	8%	38%	9%	18%	11%	16%	5%	13%	12%	11%	12%	6%	7%	5%	11%
	Male	**22%**	10%	17%	33%	18%	66%	19%	28%	14%	35%	8%	24%	11%	22%	-	9%	8%	7%	26%
	Female	**23%**	14%	17%	33%	21%	67%	24%	29%	15%	36%	6%	24%	12%	-	23%	9%	9%	7%	27%

		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Biology	All Students	**20%**	11%	13%	34%	20%	60%	20%	30%	12%	34%	7%	22%	6%	21%	20%	4%	7%	7%	28%
	CWD	**7%**	4%	6%	11%	7%	15%	10%	9%	6%	10%	7%	-	3%	8%	6%	3%	6%	6%	10%
	CWOD	**22%**	12%	14%	37%	22%	62%	21%	33%	12%	37%	-	22%	6%	23%	21%	5%	7%	7%	31%
	EL	**6%**	6%	5%	10%	4%	21%	3%	8%	5%	9%	3%	6%	6%	6%	5%	2%	2%	4%	6%
	Male	**21%**	9%	14%	35%	21%	60%	16%	30%	12%	35%	8%	23%	6%	21%	-	5%	7%	7%	29%
	Female	**20%**	12%	12%	33%	19%	61%	23%	30%	11%	34%	6%	21%	5%	-	20%	4%	7%	6%	28%

STAAR Percent at Approaches Grade Level or Above
All Grades

		State	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	**75%**	65%	70%	86%	74%	92%	77%	81%	68%	86%	48%	79%	62%	73%	77%	59%	57%	57%	83%
	CWD	**48%**	39%	45%	59%	51%	69%	49%	53%	43%	60%	48%	-	40%	48%	48%	36%	40%	42%	57%
	CWOD	**79%**	70%	74%	90%	78%	94%	80%	86%	72%	89%	-	79%	66%	78%	80%	63%	61%	65%	88%
	EL	**62%**	66%	61%	67%	60%	80%	58%	68%	61%	68%	40%	66%	62%	61%	64%	53%	48%	47%	66%
	Male	**73%**	61%	68%	85%	73%	91%	75%	80%	66%	85%	48%	78%	61%	73%	-	56%	55%	55%	82%
	Female	**77%**	69%	72%	87%	76%	93%	79%	83%	70%	88%	48%	80%	64%	-	77%	62%	60%	58%	85%
Reading	All Students	**76%**	68%	71%	87%	75%	92%	78%	83%	68%	87%	46%	80%	60%	72%	80%	57%	57%	58%	85%
	CWD	**46%**	38%	42%	58%	50%	66%	47%	52%	40%	59%	46%	-	35%	44%	49%	31%	37%	40%	57%
	CWOD	**80%**	74%	75%	91%	80%	93%	81%	88%	74%	91%	-	80%	64%	77%	84%	61%	62%	67%	90%
	EL	**60%**	66%	59%	66%	58%	77%	57%	67%	59%	66%	35%	64%	60%	56%	65%	50%	42%	41%	66%
	Male	**72%**	62%	66%	84%	71%	90%	73%	80%	64%	84%	44%	77%	56%	72%	-	51%	52%	54%	82%
	Female	**80%**	74%	75%	90%	80%	93%	83%	87%	74%	90%	49%	84%	65%	-	80%	63%	63%	62%	89%
Mathematics	All Students	**74%**	61%	69%	84%	73%	93%	76%	79%	66%	85%	49%	78%	65%	73%	74%	60%	56%	55%	81%
	CWD	**49%**	39%	47%	59%	50%	71%	51%	53%	45%	61%	49%	-	45%	51%	47%	42%	41%	43%	56%
	CWOD	**78%**	66%	73%	89%	77%	94%	79%	83%	71%	88%	-	78%	68%	78%	77%	64%	60%	62%	85%
	EL	**65%**	67%	64%	70%	64%	83%	62%	70%	64%	72%	45%	68%	65%	65%	65%	57%	53%	51%	68%
	Male	**73%**	60%	70%	84%	73%	93%	75%	78%	66%	85%	51%	78%	65%	73%	-	60%	56%	55%	81%
	Female	**74%**	63%	69%	84%	72%	93%	76%	79%	67%	85%	47%	77%	65%	-	74%	61%	57%	55%	80%
Science	All Students	**76%**	65%	71%	87%	75%	91%	77%	82%	69%	87%	52%	79%	62%	76%	75%	61%	60%	59%	85%
	CWD	**52%**	43%	48%	63%	55%	70%	52%	57%	47%	63%	52%	-	43%	54%	48%	39%	44%	46%	63%
	CWOD	**79%**	70%	75%	90%	78%	93%	80%	86%	72%	89%	-	79%	65%	80%	78%	65%	64%	66%	88%
	EL	**62%**	63%	61%	65%	57%	77%	54%	68%	61%	68%	43%	65%	62%	63%	60%	55%	51%	52%	66%
	Male	**76%**	64%	72%	88%	75%	92%	78%	82%	69%	87%	54%	80%	63%	76%	-	60%	61%	60%	85%
	Female	**75%**	66%	70%	86%	75%	91%	76%	81%	68%	86%	48%	78%	60%	-	75%	61%	60%	57%	84%
SAT/ACT All Subjects	All Students	**90%**	84%	84%	96%	93%	99%	97%	95%	83%	95%	67%	90%	67%	91%	89%	84%	76%	74%	92%
	CWD	**67%**	56%	54%	92%	*	93%	-	80%	52%	85%	67%	-	44%	70%	62%	*	50%	40%	73%
	CWOD	**90%**	84%	85%	96%	93%	99%	97%	95%	83%	95%	-	90%	68%	91%	89%	85%	77%	79%	92%
	EL	**67%**	68%	66%	79%	*	87%	-	100%	67%	66%	44%	68%	67%	68%	65%	59%	61%	-	*
	Male	**91%**	84%	85%	97%	95%	99%	97%	95%	84%	95%	70%	91%	68%	91%	-	87%	79%	78%	92%
	Female	**89%**	84%	83%	96%	91%	98%	97%	95%	82%	94%	62%	89%	65%	-	89%	80%	75%	70%	92%

STAAR Percent at Meets Grade Level or Above
All Grades

		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Subjects	All Students	**48%**	34%	40%	63%	47%	80%	48%	56%	37%	65%	24%	52%	31%	46%	49%	28%	27%	28%	57%
	CWD	**24%**	19%	21%	32%	26%	48%	24%	27%	20%	33%	24%	-	17%	25%	22%	16%	19%	22%	29%
	CWOD	**52%**	38%	44%	68%	50%	82%	50%	61%	40%	69%	-	52%	33%	51%	52%	30%	29%	32%	62%
	EL	**31%**	36%	29%	39%	30%	56%	24%	41%	30%	40%	17%	33%	31%	31%	32%	22%	20%	19%	35%
	Male	**46%**	31%	39%	62%	45%	79%	46%	55%	36%	64%	25%	51%	31%	46%	-	26%	26%	28%	56%
	Female	**49%**	38%	42%	64%	48%	80%	50%	58%	38%	66%	22%	52%	32%	-	49%	30%	29%	29%	58%
Reading	All Students	**52%**	40%	44%	67%	51%	81%	52%	62%	41%	69%	24%	56%	33%	47%	57%	30%	31%	31%	63%
	CWD	**24%**	19%	21%	32%	26%	46%	24%	28%	20%	34%	24%	-	15%	24%	24%	15%	19%	22%	29%
	CWOD	**56%**	45%	48%	73%	55%	83%	55%	67%	45%	74%	-	56%	35%	52%	61%	33%	33%	37%	68%
	EL	**33%**	39%	31%	40%	31%	55%	25%	40%	31%	41%	15%	35%	33%	29%	36%	23%	20%	18%	37%
	Male	**47%**	34%	40%	63%	46%	78%	47%	57%	36%	65%	24%	52%	29%	47%	-	26%	27%	28%	58%
	Female	**57%**	47%	49%	72%	56%	84%	57%	67%	46%	74%	24%	61%	36%	-	57%	35%	35%	35%	68%
Mathematics	All Students	**44%**	29%	37%	58%	42%	80%	44%	51%	33%	60%	24%	47%	32%	45%	42%	27%	24%	25%	51%
	CWD	**24%**	18%	22%	30%	23%	51%	26%	26%	20%	33%	24%	-	19%	27%	20%	18%	19%	21%	27%
	CWOD	**47%**	31%	39%	63%	46%	81%	46%	55%	36%	64%	-	47%	34%	49%	45%	29%	25%	28%	56%
	EL	**32%**	36%	30%	41%	31%	61%	25%	43%	30%	42%	19%	34%	32%	34%	30%	23%	21%	21%	36%
	Male	**45%**	28%	38%	60%	43%	80%	44%	52%	35%	62%	27%	49%	34%	45%	-	28%	25%	27%	53%
	Female	**42%**	29%	35%	56%	41%	79%	43%	49%	32%	59%	20%	45%	30%	-	42%	26%	23%	23%	49%
Science	All Students	**46%**	31%	38%	63%	46%	77%	45%	55%	35%	63%	24%	49%	26%	47%	44%	24%	26%	26%	57%
	CWD	**24%**	18%	21%	33%	29%	48%	22%	28%	20%	34%	24%	-	15%	27%	20%	14%	19%	23%	31%
	CWOD	**49%**	34%	40%	67%	49%	78%	48%	60%	37%	66%	-	49%	27%	51%	47%	26%	27%	28%	61%
	EL	**26%**	27%	24%	32%	24%	48%	18%	37%	25%	33%	15%	27%	26%	28%	23%	19%	16%	17%	30%
	Male	**47%**	31%	40%	65%	48%	78%	46%	57%	36%	65%	27%	51%	28%	47%	-	25%	27%	29%	58%
	Female	**44%**	32%	36%	61%	44%	75%	44%	54%	33%	61%	20%	47%	23%	-	44%	23%	24%	24%	56%
SAT/ACT All Subjects	All Students	**61%**	47%	44%	77%	64%	91%	70%	74%	42%	74%	39%	61%	18%	65%	57%	58%	35%	34%	65%
	CWD	**39%**	21%	22%	68%	*	83%	-	57%	21%	60%	39%	-	11%	43%	30%	*	30%	0%	45%
	CWOD	**61%**	48%	44%	77%	65%	91%	70%	74%	42%	74%	-	61%	18%	65%	57%	59%	35%	39%	65%
	EL	**18%**	27%	16%	30%	*	52%	-	80%	17%	22%	11%	18%	18%	21%	14%	18%	15%	-	*
	Male	**65%**	48%	49%	80%	68%	92%	76%	78%	46%	77%	43%	65%	21%	65%	-	65%	42%	39%	69%
	Female	**57%**	46%	40%	74%	61%	90%	65%	70%	38%	71%	30%	57%	14%	-	57%	49%	29%	30%	61%
STAAR Percent at Masters Grade Level																				
All Grades																				
All Subjects	All Students	**19%**	10%	13%	28%	17%	51%	17%	25%	11%	31%	7%	21%	9%	18%	19%	7%	7%	7%	23%
	CWD	**7%**	5%	6%	10%	7%	17%	7%	8%	6%	11%	7%	-	4%	8%	6%	5%	6%	6%	8%
	CWOD	**21%**	11%	14%	31%	19%	53%	18%	28%	12%	33%	-	21%	10%	20%	21%	7%	7%	8%	25%
	EL	**9%**	11%	8%	14%	8%	26%	5%	16%	8%	15%	4%	10%	9%	9%	9%	5%	5%	5%	10%
	Male	**18%**	9%	13%	28%	16%	51%	16%	24%	11%	30%	8%	20%	9%	18%	-	7%	7%	7%	22%
	Female	**19%**	12%	13%	29%	18%	52%	18%	26%	11%	32%	6%	21%	9%	-	19%	7%	7%	7%	23%

Texas Education Agency
2023 Federal Report Card
State

		State	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	20%	12%	14%	30%	18%	51%	18%	27%	12%	32%	7%	22%	9%	17%	23%	7%	8%	7%	24%
	CWD	7%	5%	6%	9%	7%	14%	7%	8%	5%	10%	7%	-	4%	7%	6%	5%	5%	6%	7%
	CWOD	22%	13%	15%	33%	20%	53%	20%	30%	13%	35%	-	22%	10%	19%	25%	7%	8%	8%	27%
	EL	9%	12%	8%	13%	9%	23%	4%	15%	8%	14%	4%	10%	9%	8%	10%	5%	5%	4%	10%
	Male	17%	9%	12%	26%	15%	47%	15%	23%	10%	28%	7%	19%	8%	17%	-	6%	6%	6%	20%
	Female	23%	15%	16%	34%	22%	55%	22%	31%	14%	37%	6%	25%	10%	-	23%	8%	9%	9%	28%
Mathematics	All Students	18%	9%	13%	26%	16%	53%	16%	23%	11%	29%	8%	20%	11%	20%	16%	8%	7%	7%	20%
	CWD	8%	6%	7%	11%	8%	20%	8%	9%	6%	12%	8%	-	6%	9%	6%	6%	6%	6%	9%
	CWOD	20%	10%	14%	29%	18%	55%	17%	25%	12%	32%	-	20%	11%	22%	18%	8%	7%	7%	23%
	EL	11%	12%	9%	16%	10%	32%	7%	18%	9%	18%	6%	11%	11%	12%	9%	6%	6%	6%	11%
	Male	20%	9%	14%	29%	17%	56%	17%	25%	12%	32%	9%	22%	12%	20%	-	9%	8%	8%	23%
	Female	16%	9%	11%	24%	15%	51%	15%	21%	10%	27%	6%	18%	9%	-	16%	7%	6%	5%	18%
Science	All Students	17%	8%	11%	28%	16%	49%	15%	24%	10%	30%	7%	19%	6%	19%	16%	5%	6%	6%	23%
	CWD	7%	5%	6%	11%	7%	14%	5%	8%	6%	10%	7%	-	4%	8%	5%	4%	6%	6%	9%
	CWOD	19%	9%	12%	31%	17%	51%	16%	27%	11%	32%	-	19%	6%	21%	17%	6%	6%	6%	25%
	EL	6%	6%	5%	10%	4%	20%	4%	12%	5%	10%	4%	6%	6%	7%	5%	3%	3%	4%	7%
	Male	19%	8%	13%	31%	17%	51%	15%	26%	11%	32%	8%	21%	7%	19%	-	7%	7%	7%	25%
	Female	16%	9%	10%	26%	14%	46%	15%	23%	8%	28%	5%	17%	5%	-	16%	4%	5%	5%	21%
SAT/ACT All Subjects	All Students	12%	4%	3%	14%	9%	47%	10%	19%	3%	18%	9%	12%	1%	15%	9%	15%	1%	0%	6%
	CWD	9%	4%	3%	17%	*	37%	-	20%	2%	17%	9%	-	1%	10%	7%	*	0%	0%	18%
	CWOD	12%	4%	3%	14%	9%	47%	10%	19%	3%	18%	-	12%	1%	15%	9%	15%	2%	0%	6%
	EL	1%	0%	0%	6%	*	8%	-	0%	0%	2%	1%	1%	1%	1%	0%	0%	0%	-	*
	Male	15%	5%	5%	18%	8%	53%	14%	21%	5%	22%	10%	15%	1%	15%	-	24%	2%	0%	6%
	Female	9%	4%	2%	10%	9%	41%	7%	16%	2%	14%	7%	9%	0%	-	9%	3%	1%	0%	6%

\- 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 2022-23 school year. These results nclude all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	64	59	61	70	64	80	68	68	59	50	57
CWD	50	46	47	55	53	68	53	53	46	50	44
CWOD	66	62	63	72	66	81	69	70	62	-	59
EL ✧	57	59	56	62	57	70	61	64	56	44	57
Male	61	56	58	67	61	79	64	65	56	48	54
Female	67	63	64	73	68	82	71	70	63	53	61
Mathematics											
All Students	69	65	66	72	67	84	70	71	65	63	65
CWD	63	61	63	65	61	74	63	64	62	63	62
CWOD	69	66	67	73	69	85	71	72	66	-	65
EL ✧	65	67	64	68	64	77	66	70	64	62	65
Male	69	64	66	72	67	85	70	71	65	63	65
Female	69	66	66	72	68	84	71	70	66	64	65

- Indicates there are no students in the group.

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

Part (iii)(II): Graduation Rate

This section provides information on high school six-year graduation rates for the class of 2021

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL◇	Homeless ◇	Foster Care ◇
Federal Graduation Rates													
6-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2021													
All Students	92.7%	89.3%	91.5%	95.5%	90.4%	97.9%	92.6%	93.2%	90.1%	86.0%	85.5%	83.9%	69.1%
CWD	86.0%	84.5%	85.9%	87.6%	88.1%	81.4%	82.6%	86.7%	85.1%	86.0%	87.8%	81.2%	67.6%
CWOD	93.3%	90.0%	92.0%	96.2%	90.6%	98.5%	93.5%	93.8%	90.7%	-	85.2%	84.3%	69.9%
EL ◇	85.5%	89.6%	84.9%	88.6%	76.2%	93.5%	84.5%	82.7%	86.3%	87.8%	85.5%	77.5%	71.4%
Male	90.9%	86.7%	89.3%	94.5%	88.7%	97.3%	92.4%	91.7%	87.7%	85.0%	82.5%	81.4%	69.3%
Female	94.5%	91.9%	93.8%	96.5%	92.2%	98.5%	92.8%	94.6%	92.5%	87.9%	89.3%	86.2%	69.0%

- 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 2023 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
1,191,694	258,435	22%

- Indicates there are no students in the group.

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

◇ Indicates data reporting does not meet for Minimum Size.

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	47	36	41	59	46	74	47	54	39	26	34
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	68%	54%	66%	75%	67%	86%	58%	67%	63%	68%	56%

- Indicates there are no students in the group.

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

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2023-2027)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Interim Goals (2028-2032)	53%	43%	48%	67%	53%	78%	54%	63%	44%	33%	41%
Target Met	Y	N	N	Y	Y	Y	N	Y	N	N	N
Interim Goals (2033-2037)	62%	54%	59%	74%	63%	82%	63%	70%	55%	47%	53%
Target Met	N	N	N	N	N	Y	N	N	N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Mathematics											
Interim Goals (2023-2027)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	N	N	Y	N	N	N	N	N	Y	N
Interim Goals (2028-2032)	55%	43%	50%	66%	54%	85%	58%	62%	47%	36%	50%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Interim Goals (2033-2037)	64%	55%	60%	73%	63%	88%	66%	70%	58%	49%	60%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N	N	N	N	N	N	N	N
English Learner Language Proficiency Status											
Interim Goals (2023-2027)											44%
Target Met											Y
Interim Goals (2028-2032)											46%
Target Met											Y
Interim Goals (2033-2037)											48%
Target Met											Y
Long-Term Goals											50%
Target Met											N
Federal Graduation Status											
Interim Goals (2023-2027)	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80%
Target Met		N	N	Y	Y	Y	Y	N	N	N	N

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

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

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

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2022-23 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																	
All Subjects	All Students	**99%**	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%
	CWD	**99%**	98%	99%	99%	98%	100%	99%	99%	99%	99%	99%	-	99%	99%	99%	98%
	CWOD	**99%**	99%	99%	99%	99%	100%	99%	99%	99%	99%	-	99%	99%	99%	99%	99%
	EL	**99%**	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%
	Male	**99%**	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%	-	98%
	Female	**99%**	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	-	99%	99%
Reading	All Students	**99%**	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%
	CWD	**99%**	98%	99%	99%	99%	100%	98%	98%	99%	99%	99%	-	99%	99%	99%	98%
	CWOD	**99%**	99%	99%	99%	99%	100%	99%	99%	99%	99%	-	99%	99%	99%	99%	99%
	EL	**99%**	100%	99%	100%	99%	100%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%
	Male	**99%**	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%	-	99%
	Female	**99%**	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	-	99%	99%
Mathematics	All Students	**99%**	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%
	CWD	**99%**	99%	99%	99%	98%	100%	99%	99%	99%	99%	99%	-	99%	99%	99%	98%
	CWOD	**99%**	99%	99%	99%	99%	100%	99%	99%	99%	99%	-	99%	99%	99%	99%	99%
	EL	**99%**	99%	99%	99%	99%	99%	99%	98%	99%	99%	99%	99%	99%	99%	99%	99%
	Male	**99%**	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%	-	98%
	Female	**99%**	99%	99%	99%	98%	100%	99%	99%	99%	99%	99%	99%	99%	-	99%	99%
Science	All Students	**99%**	98%	99%	99%	98%	99%	99%	98%	98%	99%	98%	99%	99%	99%	99%	98%
	CWD	**98%**	98%	98%	99%	98%	100%	99%	98%	98%	99%	98%	-	98%	98%	98%	97%
	CWOD	**99%**	98%	99%	99%	98%	99%	99%	98%	98%	99%	-	99%	99%	99%	99%	98%
	EL	**99%**	98%	99%	98%	98%	99%	98%	97%	99%	98%	98%	99%	99%	98%	99%	98%
	Male	**99%**	98%	98%	99%	98%	99%	98%	98%	98%	99%	98%	99%	98%	99%	-	98%
	Female	**99%**	98%	99%	99%	98%	99%	99%	98%	98%	99%	98%	99%	99%	-	99%	98%
SAT/ACT All Subjects	All Students	**93%**	94%	92%	93%	93%	97%	89%	92%	91%	94%	87%	93%	90%	92%	93%	90%
	CWD	**87%**	81%	90%	83%	*	95%	-	88%	88%	86%	87%	-	94%	88%	86%	*
	CWOD	**93%**	94%	92%	93%	92%	97%	89%	92%	91%	94%	-	93%	90%	92%	93%	90%
	EL	**90%**	93%	90%	90%	57%	96%	-	100%	91%	89%	94%	90%	90%	89%	92%	88%
	Male	**92%**	93%	91%	93%	94%	96%	89%	93%	90%	93%	88%	92%	89%	92%	-	92%
	Female	**93%**	94%	93%	94%	91%	97%	89%	92%	92%	94%	86%	93%	92%	-	93%	88%
Non-Participation Rate																	

		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All Students	**1%**	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
	CWD	**1%**	2%	1%	1%	2%	0%	1%	1%	1%	1%	1%	-	1%	1%	1%	2%
	CWOD	**1%**	1%	1%	1%	1%	0%	1%	1%	1%	1%	-	1%	1%	1%	1%	1%
	EL	**1%**	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
	Male	**1%**	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	1%	-	2%
	Female	**1%**	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	-	1%	1%
Reading	All Students	**1%**	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
	CWD	**1%**	2%	1%	1%	1%	0%	2%	2%	1%	1%	1%	-	1%	1%	1%	2%
	CWOD	**1%**	1%	1%	1%	1%	0%	1%	1%	1%	1%	-	1%	1%	1%	1%	1%
	EL	**1%**	0%	1%	0%	1%	0%	1%	0%	1%	1%	1%	1%	1%	1%	1%	1%
	Male	**1%**	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	1%	-	1%
	Female	**1%**	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	-	1%	1%
Mathematics	All Students	**1%**	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
	CWD	**1%**	1%	1%	1%	2%	0%	1%	1%	1%	1%	1%	-	1%	1%	1%	2%
	CWOD	**1%**	1%	1%	1%	1%	0%	1%	1%	1%	1%	-	1%	1%	1%	1%	1%
	EL	**1%**	1%	1%	1%	1%	1%	1%	2%	1%	1%	1%	1%	1%	1%	1%	1%
	Male	**1%**	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	1%	-	2%
	Female	**1%**	1%	1%	1%	2%	0%	1%	1%	1%	1%	1%	1%	1%	-	1%	1%
Science	All Students	**1%**	2%	1%	1%	2%	1%	1%	2%	2%	1%	2%	1%	1%	1%	1%	2%
	CWD	**2%**	2%	2%	1%	2%	0%	1%	2%	2%	1%	2%	-	2%	2%	2%	3%
	CWOD	**1%**	2%	1%	1%	2%	1%	1%	2%	2%	1%	-	1%	1%	1%	1%	2%
	EL	**1%**	2%	1%	2%	2%	1%	2%	3%	1%	2%	2%	1%	1%	2%	1%	2%
	Male	**1%**	2%	2%	1%	2%	1%	2%	2%	2%	1%	2%	1%	2%	1%	-	2%
	Female	**1%**	2%	1%	1%	2%	1%	1%	2%	2%	1%	2%	1%	1%	-	1%	2%
SAT/ACT All Subjects	All Students	**7%**	6%	8%	7%	7%	3%	11%	8%	9%	6%	13%	7%	10%	8%	7%	10%
	CWD	**13%**	19%	10%	17%	*	5%	-	12%	12%	14%	13%	-	6%	12%	14%	*
	CWOD	**7%**	6%	8%	7%	8%	3%	11%	8%	9%	6%	-	7%	10%	8%	7%	10%
	EL	**10%**	7%	10%	10%	43%	4%	-	0%	9%	11%	6%	10%	10%	11%	8%	12%
	Male	**8%**	7%	9%	7%	6%	4%	11%	7%	10%	7%	12%	8%	11%	8%	-	8%
	Female	**7%**	6%	7%	6%	9%	3%	11%	8%	8%	6%	14%	7%	8%	-	7%	12%

- 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)

Statewide Campus Level of School Quality, Climate, and Safety

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.

Statewide Campus Level of Preschool Programs and Accelerated Coursework

Part (ix): Teacher Quality Data

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

	All School		High-Poverty Schools		Low-Poverty Schools	
	Number	Percent	Number	Percent	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	67,596.2	17.2%	15,787.7	19.7%	15,640.8	13.4%
Teachers Teaching with Emergency or Provisional Credentials	15,685.2	4.2%	3,892.6	5.2%	4,023.5	3.6%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	44,029.2	11.8%	9,537.2	12.7%	9,888.5	8.9%

- 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).

	Enrollment	State & Local and Federal Total	State & Local Site	State & Local District Allocation	State & Local Total	Federal Site	Federal District Allocation	Federal Total
Business/central/other support services		$601	$14	$544	$558	$1	$42	$43
Food services		$578	$41	$45	$86	$285	$207	$491
Instruction		$6,785	$5,589	$224	$5,813	$696	$275	$972
Support services, general administration		$145	$0	$144	$144	$0	$1	$1
Support services, instructional staff		$608	$395	$36	$430	$69	$110	$178
Support services, operation and maintenance of plant		$1,321	$386	$854	$1,240	$26	$54	$81
Support services, pupils		$645	$446	$29	$474	$76	$94	$170
Support services, school administration		$671	$630	$8	$638	$26	$7	$33
Support services, student transportation		$331	$12	$306	$318	$0	$12	$13
Total	**5,504,686**	**$11,683**	**$7,512**	**$2,189**	**$9,701**	**$1,179**	**$803**	**$1,982**

Campus Level PPE Summary Report
District Level PPE Summary Report

Note: Downloadable PDF and Excel files are available.

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

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

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2022-23 school year.

	State Number of ALT2	State Rate of ALT2
Grade 3		
Reading	7,391	2%
Mathematics	7,386	2%
Grade 4		
Reading	7,296	2%
Mathematics	7,293	2%
Grade 5		
Reading	6,823	2%
Mathematics	6,825	2%
Science	6,820	2%
Grade 6		
Reading	6,480	2%
Mathematics	6,481	2%
Grade 7		
Reading	6,309	2%
Mathematics	6,300	2%
Grade 8		
Reading	6,168	1%
Mathematics	6,162	2%
Science	6,163	1%
End of Course		
English I	6,032	1%
English II	5,771	1%
Algebra I	6,015	1%
Biology	6,041	1%
All Grades		
All Subjects	117,761	1%
Reading	52,275	1%
Mathematics	46,462	2%
Science	19,024	1%

\- Indicates there are no students in the group.

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

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

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

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

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 8	Reading	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 2020-21 school year enrolled in a Texas public postsecondary education institution in the 2021-22 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	48%	44%	45%	51%	41%	75%	39%	47%	42%	24%	43%
In-State Private Institutions	3%	4%	2%	4%	3%	3%	3%	4%	2%	1%	2%
Out-of-State Institutions	7%	10%	4%	11%	9%	9%	8%	11%	4%	3%	3%

- Indicates there are no students in the group.

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

Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2021-22 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	26%	30%	30%	20%	27%	10%	32%	24%	32%	32%	26%

- 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.

Statewide Section 1003 Funds

Note: Downloadable PDF and Excel files are available.

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 2022-23 State accountability.

State	Count of 1st Year English Learners Excluded from the State Accountability
Texas	6,145
District-Campus Level of 1st Year English Learner Excluded from the State Accountability **Note: PDF and Excel files are available at District and State Levels.**	

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

Part (i): Description of State Accountability System

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

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

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

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

Campus ESSA Goals (Middle Schools)											
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)											
Reading/ELA Baseline Rates	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
2022-23 through 2026-27	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
2027-28 through 2031-32	53%	43%	46%	66%	53%	78%	55%	63%	43%	33%	40%
2032-33 through 2036-37	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
2037-38	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%
Mathematics Baseline Rates	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
2022-23 through 2026-27	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
2027-28 through 2031-32	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
2032-33 through 2036-37	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
2037-38	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
EL Progress											
Baseline Rates											44%
2022-23 through 2026-27											44%
2027-28 through 2031-32											46%
2032-33 through 2036-37											48%
2037-38											50%

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

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

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

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

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

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

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

(bb) the methodology by which the State differentiates all such schools. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number and is further used to differentiate all public schools. See the accountability manual for details: Chapter 4-2023 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 2021, 2022, and 2023 are considered consecutive years for 2023 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 10-2023 Identification of Schools for Improvement

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

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2022-2023 school year: Comprehensive Support and Improvement Schools, Targeted Support and Improvement Schools and Additional Targeted Support Schools.

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

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2022-23 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																						
Grade 3																						
Reading	All Students	75%	73%	**56%**	-	55%	*	-	-	-	-	57%	*	38%	60%	*	58%	54%	-	-	-	-
	CWD	51%	49%	**38%**	-	29%	*	-	-	-	-	38%	-	38%	-	*	*	20%	-	-	-	-
	CWOD	80%	78%	**60%**	-	60%	-	-	-	-	-	61%	*	-	60%	*	57%	63%	-	-	-	-
	EL	65%	62%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	73%	70%	**58%**	-	57%	*	-	-	-	-	58%	-	*	57%	*	58%	-	-	-	-	-
	Female	78%	76%	**54%**	-	54%	-	-	-	-	-	55%	*	20%	63%	*	-	54%	-	-	-	-
Mathematics	All Students	72%	69%	**48%**	-	49%	*	-	-	-	-	50%	*	25%	53%	*	54%	42%	-	-	-	-
	CWD	51%	49%	**25%**	-	29%	*	-	-	-	-	25%	-	25%	-	*	*	20%	-	-	-	-
	CWOD	76%	73%	**53%**	-	53%	-	-	-	-	-	55%	*	-	53%	*	57%	47%	-	-	-	-
	EL	67%	63%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	74%	71%	**54%**	-	57%	*	-	-	-	-	54%	-	*	57%	*	54%	-	-	-	-	-
	Female	70%	66%	**42%**	-	42%	-	-	-	-	-	45%	*	20%	47%	*	-	42%	-	-	-	-
Grade 4																						
Reading	All Students	76%	75%	**67%**	*	50%	*	-	-	-	-	67%	-	-	67%	*	50%	*	-	-	-	-
	CWD	51%	50%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	81%	81%	**67%**	*	50%	*	-	-	-	-	67%	-	-	67%	*	50%	*	-	-	-	-
	EL	66%	62%	*	-	*	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-	-
	Male	74%	72%	**50%**	*	*	-	-	-	-	-	50%	-	-	50%	*	50%	-	-	-	-	-
	Female	79%	78%	*	-	*	*	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
Mathematics	All Students	69%	65%	**44%**	*	50%	*	-	-	-	-	44%	-	-	44%	*	67%	*	-	-	-	-
	CWD	44%	41%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	74%	71%	**44%**	*	50%	*	-	-	-	-	44%	-	-	44%	*	67%	*	-	-	-	-
	EL	63%	59%	*	-	*	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-	-
	Male	71%	68%	**67%**	*	*	-	-	-	-	-	67%	-	-	67%	*	67%	-	-	-	-	-
	Female	67%	62%	*	-	*	*	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
Grade 5																						
Reading	All Students	80%	79%	**57%**	-	50%	*	-	-	-	-	57%	-	*	80%	*	*	67%	-	-	-	-
	CWD	49%	48%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	86%	86%	**80%**	-	*	*	-	-	-	-	80%	-	-	80%	*	-	80%	-	-	-	-
	EL	72%	71%	*	-	*	-	-	-	-	-	*	-	*	*	*	-	*	-	-	-	-
	Male	77%	75%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	Female	83%	83%	**67%**	-	60%	*	-	-	-	-	67%	-	*	80%	*	-	67%	-	-	-	-

		State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	79%	78%	**71%**	-	67%	*	-	-	-	-	71%	-	*	100%	*	*	83%	-	-	-	-
	CWD	59%	58%	*	-	*		-	-	-	-	*	-	*	-	-	*	*	-	-	-	-
	CWOD	83%	82%	**100%**	-	*	*	-	-	-	-	100%	-	-	100%	*	-	100%	-	-	-	-
	EL	75%	74%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	79%	78%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-	-
	Female	79%	78%	**83%**	-	80%	*	-	-	-	-	83%	-	*	100%	*	-	83%	-	-	-	-
Science	All Students	64%	62%	**57%**	-	50%	*	-	-	-	-	57%	-	*	80%	*	*	67%	-	-	-	-
	CWD	41%	41%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-
	CWOD	68%	67%	**80%**	-	*	*	-	-	-	-	80%	-	-	80%	*	-	80%	-	-	-	-
	EL	52%	49%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	67%	65%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-	-
	Female	60%	59%	**67%**	-	60%	*	-	-	-	-	67%	-	*	80%	*	-	67%	-	-	-	-

STAAR Percent at Meets Grade Level or Above

Grade 3

		State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	49%	46%	**35%**	-	36%	*	-	-	-	-	37%	*	25%	38%	*	38%	33%	-	-	-	-
	CWD	28%	26%	**25%**	-	29%	*	-	-	-	-	25%	-	25%	-	*	*	20%	-	-	-	-
	CWOD	53%	50%	**38%**	-	38%	-	-	-	-	-	39%	*	-	38%	*	38%	37%	-	-	-	-
	EL	37%	34%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	46%	43%	**38%**	-	39%	*	-	-	-	-	38%	-	*	38%	*	38%	-	-	-	-	-
	Female	53%	49%	**33%**	-	33%	-	-	-	-	-	36%	*	20%	37%	*	-	33%	-	-	-	-
Mathematics	All Students	44%	40%	**19%**	-	19%	*	-	-	-	-	20%	*	0%	23%	*	29%	8%	-	-	-	-
	CWD	28%	26%	**0%**	-	0%	*	-	-	-	-	0%	-	0%	-	*	*	0%	-	-	-	-
	CWOD	47%	43%	**23%**	-	23%	-	-	-	-	-	24%	*	-	23%	*	33%	11%	-	-	-	-
	EL	35%	32%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	47%	43%	**29%**	-	30%	*	-	-	-	-	29%	-	*	33%	*	29%	-	-	-	-	-
	Female	40%	36%	**8%**	-	8%	-	-	-	-	-	9%	*	0%	11%	*	-	8%	-	-	-	-

Grade 4

		State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	47%	45%	**33%**	*	17%	*	-	-	-	-	33%	-	-	33%	*	33%	*	-	-	-	-
	CWD	25%	22%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	51%	50%	**33%**	*	17%	-	-	-	-	-	33%	-	-	33%	*	33%	*	-	-	-	-
	EL	35%	33%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	44%	42%	**33%**	*	*	-	-	-	-	-	33%	-	-	33%	*	33%	-	-	-	-	-
	Female	50%	48%	*	-	*	*	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
Mathematics	All Students	47%	42%	**33%**	*	33%	*	-	-	-	-	33%	-	-	33%	*	50%	*	-	-	-	-
	CWD	27%	24%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	51%	45%	**33%**	*	33%	-	-	-	-	-	33%	-	-	33%	*	50%	*	-	-	-	-
	EL	39%	34%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	50%	45%	**50%**	*	*	-	-	-	-	-	50%	-	-	50%	*	50%	-	-	-	-	-
	Female	43%	38%	*	-	*	*	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-

Grade 5

		State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	56%	54%	**57%**	-	50%	*	-	-	-	-	57%	-	*	80%	*	*	67%	-	-	-	-
	CWD	27%	25%	*	-	*	*	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-
	CWOD	61%	61%	**80%**	-	*	*	-	-	-	-	80%	-	-	80%	*	-	80%	-	-	-	-
	EL	43%	42%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	51%	49%	*	-	*	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-	-
	Female	60%	60%	**67%**	-	60%	*	-	-	-	-	67%	-	*	80%	*	-	67%	-	-	-	-
Mathematics	All Students	50%	48%	**29%**	-	33%	*	-	-	-	-	29%	-	*	40%	*	*	33%	-	-	-	-
	CWD	28%	27%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-
	CWOD	54%	53%	**40%**	-	*	*	-	-	-	-	40%	-	-	40%	*	-	40%	-	-	-	-
	EL	43%	41%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	52%	50%	*	-	*	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-	-
	Female	48%	47%	**33%**	-	40%	*	-	-	-	-	33%	-	*	40%	*	-	33%	-	-	-	-
Science	All Students	35%	33%	**14%**	-	0%	*	-	-	-	-	14%	-	*	20%	*	*	17%	-	-	-	-
	CWD	23%	21%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-
	CWOD	37%	35%	**20%**	-	*	*	-	-	-	-	20%	-	-	20%	*	-	20%	-	-	-	-
	EL	22%	20%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	39%	37%	*	-	*	-	-	-	-	-	*	-	*	*	-	*	-	-	-	-	-
	Female	30%	29%	**17%**	-	0%	*	-	-	-	-	17%	-	*	20%	*	-	17%	-	-	-	-

STAAR Percent at Masters Grade Level

Grade 3

		State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	19%	16%	**6%**	-	6%	*	-	-	-	-	7%	*	0%	8%	*	8%	4%	-	-	-	-
	CWD	7%	6%	**0%**	-	0%	*	-	-	-	-	0%	-	0%	-	*	*	0%	-	-	-	-
	CWOD	22%	19%	**8%**	-	8%	-	-	-	-	-	8%	*	-	8%	*	10%	5%	-	-	-	-
	EL	13%	13%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	17%	14%	**8%**	-	9%	*	-	-	-	-	8%	-	*	10%	*	8%	-	-	-	-	-
	Female	22%	19%	**4%**	-	4%	-	-	-	-	-	5%	*	0%	5%	*	-	4%	-	-	-	-
Mathematics	All Students	18%	16%	**2%**	-	2%	*	-	-	-	-	2%	*	0%	3%	*	0%	4%	-	-	-	-
	CWD	9%	8%	**0%**	-	0%	*	-	-	-	-	0%	-	0%	-	*	*	0%	-	-	-	-
	CWOD	20%	18%	**3%**	-	3%	-	-	-	-	-	3%	*	-	3%	*	0%	5%	-	-	-	-
	EL	12%	11%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	21%	19%	**0%**	-	0%	*	-	-	-	-	0%	-	*	0%	*	0%	-	-	-	-	-
	Female	15%	13%	**4%**	-	4%	-	-	-	-	-	5%	*	0%	5%	*	-	4%	-	-	-	-

Grade 4

		State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	21%	19%	**0%**	*	0%	*	-	-	-	-	0%	-	-	0%	*	0%	*	-	-	-	-
	CWD	7%	6%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	24%	22%	**0%**	*	0%	-	-	-	-	-	0%	-	-	0%	*	0%	*	-	-	-	-
	EL	12%	11%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	19%	17%	**0%**	*	*	-	-	-	-	-	0%	-	-	0%	*	0%	-	-	-	-	-
	Female	23%	21%	*	-	*	*	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-

Texas Education Agency
2023 Federal Report Card
ROYAL PUBLIC SCHOOLS (015842) - BEXAR COUNTY

		State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	21%	17%	**11%**	*	0%	*	-	-	-	-	11%	-	-	11%	*	17%	*	-	-	-	-
	CWD	8%	7%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	24%	19%	**11%**	*	0%	*	-	-	-	-	11%	-	-	11%	*	17%	*	-	-	-	-
	EL	15%	12%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	24%	20%	**17%**	*	*	-	-	-	-	-	17%	-	-	17%	*	17%	-	-	-	-	-
	Female	18%	14%	*	-	*	*	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
Grade 5																						
Reading	All Students	28%	26%	**43%**	-	33%	*	-	-	-	-	43%	-	*	60%	*	*	50%	-	-	-	-
	CWD	8%	8%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-
	CWOD	31%	30%	**60%**	-	*	*	-	-	-	-	60%	-	-	60%	*	-	60%	-	-	-	-
	EL	17%	17%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	24%	22%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	Female	32%	30%	**50%**	-	40%	*	-	-	-	-	50%	-	*	60%	*	-	50%	-	-	-	-
Mathematics	All Students	21%	20%	**0%**	-	0%	*	-	-	-	-	0%	-	*	0%	*	*	0%	-	-	-	-
	CWD	8%	8%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-
	CWOD	23%	22%	**0%**	-	*	*	-	-	-	-	0%	-	-	0%	*	-	0%	-	-	-	-
	EL	14%	13%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	23%	22%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	Female	19%	17%	**0%**	-	0%	*	-	-	-	-	0%	-	*	0%	*	-	0%	-	-	-	-
Science	All Students	15%	14%	**0%**	-	0%	*	-	-	-	-	0%	-	*	0%	*	*	0%	-	-	-	-
	CWD	7%	7%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-
	CWOD	16%	15%	**0%**	-	*	*	-	-	-	-	0%	-	-	0%	*	-	0%	-	-	-	-
	EL	7%	7%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	18%	16%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	Female	12%	11%	**0%**	-	0%	*	-	-	-	-	0%	-	*	0%	*	-	0%	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	75%	73%	**54%**	*	52%	71%	-	-	-	-	55%	*	23%	60%	50%	54%	54%	-	-	-	-
	CWD	48%	46%	**23%**	-	20%	*	-	-	-	-	23%	-	23%	-	*	33%	15%	-	-	-	-
	CWOD	79%	78%	**60%**	*	59%	80%	-	-	-	-	61%	*	-	60%	44%	57%	63%	-	-	-	-
	EL	62%	60%	**50%**	-	50%	-	-	-	-	-	50%	-	*	44%	50%	25%	70%	-	-	-	-
	Male	73%	71%	**54%**	*	53%	*	-	-	-	-	54%	-	33%	57%	25%	54%	-	-	-	-	-
	Female	77%	75%	**54%**	-	52%	80%	-	-	-	-	56%	*	15%	63%	70%	-	54%	-	-	-	-
Reading	All Students	76%	74%	**58%**	*	54%	*	-	-	-	-	58%	*	30%	63%	38%	55%	61%	-	-	-	-
	CWD	46%	44%	**30%**	-	22%	*	-	-	-	-	30%	-	30%	-	*	*	17%	-	-	-	-
	CWOD	80%	80%	**63%**	*	60%	*	-	-	-	-	63%	*	-	63%	29%	56%	70%	-	-	-	-
	EL	60%	58%	**38%**	-	38%	-	-	-	-	-	38%	-	*	29%	38%	*	*	-	-	-	-
	Male	72%	70%	**55%**	*	50%	*	-	-	-	-	55%	-	*	56%	*	55%	-	-	-	-	-
	Female	80%	79%	**61%**	-	58%	*	-	-	-	-	61%	*	17%	70%	*	-	61%	-	-	-	-

Texas Education Agency
2023 Federal Report Card
ROYAL PUBLIC SCHOOLS (015842) - BEXAR COUNTY

		State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	74%	71%	**50%**	*	51%	*	-	-	-	-	52%	*	20%	56%	63%	55%	45%	-	-	-	-
	CWD	49%	47%	**20%**	-	22%	*	-	-	-	-	20%	-	20%	-	*	*	17%	-	-	-	-
	CWOD	78%	75%	**56%**	*	56%	*	-	-	-	-	58%	*	-	56%	57%	59%	52%	-	-	-	-
	EL	65%	62%	**63%**	-	63%	-	-	-	-	-	63%	-	*	57%	63%	*	*	-	-	-	-
	Male	73%	71%	**55%**	*	57%	*	-	-	-	-	55%	-	*	59%	*	55%	-	-	-	-	-
	Female	74%	71%	**45%**	-	45%	*	-	-	-	-	48%	*	17%	52%	*	-	45%	-	-	-	-
Science	All Students	76%	74%	**57%**	-	50%	*	-	-	-	-	57%	-	*	80%	*	*	67%	-	-	-	-
	CWD	52%	51%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-
	CWOD	79%	79%	**80%**	-	*	*	-	-	-	-	80%	-	-	80%	*	-	80%	-	-	-	-
	EL	62%	60%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	76%	75%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	Female	75%	74%	**67%**	-	60%	*	-	-	-	-	67%	-	*	80%	*	-	67%	-	-	-	-

STAAR Percent at Meets Grade Level or Above
All Grades

		State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Subjects	All Students	48%	45%	**29%**	*	27%	43%	-	-	-	-	30%	*	9%	33%	11%	33%	25%	-	-	-	-
	CWD	24%	22%	**9%**	-	10%	*	-	-	-	-	9%	-	9%	-	*	11%	8%	-	-	-	-
	CWOD	52%	49%	**33%**	*	31%	60%	-	-	-	-	34%	*	-	33%	6%	37%	29%	-	-	-	-
	EL	31%	29%	**11%**	-	11%	-	-	-	-	-	11%	-	*	6%	11%	0%	20%	-	-	-	-
	Male	46%	44%	**33%**	*	33%	*	-	-	-	-	33%	-	11%	37%	0%	33%	-	-	-	-	-
	Female	49%	46%	**25%**	-	22%	60%	-	-	-	-	26%	*	8%	29%	20%	-	25%	-	-	-	-
Reading	All Students	52%	50%	**38%**	*	36%	*	-	-	-	-	39%	*	20%	41%	25%	35%	39%	-	-	-	-
	CWD	24%	22%	**20%**	-	22%	*	-	-	-	-	20%	-	20%	-	*	*	17%	-	-	-	-
	CWOD	56%	55%	**41%**	*	38%	*	-	-	-	-	42%	*	-	41%	14%	37%	44%	-	-	-	-
	EL	33%	31%	**25%**	-	25%	-	-	-	-	-	25%	-	*	14%	25%	*	*	-	-	-	-
	Male	47%	45%	**35%**	*	36%	*	-	-	-	-	35%	-	*	37%	*	35%	-	-	-	-	-
	Female	57%	55%	**39%**	-	35%	*	-	-	-	-	42%	*	17%	44%	*	-	39%	-	-	-	-
Mathematics	All Students	44%	40%	**22%**	*	22%	*	-	-	-	-	23%	*	0%	26%	0%	32%	12%	-	-	-	-
	CWD	24%	22%	**0%**	-	0%	*	-	-	-	-	0%	-	0%	-	*	*	0%	-	-	-	-
	CWOD	47%	43%	**26%**	*	26%	*	-	-	-	-	27%	*	-	26%	0%	37%	15%	-	-	-	-
	EL	32%	29%	**0%**	-	0%	-	-	-	-	-	0%	-	*	0%	0%	*	*	-	-	-	-
	Male	45%	41%	**32%**	*	32%	*	-	-	-	-	32%	-	*	37%	*	32%	-	-	-	-	-
	Female	42%	38%	**12%**	-	13%	*	-	-	-	-	13%	*	0%	15%	*	-	12%	-	-	-	-
Science	All Students	46%	45%	**14%**	-	0%	*	-	-	-	-	14%	-	*	20%	*	*	17%	-	-	-	-
	CWD	24%	24%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-
	CWOD	49%	48%	**20%**	-	*	*	-	-	-	-	20%	-	-	20%	*	-	20%	-	-	-	-
	EL	26%	25%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	47%	47%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	Female	44%	43%	**17%**	-	0%	*	-	-	-	-	17%	-	*	20%	*	-	17%	-	-	-	-

STAAR Percent at Masters Grade Level
All Grades

		State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Subjects	All Students	19%	16%	**6%**	*	5%	14%	-	-	-	-	6%	*	0%	7%	0%	5%	7%	-	-	-	-
	CWD	7%	6%	**0%**	-	0%	*	-	-	-	-	0%	-	0%	-	*	0%	0%	-	-	-	-
	CWOD	21%	18%	**7%**	*	6%	20%	-	-	-	-	7%	*	-	7%	0%	6%	8%	-	-	-	-
	EL	9%	8%	**0%**	-	0%	-	-	-	-	-	0%	-	*	0%	0%	0%	0%	-	-	-	-
	Male	18%	16%	**5%**	*	4%	*	-	-	-	-	5%	-	0%	6%	0%	5%	-	-	-	-	-
	Female	19%	17%	**7%**	-	6%	20%	-	-	-	-	7%	*	0%	8%	0%	-	7%	-	-	-	-
Reading	All Students	20%	17%	**9%**	*	8%	*	-	-	-	-	10%	*	0%	11%	0%	6%	12%	-	-	-	-
	CWD	7%	6%	**0%**	-	0%	*	-	-	-	-	0%	-	0%	-	*	*	0%	-	-	-	-
	CWOD	22%	20%	**11%**	*	10%	*	-	-	-	-	12%	*	-	11%	0%	7%	15%	-	-	-	-
	EL	9%	8%	**0%**	-	0%	-	-	-	-	-	0%	-	*	0%	0%	*	*	-	-	-	-
	Male	17%	15%	**6%**	*	7%	*	-	-	-	-	6%	-	*	7%	*	6%	-	-	-	-	-
	Female	23%	20%	**12%**	-	10%	*	-	-	-	-	13%	*	0%	15%	*	-	12%	-	-	-	-
Mathematics	All Students	18%	15%	**3%**	*	2%	*	-	-	-	-	3%	*	0%	4%	0%	3%	3%	-	-	-	-
	CWD	8%	7%	**0%**	-	0%	*	-	-	-	-	0%	-	0%	-	*	*	0%	-	-	-	-
	CWOD	20%	16%	**4%**	*	2%	*	-	-	-	-	4%	*	-	4%	0%	4%	4%	-	-	-	-
	EL	11%	9%	**0%**	-	0%	-	-	-	-	-	0%	-	*	0%	0%	*	*	-	-	-	-
	Male	20%	16%	**3%**	*	0%	*	-	-	-	-	3%	-	*	4%	*	3%	-	-	-	-	-
	Female	16%	13%	**3%**	-	3%	*	-	-	-	-	3%	*	0%	4%	*	-	3%	-	-	-	-
Science	All Students	17%	17%	**0%**	-	0%	*	-	-	-	-	0%	-	*	0%	*	*	0%	-	-	-	-
	CWD	7%	7%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-
	CWOD	19%	19%	**0%**	-	*	*	-	-	-	-	0%	-	-	0%	*	-	0%	-	-	-	-
	EL	6%	6%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	19%	18%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	Female	16%	15%	**0%**	-	0%	*	-	-	-	-	0%	-	*	0%	*	-	0%	-	-	-	-

- Indicates there are no students in the group.

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2022-23 school year. These results nclude all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	58	*	57	-	-	-	-	-	58	*	*
CWD	*	-	*	-	-	-	-	-	*	*	-
CWOD	63	*	63	-	-	-	-	-	63	-	*
EL ✧	*	-	*	-	-	-	-	-	*	-	*
Male	54	*	*	-	-	-	-	-	54	-	*
Female	61	-	61	-	-	-	-	-	61	*	*
Mathematics											
All Students	71	*	75	-	-	-	-	-	71	*	*
CWD	*	-	*	-	-	-	-	-	*	*	-
CWOD	69	*	73	-	-	-	-	-	69	-	*
EL ✧	*	-	*	-	-	-	-	-	*	-	*
Male	54	*	*	-	-	-	-	-	54	-	*
Female	86	-	86	-	-	-	-	-	86	*	*

- Indicates there are no students in the group.

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

Part (iii)(II): Graduation Rate

This section provides information on high school six-year graduation rates for the class of 2021

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL◇	Homeless ◇	Foster Care ◇
Federal Graduation Rates													
6-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2021													
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 2023 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
17	-	-

   - 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	30	*	28	43	-	-	-	-	30	11	20
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2023-2027)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N		N						Y	Y	
Interim Goals (2028-2032)	53%	43%	48%	67%	53%	78%	54%	63%	44%	33%	41%
Target Met	N		N						N	N	
Interim Goals (2033-2037)	62%	54%	59%	74%	63%	82%	63%	70%	55%	47%	53%
Target Met	N		N						N	N	
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N						N	N	
Mathematics											
Interim Goals (2023-2027)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N		N						N	N	
Interim Goals (2028-2032)	55%	43%	50%	66%	54%	85%	58%	62%	47%	36%	50%
Target Met	N		N						N	N	
Interim Goals (2033-2037)	64%	55%	60%	73%	63%	88%	66%	70%	58%	49%	60%
Target Met	N		N						N	N	
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N						N	N	
English Learner Language Proficiency Status											
Interim Goals (2023-2027)											44%
Target Met											Y
Interim Goals (2028-2032)											46%
Target Met											Y
Interim Goals (2033-2037)											48%
Target Met											Y
Long-Term Goals											50%
Target Met											Y
Federal Graduation Status											
Interim Goals (2023-2027)	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80%
Target Met											

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

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

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

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2022-23 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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

Texas Education Agency
2023 Federal Report Card
ROYAL PUBLIC SCHOOLS (015842) - BEXAR COUNTY

		District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All Students	0%	*	0%	0%	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-
	CWD	0%	-	0%	*	-	-	-	-	0%	-	0%	-	*	0%	0%	-
	CWOD	0%	*	0%	0%	-	-	-	-	0%	*	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	-	*	0%	0%	0%	0%	-
	Male	0%	*	0%	*	-	-	-	-	0%	-	0%	0%	0%	0%	-	-
	Female	0%	-	0%	0%	-	-	-	-	0%	*	0%	0%	0%	-	0%	-
Reading	All Students	0%	*	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-
	CWD	0%	-	0%	*	-	-	-	-	0%	-	0%	-	*	*	0%	-
	CWOD	0%	*	0%	*	-	-	-	-	0%	*	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	-	*	0%	0%	*	*	-
	Male	0%	*	0%	*	-	-	-	-	0%	-	*	0%	*	0%	-	-
	Female	0%	-	0%	*	-	-	-	-	0%	*	0%	0%	*	-	0%	-
Mathematics	All Students	0%	*	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-
	CWD	0%	-	0%	*	-	-	-	-	0%	-	0%	-	*	*	0%	-
	CWOD	0%	*	0%	*	-	-	-	-	0%	*	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	-	*	0%	0%	*	*	-
	Male	0%	*	0%	*	-	-	-	-	0%	-	*	0%	*	0%	-	-
	Female	0%	-	0%	*	-	-	-	-	0%	*	0%	0%	*	-	0%	-
Science	All Students	0%	-	0%	*	-	-	-	-	0%	-	*	0%	*	*	0%	-
	CWD	*	-	*	-	-	-	-	-	*	-	*	-	-	*	*	-
	CWOD	0%	-	*	*	-	-	-	-	0%	-	-	0%	*	-	0%	-
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-
	Male	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-
	Female	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)

Campus Level of School Quality, Climate, and Safety

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.

Campus Level of Preschool Programs and Accelerated Coursework

Part (ix): Teacher Quality Data

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

	All School		High-Poverty Schools		Low-Poverty Schools	
	Number	Percent	Number	Percent	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	12.9	73.7%	12.9	73.7%		
Teachers Teaching with Emergency or Provisional Credentials	2.0	12.9%	2.0	12.9%		
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-	0.0	-		

- Indicates there are no data available in the group.

Part (x): Per-pupil Expenditure

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

	Enrollment	State & Local and Federal Total	State & Local Site	State & Local District Allocation	State & Local Total	Federal Site	Federal District Allocation	Federal Total
Business/central/other support services		$1,961	$41	$1,793	$1,834		$127	$127
Food services		$1,058	$11		$11	$1,016	$30	$1,046
Instruction		$10,328	$7,320	$3	$7,323	$2,573	$431	$3,005
Support services, general administration		$1,322		$1,322	$1,322			
Support services, instructional staff		$1,122	$400		$400	$698	$24	$722
Support services, operation and maintenance of plant		$2,631	$1,988	$567	$2,555	$22	$54	$76
Support services, pupils		$843	$798		$798		$44	$44
Support services, school administration		$1,058	$918	$33	$950	$87	$21	$108
Support services, student transportation		$46		$46	$46			
Total	192	**$20,369**	**$11,477**	**$3,764**	**$15,241**	**$4,397**	**$731**	**$5,128**

Campus Level PPE Summary Report

Note: Downloadable PDF and Excel files are available.

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

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2022-23 school year.

	State Number of ALT2	State Rate of ALT2	Region 20 Number of ALT2	Region 20 Rate of ALT2	District Number of ALT2	District Rate of ALT2
Grade 3						
Reading	7,391	2%	745	2%	-	-
Mathematics	7,386	2%	744	2%	-	-
Grade 4						
Reading	7,296	2%	671	2%	-	-
Mathematics	7,293	2%	671	2%	-	-
Grade 5						
Reading	6,823	2%	685	2%	-	-
Mathematics	6,825	2%	686	2%	-	-
Science	6,820	2%	685	2%	-	-
Grade 6						
Reading	6,480	2%	603	2%	-	-
Mathematics	6,481	2%	602	2%	-	-
Grade 7						
Reading	6,309	2%	562	2%	-	-
Mathematics	6,300	2%	560	2%	-	-
Grade 8						
Reading	6,168	1%	601	2%	-	-
Mathematics	6,162	2%	600	2%	-	-
Science	6,163	1%	601	2%	-	-
End of Course						
English I	6,032	1%	581	1%	-	-
English II	5,771	1%	559	1%	-	-
Algebra I	6,015	1%	589	1%	-	-
Biology	6,041	1%	587	1%	-	-
All Grades						
All Subjects	117,761	1%	11,332	2%	-	-
Reading	52,275	1%	5,007	2%	-	-
Mathematics	46,462	2%	4,452	2%	-	-
Science	19,024	1%	1,873	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							
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24
		Pacific Islander	*	50	*	50	*	23	*	6
		Two or More Races	28	32	72	68	41	38	8	11
		EcoDis	54	52	46	48	18	19	3	3
		Students with Disabilities	77	73	23	27	7	10	1	2
		English Language Learners	57	67	43	33	16	10	2	1
	Mathematics	Overall	22	25	78	75	38	36	8	8
		Black	33	45	67	55	21	15	2	1
		Hispanic	27	36	73	64	27	22	3	3
		White	10	14	90	86	57	48	13	10
		American Indian	*	41	*	59	*	22	*	4
		Asian	3	9	97	91	73	63	27	24
		Pacific Islander	*	38	*	62	*	22	*	3
		Two or More Races	10	22	90	78	58	38	23	9
		EcoDis	31	38	69	62	24	20	3	2
		Students with Disabilities	51	56	49	44	18	14	2	2
		English Language Learners	31	48	69	52	26	14	3	2
Grade 8	Reading	Overall	34	30	66	70	23	31	2	4
		Black	45	47	55	53	17	16	1	1
		Hispanic	41	39	59	61	16	21	1	2
		White	24	22	76	78	30	38	2	5
		American Indian	*	45	*	55	*	18	*	2
		Asian	8	14	92	86	60	56	11	12
		Pacific Islander	*	35	*	65	*	25	*	2
		Two or More Races	28	27	72	73	32	35	5	6

			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
State Level: 2022 Percentages at NAEP Achievement Levels										
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 8	Reading	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 2020-21 school year enrolled in a Texas public postsecondary education institution in the 2021-22 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 district.

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 2021-22 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	50%	*	50%	57%	-	-	-	*	48%	50%	55%

- 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.

There is no data for this district.

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

This section provides number of recently arrived English learners exempted from the ELA/Reading assessments and whose results are excluded from the 2022-23 State accountability.

There is no data for this district.

2023 Federal Report Card
ROYAL ACADEMY OF EXCELLENCE (015842001) - ROYAL PUBLIC SCHOOLS - BEXAR 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 and District ESSA Goals										
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)											
Reading/ELA Baseline Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
2022-23 through 2026-27	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
2027-28 through 2031-32	53%	43%	48%	67%	53%	78%	54%	63%	44%	33%	41%
2032-33 through 2036-37	62%	54%	59%	74%	63%	82%	63%	70%	55%	47%	53%
2037-38	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics Baseline Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
2022-23 through 2026-27	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
2027-28 through 2031-32	55%	43%	50%	66%	54%	85%	58%	62%	47%	36%	50%
2032-33 through 2036-37	64%	55%	60%	73%	63%	88%	66%	70%	58%	49%	60%
2037-38	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress											
Baseline Rates											44%
2022-23 through 2026-27											44%
2027-28 through 2031-32											46%
2032-33 through 2036-37											48%
2037-38											50%
Graduation Rate: 4-Year Longitudinal Rate											
Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

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

Campus ESSA Goals (Middle Schools)											
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)											
Reading/ELA Baseline Rates	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
2022-23 through 2026-27	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
2027-28 through 2031-32	53%	43%	46%	66%	53%	78%	55%	63%	43%	33%	40%
2032-33 through 2036-37	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
2037-38	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%
Mathematics Baseline Rates	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
2022-23 through 2026-27	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
2027-28 through 2031-32	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
2032-33 through 2036-37	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
2037-38	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
EL Progress											
Baseline Rates											44%
2022-23 through 2026-27											44%
2027-28 through 2031-32											46%
2032-33 through 2036-37											48%
2037-38											50%

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

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

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

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

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

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

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

(bb) the methodology by which the State differentiates all such schools. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number and is further used to differentiate all public schools. See the accountability manual for details: Chapter 4-2023 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 2021, 2022, and 2023 are considered consecutive years for 2023 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 10-2023 Identification of Schools for Improvement

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

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2022-2023 school year: Comprehensive Support and Improvement Schools, Targeted Support and Improvement Schools and Additional Targeted Support Schools.

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

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2022-23 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																						
Grade 3																						
Reading	All Students	75%	56%	**56%**	-	55%	*	-	-	-	-	57%	*	38%	60%	*	58%	54%	-	-	-	-
	CWD	51%	38%	**38%**	-	29%	*	-	-	-	-	38%	-	38%	-	*	*	20%	-	-	-	-
	CWOD	80%	60%	**60%**	-	60%	-	-	-	-	-	61%	*	-	60%	*	57%	63%	-	-	-	-
	EL	65%	*	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	73%	58%	**58%**	-	57%	*	-	-	-	-	58%	-	*	57%	*	58%	-	-	-	-	-
	Female	78%	54%	**54%**	-	54%	-	-	-	-	-	55%	*	20%	63%	*	-	54%	-	-	-	-
Mathematics	All Students	72%	48%	**48%**	-	49%	*	-	-	-	-	50%	*	25%	53%	*	54%	42%	-	-	-	-
	CWD	51%	25%	**25%**	-	29%	*	-	-	-	-	25%	-	25%	-	*	*	20%	-	-	-	-
	CWOD	76%	53%	**53%**	-	53%	-	-	-	-	-	55%	*	-	53%	*	57%	47%	-	-	-	-
	EL	67%	*	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	74%	54%	**54%**	-	57%	*	-	-	-	-	54%	-	*	57%	*	54%	-	-	-	-	-
	Female	70%	42%	**42%**	-	42%	-	-	-	-	-	45%	*	20%	47%	*	-	42%	-	-	-	-
Grade 4																						
Reading	All Students	76%	67%	**67%**	*	50%	*	-	-	-	-	67%	-	-	67%	*	50%	*	-	-	-	-
	CWD	51%	-	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	81%	67%	**67%**	*	50%	*	-	-	-	-	67%	-	-	67%	*	50%	*	-	-	-	-
	EL	66%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	74%	50%	**50%**	*	*	-	-	-	-	-	50%	-	-	50%	*	50%	-	-	-	-	-
	Female	79%	*	*	-	*	*	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
Mathematics	All Students	69%	44%	**44%**	*	50%	*	-	-	-	-	44%	-	-	44%	*	67%	*	-	-	-	-
	CWD	44%	-	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	74%	44%	**44%**	*	50%	*	-	-	-	-	44%	-	-	44%	*	67%	*	-	-	-	-
	EL	63%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	71%	67%	**67%**	*	*	-	-	-	-	-	67%	-	-	67%	*	67%	-	-	-	-	-
	Female	67%	*	*	-	*	*	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
Grade 5																						
Reading	All Students	80%	57%	**57%**	-	50%	*	-	-	-	-	57%	-	*	80%	*	*	67%	-	-	-	-
	CWD	49%	*	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	86%	80%	**80%**	-	*	*	-	-	-	-	80%	-	-	80%	*	-	80%	-	-	-	-
	EL	72%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	77%	*	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	Female	83%	67%	**67%**	-	60%	*	-	-	-	-	67%	-	*	80%	*	-	67%	-	-	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	79%	71%	**71%**	-	67%	*	-	-	-	-	71%	-	*	100%	*	*	83%	-	-	-	-
	CWD	59%	*	*	-	*	-	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-
	CWOD	83%	100%	**100%**	-	*	*	-	-	-	-	100%	-	-	100%	*	-	100%	-	-	-	-
	EL	75%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	79%	*	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	Female	79%	83%	**83%**	-	80%	*	-	-	-	-	83%	-	*	100%	*	-	83%	-	-	-	-
Science	All Students	64%	57%	**57%**	-	50%	*	-	-	-	-	57%	-	*	80%	*	*	67%	-	-	-	-
	CWD	41%	*	*	-	*	-	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-
	CWOD	68%	80%	**80%**	-	*	*	-	-	-	-	80%	-	-	80%	*	-	80%	-	-	-	-
	EL	52%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	67%	*	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	Female	60%	67%	**67%**	-	60%	*	-	-	-	-	67%	-	*	80%	*	-	67%	-	-	-	-

STAAR Percent at Meets Grade Level or Above

Grade 3

		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	49%	35%	**35%**	-	36%	*	-	-	-	-	37%	*	25%	38%	*	38%	33%	-	-	-	-
	CWD	28%	25%	**25%**	-	29%	*	-	-	-	-	25%	-	25%	-	*	*	20%	-	-	-	-
	CWOD	53%	38%	**38%**	-	38%	-	-	-	-	-	39%	*	-	38%	*	38%	37%	-	-	-	-
	EL	37%	*	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	46%	38%	**38%**	-	39%	*	-	-	-	-	38%	-	*	38%	*	38%	-	-	-	-	-
	Female	53%	33%	**33%**	-	33%	-	-	-	-	-	36%	*	20%	37%	*	-	33%	-	-	-	-
Mathematics	All Students	44%	19%	**19%**	-	19%	*	-	-	-	-	20%	*	0%	23%	*	29%	8%	-	-	-	-
	CWD	28%	0%	**0%**	-	0%	*	-	-	-	-	0%	-	0%	-	*	*	0%	-	-	-	-
	CWOD	47%	23%	**23%**	-	23%	-	-	-	-	-	24%	*	-	23%	*	33%	11%	-	-	-	-
	EL	35%	*	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	47%	29%	**29%**	-	30%	*	-	-	-	-	29%	-	*	33%	*	29%	-	-	-	-	-
	Female	40%	8%	**8%**	-	8%	-	-	-	-	-	9%	*	0%	11%	*	-	8%	-	-	-	-

Grade 4

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	47%	33%	**33%**	*	17%	*	-	-	-	-	33%	-	-	33%	*	33%	*	-	-	-	-
	CWD	25%	-	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	51%	33%	**33%**	*	17%	-	-	-	-	-	33%	-	-	33%	*	33%	*	-	-	-	-
	EL	35%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	44%	33%	**33%**	*	*	-	-	-	-	-	33%	-	-	33%	*	33%	-	-	-	-	-
	Female	50%	*	*	-	*	*	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
Mathematics	All Students	47%	33%	**33%**	*	33%	*	-	-	-	-	33%	-	-	33%	*	50%	*	-	-	-	-
	CWD	27%	-	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	51%	33%	**33%**	*	33%	*	-	-	-	-	33%	-	-	33%	*	50%	*	-	-	-	-
	EL	39%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	50%	50%	**50%**	*	*	-	-	-	-	-	50%	-	-	50%	*	50%	-	-	-	-	-
	Female	43%	*	*	-	*	*	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-

Grade 5

		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	56%	57%	**57%**	-	50%	*	-	-	-	-	57%	-	*	80%	*	*	67%	-	-	-	-
	CWD	27%	*	*	-	*	-	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-
	CWOD	61%	80%	**80%**	-	*	*	-	-	-	-	80%	-	-	80%	*	-	80%	-	-	-	-
	EL	43%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	51%	*	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	Female	60%	67%	**67%**	-	60%	*	-	-	-	-	67%	-	*	80%	*	-	67%	-	-	-	-
Mathematics	All Students	50%	29%	**29%**	-	33%	*	-	-	-	-	29%	-	*	40%	*	*	33%	-	-	-	-
	CWD	28%	*	*	-	*	-	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-
	CWOD	54%	40%	**40%**	-	*	*	-	-	-	-	40%	-	-	40%	*	-	40%	-	-	-	-
	EL	43%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	52%	*	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	Female	48%	33%	**33%**	-	40%	*	-	-	-	-	33%	-	*	40%	*	-	33%	-	-	-	-
Science	All Students	35%	14%	**14%**	-	0%	*	-	-	-	-	14%	-	*	20%	*	*	17%	-	-	-	-
	CWD	23%	*	*	-	*	-	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-
	CWOD	37%	20%	**20%**	-	*	*	-	-	-	-	20%	-	-	20%	*	-	20%	-	-	-	-
	EL	22%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	39%	*	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	Female	30%	17%	**17%**	-	0%	*	-	-	-	-	17%	-	*	20%	*	-	17%	-	-	-	-

STAAR Percent at Masters Grade Level

Grade 3

		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	19%	6%	**6%**	-	6%	*	-	-	-	-	7%	*	0%	8%	*	8%	4%	-	-	-	-
	CWD	7%	0%	**0%**	-	0%	*	-	-	-	-	0%	-	0%	-	*	*	0%	-	-	-	-
	CWOD	22%	8%	**8%**	-	8%	-	-	-	-	-	8%	*	-	8%	*	10%	5%	-	-	-	-
	EL	13%	*	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	17%	8%	**8%**	-	9%	*	-	-	-	-	8%	-	*	10%	*	8%	-	-	-	-	-
	Female	22%	4%	**4%**	-	4%	-	-	-	-	-	5%	*	0%	5%	*	-	4%	-	-	-	-
Mathematics	All Students	18%	2%	**2%**	-	2%	*	-	-	-	-	2%	*	0%	3%	*	0%	4%	-	-	-	-
	CWD	9%	0%	**0%**	-	0%	*	-	-	-	-	0%	-	0%	-	*	*	0%	-	-	-	-
	CWOD	20%	3%	**3%**	-	3%	-	-	-	-	-	3%	*	-	3%	*	0%	5%	-	-	-	-
	EL	12%	*	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	21%	0%	**0%**	-	0%	*	-	-	-	-	0%	-	*	0%	*	0%	-	-	-	-	-
	Female	15%	4%	**4%**	-	4%	-	-	-	-	-	5%	*	0%	5%	*	-	4%	-	-	-	-

Grade 4

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	21%	0%	**0%**	*	0%	*	-	-	-	-	0%	-	-	0%	*	0%	*	-	-	-	-
	CWD	7%	-	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	24%	0%	**0%**	*	0%	*	-	-	-	-	0%	-	-	0%	*	0%	*	-	-	-	-
	EL	12%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	19%	0%	**0%**	*	*	-	-	-	-	-	0%	-	-	0%	*	0%	-	-	-	-	-
	Female	23%	*	*	-	*	*	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-

Texas Education Agency
2023 Federal Report Card
ROYAL ACADEMY OF EXCELLENCE (015842001) - ROYAL PUBLIC SCHOOLS - BEXAR 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	21%	11%	**11%**	*	0%	*	-	-	-	-	11%	-	-	11%	*	17%	*	-	-	-	-
	CWD	8%	-	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	24%	11%	**11%**	*	0%	*	-	-	-	-	11%	-	-	11%	*	17%	*	-	-	-	-
	EL	15%	*	*	-	*		-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	24%	17%	**17%**	*	*	-	-	-	-	-	17%	-	-	17%	*	17%	-	-	-	-	-
	Female	18%	*	*	-	*	*	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
Grade 5																						
Reading	All Students	28%	43%	**43%**	-	33%	*	-	-	-	-	43%	-	*	60%	*	*	50%	-	-	-	-
	CWD	8%	*	*	-	*		-	-	-	-	*	-	*	-	-	*	*	-	-	-	-
	CWOD	31%	60%	**60%**	-	*	*	-	-	-	-	60%	-	-	60%	*	-	60%	-	-	-	-
	EL	17%	*	*	-	*		-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	24%	*	*	-	*		-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	Female	32%	50%	**50%**	-	40%	*	-	-	-	-	50%	-	*	60%	*	-	50%	-	-	-	-
Mathematics	All Students	21%	0%	**0%**	-	0%	*	-	-	-	-	0%	-	*	0%	*	*	0%	-	-	-	-
	CWD	8%	*	*	-	*		-	-	-	-	*	-	*	-	-	*	*	-	-	-	-
	CWOD	23%	0%	**0%**	-	*	*	-	-	-	-	0%	-	-	0%	*	-	0%	-	-	-	-
	EL	14%	*	*	-	*		-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	23%	*	*	-	*		-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	Female	19%	0%	**0%**	-	0%	*	-	-	-	-	0%	-	*	0%	*	-	0%	-	-	-	-
Science	All Students	15%	0%	**0%**	-	0%	*	-	-	-	-	0%	-	*	0%	*	*	0%	-	-	-	-
	CWD	7%	*	*	-	*		-	-	-	-	*	-	*	-	-	*	*	-	-	-	-
	CWOD	16%	0%	**0%**	-	*	*	-	-	-	-	0%	-	-	0%	*	-	0%	-	-	-	-
	EL	7%	*	*	-	*		-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	18%	*	*	-	*		-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	Female	12%	0%	**0%**	-	0%	*	-	-	-	-	0%	-	*	0%	*	-	0%	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	75%	54%	**54%**	*	52%	71%	-	-	-	-	55%	*	23%	60%	50%	54%	54%	-	-	-	-
	CWD	48%	23%	**23%**	-	20%	*	-	-	-	-	23%	-	23%	-	*	33%	15%	-	-	-	-
	CWOD	79%	60%	**60%**	*	59%	80%	-	-	-	-	61%	*	-	60%	44%	57%	63%	-	-	-	-
	EL	62%	50%	**50%**	-	50%	-	-	-	-	-	50%	-	*	44%	50%	25%	70%	-	-	-	-
	Male	73%	54%	**54%**	*	53%	*	-	-	-	-	54%	-	33%	57%	25%	54%	-	-	-	-	-
	Female	77%	54%	**54%**	-	52%	80%	-	-	-	-	56%	*	15%	63%	70%	-	54%	-	-	-	-
Reading	All Students	76%	58%	**58%**	*	54%	*	-	-	-	-	58%	*	30%	63%	38%	55%	61%	-	-	-	-
	CWD	46%	30%	**30%**	-	22%	*	-	-	-	-	30%	-	30%	-	*	*	17%	-	-	-	-
	CWOD	80%	63%	**63%**	*	60%	*	-	-	-	-	63%	*	-	63%	29%	56%	70%	-	-	-	-
	EL	60%	38%	**38%**	-	38%	-	-	-	-	-	38%	-	*	29%	38%	*	*	-	-	-	-
	Male	72%	55%	**55%**	*	50%	*	-	-	-	-	55%	-	*	56%	*	55%	-	-	-	-	-
	Female	80%	61%	**61%**	-	58%	*	-	-	-	-	61%	*	17%	70%	*	-	61%	-	-	-	-

		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	74%	50%	**50%**	*	51%	*	-	-	-	-	52%	*	20%	56%	63%	55%	45%	-	-	-	-
	CWD	49%	20%	**20%**	-	22%	*	-	-	-	-	20%	-	20%	-	*	*	17%	-	-	-	-
	CWOD	78%	56%	**56%**	*	56%	*	-	-	-	-	58%	*	-	56%	57%	59%	52%	-	-	-	-
	EL	65%	63%	**63%**	-	63%	-	-	-	-	-	63%	-	*	57%	63%	*	*	-	-	-	-
	Male	73%	55%	**55%**	*	57%	*	-	-	-	-	55%	-	*	59%	*	55%	-	-	-	-	-
	Female	74%	45%	**45%**	-	45%	*	-	-	-	-	48%	*	17%	52%	*	-	45%	-	-	-	-
Science	All Students	76%	57%	**57%**	-	50%	*	-	-	-	-	57%	-	*	80%	*	*	67%	-	-	-	-
	CWD	52%	*	*	-	*	-	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-
	CWOD	79%	80%	**80%**	-	*	*	-	-	-	-	80%	-	-	80%	*	-	80%	-	-	-	-
	EL	62%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	76%	*	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	Female	75%	67%	**67%**	-	60%	*	-	-	-	-	67%	-	*	80%	*	-	67%	-	-	-	-

STAAR Percent at Meets Grade Level or Above

All Grades

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Subjects	All Students	48%	29%	**29%**	*	27%	43%	-	-	-	-	30%	*	9%	33%	11%	33%	25%	-	-	-	-
	CWD	24%	9%	**9%**	-	10%	*	-	-	-	-	9%	-	9%	-	*	11%	8%	-	-	-	-
	CWOD	52%	33%	**33%**	*	31%	60%	-	-	-	-	34%	*	-	33%	6%	37%	29%	-	-	-	-
	EL	31%	11%	**11%**	-	11%	-	-	-	-	-	11%	-	*	6%	11%	0%	20%	-	-	-	-
	Male	46%	33%	**33%**	*	33%	*	-	-	-	-	33%	-	11%	37%	0%	33%	-	-	-	-	-
	Female	49%	25%	**25%**	-	22%	60%	-	-	-	-	26%	*	8%	29%	20%	-	25%	-	-	-	-
Reading	All Students	52%	38%	**38%**	*	36%	*	-	-	-	-	39%	*	20%	41%	25%	35%	39%	-	-	-	-
	CWD	24%	20%	**20%**	-	22%	*	-	-	-	-	20%	-	20%	-	*	*	17%	-	-	-	-
	CWOD	56%	41%	**41%**	*	38%	*	-	-	-	-	42%	*	-	41%	14%	37%	44%	-	-	-	-
	EL	33%	25%	**25%**	-	25%	-	-	-	-	-	25%	-	*	14%	25%	*	*	-	-	-	-
	Male	47%	35%	**35%**	*	36%	*	-	-	-	-	35%	-	*	37%	*	35%	-	-	-	-	-
	Female	57%	39%	**39%**	-	35%	*	-	-	-	-	42%	*	17%	44%	*	-	39%	-	-	-	-
Mathematics	All Students	44%	22%	**22%**	*	22%	*	-	-	-	-	23%	*	0%	26%	0%	32%	12%	-	-	-	-
	CWD	24%	0%	**0%**	-	0%	*	-	-	-	-	0%	-	0%	-	*	*	0%	-	-	-	-
	CWOD	47%	26%	**26%**	*	26%	*	-	-	-	-	27%	*	-	26%	0%	37%	15%	-	-	-	-
	EL	32%	0%	**0%**	-	0%	-	-	-	-	-	0%	-	*	0%	0%	*	*	-	-	-	-
	Male	45%	32%	**32%**	*	32%	*	-	-	-	-	32%	-	*	37%	*	32%	-	-	-	-	-
	Female	42%	12%	**12%**	-	13%	*	-	-	-	-	13%	*	0%	15%	*	-	12%	-	-	-	-
Science	All Students	46%	14%	**14%**	-	0%	*	-	-	-	-	14%	-	*	20%	*	*	17%	-	-	-	-
	CWD	24%	*	*	-	*	-	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-
	CWOD	49%	20%	**20%**	-	*	*	-	-	-	-	20%	-	-	20%	*	-	20%	-	-	-	-
	EL	26%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	47%	*	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	Female	44%	17%	**17%**	-	0%	*	-	-	-	-	17%	-	*	20%	*	-	17%	-	-	-	-

STAAR Percent at Masters Grade Level

All Grades

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Subjects	All Students	19%	6%	**6%**	*	5%	14%	-	-	-	-	6%	*	0%	7%	0%	5%	7%	-	-	-	-
	CWD	7%	0%	**0%**	-	0%	*	-	-	-	-	0%	-	0%	-	*	0%	0%	-	-	-	-
	CWOD	21%	7%	**7%**	*	6%	20%	-	-	-	-	7%	*	-	7%	0%	6%	8%	-	-	-	-
	EL	9%	0%	**0%**	-	0%	-	-	-	-	-	0%	-	*	0%	0%	0%	0%	-	-	-	-
	Male	18%	5%	**5%**	*	4%	*	-	-	-	-	5%	-	0%	6%	0%	5%	-	-	-	-	-
	Female	19%	7%	**7%**	-	6%	20%	-	-	-	-	7%	*	0%	8%	0%	-	7%	-	-	-	-
Reading	All Students	20%	9%	**9%**	*	8%	*	-	-	-	-	10%	*	0%	11%	0%	6%	12%	-	-	-	-
	CWD	7%	0%	**0%**	-	0%	*	-	-	-	-	0%	-	0%	-	*	*	0%	-	-	-	-
	CWOD	22%	11%	**11%**	*	10%	*	-	-	-	-	12%	*	-	11%	0%	7%	15%	-	-	-	-
	EL	9%	0%	**0%**	-	0%	-	-	-	-	-	0%	-	*	0%	0%	*	*	-	-	-	-
	Male	17%	6%	**6%**	*	7%	*	-	-	-	-	6%	-	*	7%	*	6%	-	-	-	-	-
	Female	23%	12%	**12%**	-	10%	*	-	-	-	-	13%	*	0%	15%	*	-	12%	-	-	-	-
Mathematics	All Students	18%	3%	**3%**	*	2%	*	-	-	-	-	3%	*	0%	4%	0%	3%	3%	-	-	-	-
	CWD	8%	0%	**0%**	-	0%	*	-	-	-	-	0%	-	0%	-	*	*	0%	-	-	-	-
	CWOD	20%	4%	**4%**	*	2%	*	-	-	-	-	4%	*	-	4%	0%	4%	4%	-	-	-	-
	EL	11%	0%	**0%**	-	0%	-	-	-	-	-	0%	-	*	0%	0%	*	*	-	-	-	-
	Male	20%	3%	**3%**	*	0%	*	-	-	-	-	3%	-	*	4%	*	3%	-	-	-	-	-
	Female	16%	3%	**3%**	-	3%	*	-	-	-	-	3%	*	0%	4%	*	-	3%	-	-	-	-
Science	All Students	17%	0%	**0%**	-	0%	*	-	-	-	-	0%	-	*	0%	*	*	0%	-	-	-	-
	CWD	7%	*	*****	-	*	-	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-
	CWOD	19%	0%	**0%**	-	*	*	-	-	-	-	0%	-	-	0%	*	-	0%	-	-	-	-
	EL	6%	*	*****	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	19%	*	*****	-	*	*	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	Female	16%	0%	**0%**	-	0%	*	-	-	-	-	0%	-	*	0%	*	-	0%	-	-	-	-

- Indicates there are no students in the group.

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2022-23 school year. These results nclude all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	58	*	57	-	-	-	-	-	58	*	*
CWD	*	-	*	-	-	-	-	-	*	*	-
CWOD	63	*	63	-	-	-	-	-	63	-	*
EL ✧	*	-	*	-	-	-	-	-	*	-	*
Male	54	*	*	-	-	-	-	-	54	-	*
Female	61	-	61	-	-	-	-	-	61	*	*
Mathematics											
All Students	71	*	75	-	-	-	-	-	71	*	*
CWD	*	-	*	-	-	-	-	-	*	*	-
CWOD	69	*	73	-	-	-	-	-	69	-	*
EL ✧	*	-	*	-	-	-	-	-	*	-	*
Male	54	*	*	-	-	-	-	-	54	-	*
Female	86	-	86	-	-	-	-	-	86	*	*

- Indicates there are no students in the group.

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

Part (iii)(II): Graduation Rate

This section provides information on high school six-year graduation rates for the class of 2021

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL◇	Homeless ◇	Foster Care ◇
Federal Graduation Rates													
6-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2021													
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 2023 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
17	-	-

- 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	30	*	28	43	-	-	-	-	30	11	20
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

Part (vi): Goal Meeting Status

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

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

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

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

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

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2022-23 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%	-
	CWD	100%	-	100%	*	-	-	-	-	100%	-	100%	-	*	100%	100%	-
	CWOD	100%	*	100%	100%	-	-	-	-	100%	*	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	-	*	100%	100%	100%	100%	-
	Male	100%	*	100%	*	-	-	-	-	100%	-	100%	100%	100%	100%	-	-
	Female	100%	-	100%	100%	-	-	-	-	100%	*	100%	100%	100%	-	100%	-
Reading	All Students	100%	*	100%	*	-	-	-	-	100%	*	100%	100%	100%	100%	100%	-
	CWD	100%	-	100%	*	-	-	-	-	100%	-	100%	-	*	*	100%	-
	CWOD	100%	*	100%	*	-	-	-	-	100%	*	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	-	*	100%	100%	*	*	-
	Male	100%	*	100%	*	-	-	-	-	100%	-	*	100%	*	100%	-	-
	Female	100%	-	100%	*	-	-	-	-	100%	*	100%	100%	*	-	100%	-
Mathematics	All Students	100%	*	100%	*	-	-	-	-	100%	*	100%	100%	100%	100%	100%	-
	CWD	100%	-	100%	*	-	-	-	-	100%	-	100%	-	*	*	100%	-
	CWOD	100%	*	100%	*	-	-	-	-	100%	*	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	-	*	100%	100%	*	*	-
	Male	100%	*	100%	*	-	-	-	-	100%	-	*	100%	*	100%	-	-
	Female	100%	-	100%	*	-	-	-	-	100%	*	100%	100%	*	-	100%	-
Science	All Students	100%	-	100%	*	-	-	-	-	100%	-	*	100%	*	*	100%	-
	CWD	*	-	*	-	-	-	-	-	*	-	*	-	-	*	*	-
	CWOD	100%	-	*	*	-	-	-	-	100%	-	-	100%	*	-	100%	-
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-
	Male	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-
	Female	100%	-	100%	*	-	-	-	-	100%	-	*	100%	*	-	100%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	

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

There is no data for this campus.

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.

There is no data for this campus.

Part (ix): Teacher Quality Data

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

High Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	12.9	73.7%
Teachers Teaching with Emergency or Provisional Credentials	2.0	12.9%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- Indicates there are no data available in the group.

Part (x): Per-pupil Expenditure

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

	Enrollment	State & Local and Federal Total	State & Local Site	State & Local District Allocation	State & Local Total	Federal Site	Federal District Allocation	Federal Total
Business/central/other support services		$1,961	$41	$1,793	$1,834		$127	$127
Food services		$1,057	$11		$11	$1,016	$30	$1,046
Instruction		$10,328	$7,320	$3	$7,323	$2,573	$431	$3,004
Support services, general administration		$1,322		$1,322	$1,322			
Support services, instructional staff		$1,123	$400		$400	$698	$24	$722
Support services, operation and maintenance of plant		$2,631	$1,988	$567	$2,555	$22	$54	$76
Support services, pupils		$842	$798		$798		$44	$44
Support services, school administration		$1,059	$918	$33	$951	$87	$21	$108
Support services, student transportation		$46		$46	$46			
Total	192	**$20,369**	**$11,477**	**$3,764**	**$15,241**	**$4,397**	**$731**	**$5,128**

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 2022-23 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	7,391	2%	-	-	-	-
Mathematics	7,386	2%	-	-	-	-
Grade 4						
Reading	7,296	2%	-	-	-	-
Mathematics	7,293	2%	-	-	-	-
Grade 5						
Reading	6,823	2%	-	-	-	-
Mathematics	6,825	2%	-	-	-	-
Science	6,820	2%	-	-	-	-
Grade 6						
Reading	6,480	2%	-	-	-	-
Mathematics	6,481	2%	-	-	-	-
Grade 7						
Reading	6,309	2%	-	-	-	-
Mathematics	6,300	2%	-	-	-	-
Grade 8						
Reading	6,168	1%	-	-	-	-
Mathematics	6,162	2%	-	-	-	-
Science	6,163	1%	-	-	-	-
End of Course						
English I	6,032	1%	-	-	-	-
English II	5,771	1%	-	-	-	-
Algebra I	6,015	1%	-	-	-	-
Biology	6,041	1%	-	-	-	-
All Grades						
All Subjects	117,761	1%	-	-	-	-
Reading	52,275	1%	-	-	-	-
Mathematics	46,462	2%	-	-	-	-
Science	19,024	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.

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

Table header: **State Level: 2022 Percentages at NAEP Achievement Levels**

		State Level: 2022 Percentages at NAEP Achievement Levels								
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 8	Reading	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 2020-21 school year enrolled in a Texas public postsecondary education institution in the 2021-22 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 2021-22 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	50%	*	50%	57%	-	-	-	*	48%	50%	55%

- 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.

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 2022-23 State accountability.

There is no data for this campus.

Part (i): Description of State Accountability System

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

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

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

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

Campus ESSA Goals (Middle Schools)											
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)											
Reading/ELA Baseline Rates	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
2022-23 through 2026-27	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
2027-28 through 2031-32	53%	43%	46%	66%	53%	78%	55%	63%	43%	33%	40%
2032-33 through 2036-37	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
2037-38	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%
Mathematics Baseline Rates	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
2022-23 through 2026-27	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
2027-28 through 2031-32	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
2032-33 through 2036-37	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
2037-38	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
EL Progress											
Baseline Rates											44%
2022-23 through 2026-27											44%
2027-28 through 2031-32											46%
2032-33 through 2036-37											48%
2037-38											50%

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

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

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

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

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

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

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

(bb) the methodology by which the State differentiates all such schools. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number and is further used to differentiate all public schools. See the accountability manual for details: Chapter 4-2024 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 school type - elementary, middle, high school/K-12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Title I campuses that rank in their school type's bottom five percent are identified for CSI. Additionally, if any Title I or non-Title I campus does not attain a 66.7 percent six-year federal graduation rate for all students group, the campus is identified for CSI. Any Title I campus identified for Additional Targeted Support (ATS) for three consecutive years will be identified for CSI the following school year.

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

Part (i)(VI) the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school type's bottom five percent of the Closing the Gaps domain for two consecutive years and have Closing the Gaps domain scaled score by the end of the second year that is higher than when originally identified are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate must have a 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	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																				
Grade 3																				
Reading	All Students	**72%**	63%	67%	83%	73%	89%	75%	80%	65%	85%	48%	78%	62%	70%	75%	59%	54%	55%	83%
	CWD	**48%**	37%	43%	60%	47%	65%	52%	55%	41%	63%	48%	-	37%	48%	49%	37%	36%	40%	60%
	CWOD	**78%**	70%	73%	89%	79%	92%	79%	86%	71%	90%	-	78%	66%	76%	80%	64%	60%	64%	89%
	EL	**62%**	70%	59%	67%	60%	81%	58%	68%	59%	73%	37%	66%	62%	59%	64%	54%	45%	44%	75%
	Male	**70%**	59%	64%	81%	68%	88%	70%	77%	62%	83%	48%	76%	59%	70%	-	58%	50%	50%	80%
	Female	**75%**	68%	70%	85%	78%	91%	81%	82%	68%	87%	49%	80%	64%	-	75%	60%	59%	59%	86%
Mathematics	All Students	**68%**	56%	64%	80%	69%	89%	68%	74%	61%	82%	46%	74%	61%	70%	66%	55%	50%	50%	79%
	CWD	**46%**	34%	41%	57%	46%	65%	44%	50%	39%	60%	46%	-	39%	49%	40%	38%	33%	37%	57%
	CWOD	**74%**	62%	69%	85%	75%	91%	72%	80%	66%	86%	-	74%	65%	77%	71%	58%	55%	57%	84%
	EL	**61%**	66%	59%	67%	62%	81%	52%	67%	59%	71%	39%	65%	61%	64%	59%	53%	47%	43%	72%
	Male	**70%**	56%	66%	81%	68%	89%	70%	76%	63%	83%	49%	77%	64%	70%	-	57%	51%	52%	81%
	Female	**66%**	55%	61%	78%	71%	89%	66%	73%	58%	80%	40%	71%	59%	-	66%	52%	49%	48%	76%
Grade 4																				
Reading	All Students	**79%**	73%	74%	89%	77%	92%	80%	86%	73%	90%	55%	85%	68%	77%	81%	66%	62%	63%	88%
	CWD	**55%**	46%	49%	67%	53%	68%	50%	63%	48%	70%	55%	-	42%	55%	55%	48%	42%	46%	65%
	CWOD	**85%**	80%	80%	94%	82%	94%	86%	91%	79%	93%	-	85%	73%	84%	86%	70%	68%	74%	93%
	EL	**68%**	77%	66%	73%	63%	84%	68%	72%	67%	76%	42%	73%	68%	66%	70%	60%	49%	48%	76%
	Male	**77%**	69%	72%	87%	76%	90%	77%	84%	70%	88%	55%	84%	66%	77%	-	64%	59%	62%	86%
	Female	**81%**	76%	77%	90%	78%	94%	84%	88%	75%	91%	55%	86%	70%	-	81%	69%	66%	63%	89%
Mathematics	All Students	**67%**	53%	63%	78%	66%	89%	67%	71%	59%	80%	42%	73%	62%	69%	65%	57%	47%	48%	76%
	CWD	**42%**	30%	39%	52%	44%	64%	45%	45%	36%	55%	42%	-	38%	46%	36%	36%	30%	34%	52%
	CWOD	**73%**	59%	68%	84%	70%	91%	71%	78%	65%	84%	-	73%	66%	75%	70%	62%	52%	58%	82%
	EL	**62%**	66%	60%	66%	57%	81%	49%	67%	60%	70%	38%	66%	62%	64%	59%	53%	47%	45%	67%
	Male	**69%**	53%	65%	79%	69%	89%	68%	73%	61%	81%	46%	75%	64%	69%	-	60%	48%	50%	77%
	Female	**65%**	53%	61%	76%	63%	89%	65%	70%	57%	79%	36%	70%	59%	-	65%	54%	46%	46%	74%
Grade 5																				
Reading	All Students	**78%**	69%	74%	86%	77%	92%	80%	83%	71%	89%	48%	84%	70%	75%	80%	63%	59%	59%	87%
	CWD	**48%**	38%	43%	60%	42%	67%	40%	56%	41%	64%	48%	-	39%	48%	48%	33%	35%	33%	59%
	CWOD	**84%**	77%	80%	92%	83%	94%	85%	89%	78%	93%	-	84%	75%	83%	85%	70%	66%	75%	92%
	EL	**70%**	77%	68%	72%	63%	83%	61%	72%	68%	76%	39%	75%	70%	67%	72%	60%	53%	59%	76%
	Male	**75%**	65%	71%	85%	76%	91%	76%	82%	68%	87%	48%	83%	67%	75%	-	61%	56%	56%	86%
	Female	**80%**	72%	77%	88%	78%	93%	84%	85%	74%	90%	48%	85%	72%	-	80%	66%	63%	63%	88%

		State	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	**75%**	62%	72%	84%	75%	93%	78%	79%	69%	86%	52%	80%	70%	75%	75%	65%	56%	58%	83%
	CWD	**52%**	39%	50%	61%	52%	74%	56%	55%	46%	65%	52%	-	49%	54%	50%	45%	42%	41%	62%
	CWOD	**80%**	69%	77%	89%	79%	95%	81%	84%	74%	90%	-	80%	74%	81%	79%	70%	61%	69%	88%
	EL	**70%**	72%	69%	73%	69%	87%	64%	71%	69%	76%	49%	74%	70%	71%	70%	64%	55%	59%	73%
	Male	**75%**	61%	72%	84%	76%	93%	77%	79%	69%	86%	54%	81%	71%	75%	-	67%	57%	58%	84%
	Female	**75%**	64%	72%	83%	74%	93%	79%	79%	69%	86%	50%	79%	70%	-	75%	63%	56%	59%	83%
Science	All Students	**56%**	42%	49%	73%	58%	81%	55%	65%	46%	73%	34%	61%	43%	59%	54%	40%	35%	42%	68%
	CWD	**34%**	24%	29%	47%	35%	54%	28%	42%	27%	48%	34%	-	24%	37%	28%	23%	24%	26%	45%
	CWOD	**61%**	47%	54%	78%	63%	83%	58%	70%	51%	77%	-	61%	46%	65%	58%	43%	39%	52%	73%
	EL	**43%**	50%	41%	48%	46%	66%	34%	51%	41%	54%	24%	46%	43%	46%	39%	36%	27%	34%	52%
	Male	**59%**	43%	52%	75%	63%	82%	56%	67%	49%	75%	37%	65%	46%	59%	-	45%	38%	43%	71%
	Female	**54%**	41%	46%	70%	53%	79%	53%	63%	43%	71%	28%	58%	39%	-	54%	34%	32%	41%	65%
Grade 6																				
Reading	All Students	**75%**	68%	69%	86%	74%	92%	76%	82%	67%	87%	43%	81%	61%	71%	79%	57%	54%	53%	85%
	CWD	**43%**	36%	38%	56%	47%	64%	45%	51%	37%	59%	43%	-	32%	42%	46%	30%	34%	36%	53%
	CWOD	**81%**	75%	75%	91%	79%	94%	81%	88%	74%	91%	-	81%	65%	78%	83%	64%	60%	66%	91%
	EL	**61%**	74%	59%	68%	56%	80%	63%	67%	59%	68%	32%	65%	61%	57%	65%	50%	40%	52%	70%
	Male	**71%**	62%	65%	83%	68%	91%	71%	79%	62%	85%	42%	78%	57%	71%	-	52%	49%	49%	82%
	Female	**79%**	73%	74%	88%	79%	94%	81%	86%	72%	90%	46%	83%	65%	-	79%	63%	59%	58%	88%
Mathematics	All Students	**70%**	58%	64%	82%	68%	92%	69%	76%	62%	83%	44%	75%	60%	70%	70%	55%	51%	47%	80%
	CWD	**44%**	35%	40%	55%	44%	71%	42%	47%	38%	58%	44%	-	38%	46%	41%	36%	33%	38%	52%
	CWOD	**75%**	64%	69%	87%	73%	94%	74%	82%	67%	87%	-	75%	64%	76%	74%	60%	56%	54%	85%
	EL	**60%**	68%	58%	67%	57%	84%	59%	68%	59%	68%	38%	64%	60%	61%	59%	50%	46%	58%	67%
	Male	**70%**	57%	65%	82%	69%	92%	67%	76%	62%	83%	46%	76%	61%	70%	-	55%	50%	49%	80%
	Female	**70%**	60%	64%	82%	68%	92%	72%	75%	61%	83%	41%	74%	59%	-	70%	55%	52%	44%	80%
Grade 7																				
Reading	All Students	**72%**	65%	66%	84%	69%	92%	73%	80%	64%	86%	39%	78%	57%	67%	78%	54%	51%	51%	82%
	CWD	**39%**	32%	34%	50%	41%	63%	40%	46%	33%	53%	39%	-	28%	37%	42%	29%	27%	31%	50%
	CWOD	**78%**	72%	72%	90%	74%	93%	77%	86%	70%	90%	-	78%	61%	74%	82%	59%	57%	63%	88%
	EL	**57%**	69%	55%	63%	43%	77%	51%	56%	56%	63%	28%	61%	57%	52%	62%	46%	36%	51%	62%
	Male	**67%**	58%	61%	80%	66%	90%	67%	75%	58%	83%	37%	74%	52%	67%	-	45%	44%	45%	78%
	Female	**78%**	72%	72%	88%	72%	94%	80%	85%	70%	89%	42%	82%	62%	-	78%	62%	57%	57%	87%
Mathematics	All Students	**54%**	40%	48%	70%	53%	86%	58%	60%	45%	70%	31%	58%	42%	55%	53%	39%	33%	34%	64%
	CWD	**31%**	23%	28%	41%	33%	58%	40%	34%	26%	42%	31%	-	24%	33%	28%	28%	21%	24%	40%
	CWOD	**58%**	44%	52%	75%	57%	88%	61%	66%	49%	74%	-	58%	45%	61%	56%	42%	36%	41%	69%
	EL	**42%**	49%	40%	51%	33%	70%	42%	46%	41%	49%	24%	45%	42%	44%	40%	34%	29%	24%	43%
	Male	**55%**	39%	49%	71%	54%	86%	60%	61%	46%	71%	33%	61%	44%	55%	-	39%	34%	35%	64%
	Female	**53%**	40%	46%	68%	52%	86%	56%	60%	43%	69%	28%	56%	40%	-	53%	40%	33%	33%	63%
Grade 8																				

		State	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	79%	73%	74%	88%	74%	94%	83%	85%	72%	89%	48%	83%	64%	74%	84%	62%	60%	56%	88%
	CWD	48%	40%	45%	57%	49%	66%	54%	54%	42%	60%	48%	-	39%	44%	53%	39%	40%	40%	59%
	CWOD	83%	80%	78%	93%	79%	95%	85%	90%	77%	92%	-	83%	67%	80%	87%	67%	65%	67%	92%
	EL	64%	71%	63%	67%	57%	79%	60%	63%	64%	66%	39%	67%	64%	59%	69%	57%	43%	51%	65%
	Male	74%	66%	69%	85%	68%	92%	79%	81%	66%	86%	44%	80%	59%	74%	-	54%	53%	49%	85%
	Female	84%	80%	79%	92%	81%	95%	86%	89%	78%	92%	53%	87%	69%	-	84%	70%	68%	64%	90%
Mathematics	All Students	70%	60%	66%	80%	65%	92%	72%	75%	63%	81%	45%	74%	62%	69%	71%	61%	53%	48%	77%
	CWD	45%	35%	44%	51%	42%	67%	43%	47%	41%	54%	45%	-	43%	46%	44%	44%	38%	36%	50%
	CWOD	74%	65%	70%	85%	70%	93%	75%	80%	68%	85%	-	74%	64%	74%	75%	64%	57%	56%	82%
	EL	62%	65%	60%	68%	54%	81%	59%	64%	61%	64%	43%	64%	62%	61%	63%	58%	51%	52%	61%
	Male	69%	57%	65%	80%	62%	91%	70%	74%	62%	81%	46%	74%	61%	69%	-	57%	51%	45%	78%
	Female	71%	63%	67%	81%	68%	92%	74%	77%	65%	82%	44%	75%	63%	-	71%	65%	56%	52%	77%
Science	All Students	68%	57%	61%	83%	67%	92%	74%	77%	58%	83%	39%	72%	51%	70%	66%	44%	46%	46%	81%
	CWD	39%	30%	35%	52%	41%	64%	47%	45%	34%	53%	39%	-	30%	43%	34%	24%	33%	39%	55%
	CWOD	72%	62%	65%	88%	72%	93%	77%	82%	63%	86%	-	72%	54%	75%	70%	48%	49%	52%	85%
	EL	51%	57%	49%	58%	48%	76%	53%	56%	50%	57%	30%	54%	51%	54%	47%	40%	35%	40%	59%
	Male	70%	56%	63%	84%	68%	92%	76%	78%	60%	84%	43%	75%	54%	70%	-	45%	48%	49%	83%
	Female	66%	57%	58%	82%	67%	92%	73%	76%	56%	82%	34%	70%	47%	-	66%	43%	44%	43%	80%
End of Course																				
English I	All Students	67%	61%	62%	82%	65%	88%	71%	78%	60%	81%	35%	73%	47%	62%	74%	49%	47%	44%	81%
	CWD	35%	29%	32%	46%	40%	57%	39%	41%	31%	46%	35%	-	27%	33%	40%	21%	26%	29%	43%
	CWOD	73%	68%	66%	88%	69%	90%	75%	84%	65%	86%	-	73%	50%	68%	78%	54%	51%	53%	87%
	EL	47%	49%	47%	49%	41%	62%	47%	48%	47%	49%	27%	50%	47%	43%	53%	40%	27%	28%	55%
	Male	62%	54%	56%	78%	60%	86%	68%	73%	54%	77%	33%	68%	43%	62%	-	43%	41%	37%	75%
	Female	74%	69%	68%	88%	70%	90%	75%	84%	67%	86%	40%	78%	53%	-	74%	58%	53%	51%	87%
English II	All Students	74%	67%	69%	86%	74%	91%	75%	82%	67%	85%	39%	78%	52%	69%	79%	53%	53%	51%	85%
	CWD	39%	32%	37%	49%	47%	62%	43%	45%	35%	50%	39%	-	29%	37%	44%	24%	31%	35%	52%
	CWOD	78%	73%	73%	91%	77%	92%	78%	88%	72%	89%	-	78%	55%	74%	83%	57%	58%	58%	90%
	EL	52%	53%	52%	52%	47%	63%	42%	46%	52%	53%	29%	55%	52%	48%	57%	42%	33%	32%	59%
	Male	69%	60%	64%	82%	70%	89%	69%	78%	61%	81%	37%	74%	48%	69%	-	46%	48%	44%	81%
	Female	79%	75%	74%	90%	79%	92%	81%	87%	73%	89%	44%	83%	57%	-	79%	62%	59%	57%	89%
Algebra I	All Students	79%	70%	77%	86%	76%	95%	81%	83%	74%	87%	54%	83%	72%	77%	81%	74%	64%	56%	87%
	CWD	54%	45%	55%	60%	60%	75%	59%	56%	52%	61%	54%	-	54%	54%	55%	61%	43%	41%	59%
	CWOD	83%	75%	80%	91%	78%	96%	83%	87%	78%	90%	-	83%	75%	81%	84%	76%	68%	64%	91%
	EL	72%	73%	72%	74%	65%	86%	67%	72%	72%	73%	54%	75%	72%	70%	75%	70%	61%	56%	78%
	Male	77%	66%	74%	85%	74%	94%	77%	81%	72%	85%	54%	81%	70%	77%	-	71%	62%	51%	85%
	Female	81%	74%	79%	88%	77%	96%	85%	84%	77%	89%	55%	84%	75%	-	81%	77%	65%	60%	88%

		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Biology	All Students	**90%**	86%	88%	96%	89%	97%	90%	94%	87%	95%	75%	92%	84%	89%	91%	82%	81%	78%	96%
	CWD	**75%**	69%	74%	83%	75%	86%	73%	79%	73%	82%	75%	-	72%	75%	76%	66%	67%	66%	86%
	CWOD	**92%**	90%	90%	98%	91%	98%	91%	96%	90%	96%	-	92%	85%	92%	93%	85%	83%	85%	97%
	EL	**84%**	84%	83%	86%	82%	91%	78%	89%	84%	84%	72%	85%	84%	83%	85%	77%	73%	64%	91%
	Male	**89%**	84%	87%	95%	87%	97%	90%	93%	86%	94%	75%	92%	83%	89%	-	81%	80%	76%	95%
	Female	**91%**	88%	89%	96%	91%	98%	90%	95%	89%	96%	76%	93%	85%	-	91%	84%	82%	79%	96%

STAAR Percent at Meets Grade Level or Above

Grade 3

		State	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	**47%**	37%	40%	60%	46%	74%	46%	56%	37%	64%	25%	52%	34%	44%	50%	30%	27%	27%	57%
	CWD	**25%**	19%	21%	33%	23%	45%	27%	29%	20%	36%	25%	-	18%	26%	24%	18%	17%	22%	31%
	CWOD	**52%**	41%	44%	67%	51%	77%	49%	63%	41%	70%	-	52%	37%	50%	54%	33%	30%	30%	64%
	EL	**34%**	45%	31%	41%	36%	59%	30%	43%	31%	48%	18%	37%	34%	32%	36%	26%	20%	14%	48%
	Male	**44%**	33%	37%	57%	41%	71%	37%	53%	34%	61%	26%	50%	32%	44%	-	30%	24%	26%	54%
	Female	**50%**	40%	42%	63%	51%	78%	54%	59%	39%	67%	24%	54%	36%	-	50%	31%	30%	28%	61%
Mathematics	All Students	**41%**	28%	34%	54%	40%	72%	36%	48%	31%	58%	24%	44%	32%	44%	37%	27%	22%	22%	50%
	CWD	**24%**	17%	21%	32%	18%	48%	23%	28%	19%	35%	24%	-	19%	28%	19%	22%	18%	16%	30%
	CWOD	**44%**	30%	37%	60%	45%	75%	39%	53%	34%	62%	-	44%	35%	49%	40%	28%	24%	25%	55%
	EL	**32%**	39%	29%	39%	32%	59%	27%	43%	29%	46%	19%	35%	32%	36%	28%	24%	20%	21%	44%
	Male	**44%**	29%	38%	58%	41%	74%	39%	52%	34%	61%	28%	49%	36%	44%	-	30%	25%	25%	54%
	Female	**37%**	26%	30%	49%	38%	70%	33%	45%	27%	54%	19%	40%	28%	-	37%	23%	20%	18%	46%

Grade 4

		State	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	**50%**	39%	43%	63%	48%	77%	48%	58%	40%	67%	24%	56%	39%	47%	53%	32%	29%	30%	59%
	CWD	**24%**	18%	20%	32%	22%	43%	26%	29%	19%	35%	24%	-	17%	25%	22%	14%	15%	20%	28%
	CWOD	**56%**	44%	48%	70%	53%	80%	52%	65%	45%	73%	-	56%	42%	54%	58%	35%	33%	37%	66%
	EL	**39%**	48%	36%	45%	34%	60%	25%	45%	36%	51%	17%	42%	39%	37%	41%	29%	24%	20%	42%
	Male	**47%**	35%	41%	60%	46%	74%	43%	56%	37%	64%	25%	54%	37%	47%	-	30%	27%	29%	57%
	Female	**53%**	42%	46%	66%	50%	80%	53%	61%	42%	70%	22%	58%	41%	-	53%	33%	31%	32%	61%
Mathematics	All Students	**44%**	30%	39%	56%	40%	76%	39%	50%	35%	60%	24%	49%	38%	47%	41%	33%	25%	25%	52%
	CWD	**24%**	17%	21%	31%	22%	49%	24%	27%	20%	34%	24%	-	20%	28%	19%	19%	15%	19%	30%
	CWOD	**49%**	33%	43%	63%	44%	78%	42%	56%	39%	65%	-	49%	41%	53%	45%	36%	28%	29%	58%
	EL	**38%**	43%	35%	43%	31%	64%	25%	49%	35%	49%	20%	41%	38%	41%	34%	31%	25%	27%	40%
	Male	**47%**	31%	42%	60%	43%	77%	42%	53%	38%	63%	28%	53%	41%	47%	-	36%	28%	27%	56%
	Female	**41%**	29%	35%	53%	37%	75%	37%	47%	32%	57%	19%	45%	34%	-	41%	30%	23%	23%	48%

Grade 5

		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	**53%**	42%	46%	66%	52%	81%	51%	62%	43%	70%	25%	59%	41%	51%	56%	34%	31%	33%	65%
	CWD	**25%**	19%	21%	34%	24%	47%	19%	32%	19%	38%	25%	-	18%	26%	23%	13%	17%	16%	33%
	CWOD	**59%**	48%	52%	73%	57%	84%	56%	68%	49%	76%	-	59%	45%	58%	61%	38%	35%	43%	71%
	EL	**41%**	52%	38%	48%	37%	64%	34%	50%	38%	53%	18%	45%	41%	39%	43%	32%	23%	25%	47%
	Male	**51%**	39%	44%	64%	50%	79%	47%	60%	40%	68%	26%	58%	39%	51%	-	31%	29%	31%	62%
	Female	**56%**	45%	49%	68%	54%	83%	56%	64%	45%	73%	23%	61%	43%	-	56%	37%	34%	35%	67%

Texas Education Agency
2024 Federal Report Card
State

		State	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%**	34%	43%	61%	48%	81%	47%	54%	39%	65%	26%	54%	41%	50%	47%	33%	28%	31%	59%
	CWD	**26%**	18%	24%	34%	24%	55%	23%	30%	21%	38%	26%	-	22%	29%	22%	17%	17%	19%	35%
	CWOD	**54%**	38%	47%	67%	52%	83%	50%	59%	43%	69%	-	54%	44%	56%	51%	36%	31%	37%	64%
	EL	**41%**	45%	38%	47%	39%	68%	31%	48%	39%	52%	22%	44%	41%	43%	39%	30%	26%	28%	44%
	Male	**50%**	34%	44%	63%	50%	82%	47%	55%	40%	66%	29%	56%	43%	50%	-	35%	29%	33%	62%
	Female	**47%**	34%	41%	59%	46%	80%	47%	52%	37%	63%	22%	51%	39%	-	47%	30%	26%	28%	55%
Science	All Students	**27%**	16%	19%	40%	24%	53%	20%	34%	17%	42%	16%	29%	15%	30%	23%	14%	12%	14%	34%
	CWD	**16%**	12%	14%	22%	15%	35%	15%	21%	13%	24%	16%	-	11%	19%	12%	10%	11%	14%	22%
	CWOD	**29%**	17%	21%	44%	26%	55%	21%	37%	19%	44%	-	29%	16%	33%	25%	15%	12%	15%	37%
	EL	**15%**	21%	14%	19%	14%	34%	10%	23%	14%	25%	11%	16%	15%	18%	13%	12%	7%	9%	18%
	Male	**30%**	17%	22%	44%	29%	57%	23%	37%	20%	45%	19%	33%	18%	30%	-	18%	14%	16%	38%
	Female	**23%**	14%	16%	36%	19%	50%	17%	31%	15%	38%	12%	25%	13%	-	23%	10%	10%	12%	31%
Grade 6																				
Reading	All Students	**55%**	44%	47%	69%	54%	84%	53%	64%	44%	73%	24%	61%	38%	51%	59%	34%	33%	29%	66%
	CWD	**24%**	19%	21%	34%	25%	48%	24%	29%	19%	37%	24%	-	16%	24%	25%	14%	18%	20%	30%
	CWOD	**61%**	51%	52%	76%	60%	86%	58%	71%	49%	78%	-	61%	41%	57%	64%	39%	38%	37%	73%
	EL	**38%**	50%	35%	47%	37%	64%	31%	52%	36%	49%	16%	41%	38%	35%	42%	26%	24%	33%	46%
	Male	**51%**	39%	42%	65%	49%	81%	46%	59%	39%	69%	24%	57%	35%	51%	-	31%	29%	27%	61%
	Female	**59%**	50%	52%	74%	59%	86%	61%	69%	49%	77%	25%	64%	42%	-	59%	38%	38%	32%	71%
Mathematics	All Students	**38%**	25%	30%	52%	38%	77%	36%	45%	27%	56%	19%	42%	27%	40%	36%	22%	19%	18%	45%
	CWD	**19%**	14%	16%	25%	20%	47%	21%	21%	15%	28%	19%	-	14%	21%	14%	11%	14%	20%	22%
	CWOD	**42%**	28%	33%	57%	41%	79%	39%	50%	30%	60%	-	42%	29%	44%	39%	24%	20%	17%	49%
	EL	**27%**	35%	24%	38%	29%	60%	23%	39%	25%	40%	14%	29%	27%	29%	24%	17%	17%	19%	30%
	Male	**40%**	26%	32%	54%	39%	78%	37%	47%	29%	58%	21%	44%	29%	40%	-	24%	20%	23%	47%
	Female	**36%**	25%	28%	49%	36%	75%	35%	43%	25%	53%	14%	39%	24%	-	36%	19%	17%	13%	42%
Grade 7																				
Reading	All Students	**53%**	43%	44%	67%	48%	84%	56%	61%	41%	71%	21%	58%	34%	47%	59%	29%	30%	30%	63%
	CWD	**21%**	17%	18%	28%	19%	45%	28%	25%	17%	31%	21%	-	13%	21%	22%	16%	14%	18%	27%
	CWOD	**58%**	48%	49%	74%	54%	86%	59%	68%	46%	75%	-	58%	38%	52%	63%	31%	34%	37%	69%
	EL	**34%**	47%	32%	43%	28%	60%	31%	39%	33%	44%	13%	38%	34%	30%	39%	21%	19%	25%	35%
	Male	**47%**	36%	39%	62%	45%	81%	49%	55%	35%	65%	21%	52%	30%	47%	-	25%	25%	23%	57%
	Female	**59%**	50%	51%	73%	52%	87%	63%	68%	47%	76%	22%	63%	39%	-	59%	33%	34%	36%	70%
Mathematics	All Students	**33%**	20%	26%	47%	32%	74%	37%	39%	24%	49%	17%	36%	22%	35%	31%	19%	16%	16%	39%
	CWD	**17%**	13%	16%	22%	15%	45%	28%	19%	15%	24%	17%	-	12%	20%	14%	15%	13%	14%	23%
	CWOD	**36%**	22%	28%	52%	35%	76%	38%	43%	26%	53%	-	36%	23%	39%	33%	20%	17%	18%	43%
	EL	**22%**	26%	20%	30%	17%	52%	23%	27%	20%	30%	12%	23%	22%	24%	19%	14%	14%	12%	20%
	Male	**35%**	21%	29%	50%	34%	75%	41%	41%	26%	52%	20%	39%	24%	35%	-	21%	18%	20%	42%
	Female	**31%**	20%	24%	44%	30%	72%	32%	37%	22%	46%	14%	33%	19%	-	31%	18%	15%	13%	37%
Grade 8																				

		State	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	**55%**	44%	47%	69%	51%	85%	57%	64%	43%	72%	23%	59%	35%	49%	60%	30%	32%	32%	66%
	CWD	**23%**	18%	20%	30%	23%	45%	30%	28%	19%	32%	23%	-	15%	22%	24%	12%	17%	22%	30%
	CWOD	**59%**	50%	51%	75%	56%	87%	60%	69%	48%	76%	-	59%	37%	54%	64%	34%	35%	39%	71%
	EL	**35%**	42%	33%	40%	34%	57%	26%	34%	33%	41%	15%	37%	35%	30%	39%	23%	19%	29%	39%
	Male	**49%**	37%	41%	64%	44%	83%	51%	58%	38%	67%	22%	54%	30%	49%	-	25%	27%	28%	60%
	Female	**60%**	52%	52%	75%	59%	88%	64%	70%	49%	77%	24%	64%	39%	-	60%	36%	37%	37%	71%
Mathematics	All Students	**41%**	28%	35%	54%	36%	79%	44%	47%	32%	56%	21%	44%	30%	41%	41%	29%	23%	24%	46%
	CWD	**21%**	16%	20%	26%	21%	50%	18%	23%	18%	28%	21%	-	17%	23%	18%	17%	16%	20%	23%
	CWOD	**44%**	31%	37%	58%	39%	81%	46%	52%	35%	59%	-	44%	32%	45%	44%	31%	25%	26%	50%
	EL	**30%**	34%	28%	38%	25%	60%	23%	33%	29%	37%	17%	32%	30%	30%	30%	26%	22%	22%	24%
	Male	**41%**	26%	35%	54%	34%	79%	43%	48%	31%	56%	23%	45%	30%	41%	-	27%	24%	24%	48%
	Female	**41%**	30%	35%	53%	38%	78%	44%	47%	32%	55%	18%	44%	30%	-	41%	30%	23%	24%	44%
Science	All Students	**42%**	29%	33%	59%	43%	79%	44%	51%	30%	61%	20%	46%	24%	45%	40%	19%	20%	23%	54%
	CWD	**20%**	15%	17%	27%	24%	47%	17%	24%	17%	28%	20%	-	13%	23%	15%	8%	15%	22%	26%
	CWOD	**46%**	32%	36%	64%	47%	81%	47%	56%	33%	64%	-	46%	25%	49%	42%	22%	21%	24%	59%
	EL	**24%**	29%	22%	31%	24%	52%	22%	29%	22%	32%	13%	25%	24%	27%	20%	16%	14%	15%	27%
	Male	**45%**	29%	36%	62%	45%	80%	46%	53%	33%	63%	23%	49%	27%	45%	-	21%	22%	27%	58%
	Female	**40%**	29%	30%	56%	42%	79%	42%	49%	27%	58%	15%	42%	20%	-	40%	18%	18%	19%	51%
End of Course																				
English I	All Students	**50%**	39%	42%	70%	47%	81%	53%	63%	40%	69%	19%	55%	27%	43%	57%	28%	28%	27%	66%
	CWD	**19%**	14%	17%	28%	24%	40%	17%	23%	16%	28%	19%	-	12%	18%	22%	12%	14%	16%	24%
	CWOD	**55%**	44%	46%	76%	50%	84%	58%	70%	44%	74%	-	55%	29%	48%	62%	30%	31%	32%	73%
	EL	**27%**	28%	26%	32%	25%	45%	23%	34%	27%	30%	12%	29%	27%	23%	32%	20%	13%	15%	34%
	Male	**43%**	31%	36%	63%	41%	78%	51%	56%	33%	62%	18%	48%	23%	43%	-	23%	23%	22%	58%
	Female	**57%**	48%	49%	77%	54%	85%	56%	71%	47%	76%	22%	62%	32%	-	57%	35%	33%	31%	74%
English II	All Students	**57%**	45%	50%	74%	58%	84%	56%	69%	47%	73%	23%	61%	30%	51%	63%	33%	33%	32%	70%
	CWD	**23%**	17%	20%	32%	28%	45%	25%	28%	19%	32%	23%	-	13%	22%	25%	13%	16%	20%	31%
	CWOD	**61%**	51%	54%	80%	62%	86%	59%	75%	51%	78%	-	61%	32%	56%	67%	36%	37%	38%	76%
	EL	**30%**	31%	29%	33%	23%	44%	19%	29%	30%	33%	13%	32%	30%	27%	34%	21%	17%	11%	37%
	Male	**51%**	38%	44%	69%	52%	82%	49%	63%	41%	68%	22%	56%	27%	51%	-	27%	29%	27%	64%
	Female	**63%**	54%	56%	80%	64%	87%	64%	75%	53%	79%	25%	67%	34%	-	63%	41%	38%	36%	77%
Algebra I	All Students	**41%**	28%	35%	55%	38%	81%	43%	48%	32%	57%	17%	45%	29%	39%	43%	28%	19%	18%	50%
	CWD	**17%**	12%	16%	22%	18%	46%	19%	19%	15%	23%	17%	-	14%	18%	16%	18%	10%	15%	19%
	CWOD	**45%**	31%	38%	60%	41%	83%	46%	53%	35%	61%	-	45%	31%	43%	46%	29%	21%	19%	55%
	EL	**29%**	31%	27%	37%	26%	59%	20%	36%	28%	33%	14%	31%	29%	28%	31%	24%	17%	21%	36%
	Male	**39%**	25%	33%	54%	36%	81%	40%	47%	30%	55%	18%	43%	28%	39%	-	25%	18%	17%	48%
	Female	**43%**	31%	37%	56%	39%	82%	46%	50%	34%	59%	16%	46%	31%	-	43%	31%	20%	18%	52%

		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Biology	All Students	**54%**	41%	46%	73%	54%	86%	53%	67%	43%	72%	26%	58%	33%	54%	54%	31%	31%	29%	70%
	CWD	**26%**	18%	22%	38%	32%	52%	36%	31%	21%	37%	26%	-	17%	28%	23%	13%	18%	23%	40%
	CWOD	**58%**	46%	49%	78%	58%	88%	54%	72%	47%	76%	-	58%	35%	59%	57%	33%	33%	33%	75%
	EL	**33%**	37%	31%	41%	33%	58%	23%	45%	32%	38%	17%	35%	33%	34%	31%	21%	18%	18%	41%
	Male	**54%**	38%	47%	73%	52%	86%	54%	66%	43%	72%	28%	59%	34%	54%	-	30%	32%	31%	71%
	Female	**54%**	44%	45%	73%	57%	86%	51%	67%	42%	72%	23%	57%	31%	-	54%	31%	30%	28%	70%

STAAR Percent at Masters Grade Level
Grade 3

		State	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	**20%**	13%	15%	28%	19%	45%	19%	26%	13%	32%	6%	23%	13%	18%	22%	9%	8%	7%	25%
	CWD	**6%**	4%	5%	10%	4%	17%	3%	8%	4%	12%	6%	-	4%	7%	6%	4%	4%	3%	8%
	CWOD	**23%**	15%	17%	32%	22%	48%	21%	30%	15%	36%	-	23%	14%	21%	24%	10%	9%	9%	28%
	EL	**13%**	19%	11%	16%	12%	28%	9%	17%	11%	22%	4%	14%	13%	12%	14%	8%	6%	7%	17%
	Male	**18%**	11%	13%	25%	16%	42%	15%	23%	11%	29%	7%	21%	12%	18%	-	7%	7%	6%	21%
	Female	**22%**	15%	16%	30%	21%	48%	23%	28%	14%	35%	6%	24%	14%	-	22%	11%	9%	7%	28%
Mathematics	All Students	**15%**	8%	10%	22%	15%	41%	11%	20%	8%	25%	7%	17%	10%	17%	12%	7%	6%	5%	18%
	CWD	**7%**	4%	5%	10%	4%	17%	3%	8%	4%	12%	7%	-	5%	8%	4%	6%	5%	5%	9%
	CWOD	**17%**	9%	11%	25%	17%	43%	12%	23%	10%	28%	-	17%	11%	20%	13%	8%	6%	5%	21%
	EL	**10%**	14%	8%	13%	11%	27%	11%	17%	8%	18%	5%	11%	10%	12%	7%	6%	5%	6%	14%
	Male	**17%**	9%	12%	26%	17%	44%	11%	23%	10%	29%	8%	20%	12%	17%	-	9%	7%	6%	22%
	Female	**12%**	6%	8%	18%	12%	37%	11%	16%	6%	21%	4%	13%	7%	-	12%	6%	4%	3%	15%

Grade 4

		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	**22%**	14%	16%	31%	20%	50%	18%	28%	14%	36%	6%	26%	14%	20%	24%	11%	9%	8%	27%
	CWD	**6%**	4%	5%	10%	3%	15%	7%	8%	4%	11%	6%	-	3%	6%	6%	3%	3%	5%	8%
	CWOD	**26%**	17%	19%	36%	23%	53%	20%	33%	16%	40%	-	26%	16%	24%	27%	13%	10%	9%	32%
	EL	**14%**	18%	12%	18%	10%	30%	7%	19%	12%	23%	3%	16%	14%	13%	15%	8%	8%	7%	13%
	Male	**20%**	12%	15%	29%	19%	47%	15%	26%	12%	33%	6%	24%	13%	20%	-	10%	8%	5%	25%
	Female	**24%**	16%	18%	34%	22%	53%	21%	30%	15%	39%	6%	27%	15%	-	24%	12%	9%	10%	29%
Mathematics	All Students	**20%**	10%	15%	28%	18%	50%	16%	24%	13%	32%	7%	23%	15%	22%	17%	11%	9%	7%	23%
	CWD	**7%**	3%	5%	11%	7%	19%	8%	8%	5%	12%	7%	-	5%	8%	5%	3%	4%	6%	9%
	CWOD	**23%**	12%	17%	32%	21%	53%	18%	27%	15%	35%	-	23%	17%	26%	20%	13%	10%	7%	27%
	EL	**15%**	17%	13%	18%	11%	36%	10%	23%	13%	24%	5%	17%	15%	18%	12%	11%	8%	9%	14%
	Male	**22%**	11%	17%	31%	22%	53%	20%	26%	15%	35%	8%	26%	18%	22%	-	12%	10%	8%	26%
	Female	**17%**	9%	13%	25%	15%	47%	12%	21%	11%	28%	5%	20%	12%	-	17%	10%	7%	5%	20%

Grade 5

		State	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%**	18%	21%	37%	25%	60%	26%	36%	18%	43%	8%	32%	17%	25%	30%	13%	11%	10%	35%
	CWD	**8%**	5%	6%	12%	4%	19%	2%	12%	5%	15%	8%	-	4%	8%	7%	5%	4%	4%	12%
	CWOD	**32%**	22%	25%	42%	30%	64%	29%	41%	22%	47%	-	32%	19%	30%	34%	14%	14%	14%	40%
	EL	**17%**	25%	15%	23%	15%	38%	17%	25%	15%	28%	4%	19%	17%	16%	19%	11%	7%	6%	18%
	Male	**25%**	16%	19%	34%	24%	58%	22%	33%	16%	40%	8%	30%	16%	25%	-	11%	9%	9%	32%
	Female	**30%**	21%	23%	40%	27%	63%	31%	38%	20%	46%	7%	34%	19%	-	30%	15%	13%	12%	37%

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		State	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	**19%**	10%	13%	27%	18%	52%	17%	23%	11%	31%	7%	21%	12%	21%	17%	9%	6%	7%	23%
	CWD	**7%**	4%	5%	10%	5%	20%	3%	8%	5%	12%	7%	-	5%	8%	4%	4%	4%	4%	11%
	CWOD	**21%**	11%	15%	31%	20%	55%	18%	26%	13%	34%	-	21%	14%	24%	19%	10%	7%	9%	25%
	EL	**12%**	15%	10%	17%	13%	34%	8%	17%	10%	22%	5%	14%	12%	14%	10%	7%	4%	10%	13%
	Male	**21%**	10%	15%	30%	20%	55%	17%	25%	13%	34%	8%	24%	14%	21%	-	11%	7%	9%	26%
	Female	**17%**	9%	11%	24%	16%	50%	16%	21%	10%	28%	4%	19%	10%	-	17%	6%	5%	5%	20%
Science	All Students	**11%**	5%	6%	18%	9%	29%	8%	15%	6%	19%	5%	12%	5%	13%	9%	5%	3%	4%	14%
	CWD	**5%**	3%	4%	8%	4%	12%	4%	7%	4%	8%	5%	-	3%	6%	4%	4%	3%	5%	8%
	CWOD	**12%**	5%	7%	20%	10%	30%	9%	17%	6%	21%	-	12%	5%	14%	10%	5%	3%	4%	15%
	EL	**5%**	6%	4%	7%	3%	14%	3%	9%	4%	9%	3%	5%	5%	6%	3%	3%	2%	3%	4%
	Male	**13%**	5%	8%	21%	11%	32%	10%	17%	7%	22%	6%	14%	6%	13%	-	6%	4%	6%	16%
	Female	**9%**	4%	5%	15%	7%	26%	7%	13%	4%	17%	4%	10%	3%	-	9%	3%	3%	2%	11%
Grade 6																				
Reading	All Students	**25%**	16%	18%	35%	24%	58%	20%	32%	15%	40%	6%	28%	12%	21%	28%	9%	10%	7%	31%
	CWD	**6%**	4%	5%	10%	8%	15%	5%	9%	5%	11%	6%	-	4%	7%	6%	5%	4%	5%	7%
	CWOD	**28%**	19%	20%	40%	27%	61%	22%	37%	17%	44%	-	28%	13%	25%	31%	10%	12%	9%	35%
	EL	**12%**	18%	10%	18%	16%	30%	5%	21%	10%	20%	4%	13%	12%	11%	13%	6%	6%	9%	14%
	Male	**21%**	13%	15%	31%	20%	55%	16%	28%	12%	36%	7%	25%	11%	21%	-	7%	8%	7%	26%
	Female	**28%**	19%	20%	40%	27%	62%	24%	36%	18%	45%	6%	31%	13%	-	28%	11%	12%	7%	35%
Mathematics	All Students	**13%**	7%	8%	20%	12%	46%	9%	17%	7%	23%	5%	15%	7%	14%	12%	4%	4%	4%	14%
	CWD	**5%**	4%	5%	7%	3%	17%	3%	7%	4%	8%	5%	-	4%	6%	4%	4%	4%	7%	4%
	CWOD	**15%**	7%	9%	22%	14%	48%	10%	19%	7%	26%	-	15%	8%	16%	13%	4%	4%	2%	15%
	EL	**7%**	10%	5%	14%	8%	27%	1%	13%	6%	15%	4%	8%	7%	8%	6%	3%	4%	4%	5%
	Male	**14%**	7%	9%	22%	13%	49%	10%	19%	8%	25%	6%	16%	8%	14%	-	5%	5%	5%	16%
	Female	**12%**	6%	7%	18%	11%	44%	8%	16%	6%	21%	4%	13%	6%	-	12%	4%	3%	2%	11%
Grade 7																				
Reading	All Students	**28%**	19%	20%	40%	24%	65%	26%	35%	17%	44%	6%	31%	13%	23%	33%	10%	11%	10%	33%
	CWD	**6%**	5%	5%	10%	4%	17%	10%	7%	5%	11%	6%	-	3%	6%	6%	4%	3%	3%	8%
	CWOD	**31%**	22%	23%	45%	29%	68%	28%	40%	20%	48%	-	31%	15%	27%	36%	12%	13%	14%	37%
	EL	**13%**	21%	12%	19%	10%	34%	6%	17%	12%	21%	3%	15%	13%	11%	16%	6%	6%	6%	15%
	Male	**23%**	14%	16%	34%	20%	61%	21%	29%	14%	38%	6%	27%	11%	23%	-	9%	9%	9%	27%
	Female	**33%**	24%	24%	46%	29%	71%	31%	42%	21%	50%	6%	36%	16%	-	33%	12%	13%	11%	40%
Mathematics	All Students	**11%**	5%	7%	15%	10%	45%	12%	13%	6%	19%	5%	12%	5%	12%	9%	4%	3%	4%	11%
	CWD	**5%**	4%	4%	6%	4%	16%	9%	5%	4%	6%	5%	-	3%	6%	3%	5%	3%	4%	5%
	CWOD	**12%**	5%	7%	18%	12%	48%	12%	14%	6%	21%	-	12%	6%	13%	10%	4%	3%	3%	12%
	EL	**5%**	7%	4%	10%	5%	22%	5%	8%	4%	10%	3%	6%	5%	6%	4%	2%	3%	2%	6%
	Male	**12%**	5%	8%	17%	11%	48%	13%	14%	7%	21%	6%	13%	6%	12%	-	5%	4%	4%	11%
	Female	**9%**	5%	6%	13%	9%	43%	10%	11%	5%	17%	3%	10%	4%	-	9%	3%	2%	3%	10%
Grade 8																				

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		State	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%**	19%	20%	40%	25%	67%	29%	37%	18%	44%	7%	31%	12%	25%	32%	10%	11%	10%	34%
	CWD	**7%**	5%	6%	10%	7%	17%	10%	9%	5%	11%	7%	-	4%	7%	7%	4%	5%	7%	8%
	CWOD	**31%**	22%	23%	45%	28%	69%	31%	41%	20%	48%	-	31%	13%	28%	35%	11%	12%	12%	38%
	EL	**12%**	18%	11%	17%	12%	30%	6%	11%	11%	17%	4%	13%	12%	10%	13%	7%	6%	11%	15%
	Male	**25%**	15%	17%	36%	17%	63%	27%	32%	15%	40%	7%	28%	10%	25%	-	8%	8%	9%	30%
	Female	**32%**	24%	23%	46%	33%	70%	31%	42%	21%	49%	7%	35%	13%	-	32%	12%	13%	11%	39%
Mathematics	All Students	**15%**	7%	10%	22%	11%	54%	13%	19%	9%	25%	6%	17%	8%	16%	14%	6%	5%	5%	16%
	CWD	**6%**	5%	6%	8%	7%	20%	7%	6%	5%	9%	6%	-	5%	8%	5%	3%	6%	4%	6%
	CWOD	**17%**	8%	11%	24%	12%	56%	14%	22%	9%	28%	-	17%	9%	18%	15%	7%	5%	6%	17%
	EL	**8%**	10%	7%	13%	7%	30%	6%	13%	7%	14%	5%	9%	8%	9%	8%	5%	5%	7%	6%
	Male	**16%**	7%	11%	24%	11%	56%	14%	21%	9%	27%	8%	18%	9%	16%	-	8%	6%	7%	18%
	Female	**14%**	7%	9%	20%	11%	52%	13%	18%	8%	24%	5%	15%	8%	-	14%	5%	5%	3%	14%
Science	All Students	**16%**	8%	10%	25%	17%	52%	16%	22%	8%	28%	5%	18%	6%	18%	15%	5%	5%	4%	21%
	CWD	**5%**	4%	4%	8%	6%	15%	8%	5%	4%	8%	5%	-	3%	6%	4%	3%	4%	4%	6%
	CWOD	**18%**	9%	11%	28%	18%	53%	16%	25%	9%	30%	-	18%	6%	20%	16%	5%	5%	4%	24%
	EL	**6%**	8%	5%	10%	7%	21%	3%	9%	5%	10%	3%	6%	6%	7%	4%	4%	3%	1%	8%
	Male	**18%**	8%	11%	27%	16%	53%	18%	24%	10%	30%	6%	20%	7%	18%	-	5%	6%	6%	23%
	Female	**15%**	8%	9%	23%	17%	50%	14%	21%	7%	26%	4%	16%	4%	-	15%	4%	3%	2%	19%
End of Course																				
English I	All Students	**15%**	8%	10%	26%	12%	48%	14%	23%	8%	28%	4%	17%	4%	11%	19%	5%	4%	4%	21%
	CWD	**4%**	3%	4%	5%	3%	10%	1%	4%	3%	5%	4%	-	2%	4%	4%	3%	3%	5%	4%
	CWOD	**17%**	9%	11%	29%	14%	50%	15%	26%	9%	30%	-	17%	4%	13%	21%	5%	4%	3%	24%
	EL	**4%**	4%	3%	5%	3%	10%	2%	5%	3%	5%	2%	4%	4%	3%	5%	2%	1%	4%	5%
	Male	**11%**	5%	7%	20%	8%	43%	11%	17%	6%	22%	4%	13%	3%	11%	-	3%	3%	4%	16%
	Female	**19%**	12%	13%	33%	17%	54%	17%	29%	11%	34%	4%	21%	5%	-	19%	7%	5%	4%	27%
English II	All Students	**8%**	4%	5%	13%	8%	32%	8%	12%	4%	15%	3%	9%	1%	7%	10%	2%	2%	2%	10%
	CWD	**3%**	3%	3%	4%	5%	8%	7%	4%	3%	4%	3%	-	2%	4%	3%	2%	3%	4%	3%
	CWOD	**9%**	4%	5%	15%	8%	33%	8%	13%	4%	16%	-	9%	1%	7%	11%	2%	2%	2%	11%
	EL	**1%**	1%	1%	1%	1%	3%	0%	1%	1%	2%	2%	1%	1%	1%	1%	0%	1%	1%	1%
	Male	**7%**	3%	4%	11%	6%	29%	5%	10%	3%	12%	4%	7%	1%	7%	-	1%	2%	3%	7%
	Female	**10%**	5%	6%	17%	10%	36%	10%	14%	5%	18%	3%	11%	1%	-	10%	3%	2%	2%	13%
Algebra I	All Students	**23%**	13%	17%	33%	20%	67%	24%	28%	15%	36%	7%	25%	13%	22%	23%	11%	8%	6%	28%
	CWD	**7%**	4%	6%	8%	7%	24%	8%	8%	5%	10%	7%	-	5%	7%	5%	5%	4%	4%	8%
	CWOD	**25%**	14%	19%	37%	22%	69%	25%	32%	16%	39%	-	25%	14%	24%	26%	13%	8%	7%	31%
	EL	**13%**	15%	12%	20%	10%	40%	10%	21%	12%	18%	5%	14%	13%	13%	14%	10%	7%	7%	17%
	Male	**22%**	11%	17%	32%	19%	66%	22%	28%	14%	35%	7%	24%	13%	22%	-	10%	7%	6%	27%
	Female	**23%**	15%	18%	34%	21%	67%	26%	29%	16%	37%	5%	26%	14%	-	23%	13%	8%	5%	28%

		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Biology	All Students	**18%**	10%	11%	29%	16%	56%	14%	26%	10%	31%	5%	19%	5%	18%	17%	4%	5%	6%	24%
	CWD	**5%**	4%	4%	9%	5%	14%	3%	7%	4%	9%	5%	-	3%	6%	4%	3%	4%	7%	9%
	CWOD	**19%**	11%	12%	32%	18%	57%	15%	29%	11%	33%	-	19%	6%	20%	19%	5%	6%	5%	26%
	EL	**5%**	7%	5%	10%	4%	21%	3%	11%	5%	9%	3%	6%	5%	6%	4%	2%	2%	4%	7%
	Male	**18%**	9%	12%	30%	15%	56%	14%	26%	10%	31%	6%	20%	6%	18%	-	5%	6%	7%	25%
	Female	**17%**	11%	10%	29%	17%	55%	14%	25%	9%	31%	4%	19%	4%	-	17%	4%	5%	5%	24%

STAAR Percent at Approaches Grade Level or Above

All Grades

		State	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%**	63%	68%	84%	71%	91%	74%	79%	65%	85%	46%	77%	61%	71%	74%	58%	54%	53%	82%
	CWD	**46%**	37%	42%	56%	47%	66%	47%	51%	40%	58%	46%	-	38%	46%	45%	37%	35%	38%	56%
	CWOD	**77%**	69%	72%	89%	76%	93%	78%	84%	71%	88%	-	77%	64%	77%	78%	62%	59%	62%	87%
	EL	**61%**	66%	59%	65%	56%	79%	56%	64%	59%	66%	38%	64%	61%	59%	62%	52%	44%	46%	67%
	Male	**71%**	60%	66%	83%	70%	90%	72%	77%	63%	83%	46%	77%	59%	71%	-	56%	51%	50%	81%
	Female	**74%**	67%	69%	85%	73%	92%	77%	80%	67%	86%	45%	78%	62%	-	74%	61%	56%	55%	83%
Reading	All Students	**74%**	67%	69%	85%	72%	91%	76%	82%	67%	86%	44%	80%	59%	70%	78%	57%	54%	53%	85%
	CWD	**44%**	36%	40%	56%	45%	64%	45%	52%	38%	59%	44%	-	34%	43%	47%	32%	34%	36%	56%
	CWOD	**80%**	74%	74%	91%	77%	93%	80%	88%	73%	90%	-	80%	63%	76%	83%	61%	60%	64%	90%
	EL	**59%**	67%	58%	64%	53%	77%	55%	62%	58%	65%	34%	63%	59%	55%	63%	49%	39%	42%	67%
	Male	**70%**	61%	65%	83%	68%	90%	72%	78%	62%	83%	43%	76%	55%	70%	-	51%	49%	49%	82%
	Female	**78%**	73%	74%	89%	77%	93%	81%	86%	72%	89%	47%	83%	63%	-	78%	63%	60%	58%	88%
Mathematics	All Students	**70%**	59%	66%	81%	69%	92%	72%	75%	63%	83%	45%	75%	62%	71%	70%	59%	52%	50%	79%
	CWD	**45%**	35%	43%	55%	47%	68%	47%	48%	40%	57%	45%	-	41%	47%	42%	42%	35%	36%	54%
	CWOD	**75%**	64%	71%	86%	73%	93%	75%	81%	68%	86%	-	75%	66%	76%	74%	63%	57%	58%	84%
	EL	**62%**	67%	61%	67%	59%	82%	58%	66%	61%	68%	41%	66%	62%	63%	62%	56%	49%	50%	67%
	Male	**71%**	57%	67%	82%	69%	91%	71%	75%	63%	83%	47%	76%	63%	71%	-	59%	52%	49%	80%
	Female	**70%**	60%	66%	81%	69%	92%	73%	75%	63%	82%	42%	74%	62%	-	70%	60%	53%	50%	78%
Science	All Students	**73%**	64%	68%	84%	73%	90%	74%	79%	66%	84%	49%	77%	61%	74%	72%	59%	56%	56%	82%
	CWD	**49%**	42%	46%	59%	51%	65%	48%	54%	44%	61%	49%	-	42%	52%	45%	38%	42%	45%	60%
	CWOD	**77%**	69%	72%	88%	77%	91%	77%	83%	70%	87%	-	77%	63%	79%	75%	63%	60%	64%	86%
	EL	**61%**	64%	60%	63%	60%	75%	57%	65%	60%	66%	42%	63%	61%	62%	59%	54%	47%	49%	68%
	Male	**74%**	64%	69%	85%	74%	90%	75%	79%	67%	85%	52%	79%	62%	74%	-	60%	57%	56%	83%
	Female	**72%**	64%	67%	83%	72%	90%	73%	78%	64%	84%	45%	75%	59%	-	72%	57%	56%	57%	81%
SAT/ACT All Subjects	All Students	**88%**	82%	81%	95%	90%	98%	88%	93%	80%	93%	61%	88%	64%	89%	87%	85%	76%	87%	89%
	CWD	**61%**	57%	47%	86%	*	98%	*	74%	47%	78%	61%	-	38%	64%	54%	-	82%	*	69%
	CWOD	**88%**	82%	81%	95%	91%	98%	88%	93%	80%	93%	-	88%	65%	89%	87%	85%	76%	86%	89%
	EL	**64%**	61%	63%	71%	60%	87%	-	83%	63%	68%	38%	65%	64%	66%	62%	74%	55%	*	57%
	Male	**89%**	82%	82%	96%	91%	99%	94%	94%	81%	94%	64%	89%	66%	89%	-	82%	79%	93%	90%
	Female	**87%**	82%	80%	95%	90%	98%	83%	92%	78%	93%	54%	87%	62%	-	87%	86%	74%	80%	87%

STAAR Percent at Meets Grade Level or Above

All Grades

Texas Education Agency
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State

		State	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	**47%**	34%	39%	61%	45%	79%	46%	55%	36%	64%	22%	51%	31%	45%	48%	28%	26%	26%	57%
	CWD	**22%**	16%	19%	30%	22%	46%	23%	26%	18%	32%	22%	-	16%	23%	20%	14%	15%	19%	28%
	CWOD	**51%**	39%	43%	67%	49%	81%	49%	61%	40%	68%	-	51%	34%	50%	52%	31%	28%	30%	62%
	EL	**31%**	38%	29%	39%	29%	57%	24%	40%	30%	40%	16%	34%	31%	31%	32%	23%	19%	20%	37%
	Male	**45%**	32%	38%	60%	43%	78%	44%	54%	35%	63%	23%	50%	31%	45%	-	27%	25%	25%	56%
	Female	**48%**	38%	41%	62%	47%	79%	48%	56%	37%	65%	20%	52%	32%	-	48%	30%	27%	26%	57%
Reading	All Students	**52%**	41%	45%	67%	50%	81%	53%	62%	42%	70%	23%	58%	34%	48%	57%	31%	30%	30%	64%
	CWD	**23%**	17%	20%	31%	23%	45%	24%	28%	18%	34%	23%	-	15%	23%	23%	14%	16%	19%	29%
	CWOD	**58%**	47%	50%	74%	55%	84%	56%	69%	47%	75%	-	58%	37%	53%	62%	34%	34%	36%	70%
	EL	**34%**	42%	32%	41%	31%	58%	27%	42%	32%	43%	15%	37%	34%	31%	38%	24%	19%	20%	41%
	Male	**48%**	36%	40%	63%	46%	79%	47%	57%	37%	66%	23%	53%	31%	48%	-	27%	26%	27%	59%
	Female	**57%**	48%	50%	72%	56%	84%	59%	67%	47%	75%	23%	62%	38%	-	57%	36%	34%	33%	69%
Mathematics	All Students	**42%**	28%	35%	55%	39%	78%	41%	49%	32%	58%	22%	46%	31%	43%	40%	27%	22%	22%	50%
	CWD	**22%**	15%	19%	28%	19%	49%	22%	24%	18%	31%	22%	-	17%	24%	18%	17%	15%	18%	27%
	CWOD	**46%**	31%	38%	61%	43%	80%	43%	53%	35%	62%	-	46%	34%	48%	44%	30%	24%	25%	54%
	EL	**31%**	37%	29%	39%	29%	61%	24%	40%	29%	41%	17%	34%	31%	33%	30%	24%	20%	22%	35%
	Male	**43%**	28%	36%	57%	40%	79%	42%	50%	33%	60%	24%	48%	33%	43%	-	28%	23%	24%	52%
	Female	**40%**	28%	33%	53%	38%	77%	40%	47%	30%	57%	18%	44%	30%	-	40%	27%	21%	20%	47%
Science	All Students	**42%**	30%	34%	58%	42%	73%	40%	51%	31%	59%	21%	45%	24%	44%	40%	23%	22%	23%	53%
	CWD	**21%**	15%	18%	28%	24%	43%	22%	25%	17%	29%	21%	-	14%	23%	17%	10%	15%	20%	28%
	CWOD	**45%**	33%	37%	63%	45%	75%	42%	55%	34%	63%	-	45%	26%	48%	43%	25%	23%	24%	57%
	EL	**24%**	29%	23%	30%	24%	46%	19%	32%	23%	32%	14%	26%	24%	27%	22%	17%	13%	15%	29%
	Male	**44%**	29%	36%	60%	43%	74%	42%	53%	33%	61%	23%	48%	27%	44%	-	24%	23%	25%	55%
	Female	**40%**	30%	32%	56%	41%	71%	38%	49%	29%	57%	17%	43%	22%	-	40%	21%	20%	21%	51%
SAT/ACT All Subjects	All Students	**59%**	46%	42%	75%	61%	91%	54%	73%	40%	72%	35%	60%	19%	64%	55%	54%	34%	43%	58%
	CWD	**35%**	28%	19%	64%	*	88%	*	61%	17%	56%	35%	-	6%	40%	26%	-	45%	*	31%
	CWOD	**60%**	46%	43%	75%	62%	91%	53%	73%	41%	72%	-	60%	19%	65%	55%	54%	33%	41%	58%
	EL	**19%**	18%	17%	33%	20%	61%	-	33%	17%	29%	6%	19%	19%	23%	14%	32%	11%	*	21%
	Male	**64%**	48%	48%	79%	65%	93%	59%	75%	45%	77%	40%	65%	23%	64%	-	53%	41%	40%	65%
	Female	**55%**	44%	38%	71%	58%	89%	50%	70%	36%	68%	26%	55%	14%	-	55%	54%	29%	47%	52%
STAAR Percent at Masters Grade Level																				
All Grades																				
All Subjects	All Students	**18%**	11%	13%	27%	17%	51%	17%	24%	11%	30%	6%	21%	9%	18%	19%	7%	7%	6%	23%
	CWD	**6%**	4%	5%	9%	5%	16%	5%	7%	4%	10%	6%	-	4%	7%	5%	4%	4%	5%	8%
	CWOD	**21%**	12%	14%	31%	19%	53%	18%	27%	12%	33%	-	21%	10%	20%	21%	8%	7%	7%	25%
	EL	**9%**	13%	8%	14%	8%	27%	6%	15%	8%	16%	4%	10%	9%	9%	9%	5%	4%	5%	11%
	Male	**18%**	9%	12%	26%	15%	50%	16%	24%	11%	30%	7%	20%	9%	18%	-	7%	6%	7%	22%
	Female	**19%**	12%	13%	28%	18%	51%	18%	25%	11%	31%	5%	21%	9%	-	19%	8%	7%	5%	23%

		State	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%**	13%	15%	31%	19%	53%	19%	28%	13%	34%	6%	24%	10%	18%	24%	8%	8%	7%	27%
	CWD	**6%**	4%	5%	9%	5%	15%	5%	8%	4%	10%	6%	-	3%	6%	6%	4%	4%	5%	7%
	CWOD	**24%**	15%	17%	35%	21%	56%	21%	32%	15%	38%	-	24%	11%	21%	27%	8%	9%	8%	30%
	EL	**10%**	15%	9%	15%	9%	27%	6%	15%	9%	16%	3%	11%	10%	9%	12%	5%	5%	5%	12%
	Male	**18%**	10%	13%	27%	15%	49%	16%	24%	11%	30%	6%	21%	9%	18%	-	6%	6%	6%	23%
	Female	**24%**	16%	17%	35%	23%	57%	23%	32%	15%	39%	6%	27%	12%	-	24%	10%	9%	8%	31%
Mathematics	All Students	**17%**	9%	12%	24%	15%	51%	15%	21%	10%	28%	6%	19%	10%	18%	15%	8%	6%	5%	19%
	CWD	**6%**	4%	5%	9%	5%	19%	6%	7%	5%	10%	6%	-	5%	8%	4%	4%	4%	5%	8%
	CWOD	**19%**	10%	13%	27%	17%	53%	16%	24%	11%	30%	-	19%	11%	21%	17%	9%	6%	6%	21%
	EL	**10%**	13%	9%	15%	9%	31%	7%	17%	9%	18%	5%	11%	10%	12%	9%	7%	5%	7%	11%
	Male	**18%**	9%	13%	26%	16%	53%	15%	23%	11%	30%	8%	21%	12%	18%	-	9%	7%	7%	21%
	Female	**15%**	9%	10%	22%	14%	48%	14%	19%	9%	25%	4%	17%	9%	-	15%	7%	5%	4%	17%
Science	All Students	**15%**	8%	9%	24%	14%	45%	13%	21%	8%	26%	5%	17%	5%	16%	14%	5%	4%	5%	20%
	CWD	**5%**	3%	4%	8%	5%	13%	5%	7%	4%	8%	5%	-	3%	6%	4%	3%	4%	6%	7%
	CWOD	**17%**	9%	10%	27%	16%	47%	14%	24%	9%	29%	-	17%	6%	18%	15%	5%	5%	4%	22%
	EL	**5%**	7%	4%	9%	5%	18%	3%	10%	5%	9%	3%	6%	5%	6%	4%	3%	2%	3%	6%
	Male	**16%**	7%	11%	26%	14%	46%	14%	22%	9%	28%	6%	18%	6%	16%	-	5%	5%	6%	21%
	Female	**14%**	8%	8%	22%	14%	44%	12%	20%	7%	25%	4%	15%	4%	-	14%	4%	4%	3%	18%
SAT/ACT All Subjects	All Students	**12%**	4%	4%	14%	10%	47%	7%	18%	3%	18%	7%	12%	1%	15%	9%	11%	2%	0%	6%
	CWD	**7%**	3%	1%	14%	*	38%	*	22%	1%	13%	7%	-	0%	9%	3%	-	0%	*	8%
	CWOD	**12%**	4%	4%	14%	11%	47%	7%	18%	4%	18%	-	12%	1%	16%	9%	11%	2%	0%	6%
	EL	**1%**	0%	1%	7%	0%	13%	-	0%	1%	4%	0%	1%	1%	2%	1%	3%	0%	*	0%
	Male	**15%**	5%	5%	19%	13%	54%	11%	22%	5%	22%	9%	16%	2%	15%	-	3%	4%	0%	8%
	Female	**9%**	3%	2%	10%	8%	40%	4%	14%	2%	14%	3%	9%	1%	-	9%	15%	1%	0%	4%

- 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 nclude all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	68	63	65	73	67	84	69	72	63	50	60
CWD	50	45	48	56	50	67	51	55	46	50	44
CWOD	71	67	67	76	69	85	71	75	66	-	63
EL ✧	60	68	59	67	59	75	56	65	59	44	60
Male	65	60	62	71	64	83	66	69	60	49	57
Female	70	67	67	75	69	85	71	74	66	52	63
Mathematics											
All Students	62	57	60	65	62	82	62	64	59	54	60
CWD	54	50	54	55	55	71	57	54	52	54	54
CWOD	64	59	61	67	64	82	63	66	60	-	61
EL ✧	60	64	59	65	62	75	53	67	59	54	60
Male	62	56	60	65	63	82	62	63	58	54	60
Female	63	59	61	65	62	81	63	64	59	53	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 six-year graduation rates for the class of 2022

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL◇	Homeless ◇	Foster Care ◇
Federal Graduation Rates													
6-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2022													
All Students	92.2%	88.6%	90.9%	95.3%	90.9%	97.8%	91.7%	93.1%	89.5%	85.2%	84.8%	80.7%	68.3%
CWD	85.2%	82.9%	85.1%	87.4%	87.8%	79.4%	83.3%	86.2%	84.4%	85.2%	87.0%	78.4%	67.4%
CWOD	92.9%	89.4%	91.5%	96.0%	91.2%	98.4%	92.5%	93.9%	90.2%	-	84.6%	81.1%	68.6%
EL ◇	84.8%	89.8%	84.2%	88.2%	83.0%	93.6%	83.1%	83.3%	85.4%	87.0%	84.8%	74.5%	71.9%
Male	90.5%	85.9%	88.8%	94.4%	88.7%	97.4%	90.7%	92.0%	87.3%	84.0%	82.2%	76.8%	66.6%
Female	93.9%	91.3%	93.0%	96.2%	93.1%	98.2%	92.7%	94.1%	91.8%	87.4%	88.1%	84.2%	69.6%

- Indicates there are no students in the group.

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

◇ Ever in grades 9-12.

Part (iv): English Language Proficiency

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
1,275,922	271,156	21%

- 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	46	36	40	57	44	74	46	53	37	25	34
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	75%	64%	73%	80%	71%	90%	66%	74%	70%	73%	66%

- Indicates there are no students in the group.

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

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2023-2027)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Interim Goals (2028-2032)	53%	43%	48%	67%	53%	78%	54%	63%	44%	33%	41%
Target Met	Y	Y	N	Y	Y	Y	Y	Y	N	N	N
Interim Goals (2033-2037)	62%	54%	59%	74%	63%	82%	63%	70%	55%	47%	53%
Target Met	N	N	N	N	N	Y	N	N	N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Mathematics											
Interim Goals (2023-2027)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Interim Goals (2028-2032)	55%	43%	50%	66%	54%	85%	58%	62%	47%	36%	50%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Interim Goals (2033-2037)	64%	55%	60%	73%	63%	88%	66%	70%	58%	49%	60%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N	N	N	N	N	N	N	N
English Learner Language Proficiency Status											
Interim Goals (2023-2027)											44%
Target Met											Y
Interim Goals (2028-2032)											46%
Target Met											Y
Interim Goals (2033-2037)											48%
Target Met											Y
Long-Term Goals											50%
Target Met											Y
Federal Graduation Status											
Interim Goals (2023-2027)	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80%
Target Met		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

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

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

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

Part (vii): STAAR Participation

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

		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																	
All Subjects	All Students	**99%**	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%
	CWD	**99%**	98%	99%	99%	99%	99%	99%	98%	99%	99%	99%	-	99%	99%	99%	98%
	CWOD	**99%**	99%	99%	99%	99%	100%	99%	99%	99%	99%	-	99%	99%	99%	99%	99%
	EL	**99%**	99%	99%	99%	99%	100%	100%	98%	99%	99%	99%	99%	99%	99%	99%	99%
	Male	**99%**	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%	-	99%
	Female	**99%**	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	-	99%	99%
Reading	All Students	**99%**	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%
	CWD	**99%**	98%	99%	99%	98%	100%	99%	98%	99%	99%	99%	-	99%	99%	99%	99%
	CWOD	**99%**	99%	99%	99%	99%	100%	99%	99%	99%	99%	-	99%	99%	99%	99%	99%
	EL	**99%**	100%	99%	99%	99%	100%	100%	99%	99%	99%	99%	99%	99%	99%	99%	99%
	Male	**99%**	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%	-	99%
	Female	**99%**	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	-	99%	99%
Mathematics	All Students	**99%**	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%
	CWD	**99%**	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%	-	99%	99%	99%	99%
	CWOD	**99%**	99%	99%	99%	99%	100%	99%	99%	99%	99%	-	99%	99%	99%	99%	99%
	EL	**99%**	99%	99%	99%	99%	100%	100%	99%	99%	99%	99%	99%	99%	99%	99%	99%
	Male	**99%**	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%	-	99%
	Female	**99%**	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	-	99%	99%
Science	All Students	**99%**	98%	99%	99%	99%	99%	99%	98%	99%	99%	98%	99%	99%	99%	99%	99%
	CWD	**98%**	98%	99%	99%	99%	99%	99%	98%	98%	99%	98%	-	99%	98%	98%	97%
	CWOD	**99%**	99%	99%	99%	99%	99%	99%	99%	99%	99%	-	99%	99%	99%	99%	99%
	EL	**99%**	98%	99%	99%	99%	99%	99%	95%	99%	99%	99%	99%	99%	99%	99%	99%
	Male	**99%**	98%	99%	99%	99%	99%	99%	98%	99%	99%	98%	99%	99%	99%	-	98%
	Female	**99%**	99%	99%	99%	98%	99%	99%	98%	99%	99%	98%	99%	99%	-	99%	99%
SAT/ACT All Subjects	All Students	**93%**	93%	92%	93%	94%	96%	99%	92%	91%	94%	85%	93%	90%	92%	93%	95%
	CWD	**85%**	85%	85%	85%	*	88%	*	85%	84%	87%	85%	-	88%	84%	87%	-
	CWOD	**93%**	93%	92%	93%	94%	96%	99%	92%	91%	94%	-	93%	90%	92%	93%	95%
	EL	**90%**	93%	90%	89%	83%	94%	-	86%	90%	90%	88%	90%	90%	90%	91%	91%
	Male	**92%**	92%	91%	92%	94%	96%	98%	92%	90%	93%	84%	92%	90%	92%	-	90%
	Female	**93%**	93%	92%	93%	93%	96%	99%	92%	92%	94%	87%	93%	91%	-	93%	97%
Non-Participation Rate																	

		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All Students	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
	CWD	1%	2%	1%	1%	1%	1%	1%	2%	1%	1%	1%	-	1%	1%	1%	2%
	CWOD	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	-	1%	1%	1%	1%	1%
	EL	1%	1%	1%	1%	1%	0%	0%	2%	1%	1%	1%	1%	1%	1%	1%	1%
	Male	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	1%	-	1%
	Female	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	-	1%	1%
Reading	All Students	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
	CWD	1%	2%	1%	1%	2%	0%	1%	2%	1%	1%	1%	-	1%	1%	1%	1%
	CWOD	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	-	1%	1%	1%	1%	1%
	EL	1%	0%	1%	1%	1%	0%	0%	1%	1%	1%	1%	1%	1%	1%	1%	1%
	Male	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	1%	-	1%
	Female	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	-	1%	1%
Mathematics	All Students	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
	CWD	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	-	1%	1%	1%	1%
	CWOD	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	-	1%	1%	1%	1%	1%
	EL	1%	1%	1%	1%	1%	0%	0%	1%	1%	1%	1%	1%	1%	1%	1%	1%
	Male	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	1%	-	1%
	Female	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	-	1%	1%
Science	All Students	1%	2%	1%	1%	1%	1%	1%	2%	1%	1%	2%	1%	1%	1%	1%	1%
	CWD	2%	2%	1%	1%	1%	1%	1%	2%	2%	1%	2%	-	1%	2%	2%	3%
	CWOD	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	-	1%	1%	1%	1%	1%
	EL	1%	2%	1%	1%	1%	1%	1%	5%	1%	1%	1%	1%	1%	1%	1%	1%
	Male	1%	2%	1%	1%	1%	1%	1%	2%	1%	1%	2%	1%	1%	1%	-	2%
	Female	1%	1%	1%	1%	2%	1%	1%	2%	1%	1%	2%	1%	1%	-	1%	1%
SAT/ACT All Subjects	All Students	7%	7%	8%	7%	6%	4%	1%	8%	9%	6%	15%	7%	10%	8%	7%	5%
	CWD	15%	15%	15%	15%	*	12%	*	15%	16%	13%	15%	-	12%	16%	13%	-
	CWOD	7%	7%	8%	7%	6%	4%	1%	8%	9%	6%	-	7%	10%	8%	7%	5%
	EL	10%	7%	10%	11%	17%	6%	-	14%	10%	10%	12%	10%	10%	10%	9%	9%
	Male	8%	8%	9%	8%	6%	4%	2%	8%	10%	7%	16%	8%	10%	8%	-	10%
	Female	7%	7%	8%	7%	7%	4%	1%	8%	8%	6%	13%	7%	9%	-	7%	3%

\- 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)

Statewide Campus Level of School Quality, Climate, and Safety

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.

Statewide Campus Level of Preschool Programs and Accelerated Coursework

Part (ix): Teacher Quality Data

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

	All School		High-Poverty Schools		Low-Poverty Schools	
	Number	Percent	Number	Percent	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	68,697.4	17.3%	17,108.0	20.4%	15,692.0	13.4%
Teachers Teaching with Emergency or Provisional Credentials	13,520.0	3.6%	3,260.7	4.1%	3,621.1	3.2%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	54,185.0	14.4%	12,588.7	16.0%	11,540.1	10.3%

- Indicates there are no data available in the group.

Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year (2023-24).

		State & Local and Federal	State & Local			Federal		
	Enrollment	Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		$615	$15	$570	$585	$1	$29	$30
Food services		$629	$44	$50	$94	$309	$227	$536
Instruction		$6,974	$5,976	$242	$6,218	$557	$199	$756
Support services, general administration		$149	$0	$148	$148		$0	$0
Support services, instructional staff		$628	$417	$44	$461	$67	$100	$167
Support services, operation and maintenance of plant		$1,432	$409	$964	$1,373	$24	$34	$58
Support services, pupils		$666	$482	$31	$514	$66	$86	$152
Support services, school administration		$696	$662	$8	$670	$21	$5	$26
Support services, student transportation		$353	$13	$330	$343	$0	$9	$9
Total	**5,517,839**	**$12,142**	**$8,019**	**$2,388**	**$10,407**	**$1,045**	**$690**	**$1,735**

Campus Level PPE Summary Report
District Level PPE Summary Report

Note: Downloadable PDF and Excel files are available.

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

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

Part (xi): STAAR Alternate 2 Participation

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

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

- Indicates there are no students in the group.

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

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

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2024 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2024 Percentages at NAEP Achievement Levels										
			% Below Basic		**% At or Above Basic**		**% At or Above Proficient**		**% At Advanced**	
Grade	**Subject**	**Student Group**	**TX**	**US**	**TX**	**US**	**TX**	**US**	**TX**	**US**
Grade 4	Reading	Overall	43	40	57	60	28	31	7	8
		Black	53	56	47	44	17	17	2	3
		Hispanic	51	52	49	48	20	21	4	4
		White	28	30	72	70	42	39	11	11
		American Indian	*	61	*	39	*	14	*	2
		Asian	14	21	86	79	61	53	24	21
		Pacific Islander	*	47	*	53	*	22	*	5
		Two or More Races	41	36	59	64	29	35	11	10
		EcoDis	53	53	47	47	18	19	3	4
		Students with Disabilities	76	74	24	26	8	9	1	2
		English Language Learners	60	71	40	29	13	8	2	1
	Mathematics	Overall	21	24	79	76	43	39	9	9
		Black	27	41	73	59	27	19	3	2
		Hispanic	27	34	73	66	34	27	4	4
		White	9	14	91	86	60	51	15	12
		American Indian	*	45	*	55	*	19	*	2
		Asian	4	10	96	90	78	66	33	25
		Pacific Islander	*	43	*	57	*	20	*	2
		Two or More Races	13	20	87	80	55	43	13	11
		EcoDis	27	35	73	65	32	25	4	3
		Students with Disabilities	53	55	47	45	16	15	2	2
		English Language Learners	31	48	69	52	30	16	4	2
Grade 8	Reading	Overall	39	33	61	67	25	30	3	4
		Black	48	48	52	52	18	16	1	1
		Hispanic	48	45	52	55	16	19	1	2
		White	24	23	76	77	37	37	5	5
		American Indian	*	44	*	56	*	18	*	2
		Asian	12	16	88	84	63	55	17	13
		Pacific Islander	*	41	*	59	*	24	*	4
		Two or More Races	27	30	73	70	36	35	2	5

State Level: 2024 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 8	Reading	EcoDis	50	46	50	54	14	18	1	1
		Students with Disabilities	75	69	25	31	3	7	*	1
		English Language Learners	57	70	43	30	9	5	*	*
	Mathematics	Overall	44	39	56	61	24	28	6	8
		Black	60	62	40	38	12	10	2	2
		Hispanic	52	54	48	46	17	15	2	3
		White	28	26	72	74	35	38	8	10
		American Indian	*	60	*	40	*	11	*	2
		Asian	12	15	88	85	57	59	32	31
		Pacific Islander	*	56	*	44	*	16	*	4
		Two or More Races	37	36	63	64	37	31	17	10
		EcoDis	54	55	46	45	14	14	2	3
		Students with Disabilities	80	77	20	23	4	6	1	1
		English Language Learners	62	77	38	23	10	5	2	1

*   Indicates reporting standards not met.

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

State Level: 2024 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	80%
		English Learners	90%
	Mathematics	Students with Disabilities	86%
		English Learners	94%
Grade 8	Reading	Students with Disabilities	82%
		English Learners	96%
	Mathematics	Students with Disabilities	81%
		English Learners	96%

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

This section provides information on the cohort rate at which students who graduated from high school in the 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	50%	46%	48%	52%	43%	76%	37%	48%	44%	26%	47%
In-State Private Institutions	3%	4%	2%	4%	2%	3%	2%	3%	2%	1%	2%
Out-of-State Institutions	7%	9%	4%	11%	10%	9%	8%	10%	4%	3%	3%

- Indicates there are no students in the group.

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

Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 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	21%	25%	24%	15%	22%	9%	25%	19%	25%	25%	21%

- Indicates there are no students in the group.

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

Part (xv): Section 1003 Fund

This section provides a list of all the LEAs and schools that received funds under Section 1003, including the amount of funds each school received and the types of strategies implemented in each school with such funds for the 2023-24 school year.

Statewide Section 1003 Funds

Note: Downloadable PDF and Excel files are available.

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.

State	Count of 1st Year English Learners Excluded from the State Accountability
Texas	7,961
District-Campus Level of 1st Year English Learner Excluded from the State Accountability **Note: PDF and Excel files are available at District and State Levels.**	

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

Part (i): Description of State Accountability System

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

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

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

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

Campus ESSA Goals (Middle Schools)											
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)											
Reading/ELA Baseline Rates	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
2022-23 through 2026-27	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
2027-28 through 2031-32	53%	43%	46%	66%	53%	78%	55%	63%	43%	33%	40%
2032-33 through 2036-37	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
2037-38	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%
Mathematics Baseline Rates	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
2022-23 through 2026-27	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
2027-28 through 2031-32	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
2032-33 through 2036-37	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
2037-38	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
EL Progress											
Baseline Rates											44%
2022-23 through 2026-27											44%
2027-28 through 2031-32											46%
2032-33 through 2036-37											48%
2037-38											50%

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

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

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

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

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

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

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

(bb) the methodology by which the State differentiates all such schools. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number and is further used to differentiate all public schools. See the accountability manual for details: Chapter 4-2024 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 school type - elementary, middle, high school/K-12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Title I campuses that rank in their school type's bottom five percent are identified for CSI. Additionally, if any Title I or non-Title I campus does not attain a 66.7 percent six-year federal graduation rate for all students group, the campus is identified for CSI. Any Title I campus identified for Additional Targeted Support (ATS) for three consecutive years will be identified for CSI the following school year.

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

Part (i)(VI) the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school type's bottom five percent of the Closing the Gaps domain for two consecutive years and have Closing the Gaps domain scaled score by the end of the second year that is higher than when originally identified are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate must have a 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	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																						
Grade 3																						
Reading	All Students	72%	70%	**33%**	*	26%	*	-	-	-	-	33%	33%	7%	48%	*	43%	22%	-	*	-	-
	CWD	48%	45%	**7%**	-	0%	*	-	-	-	-	8%	*	7%	-	*	11%	0%	-	-	-	-
	CWOD	78%	76%	**48%**	*	43%	*	-	-	-	-	50%	40%	-	48%	*	67%	31%	-	*	-	-
	EL	62%	58%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	-	-	-	-	-
	Male	70%	67%	**43%**	*	35%	*	-	-	-	-	41%	*	11%	67%	*	43%	-	-	-	-	-
	Female	75%	73%	**22%**	*	18%	-	-	-	-	-	25%	*	0%	31%	-	-	22%	-	*	-	-
Mathematics	All Students	68%	66%	**36%**	*	26%	*	-	-	-	-	33%	50%	14%	48%	*	48%	22%	-	*	-	-
	CWD	46%	43%	**14%**	-	8%	*	-	-	-	-	15%	*	14%	-	*	11%	20%	-	-	-	-
	CWOD	74%	71%	**48%**	*	38%	*	-	-	-	-	45%	60%	-	48%	*	75%	23%	-	*	-	-
	EL	61%	59%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	-	-	-	-	-
	Male	70%	68%	**48%**	*	35%	*	-	-	-	-	41%	*	11%	75%	*	48%	-	-	-	-	-
	Female	66%	64%	**22%**	*	18%	-	-	-	-	-	25%	*	20%	23%	-	-	22%	-	*	-	-
Grade 4																						
Reading	All Students	79%	78%	**62%**	*	60%	*	-	-	-	*	63%	50%	40%	67%	44%	68%	56%	-	*	-	-
	CWD	55%	53%	**40%**	-	25%	*	-	-	-	*	38%	*	40%	-	*	*	25%	-	-	-	-
	CWOD	85%	84%	**67%**	*	66%	-	-	-	-	-	68%	*	-	67%	43%	65%	68%	-	*	-	-
	EL	68%	64%	**44%**	-	44%	-	-	-	-	-	50%	*	*	43%	44%	50%	*	-	-	-	-
	Male	77%	76%	**68%**	-	67%	*	-	-	-	-	69%	*	*	65%	50%	68%	-	-	-	-	-
	Female	81%	80%	**56%**	*	52%	-	-	-	-	*	57%	*	25%	68%	*	-	56%	-	*	-	-
Mathematics	All Students	67%	62%	**45%**	*	48%	*	-	-	-	*	49%	17%	20%	51%	44%	64%	26%	-	*	-	-
	CWD	42%	38%	**20%**	-	25%	*	-	-	-	*	25%	*	20%	-	*	*	13%	-	-	-	-
	CWOD	73%	69%	**51%**	*	52%	-	-	-	-	-	54%	*	-	51%	43%	65%	32%	-	*	-	-
	EL	62%	56%	**44%**	-	44%	-	-	-	-	-	50%	*	*	43%	44%	50%	*	-	-	-	-
	Male	69%	64%	**64%**	-	67%	*	-	-	-	-	65%	*	*	65%	50%	64%	-	-	-	-	-
	Female	65%	60%	**26%**	*	28%	-	-	-	-	*	30%	*	13%	32%	*	-	26%	-	*	-	-
Grade 5																						
Reading	All Students	78%	77%	**65%**	*	56%	*	-	-	-	-	71%	50%	*	81%	*	78%	55%	-	-	-	-
	CWD	48%	47%	*	-	*	-	-	-	-	-	*	*	*	-	*	*	-	-	-	-	-
	CWOD	84%	84%	**81%**	*	75%	*	-	-	-	-	91%	60%	-	81%	*	100%	67%	-	-	-	-
	EL	70%	68%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	75%	75%	**78%**	*	67%	*	-	-	-	-	83%	*	*	100%	-	78%	-	-	-	-	-
	Female	80%	79%	**55%**	*	50%	-	-	-	-	-	63%	*	*	67%	*	-	55%	-	-	-	-

Texas Education Agency
2024 Federal Report Card
ROYAL PUBLIC SCHOOLS (015842) - BEXAR COUNTY

		State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	75%	73%	**40%**	*	25%	*	-	-	-	-	36%	50%	*	50%	*	67%	18%	-	-	-	-
	CWD	52%	50%	*	-	*	-	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	80%	79%	**50%**	*	33%	*	-	-	-	-	45%	60%	-	50%	*	86%	22%	-	-	-	-
	EL	70%	68%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	75%	74%	**67%**	*	50%	*	-	-	-	-	67%	*	*	86%	-	67%	-	-	-	-	-
	Female	75%	72%	**18%**	*	10%	-	-	-	-	-	13%	*	*	22%	*	-	18%	-	-	-	-
Science	All Students	56%	53%	**30%**	*	19%	*	-	-	-	-	29%	33%	*	38%	*	56%	9%	-	-	-	-
	CWD	34%	32%	*	-	*	-	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	61%	59%	**38%**	*	25%	*	-	-	-	-	36%	40%	-	38%	*	71%	11%	-	-	-	-
	EL	43%	39%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	59%	56%	**56%**	*	33%	*	-	-	-	-	50%	*	*	71%	-	56%	-	-	-	-	-
	Female	54%	50%	**9%**	*	10%	-	-	-	-	-	13%	*	*	11%	*	-	9%	-	-	-	-
Grade 6																						
Reading	All Students	75%	74%	**55%**	*	47%	*	-	-	-	-	59%	*	13%	83%	*	58%	50%	-	-	-	-
	CWD	43%	43%	**13%**	-	13%	-	-	-	-	-	0%	*	13%	-	-	20%	*	-	-	-	-
	CWOD	81%	81%	**83%**	*	78%	*	-	-	-	-	83%	-	-	83%	*	86%	80%	-	-	-	-
	EL	61%	58%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	71%	70%	**58%**	-	50%	*	-	-	-	-	67%	*	20%	86%	*	58%	-	-	-	-	-
	Female	79%	79%	**50%**	*	43%	-	-	-	-	-	50%	-	*	80%	*	-	50%	-	-	-	-
Mathematics	All Students	70%	68%	**30%**	*	24%	*	-	-	-	-	35%	*	0%	50%	*	25%	38%	-	-	-	-
	CWD	44%	42%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	-	-	0%	*	-	-	-	-
	CWOD	75%	74%	**50%**	*	44%	*	-	-	-	-	50%	-	-	50%	*	43%	60%	-	-	-	-
	EL	60%	58%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	70%	69%	**25%**	-	10%	*	-	-	-	-	33%	*	0%	43%	*	25%	-	-	-	-	-
	Female	70%	68%	**38%**	*	43%	-	-	-	-	-	38%	-	*	60%	*	-	38%	-	-	-	-
Grade 7																						
Reading	All Students	72%	72%	**40%**	*	46%	-	-	*	-	-	38%	*	20%	50%	*	10%	100%	-	*	-	-
	CWD	39%	39%	**20%**	*	*	-	-	-	-	-	20%	-	20%	-	-	*	*	-	*	-	-
	CWOD	78%	78%	**50%**	-	56%	-	-	*	-	-	50%	*	-	50%	*	17%	*	-	*	-	-
	EL	57%	54%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	67%	66%	**10%**	*	13%	-	-	*	-	-	0%	*	*	17%	*	10%	-	-	*	-	-
	Female	78%	77%	**100%**	-	100%	-	-	-	-	-	100%	-	*	*	*	-	100%	-	-	-	-
Mathematics	All Students	54%	50%	**29%**	*	25%	-	-	*	-	-	23%	*	0%	44%	*	33%	20%	-	*	-	-
	CWD	31%	30%	**0%**	*	*	-	-	-	-	-	0%	-	0%	-	-	*	*	-	*	-	-
	CWOD	58%	55%	**44%**	-	38%	-	-	*	-	-	38%	*	-	44%	*	60%	*	-	*	-	-
	EL	42%	38%	*	-	*	-	-	*	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	55%	51%	**33%**	*	29%	-	-	*	-	-	25%	*	*	60%	*	33%	-	-	*	-	-
	Female	53%	49%	**20%**	-	20%	-	-	-	-	-	20%	-	*	*	*	-	20%	-	-	-	-
Grade 8																						

		State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	79%	78%	**80%**	-	80%	-	-	-	-	-	78%	*	*	89%	*	60%	100%	-	*	-	-
	CWD	48%	46%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	*	-	-
	CWOD	83%	83%	**89%**	-	89%	-	-	-	-	-	88%	*	-	89%	*	*	100%	-	*	-	-
	EL	64%	61%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	74%	73%	**60%**	-	60%	-	-	-	-	-	60%	-	*	*	*	60%	-	-	-	-	-
	Female	84%	83%	**100%**	-	100%	-	-	-	-	-	*	*	-	100%	-	-	100%	-	*	-	-
Mathematics	All Students	70%	67%	**70%**	-	70%	-	-	-	-	-	67%	*	*	78%	*	60%	80%	-	*	-	-
	CWD	45%	42%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	74%	71%	**78%**	-	78%	-	-	-	-	-	75%	*	-	78%	*	*	80%	-	*	-	-
	EL	62%	57%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	69%	66%	**60%**	-	60%	-	-	-	-	-	60%	-	*	*	*	60%	-	-	-	-	-
	Female	71%	67%	**80%**	-	80%	-	-	-	-	-	*	*	-	80%	-	-	80%	-	*	-	-
Science	All Students	68%	67%	**30%**	-	30%	-	-	-	-	-	33%	*	*	33%	*	40%	20%	-	*	-	-
	CWD	39%	38%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	72%	73%	**33%**	-	33%	-	-	-	-	-	38%	*	-	33%	*	*	20%	-	*	-	-
	EL	51%	50%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	70%	69%	**40%**	-	40%	-	-	-	-	-	40%	-	*	*	*	40%	-	-	-	-	-
	Female	66%	65%	**20%**	-	20%	-	-	-	-	-	*	*	-	20%	-	-	20%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	47%	44%	**15%**	*	9%	*	-	-	-	-	12%	33%	7%	20%	*	19%	11%	-	*	-	-
	CWD	25%	23%	**7%**	-	0%	*	-	-	-	-	8%	*	7%	-	*	11%	0%	-	-	-	-
	CWOD	52%	50%	**20%**	*	14%	*	-	-	-	-	15%	40%	-	20%	*	25%	15%	-	*	-	-
	EL	34%	30%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	-	-	-	-	-
	Male	44%	42%	**19%**	*	12%	*	-	-	-	-	12%	*	11%	25%	*	19%	-	-	-	-	-
	Female	50%	47%	**11%**	*	6%	-	-	-	-	-	13%	*	0%	15%	-	-	11%	-	*	-	-
Mathematics	All Students	41%	38%	**21%**	*	12%	*	-	-	-	-	18%	33%	7%	28%	*	33%	6%	-	*	-	-
	CWD	24%	22%	**7%**	-	0%	*	-	-	-	-	8%	*	7%	-	*	11%	0%	-	-	-	-
	CWOD	44%	42%	**28%**	*	19%	*	-	-	-	-	25%	40%	-	28%	*	50%	8%	-	*	-	-
	EL	32%	31%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	-	-	-	-	-
	Male	44%	42%	**33%**	*	24%	*	-	-	-	-	29%	*	11%	50%	*	33%	-	-	-	-	-
	Female	37%	34%	**6%**	*	0%	-	-	-	-	-	6%	*	0%	8%	-	-	6%	-	*	-	-
Grade 4																						
Reading	All Students	50%	47%	**22%**	*	23%	*	-	-	-	*	22%	17%	10%	24%	11%	36%	7%	-	*	-	-
	CWD	24%	22%	**10%**	-	13%	*	-	-	-	*	13%	*	10%	-	*	*	0%	-	-	-	-
	CWOD	56%	53%	**24%**	*	25%	-	-	-	-	-	24%	*	-	24%	14%	35%	11%	-	*	-	-
	EL	39%	36%	**11%**	-	11%	-	-	-	-	-	0%	*	*	14%	11%	17%	*	-	-	-	-
	Male	47%	44%	**36%**	-	37%	*	-	-	-	-	35%	*	*	35%	17%	36%	-	-	-	-	-
	Female	53%	50%	**7%**	*	8%	-	-	-	-	*	9%	*	0%	11%	*	-	7%	-	*	-	-

		State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	44%	40%	**18%**	*	19%	*	-	-	-	*	18%	17%	10%	20%	22%	32%	4%	-	*	-	-
	CWD	24%	22%	**10%**	-	13%	*	-	-	-	*	13%	*	10%	-	*	*	0%	-	-	-	-
	CWOD	49%	44%	**20%**	*	20%	-	-	-	-	-	20%	*	-	20%	29%	31%	5%	-	*	-	-
	EL	38%	33%	**22%**	-	22%	-	-	-	-	-	17%	*	*	29%	22%	33%	*	-	-	-	-
	Male	47%	42%	**32%**	-	33%	*	-	-	-	-	31%	*	*	31%	33%	32%	-	-	-	-	-
	Female	41%	36%	**4%**	*	4%	-	-	-	-	*	4%	*	0%	5%	*	-	4%	-	*	-	-
Grade 5																						
Reading	All Students	53%	52%	**30%**	*	19%	*	-	-	-	-	29%	33%	*	38%	*	33%	27%	-	-	-	-
	CWD	25%	23%	*****	-	*	-	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	59%	59%	**38%**	*	25%	*	-	-	-	-	36%	40%	-	38%	*	43%	33%	-	-	-	-
	EL	41%	38%	*****	-	*	-	-	-	-	-	*	-	*	*	*	-	*	-	-	-	-
	Male	51%	50%	**33%**	*	17%	*	-	-	-	-	17%	*	*	43%	-	33%	-	-	-	-	-
	Female	56%	54%	**27%**	*	20%	-	-	-	-	-	38%	*	*	33%	*	-	27%	-	-	-	-
Mathematics	All Students	49%	46%	**20%**	*	13%	*	-	-	-	-	14%	33%	*	25%	*	44%	0%	-	-	-	-
	CWD	26%	24%	*****	-	*	-	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	54%	51%	**25%**	*	17%	*	-	-	-	-	18%	40%	-	25%	*	57%	0%	-	-	-	-
	EL	41%	38%	*****	-	*	-	-	-	-	-	*	-	*	*	*	-	*	-	-	-	-
	Male	50%	48%	**44%**	*	33%	*	-	-	-	-	33%	*	*	57%	-	44%	-	-	-	-	-
	Female	47%	44%	**0%**	*	0%	-	-	-	-	-	0%	*	*	0%	*	-	0%	-	-	-	-
Science	All Students	27%	24%	**5%**	*	6%	*	-	-	-	-	0%	17%	*	6%	*	11%	0%	-	-	-	-
	CWD	16%	15%	*****	-	*	-	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	29%	27%	**6%**	*	8%	*	-	-	-	-	0%	20%	-	6%	*	14%	0%	-	-	-	-
	EL	15%	13%	*****	-	*	-	-	-	-	-	*	-	*	*	*	-	*	-	-	-	-
	Male	30%	28%	**11%**	*	17%	*	-	-	-	-	0%	*	*	14%	-	11%	-	-	-	-	-
	Female	23%	21%	**0%**	*	0%	-	-	-	-	-	0%	*	*	0%	*	-	0%	-	-	-	-
Grade 6																						
Reading	All Students	55%	54%	**20%**	*	18%	*	-	-	-	-	24%	*	0%	33%	*	8%	38%	-	-	-	-
	CWD	24%	24%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	-	-	0%	*	-	-	-	-
	CWOD	61%	60%	**33%**	*	33%	*	-	-	-	-	33%	-	-	33%	*	14%	60%	-	-	-	-
	EL	38%	35%	*****	-	*	-	-	-	-	-	*	-	*	*	*	-	*	-	-	-	-
	Male	51%	49%	**8%**	-	10%	*	-	-	-	-	11%	*	0%	14%	*	8%	-	-	-	-	-
	Female	59%	59%	**38%**	*	29%	-	-	-	-	-	38%	-	*	60%	*	-	38%	-	-	-	-
Mathematics	All Students	38%	36%	**5%**	*	6%	*	-	-	-	-	6%	*	0%	8%	*	0%	13%	-	-	-	-
	CWD	19%	17%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	-	-	0%	*	-	-	-	-
	CWOD	42%	40%	**8%**	*	11%	*	-	-	-	-	8%	-	-	8%	*	0%	20%	-	-	-	-
	EL	27%	25%	*****	-	*	-	-	-	-	-	*	-	*	*	*	-	*	-	-	-	-
	Male	40%	38%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	*	0%	-	-	-	-	-
	Female	36%	33%	**13%**	*	14%	-	-	-	-	-	13%	-	*	20%	*	-	13%	-	-	-	-
Grade 7																						

		State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	53%	51%	**7%**	*	8%	-	-	*	-	-	0%	*	0%	10%	*	10%	0%	-	*	-	-
	CWD	21%	20%	**0%**	*	*	-	-	-	-	-	0%	-	0%	-	-	*	*	-	*	-	-
	CWOD	58%	57%	**10%**	-	11%	-	-	*	-	-	0%	*	-	10%	*	17%	*	-	-	-	-
	EL	34%	32%	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	47%	45%	**10%**	*	13%	-	-	*	-	-	0%	*	*	17%	*	10%	-	-	*	-	-
	Female	59%	57%	**0%**	-	0%	-	-	-	-	-	0%	-	*	*	*	-	0%	-	-	-	-
Mathematics	All Students	33%	30%	**7%**	*	0%	-	-	*	-	-	8%	*	0%	11%	*	11%	0%	-	*	-	-
	CWD	17%	16%	**0%**	*	*	-	-	-	-	-	0%	-	0%	-	-	*	*	-	*	-	-
	CWOD	36%	33%	**11%**	-	0%	-	-	*	-	-	13%	*	-	11%	*	20%	*	-	-	-	-
	EL	22%	18%	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	35%	32%	**11%**	*	0%	-	-	*	-	-	13%	*	*	20%	*	11%	-	-	*	-	-
	Female	31%	27%	**0%**	-	0%	-	-	-	-	-	0%	-	*	*	*	-	0%	-	-	-	-
Grade 8																						
Reading	All Students	55%	52%	**40%**	-	40%	-	-	-	-	-	44%	*	*	44%	*	20%	60%	-	*	-	-
	CWD	23%	20%	*	-	*	-	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD	59%	58%	**44%**	-	44%	-	-	-	-	-	50%	*	-	44%	*	*	60%	-	*	-	-
	EL	35%	32%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	49%	47%	**20%**	-	20%	-	-	-	-	-	20%	-	*	*	*	20%	-	-	-	-	-
	Female	60%	58%	**60%**	-	60%	-	-	-	-	-	*	*	-	60%	-	-	60%	-	*	-	-
Mathematics	All Students	41%	35%	**40%**	-	40%	-	-	-	-	-	44%	*	*	44%	*	40%	40%	-	*	-	-
	CWD	21%	18%	*	-	*	-	-	-	-	-	*	*	*	-	-	-	-	-	-	-	-
	CWOD	44%	39%	**44%**	-	44%	-	-	-	-	-	50%	*	-	44%	*	*	40%	-	*	-	-
	EL	30%	25%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	41%	36%	**40%**	-	40%	-	-	-	-	-	40%	-	*	*	*	40%	-	-	-	-	-
	Female	41%	35%	**40%**	-	40%	-	-	-	-	-	*	*	-	40%	-	-	40%	-	*	-	-
Science	All Students	42%	41%	**10%**	-	10%	-	-	-	-	-	11%	*	*	11%	*	20%	0%	-	*	-	-
	CWD	20%	18%	*	-	*	-	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD	46%	45%	**11%**	-	11%	-	-	-	-	-	13%	*	-	11%	*	*	0%	-	*	-	-
	EL	24%	23%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	45%	44%	**20%**	-	20%	-	-	-	-	-	20%	-	*	*	*	20%	-	-	-	-	-
	Female	40%	38%	**0%**	-	0%	-	-	-	-	-	*	*	-	0%	-	-	0%	-	*	-	-
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	20%	18%	**3%**	*	3%	*	-	-	-	-	3%	0%	0%	4%	*	0%	6%	-	*	-	-
	CWD	6%	6%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	-	*	0%	0%	-	-	-	-
	CWOD	23%	21%	**4%**	*	5%	*	-	-	-	-	5%	0%	-	4%	*	0%	8%	-	*	-	-
	EL	13%	12%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	-	-	-	-	-
	Male	18%	16%	**0%**	*	0%	*	-	-	-	-	0%	*	0%	0%	*	0%	-	-	-	-	-
	Female	22%	20%	**6%**	*	6%	-	-	-	-	-	6%	*	0%	8%	-	-	6%	-	*	-	-

		State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	15%	13%	**3%**	*	0%	*	-	-	-	-	3%	0%	0%	4%	*	0%	6%	-	*	-	-
	CWD	7%	6%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	-	*	0%	0%	-	-	-	-
	CWOD	17%	15%	**4%**	*	0%	*	-	-	-	-	5%	0%	-	4%	*	0%	8%	-	*	-	-
	EL	10%	9%	*	-	*	-	-	-	-	-	*	*	*	*	*	*	-	-	-	-	-
	Male	17%	15%	**0%**	*	0%	*	-	-	-	-	0%	*	0%	0%	*	0%	-	-	-	-	-
	Female	12%	10%	**6%**	*	0%	-	-	-	-	-	6%	*	0%	8%	-	-	6%	-	*	-	-
Grade 4																						
Reading	All Students	22%	19%	**4%**	*	4%	*	-	-	-	*	4%	0%	0%	4%	0%	4%	4%	-	*	-	-
	CWD	6%	6%	**0%**	-	0%	*	-	-	-	*	0%	*	0%	-	*	*	0%	-	-	-	-
	CWOD	26%	23%	**4%**	*	5%	-	-	-	-	*	5%	*	-	4%	0%	4%	5%	-	*	-	-
	EL	14%	13%	**0%**	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	*	-	-	-	-
	Male	20%	17%	**4%**	-	4%	*	-	-	-	-	4%	*	*	4%	0%	4%	-	-	-	-	-
	Female	24%	21%	**4%**	*	4%	-	-	-	-	*	4%	*	0%	5%	*	-	4%	-	*	-	-
Mathematics	All Students	20%	16%	**0%**	*	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	-	*	-	-
	CWD	7%	6%	**0%**	-	0%	*	-	-	-	*	0%	*	0%	-	*	*	0%	-	-	-	-
	CWOD	23%	19%	**0%**	*	0%	-	-	-	-	*	0%	*	-	0%	0%	0%	0%	-	*	-	-
	EL	15%	12%	**0%**	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	*	-	-	-	-
	Male	22%	18%	**0%**	-	0%	*	-	-	-	-	0%	*	*	0%	0%	0%	-	-	-	-	-
	Female	17%	14%	**0%**	*	0%	-	-	-	-	*	0%	*	0%	0%	*	-	0%	-	*	-	-
Grade 5																						
Reading	All Students	28%	26%	**15%**	*	13%	*	-	-	-	-	21%	0%	*	19%	*	11%	18%	-	-	-	-
	CWD	8%	7%	*	-	*	-	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	32%	30%	**19%**	*	17%	*	-	-	-	-	27%	0%	-	19%	*	14%	22%	-	-	-	-
	EL	17%	15%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	25%	23%	**11%**	*	0%	*	-	-	-	-	17%	*	*	14%	-	11%	-	-	-	-	-
	Female	30%	28%	**18%**	*	20%	-	-	-	-	-	25%	*	*	22%	*	-	18%	-	-	-	-
Mathematics	All Students	19%	16%	**0%**	*	0%	*	-	-	-	-	0%	0%	*	0%	*	0%	0%	-	-	-	-
	CWD	7%	6%	*	-	*	-	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	21%	19%	**0%**	*	0%	*	-	-	-	-	0%	0%	-	0%	*	0%	0%	-	-	-	-
	EL	12%	10%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	21%	18%	**0%**	*	0%	*	-	-	-	-	0%	*	*	0%	-	0%	-	-	-	-	-
	Female	17%	14%	**0%**	*	0%	-	-	-	-	-	0%	*	*	0%	*	-	0%	-	-	-	-
Science	All Students	11%	10%	**0%**	*	0%	*	-	-	-	-	0%	0%	*	0%	*	0%	0%	-	-	-	-
	CWD	5%	5%	*	-	*	-	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	12%	11%	**0%**	*	0%	*	-	-	-	-	0%	0%	-	0%	*	0%	0%	-	-	-	-
	EL	5%	4%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	13%	11%	**0%**	*	0%	*	-	-	-	-	0%	*	*	0%	-	0%	-	-	-	-	-
	Female	9%	8%	**0%**	*	0%	-	-	-	-	-	0%	*	*	0%	*	-	0%	-	-	-	-
Grade 6																						

		State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	25%	22%	**0%**	*	0%	*	-	-	-	-	0%	*	0%	0%	*	0%	0%	-	-	-	-
	CWD	6%	6%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	-	-	0%	*	-	-	-	-
	CWOD	28%	26%	**0%**	*	0%	*	-	-	-	-	0%	-	-	0%	*	0%	0%	-	-	-	-
	EL	12%	11%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	21%	19%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	*	0%	-	-	-	-	-
	Female	28%	26%	**0%**	*	0%	-	-	-	-	-	0%	-	*	0%	*	-	0%	-	-	-	-
Mathematics	All Students	13%	11%	**0%**	*	0%	*	-	-	-	-	0%	*	0%	0%	*	0%	0%	-	-	-	-
	CWD	5%	5%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	-	-	0%	*	-	-	-	-
	CWOD	15%	13%	**0%**	*	0%	*	-	-	-	-	0%	-	-	0%	*	0%	0%	-	-	-	-
	EL	7%	6%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	14%	13%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	*	0%	-	-	-	-	-
	Female	12%	10%	**0%**	*	0%	-	-	-	-	-	0%	-	*	0%	*	-	0%	-	-	-	-
Grade 7																						
Reading	All Students	28%	25%	**0%**	*	0%	-	-	*	-	-	0%	*	0%	0%	*	0%	0%	-	*	-	-
	CWD	6%	5%	**0%**	*	*	-	-	-	-	-	0%	-	0%	-	-	*	*	-	*	-	-
	CWOD	31%	29%	**0%**	-	0%	-	-	*	-	-	0%	*	-	0%	*	0%	*	-	-	-	-
	EL	13%	12%	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	23%	20%	**0%**	*	0%	-	-	*	-	-	0%	*	*	0%	*	0%	-	-	*	-	-
	Female	33%	31%	**0%**	-	0%	-	-	-	-	-	0%	-	*	*	*	-	0%	-	-	-	-
Mathematics	All Students	11%	9%	**0%**	*	0%	-	-	*	-	-	0%	*	0%	0%	*	0%	0%	-	*	-	-
	CWD	5%	5%	**0%**	*	*	-	-	-	-	-	0%	-	0%	-	-	*	*	-	*	-	-
	CWOD	12%	10%	**0%**	-	0%	-	-	*	-	-	0%	*	-	0%	*	0%	*	-	-	-	-
	EL	5%	4%	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	12%	10%	**0%**	*	0%	-	-	*	-	-	0%	*	*	0%	*	0%	-	-	*	-	-
	Female	9%	8%	**0%**	-	0%	-	-	-	-	-	0%	-	*	*	*	-	0%	-	-	-	-
Grade 8																						
Reading	All Students	28%	25%	**20%**	-	20%	-	-	-	-	-	22%	*	*	22%	*	20%	20%	-	*	-	-
	CWD	7%	6%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	31%	29%	**22%**	-	22%	-	-	-	-	-	25%	*	-	22%	*	*	20%	-	*	-	-
	EL	12%	11%	*	-	*	-	-	-	-	-	*	*	-	*	*	-	-	-	-	-	-
	Male	25%	22%	**20%**	-	20%	-	-	-	-	-	20%	-	*	*	*	20%	-	-	-	-	-
	Female	32%	29%	**20%**	-	20%	-	-	-	-	-	*	*	-	20%	-	-	20%	-	*	-	-
Mathematics	All Students	15%	11%	**10%**	-	10%	-	-	-	-	-	11%	*	*	11%	*	20%	0%	-	*	-	-
	CWD	6%	5%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	17%	12%	**11%**	-	11%	-	-	-	-	-	13%	*	-	11%	*	*	0%	-	*	-	-
	EL	8%	6%	*	-	*	-	-	-	-	-	*	*	-	*	*	-	-	-	-	-	-
	Male	16%	12%	**20%**	-	20%	-	-	-	-	-	20%	-	*	*	*	20%	-	-	-	-	-
	Female	14%	10%	**0%**	-	0%	-	-	-	-	-	*	*	-	0%	-	-	0%	-	*	-	-

		State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	16%	15%	**0%**	-	0%	-	-	-	-	-	0%	*	*	0%	*	0%	0%	-	*	-	-
	CWD	5%	4%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	18%	17%	**0%**	-	0%	-	-	-	-	-	0%	*	-	0%	*	*	0%	-	*	-	-
	EL	6%	6%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	18%	16%	**0%**	-	0%	-	-	-	-	-	0%	-	*	*	*	0%	-	-	-	-	-
	Female	15%	14%	**0%**	-	0%	-	-	-	-	-	*	*	-	0%	-	-	0%	-	*	-	-

STAAR Percent at Approaches Grade Level or Above

All Grades

		State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Subjects	All Students	73%	71%	**46%**	71%	42%	92%	-	*	-	*	46%	41%	12%	57%	32%	52%	38%	-	27%	-	-
	CWD	46%	44%	**12%**	*	9%	*	-	-	-	*	12%	13%	12%	-	33%	12%	13%	-	*	-	-
	CWOD	77%	76%	**57%**	79%	54%	100%	-	*	-	-	58%	51%	-	57%	31%	67%	46%	-	33%	-	-
	EL	61%	57%	**32%**	-	31%	-	-	*	-	-	34%	22%	33%	31%	32%	31%	33%	-	-	-	-
	Male	71%	70%	**52%**	75%	47%	92%	-	*	-	-	52%	53%	12%	67%	31%	52%	-	-	*	-	-
	Female	74%	72%	**38%**	67%	36%	-	-	-	-	*	40%	25%	13%	46%	33%	-	38%	-	33%	-	-
Reading	All Students	74%	73%	**53%**	78%	50%	100%	-	*	-	*	55%	46%	17%	67%	35%	54%	53%	-	60%	-	-
	CWD	44%	43%	**17%**	*	11%	*	-	-	-	*	14%	29%	17%	-	*	17%	16%	-	*	-	-
	CWOD	80%	79%	**67%**	88%	64%	*	-	*	-	-	69%	53%	-	67%	35%	68%	65%	-	*	-	-
	EL	59%	56%	**35%**	-	37%	-	-	*	-	-	40%	20%	*	35%	35%	31%	43%	-	-	-	-
	Male	70%	69%	**54%**	60%	51%	100%	-	*	-	-	55%	50%	17%	68%	31%	54%	-	-	*	-	-
	Female	78%	78%	**53%**	*	49%	-	-	-	-	*	55%	40%	16%	65%	43%	-	53%	-	*	-	-
Mathematics	All Students	70%	68%	**41%**	67%	37%	83%	-	*	-	*	41%	39%	10%	52%	32%	51%	28%	-	0%	-	-
	CWD	45%	44%	**10%**	*	8%	*	-	-	-	*	11%	0%	10%	-	*	9%	11%	-	*	-	-
	CWOD	75%	73%	**52%**	75%	48%	*	-	*	-	-	51%	56%	-	52%	31%	67%	35%	-	*	-	-
	EL	62%	59%	**32%**	-	28%	-	-	*	-	-	33%	*	*	31%	32%	33%	29%	-	-	-	-
	Male	71%	68%	**51%**	80%	46%	83%	-	*	-	-	51%	54%	9%	67%	33%	51%	-	-	*	-	-
	Female	70%	67%	**28%**	*	28%	-	-	-	-	*	30%	20%	11%	35%	29%	-	28%	-	*	-	-
Science	All Students	73%	72%	**30%**	*	23%	*	-	-	-	-	30%	29%	0%	36%	*	50%	13%	-	*	-	-
	CWD	49%	48%	**0%**	-	0%	-	-	-	-	-	*	*	0%	-	-	*	*	-	*	-	-
	CWOD	77%	76%	**36%**	*	29%	*	-	-	-	-	37%	33%	-	36%	*	64%	14%	-	*	-	-
	EL	61%	58%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	74%	73%	**50%**	*	36%	*	-	-	-	-	45%	*	*	64%	*	50%	-	-	-	-	-
	Female	72%	70%	**13%**	*	13%	-	-	-	-	-	17%	*	*	14%	*	-	13%	-	*	-	-

STAAR Percent at Meets Grade Level or Above

All Grades

		State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Subjects	All Students	47%	44%	**18%**	33%	16%	46%	-	*	-	*	17%	22%	4%	23%	12%	25%	11%	-	0%	-	-
	CWD	22%	21%	**4%**	*	2%	*	-	-	-	*	5%	0%	4%	-	0%	8%	0%	-	*	-	-
	CWOD	51%	49%	**23%**	37%	21%	44%	-	*	-	-	21%	31%	-	23%	14%	31%	15%	-	0%	-	-
	EL	31%	29%	**12%**	-	10%	-	-	*	-	-	9%	22%	0%	14%	12%	15%	7%	-	-	-	-
	Male	45%	43%	**25%**	25%	22%	46%	-	*	-	-	22%	40%	8%	31%	15%	25%	-	-	*	-	-
	Female	48%	45%	**11%**	44%	9%	-	-	-	-	*	13%	0%	0%	15%	7%	-	11%	-	0%	-	-

		State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	52%	51%	**21%**	44%	18%	50%	-	*	-	*	20%	25%	5%	26%	10%	24%	18%	-	0%	-	-
	CWD	23%	22%	**5%**	*	3%	*	-	-	-	*	6%	0%	5%	-	*	9%	0%	-	*	-	-
	CWOD	58%	57%	**26%**	50%	24%	*	-	*	-	-	25%	35%	-	26%	12%	29%	24%	-	*	-	-
	EL	34%	31%	**10%**	-	11%	-	-	*	-	-	7%	20%	*	12%	10%	8%	14%	-	-	-	-
	Male	48%	46%	**24%**	20%	22%	50%	-	*	-	-	20%	43%	9%	29%	8%	24%	-	-	*	-	-
	Female	57%	56%	**18%**	*	14%	-	-	-	-	*	20%	0%	0%	24%	14%	-	18%	-	*	-	-
Mathematics	All Students	42%	38%	**18%**	33%	15%	50%	-	*	-	*	17%	22%	5%	22%	16%	27%	7%	-	0%	-	-
	CWD	22%	20%	**5%**	*	3%	*	-	-	-	*	6%	0%	5%	-	*	9%	0%	-	*	-	-
	CWOD	46%	42%	**22%**	38%	19%	*	-	*	-	-	21%	31%	-	22%	19%	34%	9%	-	*	-	-
	EL	31%	28%	**16%**	-	11%	-	-	*	-	-	13%	*	*	19%	16%	25%	0%	-	-	-	-
	Male	43%	40%	**27%**	40%	24%	50%	-	*	-	-	25%	38%	9%	34%	25%	27%	-	-	*	-	-
	Female	40%	36%	**7%**	*	6%	-	-	-	-	*	8%	0%	0%	9%	0%	-	7%	-	*	-	-
Science	All Students	42%	41%	**7%**	*	8%	*	-	-	-	-	4%	14%	0%	8%	*	14%	0%	-	*	-	-
	CWD	21%	20%	**0%**	-	0%	*	-	-	-	-	*	*	0%	-	-	*	*	-	*	-	-
	CWOD	45%	45%	**8%**	*	10%	*	-	-	-	-	5%	17%	-	8%	*	18%	0%	-	*	-	-
	EL	24%	23%	*****	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	44%	43%	**14%**	*	18%	*	-	-	-	-	9%	*	*	18%	*	14%	-	-	-	-	-
	Female	40%	39%	**0%**	*	0%	-	-	-	-	-	0%	*	*	0%	*	-	0%	-	*	-	-

STAAR Percent at Masters Grade Level

All Grades

		State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Subjects	All Students	18%	16%	**3%**	10%	3%	0%	-	*	-	*	3%	0%	0%	4%	0%	2%	4%	-	0%	-	-
	CWD	6%	5%	**0%**	*	0%	*	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-	*	-	-
	CWOD	21%	18%	**4%**	11%	4%	0%	-	*	-	-	5%	0%	-	4%	0%	3%	5%	-	0%	-	-
	EL	9%	8%	**0%**	-	0%	-	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	Male	18%	16%	**2%**	8%	2%	0%	-	*	-	-	3%	0%	0%	3%	0%	2%	-	-	*	-	-
	Female	19%	17%	**4%**	11%	3%	-	-	-	-	*	4%	0%	0%	5%	0%	-	4%	-	0%	-	-
Reading	All Students	21%	19%	**5%**	11%	5%	0%	-	*	-	*	6%	0%	0%	7%	0%	4%	7%	-	0%	-	-
	CWD	6%	5%	**0%**	*	0%	*	-	-	-	*	0%	0%	0%	-	*	0%	0%	-	*	-	-
	CWOD	24%	22%	**7%**	13%	7%	*	-	*	-	-	8%	0%	-	7%	0%	5%	9%	-	*	-	-
	EL	10%	9%	**0%**	-	0%	-	-	*	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	18%	16%	**4%**	20%	3%	0%	-	*	-	-	4%	0%	0%	5%	0%	4%	-	-	*	-	-
	Female	24%	22%	**7%**	*	7%	-	-	-	-	*	8%	0%	0%	9%	0%	-	7%	-	*	-	-
Mathematics	All Students	17%	14%	**1%**	11%	1%	0%	-	*	-	*	1%	0%	0%	2%	0%	1%	1%	-	0%	-	-
	CWD	6%	6%	**0%**	*	0%	*	-	-	-	*	0%	0%	0%	-	*	0%	0%	-	*	-	-
	CWOD	19%	15%	**2%**	13%	1%	*	-	*	-	-	2%	0%	-	2%	0%	2%	2%	-	*	-	-
	EL	10%	8%	**0%**	-	0%	-	-	*	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	18%	15%	**1%**	0%	1%	0%	-	*	-	-	1%	0%	0%	2%	0%	1%	-	-	*	-	-
	Female	15%	12%	**1%**	*	0%	-	-	-	-	*	2%	0%	0%	2%	0%	-	1%	-	*	-	-

		State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	15%	14%	**0%**	*	0%	*	-	-	-	-	0%	0%	0%	0%	*	0%	0%	-	*	-	-
	CWD	5%	5%	**0%**	-	0%	-	-	-	-	-	*	*	0%	-	-	*	*	-	-	-	-
	CWOD	17%	16%	**0%**	*	0%	*	-	-	-	-	0%	0%	-	0%	*	0%	0%	-	*	-	-
	EL	5%	5%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	16%	16%	**0%**	*	0%	*	-	-	-	-	0%	*	*	0%	*	0%	-	-	-	-	-
	Female	14%	13%	**0%**	*	0%	-	-	-	-	-	0%	*	*	0%	*	-	0%	-	*	-	-

\- Indicates there are no students in the group.

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	42	*	41	*	-	-	-	*	45	16	36
CWD	16	*	16	*	-	-	-	*	15	16	*
CWOD	50	*	49	*	-	-	-	-	54	-	41
EL ✧	36	-	36	-	-	-	-	-	40	*	36
Male	42	*	41	*	-	-	-	-	45	12	42
Female	41	*	42	-	-	-	-	*	45	20	29
Mathematics											
All Students	44	*	44	*	-	-	-	*	45	28	43
CWD	28	*	25	*	-	-	-	*	32	28	*
CWOD	49	*	49	*	-	-	-	-	49	-	46
EL ✧	43	-	43	-	-	-	-	-	42	*	43
Male	54	*	52	*	-	-	-	-	56	35	56
Female	34	*	35	-	-	-	-	*	34	21	29

- Indicates there are no students in the group.

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

Part (iii)(II): Graduation Rate

This section provides information on high school six-year graduation rates for the class of 2022

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL✧	Homeless ✧	Foster Care ✧
Federal Graduation Rates													
6-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2022													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL ✧	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

   - Indicates there are no students in the group.

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

   ✧ Ever in grades 9-12.

Part (iv): English Language Proficiency

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
41	2	5%

   - 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	22	38	20	46	-	*	-	*	22	5	15
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2023-2027)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N		N						N	N	N
Interim Goals (2028-2032)	53%	43%	48%	67%	53%	78%	54%	63%	44%	33%	41%
Target Met	N		N						N	N	N
Interim Goals (2033-2037)	62%	54%	59%	74%	63%	82%	63%	70%	55%	47%	53%
Target Met	N		N						N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N						N	N	N
Mathematics											
Interim Goals (2023-2027)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N		N						N	N	N
Interim Goals (2028-2032)	55%	43%	50%	66%	54%	85%	58%	62%	47%	36%	50%
Target Met	N		N						N	N	N
Interim Goals (2033-2037)	64%	55%	60%	73%	63%	88%	66%	70%	58%	49%	60%
Target Met	N		N						N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N						N	N	N
English Learner Language Proficiency Status											
Interim Goals (2023-2027)											44%
Target Met											N
Interim Goals (2028-2032)											46%
Target Met											N
Interim Goals (2033-2037)											48%
Target Met											N
Long-Term Goals											50%
Target Met											N
Federal Graduation Status											
Interim Goals (2023-2027)	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80%
Target Met											

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

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

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

Part (vii): STAAR Participation

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

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

Texas Education Agency
2024 Federal Report Card
ROYAL PUBLIC SCHOOLS (015842) - BEXAR COUNTY

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

Campus Level of School Quality, Climate, and Safety

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.

Campus Level of Preschool Programs and Accelerated Coursework

Part (ix): Teacher Quality Data

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

	All School		High-Poverty Schools		Low-Poverty Schools	
	Number	Percent	Number	Percent	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	7.2	31.0%	7.2	31.0%		
Teachers Teaching with Emergency or Provisional Credentials	1.0	5.0%	1.0	5.0%		
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-	0.0	-		

- Indicates there are no data available in the group.

Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year (2023-24).

	Enrollment	State & Local and Federal Total	State & Local Site	State & Local District Allocation	State & Local Total	Federal Site	Federal District Allocation	Federal Total
Business/central/other support services		$1,331	$298	$1,032	$1,330		$1	$1
Food services		$987	$26		$26	$929	$31	$960
Instruction		$8,250	$6,204		$6,204	$1,792	$254	$2,046
Support services, general administration		$705		$705	$705			
Support services, instructional staff		$654	$259		$259	$387	$9	$395
Support services, operation and maintenance of plant		$1,921	$1,298	$625	$1,923	$-12	$10	$-2
Support services, pupils		$618	$490		$490		$128	$128
Support services, school administration		$970	$739		$739	$231		$231
Support services, student transportation		$383	$61	$-26	$35	$316	$32	$348
Total	**343**	**$15,819**	**$9,375**	**$2,336**	**$11,711**	**$3,643**	**$465**	**$4,108**

Campus Level PPE Summary Report

Note: Downloadable PDF and Excel files are available.

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

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

Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2	Region 20 Number of ALT2	Region 20 Rate of ALT2	District Number of ALT2	District Rate of ALT2
Grade 3						
Reading	6,625	2%	623	2%	*	3%
Mathematics	6,620	2%	624	2%	*	3%
Grade 4						
Reading	6,491	2%	663	2%	-	-
Mathematics	6,491	2%	662	2%	-	-
Grade 5						
Reading	6,033	1%	569	2%	-	-
Mathematics	6,033	2%	569	2%	-	-
Science	6,033	2%	569	2%	-	-
Grade 6						
Reading	5,586	1%	579	2%	-	-
Mathematics	5,586	1%	579	2%	-	-
Grade 7						
Reading	5,233	1%	502	1%	-	-
Mathematics	5,227	2%	501	2%	-	-
Grade 8						
Reading	4,985	1%	451	1%	-	-
Mathematics	4,985	1%	450	1%	-	-
Science	4,984	1%	449	1%	-	-
End of Course						
English I	5,119	1%	525	1%	-	-
English II	4,683	1%	486	1%	-	-
Algebra I	5,112	1%	527	1%	-	-
Biology	5,027	1%	540	1%	-	-
All Grades						
All Subjects	100,862	1%	9,869	1%	*	1%
Reading	44,764	1%	4,399	1%	*	1%
Mathematics	40,054	1%	3,912	1%	*	1%
Science	16,044	1%	1,558	1%	-	-

- Indicates there are no students in the group.

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

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

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2024 National Assessment of Educational Progress, compared to the national average of such results.

			%Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	**Subject**	**Student Group**	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	43	40	57	60	28	31	7	8
		Black	53	56	47	44	17	17	2	3
		Hispanic	51	52	49	48	20	21	4	4
		White	28	30	72	70	42	39	11	11
		American Indian	*	61	*	39	*	14	*	2
		Asian	14	21	86	79	61	53	24	21
		Pacific Islander	*	47	*	53	*	22	*	5
		Two or More Races	41	36	59	64	29	35	11	10
		EcoDis	53	53	47	47	18	19	3	4
		Students with Disabilities	76	74	24	26	8	9	1	2
		English Language Learners	60	71	40	29	13	8	2	1
	Mathematics	Overall	21	24	79	76	43	39	9	9
		Black	27	41	73	59	27	19	3	2
		Hispanic	27	34	73	66	34	27	4	4
		White	9	14	91	86	60	51	15	12
		American Indian	*	45	*	55	*	19	*	2
		Asian	4	10	96	90	78	66	33	25
		Pacific Islander	*	43	*	57	*	20	*	2
		Two or More Races	13	20	87	80	55	43	13	11
		EcoDis	27	35	73	65	32	25	4	3
		Students with Disabilities	53	55	47	45	16	15	2	2
		English Language Learners	31	48	69	52	30	16	4	2
Grade 8	Reading	Overall	39	33	61	67	25	30	3	4
		Black	48	48	52	52	18	16	1	1
		Hispanic	48	45	52	55	16	19	1	2
		White	24	23	76	77	37	37	5	5
		American Indian	*	44	*	56	*	18	*	2
		Asian	12	16	88	84	63	55	17	13
		Pacific Islander	*	41	*	59	*	24	*	4
		Two or More Races	27	30	73	70	36	35	2	5

			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
State Level: 2024 Percentages at NAEP Achievement Levels										
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 8	Reading	EcoDis	50	46	50	54	14	18	1	1
		Students with Disabilities	75	69	25	31	3	7	*	1
		English Language Learners	57	70	43	30	9	5	*	*
	Mathematics	Overall	44	39	56	61	24	28	6	8
		Black	60	62	40	38	12	10	2	2
		Hispanic	52	54	48	46	17	15	2	3
		White	28	26	72	74	35	38	8	10
		American Indian	*	60	*	40	*	11	*	2
		Asian	12	15	88	85	57	59	32	31
		Pacific Islander	*	56	*	44	*	16	*	4
		Two or More Races	37	36	63	64	37	31	17	10
		EcoDis	54	55	46	45	14	14	2	3
		Students with Disabilities	80	77	20	23	4	6	1	1
		English Language Learners	62	77	38	23	10	5	2	1

* Indicates reporting standards not met.

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

State Level: 2024 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	80%
		English Learners	90%
	Mathematics	Students with Disabilities	86%
		English Learners	94%
Grade 8	Reading	Students with Disabilities	82%
		English Learners	96%
	Mathematics	Students with Disabilities	81%
		English Learners	96%

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

This section provides information on the cohort rate at which students who graduated from high school in the 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 district.

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	20%	0%	21%	13%	-	-	-	*	17%	11%	42%

- Indicates there are no students in the group.

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

Part (xv): Section 1003 Fund

This section provides a list of all the LEAs and schools that received funds under Section 1003, including the amount of funds each school received and the types of strategies implemented in each school with such funds for the 2023-24 school year.

There is no data for this district.

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

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

There is no data for this district.

Part (i): Description of State Accountability System

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

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

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

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

Campus ESSA Goals (Middle Schools)											
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)											
Reading/ELA Baseline Rates	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
2022-23 through 2026-27	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
2027-28 through 2031-32	53%	43%	46%	66%	53%	78%	55%	63%	43%	33%	40%
2032-33 through 2036-37	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
2037-38	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%
Mathematics Baseline Rates	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
2022-23 through 2026-27	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
2027-28 through 2031-32	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
2032-33 through 2036-37	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
2037-38	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
EL Progress											
Baseline Rates											44%
2022-23 through 2026-27											44%
2027-28 through 2031-32											46%
2032-33 through 2036-37											48%
2037-38											50%

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

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

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

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

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

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

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

(bb) the methodology by which the State differentiates all such schools. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number and is further used to differentiate all public schools. See the accountability manual for details: Chapter 4-2024 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 school type - elementary, middle, high school/K-12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Title I campuses that rank in their school type's bottom five percent are identified for CSI. Additionally, if any Title I or non-Title I campus does not attain a 66.7 percent six-year federal graduation rate for all students group, the campus is identified for CSI. Any Title I campus identified for Additional Targeted Support (ATS) for three consecutive years will be identified for CSI the following school year.

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

Part (i)(VI) the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school type's bottom five percent of the Closing the Gaps domain for two consecutive years and have Closing the Gaps domain scaled score by the end of the second year that is higher than when originally identified are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate must have a 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																						
Reading	All Students	72%	33%	**33%**	*	26%	*	-	-	-	-	33%	33%	7%	48%	*	43%	22%	-	*	-	-
	CWD	48%	7%	**7%**	-	0%	*	-	-	-	-	8%	*	7%	-	*	11%	0%	-	-	-	-
	CWOD	78%	48%	**48%**	*	43%	*	-	-	-	-	50%	40%	-	48%	*	67%	31%	-	*	-	-
	EL	62%	*	*	-	*	-	-	-	-	-	*	*	*	*	*	*	-	-	-	-	-
	Male	70%	43%	**43%**	*	35%	*	-	-	-	-	41%	*	11%	67%	*	43%	-	-	-	-	-
	Female	75%	22%	**22%**	*	18%	-	-	-	-	-	25%	*	0%	31%	-	-	22%	-	*	-	-
Mathematics	All Students	68%	36%	**36%**	*	26%	*	-	-	-	-	33%	50%	14%	48%	*	48%	22%	-	*	-	-
	CWD	46%	14%	**14%**	-	8%	*	-	-	-	-	15%	*	14%	-	*	11%	20%	-	-	-	-
	CWOD	74%	48%	**48%**	*	38%	*	-	-	-	-	45%	60%	-	48%	*	75%	23%	-	*	-	-
	EL	61%	*	*	-	*	-	-	-	-	-	*	*	*	*	*	*	-	-	-	-	-
	Male	70%	48%	**48%**	*	35%	*	-	-	-	-	41%	*	11%	75%	*	48%	-	-	-	-	-
	Female	66%	22%	**22%**	*	18%	-	-	-	-	-	25%	*	20%	23%	-	-	22%	-	*	-	-
Grade 4																						
Reading	All Students	79%	62%	**62%**	*	60%	*	-	-	-	*	63%	50%	40%	67%	44%	68%	56%	-	*	-	-
	CWD	55%	40%	**40%**	-	25%	*	-	-	-	*	38%	*	40%	-	*	*	25%	-	-	-	-
	CWOD	85%	67%	**67%**	*	66%	-	-	-	-	-	68%	*	-	67%	43%	65%	68%	-	*	-	-
	EL	68%	44%	**44%**	-	44%	-	-	-	-	-	50%	*	*	43%	44%	50%	*	-	-	-	-
	Male	77%	68%	**68%**	-	67%	*	-	-	-	-	69%	*	*	65%	50%	68%	-	-	-	-	-
	Female	81%	56%	**56%**	*	52%	-	-	-	-	*	57%	*	25%	68%	*	-	56%	-	*	-	-
Mathematics	All Students	67%	45%	**45%**	*	48%	*	-	-	-	*	49%	17%	20%	51%	44%	64%	26%	-	*	-	-
	CWD	42%	20%	**20%**	-	25%	*	-	-	-	*	25%	*	20%	-	*	*	13%	-	-	-	-
	CWOD	73%	51%	**51%**	*	52%	-	-	-	-	-	54%	*	-	51%	43%	65%	32%	-	*	-	-
	EL	62%	44%	**44%**	-	44%	-	-	-	-	-	50%	*	*	43%	44%	50%	*	-	-	-	-
	Male	69%	64%	**64%**	-	67%	*	-	-	-	-	65%	*	*	65%	50%	64%	-	-	-	-	-
	Female	65%	26%	**26%**	*	28%	-	-	-	-	*	30%	*	13%	32%	*	-	26%	-	*	-	-
Grade 5																						
Reading	All Students	78%	65%	**65%**	*	56%	*	-	-	-	-	71%	50%	*	81%	*	78%	55%	-	-	-	-
	CWD	48%	*	*	-	*	-	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	84%	81%	**81%**	*	75%	*	-	-	-	-	91%	60%	-	81%	*	100%	67%	-	-	-	-
	EL	70%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	75%	78%	**78%**	*	67%	*	-	-	-	-	83%	*	*	100%	-	78%	-	-	-	-	-
	Female	80%	55%	**55%**	*	50%	-	-	-	-	-	63%	*	*	67%	*	-	55%	-	-	-	-

		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	75%	40%	**40%**	*	25%	*	-	-	-	-	36%	50%	*	50%	*	67%	18%	-	-	-	-
	CWD	52%	*	*	-	*	-	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	80%	50%	**50%**	*	33%	*	-	-	-	-	45%	60%	-	50%	*	86%	22%	-	-	-	-
	EL	70%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	75%	67%	**67%**	*	50%	*	-	-	-	-	67%	*	*	86%	-	67%	-	-	-	-	-
	Female	75%	18%	**18%**	*	10%	-	-	-	-	-	13%	*	*	22%	*	-	18%	-	-	-	-
Science	All Students	56%	30%	**30%**	*	19%	*	-	-	-	-	29%	33%	*	38%	*	56%	9%	-	-	-	-
	CWD	34%	*	*	-	*	-	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	61%	38%	**38%**	*	25%	*	-	-	-	-	36%	40%	-	38%	*	71%	11%	-	-	-	-
	EL	43%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	59%	56%	**56%**	*	33%	-	-	-	-	-	50%	*	*	71%	-	56%	-	-	-	-	-
	Female	54%	9%	**9%**	*	10%	-	-	-	-	-	13%	*	*	11%	*	-	9%	-	-	-	-
Grade 6																						
Reading	All Students	75%	55%	**55%**	*	47%	*	-	-	-	-	59%	*	13%	83%	*	58%	50%	-	-	-	-
	CWD	43%	13%	**13%**	-	13%	-	-	-	-	-	0%	*	13%	-	-	20%	*	-	-	-	-
	CWOD	81%	83%	**83%**	*	78%	*	-	-	-	-	83%	-	-	83%	*	86%	80%	-	-	-	-
	EL	61%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	71%	58%	**58%**	-	50%	*	-	-	-	-	67%	*	20%	86%	*	58%	-	-	-	-	-
	Female	79%	50%	**50%**	*	43%	-	-	-	-	-	50%	-	*	80%	*	-	50%	-	-	-	-
Mathematics	All Students	70%	30%	**30%**	*	24%	*	-	-	-	-	35%	*	0%	50%	*	25%	38%	-	-	-	-
	CWD	44%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	-	-	0%	*	-	-	-	-
	CWOD	75%	50%	**50%**	*	44%	*	-	-	-	-	50%	-	-	50%	*	43%	60%	-	-	-	-
	EL	60%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	70%	25%	**25%**	-	10%	*	-	-	-	-	33%	*	0%	43%	*	25%	-	-	-	-	-
	Female	70%	38%	**38%**	*	43%	-	-	-	-	-	38%	-	*	60%	*	-	38%	-	-	-	-
Grade 7																						
Reading	All Students	72%	40%	**40%**	*	46%	-	-	*	-	-	38%	*	20%	50%	*	10%	100%	-	*	-	-
	CWD	39%	20%	**20%**	*	*	-	-	-	-	-	20%	-	20%	-	-	*	*	-	*	-	-
	CWOD	78%	50%	**50%**	-	56%	-	-	*	-	-	50%	*	-	50%	*	17%	*	-	-	-	-
	EL	57%	*	*	-	*	-	-	*	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	67%	10%	**10%**	*	13%	-	-	*	-	-	0%	*	*	17%	*	10%	-	-	*	-	-
	Female	78%	100%	**100%**	-	100%	-	-	-	-	-	100%	-	*	*	*	-	100%	-	-	-	-
Mathematics	All Students	54%	29%	**29%**	*	25%	-	-	*	-	-	23%	*	0%	44%	*	33%	20%	-	*	-	-
	CWD	31%	0%	**0%**	*	*	-	-	-	-	-	0%	-	0%	-	-	*	*	-	*	-	-
	CWOD	58%	44%	**44%**	-	38%	-	-	*	-	-	38%	*	-	44%	*	60%	*	-	-	-	-
	EL	42%	*	*	-	*	-	-	*	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	55%	33%	**33%**	*	29%	-	-	*	-	-	25%	*	*	60%	*	33%	-	-	*	-	-
	Female	53%	20%	**20%**	-	20%	-	-	-	-	-	20%	-	*	*	*	-	20%	-	-	-	-
Grade 8																						

		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	79%	80%	**80%**	-	80%	-	-	-	-	-	78%	*	*	89%	*	60%	100%	-	*	-	-
	CWD	48%	*	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	83%	89%	**89%**	-	89%	-	-	-	-	-	88%	*	-	89%	*	*	100%	-	*	-	-
	EL	64%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	74%	60%	**60%**	-	60%	-	-	-	-	-	60%	-	*	*	*	60%	-	-	-	-	-
	Female	84%	100%	**100%**	-	100%	-	-	-	-	-	*	*	-	100%	-	-	100%	-	*	-	-
Mathematics	All Students	70%	70%	**70%**	-	70%	-	-	-	-	-	67%	*	*	78%	*	60%	80%	-	*	-	-
	CWD	45%	*	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	74%	78%	**78%**	-	78%	-	-	-	-	-	75%	*	-	78%	*	*	80%	-	*	-	-
	EL	62%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	69%	60%	**60%**	-	60%	-	-	-	-	-	60%	-	*	*	*	60%	-	-	-	-	-
	Female	71%	80%	**80%**	-	80%	-	-	-	-	-	*	*	-	80%	-	-	80%	-	*	-	-
Science	All Students	68%	30%	**30%**	-	30%	-	-	-	-	-	33%	*	*	33%	*	40%	20%	-	*	-	-
	CWD	39%	*	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	72%	33%	**33%**	-	33%	-	-	-	-	-	38%	*	-	33%	*	*	20%	-	*	-	-
	EL	51%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	70%	40%	**40%**	-	40%	-	-	-	-	-	40%	-	*	*	*	40%	-	-	-	-	-
	Female	66%	20%	**20%**	-	20%	-	-	-	-	-	*	*	-	20%	-	-	20%	-	*	-	-

STAAR Percent at Meets Grade Level or Above

Grade 3

		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	47%	15%	**15%**	*	9%	*	-	-	-	-	12%	33%	7%	20%	*	19%	11%	-	*	-	-
	CWD	25%	7%	**7%**	-	0%	*	-	-	-	-	8%	*	7%	-	*	11%	0%	-	-	-	-
	CWOD	52%	20%	**20%**	*	14%	*	-	-	-	-	15%	40%	-	20%	*	25%	15%	-	*	-	-
	EL	34%	*	*	-	*	-	-	-	-	-	*	*	*	*	*	*	-	-	-	-	-
	Male	44%	19%	**19%**	*	12%	*	-	-	-	-	12%	*	11%	25%	*	19%	-	-	-	-	-
	Female	50%	11%	**11%**	*	6%	-	-	-	-	-	13%	*	0%	15%	-	-	11%	-	*	-	-
Mathematics	All Students	41%	21%	**21%**	*	12%	*	-	-	-	-	18%	33%	7%	28%	*	33%	6%	-	*	-	-
	CWD	24%	7%	**7%**	-	0%	*	-	-	-	-	8%	*	7%	-	*	11%	0%	-	-	-	-
	CWOD	44%	28%	**28%**	*	19%	*	-	-	-	-	25%	40%	-	28%	*	50%	8%	-	*	-	-
	EL	32%	*	*	-	*	-	-	-	-	-	*	*	*	*	*	*	-	-	-	-	-
	Male	44%	33%	**33%**	*	24%	*	-	-	-	-	29%	*	11%	50%	*	33%	-	-	-	-	-
	Female	37%	6%	**6%**	*	0%	-	-	-	-	-	6%	*	0%	8%	-	-	6%	-	*	-	-

Grade 4

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	50%	22%	**22%**	*	23%	*	-	-	-	*	22%	17%	10%	24%	11%	36%	7%	-	*	-	-
	CWD	24%	10%	**10%**	-	13%	*	-	-	-	*	13%	*	10%	-	*	*	0%	-	-	-	-
	CWOD	56%	24%	**24%**	*	25%	-	-	-	-	-	24%	*	-	24%	14%	35%	11%	-	*	-	-
	EL	39%	11%	**11%**	-	11%	-	-	-	-	-	0%	*	-	14%	11%	17%	*	-	-	-	-
	Male	47%	36%	**36%**	-	37%	*	-	-	-	-	35%	*	*	35%	17%	36%	-	-	-	-	-
	Female	53%	7%	**7%**	*	8%	-	-	-	-	*	9%	*	0%	11%	*	-	7%	-	*	-	-

		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	44%	18%	**18%**	*	19%	*	-	-	-	*	18%	17%	10%	20%	22%	32%	4%	-	-	*	-	-
	CWD	24%	10%	**10%**	-	13%	*	-	-	-	*	13%	*	10%	-	*	*	0%	-	-	-	-	-
	CWOD	49%	20%	**20%**	*	20%	-	-	-	-	-	20%	*	-	20%	29%	31%	5%	-	-	*	-	-
	EL	38%	22%	**22%**	-	22%	-	-	-	-	-	17%	*	*	29%	22%	33%	*	-	-	-	-	-
	Male	47%	32%	**32%**	-	33%	*	-	-	-	-	31%	*	*	31%	33%	32%	-	-	-	-	-	-
	Female	41%	4%	**4%**	*	4%	-	-	-	-	*	4%	*	0%	5%	*	-	4%	-	-	*	-	-
Grade 5																						
Reading	All Students	53%	30%	**30%**	*	19%	*	-	-	-	-	29%	33%	*	38%	*	33%	27%	-	-	-	-
	CWD	25%	*	*	-	*	-	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	59%	38%	**38%**	*	25%	*	-	-	-	-	36%	40%	-	38%	*	43%	33%	-	-	-	-
	EL	41%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	51%	33%	**33%**	*	17%	*	-	-	-	-	17%	*	*	43%	-	33%	-	-	-	-	-
	Female	56%	27%	**27%**	*	20%	-	-	-	-	-	38%	*	*	33%	*	-	27%	-	-	-	-
Mathematics	All Students	49%	20%	**20%**	*	13%	*	-	-	-	-	14%	33%	*	25%	*	44%	0%	-	-	-	-
	CWD	26%	*	*	-	*	-	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	54%	25%	**25%**	*	17%	*	-	-	-	-	18%	40%	-	25%	*	57%	0%	-	-	-	-
	EL	41%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	50%	44%	**44%**	*	33%	*	-	-	-	-	33%	*	*	57%	-	44%	-	-	-	-	-
	Female	47%	0%	**0%**	*	0%	-	-	-	-	-	0%	*	*	0%	*	-	0%	-	-	-	-
Science	All Students	27%	5%	**5%**	*	6%	*	-	-	-	-	0%	17%	*	6%	*	11%	0%	-	-	-	-
	CWD	16%	*	*	-	*	-	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	29%	6%	**6%**	*	8%	*	-	-	-	-	0%	20%	-	6%	*	14%	0%	-	-	-	-
	EL	15%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	30%	11%	**11%**	*	17%	*	-	-	-	-	0%	*	*	14%	-	11%	-	-	-	-	-
	Female	23%	0%	**0%**	*	0%	-	-	-	-	-	0%	*	*	0%	*	-	0%	-	-	-	-
Grade 6																						
Reading	All Students	55%	20%	**20%**	*	18%	*	-	-	-	-	24%	*	0%	33%	*	8%	38%	-	-	-	-
	CWD	24%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	-	-	0%	*	-	-	-	-
	CWOD	61%	33%	**33%**	*	33%	*	-	-	-	-	33%	-	-	33%	*	14%	60%	-	-	-	-
	EL	38%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	51%	8%	**8%**	-	10%	*	-	-	-	-	11%	*	0%	14%	*	8%	-	-	-	-	-
	Female	59%	38%	**38%**	*	29%	-	-	-	-	-	38%	-	*	60%	*	-	38%	-	-	-	-
Mathematics	All Students	38%	5%	**5%**	*	6%	*	-	-	-	-	6%	*	0%	8%	*	0%	13%	-	-	-	-
	CWD	19%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	-	-	0%	*	-	-	-	-
	CWOD	42%	8%	**8%**	*	11%	*	-	-	-	-	8%	-	-	8%	*	0%	20%	-	-	-	-
	EL	27%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	40%	0%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	*	0%	-	-	-	-	-
	Female	36%	13%	**13%**	*	14%	-	-	-	-	-	13%	-	*	20%	*	-	13%	-	-	-	-
Grade 7																						

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	53%	7%	**7%**	*	8%	-	-	*	-	-	0%	*	0%	10%	*	10%	0%	-	*	-	-
	CWD	21%	0%	**0%**	*	*	-	-	-	-	-	0%	-	0%	-	-	*	*	-	*	-	-
	CWOD	58%	10%	**10%**	-	11%	-	-	*	-	-	0%	*	-	10%	*	17%	*	-	-	-	-
	EL	34%	*	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	47%	10%	**10%**	*	13%	-	-	*	-	-	0%	*	*	17%	*	10%	-	-	*	-	-
	Female	59%	0%	**0%**	-	0%	-	-	-	-	-	0%	-	*	*	*	-	0%	-	-	-	-
Mathematics	All Students	33%	7%	**7%**	*	0%	-	-	*	-	-	8%	*	0%	11%	*	11%	0%	-	*	-	-
	CWD	17%	0%	**0%**	*	*	-	-	-	-	-	0%	-	0%	-	-	*	*	-	*	-	-
	CWOD	36%	11%	**11%**	-	0%	-	-	*	-	-	13%	*	-	11%	*	20%	*	-	-	-	-
	EL	22%	*	*	-	*	-	-	*	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	35%	11%	**11%**	*	0%	-	-	*	-	-	13%	*	*	20%	*	11%	-	-	*	-	-
	Female	31%	0%	**0%**	-	0%	-	-	-	-	-	0%	-	*	*	*	-	0%	-	-	-	-

Grade 8

		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	55%	40%	**40%**	-	40%	-	-	-	-	-	44%	*	*	44%	*	20%	60%	-	*	-	-
	CWD	23%	*	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	59%	44%	**44%**	-	44%	-	-	-	-	-	50%	*	-	44%	*	*	60%	-	*	-	-
	EL	35%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	49%	20%	**20%**	-	20%	-	-	-	-	-	20%	-	*	*	*	20%	-	-	-	-	-
	Female	60%	60%	**60%**	-	60%	-	-	-	-	-	*	*	-	60%	-	-	60%	-	*	-	-
Mathematics	All Students	41%	40%	**40%**	-	40%	-	-	-	-	-	44%	*	*	44%	*	40%	40%	-	*	-	-
	CWD	21%	*	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	44%	44%	**44%**	-	44%	-	-	-	-	-	50%	*	-	44%	*	*	40%	-	*	-	-
	EL	30%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	41%	40%	**40%**	-	40%	-	-	-	-	-	40%	-	*	*	*	40%	-	-	-	-	-
	Female	41%	40%	**40%**	-	40%	-	-	-	-	-	*	*	-	40%	-	-	40%	-	*	-	-
Science	All Students	42%	10%	**10%**	-	10%	-	-	-	-	-	11%	*	*	11%	*	20%	0%	-	*	-	-
	CWD	20%	*	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	46%	11%	**11%**	-	11%	-	-	-	-	-	13%	*	-	11%	*	*	0%	-	*	-	-
	EL	24%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	45%	20%	**20%**	-	20%	-	-	-	-	-	20%	-	*	*	*	20%	-	-	-	-	-
	Female	40%	0%	**0%**	-	0%	-	-	-	-	-	*	*	-	0%	-	-	0%	-	*	-	-

STAAR Percent at Masters Grade Level

Grade 3

		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	20%	3%	**3%**	*	3%	*	-	-	-	-	3%	0%	0%	4%	*	0%	6%	-	*	-	-
	CWD	6%	0%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	-	*	0%	0%	-	-	-	-
	CWOD	23%	4%	**4%**	*	5%	*	-	-	-	-	5%	0%	-	4%	*	0%	8%	-	*	-	-
	EL	13%	*	*	-	*	-	-	-	-	-	*	*	*	*	*	*	-	-	-	-	-
	Male	18%	0%	**0%**	*	0%	*	-	-	-	-	0%	*	0%	0%	*	0%	-	-	-	-	-
	Female	22%	6%	**6%**	*	6%	-	-	-	-	-	6%	*	0%	8%	-	-	6%	-	*	-	-

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

		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	25%	0%	0%	*	0%	*	-	-	-	-	0%	*	0%	0%	*	0%	0%	-	-	-	-
	CWD	6%	0%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	-	0%	*	-	-	-	-
	CWOD	28%	0%	0%	*	0%	*	-	-	-	-	0%	-	-	0%	*	0%	0%	-	-	-	-
	EL	12%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	21%	0%	0%	-	0%	*	-	-	-	-	0%	*	0%	0%	*	0%	-	-	-	-	-
	Female	28%	0%	0%	*	0%	-	-	-	-	-	0%	-	*	0%	*	-	0%	-	-	-	-
Mathematics	All Students	13%	0%	0%	*	0%	*	-	-	-	-	0%	*	0%	0%	*	0%	0%	-	-	-	-
	CWD	5%	0%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	-	0%	*	-	-	-	-
	CWOD	15%	0%	0%	*	0%	*	-	-	-	-	0%	-	-	0%	*	0%	0%	-	-	-	-
	EL	7%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	14%	0%	0%	-	0%	*	-	-	-	-	0%	*	0%	0%	*	0%	-	-	-	-	-
	Female	12%	0%	0%	*	0%	-	-	-	-	-	0%	-	*	0%	*	-	0%	-	-	-	-
Grade 7																						
Reading	All Students	28%	0%	0%	*	0%	-	-	*	-	-	0%	*	0%	0%	*	0%	0%	-	*	-	-
	CWD	6%	0%	0%	*	*	-	-	-	-	-	0%	-	0%	-	-	*	*	-	*	-	-
	CWOD	31%	0%	0%	-	0%	-	-	*	-	-	0%	*	-	0%	*	0%	*	-	-	-	-
	EL	13%	*	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	23%	0%	0%	*	0%	-	-	*	-	-	0%	*	*	0%	*	0%	-	-	*	-	-
	Female	33%	0%	0%	-	0%	-	-	-	-	-	0%	-	*	*	*	-	0%	-	-	-	-
Mathematics	All Students	11%	0%	0%	*	0%	-	-	*	-	-	0%	*	0%	0%	*	0%	0%	-	*	-	-
	CWD	5%	0%	0%	*	*	-	-	-	-	-	0%	-	0%	-	-	*	*	-	*	-	-
	CWOD	12%	0%	0%	-	0%	-	-	*	-	-	0%	*	-	0%	*	0%	*	-	-	-	-
	EL	5%	*	*	-	*	-	-	*	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	12%	0%	0%	*	0%	-	-	*	-	-	0%	*	*	0%	*	0%	-	-	*	-	-
	Female	9%	0%	0%	-	0%	-	-	-	-	-	0%	-	*	*	*	-	0%	-	-	-	-
Grade 8																						
Reading	All Students	28%	20%	20%	-	20%	-	-	-	-	-	22%	*	*	22%	*	20%	20%	-	*	-	-
	CWD	7%	*	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	31%	22%	22%	-	22%	-	-	-	-	-	25%	*	-	22%	*	*	20%	-	*	-	-
	EL	12%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	25%	20%	20%	-	20%	-	-	-	-	-	20%	-	*	*	*	20%	-	-	-	-	-
	Female	32%	20%	20%	-	20%	-	-	-	-	-	*	*	-	20%	-	-	20%	-	*	-	-
Mathematics	All Students	15%	10%	10%	-	10%	-	-	-	-	-	11%	*	*	11%	*	20%	0%	-	*	-	-
	CWD	6%	*	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	17%	11%	11%	-	11%	-	-	-	-	-	13%	*	-	11%	*	*	0%	-	*	-	-
	EL	8%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	16%	20%	20%	-	20%	-	-	-	-	-	20%	-	*	*	*	20%	-	-	-	-	-
	Female	14%	0%	0%	-	0%	-	-	-	-	-	*	*	-	0%	-	-	0%	-	*	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	16%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	*	0%	*	0%	0%	-	*	-	-
	CWD	5%	*	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	18%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	-	0%	*	*	0%	-	*	-	-
	EL	6%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	18%	0%	**0%**	-	0%	-	-	-	-	-	0%	-	*	*	*	0%	-	-	-	-	-
	Female	15%	0%	**0%**	-	0%	-	-	-	-	-	*	*	-	0%	-	-	0%	-	*	-	-

STAAR Percent at Approaches Grade Level or Above

All Grades

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Subjects	All Students	73%	46%	**46%**	71%	42%	92%	-	*	-	*	46%	41%	12%	57%	32%	52%	38%	-	27%	-	-
	CWD	46%	12%	**12%**	*	9%	*	-	-	-	*	12%	13%	12%	-	33%	12%	13%	-	*	-	-
	CWOD	77%	57%	**57%**	79%	54%	100%	-	*	-	-	58%	51%	-	57%	31%	67%	46%	-	33%	-	-
	EL	61%	32%	**32%**	-	31%	-	-	*	-	-	34%	22%	33%	31%	32%	31%	33%	-	-	-	-
	Male	71%	52%	**52%**	75%	47%	92%	-	*	-	-	52%	53%	12%	67%	31%	52%	-	-	*	-	-
	Female	74%	38%	**38%**	67%	36%	-	-	-	-	*	40%	25%	13%	46%	33%	-	38%	-	33%	-	-
Reading	All Students	74%	53%	**53%**	78%	50%	100%	-	*	-	*	55%	46%	17%	67%	35%	54%	53%	-	60%	-	-
	CWD	44%	17%	**17%**	*	11%	*	-	-	-	*	14%	29%	17%	-	*	17%	16%	-	*	-	-
	CWOD	80%	67%	**67%**	88%	64%	*	-	-	-	-	69%	53%	-	67%	35%	68%	65%	-	*	-	-
	EL	59%	35%	**35%**	-	37%	-	-	*	-	-	40%	20%	*	35%	35%	31%	43%	-	-	-	-
	Male	70%	54%	**54%**	60%	51%	100%	-	*	-	-	55%	50%	17%	68%	31%	54%	-	-	*	-	-
	Female	78%	53%	**53%**	*	49%	-	-	-	-	*	55%	40%	16%	65%	43%	-	53%	-	*	-	-
Mathematics	All Students	70%	41%	**41%**	67%	37%	83%	-	*	-	*	41%	39%	10%	52%	32%	51%	28%	-	0%	-	-
	CWD	45%	10%	**10%**	*	8%	*	-	-	-	*	11%	0%	10%	-	*	9%	11%	-	*	-	-
	CWOD	75%	52%	**52%**	75%	48%	*	-	*	-	-	51%	56%	-	52%	31%	67%	35%	-	*	-	-
	EL	62%	32%	**32%**	-	28%	-	-	*	-	-	33%	*	*	31%	32%	33%	29%	-	-	-	-
	Male	71%	51%	**51%**	80%	46%	83%	-	*	-	-	51%	54%	9%	67%	33%	51%	-	-	*	-	-
	Female	70%	28%	**28%**	*	28%	-	-	-	-	*	30%	20%	11%	35%	29%	-	28%	-	*	-	-
Science	All Students	73%	30%	**30%**	*	23%	*	-	-	-	-	30%	29%	0%	36%	*	50%	13%	-	*	-	-
	CWD	49%	0%	**0%**	-	0%	-	-	-	-	-	*	*	0%	-	-	*	*	-	-	-	-
	CWOD	77%	36%	**36%**	*	29%	*	-	-	-	-	37%	33%	-	36%	*	64%	14%	-	*	-	-
	EL	61%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	74%	50%	**50%**	*	36%	*	-	-	-	-	45%	*	*	64%	*	50%	-	-	-	-	-
	Female	72%	13%	**13%**	*	13%	-	-	-	-	-	17%	*	*	14%	*	-	13%	-	*	-	-

STAAR Percent at Meets Grade Level or Above

All Grades

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Subjects	All Students	47%	18%	**18%**	33%	16%	46%	-	*	-	*	17%	22%	4%	23%	12%	25%	11%	-	0%	-	-
	CWD	22%	4%	**4%**	*	2%	*	-	-	-	*	5%	0%	4%	-	0%	8%	0%	-	*	-	-
	CWOD	51%	23%	**23%**	37%	21%	44%	-	*	-	-	21%	31%	-	23%	14%	31%	15%	-	0%	-	-
	EL	31%	12%	**12%**	-	10%	-	-	*	-	-	9%	22%	0%	14%	12%	15%	7%	-	-	-	-
	Male	45%	25%	**25%**	25%	22%	46%	-	*	-	-	22%	40%	8%	31%	15%	25%	-	-	*	-	-
	Female	48%	11%	**11%**	44%	9%	-	-	-	-	*	13%	0%	0%	15%	7%	-	11%	-	0%	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	52%	21%	**21%**	44%	18%	50%	-	*	-	*	20%	25%	5%	26%	10%	24%	18%	-	0%	-	-
	CWD	23%	5%	**5%**	*	3%	*	-	-	-	*	6%	0%	5%	-	*	9%	0%	-	*	-	-
	CWOD	58%	26%	**26%**	50%	24%	*	-	*	-	-	25%	35%	-	26%	12%	29%	24%	-	*	-	-
	EL	34%	10%	**10%**	-	11%	-	-	*	-	-	7%	20%	*	12%	10%	8%	14%	-	-	-	-
	Male	48%	24%	**24%**	20%	22%	50%	-	*	-	-	20%	43%	9%	29%	8%	24%	-	-	*	-	-
	Female	57%	18%	**18%**	*	14%	-	-	-	-	*	20%	0%	0%	24%	14%	-	18%	-	*	-	-
Mathematics	All Students	42%	18%	**18%**	33%	15%	50%	-	*	-	*	17%	22%	5%	22%	16%	27%	7%	-	0%	-	-
	CWD	22%	5%	**5%**	*	3%	*	-	-	-	*	6%	0%	5%	-	*	9%	0%	-	*	-	-
	CWOD	46%	22%	**22%**	38%	19%	*	-	*	-	-	21%	31%	-	22%	19%	34%	9%	-	*	-	-
	EL	31%	16%	**16%**	-	11%	-	-	*	-	-	13%	*	*	19%	16%	25%	0%	-	-	-	-
	Male	43%	27%	**27%**	40%	24%	50%	-	*	-	-	25%	38%	9%	34%	25%	27%	-	-	-	-	-
	Female	40%	7%	**7%**	*	6%	-	-	-	-	*	8%	0%	0%	9%	0%	-	7%	-	*	-	-
Science	All Students	42%	7%	**7%**	*	8%	*	-	-	-	-	4%	14%	0%	8%	*	14%	0%	-	*	-	-
	CWD	21%	0%	**0%**	-	0%	-	-	-	-	-	*	*	0%	-	-	*	*	-	-	-	-
	CWOD	45%	8%	**8%**	*	10%	*	-	-	-	-	5%	17%	-	8%	*	18%	0%	-	*	-	-
	EL	24%	*	*****	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	44%	14%	**14%**	*	18%	*	-	-	-	-	9%	*	*	18%	*	14%	-	-	-	-	-
	Female	40%	0%	**0%**	*	0%	-	-	-	-	-	0%	*	*	0%	*	-	0%	-	*	-	-

STAAR Percent at Masters Grade Level

All Grades

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Subjects	All Students	18%	3%	**3%**	10%	3%	0%	-	*	-	*	3%	0%	0%	4%	0%	2%	4%	-	0%	-	-
	CWD	6%	0%	**0%**	*	0%	*	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-	*	-	-
	CWOD	21%	4%	**4%**	11%	4%	0%	-	*	-	-	5%	0%	-	4%	0%	3%	5%	-	0%	-	-
	EL	9%	0%	**0%**	-	0%	-	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	Male	18%	2%	**2%**	8%	2%	0%	-	*	-	-	3%	0%	0%	3%	0%	2%	-	-	*	-	-
	Female	19%	4%	**4%**	11%	3%	-	-	-	-	*	4%	0%	0%	5%	0%	-	4%	-	0%	-	-
Reading	All Students	21%	5%	**5%**	11%	5%	0%	-	*	-	*	6%	0%	0%	7%	0%	4%	7%	-	0%	-	-
	CWD	6%	0%	**0%**	*	0%	*	-	-	-	*	0%	0%	0%	-	*	0%	0%	-	*	-	-
	CWOD	24%	7%	**7%**	13%	7%	*	-	*	-	-	8%	0%	-	7%	0%	5%	9%	-	*	-	-
	EL	10%	0%	**0%**	-	0%	-	-	*	-	-	0%	0%	*	0%	0%	0%	0%	-	-	-	-
	Male	18%	4%	**4%**	20%	3%	0%	-	*	-	-	4%	0%	0%	5%	0%	4%	-	-	*	-	-
	Female	24%	7%	**7%**	*	7%	-	-	-	-	*	8%	0%	0%	9%	0%	-	7%	-	*	-	-
Mathematics	All Students	17%	1%	**1%**	11%	1%	0%	-	*	-	*	1%	0%	0%	2%	0%	1%	1%	-	0%	-	-
	CWD	6%	0%	**0%**	*	0%	*	-	-	-	*	0%	0%	0%	-	*	0%	0%	-	*	-	-
	CWOD	19%	2%	**2%**	13%	1%	*	-	*	-	-	2%	0%	-	2%	0%	2%	2%	-	*	-	-
	EL	10%	0%	**0%**	-	0%	-	-	*	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	18%	1%	**1%**	0%	1%	0%	-	*	-	-	1%	0%	0%	2%	0%	1%	-	-	*	-	-
	Female	15%	1%	**1%**	*	0%	-	-	-	-	*	2%	0%	0%	2%	0%	-	1%	-	*	-	-

		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	15%	0%	**0%**	*	0%	*	-	-	-	-	0%	0%	0%	0%	*	0%	0%	-	*	-	-
	CWD	5%	0%	**0%**	-	0%	-	-	-	-	-	*	*	0%	-	-	*	*	-	-	-	-
	CWOD	17%	0%	**0%**	*	0%	*	-	-	-	-	0%	0%	-	0%	*	0%	0%	-	*	-	-
	EL	5%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	16%	0%	**0%**	*	0%	*	-	-	-	-	0%	*	*	0%	*	0%	-	-	-	-	-
	Female	14%	0%	**0%**	*	0%	-	-	-	-	-	0%	*	*	0%	*	-	0%	-	*	-	-

    - Indicates there are no students in the group.

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	42	*	41	*	-	-	-	*	45	16	36
CWD	16	*	16	*	-	-	-	*	15	16	*
CWOD	50	*	49	*	-	-	-	-	54	-	41
EL ✧	36	-	36	-	-	-	-	-	40	*	36
Male	42	*	41	*	-	-	-	-	45	12	42
Female	41	*	42	-	-	-	-	*	45	20	29
Mathematics											
All Students	44	*	44	*	-	-	-	*	45	28	43
CWD	28	*	25	*	-	-	-	*	32	28	*
CWOD	49	*	49	*	-	-	-	-	49	-	46
EL ✧	43	-	43	-	-	-	-	-	42	*	43
Male	54	*	52	*	-	-	-	-	56	35	56
Female	34	*	35	-	-	-	-	*	34	21	29

- Indicates there are no students in the group.

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

Part (iii)(II): Graduation Rate

This section provides information on high school six-year graduation rates for the class of 2022

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ◇	Homeless ◇	Foster Care ◇
Federal Graduation Rates													
6-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2022													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL ◇		-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

◇ Ever in grades 9-12.

Part (iv): English Language Proficiency

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
41	2	5%

- 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	22	38	20	46	-	*	-	*	22	5	15
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

Part (vi): Goal Meeting Status

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

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

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

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

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

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 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%	-
	CWOD	**100%**	100%	100%	100%	-	*	-	-	100%	100%	-	100%	100%	100%	100%	-
	EL	**100%**	-	100%	-	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	**100%**	100%	100%	100%	-	*	-	-	100%	100%	100%	100%	100%	100%	-	-
	Female	**100%**	100%	100%	-	-	-	-	*	100%	100%	100%	100%	100%	-	100%	-
Reading	All Students	**100%**	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	**100%**	*	100%	*	-	-	-	*	100%	100%	100%	-	*	100%	100%	-
	CWOD	**100%**	100%	100%	*	-	*	-	-	100%	100%	-	100%	100%	100%	100%	-
	EL	**100%**	-	100%	-	-	*	-	-	100%	100%	*	100%	100%	100%	100%	-
	Male	**100%**	100%	100%	100%	-	*	-	-	100%	100%	100%	100%	100%	100%	-	-
	Female	**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%	-
	CWOD	**100%**	100%	100%	*	-	*	-	-	100%	100%	-	100%	100%	100%	100%	-
	EL	**100%**	-	100%	-	-	*	-	-	100%	*	*	100%	100%	100%	100%	-
	Male	**100%**	100%	100%	100%	-	*	-	-	100%	100%	100%	100%	100%	100%	-	-
	Female	**100%**	*	100%	-	-	-	-	*	100%	100%	100%	100%	100%	-	100%	-
Science	All Students	**100%**	*	100%	*	-	-	-	-	100%	100%	100%	100%	*	100%	100%	-
	CWD	**100%**	-	100%	-	-	-	-	-	*	*	100%	-	-	*	*	-
	CWOD	**100%**	*	100%	*	-	-	-	-	100%	100%	-	100%	*	100%	100%	-
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-
	Male	**100%**	*	100%	*	-	-	-	-	100%	*	*	100%	*	100%	-	-
	Female	**100%**	*	100%	-	-	-	-	-	100%	*	*	100%	*	-	100%	-
SAT/ACT All Subjects	All Students	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	

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

There is no data for this campus.

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.

There is no data for this campus.

Part (ix): Teacher Quality Data

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

High Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	7.2	31.0%
Teachers Teaching with Emergency or Provisional Credentials	1.0	5.0%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- Indicates there are no data available in the group.

Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year (2023-24).

	Enrollment	State & Local and Federal Total	State & Local Site	State & Local District Allocation	State & Local Total	Federal Site	Federal District Allocation	Federal Total
Business/central/other support services		$1,331	$298	$1,032	$1,330		$1	$1
Food services		$986	$26		$26	$929	$31	$960
Instruction		$8,250	$6,204		$6,204	$1,792	$254	$2,046
Support services, general administration		$705		$705	$705			
Support services, instructional staff		$654	$259		$259	$387	$9	$396
Support services, operation and maintenance of plant		$1,921	$1,298	$625	$1,923	$-12	$10	$-2
Support services, pupils		$618	$490		$490		$128	$128
Support services, school administration		$970	$739		$739	$231		$231
Support services, student transportation		$383	$61	$-26	$35	$316	$32	$348
Total	**343**	**$15,819**	**$9,375**	**$2,336**	**$11,711**	**$3,643**	**$465**	**$4,108**

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

- Indicates there are no students in the group.

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

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

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2024 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2024 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	43	40	57	60	28	31	7	8
		Black	53	56	47	44	17	17	2	3
		Hispanic	51	52	49	48	20	21	4	4
		White	28	30	72	70	42	39	11	11
		American Indian	*	61	*	39	*	14	*	2
		Asian	14	21	86	79	61	53	24	21
		Pacific Islander	*	47	*	53	*	22	*	5
		Two or More Races	41	36	59	64	29	35	11	10
		EcoDis	53	53	47	47	18	19	3	4
		Students with Disabilities	76	74	24	26	8	9	1	2
		English Language Learners	60	71	40	29	13	8	2	1
	Mathematics	Overall	21	24	79	76	43	39	9	9
		Black	27	41	73	59	27	19	3	2
		Hispanic	27	34	73	66	34	27	4	4
		White	9	14	91	86	60	51	15	12
		American Indian	*	45	*	55	*	19	*	2
		Asian	4	10	96	90	78	66	33	25
		Pacific Islander	*	43	*	57	*	20	*	2
		Two or More Races	13	20	87	80	55	43	13	11
		EcoDis	27	35	73	65	32	25	4	3
		Students with Disabilities	53	55	47	45	16	15	2	2
		English Language Learners	31	48	69	52	30	16	4	2
Grade 8	Reading	Overall	39	33	61	67	25	30	3	4
		Black	48	48	52	52	18	16	1	1
		Hispanic	48	45	52	55	16	19	1	2
		White	24	23	76	77	37	37	5	5
		American Indian	*	44	*	56	*	18	*	2
		Asian	12	16	88	84	63	55	17	13
		Pacific Islander	*	41	*	59	*	24	*	4
		Two or More Races	27	30	73	70	36	35	2	5

			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	**Subject**	**Student Group**	**TX**	**US**	**TX**	**US**	**TX**	**US**	**TX**	**US**
Grade 8	Reading	EcoDis	50	46	50	54	14	18	1	1
		Students with Disabilities	75	69	25	31	3	7	*	1
		English Language Learners	57	70	43	30	9	5	*	*
	Mathematics	Overall	44	39	56	61	24	28	6	8
		Black	60	62	40	38	12	10	2	2
		Hispanic	52	54	48	46	17	15	2	3
		White	28	26	72	74	35	38	8	10
		American Indian	*	60	*	40	*	11	*	2
		Asian	12	15	88	85	57	59	32	31
		Pacific Islander	*	56	*	44	*	16	*	4
		Two or More Races	37	36	63	64	37	31	17	10
		EcoDis	54	55	46	45	14	14	2	3
		Students with Disabilities	80	77	20	23	4	6	1	1
		English Language Learners	62	77	38	23	10	5	2	1

* Indicates reporting standards not met.

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

State Level: 2024 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	**Subject**	**Student Group**	**Rate**
Grade 4	Reading	Students with Disabilities	80%
		English Learners	90%
	Mathematics	Students with Disabilities	86%
		English Learners	94%
Grade 8	Reading	Students with Disabilities	82%
		English Learners	96%
	Mathematics	Students with Disabilities	81%
		English Learners	96%

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

This section provides information on the cohort rate at which students who graduated from high school in the 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	20%	0%	21%	13%	-	-	-	*	17%	11%	42%

- Indicates there are no students in the group.

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

Part (xv): Section 1003 Fund

This section provides a list of all the LEAs and schools that received funds under Section 1003, including the amount of funds each school received and the types of strategies implemented in each school with such funds for the 2023-24 school year.

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.

Part (i): Description of State Accountability System

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

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

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

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

Campus ESSA Goals (Middle Schools)											
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)											
Reading/ELA Baseline Rates	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
2022-23 through 2026-27	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
2027-28 through 2031-32	53%	43%	46%	66%	53%	78%	55%	63%	43%	33%	40%
2032-33 through 2036-37	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
2037-38	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%
Mathematics Baseline Rates	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
2022-23 through 2026-27	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
2027-28 through 2031-32	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
2032-33 through 2036-37	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
2037-38	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
EL Progress											
Baseline Rates											44%
2022-23 through 2026-27											44%
2027-28 through 2031-32											46%
2032-33 through 2036-37											48%
2037-38											50%

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

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

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

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

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

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

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

(bb) the methodology by which the State differentiates all such schools. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number and is further used to differentiate all public schools. See the accountability manual for details: Chapter 4-2025 Closing the Gaps Domain

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. Texas uses the Closing the Gaps domain to identify campuses that have consistently under-performing student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered 'consistently underperforming'. Data from 2023, 2024, and 2025 are considered consecutive years for 2025 Targeted Support and Improvement (TSI) identification. Any campus not identified for Comprehensive Support and Improvement (CSI) that has at least one consistently underperforming student group is identified for TSI. TSI identifies both Title I and non-Title I campuses. Campuses are evaluated annually for TSI identification. See the accountability manual for details: Chapter 10-2025 Identification of Schools for Improvement

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

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2024-2025 school year: Comprehensive Support and Improvement Schools, Targeted Support and Improvement Schools and Additional Targeted Support Schools.

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

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2024-25 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																				
Grade 3																				
Reading	All Students	**76%**	69%	71%	86%	71%	90%	77%	83%	68%	87%	53%	82%	64%	74%	78%	60%	58%	63%	85%
	CWD	**53%**	43%	47%	66%	51%	66%	50%	59%	45%	67%	53%	-	39%	53%	52%	41%	42%	48%	62%
	CWOD	**82%**	77%	77%	92%	77%	93%	85%	89%	75%	92%	-	82%	69%	81%	83%	65%	64%	71%	92%
	EL	**64%**	74%	62%	69%	57%	82%	54%	68%	62%	75%	39%	69%	64%	62%	66%	53%	48%	55%	73%
	Male	**74%**	66%	69%	85%	69%	89%	74%	81%	66%	86%	53%	81%	62%	74%	-	59%	56%	62%	82%
	Female	**78%**	72%	73%	87%	74%	92%	81%	84%	71%	89%	52%	83%	66%	-	78%	61%	61%	64%	88%
Mathematics	All Students	**70%**	57%	65%	80%	67%	89%	69%	75%	62%	82%	48%	75%	63%	72%	67%	57%	50%	56%	78%
	CWD	**48%**	35%	43%	60%	50%	67%	48%	53%	41%	62%	48%	-	42%	53%	41%	40%	36%	43%	56%
	CWOD	**75%**	63%	71%	87%	72%	92%	74%	81%	68%	87%	-	75%	68%	79%	72%	62%	54%	63%	85%
	EL	**63%**	68%	61%	66%	60%	82%	58%	67%	61%	74%	42%	68%	63%	67%	60%	54%	50%	48%	69%
	Male	**72%**	58%	68%	82%	71%	90%	73%	77%	65%	84%	53%	79%	67%	72%	-	61%	53%	57%	79%
	Female	**67%**	56%	62%	78%	63%	89%	65%	73%	58%	81%	41%	72%	60%	-	67%	53%	46%	54%	77%
Grade 4																				
Reading	All Students	**79%**	73%	75%	88%	79%	91%	80%	85%	73%	90%	55%	86%	68%	77%	82%	66%	64%	66%	89%
	CWD	**55%**	46%	50%	68%	56%	67%	52%	62%	48%	70%	55%	-	42%	54%	57%	42%	44%	47%	68%
	CWOD	**86%**	82%	82%	94%	85%	94%	86%	92%	81%	94%	-	86%	73%	85%	88%	72%	70%	79%	94%
	EL	**68%**	73%	66%	69%	67%	81%	65%	66%	66%	76%	42%	73%	68%	65%	70%	61%	52%	55%	77%
	Male	**77%**	69%	73%	86%	76%	90%	75%	83%	70%	88%	54%	85%	65%	77%	-	63%	60%	63%	87%
	Female	**82%**	77%	78%	90%	81%	93%	85%	88%	76%	92%	57%	88%	70%	-	82%	70%	68%	69%	91%
Mathematics	All Students	**68%**	54%	64%	78%	70%	89%	67%	72%	60%	80%	44%	74%	61%	70%	65%	59%	49%	51%	76%
	CWD	**44%**	31%	41%	55%	44%	65%	40%	48%	37%	57%	44%	-	39%	48%	38%	44%	32%	38%	55%
	CWOD	**74%**	61%	70%	85%	77%	91%	73%	79%	67%	86%	-	74%	66%	78%	71%	63%	55%	60%	82%
	EL	**61%**	60%	60%	62%	59%	78%	58%	60%	59%	69%	39%	66%	61%	64%	58%	55%	48%	50%	66%
	Male	**70%**	55%	67%	81%	71%	89%	67%	74%	63%	82%	48%	78%	64%	70%	-	63%	51%	54%	78%
	Female	**65%**	52%	61%	76%	69%	88%	67%	70%	57%	79%	38%	71%	58%	-	65%	55%	47%	46%	74%
Grade 5																				
Reading	All Students	**76%**	67%	73%	85%	72%	90%	78%	81%	69%	87%	45%	84%	66%	73%	80%	62%	59%	54%	85%
	CWD	**45%**	36%	41%	56%	41%	59%	48%	51%	38%	59%	45%	-	36%	43%	48%	36%	32%	35%	54%
	CWOD	**84%**	77%	81%	92%	80%	93%	83%	89%	78%	93%	-	84%	72%	82%	86%	69%	68%	67%	93%
	EL	**66%**	65%	65%	66%	60%	75%	61%	64%	65%	72%	36%	72%	66%	62%	70%	57%	52%	47%	70%
	Male	**73%**	62%	69%	82%	69%	88%	73%	78%	65%	84%	43%	82%	62%	73%	-	60%	55%	52%	82%
	Female	**80%**	73%	77%	87%	77%	93%	82%	84%	73%	90%	48%	86%	70%	-	80%	65%	63%	56%	88%

		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	**73%**	60%	69%	82%	70%	92%	76%	77%	65%	84%	47%	79%	65%	73%	72%	61%	53%	54%	81%
	CWD	**47%**	35%	44%	57%	46%	69%	53%	50%	41%	59%	47%	-	42%	49%	44%	44%	34%	38%	56%
	CWOD	**79%**	68%	75%	89%	76%	94%	80%	84%	72%	89%	-	79%	70%	80%	78%	66%	59%	64%	88%
	EL	**65%**	64%	63%	67%	62%	81%	58%	64%	63%	72%	42%	70%	65%	65%	64%	56%	52%	51%	69%
	Male	**73%**	58%	69%	82%	73%	92%	74%	77%	65%	84%	49%	80%	65%	73%	-	64%	52%	56%	82%
	Female	**72%**	61%	68%	81%	67%	92%	78%	76%	65%	84%	44%	78%	64%	-	72%	59%	53%	51%	81%
Science	All Students	**63%**	50%	57%	78%	60%	84%	63%	70%	54%	78%	40%	69%	49%	66%	61%	49%	43%	45%	74%
	CWD	**40%**	28%	35%	54%	39%	58%	46%	45%	33%	54%	40%	-	31%	43%	34%	31%	28%	30%	50%
	CWOD	**69%**	56%	63%	84%	65%	87%	67%	77%	60%	83%	-	69%	53%	73%	66%	54%	48%	54%	81%
	EL	**49%**	50%	47%	52%	40%	66%	39%	52%	47%	57%	31%	53%	49%	52%	45%	44%	35%	34%	56%
	Male	**66%**	50%	60%	80%	65%	85%	67%	72%	56%	80%	43%	73%	52%	66%	-	53%	46%	48%	75%
	Female	**61%**	49%	54%	76%	56%	84%	60%	69%	51%	76%	34%	66%	45%	-	61%	44%	38%	41%	73%
Grade 6																				
Reading	All Students	**76%**	69%	70%	86%	76%	92%	79%	82%	68%	88%	46%	82%	56%	72%	80%	57%	55%	60%	84%
	CWD	**46%**	38%	41%	58%	52%	66%	38%	55%	39%	61%	46%	-	33%	43%	50%	28%	35%	41%	54%
	CWOD	**82%**	78%	77%	92%	81%	94%	85%	89%	75%	92%	-	82%	60%	79%	85%	64%	61%	72%	90%
	EL	**56%**	67%	54%	60%	52%	73%	55%	57%	54%	63%	33%	60%	56%	51%	60%	48%	33%	46%	63%
	Male	**72%**	63%	65%	83%	71%	90%	74%	78%	63%	85%	43%	79%	51%	72%	-	52%	49%	54%	80%
	Female	**80%**	75%	75%	89%	80%	94%	84%	87%	73%	91%	50%	85%	60%	-	80%	62%	61%	67%	88%
Mathematics	All Students	**72%**	62%	67%	84%	72%	93%	75%	78%	64%	85%	50%	78%	60%	74%	71%	60%	55%	54%	81%
	CWD	**50%**	39%	46%	61%	56%	73%	53%	53%	44%	62%	50%	-	43%	52%	45%	44%	41%	41%	58%
	CWOD	**78%**	68%	72%	89%	76%	94%	78%	83%	70%	89%	-	78%	63%	80%	76%	64%	59%	62%	86%
	EL	**60%**	65%	58%	64%	56%	81%	59%	62%	58%	68%	43%	63%	60%	62%	57%	56%	47%	46%	61%
	Male	**74%**	62%	69%	84%	74%	93%	74%	78%	66%	86%	52%	80%	62%	74%	-	64%	56%	56%	82%
	Female	**71%**	62%	66%	83%	70%	92%	75%	77%	63%	84%	45%	76%	57%	-	71%	56%	54%	52%	80%
Grade 7																				
Reading	All Students	**74%**	68%	69%	85%	73%	92%	74%	81%	66%	86%	41%	81%	56%	70%	79%	57%	52%	52%	83%
	CWD	**41%**	34%	37%	51%	44%	62%	38%	45%	35%	54%	41%	-	30%	38%	45%	30%	30%	37%	49%
	CWOD	**81%**	76%	75%	91%	78%	93%	80%	88%	73%	91%	-	81%	60%	77%	84%	64%	58%	65%	90%
	EL	**56%**	64%	54%	59%	48%	72%	54%	54%	55%	61%	30%	60%	56%	51%	61%	46%	31%	35%	60%
	Male	**70%**	61%	64%	81%	67%	90%	69%	77%	61%	83%	38%	77%	51%	70%	-	49%	46%	45%	79%
	Female	**79%**	75%	74%	88%	80%	93%	80%	85%	72%	90%	45%	84%	61%	-	79%	65%	57%	59%	88%
Mathematics	All Students	**53%**	40%	47%	67%	52%	86%	54%	59%	44%	68%	31%	58%	39%	55%	51%	41%	33%	32%	62%
	CWD	**31%**	23%	28%	39%	25%	60%	33%	33%	26%	41%	31%	-	25%	33%	27%	26%	23%	25%	37%
	CWOD	**58%**	45%	51%	74%	57%	88%	58%	65%	48%	74%	-	58%	42%	61%	56%	45%	36%	39%	68%
	EL	**39%**	44%	37%	47%	32%	65%	40%	46%	37%	46%	25%	42%	39%	42%	36%	34%	27%	33%	41%
	Male	**55%**	40%	49%	69%	54%	87%	57%	60%	46%	70%	33%	61%	42%	55%	-	43%	34%	35%	63%
	Female	**51%**	40%	44%	66%	50%	85%	51%	57%	42%	67%	27%	56%	36%	-	51%	39%	32%	29%	60%
Grade 8																				

		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	**80%**	74%	75%	89%	78%	93%	80%	86%	73%	90%	49%	85%	62%	76%	85%	64%	59%	60%	89%
	CWD	**49%**	41%	46%	59%	51%	67%	40%	52%	43%	61%	49%	-	38%	45%	55%	35%	35%	40%	59%
	CWOD	**85%**	82%	80%	94%	83%	95%	85%	92%	79%	93%	-	85%	66%	82%	88%	70%	65%	72%	94%
	EL	**62%**	67%	61%	61%	51%	72%	63%	57%	62%	64%	38%	66%	62%	57%	67%	56%	40%	50%	65%
	Male	**76%**	68%	71%	86%	75%	92%	74%	81%	68%	87%	45%	82%	57%	76%	-	59%	53%	54%	86%
	Female	**85%**	81%	80%	92%	80%	95%	87%	90%	79%	93%	55%	88%	67%	-	85%	71%	65%	66%	92%
Mathematics	All Students	**69%**	58%	64%	80%	65%	92%	71%	74%	61%	81%	42%	74%	56%	68%	71%	57%	48%	44%	78%
	CWD	**42%**	32%	40%	49%	41%	68%	36%	42%	37%	52%	42%	-	37%	42%	41%	38%	30%	32%	50%
	CWOD	**74%**	64%	69%	85%	70%	93%	76%	81%	66%	85%	-	74%	59%	74%	75%	61%	53%	51%	83%
	EL	**56%**	60%	55%	60%	51%	77%	56%	56%	55%	61%	37%	59%	56%	55%	57%	49%	43%	43%	53%
	Male	**68%**	54%	63%	79%	64%	91%	70%	73%	59%	80%	42%	74%	55%	68%	-	55%	46%	46%	77%
	Female	**71%**	62%	66%	81%	65%	92%	73%	76%	63%	82%	41%	75%	57%	-	71%	60%	51%	42%	79%
Science	All Students	**72%**	60%	66%	84%	71%	92%	73%	79%	63%	85%	43%	77%	54%	73%	71%	55%	50%	49%	83%
	CWD	**43%**	32%	39%	54%	45%	65%	34%	47%	37%	55%	43%	-	33%	46%	38%	33%	29%	35%	55%
	CWOD	**77%**	66%	71%	89%	76%	93%	77%	85%	68%	88%	-	77%	57%	78%	75%	59%	55%	58%	88%
	EL	**54%**	56%	53%	56%	50%	71%	52%	54%	53%	58%	33%	57%	54%	57%	51%	47%	39%	42%	62%
	Male	**73%**	59%	68%	85%	75%	92%	72%	78%	64%	85%	46%	78%	57%	73%	-	57%	51%	52%	84%
	Female	**71%**	61%	65%	84%	67%	92%	73%	80%	62%	84%	38%	75%	51%	-	71%	54%	49%	46%	82%
End of Course																				
English I	All Students	**66%**	59%	60%	81%	62%	87%	73%	77%	58%	80%	35%	72%	45%	61%	72%	46%	45%	44%	80%
	CWD	**35%**	28%	32%	45%	39%	54%	40%	42%	30%	46%	35%	-	26%	32%	39%	27%	29%	31%	47%
	CWOD	**72%**	66%	65%	88%	66%	89%	76%	83%	63%	85%	-	72%	47%	67%	76%	49%	49%	52%	86%
	EL	**45%**	45%	44%	45%	37%	56%	46%	38%	44%	47%	26%	47%	45%	42%	49%	38%	27%	29%	47%
	Male	**61%**	52%	55%	77%	57%	85%	68%	72%	53%	76%	32%	67%	42%	61%	-	42%	40%	40%	76%
	Female	**72%**	67%	66%	86%	67%	89%	78%	82%	64%	85%	39%	76%	49%	-	72%	50%	51%	48%	85%
English II	All Students	**70%**	63%	65%	84%	68%	89%	75%	79%	63%	82%	36%	76%	47%	66%	75%	53%	50%	46%	83%
	CWD	**36%**	29%	34%	46%	39%	57%	39%	41%	31%	46%	36%	-	26%	34%	40%	27%	25%	34%	43%
	CWOD	**76%**	70%	70%	89%	73%	91%	79%	85%	68%	87%	-	76%	50%	72%	80%	56%	55%	54%	89%
	EL	**47%**	48%	47%	49%	42%	59%	45%	42%	47%	48%	26%	50%	47%	44%	51%	41%	32%	26%	53%
	Male	**66%**	57%	61%	80%	64%	88%	73%	75%	58%	79%	34%	72%	44%	66%	-	46%	45%	41%	79%
	Female	**75%**	70%	70%	88%	73%	91%	78%	84%	68%	87%	40%	80%	51%	-	75%	61%	55%	51%	87%
Algebra I	All Students	**76%**	67%	74%	84%	72%	94%	79%	79%	71%	85%	52%	80%	68%	73%	79%	68%	61%	50%	84%
	CWD	**52%**	43%	52%	57%	47%	69%	53%	52%	49%	59%	52%	-	51%	51%	54%	46%	44%	37%	60%
	CWOD	**80%**	73%	77%	89%	76%	95%	81%	84%	75%	88%	-	80%	70%	78%	82%	71%	65%	58%	88%
	EL	**68%**	68%	67%	68%	63%	81%	63%	66%	68%	68%	51%	70%	68%	65%	71%	64%	59%	52%	67%
	Male	**73%**	64%	71%	82%	68%	93%	77%	77%	68%	83%	51%	78%	65%	73%	-	65%	58%	47%	82%
	Female	**79%**	72%	77%	86%	75%	95%	81%	82%	74%	87%	54%	82%	71%	-	79%	71%	65%	53%	86%

Texas Education Agency
2025 Federal Report Card
State

		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Biology	All Students	**91%**	87%	89%	96%	89%	97%	94%	94%	88%	95%	76%	93%	82%	89%	92%	81%	81%	76%	96%
	CWD	**76%**	69%	75%	83%	75%	83%	73%	80%	73%	83%	76%	-	70%	74%	78%	69%	67%	66%	84%
	CWOD	**93%**	91%	91%	98%	91%	98%	96%	96%	90%	97%	-	93%	84%	92%	94%	84%	84%	83%	97%
	EL	**82%**	83%	82%	83%	77%	89%	84%	82%	82%	83%	70%	84%	82%	81%	84%	75%	72%	71%	83%
	Male	**89%**	84%	87%	95%	87%	97%	92%	93%	85%	94%	74%	92%	81%	89%	-	78%	78%	70%	95%
	Female	**92%**	90%	91%	97%	91%	98%	96%	95%	90%	96%	78%	94%	84%	-	92%	85%	84%	82%	97%

STAAR Percent at Meets Grade Level or Above

Grade 3

		State	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	**50%**	41%	43%	64%	46%	76%	50%	60%	39%	67%	27%	57%	36%	48%	53%	32%	30%	35%	61%
	CWD	**27%**	21%	23%	36%	29%	45%	28%	32%	21%	39%	27%	-	19%	28%	26%	17%	19%	24%	32%
	CWOD	**57%**	47%	48%	73%	51%	80%	55%	67%	45%	74%	-	57%	39%	55%	58%	36%	34%	42%	70%
	EL	**36%**	47%	32%	42%	30%	60%	29%	46%	32%	50%	19%	39%	36%	34%	37%	27%	21%	28%	45%
	Male	**48%**	37%	41%	62%	44%	74%	48%	57%	37%	65%	28%	55%	34%	48%	-	33%	28%	33%	57%
	Female	**53%**	44%	45%	67%	49%	79%	52%	62%	42%	70%	26%	58%	37%	-	53%	31%	32%	38%	66%
Mathematics	All Students	**45%**	31%	38%	58%	43%	75%	40%	52%	35%	61%	27%	50%	37%	49%	41%	30%	25%	28%	53%
	CWD	**27%**	19%	23%	36%	29%	49%	23%	29%	21%	38%	27%	-	22%	31%	20%	19%	17%	24%	31%
	CWOD	**50%**	35%	42%	65%	47%	77%	45%	58%	39%	66%	-	50%	40%	55%	45%	33%	27%	31%	59%
	EL	**37%**	42%	34%	41%	33%	61%	26%	43%	34%	50%	22%	40%	37%	41%	32%	27%	25%	30%	44%
	Male	**49%**	33%	43%	62%	45%	77%	43%	55%	39%	65%	31%	55%	41%	49%	-	34%	28%	32%	56%
	Female	**41%**	29%	34%	53%	41%	72%	37%	48%	30%	57%	20%	45%	32%	-	41%	25%	22%	25%	50%

Grade 4

		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	**53%**	42%	47%	65%	51%	77%	50%	61%	43%	69%	26%	60%	40%	50%	57%	34%	32%	33%	62%
	CWD	**26%**	19%	22%	35%	24%	43%	17%	31%	20%	37%	26%	-	18%	26%	26%	15%	18%	24%	33%
	CWOD	**60%**	50%	54%	74%	58%	81%	56%	69%	50%	76%	-	60%	44%	58%	63%	38%	38%	39%	70%
	EL	**40%**	45%	38%	40%	41%	56%	27%	42%	38%	50%	18%	44%	40%	37%	43%	28%	26%	22%	47%
	Male	**50%**	38%	44%	61%	47%	75%	45%	57%	40%	65%	26%	58%	37%	50%	-	31%	29%	32%	58%
	Female	**57%**	47%	51%	68%	54%	80%	55%	65%	47%	72%	26%	63%	43%	-	57%	36%	36%	34%	67%
Mathematics	All Students	**46%**	31%	40%	57%	47%	76%	45%	51%	36%	61%	25%	51%	37%	50%	42%	34%	26%	27%	52%
	CWD	**25%**	17%	22%	33%	24%	49%	22%	29%	20%	36%	25%	-	21%	29%	19%	21%	18%	21%	32%
	CWOD	**51%**	36%	45%	65%	53%	79%	49%	58%	41%	67%	-	51%	41%	56%	46%	38%	29%	31%	58%
	EL	**37%**	37%	35%	38%	42%	59%	36%	39%	35%	47%	21%	41%	37%	41%	32%	32%	26%	26%	43%
	Male	**50%**	33%	44%	62%	50%	78%	47%	55%	40%	65%	29%	56%	41%	50%	-	36%	29%	33%	57%
	Female	**42%**	29%	36%	53%	44%	74%	43%	48%	32%	57%	19%	46%	32%	-	42%	32%	24%	20%	48%

Grade 5

		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	**57%**	45%	51%	69%	53%	81%	54%	64%	47%	73%	26%	65%	41%	53%	61%	40%	35%	35%	66%
	CWD	**26%**	19%	22%	35%	23%	42%	26%	30%	20%	37%	26%	-	18%	25%	26%	14%	16%	19%	33%
	CWOD	**65%**	54%	59%	78%	60%	85%	59%	73%	55%	80%	-	65%	47%	62%	68%	46%	41%	46%	75%
	EL	**41%**	43%	40%	44%	34%	57%	24%	44%	40%	50%	18%	47%	41%	38%	45%	33%	28%	29%	47%
	Male	**53%**	41%	47%	66%	50%	78%	48%	60%	43%	69%	25%	62%	38%	53%	-	36%	32%	33%	64%
	Female	**61%**	50%	55%	73%	57%	84%	60%	68%	51%	76%	26%	68%	45%	-	61%	43%	38%	38%	69%

		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	**46%**	32%	40%	57%	44%	79%	44%	51%	36%	61%	23%	52%	36%	48%	44%	34%	25%	28%	54%
	CWD	**23%**	15%	20%	30%	21%	48%	28%	25%	18%	32%	23%	-	19%	26%	18%	21%	14%	16%	28%
	CWOD	**52%**	37%	46%	65%	49%	82%	47%	58%	41%	67%	-	52%	39%	55%	49%	38%	29%	35%	62%
	EL	**36%**	36%	34%	38%	30%	58%	18%	37%	34%	45%	19%	39%	36%	38%	33%	29%	23%	21%	40%
	Male	**48%**	32%	43%	60%	46%	80%	45%	54%	38%	63%	26%	55%	38%	48%	-	37%	26%	29%	57%
	Female	**44%**	31%	38%	55%	41%	78%	44%	49%	34%	59%	18%	49%	33%	-	44%	31%	23%	26%	52%
Science	All Students	**30%**	18%	23%	43%	30%	58%	26%	37%	20%	45%	17%	33%	16%	33%	27%	17%	14%	15%	37%
	CWD	**17%**	12%	14%	23%	17%	35%	18%	19%	13%	24%	17%	-	12%	19%	12%	11%	11%	14%	20%
	CWOD	**33%**	20%	25%	49%	33%	60%	28%	41%	22%	49%	-	33%	17%	37%	30%	19%	15%	15%	41%
	EL	**16%**	18%	14%	19%	13%	31%	3%	20%	14%	23%	12%	17%	16%	18%	13%	12%	9%	10%	20%
	Male	**33%**	20%	26%	47%	33%	60%	27%	40%	23%	48%	19%	37%	18%	33%	-	20%	15%	16%	40%
	Female	**27%**	17%	20%	40%	26%	55%	26%	33%	17%	41%	12%	30%	13%	-	27%	14%	12%	13%	34%
Grade 6																				
Reading	All Students	**55%**	44%	47%	69%	55%	82%	53%	63%	43%	72%	24%	62%	30%	50%	59%	33%	33%	38%	64%
	CWD	**24%**	19%	20%	33%	27%	46%	14%	30%	18%	36%	24%	-	14%	24%	24%	15%	17%	28%	29%
	CWOD	**62%**	52%	53%	77%	62%	85%	59%	71%	50%	78%	-	62%	33%	58%	66%	37%	37%	45%	72%
	EL	**30%**	40%	28%	34%	28%	49%	23%	32%	28%	39%	14%	33%	30%	27%	34%	24%	16%	28%	39%
	Male	**50%**	39%	42%	64%	51%	80%	46%	59%	38%	68%	24%	58%	27%	50%	-	30%	28%	33%	59%
	Female	**59%**	50%	52%	74%	60%	85%	61%	68%	48%	77%	24%	66%	34%	-	59%	35%	37%	44%	70%
Mathematics	All Students	**38%**	26%	31%	53%	38%	77%	39%	45%	27%	56%	19%	43%	22%	41%	36%	20%	20%	22%	45%
	CWD	**19%**	13%	16%	25%	23%	48%	14%	21%	14%	28%	19%	-	13%	22%	14%	12%	14%	20%	20%
	CWOD	**43%**	30%	34%	59%	41%	79%	42%	50%	31%	61%	-	43%	24%	46%	40%	22%	22%	24%	51%
	EL	**22%**	28%	20%	29%	19%	51%	13%	26%	20%	33%	13%	24%	22%	24%	19%	15%	14%	23%	26%
	Male	**41%**	27%	33%	55%	40%	78%	40%	47%	29%	58%	22%	46%	24%	41%	-	23%	21%	24%	48%
	Female	**36%**	26%	28%	50%	36%	76%	37%	43%	25%	54%	14%	40%	19%	-	36%	17%	19%	20%	42%
Grade 7																				
Reading	All Students	**52%**	42%	45%	65%	53%	82%	48%	60%	41%	69%	21%	58%	30%	47%	58%	33%	29%	28%	62%
	CWD	**21%**	16%	18%	27%	22%	42%	20%	23%	17%	29%	21%	-	13%	20%	21%	14%	15%	18%	25%
	CWOD	**58%**	49%	50%	72%	58%	84%	53%	67%	46%	74%	-	58%	33%	53%	63%	38%	33%	37%	69%
	EL	**30%**	38%	28%	33%	27%	48%	22%	33%	28%	36%	13%	33%	30%	26%	34%	21%	15%	23%	32%
	Male	**47%**	36%	40%	60%	46%	79%	43%	55%	36%	64%	20%	53%	26%	47%	-	27%	24%	27%	56%
	Female	**58%**	49%	50%	71%	60%	85%	55%	66%	47%	74%	21%	63%	34%	-	58%	39%	34%	30%	68%
Mathematics	All Students	**32%**	21%	26%	45%	34%	74%	31%	37%	23%	47%	17%	36%	19%	35%	30%	22%	16%	17%	39%
	CWD	**17%**	13%	16%	21%	12%	46%	24%	18%	15%	23%	17%	-	13%	20%	13%	15%	13%	17%	22%
	CWOD	**36%**	23%	28%	50%	38%	77%	32%	42%	26%	52%	-	36%	20%	39%	33%	23%	17%	17%	43%
	EL	**19%**	23%	17%	25%	15%	45%	14%	26%	18%	26%	13%	20%	19%	22%	16%	16%	13%	15%	19%
	Male	**35%**	21%	28%	47%	35%	77%	34%	40%	26%	50%	20%	39%	22%	35%	-	22%	17%	20%	42%
	Female	**30%**	20%	23%	42%	32%	72%	27%	35%	21%	45%	13%	33%	16%	-	30%	22%	15%	13%	36%
Grade 8																				

		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	57%	46%	49%	71%	54%	85%	57%	65%	46%	73%	23%	63%	32%	51%	63%	35%	31%	32%	68%
	CWD	23%	18%	20%	30%	24%	45%	22%	25%	19%	32%	23%	-	13%	22%	24%	13%	14%	19%	31%
	CWOD	63%	53%	54%	78%	59%	87%	61%	72%	51%	78%	-	63%	35%	57%	68%	39%	36%	40%	74%
	EL	32%	36%	31%	32%	25%	46%	30%	25%	31%	36%	13%	35%	32%	28%	36%	25%	17%	22%	35%
	Male	51%	39%	44%	65%	49%	82%	50%	59%	40%	68%	22%	57%	28%	51%	-	30%	25%	27%	63%
	Female	63%	54%	56%	77%	58%	87%	66%	72%	52%	79%	24%	68%	36%	-	63%	41%	38%	37%	74%
Mathematics	All Students	45%	32%	39%	59%	40%	81%	45%	52%	35%	61%	22%	50%	30%	45%	46%	30%	25%	22%	54%
	CWD	22%	16%	20%	27%	22%	52%	24%	22%	18%	29%	22%	-	16%	24%	19%	12%	15%	14%	28%
	CWOD	50%	36%	42%	64%	44%	83%	48%	58%	39%	65%	-	50%	32%	50%	50%	34%	28%	27%	59%
	EL	30%	34%	28%	36%	31%	56%	24%	35%	29%	36%	16%	32%	30%	30%	30%	22%	20%	21%	31%
	Male	45%	30%	39%	59%	41%	81%	46%	52%	35%	61%	24%	50%	30%	45%	-	28%	24%	25%	54%
	Female	46%	35%	39%	59%	40%	81%	44%	52%	36%	61%	19%	50%	30%	-	46%	33%	26%	19%	54%
Science	All Students	47%	33%	39%	62%	44%	80%	46%	55%	35%	64%	22%	51%	25%	49%	45%	30%	24%	24%	59%
	CWD	22%	15%	19%	29%	22%	48%	21%	24%	18%	30%	22%	-	14%	24%	17%	16%	14%	16%	28%
	CWOD	51%	37%	42%	68%	48%	82%	49%	61%	39%	68%	-	51%	27%	54%	48%	32%	27%	28%	65%
	EL	25%	28%	24%	28%	22%	45%	21%	26%	24%	31%	14%	27%	25%	28%	21%	21%	16%	18%	29%
	Male	49%	33%	42%	65%	48%	81%	46%	56%	38%	66%	24%	54%	28%	49%	-	32%	26%	25%	62%
	Female	45%	33%	36%	60%	40%	79%	46%	55%	33%	61%	17%	48%	21%	-	45%	27%	22%	22%	57%
End of Course																				
English I	All Students	47%	37%	40%	67%	43%	80%	54%	60%	37%	66%	18%	53%	23%	42%	54%	24%	26%	24%	64%
	CWD	18%	13%	15%	26%	17%	37%	21%	22%	14%	26%	18%	-	10%	17%	19%	11%	14%	16%	26%
	CWOD	53%	43%	44%	74%	47%	82%	57%	67%	41%	71%	-	53%	24%	47%	59%	27%	28%	30%	71%
	EL	23%	25%	22%	26%	18%	37%	24%	23%	22%	26%	10%	24%	23%	20%	26%	15%	12%	14%	27%
	Male	42%	30%	35%	60%	37%	77%	47%	54%	31%	60%	17%	47%	20%	42%	-	21%	21%	23%	58%
	Female	54%	45%	46%	74%	50%	83%	61%	67%	43%	73%	19%	59%	26%	-	54%	28%	31%	25%	72%
English II	All Students	53%	42%	46%	71%	52%	82%	56%	65%	43%	70%	20%	58%	25%	48%	59%	32%	30%	29%	68%
	CWD	20%	15%	18%	29%	25%	42%	25%	24%	17%	28%	20%	-	11%	19%	21%	13%	13%	20%	25%
	CWOD	58%	48%	50%	77%	56%	84%	60%	71%	47%	74%	-	58%	27%	54%	63%	34%	34%	34%	74%
	EL	25%	26%	25%	27%	25%	37%	21%	25%	25%	27%	11%	27%	25%	23%	28%	20%	15%	16%	29%
	Male	48%	35%	42%	66%	47%	80%	52%	59%	38%	65%	19%	54%	23%	48%	-	26%	27%	24%	63%
	Female	59%	50%	51%	77%	57%	84%	61%	71%	48%	75%	21%	63%	28%	-	59%	38%	34%	33%	73%
Algebra I	All Students	43%	31%	38%	55%	37%	82%	45%	48%	34%	58%	19%	47%	30%	42%	45%	30%	25%	19%	54%
	CWD	19%	14%	19%	23%	17%	46%	19%	19%	17%	25%	19%	-	17%	20%	18%	16%	14%	15%	23%
	CWOD	47%	35%	41%	61%	41%	83%	47%	54%	38%	62%	-	47%	31%	46%	49%	33%	27%	22%	59%
	EL	30%	31%	28%	33%	24%	54%	24%	32%	29%	32%	17%	31%	30%	29%	31%	25%	24%	24%	30%
	Male	42%	28%	36%	54%	35%	81%	43%	46%	33%	56%	20%	46%	29%	42%	-	28%	23%	19%	52%
	Female	45%	35%	40%	57%	39%	83%	47%	51%	37%	59%	18%	49%	31%	-	45%	33%	27%	19%	55%

		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Biology	All Students	59%	47%	51%	77%	57%	88%	62%	70%	48%	75%	30%	64%	35%	58%	61%	35%	37%	35%	74%
	CWD	30%	21%	26%	41%	32%	54%	24%	36%	25%	41%	30%	-	20%	31%	28%	19%	21%	24%	43%
	CWOD	64%	53%	55%	82%	61%	90%	65%	75%	52%	79%	-	64%	37%	63%	64%	38%	41%	42%	79%
	EL	35%	38%	34%	43%	34%	58%	29%	43%	34%	40%	20%	37%	35%	36%	34%	25%	23%	25%	39%
	Male	58%	43%	51%	75%	56%	87%	60%	68%	47%	74%	31%	63%	36%	58%	-	34%	37%	37%	74%
	Female	61%	51%	52%	78%	58%	89%	65%	72%	49%	77%	28%	64%	34%	-	61%	35%	38%	33%	75%

STAAR Percent at Masters Grade Level

Grade 3

		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	22%	15%	16%	31%	20%	46%	19%	28%	14%	35%	7%	26%	13%	20%	24%	9%	9%	10%	27%
	CWD	7%	4%	5%	11%	6%	14%	7%	10%	4%	12%	7%	-	4%	7%	7%	3%	4%	3%	8%
	CWOD	26%	18%	19%	38%	23%	50%	22%	34%	17%	40%	-	26%	15%	24%	28%	11%	11%	14%	32%
	EL	13%	18%	11%	16%	10%	27%	6%	18%	11%	22%	4%	15%	13%	12%	15%	7%	8%	6%	14%
	Male	20%	12%	15%	28%	19%	43%	16%	26%	12%	32%	7%	24%	12%	20%	-	8%	8%	8%	23%
	Female	24%	17%	18%	34%	21%	50%	22%	31%	15%	38%	7%	28%	15%	-	24%	10%	11%	13%	31%
Mathematics	All Students	19%	10%	13%	28%	18%	45%	14%	24%	11%	30%	8%	22%	12%	22%	15%	10%	7%	8%	23%
	CWD	8%	4%	6%	13%	9%	19%	5%	10%	5%	14%	8%	-	6%	10%	5%	4%	4%	4%	10%
	CWOD	22%	12%	15%	33%	20%	48%	17%	27%	13%	34%	-	22%	14%	26%	17%	12%	8%	10%	26%
	EL	12%	15%	10%	17%	8%	29%	9%	19%	10%	21%	6%	14%	12%	15%	9%	8%	7%	8%	15%
	Male	22%	11%	17%	32%	21%	49%	18%	27%	14%	35%	10%	26%	15%	22%	-	12%	8%	8%	26%
	Female	15%	9%	10%	23%	14%	41%	11%	20%	9%	26%	5%	17%	9%	-	15%	8%	5%	8%	19%

Grade 4

		State	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	23%	15%	18%	31%	21%	49%	22%	29%	15%	36%	6%	28%	13%	20%	26%	11%	11%	9%	27%
	CWD	6%	3%	5%	10%	3%	15%	6%	9%	4%	11%	6%	-	3%	6%	6%	3%	3%	4%	9%
	CWOD	28%	19%	21%	38%	25%	53%	25%	34%	18%	42%	-	28%	15%	25%	30%	13%	13%	12%	31%
	EL	13%	16%	12%	13%	10%	22%	9%	14%	12%	19%	3%	15%	13%	12%	15%	7%	8%	7%	16%
	Male	20%	13%	16%	28%	19%	45%	19%	25%	13%	32%	6%	25%	12%	20%	-	9%	9%	8%	23%
	Female	26%	18%	20%	35%	23%	53%	24%	32%	17%	40%	6%	30%	15%	-	26%	13%	13%	9%	30%
Mathematics	All Students	23%	12%	18%	32%	24%	54%	21%	27%	15%	36%	9%	27%	16%	27%	19%	14%	10%	9%	27%
	CWD	9%	4%	7%	14%	6%	20%	8%	11%	5%	15%	9%	-	6%	11%	5%	4%	4%	6%	13%
	CWOD	27%	15%	21%	38%	29%	57%	24%	32%	18%	40%	-	27%	18%	33%	22%	17%	12%	11%	31%
	EL	16%	17%	14%	17%	18%	34%	13%	21%	14%	24%	6%	18%	16%	19%	12%	12%	10%	7%	16%
	Male	27%	14%	22%	37%	27%	58%	24%	32%	18%	41%	11%	33%	19%	27%	-	16%	12%	11%	32%
	Female	19%	11%	14%	27%	20%	49%	18%	23%	12%	30%	5%	22%	12%	-	19%	13%	8%	6%	22%

Grade 5

		State	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	29%	19%	23%	39%	28%	60%	25%	36%	19%	44%	7%	35%	15%	26%	32%	15%	12%	11%	35%
	CWD	7%	4%	5%	11%	5%	15%	6%	9%	5%	12%	7%	-	4%	7%	7%	5%	3%	4%	9%
	CWOD	35%	24%	28%	47%	33%	64%	29%	43%	24%	50%	-	35%	18%	32%	38%	18%	15%	15%	42%
	EL	15%	15%	14%	17%	13%	27%	4%	16%	14%	21%	4%	18%	15%	13%	17%	11%	8%	9%	16%
	Male	26%	16%	20%	36%	26%	56%	21%	32%	17%	40%	7%	32%	13%	26%	-	14%	10%	9%	31%
	Female	32%	22%	26%	43%	30%	63%	29%	39%	22%	48%	7%	38%	17%	-	32%	16%	13%	13%	39%

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		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	21%	11%	16%	29%	21%	55%	19%	25%	14%	33%	7%	25%	13%	24%	19%	10%	8%	8%	24%
	CWD	7%	4%	6%	10%	5%	19%	8%	8%	5%	11%	7%	-	5%	9%	4%	3%	4%	3%	8%
	CWOD	25%	14%	19%	34%	25%	58%	21%	30%	16%	37%	-	25%	15%	28%	22%	12%	10%	11%	29%
	EL	13%	12%	12%	16%	8%	30%	5%	17%	12%	19%	5%	15%	13%	15%	11%	7%	8%	9%	13%
	Male	24%	12%	19%	32%	24%	58%	22%	28%	16%	36%	9%	28%	15%	24%	-	11%	9%	8%	27%
	Female	19%	11%	14%	26%	18%	52%	16%	23%	12%	30%	4%	22%	11%	-	19%	9%	8%	7%	21%
Science	All Students	12%	6%	8%	19%	13%	32%	10%	16%	6%	21%	5%	14%	4%	13%	11%	5%	4%	5%	14%
	CWD	5%	3%	4%	7%	5%	9%	6%	6%	4%	8%	5%	-	3%	6%	4%	4%	4%	5%	5%
	CWOD	14%	7%	8%	22%	15%	34%	10%	19%	7%	23%	-	14%	5%	16%	12%	5%	5%	5%	17%
	EL	4%	5%	4%	5%	5%	11%	1%	5%	4%	7%	3%	5%	4%	5%	4%	4%	3%	7%	5%
	Male	13%	6%	9%	21%	17%	34%	10%	18%	7%	22%	6%	16%	5%	13%	-	7%	5%	5%	15%
	Female	11%	5%	6%	17%	10%	30%	9%	14%	5%	19%	4%	12%	4%	-	11%	3%	4%	5%	13%
Grade 6																				
Reading	All Students	28%	19%	21%	40%	24%	62%	27%	35%	17%	44%	7%	33%	9%	24%	32%	11%	12%	11%	34%
	CWD	7%	4%	5%	11%	6%	18%	3%	9%	5%	12%	7%	-	3%	7%	7%	6%	4%	6%	9%
	CWOD	33%	23%	24%	46%	28%	65%	31%	41%	21%	49%	-	33%	10%	29%	36%	13%	14%	15%	39%
	EL	9%	13%	8%	11%	6%	19%	6%	10%	8%	14%	3%	10%	9%	8%	11%	6%	5%	9%	12%
	Male	24%	15%	18%	35%	21%	58%	24%	31%	15%	39%	7%	29%	8%	24%	-	9%	10%	10%	29%
	Female	32%	22%	24%	45%	28%	66%	31%	40%	20%	49%	7%	36%	11%	-	32%	14%	14%	13%	39%
Mathematics	All Students	16%	9%	10%	23%	15%	51%	15%	20%	9%	26%	5%	18%	6%	17%	14%	5%	6%	5%	17%
	CWD	5%	4%	5%	7%	5%	18%	5%	7%	4%	8%	5%	-	4%	7%	4%	5%	4%	6%	5%
	CWOD	18%	10%	11%	26%	17%	53%	16%	23%	10%	30%	-	18%	7%	20%	16%	5%	6%	4%	19%
	EL	6%	8%	5%	9%	5%	22%	3%	7%	5%	11%	4%	7%	6%	7%	5%	3%	3%	6%	7%
	Male	17%	9%	11%	25%	16%	52%	16%	21%	9%	28%	7%	20%	7%	17%	-	7%	6%	6%	18%
	Female	14%	8%	9%	21%	14%	49%	13%	19%	8%	25%	4%	16%	5%	-	14%	3%	5%	4%	16%
Grade 7																				
Reading	All Students	26%	18%	20%	37%	26%	61%	22%	33%	17%	41%	6%	30%	9%	23%	30%	10%	10%	9%	32%
	CWD	6%	4%	5%	8%	5%	12%	1%	7%	4%	9%	6%	-	2%	6%	5%	4%	4%	6%	6%
	CWOD	30%	21%	23%	42%	30%	64%	25%	39%	19%	45%	-	30%	10%	27%	34%	12%	12%	11%	37%
	EL	9%	13%	8%	10%	7%	19%	0%	12%	8%	13%	2%	10%	9%	8%	11%	4%	4%	7%	11%
	Male	23%	14%	17%	32%	21%	57%	18%	28%	14%	36%	6%	27%	8%	23%	-	7%	8%	9%	27%
	Female	30%	22%	23%	42%	32%	65%	26%	39%	20%	46%	5%	34%	11%	-	30%	14%	13%	8%	37%
Mathematics	All Students	11%	5%	7%	15%	12%	47%	9%	13%	6%	19%	5%	12%	4%	12%	9%	7%	4%	5%	11%
	CWD	5%	4%	5%	5%	3%	15%	4%	5%	4%	6%	5%	-	3%	6%	3%	8%	4%	6%	4%
	CWOD	12%	6%	7%	18%	14%	50%	10%	15%	7%	21%	-	12%	5%	14%	11%	6%	4%	4%	13%
	EL	4%	6%	3%	7%	3%	17%	0%	7%	4%	7%	3%	5%	4%	5%	3%	4%	3%	4%	4%
	Male	12%	6%	8%	17%	14%	51%	11%	14%	7%	21%	6%	14%	5%	12%	-	8%	4%	7%	13%
	Female	9%	5%	6%	13%	11%	44%	7%	11%	5%	17%	3%	11%	3%	-	9%	6%	3%	3%	9%
Grade 8																				

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		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	**31%**	21%	23%	43%	28%	66%	31%	39%	20%	46%	7%	35%	10%	26%	36%	15%	12%	11%	38%
	CWD	**7%**	5%	6%	10%	8%	16%	7%	9%	5%	11%	7%	-	3%	7%	7%	3%	4%	6%	8%
	CWOD	**35%**	25%	26%	49%	32%	69%	34%	44%	23%	51%	-	35%	11%	30%	40%	17%	15%	15%	43%
	EL	**10%**	12%	10%	12%	8%	19%	3%	10%	10%	13%	3%	11%	10%	8%	12%	8%	4%	8%	12%
	Male	**26%**	16%	19%	37%	23%	61%	26%	32%	16%	40%	7%	30%	8%	26%	-	14%	10%	10%	31%
	Female	**36%**	27%	28%	50%	33%	72%	36%	46%	24%	53%	7%	40%	12%	-	36%	16%	15%	13%	45%
Mathematics	All Students	**18%**	9%	12%	25%	14%	57%	13%	22%	10%	29%	7%	20%	8%	18%	17%	9%	6%	4%	20%
	CWD	**7%**	4%	6%	9%	8%	18%	8%	6%	5%	9%	7%	-	4%	8%	5%	5%	5%	2%	7%
	CWOD	**20%**	10%	13%	29%	15%	59%	13%	25%	11%	31%	-	20%	8%	21%	18%	10%	6%	5%	22%
	EL	**8%**	8%	6%	11%	7%	25%	1%	14%	7%	12%	4%	8%	8%	8%	7%	6%	4%	7%	7%
	Male	**18%**	9%	13%	27%	16%	58%	15%	23%	11%	30%	8%	21%	8%	18%	-	10%	6%	5%	21%
	Female	**17%**	10%	12%	24%	12%	55%	10%	21%	10%	27%	5%	18%	7%	-	17%	9%	5%	2%	18%
Science	All Students	**18%**	9%	12%	28%	16%	51%	17%	23%	10%	29%	6%	20%	5%	20%	16%	8%	6%	5%	23%
	CWD	**6%**	3%	5%	8%	6%	13%	4%	6%	4%	8%	6%	-	2%	7%	4%	4%	4%	4%	7%
	CWOD	**20%**	10%	13%	31%	18%	53%	19%	26%	11%	32%	-	20%	5%	23%	17%	9%	7%	7%	26%
	EL	**5%**	5%	4%	7%	5%	15%	6%	7%	5%	7%	2%	5%	5%	6%	4%	5%	3%	5%	5%
	Male	**20%**	9%	14%	31%	18%	53%	19%	25%	12%	32%	7%	23%	6%	20%	-	10%	7%	6%	26%
	Female	**16%**	8%	10%	24%	14%	49%	15%	21%	8%	27%	4%	17%	4%	-	16%	6%	5%	4%	21%
End of Course																				
English I	All Students	**14%**	8%	9%	24%	12%	47%	13%	21%	7%	25%	4%	16%	2%	11%	17%	4%	4%	4%	20%
	CWD	**4%**	2%	3%	5%	3%	9%	6%	5%	3%	5%	4%	-	2%	4%	3%	3%	3%	5%	4%
	CWOD	**16%**	9%	10%	27%	14%	49%	14%	24%	8%	28%	-	16%	2%	12%	19%	4%	5%	4%	23%
	EL	**2%**	3%	2%	3%	2%	6%	2%	3%	2%	3%	2%	2%	2%	2%	3%	1%	1%	2%	3%
	Male	**11%**	5%	7%	19%	8%	42%	12%	17%	5%	20%	4%	12%	2%	11%	-	3%	3%	4%	15%
	Female	**17%**	11%	11%	30%	17%	53%	16%	26%	9%	31%	3%	19%	3%	-	17%	5%	6%	5%	25%
English II	All Students	**8%**	4%	5%	14%	6%	30%	5%	12%	4%	15%	3%	9%	1%	7%	9%	2%	2%	2%	10%
	CWD	**3%**	3%	3%	4%	4%	7%	0%	4%	3%	4%	3%	-	2%	3%	3%	4%	3%	5%	3%
	CWOD	**9%**	4%	5%	15%	6%	31%	6%	14%	4%	16%	-	9%	1%	8%	10%	2%	2%	1%	12%
	EL	**1%**	1%	1%	1%	1%	2%	0%	1%	1%	1%	2%	1%	1%	1%	1%	0%	0%	1%	1%
	Male	**7%**	3%	4%	12%	5%	29%	5%	11%	4%	13%	3%	8%	1%	7%	-	1%	2%	2%	9%
	Female	**9%**	5%	5%	16%	7%	31%	5%	14%	4%	16%	3%	10%	1%	-	9%	3%	2%	2%	12%
Algebra I	All Students	**26%**	16%	21%	36%	21%	69%	26%	31%	18%	39%	8%	29%	14%	25%	27%	13%	12%	8%	33%
	CWD	**8%**	5%	8%	10%	8%	24%	8%	8%	7%	11%	8%	-	6%	9%	7%	5%	6%	6%	10%
	CWOD	**29%**	19%	23%	40%	24%	71%	27%	35%	20%	42%	-	29%	15%	29%	30%	15%	13%	9%	36%
	EL	**14%**	15%	13%	18%	12%	37%	10%	16%	14%	17%	6%	15%	14%	14%	14%	9%	11%	10%	14%
	Male	**25%**	14%	20%	35%	21%	68%	23%	30%	17%	38%	9%	29%	14%	25%	-	12%	11%	8%	32%
	Female	**27%**	18%	21%	36%	22%	69%	28%	31%	19%	39%	7%	30%	14%	-	27%	15%	13%	8%	34%

		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Biology	All Students	20%	11%	13%	31%	19%	56%	19%	28%	11%	32%	6%	22%	6%	20%	19%	6%	8%	7%	28%
	CWD	6%	4%	5%	9%	7%	14%	6%	8%	5%	9%	6%	-	3%	7%	5%	4%	5%	5%	9%
	CWOD	22%	13%	14%	34%	21%	58%	21%	31%	12%	35%	-	22%	6%	23%	21%	6%	8%	7%	30%
	EL	6%	7%	5%	10%	5%	17%	6%	12%	5%	8%	3%	6%	6%	6%	5%	3%	5%	7%	8%
	Male	20%	10%	14%	32%	17%	56%	20%	28%	12%	32%	7%	23%	6%	20%	-	5%	8%	7%	28%
	Female	19%	13%	12%	31%	21%	56%	19%	27%	11%	32%	5%	21%	5%	-	19%	7%	8%	6%	28%

STAAR Percent at Approaches Grade Level or Above

All Grades

		State	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%	64%	68%	84%	71%	91%	75%	79%	65%	85%	46%	79%	59%	71%	75%	59%	54%	53%	82%
	CWD	46%	37%	43%	57%	47%	65%	46%	51%	40%	59%	46%	-	38%	47%	46%	38%	35%	39%	56%
	CWOD	79%	71%	74%	89%	76%	93%	79%	85%	71%	89%	-	79%	63%	78%	79%	63%	59%	63%	88%
	EL	59%	62%	58%	62%	54%	75%	56%	59%	58%	65%	38%	63%	59%	58%	60%	52%	44%	45%	63%
	Male	71%	61%	67%	83%	70%	90%	73%	77%	64%	83%	47%	78%	58%	71%	-	57%	52%	52%	81%
	Female	75%	67%	70%	85%	72%	92%	77%	80%	67%	86%	46%	79%	60%	-	75%	61%	56%	55%	84%
Reading	All Students	74%	67%	69%	85%	71%	91%	77%	82%	67%	86%	45%	80%	57%	70%	79%	57%	55%	54%	85%
	CWD	45%	36%	41%	57%	46%	63%	44%	52%	39%	59%	45%	-	34%	43%	48%	33%	34%	38%	56%
	CWOD	80%	75%	75%	91%	77%	93%	82%	88%	73%	90%	-	80%	61%	77%	83%	62%	60%	65%	91%
	EL	57%	62%	55%	60%	50%	72%	54%	56%	56%	62%	34%	61%	57%	53%	61%	48%	38%	40%	63%
	Male	70%	61%	65%	82%	67%	89%	72%	78%	62%	83%	43%	77%	53%	70%	-	52%	50%	50%	81%
	Female	79%	73%	74%	89%	76%	92%	82%	85%	72%	89%	48%	83%	61%	-	79%	62%	60%	59%	88%
Mathematics	All Students	70%	58%	66%	81%	68%	91%	72%	75%	62%	82%	45%	76%	60%	71%	70%	59%	51%	49%	78%
	CWD	45%	35%	43%	55%	45%	68%	46%	48%	40%	57%	45%	-	40%	48%	42%	40%	35%	36%	54%
	CWOD	76%	65%	71%	87%	73%	93%	76%	81%	68%	86%	-	76%	64%	77%	75%	63%	56%	58%	84%
	EL	60%	62%	58%	63%	56%	79%	57%	61%	59%	66%	40%	64%	60%	61%	59%	54%	48%	47%	63%
	Male	71%	57%	66%	81%	69%	91%	72%	75%	63%	83%	48%	77%	61%	71%	-	60%	51%	51%	79%
	Female	70%	60%	65%	80%	67%	91%	72%	74%	62%	82%	42%	75%	59%	-	70%	57%	51%	48%	78%
Science	All Students	76%	67%	72%	86%	75%	91%	78%	81%	69%	87%	52%	81%	63%	77%	76%	64%	59%	59%	84%
	CWD	52%	43%	49%	62%	53%	66%	51%	56%	47%	63%	52%	-	44%	54%	49%	45%	40%	47%	60%
	CWOD	81%	73%	76%	91%	79%	93%	82%	86%	74%	90%	-	81%	66%	82%	80%	68%	64%	67%	89%
	EL	63%	63%	62%	64%	58%	74%	61%	63%	62%	67%	44%	66%	63%	64%	61%	57%	50%	53%	67%
	Male	77%	66%	73%	87%	77%	91%	78%	81%	70%	87%	54%	82%	64%	77%	-	64%	59%	58%	85%
	Female	76%	68%	71%	86%	73%	91%	78%	81%	68%	86%	49%	80%	61%	-	76%	63%	59%	60%	84%
SAT/ACT All Subjects	All Students	89%	84%	83%	95%	88%	99%	93%	94%	82%	94%	70%	90%	63%	90%	89%	89%	77%	73%	91%
	CWD	70%	55%	60%	86%	-	89%	*	79%	58%	81%	70%	-	44%	73%	63%	-	100%	*	44%
	CWOD	90%	84%	83%	95%	88%	99%	93%	95%	82%	94%	-	90%	63%	90%	89%	89%	76%	78%	92%
	EL	63%	68%	62%	71%	50%	83%	67%	*	62%	67%	44%	63%	63%	65%	61%	77%	63%	57%	64%
	Male	90%	84%	84%	95%	91%	99%	94%	95%	83%	94%	73%	90%	65%	90%	-	89%	78%	76%	91%
	Female	89%	84%	82%	95%	84%	98%	92%	93%	81%	94%	63%	89%	61%	-	89%	89%	76%	70%	91%

STAAR Percent at Meets Grade Level or Above

All Grades

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		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Subjects	All Students	**48%**	36%	41%	62%	46%	79%	48%	56%	37%	64%	23%	53%	30%	47%	49%	30%	27%	27%	58%
	CWD	**23%**	16%	20%	30%	23%	45%	22%	26%	18%	32%	23%	-	16%	24%	20%	15%	15%	19%	28%
	CWOD	**53%**	41%	45%	69%	50%	81%	52%	62%	42%	70%	-	53%	33%	53%	54%	34%	30%	32%	65%
	EL	**30%**	34%	28%	34%	27%	51%	23%	34%	28%	38%	16%	33%	30%	30%	30%	23%	19%	21%	35%
	Male	**47%**	33%	40%	61%	44%	78%	45%	54%	36%	63%	24%	53%	30%	47%	-	29%	26%	27%	57%
	Female	**49%**	39%	42%	63%	47%	80%	50%	57%	39%	66%	20%	54%	30%	-	49%	31%	28%	27%	59%
Reading	All Students	**53%**	42%	46%	68%	50%	81%	53%	62%	42%	70%	23%	59%	31%	48%	58%	32%	30%	31%	65%
	CWD	**23%**	17%	20%	32%	24%	43%	22%	28%	18%	34%	23%	-	15%	23%	24%	14%	16%	21%	30%
	CWOD	**59%**	49%	51%	75%	56%	83%	58%	70%	48%	76%	-	59%	34%	55%	63%	36%	35%	38%	72%
	EL	**31%**	37%	30%	35%	27%	50%	25%	34%	30%	38%	15%	34%	31%	28%	35%	23%	18%	21%	37%
	Male	**48%**	36%	41%	63%	46%	78%	47%	57%	37%	65%	23%	55%	28%	48%	-	28%	27%	28%	60%
	Female	**58%**	49%	50%	73%	55%	84%	59%	67%	47%	75%	24%	63%	35%	-	58%	36%	35%	34%	70%
Mathematics	All Students	**43%**	30%	37%	56%	41%	79%	42%	49%	33%	59%	22%	48%	30%	45%	42%	29%	23%	23%	51%
	CWD	**22%**	15%	20%	29%	22%	48%	22%	24%	18%	31%	22%	-	18%	25%	18%	16%	15%	18%	27%
	CWOD	**48%**	34%	40%	62%	45%	81%	45%	55%	37%	64%	-	48%	33%	50%	46%	32%	26%	27%	57%
	EL	**30%**	34%	28%	35%	28%	56%	22%	35%	29%	39%	18%	33%	30%	32%	28%	24%	21%	23%	34%
	Male	**45%**	30%	38%	58%	42%	80%	43%	51%	35%	61%	25%	50%	32%	45%	-	30%	24%	26%	53%
	Female	**42%**	30%	35%	54%	39%	78%	41%	48%	31%	57%	18%	46%	28%	-	42%	28%	23%	20%	49%
Science	All Students	**46%**	34%	38%	61%	45%	75%	46%	54%	35%	62%	22%	50%	26%	47%	45%	28%	26%	26%	57%
	CWD	**22%**	16%	19%	30%	24%	44%	21%	25%	18%	31%	22%	-	15%	24%	18%	16%	15%	19%	28%
	CWOD	**50%**	38%	42%	67%	49%	77%	50%	60%	39%	66%	-	50%	27%	52%	49%	31%	29%	30%	62%
	EL	**26%**	28%	24%	30%	24%	42%	19%	29%	24%	32%	15%	27%	26%	28%	23%	20%	16%	19%	29%
	Male	**47%**	33%	40%	63%	47%	76%	45%	55%	36%	63%	24%	52%	28%	47%	-	30%	27%	27%	58%
	Female	**45%**	34%	37%	60%	42%	74%	48%	53%	34%	61%	18%	49%	23%	-	45%	27%	25%	24%	55%
SAT/ACT All Subjects	All Students	**59%**	45%	42%	73%	57%	91%	57%	70%	40%	70%	38%	59%	15%	63%	54%	51%	30%	23%	57%
	CWD	**38%**	23%	23%	60%	-	73%	*	53%	20%	55%	38%	-	9%	42%	30%	-	14%	*	22%
	CWOD	**59%**	45%	42%	73%	57%	91%	57%	71%	40%	70%	-	59%	15%	63%	55%	51%	30%	24%	58%
	EL	**15%**	28%	13%	26%	13%	49%	17%	*	14%	22%	9%	15%	15%	19%	11%	19%	16%	0%	16%
	Male	**63%**	48%	47%	76%	63%	92%	63%	73%	45%	73%	42%	63%	19%	63%	-	60%	33%	29%	60%
	Female	**54%**	43%	37%	69%	51%	89%	52%	68%	35%	67%	30%	55%	11%	-	54%	43%	28%	17%	54%
STAAR Percent at Masters Grade Level																				
All Grades																				
All Subjects	All Students	**20%**	12%	14%	29%	18%	52%	18%	26%	12%	32%	6%	23%	9%	20%	21%	9%	8%	7%	25%
	CWD	**6%**	4%	5%	9%	6%	16%	6%	8%	5%	10%	6%	-	4%	7%	5%	4%	4%	5%	8%
	CWOD	**23%**	14%	16%	33%	21%	55%	20%	30%	14%	35%	-	23%	10%	23%	23%	10%	9%	9%	28%
	EL	**9%**	11%	8%	11%	7%	22%	4%	12%	8%	13%	4%	10%	9%	9%	9%	5%	5%	6%	10%
	Male	**20%**	11%	14%	28%	18%	52%	18%	25%	12%	31%	7%	23%	9%	20%	-	8%	8%	7%	24%
	Female	**21%**	13%	15%	30%	19%	52%	19%	27%	13%	33%	5%	23%	9%	-	21%	9%	8%	7%	26%

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		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	22%	14%	16%	32%	19%	52%	20%	29%	13%	35%	6%	25%	8%	19%	25%	9%	9%	8%	28%
	CWD	6%	4%	5%	9%	5%	14%	5%	8%	4%	10%	6%	-	3%	6%	6%	4%	4%	5%	7%
	CWOD	25%	17%	18%	37%	22%	55%	22%	34%	16%	39%	-	25%	9%	22%	28%	10%	10%	10%	32%
	EL	8%	11%	8%	10%	6%	19%	3%	10%	8%	12%	3%	9%	8%	7%	10%	5%	4%	5%	10%
	Male	19%	11%	13%	28%	16%	49%	17%	25%	11%	31%	6%	22%	7%	19%	-	7%	7%	7%	23%
	Female	25%	17%	18%	36%	23%	56%	23%	33%	16%	39%	6%	28%	10%	-	25%	10%	10%	9%	32%
Mathematics	All Students	19%	11%	14%	27%	18%	54%	17%	24%	12%	30%	7%	22%	11%	21%	18%	10%	8%	7%	22%
	CWD	7%	4%	6%	10%	7%	19%	6%	8%	5%	11%	7%	-	5%	9%	5%	5%	5%	5%	9%
	CWOD	22%	13%	16%	31%	21%	57%	19%	27%	14%	34%	-	22%	12%	25%	20%	11%	9%	8%	26%
	EL	11%	12%	10%	14%	9%	29%	6%	15%	10%	17%	5%	12%	11%	12%	9%	7%	7%	8%	12%
	Male	21%	11%	16%	29%	20%	57%	19%	26%	14%	33%	9%	25%	12%	21%	-	11%	8%	7%	25%
	Female	18%	11%	13%	24%	16%	51%	15%	21%	11%	28%	5%	20%	9%	-	18%	10%	7%	6%	20%
Science	All Students	17%	9%	11%	26%	16%	46%	16%	22%	9%	28%	5%	19%	5%	18%	15%	6%	6%	6%	22%
	CWD	5%	3%	5%	8%	6%	12%	6%	6%	4%	8%	5%	-	3%	6%	4%	4%	5%	5%	7%
	CWOD	19%	10%	12%	29%	18%	48%	17%	25%	10%	30%	-	19%	5%	21%	17%	7%	7%	6%	24%
	EL	5%	6%	4%	7%	5%	14%	4%	8%	5%	8%	3%	5%	5%	6%	4%	4%	4%	6%	6%
	Male	18%	9%	12%	28%	17%	48%	17%	24%	10%	29%	6%	21%	6%	18%	-	7%	7%	6%	23%
	Female	15%	9%	10%	24%	15%	45%	15%	21%	8%	26%	4%	17%	4%	-	15%	5%	6%	5%	20%
SAT/ACT All Subjects	All Students	13%	5%	4%	14%	13%	49%	10%	19%	4%	19%	9%	13%	1%	17%	10%	19%	1%	0%	8%
	CWD	9%	1%	4%	16%	-	28%	*	16%	3%	15%	9%	-	1%	12%	3%	-	14%	*	0%
	CWOD	13%	5%	4%	14%	13%	50%	10%	19%	4%	19%	-	13%	1%	17%	10%	19%	1%	0%	8%
	EL	1%	0%	0%	1%	0%	12%	0%	*	0%	3%	1%	1%	1%	1%	1%	8%	0%	0%	0%
	Male	17%	7%	6%	18%	17%	56%	14%	24%	6%	23%	12%	17%	1%	17%	-	17%	2%	0%	10%
	Female	10%	4%	3%	10%	10%	43%	6%	14%	3%	15%	3%	10%	1%	-	10%	20%	1%	0%	6%

\- Indicates there are no students in the group.

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2024-25 school year. These results nclude all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	68	63	65	73	67	82	68	72	63	50	59
CWD	50	44	47	56	50	63	48	53	46	50	43
CWOD	72	68	69	76	70	84	71	75	67	-	63
EL ✧	59	63	59	62	56	71	58	62	59	43	59
Male	65	59	62	70	64	81	64	69	60	47	57
Female	71	67	68	76	70	84	72	75	67	53	63
Mathematics											
All Students	66	60	63	70	65	85	67	68	62	55	62
CWD	55	51	54	59	53	71	59	56	53	55	53
CWOD	68	63	66	73	68	86	69	71	64	-	64
EL ✧	62	64	61	66	59	76	61	66	61	53	62
Male	66	59	63	71	66	85	68	68	62	56	62
Female	66	61	63	70	65	84	67	68	62	54	62

- Indicates there are no students in the group.

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

Part (iii)(II): Graduation Rate
This section provides information on high school six-year graduation rates for the class of 2022

The six-year graduation rates for the class of 2023 will be updated in March, 2026.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ◇	Homeless ◇	Foster Care ◇
Federal Graduation Rates													
6-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2022													
All Students	92.2%	88.6%	90.9%	95.3%	90.9%	97.8%	91.7%	93.1%	89.5%	85.2%	84.8%	80.7%	68.3%
CWD	85.2%	82.9%	85.1%	87.4%	87.8%	79.4%	83.3%	86.2%	84.4%	85.2%	87.0%	78.4%	67.4%
CWOD	92.9%	89.4%	91.5%	96.0%	91.2%	98.4%	92.5%	93.9%	90.2%	-	84.6%	81.1%	68.6%
EL ◇	84.8%	89.8%	84.2%	88.2%	83.0%	93.6%	83.1%	83.3%	85.4%	87.0%	84.8%	74.5%	71.9%
Male	90.5%	85.9%	88.8%	94.4%	88.7%	97.4%	90.7%	92.0%	87.3%	84.0%	82.2%	76.8%	66.6%
Female	93.9%	91.3%	93.0%	96.2%	93.1%	98.2%	92.7%	94.1%	91.8%	87.4%	88.1%	84.2%	69.6%

- Indicates there are no students in the group.

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

◇ Ever in grades 9-12.

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2025 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
1,248,970	236,265	19%

- 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	47	37	41	58	45	74	47	54	38	25	33
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	80%	73%	79%	84%	76%	92%	76%	81%	77%	75%	74%

- Indicates there are no students in the group.

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

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2023-2027)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Interim Goals (2028-2032)	53%	43%	48%	67%	53%	78%	54%	63%	44%	33%	41%
Target Met	Y	Y	N	Y	Y	Y	Y	Y	N	N	N
Interim Goals (2033-2037)	62%	54%	59%	74%	63%	82%	63%	70%	55%	47%	53%
Target Met	N	N	N	N	N	Y	N	N	N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Mathematics											
Interim Goals (2023-2027)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	Y	N	N	N	N	N	N	N	Y	N
Interim Goals (2028-2032)	55%	43%	50%	66%	54%	85%	58%	62%	47%	36%	50%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Interim Goals (2033-2037)	64%	55%	60%	73%	63%	88%	66%	70%	58%	49%	60%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N	N	N	N	N	N	N	N
English Learner Language Proficiency Status											
Interim Goals (2023-2027)											44%
Target Met											Y
Interim Goals (2028-2032)											46%
Target Met											Y
Interim Goals (2033-2037)											48%
Target Met											Y
Long-Term Goals											50%
Target Met											Y
Federal Graduation Status											
Interim Goals (2023-2027)	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80%
Target Met		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

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

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

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

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2024-25 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																	
All Subjects	All Students	**99%**	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%
	CWD	**99%**	99%	99%	99%	99%	99%	98%	98%	99%	99%	99%	-	99%	99%	99%	99%
	CWOD	**99%**	99%	99%	99%	99%	100%	99%	99%	99%	99%	-	99%	99%	99%	99%	99%
	EL	**99%**	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%
	Male	**99%**	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%	-	99%
	Female	**99%**	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	-	99%	99%
Reading	All Students	**99%**	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%
	CWD	**99%**	99%	99%	99%	98%	99%	98%	98%	99%	99%	99%	-	100%	99%	99%	99%
	CWOD	**99%**	99%	99%	99%	99%	100%	99%	99%	99%	99%	-	99%	99%	99%	99%	100%
	EL	**99%**	100%	99%	100%	99%	100%	99%	99%	99%	99%	100%	99%	99%	99%	99%	100%
	Male	**99%**	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%	-	99%
	Female	**99%**	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	-	99%	99%
Mathematics	All Students	**99%**	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%
	CWD	**99%**	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%	-	99%	99%	99%	99%
	CWOD	**99%**	99%	99%	99%	99%	100%	99%	99%	99%	99%	-	99%	99%	99%	99%	99%
	EL	**99%**	99%	99%	99%	99%	100%	100%	99%	99%	99%	99%	99%	99%	99%	99%	99%
	Male	**99%**	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%	-	99%
	Female	**99%**	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	-	99%	99%
Science	All Students	**99%**	98%	99%	99%	98%	99%	98%	99%	99%	99%	99%	99%	99%	99%	99%	99%
	CWD	**99%**	98%	99%	99%	98%	99%	97%	98%	98%	99%	99%	-	99%	99%	99%	98%
	CWOD	**99%**	98%	99%	99%	98%	99%	98%	99%	99%	99%	-	99%	99%	99%	99%	99%
	EL	**99%**	99%	99%	99%	98%	99%	98%	96%	99%	99%	99%	99%	99%	99%	99%	99%
	Male	**99%**	98%	99%	99%	99%	99%	98%	99%	99%	99%	99%	99%	99%	99%	-	99%
	Female	**99%**	98%	99%	99%	98%	99%	98%	98%	99%	99%	99%	99%	99%	-	99%	99%
SAT/ACT All Subjects	All Students	**94%**	95%	93%	94%	93%	96%	91%	94%	92%	95%	88%	94%	91%	93%	94%	91%
	CWD	**88%**	91%	86%	88%	*	92%	*	95%	86%	89%	88%	-	90%	88%	87%	-
	CWOD	**94%**	95%	93%	94%	94%	96%	91%	94%	92%	95%	-	94%	91%	93%	94%	91%
	EL	**91%**	93%	91%	88%	80%	98%	75%	*	91%	91%	90%	91%	91%	90%	91%	76%
	Male	**93%**	94%	92%	94%	95%	96%	88%	94%	91%	94%	88%	93%	90%	93%	-	95%
	Female	**94%**	95%	93%	94%	92%	97%	94%	94%	93%	95%	87%	94%	91%	-	94%	88%
Non-Participation Rate																	

		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All Students	**1%**	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
	CWD	**1%**	1%	1%	1%	1%	1%	2%	2%	1%	1%	1%	-	1%	1%	1%	1%
	CWOD	**1%**	1%	1%	1%	1%	0%	1%	1%	1%	1%	-	1%	1%	1%	1%	1%
	EL	**1%**	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
	Male	**1%**	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	1%	-	1%
	Female	**1%**	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	-	1%	1%
Reading	All Students	**1%**	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
	CWD	**1%**	1%	1%	1%	2%	1%	2%	2%	1%	1%	1%	-	0%	1%	1%	1%
	CWOD	**1%**	1%	1%	1%	1%	0%	1%	1%	1%	1%	-	1%	1%	1%	1%	0%
	EL	**1%**	0%	1%	0%	1%	0%	1%	1%	1%	1%	0%	1%	1%	1%	1%	0%
	Male	**1%**	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	1%	-	1%
	Female	**1%**	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	-	1%	1%
Mathematics	All Students	**1%**	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
	CWD	**1%**	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	-	1%	1%	1%	1%
	CWOD	**1%**	1%	1%	1%	1%	0%	1%	1%	1%	1%	-	1%	1%	1%	1%	1%
	EL	**1%**	1%	1%	1%	1%	0%	0%	1%	1%	1%	1%	1%	1%	1%	1%	1%
	Male	**1%**	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	1%	-	1%
	Female	**1%**	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	-	1%	1%
Science	All Students	**1%**	2%	1%	1%	2%	1%	2%	1%	1%	1%	1%	1%	1%	1%	1%	1%
	CWD	**1%**	2%	1%	1%	2%	1%	3%	2%	2%	1%	1%	-	1%	1%	1%	2%
	CWOD	**1%**	2%	1%	1%	2%	1%	2%	1%	1%	1%	-	1%	1%	1%	1%	1%
	EL	**1%**	1%	1%	1%	2%	1%	2%	4%	1%	1%	1%	1%	1%	1%	1%	1%
	Male	**1%**	2%	1%	1%	1%	1%	2%	1%	1%	1%	1%	1%	1%	1%	-	1%
	Female	**1%**	2%	1%	1%	2%	1%	2%	2%	1%	1%	1%	1%	1%	-	1%	1%
SAT/ACT All Subjects	All Students	**6%**	5%	7%	6%	7%	4%	9%	6%	8%	5%	12%	6%	9%	7%	6%	9%
	CWD	**12%**	9%	14%	12%	*	8%	*	5%	14%	11%	12%	-	10%	12%	13%	-
	CWOD	**6%**	5%	7%	6%	6%	4%	9%	6%	8%	5%	-	6%	9%	7%	6%	9%
	EL	**9%**	7%	9%	12%	20%	2%	25%	*	9%	9%	10%	9%	9%	10%	9%	24%
	Male	**7%**	6%	8%	6%	5%	4%	12%	6%	9%	6%	12%	7%	10%	7%	-	5%
	Female	**6%**	5%	7%	6%	8%	3%	6%	6%	7%	5%	13%	6%	9%	-	6%	12%

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2021-22 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner). Note: Chronic absenteeism figures are based on the 2020-21 CRDC surveys and will be updated as new data becomes available.

Statewide Campus Level of School Quality, Climate, and Safety

Part (viii)(II) This section provides information from the 2021-22 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

Statewide Campus Level of Preschool Programs and Accelerated Coursework

Part (ix): Teacher Quality Data

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

	All School		High-Poverty Schools		Low-Poverty Schools	
	Number	Percent	Number	Percent	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	60,346.3	15.4%	14,991.1	18.2%	13,973.6	12.1%
Teachers Teaching with Emergency or Provisional Credentials	13,294.4	3.6%	3,122.5	4.0%	3,481.4	3.2%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	57,219.3	15.4%	13,395.1	17.3%	12,343.9	11.2%

- 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 (2023-24).

Per-pupil Expenditure for the 2025 fiscal year will be updated by June 30th, 2026.

	Enrollment	State & Local and Federal Total	State & Local Site	State & Local District Allocation	State & Local Total	Federal Site	Federal District Allocation	Federal Total
Business/central/other support services		$615	$15	$570	$585	$1	$29	$30
Food services		$629	$44	$50	$94	$309	$227	$536
Instruction		$6,974	$5,976	$242	$6,218	$557	$199	$756
Support services, general administration		$149	$0	$148	$148		$0	$0
Support services, instructional staff		$628	$417	$44	$461	$67	$100	$167
Support services, operation and maintenance of plant		$1,432	$409	$964	$1,373	$24	$34	$58
Support services, pupils		$666	$482	$31	$514	$66	$86	$152
Support services, school administration		$696	$662	$8	$670	$21	$5	$26
Support services, student transportation		$353	$13	$330	$343	$0	$9	$9
Total	**5,517,839**	**$12,142**	**$8,019**	**$2,388**	**$10,407**	**$1,045**	**$690**	**$1,735**

Campus Level PPE Summary Report
District Level PPE Summary Report

Note: Downloadable PDF and Excel files are available.

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

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2024-25 school year.

	State Number of ALT2	State Rate of ALT2
Grade 3		
Reading	7,517	2%
Mathematics	7,510	2%
Grade 4		
Reading	6,669	2%
Mathematics	6,666	2%
Grade 5		
Reading	6,321	2%
Mathematics	6,324	2%
Science	6,315	2%
Grade 6		
Reading	5,876	1%
Mathematics	5,877	1%
Grade 7		
Reading	5,387	1%
Mathematics	5,385	2%
Grade 8		
Reading	4,906	1%
Mathematics	4,907	1%
Science	4,904	1%
End of Course		
English I	4,932	1%
English II	4,732	1%
Algebra I	4,932	1%
Biology	4,992	1%
All Grades		
All Subjects	104,161	1%
Reading	46,349	1%
Mathematics	41,601	1%
Science	16,211	1%

\- Indicates there are no students in the group.

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

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

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2024 National Assessment of Educational Progress, compared to the national average of such results.

			State Level: 2024 Percentages at NAEP Achievement Levels							
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	43	40	57	60	28	31	7	8
		Black	53	56	47	44	17	17	2	3
		Hispanic	51	52	49	48	20	21	4	4
		White	28	30	72	70	42	39	11	11
		American Indian	*	61	*	39	*	14	*	2
		Asian	14	21	86	79	61	53	24	21
		Pacific Islander	*	47	*	53	*	22	*	5
		Two or More Races	41	36	59	64	29	35	11	10
		EcoDis	53	53	47	47	18	19	3	4
		Students with Disabilities	76	74	24	26	8	9	1	2
		English Language Learners	60	71	40	29	13	8	2	1
	Mathematics	Overall	21	24	79	76	43	39	9	9
		Black	27	41	73	59	27	19	3	2
		Hispanic	27	34	73	66	34	27	4	4
		White	9	14	91	86	60	51	15	12
		American Indian	*	45	*	55	*	19	*	2
		Asian	4	10	96	90	78	66	33	25
		Pacific Islander	*	43	*	57	*	20	*	2
		Two or More Races	13	20	87	80	55	43	13	11
		EcoDis	27	35	73	65	32	25	4	3
		Students with Disabilities	53	55	47	45	16	15	2	2
		English Language Learners	31	48	69	52	30	16	4	2
Grade 8	Reading	Overall	39	33	61	67	25	30	3	4
		Black	48	48	52	52	18	16	1	1
		Hispanic	48	45	52	55	16	19	1	2
		White	24	23	76	77	37	37	5	5
		American Indian	*	44	*	56	*	18	*	2
		Asian	12	16	88	84	63	55	17	13
		Pacific Islander	*	41	*	59	*	24	*	4
		Two or More Races	27	30	73	70	36	35	2	5

State Level: 2024 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 8	Reading	EcoDis	50	46	50	54	14	18	1	1
		Students with Disabilities	75	69	25	31	3	7	*	1
		English Language Learners	57	70	43	30	9	5	*	*
	Mathematics	Overall	44	39	56	61	24	28	6	8
		Black	60	62	40	38	12	10	2	2
		Hispanic	52	54	48	46	17	15	2	3
		White	28	26	72	74	35	38	8	10
		American Indian	*	60	*	40	*	11	*	2
		Asian	12	15	88	85	57	59	32	31
		Pacific Islander	*	56	*	44	*	16	*	4
		Two or More Races	37	36	63	64	37	31	17	10
		EcoDis	54	55	46	45	14	14	2	3
		Students with Disabilities	80	77	20	23	4	6	1	1
		English Language Learners	62	77	38	23	10	5	2	1

* Indicates reporting standards not met.

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

State Level: 2024 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	80%
		English Learners	90%
	Mathematics	Students with Disabilities	86%
		English Learners	94%
Grade 8	Reading	Students with Disabilities	82%
		English Learners	96%
	Mathematics	Students with Disabilities	81%
		English Learners	96%

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

This section provides information on the cohort rate at which students who graduated from high school in the 2022-23 school year enrolled in a Texas public postsecondary education institution in the 2023-24 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	50%	47%	48%	52%	45%	76%	38%	49%	45%	27%	47%
In-State Private Institutions	3%	4%	3%	4%	2%	3%	1%	4%	2%	1%	2%
Out-of-State Institutions	7%	9%	4%	11%	10%	9%	7%	11%	4%	3%	3%

- Indicates there are no students in the group.

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

Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2023-24 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	19%	24%	22%	14%	21%	7%	24%	18%	23%	23%	19%

- Indicates there are no students in the group.

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

Part (xv): Section 1003 Fund

This section provides a list of all the LEAs and schools that received funds under Section 1003, including the amount of funds each school received and the types of strategies implemented in each school with such funds for the 2023-24 school year.

Section 1003 Funds for the 2024-25 school year will be updated by the end of June, 2026.

Statewide Section 1003 Funds

Note: Downloadable PDF and Excel files are available.

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

This section provides number of recently arrived English learners exempted from the ELA/Reading assessments and whose results are excluded from the 2024-25 State accountability.

State	Count of 1st Year English Learners Excluded from the State Accountability
Texas	6,368
District-Campus Level of 1st Year English Learner Excluded from the State Accountability	
Note: PDF and Excel files are available at District and State Levels.	

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

Part (i): Description of State Accountability System

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

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

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

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

Campus ESSA Goals (Middle Schools)											
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)											
Reading/ELA Baseline Rates	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
2022-23 through 2026-27	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
2027-28 through 2031-32	53%	43%	46%	66%	53%	78%	55%	63%	43%	33%	40%
2032-33 through 2036-37	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
2037-38	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%
Mathematics Baseline Rates	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
2022-23 through 2026-27	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
2027-28 through 2031-32	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
2032-33 through 2036-37	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
2037-38	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
EL Progress											
Baseline Rates											44%
2022-23 through 2026-27											44%
2027-28 through 2031-32											46%
2032-33 through 2036-37											48%
2037-38											50%

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

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

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

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

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

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

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

(bb) the methodology by which the State differentiates all such schools. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number and is further used to differentiate all public schools. See the accountability manual for details: Chapter 4-2025 Closing the Gaps Domain

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. Texas uses the Closing the Gaps domain to identify campuses that have consistently under-performing student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered 'consistently underperforming'. Data from 2023, 2024, and 2025 are considered consecutive years for 2025 Targeted Support and Improvement (TSI) identification. Any campus not identified for Comprehensive Support and Improvement (CSI) that has at least one consistently underperforming student group is identified for TSI. TSI identifies both Title I and non-Title I campuses. Campuses are evaluated annually for TSI identification. See the accountability manual for details: Chapter 10-2025 Identification of Schools for Improvement

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

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2024-2025 school year: Comprehensive Support and Improvement Schools, Targeted Support and Improvement Schools and Additional Targeted Support Schools.

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

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2024-25 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																						
Grade 3																						
Reading	All Students	76%	75%	**58%**	-	55%	*	-	-	-	*	58%	-	45%	61%	44%	58%	59%	-	-	-	-
	CWD	53%	50%	**45%**	-	40%	-	-	-	-	*	45%	-	45%	-	*	57%	*	-	-	-	-
	CWOD	82%	82%	**61%**	-	59%	*	-	-	-	-	61%	-	-	61%	57%	58%	64%	-	-	-	-
	EL	64%	62%	**44%**	-	44%	-	-	-	-	-	44%	-	*	57%	44%	*	43%	-	-	-	-
	Male	74%	73%	**58%**	-	55%	*	-	-	-	*	58%	-	57%	58%	*	58%	-	-	-	-	-
	Female	78%	76%	**59%**	-	56%	*	-	-	-	-	59%	-	*	64%	43%	-	59%	-	-	-	-
Mathematics	All Students	70%	67%	**43%**	-	41%	*	-	-	-	*	43%	-	27%	46%	44%	53%	31%	-	-	-	-
	CWD	48%	45%	**27%**	-	20%	-	-	-	-	*	27%	-	27%	-	*	43%	*	-	-	-	-
	CWOD	75%	74%	**46%**	-	46%	*	-	-	-	-	46%	-	-	46%	57%	56%	36%	-	-	-	-
	EL	63%	61%	**44%**	-	44%	-	-	-	-	-	44%	-	*	57%	44%	*	43%	-	-	-	-
	Male	72%	71%	**53%**	-	52%	*	-	-	-	*	53%	-	43%	56%	*	53%	-	-	-	-	-
	Female	67%	64%	**31%**	-	30%	*	-	-	-	-	31%	-	*	36%	43%	-	31%	-	-	-	-
Grade 4																						
Reading	All Students	79%	78%	**48%**	*	41%	60%	*	-	-	*	48%	-	28%	59%	40%	53%	40%	-	-	-	*
	CWD	55%	52%	**28%**	-	19%	*	-	-	-	*	28%	-	28%	-	*	38%	0%	-	-	-	-
	CWOD	86%	86%	**59%**	*	56%	*	*	-	-	*	59%	-	-	59%	*	63%	53%	-	-	-	*
	EL	68%	65%	**40%**	-	40%	-	-	-	-	-	40%	-	*	*	40%	40%	-	-	-	-	-
	Male	77%	76%	**53%**	-	46%	60%	*	-	-	*	53%	-	38%	63%	40%	53%	-	-	-	-	*
	Female	82%	81%	**40%**	*	35%	-	-	-	-	-	40%	-	0%	53%	-	-	40%	-	-	-	-
Mathematics	All Students	68%	65%	**21%**	*	15%	60%	*	-	-	*	21%	-	6%	29%	20%	28%	10%	-	-	-	*
	CWD	44%	41%	**6%**	-	0%	*	-	-	-	*	6%	-	6%	-	*	8%	0%	-	-	-	-
	CWOD	74%	72%	**29%**	*	24%	*	*	-	-	*	29%	-	-	29%	*	42%	13%	-	-	-	*
	EL	61%	59%	**20%**	-	20%	-	-	-	-	-	20%	-	*	*	20%	20%	-	-	-	-	-
	Male	70%	67%	**28%**	-	21%	60%	*	-	-	*	28%	-	8%	42%	20%	28%	-	-	-	-	*
	Female	65%	62%	**10%**	*	6%	-	-	-	-	-	10%	-	0%	13%	-	-	10%	-	-	-	-
Grade 5																						
Reading	All Students	76%	75%	**58%**	-	58%	*	-	-	-	*	58%	-	25%	65%	46%	62%	53%	-	-	-	*
	CWD	45%	44%	**25%**	-	22%	*	-	-	-	*	25%	-	25%	-	*	17%	33%	-	-	-	*
	CWOD	84%	84%	**65%**	-	65%	*	-	-	-	-	65%	-	-	65%	45%	71%	58%	-	-	-	-
	EL	66%	65%	**46%**	-	46%	-	-	-	-	-	46%	-	*	45%	46%	33%	57%	-	-	-	-
	Male	73%	72%	**62%**	-	64%	*	-	-	-	*	62%	-	17%	71%	33%	62%	-	-	-	-	*
	Female	80%	79%	**53%**	-	52%	*	-	-	-	*	53%	-	33%	58%	57%	-	53%	-	-	-	*

		State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	73%	71%	**64%**	-	65%	*	-	-	-	*	64%	-	33%	71%	46%	76%	50%	-	-	-	*
	CWD	47%	45%	**33%**	-	33%	*	-	-	-	*	33%	-	33%	-	*	33%	33%	-	-	-	*
	CWOD	79%	78%	**71%**	-	71%	*	-	-	-	-	71%	-	-	71%	45%	86%	54%	-	-	-	-
	EL	65%	63%	**46%**	-	46%	-	-	-	-	-	46%	-	*	45%	46%	50%	43%	-	-	-	-
	Male	73%	71%	**76%**	-	79%	*	-	-	-	-	76%	-	33%	86%	50%	76%	-	-	-	-	*
	Female	72%	70%	**50%**	-	48%	*	-	-	-	*	50%	-	33%	54%	43%	-	50%	-	-	-	*
Science	All Students	63%	61%	**72%**	-	70%	*	-	-	-	*	72%	-	58%	75%	62%	79%	63%	-	-	-	*
	CWD	40%	39%	**58%**	-	44%	*	-	-	-	*	58%	-	58%	-	*	67%	50%	-	-	-	*
	CWOD	69%	67%	**75%**	-	75%	*	-	-	-	-	75%	-	-	75%	64%	82%	67%	-	-	-	-
	EL	49%	46%	**62%**	-	62%	-	-	-	-	-	62%	-	*	64%	62%	67%	57%	-	-	-	-
	Male	66%	63%	**79%**	-	79%	*	-	-	-	-	79%	-	67%	82%	67%	79%	-	-	-	-	*
	Female	61%	58%	**63%**	-	59%	*	-	-	-	*	63%	-	50%	67%	57%	-	63%	-	-	-	*
Grade 6																						
Reading	All Students	76%	75%	**61%**	*	67%	*	-	-	-	*	63%	*	0%	81%	29%	59%	63%	-	-	-	-
	CWD	46%	45%	**0%**	-	0%	*	-	-	-	*	0%	-	0%	-	-	0%	0%	-	-	-	-
	CWOD	82%	82%	**81%**	*	85%	*	-	-	-	*	83%	*	-	81%	29%	83%	79%	-	-	-	-
	EL	56%	52%	**29%**	-	40%	*	-	-	-	*	33%	*	-	29%	29%	*	33%	-	-	-	-
	Male	72%	71%	**59%**	*	67%	*	-	-	-	*	59%	-	0%	83%	*	59%	-	-	-	-	-
	Female	80%	79%	**63%**	*	67%	*	-	-	-	*	65%	*	0%	79%	33%	-	63%	-	-	-	-
Mathematics	All Students	72%	70%	**46%**	*	42%	*	-	-	-	*	48%	*	0%	61%	29%	71%	29%	-	-	-	-
	CWD	50%	47%	**0%**	-	0%	*	-	-	-	*	0%	-	0%	-	-	0%	0%	-	-	-	-
	CWOD	78%	76%	**61%**	*	54%	*	-	-	-	*	63%	*	-	61%	29%	100%	37%	-	-	-	-
	EL	60%	57%	**29%**	-	0%	*	-	-	-	-	33%	*	-	29%	29%	*	17%	-	-	-	-
	Male	74%	72%	**71%**	*	75%	*	-	-	-	*	71%	-	0%	100%	*	71%	-	-	-	-	-
	Female	71%	69%	**29%**	*	24%	*	-	-	-	*	30%	*	0%	37%	17%	-	29%	-	-	-	-
Grade 7																						
Reading	All Students	74%	74%	**40%**	*	34%	*	-	-	-	*	36%	*	9%	54%	29%	29%	50%	-	-	-	-
	CWD	41%	40%	**9%**	-	9%	-	-	-	-	-	9%	-	9%	-	-	14%	*	-	-	-	-
	CWOD	81%	81%	**54%**	*	48%	*	-	-	-	*	50%	*	-	54%	29%	40%	64%	-	-	-	-
	EL	56%	51%	**29%**	-	29%	-	-	-	-	-	29%	-	-	29%	29%	*	*	-	-	-	-
	Male	70%	69%	**29%**	-	25%	*	-	-	-	-	29%	-	14%	40%	*	29%	-	-	-	-	-
	Female	79%	79%	**50%**	*	44%	-	-	-	-	*	44%	*	*	64%	*	-	50%	-	-	-	-
Mathematics	All Students	53%	48%	**29%**	*	31%	*	-	-	-	*	27%	*	18%	33%	14%	24%	33%	-	-	-	-
	CWD	31%	30%	**18%**	-	18%	-	-	-	-	-	18%	-	18%	-	-	14%	*	-	-	-	-
	CWOD	58%	53%	**33%**	*	38%	*	-	-	-	*	32%	*	-	33%	14%	30%	36%	-	-	-	-
	EL	39%	34%	**14%**	-	14%	-	-	-	-	-	14%	-	-	14%	14%	*	*	-	-	-	-
	Male	55%	49%	**24%**	-	25%	*	-	-	-	-	24%	-	14%	30%	*	24%	-	-	-	-	-
	Female	51%	46%	**33%**	*	38%	-	-	-	-	*	31%	*	*	36%	*	-	33%	-	-	-	-
Grade 8																						

		State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	80%	79%	**83%**	-	82%	*	-	-	-	-	83%	-	*	80%	*	67%	92%	-	*	-	*
	CWD	49%	48%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	*
	CWOD	85%	85%	**80%**	-	79%	*	-	-	-	-	80%	-	-	80%	*	60%	90%	-	*	-	-
	EL	62%	58%	*	-	*	-	-	-	-	-	*	-	*	*	*	-	*	-	-	-	-
	Male	76%	75%	**67%**	-	60%	*	-	-	-	-	67%	-	*	60%	-	67%	-	-	-	-	-
	Female	85%	84%	**92%**	-	92%	-	-	-	-	-	92%	-	*	90%	*	-	92%	-	*	-	*
Mathematics	All Students	69%	67%	**24%**	-	19%	*	-	-	-	-	24%	-	*	21%	*	33%	18%	-	-	-	*
	CWD	42%	40%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	*
	CWOD	74%	72%	**21%**	-	15%	*	-	-	-	-	21%	-	-	21%	*	40%	11%	-	-	-	-
	EL	56%	50%	*	-	*	-	-	-	-	-	*	-	*	*	*	-	*	-	-	-	-
	Male	68%	66%	**33%**	-	20%	*	-	-	-	-	33%	-	*	40%	-	33%	-	-	-	-	-
	Female	71%	68%	**18%**	-	18%	-	-	-	-	-	18%	-	*	11%	*	-	18%	-	-	-	*
Science	All Students	72%	72%	**44%**	-	41%	*	-	-	-	-	44%	-	*	47%	*	50%	42%	-	*	-	*
	CWD	43%	43%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	*
	CWOD	77%	77%	**47%**	-	43%	*	-	-	-	-	47%	-	-	47%	*	60%	40%	-	*	-	-
	EL	54%	50%	*	-	*	-	-	-	-	-	*	-	*	*	*	-	*	-	-	-	-
	Male	73%	73%	**50%**	-	40%	*	-	-	-	-	50%	-	*	60%	-	50%	-	-	-	-	-
	Female	71%	70%	**42%**	-	42%	-	-	-	-	-	42%	-	*	40%	*	-	42%	-	*	-	*
End of Course																						
English I	All Students	66%	65%	**57%**	*	*	*	-	-	-	-	57%	-	*	67%	*	*	*	-	-	-	-
	CWD	35%	34%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	72%	72%	**67%**	*	*	*	-	-	-	-	67%	-	-	67%	*	*	*	-	-	-	-
	EL	45%	40%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-	-
	Male	61%	60%	*	*	*	*	-	-	-	-	*	-	*	*	*	*	-	-	-	-	-
	Female	72%	71%	*	-	*	*	-	-	-	-	*	-	*	*	-	-	*	-	-	-	-
Algebra I	All Students	76%	74%	**38%**	*	40%	*	-	-	-	-	38%	-	*	43%	*	*	*	-	*	-	-
	CWD	52%	51%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	80%	79%	**43%**	*	*	*	-	-	-	-	43%	-	-	43%	*	*	*	-	*	-	-
	EL	68%	63%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-	-
	Male	73%	72%	*	*	*	*	-	-	-	-	*	-	*	*	*	*	-	-	-	-	-
	Female	79%	77%	*	-	*	-	-	-	-	-	*	-	*	*	-	-	*	-	*	-	-
Biology	All Students	91%	91%	**86%**	*	*	*	-	-	-	-	86%	-	*	100%	*	*	*	-	-	-	-
	CWD	76%	77%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	93%	94%	**100%**	*	*	*	-	-	-	-	100%	-	-	100%	*	*	*	-	-	-	-
	EL	82%	80%	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male	89%	90%	*	*	*	*	-	-	-	-	*	-	*	*	*	*	-	-	-	-	-
	Female	92%	93%	*	-	*	*	-	-	-	-	*	-	*	-	-	-	*	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						

		State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	50%	49%	**20%**	-	18%	*	-	-	-	*	20%	-	0%	24%	11%	26%	14%	-	-	-	-
	CWD	27%	26%	**0%**	-	0%	-	-	-	-	*	0%	-	0%	-	*	0%	*	-	-	-	-
	CWOD	57%	55%	**24%**	-	22%	*	-	-	-	-	24%	-	-	24%	14%	33%	16%	-	-	-	-
	EL	36%	34%	**11%**	-	11%	-	-	-	-	-	11%	-	*	14%	11%	*	0%	-	-	-	-
	Male	48%	47%	**26%**	-	24%	*	-	-	-	*	26%	-	0%	33%	*	26%	-	-	-	-	-
	Female	53%	51%	**14%**	-	11%	*	-	-	-	-	14%	-	*	16%	0%	-	14%	-	-	-	-
Mathematics	All Students	45%	43%	**21%**	-	20%	*	-	-	-	*	21%	-	9%	24%	33%	28%	14%	-	-	-	-
	CWD	27%	25%	**9%**	-	10%	-	-	-	-	*	9%	-	9%	-	*	14%	*	-	-	-	-
	CWOD	50%	47%	**24%**	-	22%	*	-	-	-	-	24%	-	-	24%	43%	32%	16%	-	-	-	-
	EL	37%	35%	**33%**	-	33%	-	-	-	-	-	33%	-	*	43%	33%	*	29%	-	-	-	-
	Male	49%	47%	**28%**	-	28%	*	-	-	-	*	28%	-	14%	32%	*	28%	-	-	-	-	-
	Female	41%	38%	**14%**	-	11%	*	-	-	-	-	14%	-	*	16%	29%	-	14%	-	-	-	-
Grade 4																						
Reading	All Students	53%	51%	**17%**	*	12%	40%	*	-	-	*	17%	-	6%	24%	0%	19%	15%	-	-	-	*
	CWD	26%	23%	**6%**	-	0%	*	-	-	-	*	6%	-	6%	-	*	8%	0%	-	-	-	-
	CWOD	60%	58%	**24%**	*	20%	*	*	-	-	*	24%	-	-	24%	*	26%	20%	-	-	-	*
	EL	40%	38%	**0%**	-	0%	-	-	-	-	-	0%	-	*	*	0%	0%	-	-	-	-	-
	Male	50%	47%	**19%**	-	13%	40%	*	-	-	*	19%	-	8%	26%	0%	19%	-	-	-	-	*
	Female	57%	55%	**15%**	*	12%	-	-	-	-	-	15%	-	0%	20%	-	-	15%	-	-	-	-
Mathematics	All Students	46%	42%	**8%**	*	2%	40%	*	-	-	*	8%	-	6%	9%	0%	9%	5%	-	-	-	*
	CWD	25%	23%	**6%**	-	0%	*	-	-	-	*	6%	-	6%	-	*	8%	0%	-	-	-	-
	CWOD	51%	48%	**9%**	*	4%	*	*	-	-	*	9%	-	-	9%	*	11%	7%	-	-	-	*
	EL	37%	36%	**0%**	-	0%	-	-	-	-	-	0%	-	*	*	0%	0%	-	-	-	-	-
	Male	50%	46%	**9%**	-	4%	40%	*	-	-	*	9%	-	8%	11%	0%	9%	-	-	-	-	*
	Female	42%	38%	**5%**	*	0%	-	-	-	-	-	5%	-	0%	7%	-	-	5%	-	-	-	-
Grade 5																						
Reading	All Students	57%	55%	**38%**	-	37%	*	-	-	-	*	38%	-	8%	44%	23%	38%	37%	-	-	-	*
	CWD	26%	24%	**8%**	-	0%	*	-	-	-	*	8%	-	8%	-	*	0%	17%	-	-	-	*
	CWOD	65%	64%	**44%**	-	43%	*	-	-	-	-	44%	-	-	44%	27%	46%	42%	-	-	-	-
	EL	41%	40%	**23%**	-	23%	-	-	-	-	-	23%	-	*	27%	23%	17%	29%	-	-	-	-
	Male	53%	51%	**38%**	-	39%	*	-	-	-	-	38%	-	0%	46%	17%	38%	-	-	-	-	*
	Female	61%	59%	**37%**	-	33%	*	-	-	-	*	37%	-	17%	42%	29%	-	37%	-	-	-	*
Mathematics	All Students	46%	44%	**27%**	-	27%	*	-	-	-	*	27%	-	17%	29%	31%	32%	20%	-	-	-	*
	CWD	23%	22%	**17%**	-	22%	*	-	-	-	*	17%	-	17%	-	*	17%	17%	-	-	-	*
	CWOD	52%	50%	**29%**	-	27%	*	-	-	-	-	29%	-	-	29%	27%	36%	21%	-	-	-	-
	EL	36%	35%	**31%**	-	31%	-	-	-	-	-	31%	-	*	27%	31%	33%	29%	-	-	-	-
	Male	48%	46%	**32%**	-	33%	*	-	-	-	-	32%	-	17%	36%	33%	32%	-	-	-	-	*
	Female	44%	42%	**20%**	-	19%	*	-	-	-	*	20%	-	17%	21%	29%	-	20%	-	-	-	*

		State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	30%	27%	**36%**	-	33%	*	-	-	-	*	36%	-	25%	38%	0%	41%	30%	-	-	-	*
	CWD	17%	16%	**25%**	-	11%	*	-	-	-	*	25%	-	25%	-	*	33%	17%	-	-	-	*
	CWOD	33%	30%	**38%**	-	37%	*	-	-	-	-	38%	-	-	38%	0%	43%	33%	-	-	-	-
	EL	16%	15%	**0%**	-	0%	-	-	-	-	-	0%	-	*	0%	0%	0%	0%	-	-	-	-
	Male	33%	29%	**41%**	-	39%	*	-	-	-	-	41%	-	33%	43%	0%	41%	-	-	-	-	*
	Female	27%	24%	**30%**	-	26%	*	-	-	-	*	30%	-	17%	33%	0%	-	30%	-	-	-	*
Grade 6																						
Reading	All Students	55%	53%	**37%**	*	36%	*	-	-	-	*	38%	*	0%	48%	0%	53%	25%	-	-	-	-
	CWD	24%	22%	**0%**	-	0%	*	-	-	-	*	0%	-	0%	-	-	0%	0%	-	-	-	-
	CWOD	62%	60%	**48%**	*	46%	*	-	-	-	*	50%	*	-	48%	0%	75%	32%	-	-	-	-
	EL	30%	27%	**0%**	-	0%	-	-	-	-	-	0%	*	-	0%	0%	*	0%	-	-	-	-
	Male	50%	48%	**53%**	*	58%	*	-	-	-	*	53%	-	0%	75%	*	53%	-	-	-	-	-
	Female	59%	58%	**25%**	*	24%	*	-	-	-	*	26%	*	0%	32%	0%	-	25%	-	-	-	-
Mathematics	All Students	38%	35%	**15%**	*	12%	*	-	-	-	*	15%	*	0%	19%	0%	35%	0%	-	-	-	-
	CWD	19%	16%	**0%**	-	0%	*	-	-	-	*	0%	-	0%	-	-	0%	0%	-	-	-	-
	CWOD	43%	39%	**19%**	*	15%	*	-	-	-	*	20%	*	-	19%	0%	50%	0%	-	-	-	-
	EL	22%	20%	**0%**	-	0%	-	-	-	-	-	0%	*	-	0%	0%	*	0%	-	-	-	-
	Male	41%	37%	**35%**	*	33%	*	-	-	-	*	35%	-	0%	50%	*	35%	-	-	-	-	-
	Female	36%	32%	**0%**	*	0%	*	-	-	-	*	0%	*	0%	0%	0%	-	0%	-	-	-	-
Grade 7																						
Reading	All Students	52%	50%	**17%**	*	16%	*	-	-	-	*	15%	*	9%	21%	14%	6%	28%	-	-	-	-
	CWD	21%	20%	**9%**	-	9%	-	-	-	-	-	9%	-	9%	-	-	14%	*	-	-	-	-
	CWOD	58%	57%	**21%**	*	19%	*	-	-	-	*	18%	*	-	21%	14%	0%	36%	-	-	-	-
	EL	30%	25%	**14%**	-	14%	-	-	-	-	-	14%	-	-	14%	14%	*	*	-	-	-	-
	Male	47%	45%	**6%**	-	6%	*	-	-	-	-	6%	-	14%	0%	*	6%	-	-	-	-	-
	Female	58%	56%	**28%**	*	25%	-	-	-	-	*	25%	*	*	36%	*	-	28%	-	-	-	-
Mathematics	All Students	32%	26%	**11%**	*	13%	*	-	-	-	*	9%	*	9%	13%	0%	6%	17%	-	-	-	-
	CWD	17%	16%	**9%**	-	9%	-	-	-	-	-	9%	-	9%	-	-	14%	*	-	-	-	-
	CWOD	36%	29%	**13%**	*	14%	*	-	-	-	*	9%	*	-	13%	0%	0%	21%	-	-	-	-
	EL	19%	14%	**0%**	-	0%	-	-	-	-	-	0%	-	-	0%	0%	*	*	-	-	-	-
	Male	35%	28%	**6%**	-	6%	*	-	-	-	-	6%	-	14%	0%	*	6%	-	-	-	-	-
	Female	30%	23%	**17%**	*	19%	-	-	-	-	*	13%	*	*	21%	*	-	17%	-	-	-	-
Grade 8																						
Reading	All Students	57%	55%	**28%**	-	29%	*	-	-	-	-	28%	-	*	27%	*	17%	33%	-	*	-	*
	CWD	23%	22%	*****	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	*
	CWOD	63%	61%	**27%**	-	29%	*	-	-	-	-	27%	-	-	27%	*	20%	30%	-	*	-	-
	EL	32%	27%	*****	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	51%	49%	**17%**	-	20%	*	-	-	-	-	17%	-	*	20%	-	17%	-	-	-	-	-
	Female	63%	61%	**33%**	-	33%	-	-	-	-	-	33%	-	*	30%	*	-	33%	-	*	-	*

		State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	45%	43%	**6%**	-	6%	*	-	-	-	-	6%	-	*	7%	*	0%	9%	-	-	-	*
	CWD	22%	21%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	*
	CWOD	50%	47%	**7%**	-	8%	*	-	-	-	-	7%	-	-	7%	*	0%	11%	-	-	-	-
	EL	30%	24%	*	-	*	-	-	-	-	-	*	-	*	*	*	-	*	-	-	-	-
	Male	45%	43%	**0%**	-	0%	*	-	-	-	-	0%	-	*	0%	-	0%	-	-	-	-	-
	Female	46%	42%	**9%**	-	9%	-	-	-	-	-	9%	-	*	11%	*	-	9%	-	-	-	*
Science	All Students	47%	46%	**17%**	-	12%	*	-	-	-	-	17%	-	*	20%	*	33%	8%	-	-	*	*
	CWD	22%	22%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	*
	CWOD	51%	51%	**20%**	-	14%	*	-	-	-	-	20%	-	-	20%	*	40%	10%	-	-	*	-
	EL	25%	23%	*	-	*	-	-	-	-	-	*	-	*	*	*	-	*	-	-	-	-
	Male	49%	49%	**33%**	-	20%	*	-	-	-	-	33%	-	*	40%	-	33%	-	-	-	-	-
	Female	45%	44%	**8%**	-	8%	-	-	-	-	-	8%	-	*	10%	*	-	8%	-	-	*	*
End of Course																						
English I	All Students	47%	46%	**14%**	*	*	*	-	-	-	-	14%	-	*	17%	*	*	*	-	-	-	-
	CWD	18%	16%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	53%	52%	**17%**	*	*	*	-	-	-	-	17%	-	-	17%	*	*	*	-	-	*	-
	EL	23%	19%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-	-
	Male	42%	40%	*	*	*	*	-	-	-	-	*	-	*	*	*	*	-	-	-	-	-
	Female	54%	53%	*	-	*	*	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
Algebra I	All Students	43%	38%	**0%**	*	0%	*	-	-	-	-	0%	-	*	0%	*	*	*	-	-	*	-
	CWD	19%	16%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	47%	42%	**0%**	*	*	*	-	-	-	-	0%	-	-	0%	*	*	*	-	-	*	-
	EL	30%	23%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-	-
	Male	42%	37%	*	*	*	*	-	-	-	-	*	-	*	*	*	*	-	-	-	-	-
	Female	45%	40%	*	-	*	*	-	-	-	-	*	-	-	*	-	-	*	-	-	*	-
Biology	All Students	59%	60%	**43%**	*	*	*	-	-	-	-	43%	-	*	50%	*	*	*	-	-	-	-
	CWD	30%	29%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	64%	66%	**50%**	*	*	*	-	-	-	-	50%	-	-	50%	*	*	*	-	-	*	-
	EL	35%	34%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-	-
	Male	58%	59%	*	*	*	*	-	-	-	-	*	-	*	*	*	*	-	-	-	-	-
	Female	61%	61%	*	-	*	*	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	22%	20%	**7%**	-	7%	*	-	-	-	*	7%	-	0%	8%	0%	6%	7%	-	-	-	-
	CWD	7%	6%	**0%**	-	0%	-	-	-	-	*	0%	-	0%	-	*	0%	*	-	-	-	-
	CWOD	26%	24%	**8%**	-	9%	*	-	-	-	-	8%	-	-	8%	0%	8%	8%	-	-	-	-
	EL	13%	13%	**0%**	-	0%	-	-	-	-	-	0%	-	*	0%	0%	*	0%	-	-	-	-
	Male	20%	18%	**6%**	-	7%	*	-	-	-	*	6%	-	0%	8%	*	6%	-	-	-	-	-
	Female	24%	22%	**7%**	-	7%	*	-	-	-	-	7%	-	*	8%	0%	-	7%	-	-	-	-

		State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	19%	17%	**3%**	-	4%	*	-	-	-	*	3%	-	0%	4%	0%	6%	0%	-	-	-	-
	CWD	8%	7%	**0%**	-	0%	-	-	-	-	*	0%	-	0%	-	*	0%	*	-	-	-	-
	CWOD	22%	20%	**4%**	-	4%	*	-	-	-	-	4%	-	-	4%	0%	8%	0%	-	-	-	-
	EL	12%	12%	**0%**	-	0%	-	-	-	-	-	0%	-	*	0%	0%	*	0%	-	-	-	-
	Male	22%	20%	**6%**	-	7%	*	-	-	-	*	6%	-	0%	8%	*	6%	-	-	-	-	-
	Female	15%	13%	**0%**	-	0%	*	-	-	-	-	0%	-	*	0%	0%	-	0%	-	-	-	-
Grade 4																						
Reading	All Students	23%	21%	**2%**	*	0%	0%	*	-	-	*	2%	-	0%	3%	0%	0%	5%	-	-	-	*
	CWD	6%	5%	**0%**	-	0%	*	-	-	-	*	0%	-	0%	-	*	0%	0%	-	-	-	*
	CWOD	28%	25%	**3%**	*	0%	*	*	-	-	*	3%	-	-	3%	*	0%	7%	-	-	-	*
	EL	13%	13%	**0%**	-	0%	-	-	-	-	-	0%	-	*	*	0%	0%	-	-	-	-	-
	Male	20%	18%	**0%**	-	0%	0%	*	-	-	*	0%	-	0%	0%	0%	0%	-	-	-	-	*
	Female	26%	24%	**5%**	*	0%	-	-	-	-	-	5%	-	0%	7%	-	-	5%	-	-	-	-
Mathematics	All Students	23%	20%	**6%**	*	2%	20%	*	-	-	*	6%	-	0%	9%	0%	6%	5%	-	-	-	*
	CWD	9%	7%	**0%**	-	0%	*	-	-	-	*	0%	-	0%	-	*	0%	0%	-	-	-	-
	CWOD	27%	24%	**9%**	*	4%	*	*	-	-	*	9%	-	-	9%	*	11%	7%	-	-	-	*
	EL	16%	14%	**0%**	-	0%	-	-	-	-	-	0%	-	*	*	0%	0%	-	-	-	-	-
	Male	27%	24%	**6%**	-	4%	20%	*	-	-	*	6%	-	0%	11%	0%	6%	-	-	-	-	*
	Female	19%	16%	**5%**	*	0%	-	-	-	-	-	5%	-	0%	7%	-	-	5%	-	-	-	-
Grade 5																						
Reading	All Students	29%	26%	**8%**	-	8%	*	-	-	-	*	8%	-	0%	10%	8%	9%	7%	-	-	-	*
	CWD	7%	6%	**0%**	-	0%	*	-	-	-	*	0%	-	0%	-	*	0%	0%	-	-	-	*
	CWOD	35%	32%	**10%**	-	10%	*	-	-	-	-	10%	-	-	10%	9%	11%	8%	-	-	-	-
	EL	15%	14%	**8%**	-	8%	-	-	-	-	-	8%	-	*	9%	8%	0%	14%	-	-	-	-
	Male	26%	23%	**9%**	-	9%	*	-	-	-	-	9%	-	0%	11%	0%	9%	-	-	-	-	*
	Female	32%	29%	**7%**	-	7%	*	-	-	-	*	7%	-	0%	8%	14%	-	7%	-	-	-	*
Mathematics	All Students	21%	19%	**8%**	-	8%	*	-	-	-	*	8%	-	8%	8%	8%	12%	3%	-	-	-	*
	CWD	7%	7%	**8%**	-	11%	*	-	-	-	*	8%	-	8%	-	*	17%	0%	-	-	-	*
	CWOD	25%	23%	**8%**	-	8%	*	-	-	-	-	8%	-	-	8%	9%	11%	4%	-	-	-	-
	EL	13%	12%	**8%**	-	8%	-	-	-	-	-	8%	-	*	9%	8%	17%	0%	-	-	-	-
	Male	24%	22%	**12%**	-	12%	*	-	-	-	-	12%	-	17%	11%	17%	12%	-	-	-	-	*
	Female	19%	17%	**3%**	-	4%	*	-	-	-	*	3%	-	0%	4%	0%	-	3%	-	-	-	*
Science	All Students	12%	10%	**9%**	-	10%	*	-	-	-	*	9%	-	0%	12%	0%	12%	7%	-	-	-	*
	CWD	5%	5%	**0%**	-	0%	*	-	-	-	*	0%	-	0%	-	*	0%	0%	-	-	-	*
	CWOD	14%	11%	**12%**	-	12%	*	-	-	-	-	12%	-	-	12%	0%	14%	8%	-	-	-	-
	EL	4%	4%	**0%**	-	0%	-	-	-	-	-	0%	-	*	0%	0%	0%	0%	-	-	-	-
	Male	13%	11%	**12%**	-	12%	*	-	-	-	-	12%	-	0%	14%	0%	12%	-	-	-	-	*
	Female	11%	9%	**7%**	-	7%	*	-	-	-	*	7%	-	0%	8%	0%	-	7%	-	-	-	*
Grade 6																						

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

		State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	18%	17%	**0%**	-	0%	*	-	-	-	-	0%	-	*	0%	*	0%	0%	-	*	-	*
	CWD	6%	5%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	*
	CWOD	20%	19%	**0%**	-	0%	*	-	-	-	-	0%	-	-	0%	*	0%	0%	-	*	-	-
	EL	5%	5%	*	-	*	-	-	-	-	-	*	-	*	*	*	-	*	-	-	-	-
	Male	20%	19%	**0%**	-	0%	*	-	-	-	-	0%	-	*	0%	-	0%	-	-	-	-	-
	Female	16%	15%	**0%**	-	0%	-	-	-	-	-	0%	-	*	0%	*	-	0%	-	*	-	*
End of Course																						
English I	All Students	14%	13%	**0%**	*	*	*	-	-	-	-	0%	-	*	0%	*	*	*	-	-	-	-
	CWD	4%	3%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	16%	14%	**0%**	*	*	*	-	-	-	-	0%	-	-	0%	*	*	*	-	-	-	-
	EL	2%	2%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-	-
	Male	11%	10%	*	*	*	*	-	-	-	-	*	-	*	*	*	*	-	-	-	-	-
	Female	17%	16%	*	-	*	*	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
Algebra I	All Students	26%	21%	**0%**	*	0%	*	-	-	-	-	0%	-	*	0%	*	*	*	-	*	-	-
	CWD	8%	6%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	CWOD	29%	24%	**0%**	*	*	*	-	-	-	-	0%	-	-	0%	*	*	*	-	*	-	-
	EL	14%	10%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-	-
	Male	25%	20%	*	*	*	*	-	-	-	-	*	-	*	*	*	*	-	-	-	-	-
	Female	27%	21%	*	-	*	*	-	-	-	-	*	-	-	*	-	-	*	-	*	-	-
Biology	All Students	20%	19%	**0%**	*	*	*	-	-	-	-	0%	-	*	0%	*	*	*	-	-	-	-
	CWD	6%	6%	*	-	*	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-	-
	CWOD	22%	22%	**0%**	*	*	*	-	-	-	-	0%	-	-	0%	*	*	*	-	-	-	-
	EL	6%	6%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-	-
	Male	20%	20%	*	*	*	*	-	-	-	-	*	-	*	*	*	*	-	-	-	-	-
	Female	19%	19%	*	-	*	*	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	72%	**51%**	73%	50%	63%	*	-	-	67%	51%	50%	24%	59%	38%	55%	47%	-	*	-	82%
	CWD	46%	45%	**24%**	-	20%	40%	-	-	-	67%	24%	-	24%	-	24%	26%	22%	-	-	-	78%
	CWOD	79%	78%	**59%**	73%	58%	70%	*	-	-	67%	59%	50%	-	59%	41%	66%	53%	-	*	-	*
	EL	59%	56%	**38%**	-	38%	*	-	-	-	-	39%	*	24%	41%	38%	40%	37%	-	-	-	-
	Male	71%	70%	**55%**	60%	54%	61%	*	-	-	75%	55%	-	26%	66%	40%	55%	-	-	-	-	60%
	Female	75%	73%	**47%**	83%	45%	67%	-	-	-	57%	47%	50%	22%	53%	37%	-	47%	-	*	-	100%
Reading	All Students	74%	73%	**56%**	80%	54%	61%	*	-	-	86%	56%	*	26%	65%	41%	54%	58%	-	*	-	*
	CWD	45%	44%	**26%**	-	23%	*	-	-	-	*	26%	-	26%	-	29%	30%	19%	-	-	-	*
	CWOD	80%	80%	**65%**	80%	64%	67%	*	-	-	*	65%	*	-	65%	44%	63%	67%	-	*	-	*
	EL	57%	53%	**41%**	-	43%	*	-	-	-	-	42%	*	29%	44%	41%	33%	46%	-	-	-	-
	Male	70%	69%	**54%**	*	52%	54%	*	-	-	*	54%	-	30%	63%	33%	54%	-	-	-	-	*
	Female	79%	78%	**58%**	*	57%	67%	-	-	-	*	58%	*	19%	67%	46%	-	58%	-	*	-	*

		State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	70%	68%	**41%**	60%	40%	53%	*	-	-	43%	41%	*	17%	49%	30%	50%	32%	-	*	-	*
	CWD	45%	43%	**17%**	-	14%	*	-	-	-	*	17%	-	17%	-	14%	18%	15%	-	-	-	*
	CWOD	76%	74%	**49%**	60%	48%	60%	*	-	-	*	49%	*	-	49%	33%	63%	35%	-	*	-	*
	EL	60%	57%	**30%**	-	27%	*	-	-	-	-	31%	*	14%	33%	30%	33%	29%	-	-	-	-
	Male	71%	69%	**50%**	*	50%	54%	*	-	-	*	50%	-	18%	63%	33%	50%	-	-	-	-	*
	Female	70%	67%	**32%**	*	30%	50%	-	-	-	*	32%	*	15%	35%	29%	-	32%	-	*	-	*
Science	All Students	76%	75%	**67%**	*	64%	100%	-	-	-	*	67%	-	50%	71%	50%	75%	60%	-	*	-	*
	CWD	52%	52%	**50%**	-	38%	*	-	-	-	*	50%	-	50%	-	*	50%	50%	-	-	-	*
	CWOD	81%	80%	**71%**	*	69%	*	-	-	-	-	71%	-	-	71%	53%	81%	62%	-	*	-	*
	EL	63%	60%	**50%**	-	50%	-	-	-	-	-	50%	-	*	53%	50%	71%	36%	-	-	-	-
	Male	77%	76%	**75%**	*	73%	*	-	-	-	-	75%	-	50%	81%	71%	75%	-	-	-	-	*
	Female	76%	75%	**60%**	-	56%	*	-	-	-	*	60%	-	50%	62%	36%	-	60%	-	*	-	*

STAAR Percent at Meets Grade Level or Above

All Grades

		State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Subjects	All Students	48%	46%	**23%**	55%	21%	33%	*	-	-	27%	23%	33%	8%	27%	11%	26%	19%	-	*	-	55%
	CWD	23%	21%	**8%**	-	6%	30%	-	-	-	22%	8%	-	8%	-	6%	9%	7%	-	-	-	44%
	CWOD	53%	51%	**27%**	55%	26%	33%	*	-	-	33%	27%	33%	-	27%	12%	32%	22%	-	*	-	*
	EL	30%	27%	**11%**	-	11%	*	-	-	-	-	11%	*	6%	12%	11%	12%	10%	-	-	-	-
	Male	47%	45%	**26%**	40%	25%	32%	*	-	-	25%	26%	-	9%	32%	12%	26%	-	-	-	-	60%
	Female	49%	47%	**19%**	67%	18%	33%	-	-	-	29%	19%	33%	7%	22%	10%	-	19%	-	*	-	50%
Reading	All Students	53%	51%	**26%**	80%	25%	28%	*	-	-	29%	26%	*	6%	32%	11%	27%	25%	-	*	-	*
	CWD	23%	21%	**6%**	-	4%	*	-	-	-	*	6%	-	6%	-	0%	5%	8%	-	-	-	*
	CWOD	59%	58%	**32%**	80%	31%	27%	*	-	-	*	32%	*	-	32%	13%	36%	29%	-	*	-	*
	EL	31%	28%	**11%**	-	11%	*	-	-	-	-	11%	*	0%	13%	11%	11%	11%	-	-	-	-
	Male	48%	46%	**27%**	*	26%	23%	*	-	-	*	27%	-	5%	36%	11%	27%	-	-	-	-	*
	Female	58%	56%	**25%**	*	23%	33%	-	-	-	*	25%	*	8%	29%	11%	-	25%	-	*	-	*
Mathematics	All Students	43%	40%	**16%**	40%	15%	26%	*	-	-	14%	16%	*	8%	19%	15%	21%	11%	-	*	-	*
	CWD	22%	20%	**8%**	-	7%	*	-	-	-	*	8%	-	8%	-	14%	10%	4%	-	-	-	*
	CWOD	48%	44%	**19%**	40%	18%	27%	*	-	-	*	19%	*	-	19%	15%	25%	13%	-	*	-	*
	EL	30%	27%	**15%**	-	16%	*	-	-	-	-	16%	*	14%	15%	15%	17%	14%	-	-	-	-
	Male	45%	41%	**21%**	*	21%	23%	*	-	-	*	21%	-	10%	25%	17%	21%	-	-	-	-	*
	Female	42%	37%	**11%**	*	10%	33%	-	-	-	*	11%	*	4%	13%	14%	-	11%	-	*	-	*
Science	All Students	46%	45%	**33%**	*	30%	67%	-	-	-	*	33%	-	19%	36%	0%	39%	27%	-	*	-	*
	CWD	22%	22%	**19%**	-	8%	*	-	-	-	*	19%	-	19%	-	*	25%	13%	-	-	-	*
	CWOD	50%	50%	**36%**	*	34%	*	-	-	-	-	36%	-	-	36%	0%	42%	30%	-	*	-	*
	EL	26%	24%	**0%**	-	0%	-	-	-	-	-	0%	-	*	0%	0%	0%	0%	-	-	-	-
	Male	47%	46%	**39%**	*	35%	*	-	-	-	*	39%	-	25%	42%	0%	39%	-	-	-	-	*
	Female	45%	44%	**27%**	-	24%	*	-	-	-	*	27%	-	13%	30%	0%	-	27%	-	*	-	*

STAAR Percent at Masters Grade Level

All Grades

Texas Education Agency
2025 Federal Report Card
ROYAL PUBLIC SCHOOLS (015842) - BEXAR COUNTY

		State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Subjects	All Students	20%	18%	**6%**	27%	5%	2%	*	-	-	13%	5%	17%	1%	7%	3%	7%	4%	-	*	-	9%
	CWD	6%	6%	**1%**	-	1%	0%	-	-	-	0%	1%	-	1%	-	0%	1%	0%	-	-	-	0%
	CWOD	23%	21%	**7%**	27%	7%	3%	*	-	-	33%	7%	17%	-	7%	3%	9%	5%	-	*	-	*
	EL	9%	8%	**3%**	-	3%	*	-	-	-	-	3%	*	0%	3%	3%	2%	3%	-	-	-	-
	Male	20%	17%	**7%**	20%	6%	4%	*	-	-	25%	7%	-	1%	9%	2%	7%	-	-	-	-	20%
	Female	21%	18%	**4%**	33%	4%	0%	-	-	-	0%	4%	17%	0%	5%	3%	-	4%	-	*	-	0%
Reading	All Students	22%	20%	**7%**	40%	7%	0%	*	-	-	14%	7%	*	0%	9%	4%	6%	7%	-	*	-	*
	CWD	6%	5%	**0%**	-	0%	*	-	-	-	*	0%	-	0%	-	0%	0%	0%	-	-	-	*
	CWOD	25%	23%	**9%**	40%	9%	0%	*	-	-	*	9%	*	-	9%	5%	9%	9%	-	*	-	*
	EL	8%	8%	**4%**	-	5%	*	-	-	-	-	4%	*	0%	5%	4%	0%	7%	-	-	-	-
	Male	19%	17%	**6%**	*	6%	0%	*	-	-	*	6%	-	0%	9%	0%	6%	-	-	-	-	*
	Female	25%	23%	**7%**	*	7%	0%	-	-	-	*	7%	*	0%	9%	7%	-	7%	-	*	-	*
Mathematics	All Students	19%	16%	**4%**	20%	3%	5%	*	-	-	14%	4%	*	2%	5%	2%	6%	1%	-	*	-	*
	CWD	7%	6%	**2%**	-	2%	*	-	-	-	*	2%	-	2%	-	0%	3%	0%	-	-	-	*
	CWOD	22%	19%	**5%**	20%	4%	7%	*	-	-	*	5%	*	-	5%	3%	8%	2%	-	*	-	*
	EL	11%	9%	**2%**	-	2%	*	-	-	-	-	2%	*	0%	3%	2%	6%	0%	-	-	-	-
	Male	21%	18%	**6%**	*	6%	8%	*	-	-	*	6%	-	3%	8%	6%	6%	-	-	-	-	*
	Female	18%	14%	**1%**	*	1%	0%	-	-	-	*	2%	*	0%	2%	0%	-	1%	-	*	-	*
Science	All Students	17%	16%	**7%**	*	7%	0%	-	-	-	*	7%	-	0%	8%	0%	9%	4%	-	*	-	*
	CWD	5%	5%	**0%**	-	0%	*	-	-	-	*	0%	-	0%	-	*	0%	0%	-	-	-	*
	CWOD	19%	18%	**8%**	*	9%	*	-	-	-	-	8%	-	-	8%	0%	11%	5%	-	*	-	-
	EL	5%	5%	**0%**	-	0%	-	-	-	-	-	0%	-	*	0%	0%	0%	0%	-	-	-	-
	Male	18%	17%	**9%**	*	10%	*	-	-	-	-	9%	-	0%	11%	0%	9%	-	-	-	-	*
	Female	15%	14%	**4%**	-	5%	*	-	-	-	*	4%	-	0%	5%	0%	-	4%	-	*	-	*

\- Indicates there are no students in the group.

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2024-25 school year. These results nclude all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	58	*	58	38	*	-	-	*	58	42	53
CWD	42	-	42	*	-	-	-	*	42	42	*
CWOD	64	*	65	44	*	-	-	*	64	-	49
EL ✧	53	-	57	*	-	-	-	-	53	*	53
Male	56	*	57	39	*	-	-	*	56	36	42
Female	60	*	59	*	-	-	-	*	59	52	61
Mathematics											
All Students	54	*	51	73	*	-	-	*	54	43	52
CWD	43	-	37	*	-	-	-	*	43	43	*
CWOD	59	*	57	84	*	-	-	*	59	-	54
EL ✧	52	-	49	*	-	-	-	-	52	*	52
Male	59	*	56	75	*	-	-	*	59	43	69
Female	50	*	46	*	-	-	-	*	49	43	40

- Indicates there are no students in the group.

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

Part (iii)(II): Graduation Rate

This section provides information on high school six-year graduation rates for the class of 2022

The six-year graduation rates for the class of 2023 will be updated in March, 2026.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL✧	Homeless ✧	Foster Care ✧
Federal Graduation Rates													
6-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2022													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL ✧	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

✧ Ever in grades 9-12.

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2025 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
74	7	9%

- 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	27	52	25	33	*	-	-	36	26	11	17
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2023-2027)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N		N	N					N	N	N
Interim Goals (2028-2032)	53%	43%	48%	67%	53%	78%	54%	63%	44%	33%	41%
Target Met	N		N	N					N	N	N
Interim Goals (2033-2037)	62%	54%	59%	74%	63%	82%	63%	70%	55%	47%	53%
Target Met	N		N	N					N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N	N					N	N	N
Mathematics											
Interim Goals (2023-2027)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N		N	N					N	N	N
Interim Goals (2028-2032)	55%	43%	50%	66%	54%	85%	58%	62%	47%	36%	50%
Target Met	N		N	N					N	N	N
Interim Goals (2033-2037)	64%	55%	60%	73%	63%	88%	66%	70%	58%	49%	60%
Target Met	N		N	N					N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N	N					N	N	N
English Learner Language Proficiency Status											
Interim Goals (2023-2027)											44%
Target Met											N
Interim Goals (2028-2032)											46%
Target Met											N
Interim Goals (2033-2037)											48%
Target Met											N
Long-Term Goals											50%
Target Met											N
Federal Graduation Status											
Interim Goals (2023-2027)	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80%
Target Met											

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

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

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

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2024-25 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																	
All Subjects	All Students	**100%**	100%	100%	98%	*	-	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	**100%**	-	100%	100%	-	-	-	100%	100%	-	100%	-	100%	100%	100%	-
	CWOD	**100%**	100%	100%	97%	*	-	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	**100%**	-	100%	*	-	-	-	-	100%	*	100%	100%	100%	100%	100%	-
	Male	**100%**	100%	100%	97%	*	-	-	100%	100%	-	100%	100%	100%	100%	-	-
	Female	**100%**	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	-	100%	-
Reading	All Students	**100%**	100%	100%	95%	*	-	-	100%	100%	*	100%	100%	100%	99%	100%	-
	CWD	**100%**	-	100%	*	-	-	-	*	100%	-	100%	-	100%	100%	100%	-
	CWOD	**100%**	100%	100%	93%	*	-	-	*	100%	*	-	100%	100%	99%	100%	-
	EL	**100%**	-	100%	*	-	-	-	-	100%	*	100%	100%	100%	100%	100%	-
	Male	**99%**	*	100%	92%	*	-	-	*	99%	-	100%	99%	100%	99%	-	-
	Female	**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%	-
	CWOD	**100%**	100%	100%	100%	*	-	-	*	100%	*	-	100%	100%	100%	100%	-
	EL	**100%**	-	100%	*	-	-	-	-	100%	*	100%	100%	100%	100%	100%	-
	Male	**100%**	*	100%	100%	*	-	-	*	100%	-	100%	100%	100%	100%	-	-
	Female	**100%**	*	100%	100%	-	-	-	*	100%	*	100%	100%	100%	-	100%	-
Science	All Students	**100%**	*	100%	100%	-	-	-	*	100%	-	100%	100%	100%	100%	100%	-
	CWD	**100%**	-	100%	*	-	-	-	*	100%	-	100%	-	*	100%	100%	-
	CWOD	**100%**	*	100%	*	-	-	-	-	100%	-	-	100%	100%	100%	100%	-
	EL	**100%**	-	100%	-	-	-	-	-	100%	-	*	100%	100%	100%	100%	-
	Male	**100%**	*	100%	*	-	-	-	-	100%	-	100%	100%	100%	100%	-	-
	Female	**100%**	-	100%	*	-	-	-	*	100%	-	100%	100%	100%	-	100%	-
SAT/ACT All Subjects	All Students	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	

		District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All Students	**0%**	0%	0%	2%	*	-	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	**0%**	-	0%	0%	-	-	-	0%	0%	-	0%	-	0%	0%	0%	-
	CWOD	**0%**	0%	0%	3%	*	-	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-
	Male	**0%**	0%	0%	3%	*	-	-	0%	0%	-	0%	0%	0%	0%	-	-
	Female	**0%**	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	**0%**	0%	0%	5%	*	-	-	0%	0%	*	0%	0%	0%	1%	0%	-
	CWD	**0%**	-	0%	*	-	-	-	*	0%	-	0%	-	0%	0%	0%	-
	CWOD	**0%**	0%	0%	7%	*	-	-	*	0%	*	-	0%	0%	1%	0%	-
	EL	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-
	Male	**1%**	*	0%	8%	*	-	-	*	1%	-	0%	1%	0%	1%	-	-
	Female	**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%	-
	CWOD	**0%**	0%	0%	0%	*	-	-	*	0%	*	-	0%	0%	0%	0%	-
	EL	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-
	Male	**0%**	*	0%	0%	*	-	-	*	0%	-	0%	0%	0%	0%	-	-
	Female	**0%**	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	-	0%	-
Science	All Students	**0%**	*	0%	0%	-	-	-	*	0%	-	0%	0%	0%	0%	0%	-
	CWD	**0%**	-	0%	*	-	-	-	*	0%	-	0%	-	*	0%	0%	-
	CWOD	**0%**	*	0%	*	-	-	-	-	0%	-	-	0%	0%	0%	0%	-
	EL	**0%**	-	0%	-	-	-	-	-	0%	-	*	0%	0%	0%	0%	-
	Male	**0%**	*	0%	*	-	-	-	-	0%	-	0%	0%	0%	0%	-	-
	Female	**0%**	-	0%	*	-	-	-	*	0%	-	0%	0%	0%	-	0%	-
SAT/ACT All Subjects	All Students	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2021-22 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner). Note: Chronic absenteeism figures are based on the 2020-21 CRDC surveys and will be updated as new data becomes available.

Campus Level of School Quality, Climate, and Safety

Part (viii)(II) This section provides information from the 2021-22 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

Campus Level of Preschool Programs and Accelerated Coursework

Part (ix): Teacher Quality Data

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

	All School		High-Poverty Schools		Low-Poverty Schools	
	Number	Percent	Number	Percent	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	18.8	54.2%				
Teachers Teaching with Emergency or Provisional Credentials	2.0	6.5%				
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-				

- Indicates there are no data available in the group.

Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year (2023-24).

Per-pupil Expenditure for the 2025 fiscal year will be updated by June 30th, 2026.

	Enrollment	State & Local and Federal Total	State & Local Site	State & Local District Allocation	State & Local Total	Federal Site	Federal District Allocation	Federal Total
Business/central/other support services		$1,331	$298	$1,032	$1,330		$1	$1
Food services		$987	$26		$26	$929	$31	$960
Instruction		$8,250	$6,204		$6,204	$1,792	$254	$2,046
Support services, general administration		$705		$705	$705			
Support services, instructional staff		$654	$259		$259	$387	$9	$395
Support services, operation and maintenance of plant		$1,921	$1,298	$625	$1,923	$-12	$10	$-2
Support services, pupils		$618	$490		$490		$128	$128
Support services, school administration		$970	$739		$739	$231		$231
Support services, student transportation		$383	$61	$-26	$35	$316	$32	$348
Total	**343**	**$15,819**	**$9,375**	**$2,336**	**$11,711**	**$3,643**	**$465**	**$4,108**

Campus Level PPE Summary Report

Note: Downloadable PDF and Excel files are available.

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

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

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2024-25 school year.

	State Number of ALT2	State Rate of ALT2	Region 20 Number of ALT2	Region 20 Rate of ALT2	District Number of ALT2	District Rate of ALT2
Grade 3						
Reading	7,517	2%	794	2%	-	-
Mathematics	7,510	2%	795	2%	-	-
Grade 4						
Reading	6,669	2%	633	2%	*	2%
Mathematics	6,666	2%	633	2%	*	2%
Grade 5						
Reading	6,321	2%	651	2%	-	-
Mathematics	6,324	2%	652	2%	-	-
Science	6,315	2%	649	2%	-	-
Grade 6						
Reading	5,876	1%	550	1%	-	-
Mathematics	5,877	1%	551	1%	-	-
Grade 7						
Reading	5,387	1%	547	1%	*	3%
Mathematics	5,385	2%	547	2%	*	3%
Grade 8						
Reading	4,906	1%	483	1%	-	-
Mathematics	4,907	1%	482	1%	-	-
Science	4,904	1%	483	1%	-	-
End of Course						
English I	4,932	1%	463	1%	-	-
English II	4,732	1%	497	1%	-	-
Algebra I	4,932	1%	459	1%	-	-
Biology	4,992	1%	503	1%	-	-
All Grades						
All Subjects	104,161	1%	10,373	1%	*	1%
Reading	46,349	1%	4,619	1%	*	1%
Mathematics	41,601	1%	4,119	2%	*	1%
Science	16,211	1%	1,635	1%	-	-

- Indicates there are no students in the group.

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

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

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2024 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2024 Percentages at NAEP Achievement Levels											
			% Below Basic		**% At or Above Basic**		**% At or Above Proficient**		**% At Advanced**		
Grade	**Subject**	**Student Group**	**TX**	**US**	**TX**	**US**	**TX**	**US**	**TX**	**US**
Grade 4	Reading	Overall	43	40	57	60	28	31	7	8
		Black	53	56	47	44	17	17	2	3
		Hispanic	51	52	49	48	20	21	4	4
		White	28	30	72	70	42	39	11	11
		American Indian	*	61	*	39	*	14	*	2
		Asian	14	21	86	79	61	53	24	21
		Pacific Islander	*	47	*	53	*	22	*	5
		Two or More Races	41	36	59	64	29	35	11	10
		EcoDis	53	53	47	47	18	19	3	4
		Students with Disabilities	76	74	24	26	8	9	1	2
		English Language Learners	60	71	40	29	13	8	2	1
	Mathematics	Overall	21	24	79	76	43	39	9	9
		Black	27	41	73	59	27	19	3	2
		Hispanic	27	34	73	66	34	27	4	4
		White	9	14	91	86	60	51	15	12
		American Indian	*	45	*	55	*	19	*	2
		Asian	4	10	96	90	78	66	33	25
		Pacific Islander	*	43	*	57	*	20	*	2
		Two or More Races	13	20	87	80	55	43	13	11
		EcoDis	27	35	73	65	32	25	4	3
		Students with Disabilities	53	55	47	45	16	15	2	2
		English Language Learners	31	48	69	52	30	16	4	2
Grade 8	Reading	Overall	39	33	61	67	25	30	3	4
		Black	48	48	52	52	18	16	1	1
		Hispanic	48	45	52	55	16	19	1	2
		White	24	23	76	77	37	37	5	5
		American Indian	*	44	*	56	*	18	*	2
		Asian	12	16	88	84	63	55	17	13
		Pacific Islander	*	41	*	59	*	24	*	4
		Two or More Races	27	30	73	70	36	35	2	5

			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
State Level: 2024 Percentages at NAEP Achievement Levels										
Grade	**Subject**	**Student Group**	**TX**	**US**	**TX**	**US**	**TX**	**US**	**TX**	**US**
Grade 8	Reading	EcoDis	50	46	50	54	14	18	1	1
		Students with Disabilities	75	69	25	31	3	7	*	1
		English Language Learners	57	70	43	30	9	5	*	*
	Mathematics	Overall	44	39	56	61	24	28	6	8
		Black	60	62	40	38	12	10	2	2
		Hispanic	52	54	48	46	17	15	2	3
		White	28	26	72	74	35	38	8	10
		American Indian	*	60	*	40	*	11	*	2
		Asian	12	15	88	85	57	59	32	31
		Pacific Islander	*	56	*	44	*	16	*	4
		Two or More Races	37	36	63	64	37	31	17	10
		EcoDis	54	55	46	45	14	14	2	3
		Students with Disabilities	80	77	20	23	4	6	1	1
		English Language Learners	62	77	38	23	10	5	2	1

* Indicates reporting standards not met.

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

State Level: 2024 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	**Subject**	**Student Group**	**Rate**
Grade 4	Reading	Students with Disabilities	80%
		English Learners	90%
	Mathematics	Students with Disabilities	86%
		English Learners	94%
Grade 8	Reading	Students with Disabilities	82%
		English Learners	96%
	Mathematics	Students with Disabilities	81%
		English Learners	96%

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

This section provides information on the cohort rate at which students who graduated from high school in the 2022-23 school year enrolled in a Texas public postsecondary education institution in the 2023-24 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

There is no data for this district.

Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2023-24 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	32%	27%	32%	30%	-	*	-	*	33%	32%	38%

- Indicates there are no students in the group.

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

Part (xv): Section 1003 Fund

This section provides a list of all the LEAs and schools that received funds under Section 1003, including the amount of funds each school received and the types of strategies implemented in each school with such funds for the 2023-24 school year.

Section 1003 Funds for the 2024-25 school year will be updated by the end of June, 2026.

There is no data for this district.

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

This section provides number of recently arrived English learners exempted from the ELA/Reading assessments and whose results are excluded from the 2024-25 State accountability.

There is no data for this district.

Part (i): Description of State Accountability System

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

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

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

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

Campus ESSA Goals (Middle Schools)											
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)											
Reading/ELA Baseline Rates	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
2022-23 through 2026-27	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
2027-28 through 2031-32	53%	43%	46%	66%	53%	78%	55%	63%	43%	33%	40%
2032-33 through 2036-37	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
2037-38	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%
Mathematics Baseline Rates	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
2022-23 through 2026-27	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
2027-28 through 2031-32	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
2032-33 through 2036-37	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
2037-38	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
EL Progress											
Baseline Rates											44%
2022-23 through 2026-27											44%
2027-28 through 2031-32											46%
2032-33 through 2036-37											48%
2037-38											50%

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

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

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

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

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

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

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

(bb) the methodology by which the State differentiates all such schools. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number and is further used to differentiate all public schools. See the accountability manual for details: Chapter 4-2025 Closing the Gaps Domain

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students. Texas uses the Closing the Gaps domain to identify campuses that have consistently under-performing student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered 'consistently underperforming'. Data from 2023, 2024, and 2025 are considered consecutive years for 2025 Targeted Support and Improvement (TSI) identification. Any campus not identified for Comprehensive Support and Improvement (CSI) that has at least one consistently underperforming student group is identified for TSI. TSI identifies both Title I and non-Title I campuses. Campuses are evaluated annually for TSI identification. See the accountability manual for details: Chapter 10-2025 Identification of Schools for Improvement

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

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2024-2025 school year: Comprehensive Support and Improvement Schools, Targeted Support and Improvement Schools and Additional Targeted Support Schools.

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

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2024-25 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																						
Grade 3																						
Reading	All Students	76%	58%	**58%**	-	55%	*	-	-	-	*	58%	-	45%	61%	44%	58%	59%	-	-	-	-
	CWD	53%	45%	**45%**	-	40%	-	-	-	-	*	45%	-	45%	-	*	57%	*	-	-	-	-
	CWOD	82%	61%	**61%**	-	59%	*	-	-	-	-	61%	-	-	61%	57%	58%	64%	-	-	-	-
	EL	64%	44%	**44%**	-	44%	-	-	-	-	-	44%	-	*	57%	44%	*	43%	-	-	-	-
	Male	74%	58%	**58%**	-	55%	*	-	-	-	*	58%	-	57%	58%	*	58%	-	-	-	-	-
	Female	78%	59%	**59%**	-	56%	*	-	-	-	*	59%	-	*	64%	43%	-	59%	-	-	-	-
Mathematics	All Students	70%	43%	**43%**	-	41%	*	-	-	-	*	43%	-	27%	46%	44%	53%	31%	-	-	-	-
	CWD	48%	27%	**27%**	-	20%	-	-	-	-	*	27%	-	27%	-	*	43%	*	-	-	-	-
	CWOD	75%	46%	**46%**	-	46%	*	-	-	-	-	46%	-	-	46%	57%	56%	36%	-	-	-	-
	EL	63%	44%	**44%**	-	44%	-	-	-	-	-	44%	-	*	57%	44%	*	43%	-	-	-	-
	Male	72%	53%	**53%**	-	52%	*	-	-	-	*	53%	-	43%	56%	*	53%	-	-	-	-	-
	Female	67%	31%	**31%**	-	30%	*	-	-	-	-	31%	-	*	36%	43%	-	31%	-	-	-	-
Grade 4																						
Reading	All Students	79%	48%	**48%**	*	41%	60%	*	-	-	*	48%	-	28%	59%	40%	53%	40%	-	-	-	*
	CWD	55%	28%	**28%**	-	19%	*	-	-	-	*	28%	-	28%	-	*	38%	0%	-	-	-	-
	CWOD	86%	59%	**59%**	*	56%	*	*	-	-	*	59%	-	-	59%	*	63%	53%	-	-	-	*
	EL	68%	40%	**40%**	-	40%	-	-	-	-	-	40%	-	*	*	40%	40%	-	-	-	-	-
	Male	77%	53%	**53%**	-	46%	60%	*	-	-	*	53%	-	38%	63%	40%	53%	-	-	-	-	*
	Female	82%	40%	**40%**	*	35%	-	-	-	-	*	40%	-	0%	53%	-	-	40%	-	-	-	-
Mathematics	All Students	68%	21%	**21%**	*	15%	60%	*	-	-	*	21%	-	6%	29%	20%	28%	10%	-	-	-	*
	CWD	44%	6%	**6%**	-	0%	*	-	-	-	*	6%	-	6%	-	*	8%	0%	-	-	-	-
	CWOD	74%	29%	**29%**	*	24%	*	*	-	-	*	29%	-	-	29%	*	42%	13%	-	-	-	*
	EL	61%	20%	**20%**	-	20%	-	-	-	-	-	20%	-	*	*	20%	20%	-	-	-	-	-
	Male	70%	28%	**28%**	-	21%	60%	*	-	-	*	28%	-	8%	42%	20%	28%	-	-	-	-	*
	Female	65%	10%	**10%**	*	6%	-	-	-	-	-	10%	-	0%	13%	-	-	10%	-	-	-	-
Grade 5																						
Reading	All Students	76%	58%	**58%**	-	58%	*	-	-	-	*	58%	-	25%	65%	46%	62%	53%	-	-	-	*
	CWD	45%	25%	**25%**	-	22%	*	-	-	-	*	25%	-	25%	-	*	17%	33%	-	-	-	*
	CWOD	84%	65%	**65%**	-	65%	*	-	-	-	-	65%	-	-	65%	45%	71%	58%	-	-	-	-
	EL	66%	46%	**46%**	-	46%	-	-	-	-	-	46%	-	*	45%	46%	33%	57%	-	-	-	-
	Male	73%	62%	**62%**	-	64%	*	-	-	-	*	62%	-	17%	71%	33%	62%	-	-	-	-	*
	Female	80%	53%	**53%**	-	52%	*	-	-	-	*	53%	-	33%	58%	57%	-	53%	-	-	-	*

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	73%	64%	**64%**	-	65%	*	-	-	-	*	64%	-	33%	71%	46%	76%	50%	-	-	-	*
	CWD	47%	33%	**33%**	-	33%	*	-	-	-	*	33%	-	33%	-	*	33%	33%	-	-	-	*
	CWOD	79%	71%	**71%**	-	71%	*	-	-	-	-	71%	-	-	71%	45%	86%	54%	-	-	-	-
	EL	65%	46%	**46%**	-	46%	-	-	-	-	-	46%	-	*	45%	46%	50%	43%	-	-	-	-
	Male	73%	76%	**76%**	-	79%	*	-	-	-	-	76%	-	33%	86%	50%	76%	-	-	-	-	*
	Female	72%	50%	**50%**	-	48%	*	-	-	-	*	50%	-	33%	54%	43%	-	50%	-	-	-	*
Science	All Students	63%	72%	**72%**	-	70%	*	-	-	-	*	72%	-	58%	75%	62%	79%	63%	-	-	-	*
	CWD	40%	58%	**58%**	-	44%	*	-	-	-	*	58%	-	58%	-	*	67%	50%	-	-	-	*
	CWOD	69%	75%	**75%**	-	75%	*	-	-	-	-	75%	-	-	75%	64%	82%	67%	-	-	-	-
	EL	49%	62%	**62%**	-	62%	-	-	-	-	-	62%	-	*	64%	62%	67%	57%	-	-	-	-
	Male	66%	79%	**79%**	-	79%	*	-	-	-	-	79%	-	67%	82%	67%	79%	-	-	-	-	*
	Female	61%	63%	**63%**	-	59%	*	-	-	-	*	63%	-	50%	67%	57%	-	63%	-	-	-	*
Grade 6																						
Reading	All Students	76%	61%	**61%**	*	67%	*	-	-	-	*	63%	*	0%	81%	29%	59%	63%	-	-	-	-
	CWD	46%	0%	**0%**	-	0%	*	-	-	-	*	0%	-	0%	-	-	0%	0%	-	-	-	-
	CWOD	82%	81%	**81%**	*	85%	*	-	-	-	*	83%	*	-	81%	29%	83%	79%	-	-	-	-
	EL	56%	29%	**29%**	-	40%	*	-	-	-	-	33%	*	-	29%	29%	*	33%	-	-	-	-
	Male	72%	59%	**59%**	*	67%	*	-	-	-	*	59%	-	0%	83%	*	59%	-	-	-	-	-
	Female	80%	63%	**63%**	*	67%	*	-	-	-	*	65%	*	0%	79%	33%	-	63%	-	-	-	-
Mathematics	All Students	72%	46%	**46%**	*	42%	*	-	-	-	*	48%	*	0%	61%	29%	71%	29%	-	-	-	-
	CWD	50%	0%	**0%**	-	0%	*	-	-	-	*	0%	-	0%	-	-	0%	0%	-	-	-	-
	CWOD	78%	61%	**61%**	*	54%	*	-	-	-	*	63%	*	-	61%	29%	100%	37%	-	-	-	-
	EL	60%	29%	**29%**	-	0%	*	-	-	-	-	33%	*	-	29%	29%	*	17%	-	-	-	-
	Male	74%	71%	**71%**	*	75%	*	-	-	-	*	71%	-	0%	100%	*	71%	-	-	-	-	-
	Female	71%	29%	**29%**	*	24%	*	-	-	-	*	30%	*	0%	37%	17%	-	29%	-	-	-	-
Grade 7																						
Reading	All Students	74%	40%	**40%**	*	34%	*	-	-	-	*	36%	*	9%	54%	29%	29%	50%	-	-	-	-
	CWD	41%	9%	**9%**	-	9%	-	-	-	-	-	9%	-	9%	-	-	14%	*	-	-	-	-
	CWOD	81%	54%	**54%**	*	48%	*	-	-	-	*	50%	*	-	54%	29%	40%	64%	-	-	-	-
	EL	56%	29%	**29%**	-	29%	-	-	-	-	-	29%	-	-	29%	29%	*	*	-	-	-	-
	Male	70%	29%	**29%**	-	25%	*	-	-	-	-	29%	-	14%	40%	*	29%	-	-	-	-	-
	Female	79%	50%	**50%**	*	44%	-	-	-	-	*	44%	*	*	64%	*	-	50%	-	-	-	-
Mathematics	All Students	53%	29%	**29%**	*	31%	*	-	-	-	*	27%	*	18%	33%	14%	24%	33%	-	-	-	-
	CWD	31%	18%	**18%**	-	18%	-	-	-	-	-	18%	-	18%	-	-	14%	*	-	-	-	-
	CWOD	58%	33%	**33%**	*	38%	*	-	-	-	*	32%	*	-	33%	14%	30%	36%	-	-	-	-
	EL	39%	14%	**14%**	-	14%	-	-	-	-	-	14%	-	-	14%	14%	*	*	-	-	-	-
	Male	55%	24%	**24%**	-	25%	*	-	-	-	-	24%	-	14%	30%	*	24%	-	-	-	-	-
	Female	51%	33%	**33%**	*	38%	-	-	-	-	*	31%	*	*	36%	*	-	33%	-	-	-	-
Grade 8																						

		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	80%	83%	**83%**	-	82%	*	-	-	-	-	83%	-	*	80%	*	67%	92%	-	*	-	*
	CWD	49%	*	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	*
	CWOD	85%	80%	**80%**	-	79%	*	-	-	-	-	80%	-	-	80%	*	60%	90%	-	*	-	-
	EL	62%	*	*	-	*	-	-	-	-	-	*	-	*	*	*	-	*	-	-	-	-
	Male	76%	67%	**67%**	-	60%	*	-	-	-	-	67%	-	*	60%	-	67%	-	-	-	-	-
	Female	85%	92%	**92%**	-	92%	-	-	-	-	-	92%	-	*	90%	*	-	92%	-	*	-	*
Mathematics	All Students	69%	24%	**24%**	-	19%	*	-	-	-	-	24%	-	*	21%	*	33%	18%	-	-	-	*
	CWD	42%	*	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	*
	CWOD	74%	21%	**21%**	-	15%	*	-	-	-	-	21%	-	-	21%	*	40%	11%	-	-	-	-
	EL	56%	*	*	-	*	-	-	-	-	-	*	-	*	*	*	-	*	-	-	-	-
	Male	68%	33%	**33%**	-	20%	*	-	-	-	-	33%	-	*	40%	-	33%	-	-	-	-	-
	Female	71%	18%	**18%**	-	18%	-	-	-	-	-	18%	-	*	11%	*	-	18%	-	-	-	*
Science	All Students	72%	44%	**44%**	-	41%	*	-	-	-	-	44%	-	*	47%	*	50%	42%	-	*	-	*
	CWD	43%	*	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	*
	CWOD	77%	47%	**47%**	-	43%	*	-	-	-	-	47%	-	-	47%	*	60%	40%	-	*	-	-
	EL	54%	*	*	-	*	-	-	-	-	-	*	-	*	*	*	-	*	-	-	-	-
	Male	73%	50%	**50%**	-	40%	*	-	-	-	-	50%	-	*	60%	-	50%	-	-	-	-	-
	Female	71%	42%	**42%**	-	42%	-	-	-	-	-	42%	-	*	40%	*	-	42%	-	*	-	*
End of Course																						
English I	All Students	66%	57%	**57%**	*	*	*	-	-	-	-	57%	-	*	67%	*	*	*	-	-	-	-
	CWD	35%	*	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	72%	67%	**67%**	*	*	*	-	-	-	-	67%	-	-	67%	*	*	*	-	-	-	-
	EL	45%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	61%	*	*	*	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	Female	72%	*	*	-	*	*	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
Algebra I	All Students	76%	38%	**38%**	*	40%	*	-	-	-	-	38%	-	*	43%	*	*	*	-	*	-	-
	CWD	52%	*	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	80%	43%	**43%**	*	*	-	-	-	-	-	43%	-	-	43%	*	*	*	-	*	-	-
	EL	68%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	73%	*	*	*	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	Female	79%	*	*	-	*	*	-	-	-	-	*	-	-	*	-	-	*	-	*	-	-
Biology	All Students	91%	86%	**86%**	*	*	*	-	-	-	-	86%	-	*	100%	*	*	*	-	-	-	-
	CWD	76%	*	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	93%	100%	**100%**	*	*	*	-	-	-	-	100%	-	-	100%	*	*	*	-	-	-	-
	EL	82%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	89%	*	*	*	*	*	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	Female	92%	*	*	-	*	*	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						

		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	50%	20%	**20%**	-	18%	*	-	-	-	*	20%	-	0%	24%	11%	26%	14%	-	-	-	-
	CWD	27%	0%	**0%**	-	0%	-	-	-	-	*	0%	-	0%	-	*	0%	*	-	-	-	-
	CWOD	57%	24%	**24%**	-	22%	*	-	-	-	-	24%	-	-	24%	14%	33%	16%	-	-	-	-
	EL	36%	11%	**11%**	-	11%	-	-	-	-	-	11%	-	*	14%	11%	*	0%	-	-	-	-
	Male	48%	26%	**26%**	-	24%	*	-	-	-	*	26%	-	0%	33%	*	26%	-	-	-	-	-
	Female	53%	14%	**14%**	-	11%	*	-	-	-	-	14%	-	*	16%	0%	-	14%	-	-	-	-
Mathematics	All Students	45%	21%	**21%**	-	20%	*	-	-	-	*	21%	-	9%	24%	33%	28%	14%	-	-	-	-
	CWD	27%	9%	**9%**	-	10%	-	-	-	-	*	9%	-	9%	-	*	14%	*	-	-	-	-
	CWOD	50%	24%	**24%**	-	22%	*	-	-	-	-	24%	-	-	24%	43%	32%	16%	-	-	-	-
	EL	37%	33%	**33%**	-	33%	-	-	-	-	-	33%	-	*	43%	33%	*	29%	-	-	-	-
	Male	49%	28%	**28%**	-	28%	*	-	-	-	-	28%	-	14%	32%	*	28%	-	-	-	-	-
	Female	41%	14%	**14%**	-	11%	*	-	-	-	-	14%	-	*	16%	29%	-	14%	-	-	-	-
Grade 4																						
Reading	All Students	53%	17%	**17%**	*	12%	40%	*	-	-	*	17%	-	6%	24%	0%	19%	15%	-	-	-	*
	CWD	26%	6%	**6%**	-	0%	*	-	-	-	*	6%	-	6%	-	*	8%	0%	-	-	-	-
	CWOD	60%	24%	**24%**	*	20%	*	*	-	-	*	24%	-	-	24%	*	26%	20%	-	-	-	*
	EL	40%	0%	**0%**	-	0%	-	-	-	-	-	0%	-	*	*	0%	0%	-	-	-	-	-
	Male	50%	19%	**19%**	-	13%	40%	*	-	-	*	19%	-	8%	26%	0%	19%	-	-	-	-	*
	Female	57%	15%	**15%**	*	12%	-	-	-	-	-	15%	-	0%	20%	-	-	15%	-	-	-	-
Mathematics	All Students	46%	8%	**8%**	*	2%	40%	*	-	-	*	8%	-	6%	9%	0%	9%	5%	-	-	-	*
	CWD	25%	6%	**6%**	-	0%	*	-	-	-	*	6%	-	6%	-	*	8%	0%	-	-	-	-
	CWOD	51%	9%	**9%**	*	4%	*	*	-	-	*	9%	-	-	9%	*	11%	7%	-	-	-	*
	EL	37%	0%	**0%**	-	0%	-	-	-	-	-	0%	-	*	*	0%	0%	-	-	-	-	-
	Male	50%	9%	**9%**	-	4%	40%	*	-	-	*	9%	-	8%	11%	0%	9%	-	-	-	-	*
	Female	42%	5%	**5%**	*	0%	-	-	-	-	-	5%	-	0%	7%	-	-	5%	-	-	-	-
Grade 5																						
Reading	All Students	57%	38%	**38%**	-	37%	*	-	-	-	*	38%	-	8%	44%	23%	38%	37%	-	-	-	*
	CWD	26%	8%	**8%**	-	0%	*	-	-	-	*	8%	-	8%	-	*	0%	17%	-	-	-	*
	CWOD	65%	44%	**44%**	-	43%	*	-	-	-	-	44%	-	-	44%	27%	46%	42%	-	-	-	-
	EL	41%	23%	**23%**	-	23%	-	-	-	-	-	23%	-	*	27%	23%	17%	29%	-	-	-	-
	Male	53%	38%	**38%**	-	39%	*	-	-	-	-	38%	-	0%	46%	17%	38%	-	-	-	-	*
	Female	61%	37%	**37%**	-	33%	*	-	-	-	*	37%	-	17%	42%	29%	-	37%	-	-	-	*
Mathematics	All Students	46%	27%	**27%**	-	27%	*	-	-	-	*	27%	-	17%	29%	31%	32%	20%	-	-	-	*
	CWD	23%	17%	**17%**	-	22%	*	-	-	-	*	17%	-	17%	-	*	17%	17%	-	-	-	*
	CWOD	52%	29%	**29%**	-	27%	*	-	-	-	-	29%	-	-	29%	27%	36%	21%	-	-	-	*
	EL	36%	31%	**31%**	-	31%	-	-	-	-	-	31%	-	*	27%	31%	33%	29%	-	-	-	-
	Male	48%	32%	**32%**	-	33%	*	-	-	-	-	32%	-	17%	36%	33%	32%	-	-	-	-	*
	Female	44%	20%	**20%**	-	19%	*	-	-	-	*	20%	-	17%	21%	29%	-	20%	-	-	-	*

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	30%	36%	**36%**	-	33%	*	-	-	-	*	36%	-	25%	38%	0%	41%	30%	-	-	-	*
	CWD	17%	25%	**25%**	-	11%	*	-	-	-	*	25%	-	25%	-	*	33%	17%	-	-	-	*
	CWOD	33%	38%	**38%**	-	37%	*	-	-	-	-	38%	-	-	38%	0%	43%	33%	-	-	-	-
	EL	16%	0%	**0%**	-	0%	-	-	-	-	-	0%	-	*	0%	0%	0%	0%	-	-	-	-
	Male	33%	41%	**41%**	-	39%	*	-	-	-	-	41%	-	33%	43%	0%	41%	-	-	-	-	*
	Female	27%	30%	**30%**	-	26%	*	-	-	-	*	30%	-	17%	33%	0%	-	30%	-	-	-	*
Grade 6																						
Reading	All Students	55%	37%	**37%**	*	36%	*	-	-	-	*	38%	*	0%	48%	0%	53%	25%	-	-	-	-
	CWD	24%	0%	**0%**	-	0%	*	-	-	-	*	0%	-	0%	-	-	0%	0%	-	-	-	-
	CWOD	62%	48%	**48%**	*	46%	*	-	-	-	*	50%	*	-	48%	0%	75%	32%	-	-	-	-
	EL	30%	0%	**0%**	-	0%	*	-	-	-	-	0%	*	-	0%	0%	*	0%	-	-	-	-
	Male	50%	53%	**53%**	*	58%	*	-	-	-	*	53%	-	0%	75%	*	53%	-	-	-	-	-
	Female	59%	25%	**25%**	*	24%	*	-	-	-	*	26%	*	0%	32%	0%	-	25%	-	-	-	-
Mathematics	All Students	38%	15%	**15%**	*	12%	*	-	-	-	*	15%	*	0%	19%	0%	35%	0%	-	-	-	-
	CWD	19%	0%	**0%**	-	0%	*	-	-	-	*	0%	-	0%	-	-	0%	0%	-	-	-	-
	CWOD	43%	19%	**19%**	*	15%	*	-	-	-	*	20%	*	-	19%	0%	50%	0%	-	-	-	-
	EL	22%	0%	**0%**	-	0%	*	-	-	-	-	0%	*	-	0%	0%	*	0%	-	-	-	-
	Male	41%	35%	**35%**	*	33%	*	-	-	-	*	35%	-	0%	50%	*	35%	-	-	-	-	-
	Female	36%	0%	**0%**	*	0%	*	-	-	-	*	0%	*	0%	0%	0%	-	0%	-	-	-	-
Grade 7																						
Reading	All Students	52%	17%	**17%**	*	16%	*	-	-	-	*	15%	*	9%	21%	14%	6%	28%	-	-	-	-
	CWD	21%	9%	**9%**	-	9%	-	-	-	-	-	9%	-	9%	-	-	14%	*	-	-	-	-
	CWOD	58%	21%	**21%**	*	19%	*	-	-	-	*	18%	*	-	21%	14%	0%	36%	-	-	-	-
	EL	30%	14%	**14%**	-	14%	-	-	-	-	-	14%	-	-	14%	14%	*	*	-	-	-	-
	Male	47%	6%	**6%**	-	6%	*	-	-	-	-	6%	-	14%	0%	*	6%	-	-	-	-	-
	Female	58%	28%	**28%**	*	25%	-	-	-	-	*	25%	*	*	36%	*	-	28%	-	-	-	-
Mathematics	All Students	32%	11%	**11%**	*	13%	*	-	-	-	*	9%	*	9%	13%	0%	6%	17%	-	-	-	-
	CWD	17%	9%	**9%**	-	9%	-	-	-	-	-	9%	-	9%	-	-	14%	*	-	-	-	-
	CWOD	36%	13%	**13%**	*	14%	*	-	-	-	*	9%	*	-	13%	0%	0%	21%	-	-	-	-
	EL	19%	0%	**0%**	-	0%	-	-	-	-	-	0%	-	-	0%	0%	*	*	-	-	-	-
	Male	35%	6%	**6%**	-	6%	*	-	-	-	-	6%	-	14%	0%	*	6%	-	-	-	-	-
	Female	30%	17%	**17%**	*	19%	-	-	-	-	*	13%	*	*	21%	*	-	17%	-	-	-	-
Grade 8																						
Reading	All Students	57%	28%	**28%**	-	29%	*	-	-	-	-	28%	-	*	27%	*	17%	33%	-	*	-	*
	CWD	23%	*	*****	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	*
	CWOD	63%	27%	**27%**	-	29%	*	-	-	-	-	27%	-	-	27%	*	20%	30%	-	*	-	-
	EL	32%	*	*****	-	*	-	-	-	-	-	*	-	*	*	*	-	*	-	-	-	-
	Male	51%	17%	**17%**	-	20%	*	-	-	-	-	17%	-	*	20%	-	17%	-	-	-	-	-
	Female	63%	33%	**33%**	-	33%	-	-	-	-	-	33%	-	*	30%	*	-	33%	-	*	-	*

		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	45%	6%	**6%**	-	6%	*	-	-	-	-	6%	-	*	7%	*	0%	9%	-	-	-	*
	CWD	22%	*	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	*
	CWOD	50%	7%	**7%**	-	8%	*	-	-	-	-	7%	-	-	7%	*	0%	11%	-	-	-	-
	EL	30%	*	*	-	*	-	-	-	-	-	*	-	*	*	*	-	*	-	-	-	-
	Male	45%	0%	**0%**	-	0%	*	-	-	-	-	0%	-	*	0%	-	0%	-	-	-	-	-
	Female	46%	9%	**9%**	-	9%	-	-	-	-	-	9%	-	*	11%	*	-	9%	-	-	-	*
Science	All Students	47%	17%	**17%**	-	12%	*	-	-	-	-	17%	-	*	20%	*	33%	8%	-	*	-	*
	CWD	22%	*	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	*
	CWOD	51%	20%	**20%**	-	14%	*	-	-	-	-	20%	-	-	20%	*	40%	10%	-	*	-	-
	EL	25%	*	*	-	*	-	-	-	-	-	*	-	*	*	*	-	*	-	-	-	-
	Male	49%	33%	**33%**	-	20%	*	-	-	-	-	33%	-	*	40%	-	33%	-	-	-	-	-
	Female	45%	8%	**8%**	-	8%	-	-	-	-	-	8%	-	*	10%	*	-	8%	-	*	-	*
End of Course																						
English I	All Students	47%	14%	**14%**	*	*	*	-	-	-	-	14%	-	*	17%	*	*	*	-	-	-	-
	CWD	18%	*	*	-	*	-	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-
	CWOD	53%	17%	**17%**	*	*	*	-	-	-	-	17%	-	-	17%	*	*	*	-	-	-	-
	EL	23%	*	*	-	*	*	-	-	-	-	*	-	*	*	*	*	-	-	-	-	-
	Male	42%	*	*	*	*	*	-	-	-	-	*	-	*	*	*	*	-	-	-	-	-
	Female	54%	*	*	-	*	*	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
Algebra I	All Students	43%	0%	**0%**	*	0%	*	-	-	-	-	0%	-	*	0%	*	*	*	-	*	-	-
	CWD	19%	*	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	47%	0%	**0%**	*	*	*	-	-	-	-	0%	-	-	0%	*	*	*	-	*	-	-
	EL	30%	*	*	-	*	*	-	-	-	-	*	-	*	*	*	-	-	-	-	-	-
	Male	42%	*	*	*	*	*	-	-	-	-	*	-	*	*	*	*	-	-	-	-	-
	Female	45%	*	*	-	*	*	-	-	-	-	*	-	-	*	-	-	*	-	*	-	-
Biology	All Students	59%	43%	**43%**	*	*	*	-	-	-	-	43%	-	*	50%	*	*	*	-	-	-	-
	CWD	30%	*	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	64%	50%	**50%**	*	*	*	-	-	-	-	50%	-	-	50%	*	*	*	-	-	-	-
	EL	35%	*	*	-	*	*	-	-	-	-	*	-	*	*	*	-	-	-	-	-	-
	Male	58%	*	*	*	*	*	-	-	-	-	*	-	*	*	*	*	-	-	-	-	-
	Female	61%	*	*	-	*	*	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	22%	7%	**7%**	-	7%	*	-	-	-	*	7%	-	0%	8%	0%	6%	7%	-	-	-	-
	CWD	7%	0%	**0%**	-	0%	-	-	-	-	*	0%	-	0%	-	*	0%	*	-	-	-	-
	CWOD	26%	8%	**8%**	-	9%	*	-	-	-	-	8%	-	-	8%	0%	8%	8%	-	-	-	-
	EL	13%	0%	**0%**	-	0%	-	-	-	-	-	0%	-	*	0%	0%	*	0%	-	-	-	-
	Male	20%	6%	**6%**	-	7%	*	-	-	-	*	6%	-	0%	8%	*	6%	-	-	-	-	-
	Female	24%	7%	**7%**	-	7%	*	-	-	-	-	7%	-	*	8%	0%	-	7%	-	-	-	-

		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	19%	3%	3%	-	4%	*	-	-	-	*	3%	-	0%	4%	0%	6%	0%	-	-	-	-
	CWD	8%	0%	0%	-	0%	-	-	-	-	*	0%	-	0%	-	*	0%	*	-	-	-	-
	CWOD	22%	4%	4%	-	4%	*	-	-	-	*	4%	-	-	4%	0%	8%	0%	-	-	-	-
	EL	12%	0%	0%	-	0%	-	-	-	-	-	0%	-	*	0%	0%	*	0%	-	-	-	-
	Male	22%	6%	6%	-	7%	*	-	-	-	*	6%	-	0%	8%	*	6%	-	-	-	-	-
	Female	15%	0%	0%	-	0%	*	-	-	-	-	0%	-	*	0%	0%	-	0%	-	-	-	-
Grade 4																						
Reading	All Students	23%	2%	2%	*	0%	0%	*	-	-	*	2%	-	0%	3%	0%	0%	5%	-	-	-	*
	CWD	6%	0%	0%	-	0%	*	-	-	-	*	0%	-	0%	-	*	0%	0%	-	-	-	-
	CWOD	28%	3%	3%	*	0%	*	*	-	-	*	3%	-	-	3%	*	0%	7%	-	-	-	*
	EL	13%	0%	0%	-	0%	-	-	-	-	-	0%	-	*	*	0%	0%	-	-	-	-	-
	Male	20%	0%	0%	-	0%	0%	*	-	-	*	0%	-	0%	0%	0%	0%	-	-	-	-	*
	Female	26%	5%	5%	*	0%	-	-	-	-	-	5%	-	0%	7%	-	-	5%	-	-	-	-
Mathematics	All Students	23%	6%	6%	*	2%	20%	*	-	-	*	6%	-	0%	9%	0%	6%	5%	-	-	-	*
	CWD	9%	0%	0%	-	0%	*	-	-	-	*	0%	-	0%	-	*	0%	0%	-	-	-	-
	CWOD	27%	9%	9%	*	4%	*	*	-	-	*	9%	-	-	9%	*	11%	7%	-	-	-	*
	EL	16%	0%	0%	-	0%	-	-	-	-	-	0%	-	*	*	0%	0%	-	-	-	-	-
	Male	27%	6%	6%	-	4%	20%	*	-	-	*	6%	-	0%	11%	0%	6%	-	-	-	-	*
	Female	19%	5%	5%	*	0%	-	-	-	-	-	5%	-	0%	7%	-	-	5%	-	-	-	-
Grade 5																						
Reading	All Students	29%	8%	8%	-	8%	*	-	-	-	*	8%	-	0%	10%	8%	9%	7%	-	-	-	*
	CWD	7%	0%	0%	-	0%	*	-	-	-	*	0%	-	0%	-	*	0%	0%	-	-	-	*
	CWOD	35%	10%	10%	-	10%	*	-	-	-	-	10%	-	-	10%	9%	11%	8%	-	-	-	-
	EL	15%	8%	8%	-	8%	-	-	-	-	-	8%	-	*	9%	8%	0%	14%	-	-	-	-
	Male	26%	9%	9%	-	9%	*	-	-	-	-	9%	-	0%	11%	0%	9%	-	-	-	-	*
	Female	32%	7%	7%	-	7%	*	-	-	-	*	7%	-	0%	8%	14%	-	7%	-	-	-	*
Mathematics	All Students	21%	8%	8%	-	8%	*	-	-	-	*	8%	-	8%	8%	8%	12%	3%	-	-	-	*
	CWD	7%	8%	8%	-	11%	*	-	-	-	*	8%	-	8%	-	*	17%	0%	-	-	-	*
	CWOD	25%	8%	8%	-	8%	*	-	-	-	-	8%	-	-	8%	9%	11%	4%	-	-	-	-
	EL	13%	8%	8%	-	8%	-	-	-	-	-	8%	-	*	9%	8%	17%	0%	-	-	-	*
	Male	24%	12%	12%	-	12%	*	-	-	-	-	12%	-	17%	11%	17%	12%	-	-	-	-	*
	Female	19%	3%	3%	-	4%	*	-	-	-	*	3%	-	0%	4%	0%	-	3%	-	-	-	*
Science	All Students	12%	9%	9%	-	10%	*	-	-	-	*	9%	-	0%	12%	0%	12%	7%	-	-	-	*
	CWD	5%	0%	0%	-	0%	*	-	-	-	*	0%	-	0%	-	*	0%	0%	-	-	-	*
	CWOD	14%	12%	12%	-	12%	*	-	-	-	-	12%	-	-	12%	0%	14%	8%	-	-	-	-
	EL	4%	0%	0%	-	0%	-	-	-	-	-	0%	-	*	0%	0%	0%	0%	-	-	-	*
	Male	13%	12%	12%	-	12%	*	-	-	-	-	12%	-	0%	14%	0%	12%	-	-	-	-	*
	Female	11%	7%	7%	-	7%	*	-	-	-	*	7%	-	0%	8%	0%	-	7%	-	-	-	*
Grade 6																						

		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%	12%	**12%**	*	9%	*	-	-	-	*	13%	*	0%	16%	0%	24%	4%	-	-	-	-
	CWD	7%	0%	**0%**	-	0%	*	-	-	-	*	0%	-	0%	-	-	0%	0%	-	-	-	-
	CWOD	33%	16%	**16%**	*	12%	*	-	-	-	*	17%	*	-	16%	0%	33%	5%	-	-	-	-
	EL	9%	0%	**0%**	-	0%	*	-	-	-	-	0%	*	-	0%	0%	*	0%	-	-	-	-
	Male	24%	24%	**24%**	*	17%	*	-	-	-	*	24%	-	0%	33%	*	24%	-	-	-	-	-
	Female	32%	4%	**4%**	*	5%	*	-	-	-	*	4%	*	0%	5%	0%	-	4%	-	-	-	-
Mathematics	All Students	16%	2%	**2%**	*	0%	*	-	-	-	*	3%	*	0%	3%	0%	6%	0%	-	-	-	-
	CWD	5%	0%	**0%**	-	0%	*	-	-	-	*	0%	-	0%	-	-	0%	0%	-	-	-	-
	CWOD	18%	3%	**3%**	*	0%	*	-	-	-	*	3%	*	-	3%	0%	8%	0%	-	-	-	-
	EL	6%	0%	**0%**	-	0%	*	-	-	-	-	0%	*	-	0%	0%	*	0%	-	-	-	-
	Male	17%	6%	**6%**	*	0%	*	-	-	-	*	6%	-	0%	8%	*	6%	-	-	-	-	-
	Female	14%	0%	**0%**	*	0%	*	-	-	-	*	0%	*	0%	0%	0%	-	0%	-	-	-	-
Grade 7																						
Reading	All Students	26%	9%	**9%**	*	9%	*	-	-	-	*	6%	*	0%	13%	14%	0%	17%	-	-	-	-
	CWD	6%	0%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	-	-	0%	*	-	-	-	-
	CWOD	30%	13%	**13%**	*	14%	*	-	-	-	*	9%	*	-	13%	14%	0%	21%	-	-	-	-
	EL	9%	14%	**14%**	-	14%	-	-	-	-	-	14%	-	-	14%	14%	*	*	-	-	-	-
	Male	23%	0%	**0%**	-	0%	*	-	-	-	-	0%	-	0%	0%	*	0%	-	-	-	-	-
	Female	30%	17%	**17%**	*	19%	-	-	-	-	*	13%	*	*	21%	*	-	17%	-	-	-	-
Mathematics	All Students	11%	0%	**0%**	*	0%	*	-	-	-	*	0%	*	0%	0%	0%	0%	0%	-	-	-	-
	CWD	5%	0%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	-	-	0%	*	-	-	-	-
	CWOD	12%	0%	**0%**	*	0%	-	-	-	-	*	0%	*	-	0%	0%	0%	0%	-	-	-	-
	EL	4%	0%	**0%**	-	0%	-	-	-	-	-	0%	-	-	0%	0%	*	*	-	-	-	-
	Male	12%	0%	**0%**	-	0%	*	-	-	-	-	0%	-	0%	0%	*	0%	-	-	-	-	-
	Female	9%	0%	**0%**	*	0%	-	-	-	-	*	0%	*	*	0%	*	-	0%	-	-	-	-
Grade 8																						
Reading	All Students	31%	6%	**6%**	-	6%	*	-	-	-	-	6%	-	*	7%	*	0%	8%	-	*	-	*
	CWD	7%	*	*****	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	*
	CWOD	35%	7%	**7%**	-	7%	*	-	-	-	-	7%	-	-	7%	*	0%	10%	-	*	-	-
	EL	10%	*	*****	-	*	-	-	-	-	-	*	-	*	*	*	-	*	-	-	-	-
	Male	26%	0%	**0%**	-	0%	*	-	-	-	-	0%	-	*	0%	-	0%	-	-	-	-	-
	Female	36%	8%	**8%**	-	8%	-	-	-	-	-	8%	-	*	10%	*	-	8%	-	*	-	*
Mathematics	All Students	18%	0%	**0%**	-	0%	*	-	-	-	-	0%	-	*	0%	*	0%	0%	-	-	-	*
	CWD	7%	*	*****	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	*
	CWOD	20%	0%	**0%**	-	0%	*	-	-	-	-	0%	-	-	0%	*	0%	0%	-	-	-	-
	EL	8%	*	*****	-	*	-	-	-	-	-	*	-	*	*	*	-	*	-	-	-	-
	Male	18%	0%	**0%**	-	0%	*	-	-	-	-	0%	-	*	0%	-	0%	-	-	-	-	-
	Female	17%	0%	**0%**	-	0%	-	-	-	-	-	0%	-	*	0%	*	-	0%	-	-	-	*

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	18%	0%	**0%**	-	0%	*	-	-	-	-	0%	-	*	0%	*	0%	0%	-	*	-	*
	CWD	6%	*	*	-	*	*	-	-	-	-	*	-	*	-	*	*	*	-	-	-	*
	CWOD	20%	0%	**0%**	-	0%	*	-	-	-	-	0%	-	-	0%	*	0%	0%	-	*	-	-
	EL	5%	*	*	-	*	-	-	-	-	-	*	-	*	*	*	-	*	-	-	-	-
	Male	20%	0%	**0%**	-	0%	*	-	-	-	-	0%	-	*	0%	-	0%	-	-	-	-	-
	Female	16%	0%	**0%**	-	0%	-	-	-	-	-	0%	-	*	0%	*	-	0%	-	*	-	*
End of Course																						
English I	All Students	14%	0%	**0%**	*	*	*	-	-	-	-	0%	-	*	0%	*	*	*	-	-	-	-
	CWD	4%	*	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	16%	0%	**0%**	*	*	*	-	-	-	-	0%	-	-	0%	*	*	*	-	-	-	-
	EL	2%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	11%	*	*	*	*	*	-	-	-	-	*	-	*	*	*	*	-	-	-	-	-
	Female	17%	*	*	-	*	*	-	-	-	-	*	-	-	*	-	*	-	-	-	-	-
Algebra I	All Students	26%	0%	**0%**	*	0%	*	-	-	-	-	0%	-	*	0%	*	*	*	-	*	-	-
	CWD	8%	*	*	-	*	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-	-
	CWOD	29%	0%	**0%**	*	*	*	-	-	-	-	0%	-	-	0%	*	*	*	-	*	-	-
	EL	14%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	25%	*	*	*	*	*	-	-	-	-	*	-	*	*	*	*	-	-	-	-	-
	Female	27%	*	*	-	*	*	-	-	-	-	*	-	-	*	-	-	*	-	*	-	-
Biology	All Students	20%	0%	**0%**	*	*	*	-	-	-	-	0%	-	*	0%	*	*	*	-	-	-	-
	CWD	6%	*	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	22%	0%	**0%**	*	*	*	-	-	-	-	0%	-	-	0%	*	*	*	-	*	-	-
	EL	6%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	20%	*	*	*	*	*	-	-	-	-	*	-	*	*	*	*	-	-	-	-	-
	Female	19%	*	*	-	*	*	-	-	-	-	*	-	-	*	-	-	*	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	73%	51%	**51%**	73%	50%	63%	*	-	-	67%	51%	50%	24%	59%	38%	55%	47%	-	*	-	82%
	CWD	46%	24%	**24%**	-	20%	40%	-	-	-	67%	24%	-	24%	-	24%	26%	22%	-	-	-	78%
	CWOD	79%	59%	**59%**	73%	58%	70%	*	-	-	67%	59%	50%	-	59%	41%	66%	53%	-	*	-	*
	EL	59%	38%	**38%**	-	38%	*	-	-	-	-	39%	*	24%	41%	38%	40%	37%	-	-	-	-
	Male	71%	55%	**55%**	60%	54%	61%	*	-	-	75%	55%	-	26%	66%	40%	55%	-	-	-	-	60%
	Female	75%	47%	**47%**	83%	45%	67%	-	-	-	57%	47%	50%	22%	53%	37%	-	47%	-	*	-	100%
Reading	All Students	74%	56%	**56%**	80%	54%	61%	*	-	-	86%	56%	*	26%	65%	41%	54%	58%	-	*	-	*
	CWD	45%	26%	**26%**	-	23%	*	-	-	-	*	26%	-	26%	-	29%	30%	19%	-	-	-	*
	CWOD	80%	65%	**65%**	80%	64%	67%	*	-	-	*	65%	*	-	65%	44%	63%	67%	-	*	-	*
	EL	57%	41%	**41%**	-	43%	*	-	-	-	-	42%	*	29%	44%	41%	33%	46%	-	-	-	-
	Male	70%	54%	**54%**	*	52%	54%	*	-	-	*	54%	-	30%	63%	33%	54%	-	-	-	-	*
	Female	79%	58%	**58%**	*	57%	67%	-	-	-	*	58%	*	19%	67%	46%	-	58%	-	*	-	*

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	70%	41%	**41%**	60%	40%	53%	*	-	-	43%	41%	*	17%	49%	30%	50%	32%	-	-	*	-	*
	CWD	45%	17%	**17%**	-	14%	*	-	-	-	*	17%	-	17%	-	14%	18%	15%	-	-	-	-	*
	CWOD	76%	49%	**49%**	60%	48%	60%	*	-	-	*	49%	*	-	49%	33%	63%	35%	-	*	-	-	*
	EL	60%	30%	**30%**	-	27%	*	-	-	-	-	31%	*	14%	33%	30%	33%	29%	-	-	-	-	-
	Male	71%	50%	**50%**	*	50%	54%	*	-	-	*	50%	-	18%	63%	33%	50%	-	-	-	-	-	*
	Female	70%	32%	**32%**	*	30%	50%	-	-	-	*	32%	*	15%	35%	29%	-	32%	-	*	-	-	*
Science	All Students	76%	67%	**67%**	*	64%	100%	-	-	-	*	67%	-	50%	71%	50%	75%	60%	-	*	-	-	*
	CWD	52%	50%	**50%**	-	38%	*	-	-	-	*	50%	-	50%	-	*	50%	50%	-	-	-	-	*
	CWOD	81%	71%	**71%**	*	69%	*	-	-	-	-	71%	-	-	71%	53%	81%	62%	-	*	-	-	-
	EL	63%	50%	**50%**	-	50%	-	-	-	-	-	50%	-	*	53%	50%	71%	36%	-	-	-	-	-
	Male	77%	75%	**75%**	*	73%	*	-	-	-	-	75%	-	50%	81%	71%	75%	-	-	-	-	-	*
	Female	76%	60%	**60%**	-	56%	*	-	-	-	*	60%	-	50%	62%	36%	-	60%	-	*	-	-	*

STAAR Percent at Meets Grade Level or Above

All Grades

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Subjects	All Students	48%	23%	**23%**	55%	21%	33%	*	-	-	27%	23%	33%	8%	27%	11%	26%	19%	-	*	-	55%
	CWD	23%	8%	**8%**	-	6%	30%	-	-	-	22%	8%	-	8%	-	6%	9%	7%	-	-	-	44%
	CWOD	53%	27%	**27%**	55%	26%	33%	*	-	-	33%	27%	33%	-	27%	12%	32%	22%	-	*	-	*
	EL	30%	11%	**11%**	-	11%	*	-	-	-	-	11%	*	6%	12%	11%	12%	10%	-	-	-	-
	Male	47%	26%	**26%**	40%	25%	32%	*	-	-	25%	26%	-	9%	32%	12%	26%	-	-	-	-	60%
	Female	49%	19%	**19%**	67%	18%	33%	-	-	-	29%	19%	33%	7%	22%	10%	-	19%	-	*	-	50%
Reading	All Students	53%	26%	**26%**	80%	25%	28%	*	-	-	29%	26%	*	6%	32%	11%	27%	25%	-	*	-	*
	CWD	23%	6%	**6%**	-	4%	*	-	-	-	*	6%	-	6%	-	0%	5%	8%	-	-	-	*
	CWOD	59%	32%	**32%**	80%	31%	27%	*	-	-	*	32%	*	-	32%	13%	36%	29%	-	*	-	*
	EL	31%	11%	**11%**	-	11%	*	-	-	-	-	11%	*	0%	13%	11%	11%	11%	-	-	-	*
	Male	48%	27%	**27%**	*	26%	23%	*	-	-	*	27%	-	5%	36%	11%	27%	-	-	-	-	*
	Female	58%	25%	**25%**	*	23%	33%	-	-	-	*	25%	*	8%	29%	11%	-	25%	-	*	-	*
Mathematics	All Students	43%	16%	**16%**	40%	15%	26%	*	-	-	14%	16%	*	8%	19%	15%	21%	11%	-	*	-	*
	CWD	22%	8%	**8%**	-	7%	*	-	-	-	*	8%	-	8%	-	14%	10%	4%	-	-	-	*
	CWOD	48%	19%	**19%**	40%	18%	27%	*	-	-	*	19%	*	-	19%	15%	25%	13%	-	*	-	*
	EL	30%	15%	**15%**	-	16%	*	-	-	-	-	16%	*	14%	15%	15%	17%	14%	-	-	-	*
	Male	45%	21%	**21%**	*	21%	23%	*	-	-	*	21%	-	10%	25%	17%	21%	-	-	-	-	*
	Female	42%	11%	**11%**	*	10%	33%	-	-	-	*	11%	*	4%	13%	14%	-	11%	-	*	-	*
Science	All Students	46%	33%	**33%**	*	30%	67%	-	-	-	*	33%	-	19%	36%	0%	39%	27%	-	*	-	*
	CWD	22%	19%	**19%**	-	8%	*	-	-	-	*	19%	-	19%	-	*	25%	13%	-	-	-	*
	CWOD	50%	36%	**36%**	*	34%	*	-	-	-	-	36%	-	-	36%	0%	42%	30%	-	*	-	-
	EL	26%	0%	**0%**	-	0%	-	-	-	-	-	0%	-	*	0%	0%	0%	0%	-	-	-	-
	Male	47%	39%	**39%**	*	35%	*	-	-	-	-	39%	-	25%	42%	0%	39%	-	-	-	-	*
	Female	45%	27%	**27%**	-	24%	*	-	-	-	*	27%	-	13%	30%	0%	-	27%	-	*	-	*

STAAR Percent at Masters Grade Level

All Grades

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Subjects	All Students	20%	6%	6%	27%	5%	2%	*	-	-	13%	5%	17%	1%	7%	3%	7%	4%	-	*	-	9%
	CWD	6%	1%	1%		1%	0%	-	-	-	0%	1%	-	1%	-	0%	1%	0%	-	-	-	0%
	CWOD	23%	7%	7%	27%	7%	3%	*	-	-	33%	7%	17%	-	7%	3%	9%	5%	-	*	-	*
	EL	9%	3%	3%	-	3%	*	-	-	-	-	3%	*	0%	3%	3%	2%	3%	-	-	-	-
	Male	20%	7%	7%	20%	6%	4%	*	-	-	25%	7%	-	1%	9%	2%	7%	-	-	-	-	20%
	Female	21%	4%	4%	33%	4%	0%	-	-	-	0%	4%	17%	0%	5%	3%	-	4%	-	*	-	0%
Reading	All Students	22%	7%	7%	40%	7%	0%	*	-	-	14%	7%	*	0%	9%	4%	6%	7%	-	*	-	*
	CWD	6%	0%	0%	-	0%	*	-	-	-	*	0%	-	0%	-	0%	0%	0%	-	-	-	*
	CWOD	25%	9%	9%	40%	9%	0%	*	-	-	*	9%	*	-	9%	5%	9%	9%	-	*	-	*
	EL	8%	4%	4%	-	5%	*	-	-	-	-	4%	*	0%	5%	4%	0%	7%	-	-	-	-
	Male	19%	6%	6%	*	6%	0%	*	-	-	*	6%	-	0%	9%	0%	6%	-	-	-	-	*
	Female	25%	7%	7%	*	7%	0%	-	-	-	*	7%	*	0%	9%	7%	-	7%	-	*	-	*
Mathematics	All Students	19%	4%	4%	20%	3%	5%	*	-	-	14%	4%	*	2%	5%	2%	6%	1%	-	*	-	*
	CWD	7%	2%	2%	-	2%	*	-	-	-	*	2%	-	2%	-	0%	3%	0%	-	-	-	*
	CWOD	22%	5%	5%	20%	4%	7%	*	-	-	*	5%	*	-	5%	3%	8%	2%	-	*	-	*
	EL	11%	2%	2%	-	2%	*	-	-	-	-	2%	*	0%	3%	2%	6%	0%	-	-	-	-
	Male	21%	6%	6%	*	6%	8%	*	-	-	*	6%	-	3%	8%	6%	6%	-	-	-	-	*
	Female	18%	1%	1%	*	1%	0%	-	-	-	*	2%	*	0%	2%	0%	-	1%	-	*	-	*
Science	All Students	17%	7%	7%	*	7%	0%	-	-	-	*	7%	-	0%	8%	0%	9%	4%	-	*	-	*
	CWD	5%	0%	0%	-	0%	*	-	-	-	*	0%	-	0%	-	*	0%	0%	-	-	-	*
	CWOD	19%	8%	8%	*	9%	*	-	-	-	-	8%	-	-	8%	0%	11%	5%	-	*	-	-
	EL	5%	0%	0%	-	0%	-	-	-	-	-	0%	-	*	0%	0%	0%	0%	-	-	-	*
	Male	18%	9%	9%	*	10%	*	-	-	-	-	9%	-	0%	11%	0%	9%	-	-	-	-	*
	Female	15%	4%	4%	-	5%	*	-	-	-	*	4%	-	0%	5%	0%	-	4%	-	*	-	*

- Indicates there are no students in the group.

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2024-25 school year. These results nclude all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	58	*	58	38	*	-	-	*	58	42	53
CWD	42	-	42	*	-	-	-	*	42	42	*
CWOD	64	*	65	44	*	-	-	*	64	-	49
EL ✧	53	-	57	*	-	-	-	-	53	*	53
Male	56	*	57	39	*	-	-	*	56	36	42
Female	60	*	59	*	-	-	-	*	59	52	61
Mathematics											
All Students	54	*	51	73	*	-	-	*	54	43	52
CWD	43	-	37	*	-	-	-	*	43	43	*
CWOD	59	*	57	84	*	-	-	*	59	-	54
EL ✧	52	-	49	*	-	-	-	-	52	*	52
Male	59	*	56	75	*	-	-	*	59	43	69
Female	50	*	46	*	-	-	-	*	49	43	40

- Indicates there are no students in the group.

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

Part (iii)(II): Graduation Rate

This section provides information on high school six-year graduation rates for the class of 2022

The six-year graduation rates for the class of 2023 will be updated in March, 2026.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ✧	Homeless ✧	Foster Care ✧
Federal Graduation Rates													
6-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2022													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL ✧	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

   - Indicates there are no students in the group.

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

   ✧ Ever in grades 9-12.

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2025 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
74	7	9%

   - 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	27	52	25	33	*	-	-	36	26	11	17
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2023-2027)	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
Target Met	N		N	N					N	N	N
Interim Goals (2028-2032)	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
Target Met	N		N	N					N	N	N
Interim Goals (2033-2037)	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
Target Met	N		N	N					N	N	N
Long-Term Goals	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
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	N		N	N					N	N	N
Interim Goals (2028-2032)	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
Target Met	N		N	N					N	N	N
Interim Goals (2033-2037)	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
Target Met	N		N	N					N	N	N
Long-Term Goals	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
Target Met	N		N	N					N	N	N
English Learner Language Proficiency Status											
Interim Goals (2023-2027)											34%
Target Met											Y
Interim Goals (2028-2032)											36%
Target Met											Y
Interim Goals (2033-2037)											48%
Target Met											Y
Long-Term Goals											40%
Target Met											Y
Federal Graduation Status											
Interim Goals (2023-2027)	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80%
Target Met											

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

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

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

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2024-25 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																	
All Subjects	All Students	**100%**	100%	100%	98%	*	-	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	**100%**	-	100%	100%	-	-	-	100%	100%	-	100%	-	100%	100%	100%	-
	CWOD	**100%**	100%	100%	97%	*	-	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	**100%**	-	100%	*	-	-	-	-	100%	*	100%	100%	100%	100%	100%	-
	Male	**100%**	100%	100%	97%	*	-	-	100%	100%	-	100%	100%	100%	100%	-	-
	Female	**100%**	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	-	100%	-
Reading	All Students	**100%**	100%	100%	95%	*	-	-	100%	100%	*	100%	100%	100%	99%	100%	-
	CWD	**100%**	-	100%	*	-	-	-	*	100%	-	100%	-	100%	100%	100%	-
	CWOD	**100%**	100%	100%	93%	*	-	-	*	100%	*	-	100%	100%	99%	100%	-
	EL	**100%**	-	100%	*	-	-	-	-	100%	*	100%	100%	100%	100%	100%	-
	Male	**99%**	*	100%	92%	*	-	-	*	99%	-	100%	99%	100%	99%	-	-
	Female	**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%	-
	CWOD	**100%**	100%	100%	100%	*	-	-	*	100%	*	-	100%	100%	100%	100%	-
	EL	**100%**	-	100%	*	-	-	-	-	100%	*	100%	100%	100%	100%	100%	-
	Male	**100%**	*	100%	100%	*	-	-	*	100%	-	100%	100%	100%	100%	-	-
	Female	**100%**	*	100%	100%	-	-	-	*	100%	*	100%	100%	100%	-	100%	-
Science	All Students	**100%**	*	100%	100%	-	-	-	*	100%	-	100%	100%	100%	100%	100%	-
	CWD	**100%**	-	100%	*	-	-	-	*	100%	-	100%	-	*	100%	100%	-
	CWOD	**100%**	*	100%	*	-	-	-	-	100%	-	-	100%	100%	100%	100%	-
	EL	**100%**	-	100%	-	-	-	-	-	100%	-	*	100%	100%	100%	100%	-
	Male	**100%**	*	100%	*	-	-	-	-	100%	-	100%	100%	100%	100%	-	-
	Female	**100%**	-	100%	*	-	-	-	*	100%	-	100%	100%	100%	-	100%	-
SAT/ACT All Subjects	All Students	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All Students	0%	0%	0%	2%	*	-	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	-	0%	0%	-	-	-	0%	0%	-	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	3%	*	-	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	3%	*	-	-	0%	0%	-	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	0%	0%	0%	5%	*	-	-	0%	0%	*	0%	0%	0%	1%	0%	-
	CWD	0%	-	0%	*	-	-	-	*	0%	-	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	7%	*	-	-	*	0%	*	-	0%	0%	1%	0%	-
	EL	0%	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-
	Male	1%	*	0%	8%	*	-	-	*	1%	-	0%	1%	0%	1%	-	-
	Female	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%	-
	CWOD	0%	0%	0%	0%	*	-	-	*	0%	*	-	0%	0%	0%	0%	-
	EL	0%	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-
	Male	0%	*	0%	0%	*	-	-	*	0%	-	0%	0%	0%	0%	-	-
	Female	0%	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	-	0%	-
Science	All Students	0%	*	0%	0%	-	-	-	*	0%	-	0%	0%	0%	0%	0%	-
	CWD	0%	-	0%	*	-	-	-	*	0%	-	0%	-	*	0%	0%	-
	CWOD	0%	*	0%	*	-	-	-	-	0%	-	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	-	*	0%	0%	0%	0%	-
	Male	0%	*	0%	*	-	-	-	-	0%	-	0%	0%	0%	0%	-	-
	Female	0%	-	0%	*	-	-	-	*	0%	-	0%	0%	0%	-	0%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2021-22 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner). Note: Chronic absenteeism figures are based on the 2020-21 CRDC surveys and will be updated as new data becomes available.

There is no data for this campus.

Part (viii)(II) This section provides information from the 2021-22 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

There is no data for this campus.

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	18.8	54.2%
Teachers Teaching with Emergency or Provisional Credentials	2.0	6.5%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

- Indicates there are no data available in the group.

Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year (2023-24).

Per-pupil Expenditure for the 2025 fiscal year will be updated by June 30th, 2026.

		State & Local and Federal	State & Local			Federal		
	Enrollment	Total	Site	District Allocation	Total	Site	District Allocation	Total
Business/central/other support services		$1,331	$298	$1,032	$1,330		$1	$1
Food services		$986	$26		$26	$929	$31	$960
Instruction		$8,250	$6,204		$6,204	$1,792	$254	$2,046
Support services, general administration		$705		$705	$705			
Support services, instructional staff		$654	$259		$259	$387	$9	$396
Support services, operation and maintenance of plant		$1,921	$1,298	$625	$1,923	$-12	$10	$-2
Support services, pupils		$618	$490		$490		$128	$128
Support services, school administration		$970	$739		$739	$231		$231
Support services, student transportation		$383	$61	$-26	$35	$316	$32	$348
Total	**343**	**$15,819**	**$9,375**	**$2,336**	**$11,711**	**$3,643**	**$465**	**$4,108**

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

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

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2024-25 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	7,517	2%	-	-	-	-
Mathematics	7,510	2%	-	-	-	-
Grade 4						
Reading	6,669	2%	*	2%	*	2%
Mathematics	6,666	2%	*	2%	*	2%
Grade 5						
Reading	6,321	2%	-	-	-	-
Mathematics	6,324	2%	-	-	-	-
Science	6,315	2%	-	-	-	-
Grade 6						
Reading	5,876	1%	-	-	-	-
Mathematics	5,877	1%	-	-	-	-
Grade 7						
Reading	5,387	1%	*	3%	*	3%
Mathematics	5,385	2%	*	3%	*	3%
Grade 8						
Reading	4,906	1%	-	-	-	-
Mathematics	4,907	1%	-	-	-	-
Science	4,904	1%	-	-	-	-
End of Course						
English I	4,932	1%	-	-	-	-
English II	4,732	1%	-	-	-	-
Algebra I	4,932	1%	-	-	-	-
Biology	4,992	1%	-	-	-	-
All Grades						
All Subjects	104,161	1%	*	1%	*	1%
Reading	46,349	1%	*	1%	*	1%
Mathematics	41,601	1%	*	1%	*	1%
Science	16,211	1%	-	-	-	-

- Indicates there are no students in the group.

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

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

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2024 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2024 Percentages at NAEP Achievement Levels										
			% Below Basic		**% At or Above Basic**		**% At or Above Proficient**		**% At Advanced**	
Grade	**Subject**	**Student Group**	**TX**	**US**	**TX**	**US**	**TX**	**US**	**TX**	**US**
Grade 4	Reading	Overall	43	40	57	60	28	31	7	8
		Black	53	56	47	44	17	17	2	3
		Hispanic	51	52	49	48	20	21	4	4
		White	28	30	72	70	42	39	11	11
		American Indian	*	61	*	39	*	14	*	2
		Asian	14	21	86	79	61	53	24	21
		Pacific Islander	*	47	*	53	*	22	*	5
		Two or More Races	41	36	59	64	29	35	11	10
		EcoDis	53	53	47	47	18	19	3	4
		Students with Disabilities	76	74	24	26	8	9	1	2
		English Language Learners	60	71	40	29	13	8	2	1
	Mathematics	Overall	21	24	79	76	43	39	9	9
		Black	27	41	73	59	27	19	3	2
		Hispanic	27	34	73	66	34	27	4	4
		White	9	14	91	86	60	51	15	12
		American Indian	*	45	*	55	*	19	*	2
		Asian	4	10	96	90	78	66	33	25
		Pacific Islander	*	43	*	57	*	20	*	2
		Two or More Races	13	20	87	80	55	43	13	11
		EcoDis	27	35	73	65	32	25	4	3
		Students with Disabilities	53	55	47	45	16	15	2	2
		English Language Learners	31	48	69	52	30	16	4	2
Grade 8	Reading	Overall	39	33	61	67	25	30	3	4
		Black	48	48	52	52	18	16	1	1
		Hispanic	48	45	52	55	16	19	1	2
		White	24	23	76	77	37	37	5	5
		American Indian	*	44	*	56	*	18	*	2
		Asian	12	16	88	84	63	55	17	13
		Pacific Islander	*	41	*	59	*	24	*	4
		Two or More Races	27	30	73	70	36	35	2	5

State Level: 2024 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 8	Reading	EcoDis	50	46	50	54	14	18	1	1
		Students with Disabilities	75	69	25	31	3	7	*	1
		English Language Learners	57	70	43	30	9	5	*	*
	Mathematics	Overall	44	39	56	61	24	28	6	8
		Black	60	62	40	38	12	10	2	2
		Hispanic	52	54	48	46	17	15	2	3
		White	28	26	72	74	35	38	8	10
		American Indian	*	60	*	40	*	11	*	2
		Asian	12	15	88	85	57	59	32	31
		Pacific Islander	*	56	*	44	*	16	*	4
		Two or More Races	37	36	63	64	37	31	17	10
		EcoDis	54	55	46	45	14	14	2	3
		Students with Disabilities	80	77	20	23	4	6	1	1
		English Language Learners	62	77	38	23	10	5	2	1

* Indicates reporting standards not met.

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

State Level: 2024 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	80%
		English Learners	90%
	Mathematics	Students with Disabilities	86%
		English Learners	94%
Grade 8	Reading	Students with Disabilities	82%
		English Learners	96%
	Mathematics	Students with Disabilities	81%
		English Learners	96%

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

This section provides information on the cohort rate at which students who graduated from high school in the 2022-23 school year enrolled in a Texas public postsecondary education institution in the 2023-24 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

There is no data for this campus.

Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2023-24 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	32%	27%	32%	30%	-	*	-	*	33%	32%	38%

- Indicates there are no students in the group.

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

Part (xv): Section 1003 Fund

This section provides a list of all the LEAs and schools that received funds under Section 1003, including the amount of funds each school received and the types of strategies implemented in each school with such funds for the 2023-24 school year.

Section 1003 Funds for the 2024-25 school year will be updated by the end of June, 2026.

There is no data for this campus.

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

This section provides number of recently arrived English learners exempted from the ELA/Reading assessments and whose results are excluded from the 2024-25 State accountability.

There is no data for this campus.